English for Ethiopia

Student Textbook
Grade 10

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Federal Democratic Republic of Ethiopia
Ministry of Education

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English for Ethiopia

Student Textbook
Grade 10

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Federal Democratic Republic of Ethiopia
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Unit 1

Sport and fitness

Part A

Objectives

By the end of this part of Unit 1 you will be able to:

- discuss how much you know about sports and athletics
- talk about sports
- listen to a newspaper report about Derartu Tulu
- read about East African athletes
- use relative pronouns to join two pieces of information
- make comparisons between East African athletes
- use adverbs of frequency
- use the present perfect tense
- write about your favourite sport
- speak about future plans using the correct pronunciation
- list some ground rules for using English in the classroom.

A1.1 Introduction: How much do you know about athletics?

Work in a small group and see how many of these questions you can answer. Then listen to your teacher and check your answers.

1 What distances are run in:
   a international running events
   b hurdling events?
2 What is
   a a steeplechase
   b a relay?
3 How often are the Olympic Games held?
4 What is the difference between track and field events in athletics?
5 What does it mean 'to break a record' or 'set a new record'?
6 What colour medal do you win when you finish an event in these positions?
   a 1st
   b 2nd
   c 3rd

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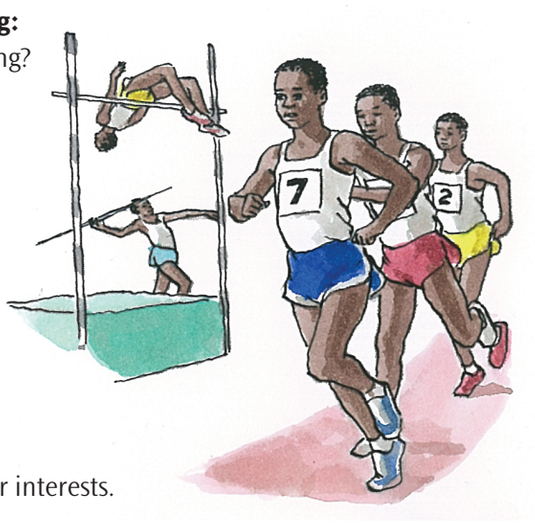
A1.2 Speaking: Talking about sport

Work in a small group and talk about the following:



1. Do you like sport? Which sports do you like watching? Which sports do you like to take part in?
2. What sports are you good at?
3. What are the most popular sports in your school?
4. Have you taken part in your school sports day? What did you do? How did you get on?
5. Do you have any good athletes in your school or in your area? Who? Have you seen her / him in action?
6. Which of the following do you need most to be successful at sports?
   - **a** To have a natural talent.
   - **b** To be ready to work very hard and give up other interests.
   - **c** To have a good coach.
7. Why do you think Africa has produced so many successful athletes?

A1.3 Listening: Derartu Tulu

1 **Listen to a newspaper report about Derartu Tulu and answer the questions that follow.**

1. Whom did Derartu Tulu defeat in the report?
2. What distance had she run?
3. With whom did she share a lap of honour in the 1992 Games?
4. What position did Gete Wami achieve in the race?
5. Where was Derartu's first Olympic win?

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A1.4 Reading: East African athletes

Since the 1960s African middle and long distance runners have dominated international athletics. Here are some stories of a few of them. Read them quickly and then do the exercise that follows.

Haile Gebrselassie is one of Ethiopia's most famous long distance runners. Many people call him the best long distance runner ever. He was born in 1973 in Asella, Arsi, Ethiopia. He had to run 10 kms to and from school every morning and even now he runs with his left arm bent as if holding his schoolbooks. He was one of ten children and his father wanted Haile to be a farmer, but when he was 13 he competed in his first race. By the 1990s he was taking part in international races. His achievements are great: he has broken 26 world records both indoors and out, won two Olympic 10,000 metres gold medals, and four world outdoor and three indoor 10,000 metres titles. He moved to road running in the latter part of his career. In September 2008, at the age of 35, he won the Berlin Marathon with a world record time of 2:03:59, breaking his own world record by 27 seconds. Haile is so famous that he starred as himself in an American film called *Endurance*. He loves running and hopes he can continue running or jogging all his life.

Kipchoge ('Kip') Keino was born in 1940 in Kipsano, Kenya. He did not participate in organised sports events until he went to police college. In the 1960s and early 1970s he astonished the world with the range and number of events that he competed in at international level. In 1962 and in 1965 he set new world records in the 3,000 metres steeplechase and the 5,000 metres. He won Olympic gold medals in the 1968 Mexico Olympics in the 1,500 metres, and in 1972 in Munich in the 3,000 metres steeplechase. He won two golds in the Commonwealth Games in 1966 in the one mile and the three miles, and again in 1970 in the 1,500 metres. Also in the 1970 games he won bronze in the 5,000 metres. While competing in international events, Keino began what was to be his life's work: with his wife he has brought up over 80 orphaned or abandoned children on his farm.

Derartu Tulu, the first woman from Africa to win an Olympic gold medal, was born in 1969 in Bekoji, in the Arsi highlands of Ethiopia. The seventh in a family of ten children, she began her career in athletics at school, but did not realise that she was an unusually fast runner until she was 16 years old. She launched her career by winning her first 10,000 metres Olympic gold medal in Barcelona in 1992, defeating Elana Meyer of South Africa. She competed in the Olympics in 1994, but suffered a knee injury and finished a disappointing fourth. In 1999 she gave birth to her daughter Tsion, but her running career was far from over. Regaining her form in the 2000 Sydney Olympic Games, she sprinted ahead to a clear victory. Derartu is still winning races and bringing home gold, silver and bronze medals to her people and her country. In her short career she has so far managed to win 35 gold, 12 silver and 15 bronze medals.

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Catherine Ndereba is one of Kenya's leading marathon runners. She was born in 1972 in Nyeri, Kenya. She started running at school, where she had to train before and after class. After leaving school, she joined the prison service, which allowed her to continue training and running races, and it was there that she met her husband. She began her international career in 1995 and the following year won eight out of her 13 international races. In 1997 she took time off to have a baby, but she has been running ever since and has achieved even greater international success. In 2000 and 2001 she won both the Boston and Chicago marathons and set a new world marathon record. In the 2004 Olympics she won a silver medal and in the World Championships she won gold in 2003 and silver two years later. Ndereba says she owes much of her success to her husband who has supported her throughout her career and has taken much of the responsibility for looking after their daughter.

Filbert Bayi is Tanzania's most successful athlete. He was born in 1953 in Karatu, Tanzania. His first international competition was the 3,000 metres steeplechase at the Munich Olymics in 1972. In 1973 he caught people's attention when he beat Kenya's legendary Kip Keino to gain the gold medal at the Lagos African Games. A year later at the Commonwealth Games in New Zealand he won the 1,500 metres in record time in what many people have called the most exciting 1,500 metre race ever. He was unable to repeat this success at Montreal four years later because of the African boycott of the Games. In 1980, though, he won silver at the Moscow Olympics in the 3,000 metres steeplechase. His health was not good and he never repeated these successes. In later life, however, he has devoted himself to the Filbert Bayi Institution, which helps young Tanzanian athletes and also educates young people about HIV and AIDS.

Find the information in the texts that tells us which of these athletes …

a … was a prison officer.
b … was a police officer.
c … has helped children.
d … has an institution named after him / her.
e … suffered a knee injury which delayed his / her career.
f … came from a very large family.
g … holds one arm in a special way while running.
h … won eight out of 13 races in the same year.
i … was in a race that many people remember.
j … has won two Olympic gold medals.
k … has had a film made about his / her life.
l … won the same race two years running.
m … did not run in the Montreal Olympics.
n … ran with another of these athletes in the same event and won it.
o … continued to run after giving birth.

Write full sentences in your exercise book.

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A1.5 Language focus: Relative clauses

1 **Read these sentences.**

- Derartu Tulu, *who* was born in Ethiopia, is a famous runner.
- Haile Gebrselassie, *who* starred in a film called *Endurance*, was born in 1973.

Now work in groups to make sentences about the athletes in the passages above, using the relative pronoun *who* to introduce the relative clauses.

We use the relative pronouns *who*, *whose*, *whom, which*, *that* to join two pieces of information together.
We use *who*, *whom* and *whose* to give extra information about *people*. They can be used to link two separate sentences:

- The children worked hard. They all passed their exams.
  The children who worked hard all passed their exams.
- This is my friend. I told you about her.
  This is my friend whom I told you about.
- Isha is a policewoman. Her job is very interesting.
  Isha is a policewoman whose job is very interesting.

Who is used in relation to the subject of a sentence or clause; *whom* is used in relation to the object. For example:

Adem gave Fetia a necklace.
Who gave Fetia a necklace?
To whom did Adem give a necklace?

We use *which* and *that* to give extra information about people, things or animals, to link two separate sentences.

He is the kind of man that everyone can admire.
She took a flight from Addis Ababa to Gaborone, which is in Botswana.

In many instances, *that* and *which* are used interchangeably, for example:

This is the car that he bought yesterday.
This is the car which he bought yesterday.

In either case, the pronoun clearly refers to the car.

2 **Use the correct relative pronoun to join these sentences.**

Example:

Berta enjoys sport. His father is an Olympic athlete.
Berta, whose father is an Olympic athlete, enjoys sport.

1. I gave my friend Tiringo a book for her birthday. She likes reading thrillers.
2. The boys went to the match with their uncle. Their parents were out at work.
3. Haile Gebrselassie is a famous long distance runner. He competed in his first race at the age of 13.
4. Derartu Tulu has won many gold, silver and bronze medals. Her daughter is called Tsion.
5. Turbo Tumo was a popular Ethiopian athlete. He died in a car accident.
6. Catherine Ndereba began running at school. She later joined the prison service.
7. Derartu comes from the Arsi region. Her cousins are also successful long distance runners.
8. Kip Keino set new world records. He astonished the world with his success.

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A1.6 Language focus: Making comparisons

Read the passage on East African athletes again, then working in groups use the words in the box to compare the following runners. Share your sentences with the rest of the class.

a Derartu Tulu and Catherine Ndereba
b Kipchoge Keino and Filbert Bayi
c Haile Gebrselassie and Catherine Ndereba

both / neither	one / the other	the former / the latter

Examples:

Both Haile Gebrselassie and Derartu Tulu were born in Arsi.
The one was born in 1973; the other was born in 1969.
The former broke 17 world records; the latter won 35 gold medals.

A1.7 Language focus: Adverbs of time

Adverbs of time tell us *when* something has happened. Complete the sentences below using the adverbs of time *still / yet / already*.

Example:

Derartu has already won three gold medals.

1 Haile Gebrselassie had not _____ taken part in a race before he was 13, although he _____ did some long distance running to and from school every day.
2 By the 1990s Haile was _____ taking part in international races and he _____ loves running or jogging even today.
3 Kip Keino was _____ an international star by 1962, but he was _____ to win an Olympic gold medal.
4 Although Kip was _____ competing in international events, he _____ knew what his life's work was to be.
5 Before Derartu gave birth to her daughter, she _____ knew she wanted to continue running and did not want to give it up _____ .
6 Catherine Ndereba had _____ started running at school, but she _____ needed to continue her training when she joined the prison service.
7 In 1997 she won eight international races, but she _____ wanted to keep on running although she had _____ achieved international success.
8 Filbert Bayi had _____ beaten Kip Keino in 1973, but was _____ to win in the Commonwealth Games.

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A1.8 Language focus: The present perfect tense

Make five different sentences from this table, using the words in brackets correctly, then write them in your exercise book.

I	*(still)*	*has*	*done*	*the clothes*	*for*	*two hours.*
Tesema		*have*	*washed*	*the rice*		*Year 1.*
Kebebush	*(already)*		*written*	*this exercise*		*I got home.*
The boys		*hasn't*	*studied*	*an essay*	*since*	*half an hour.*
My partner and I	*(yet)*	*haven't*	*made*	*geography*		*a few minutes.*
			cooked			

A1.9 Writing: Your favourite sport

Work in groups to write some paragraphs to describe your favourite sport, following the seven stages of writing: *think*, *brainstorm*, *plan*, *draft*, *check*, *re-write*, *proofread*. Include your reasons why young people should do exercise and try to persuade them to take up your chosen sport.

Suggested paragraph topics might be:

Introduction
Favourite sport
Why exercise is important, etc.

A1.10 Speaking: Talking about future plans

1 **Work in pairs and groups to practise this conversation: *'I'm going to go shopping this afternoon.' 'Well, I'll come with you.'***

2 **Now make similar conversations from this table.**

I	*is going to*	*telephone you tonight.*
My friends		*visit Addis Ababa next week.*
We	*are going to*	*write a letter to the school.*
Letay		*look it up on the Internet.*
Ato Muhaba		*learn to play tennis next year.*
They	*will*	*go to the football match this weekend.*

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A1.11 Study skills: Using English in the classroom

1 **Ask students to say what the rules are for their school and list them on the board.**

2 **Students then work in groups to list some ground rules for the English classroom.**
Examples:
Students and teachers must respect each other.
Students should participate in all activities.
It's OK to make mistakes, etc.

Ask individuals to report on their suggested ground rules and write them on the board.

3 **Students can then write these rules on a poster and display it in the classroom.**

4 **Students discuss the use of English in other subjects. Ask:**
What English skills do students need?
What strategies are useful in other subjects?

5 **Remind students to record new words in their vocabulary books. For this unit they should have recorded sports and fitness vocabulary.**

Part B

Objectives

By the end of this part of Unit 1 you will be able to:

- listen to and answer questions about a passage about Pelé
- read a newspaper article about women's soccer
- use adverbs of time
- listen to a lecture about the importance of keeping fit
- talk about the importance of health and fitness
- give some good advice
- make plans and suggestions
- write a report about the African Nations Cup
- read a passage about playing basketball
- write about learning a new sport
- organise your study time better.

B1.1 Listening: A great player

Listen to your teacher and answer the following questions.

1. When and where was Pelé born?
2. What was the name of his first football team?
3. How many World Cups has he played in?
4. What is the total number of goals he has scored?
5. When did he retire?
6. What books has he written since then?

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B1.2 Reading: A newspaper extract

1 **Read the following newspaper article quickly, then tell your teacher what you have found out about it.**

Breakthrough for Women's Soccer

By Rosalind Amoh

For the past few years men have dominated the soccer scene, while the performances of the women have been moved into the background. But 1998 saw women fighting hard to keep abreast, not only in track and field but in a sport that hitherto was considered exclusively for men.

FIFA, the world football governing body, must have seen a lot of potential in the development and enhancement in the women's game to have devoted the future to women.

Indeed the rapid development of women's soccer in the world has more than given substance to FIFA's belief that the future is feminine.

Giant leap

While women footballers all over the world have been making strides in further advancement of their careers, the women of Ghana also took a giant leap towards the future of soccer feminism. 1998 may not have been the best of years for Ghana soccer, but it certainly was for women's football. After almost eight years of trial and error, disappointments and failures, the Black Queens, Ghana's women team, made history by qualifying for the women's World Cup.

Though the Queens were not the first team to achieve such a feat, the Falcons of Nigeria having beaten them to it, they made sure they didn't miss out when the places allotted to Africa were increased to two.

In fact, the Queens will always be remembered as the first non-age side from Ghana to have made an appearance at any World Cup, a feat their male counterparts, the Black Stars, are yet to accomplish.

Comparing the level of acceptance between the men and the women's game, it would be quite unfair to also compare the achievement or performance of the Queens to that of the Stars. But the fact can't be denied that the ladies were the best thing to have happened to Ghana soccer in the year under review.

Historic feat

And their feat is even more remarkable, given that they have not received the same level of support, especially in terms of finance, to advance their cause. Until 1997 when the Queens began their preparations towards the historic feat, very little was done for them, in fact not much was even heard of them as a team.

But once they went into action, the will to succeed where the men had failed, the determination to become their own heroines, drove the Queens to ensuring that they did not spare any opponents that came their way.

Guinea, considered one of the fastest growing sides in women's soccer in Africa, were the first to taste the venom of the Queens, losing by an unbelievable 19-0 in the two-leg encounter in the African Nations Cup qualifiers.

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Proving the critics wrong

The score line was the biggest in the qualifiers, and many thought it was a fluke, but the Queens proved all critics wrong and went ahead to beat Egypt in a friendly match, before beating South Africa, who had a bloated ego of thinking they were the best ever after Nigeria's Falcons during the Maiden Nations Cup in Abeokuta, Nigeria.

That excellent show and a record of not losing a match in 1998 was cut short when the Falcons beat the Queens 2-0 to lift the Maiden trophy, but that didn't prevent the Ghanaians from making history. They picked silver and the other ticket to the 1999 USA World Cup.

While the team collectively made history, the goal-scoring skills of Vivian Mensah in particular caught the attention of the CAF and FIFA officials, and she was invited to feature alongside other brilliant players in the World XI team against the defending world champions, USA, during the 1999 World Cup draw in America in February. Ghana has also won three silver medals in the Africa Women's Championship with two Queens' players winning the Women's Footballer of the Year award.

While Queens have been making strides on the international scene, back home the game is yet to gain the needed popularity. But with the performance of Queens, it is hoped that the interest will be aroused and sustained to ensure that more talent can be unearthed and groomed to keep the torch that the present crop of Queens have lit burning bright in the years to come.

2 **Work in pairs to find the words in the passage and match them with their definitions, then write the words with their correct definitions in your vocabulary book.**

a	dominated	**i**	given out
b	exclusively	**ii**	essence or chief part
c	enhancement	**iii**	amounts of money
d	substance	**iv**	solely or singly
e	feat	**v**	something that is like another
f	allotted	**vi**	making sure
g	counterpart	**vii**	all together
h	achievement	**viii**	ruled over
i	finance	**ix**	unexpected success
j	ensuring	**x**	a great deed
k	fluke	**xi**	increase in value
l	collectively	**xii**	an act of extraordinary skill

3 **Answer the questions about the passage above.**

1 Why is it unfair to compare the achievements of the female and male soccer teams of Ghana?

2 Give three achievements of the Black Queens yet to be accomplished by their male counterparts.

3 **a** Did the Queens ever think they would achieve their goal?

b Quote a phrase or sentence to support your answer.

4 What other national teams are mentioned in the article?

5 Is soccer played by many women in Ghana?

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B1.3 Language focus: Adverbs of frequency

Adverbs of frequency tell us how often something happens.

Example:

Amare is often late for school and he is never early for anything.
He is late every day of the week.

Work in pairs and use *sometimes, often, never, every day, once a week, regularly* to ask and answer questions about how often you:

a … are late for school.
b … play sports after school.
c … forget your homework.
d … eat fresh vegetables.
e … go to bed after midnight.
f … play with your friends.

B1.4 Listening: Keeping fit

1 **Listen to your teacher read part of a lecture on the importance of health. Take notes about the main points.**

2 **Now answer the questions below.**

a What sports do you play?
b How do you keep fit?
c What is your favourite meal?
d Why do you need sleep?

3 **With the class, brainstorm your ideas for keeping fit.**

B1.5 Speaking: Health and fitness

Discuss in groups the importance of health and fitness and prepare a presentation on one of the following topics: *Health, diet, fitness, hygiene*.

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B1.6 Language focus: Giving good advice

When we talk about things which are necessary or essential, or a very good idea, we use expressions like: *must, mustn't, have to, don't have to, should, shouldn't, ought to, oughtn't.* These are called 'modals'.

1 **Look at these sentences and decide where to put the words in italics in the table below. Write the table in your exercise book.**

a You *must* take exercise to keep fit.
b To keep fit, we *have to* get enough sleep every night.
c You *should* go to bed early before a big match.
d We *mustn't* drink alcohol if we want to keep fit.
e You *shouldn't* eat a big meal before an important match.

It is necessary	It is forbidden	It's not necessary	It's a good idea	It's not a good idea
must				

2 **Now add these expressions to the table: *shouldn't*, *ought to*.**

3 **Which of the modals have similar meanings?**

4 **Make eight sentences from this table. Write them in your exercise book.**

You must / have to …	*… borrow other people's things without asking them.*
You mustn't …	*… talk when your teacher comes into the classroom.*
You don't have to …	*… take enough exercise every day.*
You should / ought to …	*… tell me before you visit; you are always welcome.*
You shouldn't / oughtn't to …	*… eat too many sweets.*
	… have seven or eight hours sleep every night.
	… keep wounds clean.
	… wash your clothes every day.

5 **Work in groups to make more suggestions about keeping fit, using the modal verbs *must*, *mustn't*, *have to*, *don't have to*, *should*, *shouldn't*, *ought to*, *oughtn't* and adding your own suggestions.**

B1.7 Language focus: Making plans and suggestions

Write down ten ways of keeping fit / healthy, then work in pairs, with one student choosing a problem and the other suggesting ways of solving it, using the phrases in the box:

Why don't you …? *If I were you, I'd …* *How about …?*
Perhaps you could …? *You could always …* *Let's …*

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B1.8 Writing: The African Nations Cup

1 **Look at the following data table and write five sentences about it.**

Example:

Tunisia was the host nation twice between 1990 and 2008 for the African Nations Cup, and won the cup in 2004 with a score of 2–1.

Results

		Final			Third Place Match		
Year	**Host nation**	**Champion**	**Score**	**Second Place**	**Third Place**	**Score**	**Fourth Place**
1990	Algeria	Algeria	1–0	Nigeria	Zambia	1–0	Senegal
1992	Senegal	Côte d'Ivoire	0–0 aet (11–10) ps	Ghana	Nigeria	2–1	Cameroon
1994	Tunisia	Nigeria	2–1	Zambia	Côte d'Ivoire	3–1	Mali
1996	South Africa	South Africa	2–0	Tunisia	Zambia	1–0	Ghana
1998	Burkina Faso	Egypt	2–0	South Africa	Congo DR	4–4 (4–1) ps	Burkina Faso
2000	Ghana & Nigeria	Cameroon	2–2 aet (4–3) ps	Nigeria	South Africa	2–2 aet (4–3) ps	Tunisia
2002	Mali	Cameroon	0–0 aet (3–2) ps	Senegal	Nigeria	1–0	Mali
2004	Tunisia	Tunisia	2–1	Morocco	Nigeria	2–1	Mali
2006	Egypt	Egypt	0–0 aet (4–2) ps	Côte d'Ivoire	Nigeria	1–0	Senegal
2008	Ghana	Egypt	1–0	Cameroon	Ghana	4–2	Côte d'Ivoire
2010	Angola	Egypt	1–0	Ghana	Nigeria	1–0	Algeria

2 **Now write a short report, combining the sentences about each country into a paragraph and adding a brief introduction and conclusion.**

Your report could follow the following outline:

Paragraph 1: Introduction
Paragraph 2: Country A
Paragraph 3: Country B
Paragraph 4: Country C, etc.
Final paragraph: Conclusion (country with the most / fewest wins, predictions for the future).

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B1.9 Reading: Basketball

Read the text and answer these questions below.

Basketball is a team sport in which two teams of five active players each try to score points against one another by placing a ball through a 3.048 metre high hoop (the *goal*) under organised rules. Basketball is one of the most popular and widely viewed sports in the world.

Points are scored by throwing (*shooting*) the ball through the basket from above; the team with more points at the end of the game wins. The ball can be advanced on the court by bouncing it (*dribbling*) or passing it between team mates. Physical contact adversely affecting a member of the other team (*foul*) is penalised and there are restrictions on how the ball can be handled (*violations*).

Through time, basketball has developed to involve common techniques of shooting, passing and dribbling, as well as players' positions, and offensive and defensive structures. Typically, the tallest members of a team will play centre, or one of two forward positions, while shorter players or those who possess the best ball handling skills and speed, play the guard positions.

While competitive basketball is carefully regulated, numerous variations of basketball have developed for casual play. In some countries, basketball is also a popular spectator sport.

Competitive basketball is primarily an indoor sport played on a basketball court, but less regulated variations played outdoors have become increasingly popular among both inner city and rural groups.

1. What is the total number of players in a game of basketball?
2. How are points scored in the game?
3. What happens if a player does not play fair?
4. What are the three main elements in a game of basketball?
5. Why are tall members of the team valued?
6. What advantages do smaller team members possess?
7. Where is basketball played by inner city and rural groups?
8. What are the correct words for the following activities:
   - **a** the hoop or basket on the end of the pole.
   - **b** throwing the ball through the basket.
   - **c** bouncing or passing the ball between team mates.
   - **d** physical contact affecting an opponent.
   - **e** rules about how the ball can be handled.

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B1.10 Writing: Learning a new sport

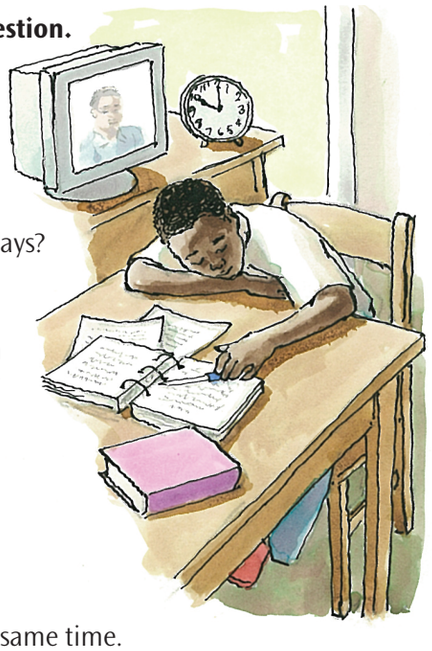
Choose a sport you do not play, for example tennis or badminton. Write down a number of things you would like to know about the sport, then find out as much as you can about it from a library or the Internet. Make brief notes on what you learned, under headings *Necessary equipment, Training, Where you would practise your chosen sport, How you would fund your training,* and *Competitions you would enter*. Then write sentences about what you will or are going to do.

Example:

I'm going to learn to play tennis.
I will need to buy a tennis racquet and some balls.
Perhaps one day I will represent Ethiopia in an international tennis tournament.

B1.11 Study skills: How well do you organise your study time?

1 **Try this quiz on your own. Write down ONE answer to each question.**



1 When do you do your homework?
   - **a** Immediately after school.
   - **b** In the evening before dinner.
   - **c** Just before I go to bed.
   - **d** In the morning before I go to school.

2 Do you do lots of homework on some days and none on other days?
   - **a** Yes, so that I can have some free evenings.
   - **b** No, I try to do a little every day.
   - **c** It depends. I generally do it the day before I have to give it in to my teacher.

3 Where do you do your homework?
   - **a** In my bedroom.
   - **b** At school.
   - **c** In the kitchen.
   - **d** In the living room while watching TV.

4 Do you do your homework with one of your classmates?
   - **a** Yes, so that we can listen to music and have some fun at the same time.
   - **b** Yes, so that we can talk about what we are doing.
   - **c** No, because I like to study alone.

5 Do you take a break when you are studying?
   - **a** No, because I just want to get it done.
   - **b** Yes, I go and talk to Mother or play with my sister every ten minutes.
   - **c** Yes, I take a break when I have completed one piece of work before starting another.

6 Where do you keep your books and study materials?
   - **a** In my school bag.
   - **b** In my bedroom.
   - **c** Nowhere special.

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2 **Now compare your answers with your partner's.**

3 **Listen to your teacher reading out how you can score each of your answers.**
Add up your scores for each answer and look at this explanation of what your score tells you about how you organise your study time.

Scores:

18 Excellent. You organise your study time very well.

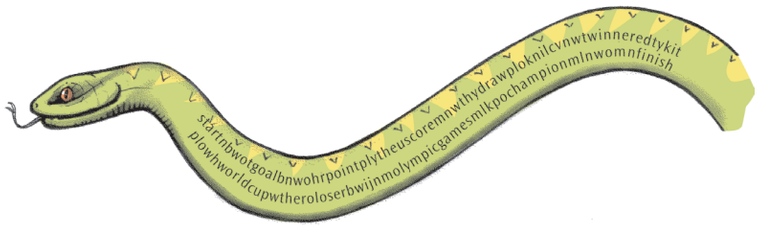
14–17 Very good. You generally organise your study time well. There may be one or two things you could improve.

10–13 Not bad. You study quite well but there are some things you need to think about that may help you to study better.

6–9 Hmm! You need to think about how you study. The quiz will give you some ideas about how you can study better.

B1.12 Fun with words: A word snake

Find the sports words hidden in this word snake. Write them in your exercise book.



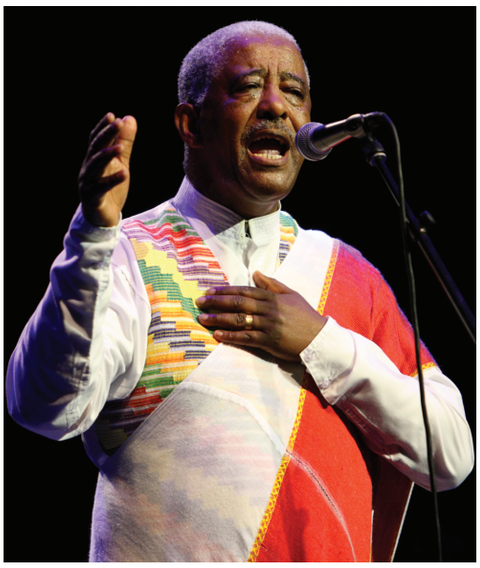
Assessment

1 **Listening**

Your teacher will read a passage about Ethiopian football and give you some multiple-choice questions. Listen and choose the correct answers to the questions.

2 **Speaking**

You will be asked to compare information about the people shown in these two photographs. Find out what you can about Mahmoud Ahmed and Asnakech Worku beforehand.



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Unit 2

Health – First Aid

Part A

Objectives

By the end of this part of Unit 2 you will be able to:

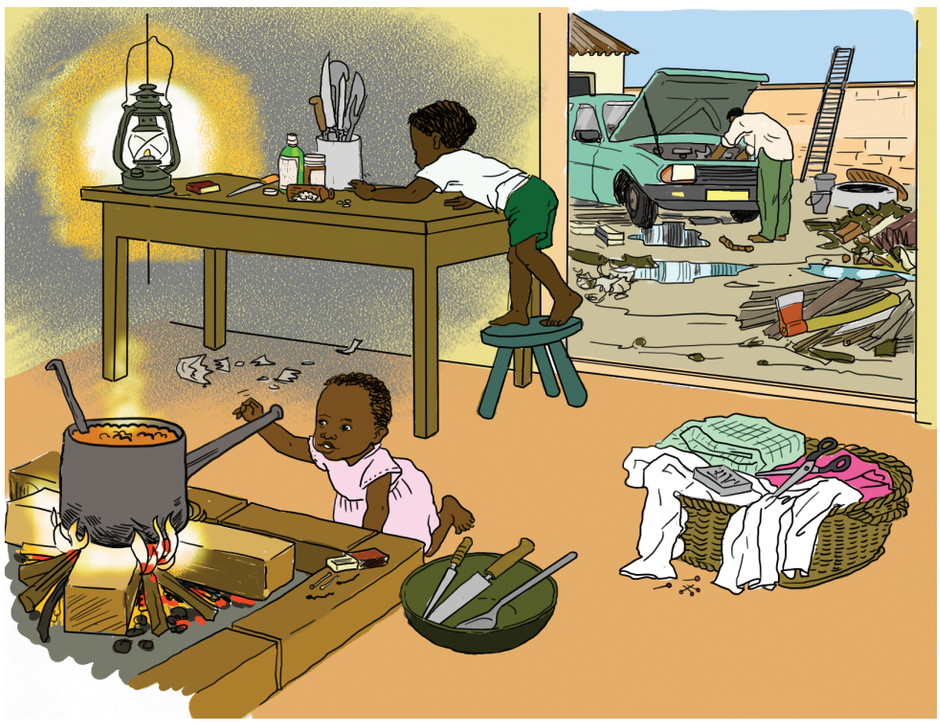
- identify dangers in the home and take part in a First Aid quiz
- discuss common accidents
- listen to a story about dangerous situations and re-tell it in your own words
- read about First Aid
- use question words to ask questions
- role-play scenes relating to First Aid
- improve your vocabulary about accidents and injuries
- read a story about dealing with a bad burn
- listen and complete a passage about a nose bleed
- write a story about a bicycle accident using sequencing words
- practise giving someone advice
- use expressions for remembering and reminiscing
- discuss how you could improve your English outside the classroom.

A2.1 Introduction: Spot the dangers

1 **Discuss the picture below in your group. How many things can you see that could cause a nasty accident?**

2 **Discuss the following words in your groups, then look up their meanings in your dictionary.**

casualty
emergency
unconscious
recovery
circulatory



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3 **Take part in a quiz to find out how much you know about First Aid. Work in a small group and see how many of these questions you can answer. Then listen to your teacher and check your answers.**

		True	False
1	Your casualty is not breathing normally and you've called for help – you should now give them five emergency breaths.	❑	❑
2	An unconscious casualty should probably be placed in the recovery position.	❑	❑
3	In an emergency you should move immediately into action.	❑	❑
4	If somebody has swallowed poison you should make him or her sick.	❑	❑
5	Somebody with a nosebleed should lean forward and pinch their nose.	❑	❑
6	Circulatory shock is nothing to worry about.	❑	❑
7	If a person is feeling pressure or a squeezing sensation in the chest, and pain spreading to the shoulders and arms, he or she is probably having a heart attack.	❑	❑
8	A person with a severe bleed in their arm should raise it and apply pressure to the wound.	❑	❑
9	If a person has liquid coming from their left ear, they should be placed with that ear lowered.	❑	❑
10	Burns should be covered with cream.	❑	❑

Scores:
10: WELL DONE! You already know a great deal – but there's always room for improvement!
5–9: Your knowledge is good but there's still a great deal to learn!
Less than 5: You definitely need to attend a First Aid course!

A2.2 Speaking: Accidents

1 **Discuss the pictures below with your partner, then match the pictures with the words in the box.**

burn snake bite nose bleed bleeding fracture poison insect bite eye injury

2 **Now work in pairs to mime each injury and say what you would do to help the sufferer.**

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A2.3 Listening: Watch that baby!

1 **Listen to the story your teacher will read you, and make notes of the key points.**

2 **Now re-tell the story to your group in your own words.**

A2.4 Reading: First Aid

1 **Read the following text and fill in the table below with First Aid instructions.**

How well do you know what to do in an emergency?
The following instructions will tell you how to give immediate First Aid.

If you cut your hand badly and it begins to bleed, you should clean the wound and cover it with a bandage. If the person who has been wounded is in shock, make the victim lie down flat and if he or she vomits, turn them on their side. If, however, the victim has suffered severe burns, apply dry dressings and bandages loosely to the area. With eye injuries be extremely careful and gentle, and never attempt to remove an object embedded in the eye. It is best to cover the eye with a paper cup and a bandage while you take the patient to hospital. Young children often suffer from poisoning, but prevention here is better than cure. Since symptoms vary with different poisons, be on the safe side and consult a doctor immediately. For fractures, sprains and strains, you should control any bleeding and bandage the affected limb with a splint. Cold packs of ice may help to reduce pain and swelling. Insect bites or snake bites also need immediate attention. The symptoms, which can occur many days after the bite, include redness, swelling, pus at the site and pain and tenderness around the wound. Other symptoms include allergic swelling of the throat, redness or discolouration at the site of the bite, itching and difficult or noisy breathing. If the sting remains in the victim, remove it carefully with a pair of tweezers, then wash the wound well with soap and water. Cold compresses will help relieve any pain and swelling. A severe nose bleed can also be frightening. In most cases it can be controlled by having the victim sit down, pinch their nostrils shut and lean forward to prevent the blood running into the throat. Once the bleeding has stopped, the victim should rest quietly.

Text from www.survival-center.com/first aid

Symptom	Treatment
Bleeding	
Shock	
Burns	
Eye injury	
Poisoning	
Fractures, sprains and strains	
Insect or snake bite	
Nose bleed	

2 **Now write eight sentences in your exercise book.**

Example:
If you cut your hand, you should clean the wound and cover it with a bandage.

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A2.5 Speaking: Asking questions

Work in pairs to ask and answer questions about the table on page 19 using *which*, *what* and *how*.

Example:

What do you do if a snake bites you?
Remove the fangs carefully with a pair of tweezers, then wash the wound well with soap and water.

A2.6 Speaking: Role-play

Using the information from the First Aid instructions you wrote in your exercise book, work in groups of three to write dialogues, then role-play the following scenes.

1. A boy who has fallen out of a tree, a First Aid worker and a trainee First Aid nurse.
2. An injured person, a motorist and a passer by.
3. A mother whose baby has drunk some poison, a First Aid worker and a doctor in a hospital.

Example:

Student A: She has burnt her hand.
Student B: Relax. First, clean the wound and then put a bandage on it.
Student C: I see, but what do you do if she is in shock?
Student B: Don't waste time. Rush her to hospital as soon as possible.

A2.7 Increase your word power: Accidents and injuries

Learn these words.

antiseptic	A cream or liquid that kills germs that may harm you.
blister	A thin, watery swelling under the skin caused by rubbing or burning.
injure	To harm someone or an animal.
shock	A strong feeling or pain caused by something horrible or unexpected.
sprain	To wrench or twist the muscles of the body.
swell	To increase in size or roundness.
tetanus	A serious illness caused by dirt in cuts that makes the body, especially the jaw, stiff.
wound	A part of your body that has been cut or damaged.

A2.8 Reading: Ayantu to the rescue

Read the following story and answer the questions below.

1. Why did Ayantu join the Health Club?
2. What should you do to treat a small cut?
3. What should you check if the patient has a bad cut?
4. What is the first thing you must do for a burn?
5. Why did Ayantu put Kassa's foot in a bowl?
6. Why did Ayantu ask Weizero Fatima to take off Kassa's shoe?
7. How long does it take for a burn to cool down?
8. What did Ayantu do to help Kassa's shock?
9. Why must you never burst a blister?
10. What was the last thing Weizero Fatima did to Kassa's leg?

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Ayantu to the rescue

Ayantu Gidada wanted to be a doctor, so she joined the Health Club at school. She found it very interesting, as the health worker told the Club about First Aid and what they should do if there was an accident in the home.

At her first meeting, Ayantu learned what to do if someone had a bad cut. The health worker told the students that they should gently wash the wound with clean or boiled water. They should dry the surrounding area, then carefully cover the wound with a very clean pad of cloth, with a bandage to hold it in place. If the cut was only small, they could apply an antiseptic cream after washing and cleaning the wound. But if the wound was very deep, they should take the patient to the clinic. If the patient had not been immunised against tetanus, they should tell the nurse in the clinic. At other meetings of the Health Club Ayantu also learned how to treat shock, bites, sprains and burns.

Ayantu needed the First Aid that she had learned at the Health Club when her brother Kassa had an accident at home. Kassa was boiling some water on the fire to make a cup of tea for her. While he was pouring out the water, he accidentally dropped the pot. The boiling water splashed onto his leg and over his foot. Kassa screamed with the pain and shock.

Ayantu heard his scream and came running. She saw what had happened and knew she must act quickly to give Kassa First Aid. She remembered that the first thing to do for a burn is to cool the injured part as quickly as you can. A burn is very, very painful and the shock from the pain can make the person ill. By cooling the burned area immediately, she would reduce the damage and the pain.

"Kassa, you will be all right. Just sit on this chair," Ayantu said calmly. Kassa sat down and Ayantu shouted for their mother to come and help. Then she put Kassa's foot in a bowl and poured cold water down his leg. She acted as quickly as she could and did not stop to take off his shoes and socks.

Weizero Fatima came running from the house. "What's the matter?" she cried. Ayantu explained what had happened. She knew that when someone has a burn, the injured part usually swells up. Anything tight around the burned area, like a watch or a shoe, must be taken off before the swelling gets too bad, so she said to her mother, "Can you take off Kassa's shoe before his foot swells up too much, while I carry on pouring cold water down his leg?" Ayantu remembered that it takes a long time to get the heat out of the injured part of the body, so she went on cooling it with water for at least ten minutes.

After Weizero Fatima had taken off Kassa's shoe, she telephoned a doctor. The doctor said, "Make sure you do not touch the burn. Treat Kassa for shock, then bring him to the hospital."

Weizero Fatima went back to the patient. "Kassa," she said, "the doctor says that Ayantu is giving you the right treatment, but I think that you had better lie down until you feel a little better." Weizero Fatima knew that this would help the shock.

Ayantu helped her brother lie down with his feet slightly higher than his body. While she was covering him lightly with a blanket she noticed a blister on Kassa's leg. "Look at this blister, Mother. Shall we burst it?" she asked.

"No!" Weizero Fatima replied. "You must never prick or burst a blister on a burn. If you do, germs will get into the wound and it will make the injury much worse. Also, never put things like toothpaste, butter, soap or antiseptic cream on burned skin."

After about an hour Kassa was not feeling so shocked, so Weizero Fatima called a taxi. Before they left, she took a clean, dry cloth and wrapped it gently round Kassa's leg. Then they went to the hospital.

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A2.9 Listening: A nose bleed

Listen and complete the passage.

At the next meeting of the .... , the health worker told the ..... how to help someone with a .... She said the best thing was to tell the patient to sit down and ..... through the ..... . Then the patient should pinch the soft part of the ..... , at the same time tilting the head ..... and ..... . If the bleeding does not stop after 10 minutes, take the patient to the ..... .

A2.10 Writing: Sequencing information

1 **Read the story of the accident again, and then make a summary of what happened, using the following frame.**

First Ayantu …
Next she …
Then …
After …
Before …
While …
Finally …

2 **Now using these words, work in pairs to write a similar story about a bicycle accident. Begin like this:**

Abel and his friend were very proud of their new bicycles. "Take care when you ride on the main road," his father said. But Abel was not listening. He jumped on his bike and rode straight out into the road without looking at the traffic. Suddenly, wham!! A car came up behind him and knocked him off his bike. Abel was badly injured, but luckily his friend knew just what to do. First he …

A2.11 Language focus: Giving advice

1 **Learn these sentences.**

Be careful when you hunt in the forest.
Don't cheat when you take an exam.

2 **Now give similar advice to someone in these situations:**

1 careful / strike a match
2 polite / meet a stranger
3 unkind / meet a disabled child
4 water crops / the sun is hottest
5 pick the flowers / walk in the park
6 go outside / it is raining

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A2.12 Increase your word power: Remembering and reminiscing

1 **Look at the following expressions and the example sentences that follow:**

It reminds me of …	*The smell of wet grass reminds me of the rain.*
I remember (…ing)…	*I remember watching the rain in the window.*
It sounds like …	*It sounds like rain.*
When I was … (a child) I used to …	*When I was a child I used to love the rain.*

2 **Now listen as your teacher says a word, like rain. In groups of six see how many sentences you can make that use all these expressions within a given time.**

A2.13 Study skills: English in the environment

1 **Work in groups to brainstorm ideas for how you can improve your English outside the school environment. Draw up a list of ideas and share them with the class.**

2 **Complete sentences about yourself (e.g. about your studies) beginning *I like …, I don't like*. Make a note of these sentences.**

3 **Prioritise the skills and areas you need to focus on in Grade 10. Say which is your strongest and why, and which skill you need to work on more, and why.**

Part B

Objectives

By the end of this part of Unit 2 you will be able to:

- describe pictures showing potential accidents
- read a passage about accidents at home
- write a list of rules to prevent accidents
- learn more about using verbs
- write and act a conversation in a clinic
- learn to use 'sense' verbs
- listen to a passage about safety
- practise using prepositions of place
- use different combinations of words in sentences
- use prefixes to make the opposite of words
- organise your homework
- complete a wordsearch.

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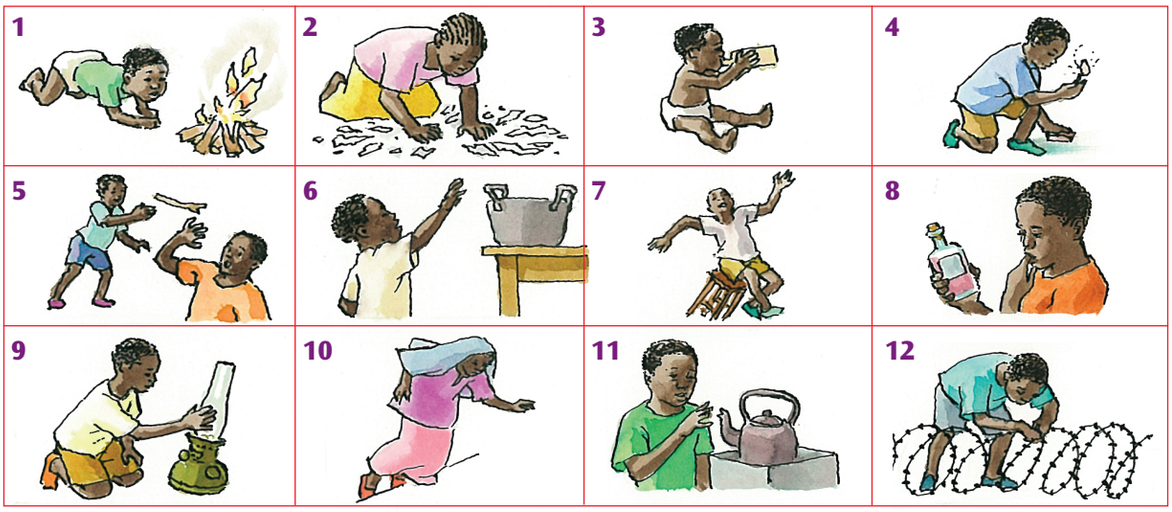
B2.1 Listening: Accidents at home

1 **Look at the pictures and discuss in pairs or groups what dangers each one shows. Listen to your teacher who will read the passage about accidents in the home. Tick off each picture as you hear the text about it, and write the numbers in your exercise book. Now read the passage yourself and check your answers.**



Many of the accidents that happen in the home are caused by carelessness. Children should learn to recognise dangers in the home, and know how to avoid them.

Burns are a major cause of injury in the home, but most accidents that cause bad burns can easily be avoided. If there is an open fire, babies and young children should be watched very carefully so they do not go too near it. They should never be allowed to play with matches, and paraffin lamps should be put well out of their reach so they cannot knock them over. Be careful that the handles of all cooking pots are turned so that babies and toddlers cannot pull off the stove any pans containing hot liquids or food. Always use a thick cloth to lift hot pans from the stove, and remember that you can easily get a nasty burn from the steam of a boiling kettle. Acids, such as those in car batteries, can also cause bad burns.

Young children are often injured or killed when they eat or drink dangerous things. Dangerous liquids such as paraffin, acid or bleach should never be put in cola or other soft drink bottles, or children might drink them by mistake. Medicines or poisons should always be kept in a locked cupboard, or put on a high shelf, well out of the reach of young children. Be careful to label all poisons and medicines, and make sure that small children cannot reach any pills or tablets that they might mistake for sweets.

Accidents that cause cuts and bruises can easily be avoided. If you break a bottle, take care when you clear up the broken glass, and pick up other sharp objects, rusty nails, tins or bits of wire in the compound. When playing, children should be careful never to throw sharp or pointed things that may hit or injure another person.

Young children should be prevented from climbing up on things or they might fall off and hurt themselves badly. Pick up anything on the floor that people might trip over, and never leave a baby on its own on a table or a chair.

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2 **Read the passage again and say which of these statements are *True* and which are *False*.**

1 Accidents in the home won't happen if you are careful.
2 Babies need to be watched carefully in the home.
3 Babies can play safely with matches.
4 It is quite safe to have cooking fires on the ground.
5 You should turn the handles of cooking pots away from the front.
6 You should never pick up hot objects without a thick cloth.
7 Drinking unlabelled liquids stored in soft drinks bottles is quite safe.
8 All medicines and poisons should be put out of reach of children.
9 Some tablets look like sweets.
10 You can get a nasty cut from broken glass and bottles.
11 Rusty wire and tins are dangerous.
12 Young children can climb on things quite safely.

B2.2 Speaking: Talk about the pictures

1 **Look at the pictures in B2.1, and describe them in your exercise book using *going to*.**

Example:
Picture 1: The baby is going to burn himself.

2 **Now imagine the accident has already happened. Work in pairs to ask and answer questions in the *present perfect tense* about what has happened.**

Example:
Look! The baby has cut himself. How did it happen? He picked up a sharp knife.

B2.3 Writing: Safety rules

1 **Write a list of rules to prevent accidents in the home.**

Examples:
You should always put a kerosene stove towards the back of a table.
You should never allow young children to get too near a fire.

2 **Then draw posters to illustrate some of these safety rules and display them around the school.**

3 **Your teacher will give you a scenario for an accident. Using the list of First Aid instructions in A2.4 as a model, write some simple instructions to say what to do for the patient. Draw some pictures to illustrate the sequence of actions.**

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B2.4 Language focus: More about verbs

Look at these sentences:

- *She works hard.* (present simple tense)
- *She has worked hard all day.* (present perfect tense)
- *He has been working hard all day.* (present perfect continuous tense)

We use the present perfect tense when an action that began in the past has finished, but we don't know when. We use the present perfect continuous tense when an action began in the past and continued for some time.

Note the different uses of the following tenses.

Present simple:	*Tesfaye eats his meal.* (he is doing so at the moment)
Past simple:	*Tesfaye ate his meal.* (he has complete the action)
Present perfect:	*Tesfaye has eaten his meal.* (he has finished eating but we don't know when)
Present perfect continuous:	*Tesfaye has been eating his meal.* (he started to eat some time ago and is still eating)

1 **Now put the verbs in brackets into the *present perfect tense*.**

Example:

Megertu (to wash) her dress.
Megertu has washed her dress.

1 Gebre (to cut) the grass.
2 Mother (to go) to market every week.
3 Uncle (to try) to sell his old car.
4 The children (to play) in the park.
5 We (to watch) the new film on television.
6 Aamina (to not do) her homework.
7 I (to try) to phone you all morning.
8 They (to not go) to Dire Dawa on holiday.

2 **Write the same sentences in the *present perfect continuous tense*.**

Example:

Megertu has been washing her dress.

3 **Put the verbs into the *past simple tense*.**

1 Abeba (to buy) a new dress in the market yesterday.
2 The boy (to steal) the watermelons from the farmer.
3 The sugar cane Berhanu (to choose) was a bargain.
4 Ato Reshid made a profit when he (to sell) his vegetables in the market.
5 Mother (to argue) with the shopkeeper for a cheaper price.
6 The debate (to begin) at ten o'clock yesterday morning.
7 Desta (to pack) her clothes in a suitcase.
8 I (to be) a doctor.
9 Nishan always (to arrive) at school before the bell (to ring).
10 I (to find) the pencil that I (to lose) last night.

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4 **Put the verbs into the *present perfect tense*.**

Example:

My friend (to not receive) an invitation to the celebration.
My friend has not received an invitation to the celebration.

1. I (to not eat) anything since breakfast.
2. We (to not go) to the cinema for a long time.
3. Berta (to not see) his friend for two years.
4. The team (to not lose) a single match this term.
5. The baby (to not cry) since I gave her a toy.
6. The boys (to not forget) their books today.
7. The children (to not do) their homework.
8. Ato Reshid (to not read) his newspaper today.
9. My parents (to not visit) America yet.
10. Megertu (to not visit) her grandmother since last Saturday.

5 **In pairs, ask and answer questions about things you have been doing, using the following verbs:**

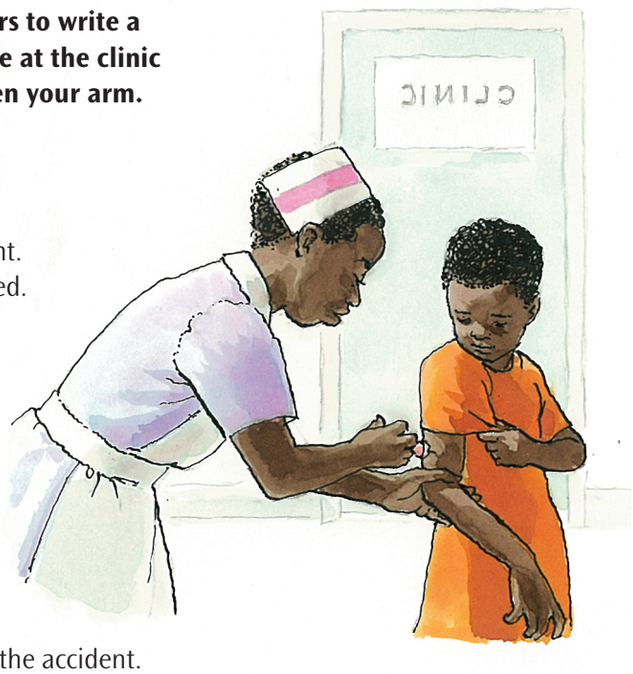
1 to write	**2** to fight	**3** to cry	**4** to swim	**5** to harvest	**6** to work

Example:

Student A: Have you been writing a letter?
Student B: Yes, I have.

B2.5 Writing: A conversation at the clinic

Have you ever had an accident? Work in pairs to write a conversation between yourself and the nurse at the clinic who gives you First Aid after you have broken your arm. Then act out your play to the class.



Write some notes first under these headings:

Section 1:

- What you were doing just before the accident.
- Where you were when the accident happened.
- How the accident occurred.
- Who was with you at the time.
- Who helped you and what they did.

Section 2:

- How much it hurt.
- What treatment the nurse recommended.

Section 3:

- How long it took for the wound to heal.
- Whether you are now fully recovered.
- Whether you are more careful as a result of the accident.

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B2.6 Language focus: Sense verbs

1 **Look at the verbs in the box.**

sounds	feels	looks	tastes	smells

These are 'sense' verbs. They tell us about actions or emotions.

Example: *The teacher looks sad / happy.*

Sense verbs can be followed by:

an adjective	*It smells good.*
…as if…	*It looks as if it is broken.*
…like…	*It sounds like thunder.*

2 **Now work in pairs using the sense verbs in the box and the following pairs of words.**

1 chicken – delicious
2 leg – broken
3 accident – serious
4 bride – happy
5 meat – bad

B2.7 Listening: What would you do?

1 **What would you do if you found a bottle containing things that look like sweets? Would you:**

a Eat one to see what it was like?
b Leave the bottle where it is?
c Pick it up and take it to an adult?

2 **Listen and then complete the story.**

One evening Desta and Makeda were getting _____ from the pump at the end of their street when they saw a bag lying by the side of the road. "I wonder what's inside that bag," said Desta. "Let's pick it up and see."

Inside the bag was a small box. Desta opened the box and said, "Look, there are _____ inside. Let's eat them. Here, you are, have one," and she offered the box to Makeda.

But Makeda said, "No, we shouldn't eat them. Firstly, they aren't ours. Secondly, we don't know what they are."

"Come on. Nobody will know that we found them, and they look nice," said Desta. "I'm going to have one."

"No, don't. Look, there's something _____ on the box. It says 'Keep out of _____ reach'," said Makeda.

"What should we do with them?" asked Desta. "Shall we throw them away?"

"No!" said Makeda. "We shouldn't throw them away. A _____ who can't read might find them and eat them. They may be _____ and would kill him. I think we ought to take them home and show them to Mother. She'll know what to do with them."

The two girls took the box home and showed it to their mother. She was _____ when she saw the box. "My goodness," she said. "These aren't sweets, they're _____ . It's a good thing you didn't eat them."

Desta said, "Why, Mother?"

"Because they could make you very ill," Mother replied. "If you ever find anything and you don't know what it is, you shouldn't _____ it. One of you should get help from an adult and the other one should stand some distance away from it and stop other children from touching it. Do you understand?"

"Yes, Mother," said the girls. "We promise that we'll never touch any _____ thing again."

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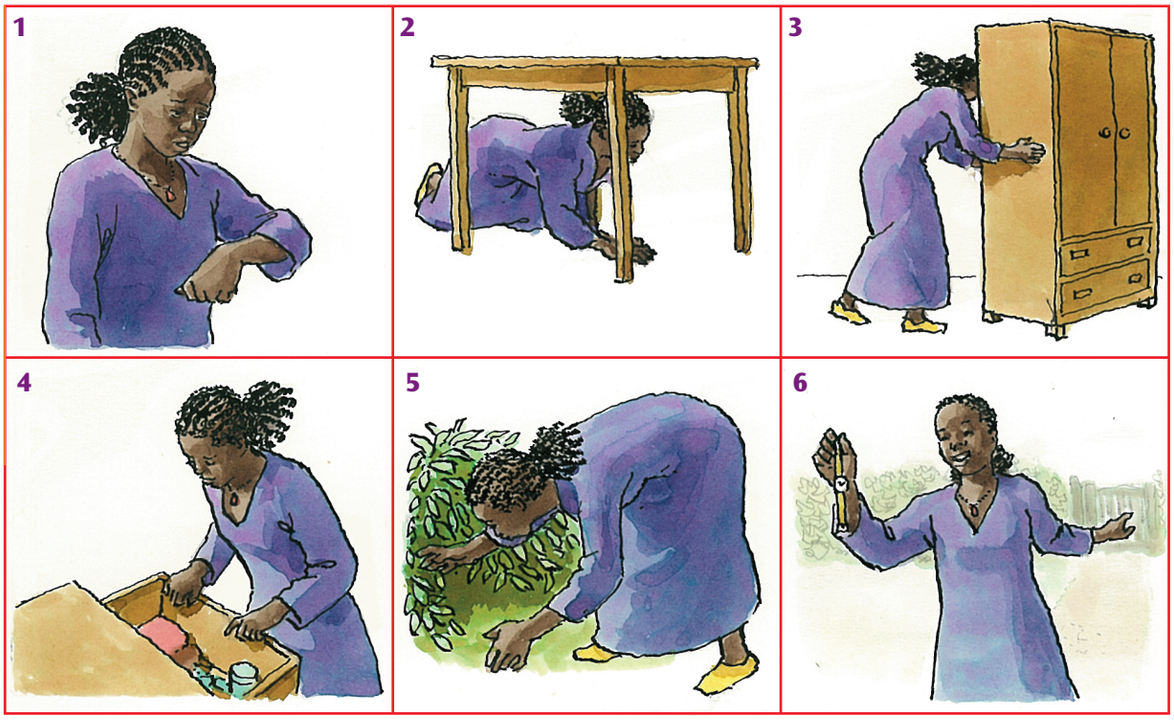
3 **Answer the questions about the story.**

1 What did the two girls see at the side of the road?
2 Why did Makeda refuse Desta's offer?
3 What do you think 'Keep out of children's reach' means?
4 Why wouldn't Makeda throw the 'sweets' away?
5 Why did Mother say that it was a good thing that the children had not eaten the pills?
6 What should you do if you find something and you don't know what it is?

B2.8 Language focus: The lost watch



Look at the pictures above, then complete the passage using the words from the box below.

outside	in	inside	beside	on	behind	near
nowhere	somewhere	everywhere	off	under	over	

Aziza had lost her new watch. She looked ..... for it, ... the table, ... the bed and ..... the cupboard. Her friend Etenesh came to help her.

"Is it ..... the drawer?" she asked.

"No," said Aziza. "I've searched all ..... the house and it's ..... to be found."

"Perhaps you lost it ..... in the garden," said Etenesh, so the two girls searched ..... .

Suddenly Etenesh gave a shout. "Here it is," she cried. "It was ..... the fence, just ..... the gate. It must have fallen ..... as you came ..... from school."

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B2.9 Writing: Making sentences

Work in pairs to make ten sentences, using combined words from the table below in each sentence.

some …	*… body*
any …	*… one*
every …	*… where*
no …	*… thing*

Examples: *The surgeon prepares everything before the operation.*
Everybody should give blood.

B2.10 Increase your word power: Word opposites

Look at these sentences:

The farmer is never sure when it will rain.
The rain is not reliable – It is unreliable.

Lorries can't get to the farm when it rains.
It isn't possible for lorries to get there – it is impossible.

We can make words of the opposite meaning by adding prefixes like *un-, in-, im-, dis-, ir-, il-* to the beginning of words. These prefixes usually change the word to give its opposite meaning.

un- is used before many different words, e.g. *unhappy*
in- is not used with many words, e.g. *independent*
im- is used before some words beginning with *p* and *b*, e.g. *impossible*
dis- is used before some words, e.g. *disagree*
ir- is used before some words beginning with *r*, e.g. *irresponsible*
il- is used before some words beginning with *l*, e.g. *illegal*

1 **Write these words in your exercise book and add *-un, -im, dis-, ir-, il-, in-* to the beginnings of the words.**

literate certain friendly correct patient regular employed appear

2 **Complete these sentences. Use the words you have made in Exercise 1.**

1 The shopkeeper did not smile at us. He was _____ .
2 I made lots of errors in my homework. Most of my answers were _____ .
3 You must wait quietly for your food. Don't be so _____ !
4 Most people in our town have a job. Not many are _____ .
5 We have to learn a list of _____ verbs for homework.
6 I didn't see Feleke leave. He just _____ .
7 Nobody knows what will happen to the factory. Its future is _____ .
8 The government is trying to reduce the number of _____ children so that in future most people will be able to read.

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3 **We can also make pairs of opposite words by adding suffixes like *-ful*, *-able*, *-less*, to the ends of words.**

Add *-ful*, *-able*, *-less* to the ends of the words *help*, *comfort* and *home*. Write these words in your exercise book.

Example:

helpful helpless

4 **Now complete the following sentences using the words you have made above.**

1 He could not afford the rent for his house so now he is ..... .
2 She has bought a new chair which is very ..... .
3 Aziza was very kind and..... after my accident.

B2.11 Study skills: Organising your work

Getting used to life at secondary school can be difficult. All the new subjects, books and homework can be very confusing. Good organisation can really help. Even if you are feeling confident, you may find that improving your organisational skills will help you to be even more successful.

1 **Work with a partner and talk about your answers to these questions.**

1 Where do you do your homework?
2 Where do you keep your school books at home?
3 When do you do your homework?
4 Do you find it difficult to make yourself sit down and do your homework?
5 If you have more than one day to do a piece of homework, do you leave it until the last evening?

2 **Are you organised about your school work? Read this advice about organising your study and choose the points that are the most important for you.**

Organise your study space

1 Make a study space at home. This can be a table in your room, ideally with a book shelf. This should be where you keep all your books and where you do your homework. Keep pens and pencils, a ruler, a rubber and a pencil sharpener here too.
2 Keep your books on the shelf in an organised way. Put your class timetable on the wall and every day you can check to see which books you need to take to school.
3 If you don't have a table in your room, you can use a table in another room. It should be a quiet place where you won't be disturbed. It may be that the best place to work is your bedroom but you have no table. Get a big flat piece of wood which you can rest on your lap and use for writing on.
4 If you don't have a shelf, use a big cardboard box as your study box. Keep your books and pens in this and take it with you to the place where you are going to study.

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Organise your study time

1 It is very important that you think carefully about when you are going to do your homework.
2 You may have duties at home or clubs that you belong to, so you want to organise your study time around these. It may be best for you to do your homework as soon as you get home or later on in the afternoon, or when it gets dark or after dinner. Don't leave it too late in the day when you will be tired.
3 Make a homework timetable every week so that you can plan when you are going to do different homework tasks. Probably your teachers often give you more than one day for a homework task. If possible, do it as soon as you can and then the night before you hand it in, check it to make sure you are happy with it. Don't leave it hanging over you until the last possible moment!

Assessment

1 Reading

Your teacher will give you a story to read. When you have finished, answer the following questions.

1 Why did Makeda think that she would win the race?
2 How far was it from the signpost to the village?
3 Why did Makeda stop the first time?
4 Why did Makeda stop the second time?
5 Where did Makeda go to sleep?
6 What did the bullocks do while Makeda was asleep?
7 When did Makeda wake up?
8 What did Makeda see at the finishing line?

Now, in your own words, re-tell the story of the race with the events in the correct order.

2 Writing

Your teacher will give you a picture story to study. Look at the pictures and write the instructions the pupils received for their visit to the Blue Nile Falls.

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Unit 3

I like reading!

Part A

Objectives

By the end of this part of Unit 3 you will be able to:

- talk about what you read every day
- listen and classify different kinds of stories
- increase your vocabulary about things you read
- listen to a traditional story and identify the key elements
- re-tell the story in your own words
- practise using verbs followed by gerund + *ing* or infinitive + *to*
- use reported speech
- read some texts for enjoyment
- use unreal conditional sentences
- practise you pronunciation
- write a story
- practise some verb patterns
- discuss the best way to learn and remember grammar

A3.1 Introduction: What kinds of things do we read every day?

1 **Match the pictures with the names.**
Write them in your exercise book.

Example:

1 novel = *e*

2 textbook
3 road sign
4 packet of washing powder
5 sign
6 dictionary
7 medicine
8 newspaper

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2 **Now match the things we read with these reasons for reading them.**

a To find out how much we need to take.
b For enjoyment.
c To find out if we can walk or sit there.
d To find out what is going on in our country and the world.
e To study in class or do our homework.
f To find out how far we can drive.
g To find out what's inside the box.
h To find out the meaning of words.

3 **Work with a partner and talk about the things you read every day.**

A3.2 Listening: Talking about stories

1 **How many different kinds of stories do you know? Your teacher will list your suggestions on the board.**

2 **Listen to your teacher who will describe the different kinds of stories. Match the descriptions to the words on the board. Write the answers in your exercise book.**

A3.3 Language focus: Conditional sentences

In Grade 9 we learned about *If* … sentences using the following pattern:

- to talk about things which are very unlikely, unreal or impossible:
  If I had a lot of money, I would buy my mother a car.

We can also use this form to talk about present or future situations.

- We use *were* instead of *was* as the past tense of *to be* after *if*.
  If I were you, I would wash that cut on your foot.

Notice the structure:

Dependent clause	**Main clause**
If … past tense	… *would* …

Work in pairs to complete the following sentences. Each person should complete the sentences with different alternatives.

Example:

A: *If I were rich I would buy a car.*
B: *If I were rich I would visit America.*

1 If I had a car …
2 If I saw a crime …
3 If I knew how to cook …
4 If I became a policeman …
5 If I win a lot of money on the lottery …

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A3.4 Increase your word power: What do you read?

1 **Copy the chart below into your exercise book, and complete it with the words in the box.**

detective	computer	heroine	horse	princess	body
gun	stranger	spaceship	kiss	poison	saddlebag
planet	cowboy	clue	wedding	space	

Crime	Romance	Western	Science fiction
detective			

2 **Can you add any more examples to these lists?**

3 **Discuss in your group which kind of story you like to read and why.**

4 **Imagine you were a character in one of these stories. Tell the class what you would do, using *If …***

Example:

If I were a detective, I would interview the possible suspects.

A3.5 Listening: Ben and the Devil

1 **Listen to the first part of the story of *Ben and the Devil*.**

1 Choose a sentence to complete the first section of the story.
   - **a** His wife was so cross that she decided to run away.
   - **b** Suddenly he saw a dark stranger standing in front of him. It was the Devil himself.
   - **c** 'You should not call on the Devil,' his wife said. 'You should work harder.'

2 Choose a sentence to complete the second part of the story.
   - **a** On the anniversary of the day that Ben had received the gold, the Devil reappeared.
   - **b** Ben and his wife grew fat and lazy and Ben never had to work again.
   - **c** Ben had spent all his money. He hoped the Devil would give him some more.

3 Choose a sentence to end the story.
   - **a** They had many children and lived in a big house with many servants.
   - **b** Ben's wife never complained again so Ben was a happy man.
   - **c** Years later when the shop was pulled down, they built a hotel called 'The Disappearing Devil'.

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4 Listen to the story of 'Ben and the Devil' again, then read the following statements about the story and decide if they are true or false.

1 The storyteller did not know the name of the hotel.
2 On that spot there used to be a garage.
3 Ben was a shoemaker all his life.
4 Ben's father was a tailor.
5 Ben's wife was always happy.
6 He was 21 when the Devil first visited him.
7 Ben got his pot of gold seven years later.
8 Ben was 47 when the Devil returned.
9 A cow kicked the Devil back to hell.
10 When they built the hotel they called it 'The Disappearing Devil'.

A3.6 Speaking: Re-tell the story

1 **Work in pairs to tell each other the story of *Ben and the Devil*.**

2 **In groups, discuss what you think of Poor Ben.**
Was he a good and wise man? Do you think he should have sold his soul to the Devil? If you didn't have any money, would you do what Poor Ben did? Does having a lot of money make you happy?
Make notes of your discussion, then hold a debate on the motion "It is better to have health than wealth".

3 **In your group, make a list of some other traditional stories, then choose one to re-tell to the class.**

A3.7 Language focus: Verb patterns

In Grade 9 we saw that when one verb is followed by another, the form of the second verb may be in the ***ing*** form or ***to*** form. Which form is used depends on the first verb.

1 Some verbs are always followed by **a gerund (-ing) form**.
- Have you *finished using* the computer?

2 Some verbs are always followed by **an infinitive** with **to.** The **infinitive** is used to show purpose (why you are doing something).
- Her husband *wants to reach* Harar before dusk.

3 With some verbs, both are possible, and sometimes it doesn't make much difference which you use:
- The child *started to drink* the glass of milk.
- The child *started drinking* the glass of milk.

4 Some verbs can be followed by an object and the *to* form of another verb:
- All of these products *have helped farmers to grow* more.

1 **Listen to the story of *Ben and the Devil* again, and write down any of these verb patterns that you hear.**

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2 **Complete the sentences with the correct form of the verb in brackets in the *-ing* form or *to* form. Write them in your exercise book.**

1 I want (*visit*) Debre Damo.
2 I like (*eat*) ice cream on very hot days.
3 I'm very sorry, sir, I forgot (*do*) my homework.
4 Would you like (*dance*)?
5 Our teacher doesn't allow us (*shout*) in class.
6 I feel like (*change*) my hairstyle.
7 The bus avoided (*hit*) the child who ran into the road.
8 I am teaching my little brother (*swim*).
9 The speaker went on (*talk*) about his school days for half an hour!
10 Please remind me (*buy*) some rice on the way home.

3 **Work in groups to re-tell a traditional story using these verb patterns as much as possible.**

A3.8 Language focus: Reported speech

Reported speech is a report of someone's actual words (direct speech). For example:
Direct speech: 'I enjoy reading novels,' Berihun said.

- **Reported statements**: Berihun said that he enjoyed reading novels

  Note the changes:

direct speech	*reported speech*
enjoy	enjoyed
I	he

Reported questions have the same kinds of changes, but there are a few others as well.

Yes / No questions

Direct question: 'Are you going to read the novel?'
Reported question: I asked if he was going to read the novel.
Note: i) Reported yes / no questions begin with *if* (or *whether).*
ii) The word order changes so that it looks like a statement.

Wh- questions

'Where are you going to see the play?'
I asked where he was going to see the play.
Note: The word order changes so that it looks like a statement.
Instead of *ask* we can use other words to report questions, such as *want to know, wonder, enquire.*

1 **Make eight reported questions from the table. Write them in your exercise book.**

The teacher	asked wanted to know enquired	what where how old how many if whether	… people had been to the play. … the play was on. … the pupils were pleased they had seen the play. … play they would like to act in. … the oldest woman in the word was. … she was in good health. … her children were still alive.

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2 **Yesterday you visited your aunt who asked you a lot of questions. Report what she asked to your partner.**

Example:

1 'How are your mother and father?' *She asked me how my mother and father were.*
2 'How are you getting on at school?'
3 'What subjects are you studying?'
4 'Which subject do you like best?'
5 'Do you study hard every night?'
6 'Will you pass your exams this year?'
7 'What do you want to do when you finish school?'

Reported commands
The teacher said: 'Continue to work hard.'
He told the students that they should continue to work hard.
Note: When we report commands we use the *to* form.
We can use reporting verbs such as: *tell, ask, order, persuade, instruct, invite.*

3 **Your mother told you to do a lot of things yesterday. Report her commands to your partner.**

Example:

1 Tidy your room! *My mother told me to tidy my room.*
2 Sweep the kitchen floor!
3 Go to the market!
4 Wash your clothes!
5 Prepare the vegetables!
6 Bath your baby sister!

4 **Report three things that you were told to do at home yesterday. Write them in your exercise book.**

Example: *My father told me to turn off the TV and do my homework.*

5 **Report these sentences, using reporting verbs: *ask, order, instruct, invite*. Write them in your exercise book.**

1 Megertu said to Etenesh, 'Please turn off the light.'
2 Gebre said to me, 'Heat the oil before adding the vegetables.'
3 Mother said to the children, 'Stop playing at once and come and eat!'
4 Makeda said to me, 'Please have lunch with me today.'
5 Berihun said to Guyo, 'Lend me your ruler, please.'
6 The Headmistress said to all the students, 'Make the whole school tidy and clean for our visitors!'

A3.9 Reading: What do you like to read?

1 **Work with a partner and make a list of some well-known writers. Say which one you like best and why.**

2 **Choose one of the following texts. Skim the text to get the general idea, then work in groups to complete the following chart, and make a cover design for the story.**

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Title:

Author:

What the story is about:

Characters:

Where the story is set:

What happens in the story:

Why you should read this:

Type of story:

a The following is an extract from Nelson Mandela's autobiography, *Long Walk to Freedom*. It describes his daily life in prison.

We were woken up at 5.30 each morning by the night warder and his bell. He shouted, 'Wake up! Get up!' We were not let out of cells until 6.45. Before that we had to clean our cells and roll up our mats and blankets. We had no running water in our cells and instead of toilets had iron buckets. They had to be thoroughly cleaned in the sinks at the end of the corridor or they smelt very bad.

Breakfast was given to us in our cells. We were given porridge made from maize. We also received a cup of what was described as coffee, but which was in fact ground-up maize. The maize was baked until it was black, then mixed with hot water.

In the middle of breakfast, the guards shouted, 'Fall in! Fall in!', and we stood outside our cells for inspection. Our prison jackets had to be buttoned up and we had to take off our hats as the warder walked by. If we didn't do these things we were punished with either solitary confinement or the loss of meals.

After inspection we worked outside hammering stones until noon. There were no breaks; if we slowed down, the warders shouted at us. At noon, the bell sounded for lunch. For Africans, lunch was boiled maize. We often received *phuzamandla*, which is a drink made from maize and a bit of yeast.

After lunch we worked until four. Then the guards blew whistles and we once again lined up to be counted and inspected. We then had half an hour to clean up. The bathroom at the end of our corridor had two saltwater showers, a saltwater tap, and three large metal buckets, which were used as bathtubs. There was no hot water. We soaped ourselves with the salty water, washing off the dust from the day. We sometimes sang while washing, which made the water seem less icy. This was one of the only times we could have a conversation.

At exactly 4.30, there was always a loud knock on the wooden door, which meant that supper had been delivered. We again received porridge, sometimes with a carrot or piece of cabbage thrown in. Every other day, we received a small piece of meat with our porridge. The meat was mostly gristle.

At 8 pm, the night warder locked himself in the corridor with us. He passed the key through a small hole in the door to another warder outside. The warder then walked up and down the corridor, telling us to go to sleep. When we were quiet, he sat down in the small office at the end of the corridor and slept until morning.

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b This is an extract from a book called *Halima* by Meshack Asare, a Ghanaian writer. Here Halima, a young girl, is in the market.

Halima goes to market.

It was the noise which came first. The banging of hammer on metal, and the shouting of many people. She was not quite there when she heard someone call her name, 'Halima'.

It was her friend who was selling cola nuts and fresh milk.

'Where are you going?' her friend asked. 'You look as if you are going to a wedding and not the market.'

'Sheik and Abdulaye are coming today,' answered Halima. 'It's going to be fun. We are all going to meet them. Everybody will be there.'

Buyers and sellers were arguing noisily around sacks and baskets of grain and beans. There were butchers and tables of spices. There were women too, who sold anything from cloth to silk thread.

Behind them were the dye pits. Men and boys were standing in them up to their waists. The lengths of cloth they had dyed were all around them. Yellow, green, pink, red and deep blue cloths were stretched out to dry.

From nearby came the sound of a hammer. This was her mother's favourite part of the market. She bought many things from here. Like a coalpot, an iron and a copper bracelet. And, of course, Father and the big boys all had knives which were made for them.

Not far from them was the old cobbler. Halima's sandals and purse came from here. As she and Khalifi passed by his stall, the old man called out in his tired voice, 'Sannu Halima!'

'Sannu,' she said and walked on.

Then came the tannery. It made her want to hold her nose shut, but that would be rude. As she watched the animal skins being cleaned, she wondered how anybody could work in such an awful smell. But she knew without the smell there would be no leather. She did not mind the smell of live animals. But the smell of the skins! Eee-ock!

A3.10 Writing: Write a story

1 **Choose one of the following first lines and write a story in two or three paragraphs, using your imagination about the plot.**

Once upon a time there was a beautiful princess who lived in a far away land …

I remember the time when I met Haile Gebrselassie …

Many tourists who only see a small part of Ethiopia do not understand our customs and culture …

2 **Read out your story to your group.**

A3.11 Language focus: Verb patterns

1 **Choose one of the stories in Reading A3.9, and write down any examples of the verb patterns we looked at in Language focus in A3.7, i.e. verbs followed by *an infinitive* with *to* and verbs followed by *a gerund (-ing)* form.**

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2 **Look at the following verb patterns.**

1 Subject + Verb

This is the simplest kind of sentence. It consists of a subject, a verb, and possibly some adjectives, adverbs, or prepositional phrases. There are no direct objects, indirect objects, or complements.

- Desta speaks fluently. (subject, verb, adverb)
- Many of the class members write well in class. (subject, verb, adverbs) (The "complete" subject is "Many of the class members" – a noun phrase.)

2 Verb + Subject

Sentences in English usually have the subject come first, followed by the verb. But when a sentence begins with *there is, there was, there are, there were*, the verb comes first, followed by the subject. The word *There* is never a subject!

- There is a strange shadow in the woods. (verb, subject) (The complete subject is the noun phrase *a strange shadow*, adverb)
- There was no applause after the speech. (verb, subject, adverb)

3 Subject + Verb + Direct Object

- Nishan writes stories. (subject, verb, direct object.)
- Lebna helps others at the swimming pool. (subject, verb, direct object, adverb)

4 Subject + Verb + Complement

A **complement** is a **word** or group of words that **describe or rename** the subject. Complements follow a linking verb. There are two kinds of subject complements: **1)** noun or pronoun that renames or classifies the subject of the sentence and **2)** adjective that describes the subject of the sentence.

- Mother looks tired. (subject, verb, complement-adjective)
- Some students in the class are engineers. (the noun phrase *Some students in the class* is the complete subject, verb, complement-noun)

5 Subject + Verb + Indirect Object + Direct Object

An indirect object tells *for whom* or *to whom*. If the indirect object comes after the direct object (in a prepositional phrase "to ___" or "for ___"), the sentence pattern is shown as **S-V-DO-IO**. Pronouns are usually used as indirect objects (but not always).

- I sent her a birthday present. (subject, verb, indirect object, direct object)
- Abel gave his dog a bone. (subject, verb, indirect object, direct object)
- Granny left Seble all of her money. (subject, verb, indirect object, direct object)

6 Subject + Verb + Direct Object + Object Complement

This pattern isn't as common as the others, but it is used. An object complement is a word or group of words that adds information to the direct object. Object complements are nouns or adjectives and follow the object.

- Gebre left the window open during the rain storm. (subject, verb, direct object, object complement, adverb)
- The class picked Kedir as class representative. (subject, verb, direct object, object complement)

Can you find any of these patterns in your chosen story? Write down examples in your exercise book, for example: *It was the noise which came first. = 2*

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A3.12 Study skills: Learning grammar

1 **Children's books are great for looking at how basic grammar is used. Investing in a good quality English dictionary is a good way to improve your knowledge, and your understanding, of English grammar.**
Work in groups to list the types of ways you can learn grammar, then report your ideas to the class. Your teacher will list these ideas on the board.

2 **In your groups, decide which strategy you haven't used before or regularly and practise it in the following Units.**

3 **Discuss with your teacher whether it is all right to make grammatical errors, and what kinds of errors are okay.**

4 **Start a grammar notebook, similar to your vocabulary notebook, and record grammar rules and examples, for example:**
Past continuous; *form* (was / were + *-ing*), *spelling rules* (for *-ing*) words, *example sentences*, pictures, *contrasting with another verb form* (**example:** past simple).

5 **Keep a record of your marks for grammar exercises in this Unit and set yourself a grammar goal for the next Unit (example: get higher marks, record examples of a challenging grammar item, etc.).**

Part B

Objectives

By the end of this part of Unit 3 you will be able to:

- talk about plays you have seen or know
- read two more texts
- prepare a radio report of an event
- revise reported speech
- read and act a play
- write a play
- use the past perfect tense
- complete a passage using past tenses
- practise some pronunciation
- know the difference between formal and informal letters
- think about reading more widely
- take part in a punctuation auction.

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B3.1 Speaking: Plays

Work in small groups and talk about:

1. Plays you have seen.
2. Plays you have acted in.
3. The kinds of plays you like: traditional, modern, serious or funny?
4. The experience of acting in front of other people: do you like it or not?
5. Films or plays – which do you prefer? Why?

B3.2 Reading: Two more texts

1 **The Fulani are a people of West Africa. They are traditionally cattle herders and milk is at the centre of their culture. Below is a traditional Fulani poem which describes how they believe the world was founded. Read this poem.**

The Fulani Creation Story

At the beginning there was a huge drop of milk.
Then Doondari came and he created the stone.
Then the stone created the iron;
And iron created fire;
And fire created water;
And water created air.
Then Doondari descended the second time.
He took the five elements
And he shaped them into man.
But man was proud.
Then Doondari created blindness and blindness defeated man.
But when blindness became too proud,
Doondari created sleep, and sleep defeated blindness;
But when sleep became too proud,
Doondari created worry, and worry defeated sleep;
But when worry became too proud,
Doondari created death, and death defeated worry.
But when death became too proud,
Doondari descended for the third time,
And he came as Gueno, the eternal one,
And Gueno defeated them all.

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2 **This simple story by Donna Bailey builds up to the last line which brings the story to a satisfactory conclusion.**

The friendship cake

Once upon a time there was a poor woman who wanted to have a party, but she had no money to make a cake. So she went to her neighbour's house and asked her neighbour, "How much sugar do you have?"

Her neighbour replied, "I have three kilos of sugar, I can give you one kilo to make your cake."

"Thank you," said Weizero Senait, and took the bag of sugar home.

The next day she went to see her mother and asked her, "How much flour do you have?"

"I have six kilos of flour," said her mother. "I can give you two kilos to make your cake." She weighed out the flour on her scales and put two kilos of flour in a bag.

"Thank you," said Weizero Senait, and took the bag of flour home.

The next day she went to visit her aunt. "How many packets of raisins do you have?" she asked.

"I have twenty packets of raisins," her aunt said. "I can give you one packet to make your cake."

"Thank you," said Weizero Senait, and took the packet of raisins home.

Then she went to see the farmer who lived next door. "How many eggs do you have?" she asked the farmer.

"I have 30 eggs," said the farmer. "I can give you a dozen to make your cake."

"Thank you," said Weizero Senait, and she took the eggs home. Then she took a bowl and carefully mixed the sugar, the flour, the raisins and the eggs with some milk from the cow. She put the mixture in a tin and put the tin into her oven to cook.

The next day she invited everyone to her party. She gave everybody a big piece of cake, but still there was plenty left over. "What a big cake!" they all said. "How much did it cost?"

"It cost far more than you could pay for," said Weizero Senait. "It is full of love and kindness. It is called a friendship cake."

3 **In this Unit, you have now heard or read five different kinds of texts. Classify each under the headings of:**

1. Fairy story
2. Autobiography
3. Myth
4. Moral story
5. Novel

4 **Discuss in your groups which of the texts you found the most interesting and why.**

5 **Discuss what other books under each of these headings you would recommend your friends to read.**

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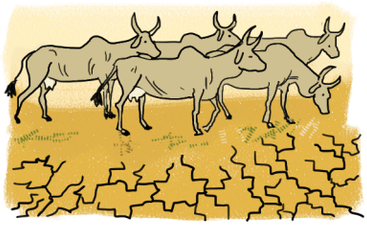
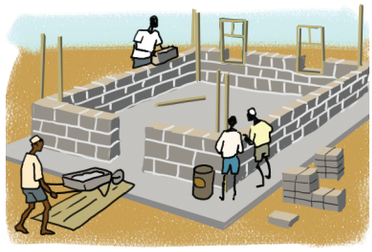
6 **The pictures tell the story of Ato Surur, but in the wrong order. Put them in the correct order, then tell the story as a dialogue between Ato Surur and a friend, using the social expressions in Exercise 1. Act out your dialogue in pairs.**

a

b

c

d 

e 

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B3.3 Speaking: A radio report

Work in small groups.

1 **Learn these social expressions for giving a report:**

First of all …
To begin with …
Then …
After that …
Finally …
To cut a long story short …
So in the end …
All in all …

2 **Choose a special event that has happened at your school or in your town that everyone in the group can remember. It could be your last school speech day or sports day, a national celebration, or a religious festival.**

3 **Talk about exactly what happened that day:**

- who was there
- the events of the day
- who made speeches and (if you can remember) what they spoke about
- anything special that happened
- how long it lasted
- when it finished.

4 **Prepare a radio report of the event. Include all the information you discussed in Exercise 3. You can write your report first, and then practise reading it aloud. Imagine that the event has just happened and begin like this:**

(–) Secondary School held its annual (–) last (–). It was attended by staff, students, parents and guests of honour, (–) and (–). The events began …

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B3.4 Language focus: Reported speech

We saw in Language focus in A3.8 that when we report what someone says, pronouns and verb tenses change.

1 **Imagine there has been a robbery and that you are reporting it to the police. The policeman is writing a report of what you have said. First, read the following conversation in pairs.**

A: What happened first?
B: I was asleep in my bed when I was woken by a strange noise in the room next door.
A: What did you do?
B: I found my torch and flashed it round the room, but there was nothing to be seen.
A: What happened next?
B: I heard the goat bleating so I looked out of the window.
A: What did you see?
B: I saw a man running across the grass.
A: What was he wearing?
B: He was wearing a dark coat and was carrying my radio in one hand and a heavy bag in the other.
A: What did he do next?
B: He jumped over the fence into my neighbour's garden, but my neighbour had heard the noise and saw him trying to make an escape.
A: What happened then?
B: My neighbour is a policeman, so he called 'Stop!' and arrested the man, then he gave me back my stolen property.

2 **Copy the table below into your exercise book and complete it with the following reporting verbs:** ***say ask tell reply order enquire***

statement	command	question
say		

Can you add any other reporting verbs to the lists?

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3 **Rewrite the conversation in Exercise 1 as a report by the policeman who took down the details of the robbery.**

Example:

When I asked the woman about the robbery, she told me that she had been asleep in her bed when she had been woken by a noise next door. I asked her what she had done, so she said that she had …

B3.5 Reading: The Snake-man and the Girl

1 **Read and act the following play in small groups.**

Cast Storyteller, First man, Girl, Second man, Family, Snake-man, Father, Bird, Men, Women

The Snake-man and the Girl

Storyteller: A beautiful girl lived long ago
Whose favourite word was always "NO!"
One day while she was pounding yam,
There came to her a strong young man.

First man: Will you, won't you, will you, won't you,
Will you marry me?

Girl: No, no, no, I'll never marry you
For you're too tall for me.

Storyteller: One day while she was sweeping the floor,
There came to her a man once more.

Second man: Will you, won't you, will you, won't you,
Will you marry me?

Girl: No, no, no, I'll never marry you
For you're too fat for me.

Storyteller: The whole family complained.

Family: She will not marry this man,
She will not marry that.
She always says they are too tall,
Or thin or short or fat!

Storyteller: Near the village there was a lake,
And near the lake there was a cave,
And in the cave there lived a snake,
Who hissed

Snake-man: I want a slave!

Storyteller: He hissed and strained
And puffed and pained.
At last some legs he grew,
He hung his tail inside the cave
And went the girl to woo.

Snake-man: Will you, won't you, will you, won't you
Will you marry me?

Girl: You're not too fat,
You're not too thin,
You're not too tall or small.
Yes, you're fine, so please come in,
And meet my family.

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Snake-man: Oh, sir, you do not know my family,
For we are nomads new from Tamale.
But here's the bride-price, cowries and gold,
Collected from the cattle I've sold.

Father: Young man, you are welcome to our land,
And also to my daughter's hand.

Storyteller: Everyone was delighted.

All *(singing, dancing and clapping):* She would not marry this man,
She would not marry that.
She always said they were too tall,
Or thin, or short, or fat!
But now she's married, let's have a feast,
And pray they have ten children at least!

Storyteller: He took her back with him to the lake
And brought her to his cave,
He turned himself back into a snake
And hissed

Snake-man: Now you're my slave.

Storyteller: Oh, how she cried!
She nearly died!
But there was no escape.
She worked and wept,
She wept and worked,
With that horrible, ugly snake!!
One day, the snake went out to hunt,
Leaving the girl alone.
She went out to the waterfront,
And she began to moan.

Girl: I will not stay longer with this snake,
In this horrible, dark cave.
I'd rather drown myself in the lake,
Than stay and be his slave.

Bird: Pretty girl, don't worry,
To the village I'll hurry,
I'll help you to escape
From that horrible snake!

Girl: Oh, thank you!
Thank you, pretty bird!

Storyteller: To the village flew the bird
And told them all that she had heard.

Bird: Hurry! Hurry! Save your daughter!
She's with the snake-man near the water.
Hurry! Help her to escape,
Before she's eaten by the snake!

Men: To arms! To arms!

Storyteller: The men replied.

Men: To arms, without delay!

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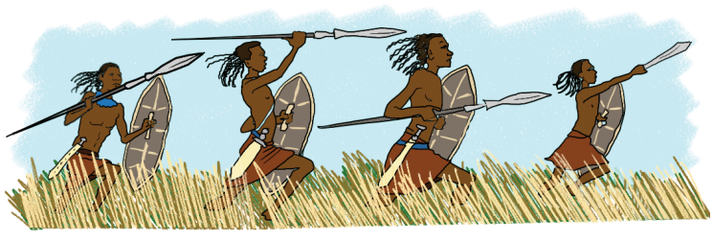
Storyteller: *(All clap in time with the words as the men and snake do the dance of the chase):*
Over the fields with swords and shields
They ran to the lake to kill the snake!
The snake went this way, the snake went that;
The men went this way, the men went that;
From the cave to the lake,
From the lake to the cave,
Till they killed the snake,
And the girl was saved!



All: *(singing, dancing and clapping)*
She would not marry this man,
She would not marry that!
She always said they were too tall,
Or thin, or short, or fat!
But now she's been saved by our fine young men,
Let's hope she'll see sense, and marry again!

Neville Grant (Published in *Under the Mango Tree*, Book 2, reprinted 1997)

2 **Rewrite the story of the *Snake-man and the Girl* in prose, using reported speech. Don't forget to put in paragraphs and punctuation marks for the different speakers.**

B3.6 Writing: Write a play

1 ***The Snake-man and the Girl* is a traditional African story. Do you know any other similar stories?**

2 **Work in pairs or groups to make a brief outline of a story, either a comedy, a thriller, a fable, a traditional story, a romance, etc, then write it as a short play or dialogue. Do not let the rest of the class know which kind of play you have written!**

3 **Perform your play to the rest of the class. The other groups in the class must guess what kind of play you are performing, and give their opinions about it, saying whether they liked the play and why.**

B3.7 Language focus: The past perfect tense

1 **Look at this sentence:**
The murderer had left the room before we arrived at the scene of the murder.
had left is an example of the past perfect tense.

The past perfect tense is used to show that something happened before another event. The other event is usually in the past simple.

Now ——————
A time in the past —————— *We arrived at the scene of the murder*
A time before that —————— *The murderer left the room*

The past perfect is often used in long sentences containing two parts or clauses.
The bell rang *we had finished the text.*

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2 **Choose the correct meaning of the sentence – a or b.**

1 When Kassa arrived at the party, Berta had already left.
   - **a** Berta was at the party when Kassa arrived.
   - **b** Berta was not at the party when Kassa arrived.

2 The runner had crossed the finishing line when he fell and hurt his ankle.
   - **a** The runner hurt his ankle before he crossed the finishing line.
   - **b** The runner hurt his ankle after he crossed the finishing line.

3 I had finished my homework when Aamina arrived.
   - **a** My homework was done before Aamina arrived.
   - **b** My homework was not done before Aamina arrived.

4 When I met Sara she had been to the market.
   - **a** Sara went to the market before she met me.
   - **b** Sara went to the market after she met.

We need a linking word to join the two parts or clauses. The following words can be used to introduce the part of the sentences containing the past perfect:

because, although

Examples:

- *Although* I had not studied very much, I did well in the test.
- *Because* I had not studied very much, I didn't do well in the test.

before, after

Examples:

- The bell rang *after* we had finished the test.
- The bell rang *before* we had finished the test.

already, just

Examples:

- When Sara arrived at the party, Selassie had *already* left.
- When Sara arrived at the party Selassie had *just* left.

3 **Match the two parts of these sentences. Write them in your exercise book.**

1 They reached the stadium	**a** someone had broken into the house.
2 When Ali got to the station	**b** I went to school.
3 When Father telephoned the garage,	**c** although she has said she was going.
4 When we arrived home,	**d** the train had arrived.
5 Our classroom looked beautiful	**e** because I had had lunch.
6 Although I was ill and hadn't slept all night,	**f** after we had cleaned it.
7 I wasn't hungry in the afternoon	**g** his car had not been repaired.
8 Lishan didn't come to the party	**h** before the game started.

4 **Put the verbs in brackets in the following sentences into the past perfect tense.**

1 They _____ (finish) their work when the bell rang.
2 By the time they arrived at the station, the train _____ (leave).
3 She gave him a book for his birthday, but unfortunately he _____ (read) it.
4 She accidentally tore the dress she _____ (buy) the week before.
5 The sow the chief _____ (give) them produced a fine piglet.
6 The film _____ (start) when they arrived.
7 The chicken she _____ (cook) the day before tasted very delicious.
8 When he dug up the yam he _____ (plant) earlier in the year, it was over two metres long.

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B3.8 Language focus: Past tenses, mixed

The following text is taken from Grace Ogot's novel, *The Promised Land*. Here, Anna Apoko, one of the main characters in the story, is describing the first time she travelled by bus. Choose the correct alternative for each blank space. Write your answers in your exercise book.

The first time I travelled by bus, I remember, was in 1948, when I was seven years old. I cannot forget the first ride. I (1) _____ with my mother to my grandmother's house, about fifty kilometres away. I can still hear the noise of the engine and (2) _____ the bumping of the bus. It all seemed strange and frightening to me then, especially when I (3) _____ a remarkable discovery. Wondering if we would ever get to Grandmother's house, I (4) _____ round to look at the passengers behind me. They (5) _____ at all. Everyone in the bus (6) _____ still, remaining in exactly the same position. When I looked out of the window, I (7) _____ it was the trees and grass and houses along the road that (8) _____, not the people on the bus! To me this (9) _____ an amazing sight. I (10) _____ and trying to figure it all out, when the bus (11) _____. 'Come out, Apoko, come out!' my mother was saying. For we (12) _____ my grandmother's house.

1	**a** was travelling	**b** travel	**c** had travelled
2	**a** felt	**b** feel	**c** was feeling
3	**a** make	**b** made	**c** was making
4	**a** turned	**b** had turned	**c** was turning
5	**a** did not move	**b** had not moved	**c** were not moving
6	**a** was sitting	**b** had sat	**c** had travelled
7	**a** had seen	**b** saw	**c** was seeing
8	**a** had moved	**b** was moving	**c** were moving
9	**a** was	**b** had	**c** were
10	**a** still wondered	**b** had still wondered	**c** was still wondering
11	**a** had stopped	**b** was stopping	**c** stopped
12	**a** reached	**b** had reached	**c** were reaching

B3.9 Listening: Pronunciation practice

1 **Your teacher will dictate some sentences. Listen and write the full forms of the verbs in each case.**

Example:

I'd like to go to the concert = I would …

2 **Listen again and repeat the sentences after your teacher. Note that the verbs are either in the past perfect tense (He had eaten = *He'd eaten*) or the second conditional tense (I'd like to = *I would like to…*)**

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B3.10 Writing: Formal and informal letters

1 **Which of these letters are formal and which are informal?**
Match the opening with the correct closing for each of the following letters:

1 Dear Kedir,
I hope you are doing well at school …

2 Dear Sir,
I am writing to enquire about …

3 Dear Ato Tofik,
I would be grateful if you could …

4 Dear Desta,
I am really looking forward to …

5 My dearest,
It was really good to see you the other day …

6 Sir,
I am writing to complain about …

a With all my love,
Melesse

b Best wishes to you and your family,
Nishan

c I look forward to your reply,
H. Melicot (Ato)

d I would be grateful if you could look into this with the utmost urgency,
A.Z. Abrahama, Chief Executive

e Your friend,
Selassie

f Yours sincerely,
Weizero Isha

2 **An informal letter between friends is written in the same way as you might chat to your friend.**

Notice the following features of an informal letter:

- where the address goes
- the way the date is written and punctuated
- the style of opening and closing the letter
- the informal style the letter is written in, which mirrors everyday speech, including the use of short forms
- the paragraph indentations
- the way the letter is set out.

3 **Write a short informal letter of two to three paragraphs about the main character in one of the stories in this Unit, giving your own opinion of the situation and your advice about it.**

4 **When you have written the first draft of your letter, exchange it with that of your partner to check each other's layout and style. Pay particular attention to the punctuation and capitalisation.**

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B3.11 Study skills: Hints on reading widely

1 To increase your knowledge of English and your general knowledge and enjoyment as well, read as many books as you can!
2 Borrow books from your school or class library. If there is a public library near you, join that too! Your English teacher can give you some advice about what's available.
3 When you have read a book, you can keep a record of the title and author and if you like, you can allocate stars for each one:

* * * * * = Excellent
* * * * = Good
* * * = Quite good
* * = Not very interesting
* = Boring!

Note: It might be a good idea to write a brief book report on the title you want to remember.

1 Choose books that you can read easily. You will be able to read them more quickly.
2 Choose a book that looks interesting. It may be fiction or non-fiction.
3 If you find a book that you have chosen is boring or difficult, change it for another one.
4 Try to read regularly. Set yourself a target such as one short book every week.
5 If books are not available, try to find magazines.

B3.12 Fun with words: Punctuation auction

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

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

Assessment

1 Speaking and listening

Listen to your teacher who will make some statements in direct speech. Put these sentences into reported speech.

2 Writing

Write a short informal letter to a friend about a story or novel you have enjoyed reading and give your reasons why.

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Revision 1 (Units 1–3)

A Listening

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

2 **Your teacher will read you a text about the pleasures of reading. Listen and answer these questions.**

1. What three forms of entertainment are mentioned?
2. According to the writer, what is the main reason why people read books?
3. What reason does the writer give for reading books?
4. In what way may a book be 'better than a friend', according to the writer?
5. In what two ways may one obtain a book, according to the writer?
6. Why does Chris van Wyk think every teenager should read *Catcher in the Rye*?

B Vocabulary and spelling

Answer these questions with words from Units 1-3. Write them in your exercise book.

1. What do we call the greatest speed, greatest height, etc. that has ever been achieved before, for example, in a sports event?
2. What is a running race with some jumps?
3. What is a circular path or road used for running races?
4. What is a very long running race of 42 kilometres?
5. What is a relay race?
6. What is the word for when a player kicks the ball into the net?
7. What is a small living thing that gets into our body and causes disease?
8. What is the name for the disease you get if you get scratched by a rusty nail or a piece of rusty wire?
9. What disease causes someone to get hot and sweaty one moment, then shivering the next?
10. What is the word for a substance that kills germs?
11. What is a blister?
12. Why should medicines be put out of reach of children?
13. What is the word for when you cut or damage your body?
14. What is the name for a story written about life in the future?
15. What do we call stories about animals that have a moral?
16. What is the name for the people in a story?
17. What is a theatrical piece with parts for different speakers called?
18. What is the name for someone who takes a part in a play?
19. What do we call a book which tells an imaginary story?
20. What is the name for someone who writes books?
21. What is another name for a love story?

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C Speaking

1 **What type of book do you enjoy reading?**

2 **Think of a book you enjoyed reading over the last two years. Tell your teacher about it and why you enjoyed reading it.**

D Language use

1 **Complete these sentences with *still, yet* or *already*. Write them in your exercise book.**

1 I have not heard the final score _____, but I hope our team won the match.
2 They have _____ seen the latest film on the TV and don't want to see it at the cinema.
3 My friend is _____ waiting for the results of his exams.
4 We _____ want to go to the football match, even though we missed the first few minutes.
5 My sister has _____ outgrown her school uniform and needs a larger size.
6 I don't know if the star of the show has arrived _____, but the crowd is making a lot of noise.

2 **Use *who, whom, whose, that* or *which* to join these sentences.**

1 The girl is fetching water from the well. She is my friend.
2 This is my aunt. I was telling you about her.
3 Where is the book? I put it on the table.
4 That is the man. His daughter is getting married next week.
5 Do you know the man? They are talking about him.
6 Have you seen the doctor? She saved my mother's life.
7 That is the junction. The accident occurred there.
8 I like bananas. It is why my mother gave me some for lunch.

3 **Choose the correct option to complete the sentences. Write the answers in your exercise book like this: Example: *1 = b*.**

1 Coffee _____ in Ethiopia and Uganda.
a are grown **b** is grown **c** growing
2 Amharic _____ in most of Ethiopia.
a speak **b** is spoken **c** are spoken
3 A new hospital _____ last year.
a opens **b** was opened **c** is opened
4 A cow _____ by a crocodile.
a has been eaten **b** has eaten **c** eats
5 The children _____ around the factory by the manager.
a were taken **b** was taken **c** took
6 I _____ Deste today.
a didn't see **b** haven't seen **c** hasn't seen
7 Where _____ ? I saw him a minute ago but he has disappeared.
a did Abel go **b** is Abel going **c** has Abel gone
8 Where _____ last night?
a did they go **b** have they gone **c** do they go
9 Our friend _____ living in Addis Ababa for over forty years now.
a is **b** has been **c** was

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10 I can play the guitar _____ I can't sing.
a and **b** but **c** also

11 The children cleaned the house, _____ they worked in the garden,
a as well **b** however **c** and

12 _____ I passed my English exam, I didn't pass maths.
a However **b** In addition **c** Although

13 Makeda is very _____. She seems to know everything!
a knowledge **b** know **c** knowledgeable

14 The forest can be _____ if you don't know what you are doing.
a dangerous **b** danger **c** dangers

15 You can _____ on Mohamed. If you ask him to do something, he does it.
a relied **b** rely **c** reliable

16 Lishan phoned to say she _____ a birthday party on Saturday.
a has **b** will have **c** is having

17 Our teacher _____ the school next month.
a is going to leave **b** will leave **c** is leaving

18 I don't know who _____ the next World Cup.
a will win **b** is winning **c** wins

19 I _____ my friend after school at the cinema.
a am meeting **b** will meet **c** meet

20 If it is very hot this afternoon, we _____ at home.
a stay **b** will stay **c** staying

E Reading

Ayana and Lishan have gone to the library for some information. Weizero Hayat the librarian is there to help them.

Weizero Hayat: How can I help you?
Ayana: Our class is doing projects about different sports and we need some information about tennis.
Lishan: Yes, we're going to give a presentation about it.
Weizero Hayat: I see. Well, you've come to the right place if you want information! The first thing to do is to find out if we have any books about tennis. I'm not sure about this. We have books about sport. How will you find them?
Ayana: Hmm. I suppose we can go to the shelves and look.
Weizero Hayat: Yes you can, but we have a lot of shelves in the library, so where are you going to find them?
Lishan: Maybe there's a section on sport?
Weizero Hayat: That's right, Lishan. The library is divided into two parts: fiction and non-fiction. Do you know the difference?
Ayana: Fiction means things which are not really true. Things like novels and poems.
Lishan: Yes, and non-fiction means books about things that are true.
Weizero Hayat: Yes, like geography, science and sport, of course. So you go to the non-fiction part of the library and then look for the section on sport. Let's see if you can find it.
Lishan: I can see it! There's a whole shelf of books on sport.

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1 **Decide if these sentences about the dialogue are true or false. Write your answers in your exercise book.**

a Ayana and Lishan are doing a project on tennis.
b Weizero Hayat says she is sure they have some books about tennis in the library.
c The section on sport is in the fiction part of the library.
d There are a lot of books about sport in the library.
e Stories are shelved in the non-fiction part of the library.

2 **Read the next part of the dialogue and find out if Ayana and Lishan found any information about tennis.**

Lishan: I can't see anything about tennis.
Weizero Hayat: No, neither can I. But can you find another book that might have something about tennis in it?
Ayana: Let's see. There's a book here called 'Sports Heroes'. That might have something about a tennis player.
Lishan: Yes, but it probably won't say much about how to play tennis.
Ayana: That's true. What about this, 'The World of Sport'?
Lishan: Yes, let's have a look.
Weizero Hayat: Now, how can you find out if this book has anything about tennis in it?
Lishan: It's a very big book. We must look at the Contents, right at the beginning. Hey! Look, there's a chapter on tennis.
Ayana: Wait a minute! I've found another book here, 'Sport for All'.
Weizero Hayat: Has it got a chapter on tennis?
Ayana: No!
Weizero Hayat: Have a look in the Index.
Lishan: What's that?
Weizero Hayat: It's a list of everything mentioned in the book. It's at the back of the book.
Ayana: Oh, it's very long. Here we are, T. Yes, tennis, pages 106–120.
Weizero Hayat: Right, now you've got two books. Go and sit down at a table and see what they tell you about tennis. You should make notes on the information you need. What do you need to find out?
Lishan: Oh, how it's played, the history of the game, the equipment you need to play it.
Ayana: Yes, and we want to make a drawing of a tennis court.
Weizero Hayat: Well, make sure you only look for the information you want. Don't start reading sections that are not going to help you, or you'll waste a lot of time. Good luck!
Lishan: Thanks for you help, Weizero Hayat.
Ayana: Yes, thank you very much.

3 **True or false?**

a They found two books with information about tennis.
b They found information about tennis in the Index of 'The World of Sport'.
c There were no chapters about tennis in 'Sport for All'.
d 'Sport for All' had 16 pages of information about tennis.
e Weizero Hayat said they could borrow the books.

F Writing

Write a short report about a match you have seen or played recently. Mention the name of the sport, where you played it and when, any exciting incidents and the final score. How did you feel at the end of the game?

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Unit 4

Moral education and personal responsibility

Part A

Objectives

By the end of this part of Unit 4 you will be able to:

- decide on what actions are right and what are wrong
- listen to the story of an orphan
- use modal verbs
- use *so* and *neither* in conversations
- distinguish between right and wrong actions
- learn to apologise to someone
- read an extract from *The African Child*
- understand warning signs and labels
- write a story involving warnings
- use adverbs of character.

A4.1 Introduction: Doing wrong

Most people do something wrong sometimes. It is usually something quite small, but occasionally people do very bad things.

1 **Work alone. Number these wrongs 1 to 8 according to how serious you think they are.**
Example:
if you think **c** *Cheating in a test* is the most serious, give it number 8 and think about why.

a Telling a lie to your parents.
b Making an excuse about why you haven't done your homework which is not true.
c Cheating in a test.
d Saying something unkind to one of your classmates.
e Kicking a dog.
f Not doing something you promised to do for another person.
g Being in a sports team and not going to practices.
h Taking something from your sister's room while she is out and not telling her about it.

2 **In small groups, compare your answers.**

3 **Now, in your group, discuss these questions.**
a In the situations in Exercise 1 above, who is affected by the wrongdoing?
b Think of some of the things which are wrong according to your religion or culture.

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A4.2 Listening: The story of an orphan

1 **Your teacher will read you a true story, written by Pamela A aged 13, taken from *Shattered Innocence: Testimonies of children abducted in Northern Uganda*. Listen, and note down Pamela's main problems, then discuss them with your group.**

2 **One of your group will now present your opinions to the class who will ask questions about your group's conclusions.**

A4.3 Language focus: Modal verbs

Modal verbs are special verbs which behave very differently from normal verbs. Here are some important differences:

1 Modal verbs do not take *-s* in the third person.
Examples:
- He can speak Chinese.
- She should be here by 9:00.

2 You use *not* to make modal verbs negative, even in Simple Present and Simple Past.
Examples:
- He should not be late.
- They might not come to the party.

3 Many modal verbs cannot be used in the past tenses or the future tenses.

Common Modal Verbs include *can, could, may, might, must, ought to, need to, should, shall* and *will.*

- *can* and *could* are used to express **ability**:
  We *can come* to your party tonight.
  He *could cut* the grass this evening.
- *may* and *might* are used to express **possibility**:
  We *may come* to your party tonight.
  He *might cut* the grass this evening.
- *must* and *ought to* are used to express strong **necessity**:
  We *must come* to your party tonight.
  He *ought to cut* the grass.
- *should and need to* expresses a **strongly recommended** action. It shows something is desirable but the choice is yours.
  You should come to my party tonight.
  He *needs to cut* the grass this evening.
- *shall* and *will* express **firm intention**:
  We *shall come* to your party tonight.
  He *will cut* the grass tonight.

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1 **Work in pairs to make sentences with these modals:**

When I am twenty-one I	can could may might shall will ought to must should	join the army go to university get a job get married go abroad move to Addis Ababa	but I'm not sure yet. I'm quite certain about it.

2 **Make sentences giving your advice on what Welansa should or could do, using the modals in the box above.**

Example:

Welansa ought to tell her parents about her problems.

A4.4 Speaking: Using *so* and *neither*

We use *so ... I* in a positive sense to show that we feel the same way as another person, or have performed the same action.

- I like tennis – *So do I.*
- I watch the news every day – *I do too.*

We use *neither ... I* and *don't … either* in a negative sense to show that we feel the same way as another person, or have performed the same action.

- I don't like tennis – *Neither do I.*
- I don't watch television every day – *I don't either.*

Work in pairs to choose the correct answer for the following sentences:

1 'I'm from Ethiopia.'
- **a** 'So do I.'
- **b** 'So am I.'
- **c** 'Neither am I.'
- **d** 'Neither do I.'

2 'I like injera.'
- **a** 'So did I.'
- **b** 'I don't.'
- **c** 'Neither was I.'
- **d** 'Neither did I.'

3 'I am not happy.'
- **a** 'So was I.'
- **b** 'So did I.'
- **c** 'Neither was I.'
- **d** 'Neither am I.'

4 'I don't like coffee.'
- **a** 'I do!'
- **b** 'So did I.'
- **c** 'Neither am I.'
- **d** 'Neither was I.'

5 'I'd like a coffee, please.'
- **a** 'So do I.'
- **b** 'So had I.'
- **c** 'So would I.'

6 'I want one.'
- **a** 'I don't.'
- **b** 'Neither do I.'
- **c** 'Neither did I.'

7 'I'm staying in tonight.'
- **a** 'So will I.'
- **b** 'So am I.'
- **c** 'Neither did I.'

8 'I was shocked.'
- **a** 'So was I.'
- **b** 'Neither was I.'
- **c** 'I was.'

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9 'I found it very hard.'
- **a** 'So do I.'
- **b** 'So did I.'
- **c** 'So would I.'

10 'I don't like it.'
- **a** 'So do I.'
- **b** 'I do.'
- **c** 'I don't either.'

A4.5 Language focus: Right and wrong

1 **Work in your group to write down three examples of 'wrong' behaviour and three examples of 'right' behaviour.**

Examples:

Stealing is wrong.
Helping others is right.

> Gerunds are nouns formed from verbs. They are formed by adding *-ing* to verbs:
> *walking, talking, thinking, listening*
> Like nouns, gerunds can be the subject, object or complement of a sentence:
> - Caring for others is right.
> - I don't like cheating.
> - My favourite occupation is reading.

2 **What other examples of good and bad behaviour can you think of? Your teacher will write your suggestions on the board.**

3 **Do you ever think about the effect something you have done may have on someone or something? Look at the following table.**

Cause	Effect
If you steal, Caring for others	you will go to jail. leads to a happier society.

Using the examples of good and bad behaviour from Exercise 2, make similar sentences which illustrate the cause and effect of each action. Write these sentences in your exercise book.

4 **Work in groups to agree or disagree with the following suggestions, giving your reasons and simple counter arguments.**

Example:

You should act responsibly so that others follow your example.
I agree, because …
Yes, but …

1. Treat others the way you want to be treated.
2. Stealing is not wrong if you are starving.
3. Children with disabilities should be hidden away.
4. Being blind means that you are cursed.
5. Children should not have to work.
6. Tell others that you have the HIV virus.

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A4.6 Speaking: Apologising

1 **How would you say sorry to someone? Look at these expressions:**

Sorry, I didn't mean to …
I am sorry but …
I apologise for …
I hope you will forgive me but …
I seem to have made a mistake. I'm really sorry.
I am sorry for the misunderstanding …
I hope you will understand …

2 **Use these expressions in sentences, which your teacher will write on the board. Do you know any other ways of apologising to someone?**

3 **Work in small groups. Your teacher will give each group a situation card. Prepare a short play based on the situation using appropriate expressions of apology.**

4 **The class watch the role-plays and discuss the issues involved.**

A4.7 Reading: A difficult situation

1 **This story is an extract from *The African Child* by Camara Laye. It is a memory of life in a small town in Guinea, West Africa, in the 1930s. It concerns bullying of young boys by older students at the school.**

I still remember – my hands and my finger-nails still remember! – what used to be waiting for us on our return to school from the holidays. The guava trees in the school yard would be in full leaf again, and the old leaves would be lying in scattered heaps. In places there were even more than just heaps of them: it would be a muddy sea of leaves.

'Get all that swept up!' the headmaster would tell us. 'I want the whole place cleaned up at once!'

'At once!' There was enough work there, hard work, too, to last us for over a week. Especially since the only tools with which we were provided were our hands, our fingers, our nails.

'Now let's see that it's done properly, and be quick about it,' the headmaster would say to the older pupils, 'or you'll have to answer for it!'

So at an order from the older boys, we would all line up like labourers about to reap a field, and we would set to work like slaves. In the school yard itself, it wasn't too bad: the guava trees were fairly well spaced; but there was one part where the closely planted trees grew in a tangle of leaves and branches. The sun could not penetrate here, and there was a smell of decay even in fine weather.

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If the work was not going as quickly as the headmaster expected, the big boys, instead of giving us a helping hand, used to whip us with branches pulled from the trees. Now guava wood is very flexible and the whips used to whistle as they moved through the air; our backs felt as though they were on fire. Our skin stung and tears fell from our eyes and splashed on the dead leaves at our feet.

In order to avoid these blows, we used to bribe our tyrants with the delicious corn cakes which we used to bring for our midday meal. Also, if we happened to have any money on us, the coins changed hands at once. If we did not do this because we were afraid of going home with an empty stomach or an empty purse, the blows would be even harder. They were administered with such violence that even a deaf man would have understood that we were being beaten not so much to speed up the work, but rather to make us give up our food and money.

Occasionally, one of us, worn out by such cruelty, would have the courage to complain to the headmaster. He would, of course, be very angry, but the punishment he inflicted on the older boys was nothing compared to what they had done to us. And the fact is that however much we complained, our situation did not improve at all. Perhaps we should have told our parents what was going on, but somehow we never dreamed of doing so; I don't know whether it was our pride or loyalty to the school that kept us silent, but I can see now that we were foolish to keep quiet. Such beatings were utterly foreign to our people's nature, and our passion for independence and equality.

Extract from the abridged version of *L'Enfant Noir (The African Child)* by Camary Laye, © Plon 1953

2 **Choose the best way to complete these statements about the text.**

1 The school yard was in a very untidy condition because:
   - **a** it had not been maintained during the holidays.
   - **b** the guava trees had lost their old leaves.
   - **c** the older boys had not done their work properly.
   - **d** both of the reasons given in a and b.

2 The headmaster saw that the work was done properly by:
   - **a** providing tools.
   - **b** making the boys line up like labourers in a field about to be reaped.
   - **c** threatening the older boys with punishments if the work was not done.
   - **d** making the boys work like slaves.

3 The main reason why the big boys beat the smaller ones so viciously was:
   - **a** to make sure they did their work.
   - **b** to persuade them to hand over presents.
   - **c** to make sure that the headmaster would not punish them.
   - **d** because they liked doing it.

4 We can understand that it was pointless to complain to the headmaster about the bullying because:
   - **a** he would not believe the complaints.
   - **b** it only made the older boys behaviour even worse.
   - **c** his punishments were not hard enough to stop their activities.
   - **d** he did not do anything to stop the older boys.

5 The younger boys didn't complain to their parents:
   - **a** because they were loyal to their schoolmates.
   - **b** because they were too proud.
   - **c** because they were too frightened to so do.
   - **d** we don't really know.

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3 **Choose the correct definitions of these words as they are used in the text.**

1 *scattered*
- **a** dropped and spread over an area
- **b** placed in position
- **c** partly covered
- **d** cut up

2 *a tangle*
- **a** a small quantity
- **b** a wall
- **c** a small forest
- **d** a thick mass

3 *penetrate*
- **a** come out
- **b** shine on
- **c** enter
- **d** be seen

4 *decay*
- **a** leaves lying on the ground
- **b** the soil
- **c** the fruit of the guava tree
- **d** what happens to plants and animals after they die

5 *tyrant*
- **a** someone who uses their power over others in a cruel way
- **b** someone who steals things
- **c** someone who bribes people
- **d** someone who does not care about other people

4 **Discuss these questions in groups.**

- **a** Do you think the children should have told their parents? If so, what could the parents have done?
- **b** Do you think this situation of senior students being cruel to younger children in the same school still exists? Why do you think senior students behave in this way?
- **c** Have you ever had occasions in your own life when you have been uncertain about what to do? Discuss these occasions with your group. What would they have recommended?

A4.8 Reading: Warning signs and labels

1 **Look at these sentences:**

Please close the door.
Wash the dishes before you go out.
These sentences are in the *imperative tense*. They are giving you orders, telling you what to do.

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2 **Look at the following signs and answer the questions below.**

a

b

c

d

e

f

g

h

i

j

k

l

m

1 Which sign warns you that dogs are not allowed in the building?
2 Which sign tells you that a building site is dangerous?
3 Which sign tells you that you cannot leave your car there?
4 Which sign warns you about high voltage electricity that would give you a severe electric shock?
5 Which sign shows you what to do in case of a fire?
6 Which sign very strongly forbids you to enter somewhere?
7 Which sign tells you what to do in an emergency?
8 Which sign warns you about the danger of drowning?
9 Which sign tells you how you could put out a fire?
10 Which sign forbids you to smoke cigarettes?
11 Which sign warns you that something is not working?
12 Which sign tells you that it is not safe to leave things in your car?
13 Which sign warns that you are not allowed in somewhere?

3 **Work in pairs to read the signs aloud and give their meanings.**

4 **Rewrite these signs as sentences using the imperative tense, then check your sentences with your partner.**

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A4.9 Writing: Warnings

1 **The pictures a to f below tell a story. Study the pictures and write sentences describing what is happening in each picture. Your sentences altogether should tell a complete story. Give your story a simple title.**

a

b

c

d

e

f

2 **Work in pairs to think about warnings you would give to people of your own age to help them avoid danger or difficulty. Write these sentences as models, and illustrate them with your own pictures.**

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A4.10 Increase your word power: Adjectives of character

1 **There are many words to describe someone's character. Look at the words in the box and put them into the three groups below. Write them in your exercise book.**

sensible	careful	responsible	happy	kind	rude	sad
dishonest	quiet	wise	intelligent	serious	honest	cheerful
impatient	irresponsible	polite				

Good characteristics: …
Bad characteristics: …
Both good and bad: …

2 **Copy this table into your exercise book. Change the adjectives above into adverbs. Be careful of spelling changes!**

Adjective	Adverb
sensible careful responsible …	*sensibly*

3 **Complete the following sentences with an appropriate adverb.**

1 I advise you to consider _____ my advice about your behaviour.
2 People should behave _____ when they are walking in the street after dark.
3 You should behave _____ when you meet an older person.
4 Look after your money _____ or you will soon have none.
5 If you took your school work more _____ you would do better in the exams.
6 You should be more _____ to people who have the HIV virus.

Part B

Objectives

By the end of this part of Unit 4 you will be able to:

- discuss a situation involving a moral question
- read a story about a young girl
- use adverbs of manner
- revise the use of direct and indirect objects
- write a letter to an 'agony aunt'
- pronounce sentences with the correct word stress
- read a poem about regret
- increase your dictionary skills
- check and correct mistakes in your work
- order sentences to make a funny story.

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B4.1 Speaking: Group discussion

1 **Copy these headings into your exercise book. Add further expressions to the correct column.**

Asking for an opinion	Giving an opinion	Agreeing	Disagreeing
What do you think …?			

2 **There is only enough medicine to treat three of the villagers who are suffering from AIDS. Who of the following should be given the medicine?**

- A young mother of two children whose husband has already died from the disease.
- A five-year-old child.
- A young university graduate who wants to become a doctor.
- The father of a family of six children.
- A religious leader.
- A hearing-impaired 18-year-old.

In your group, discuss the issues involved, asking the opinion of the others in the group and expressing your own opinion with supporting examples and facts, then, as a group, come to a decision.

3 **Share your ideas and reasons in a whole-class discussion.**

B4.2 Language focus: Adverbs of manner

Adverbs tell us more about the verb. They make your writing more interesting.
Adverbs of manner tell us more about *how* or *in what way* an action is done.

Example:

The boy walked slowly to school.

Complete the sentences with the correct adverb from the box. Write the sentences in your exercise book.

warmly	hard	suddenly	correctly	silently
sadly	always	heavily	dangerously	quickly

1 The young man walked _____ from the church after the funeral.
2 The woman sat down _____ without saying a word.
3 I know that all of you will answer the questions _____ and get good grades.
4 The car swerved _____ and knocked over the young child.
5 Ato Tofik received the girl _____. This made her happy.
6 The teacher told the class to work _____.
7 The boy ran _____ to the chemist to fetch the medicine.
8 It rained _____ on Sunday evening.
9 The girl drove very _____ in town and caused an accident.
10 She _____ goes to visit her grandmother every week.

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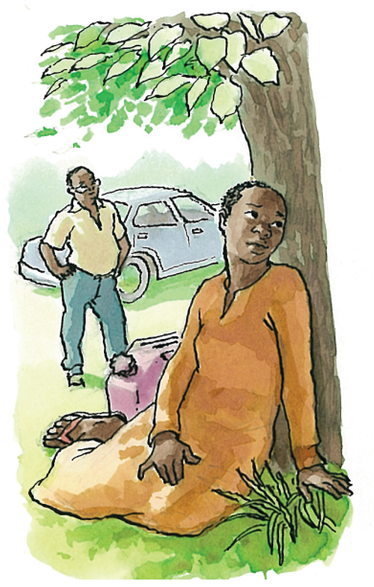
B4.3 Reading: Makeda's story

Makeda sat dreaming in the shade of a big tree. Beside her was a jerrycan for water. She was on her way to fill it at the well, but had stopped for a short rest.

Makeda was just 14 and was very beautiful. She wasn't very good at school because she was always daydreaming and never paid attention. She dreamed about the husband that she would marry one day. He would be a handsome young businessman. He would have a big house, a beautiful car and many servants, and would keep her in comfort for the rest of her life.



"Hello, Makeda. Come here, my dear," a voice said. Makeda woke from her daydream and saw the businessman standing nearby. The businessman was the richest man in the area. He was about 40 years old and he was fat and ugly. Nevertheless, Makeda smiled at him because the businessman was very kind to her.

"It's a shame to see a beautiful girl like you going to the well to carry a heavy jerrycan of water," said the businessman. "And look at that old dress you're wearing. If you had a little money, you could buy some nice clothes. Then a rich young man would notice you and marry you."

"I know, the businessman," said Makeda. "I was thinking the same thing myself, but I can't afford these things."

The businessman came closer to Makeda and whispered softly in her ear, "I could help you with the money, my dear. Come to my shop tonight and we can talk about it."

Makeda knew that the businessman was suggesting that he should become her sugar daddy. She did not really like him, but he was rich. If he gave her money, she could buy the things she wanted. Then she could go to Addis Ababa where she would meet the young man of her dreams. As Makeda was filling her jerrycan at the well, she decided to go to the businessman's shop that night.

Makeda went to the businessman's shop twice a week for about three months. He gave her a little money every time she came. She bought handkerchiefs, perfume and some skin lotion with the money. Then, one evening, when she wanted more money, she went to the shop and the businessman told her to go away. She heard another girl laughing in the room behind the shop.

Makeda felt very angry. She made up her mind that she would never have anything to do with men like the businessman ever again. Then, one month later, she missed her period. She was frightened and surprised. "I can't be pregnant," she thought. "The businessman told me that I couldn't get pregnant with him because he knew all about family planning and contraception."

When Makeda missed another period, she got really worried and decided to discuss her problem with her best friend, Worknesh. "Please advise me, Worknesh. I think I may be pregnant. What should I do? I can't have the baby. My father is very strict and he'd kill me if he found out. What do you think I should do? Please help me. I am very worried."

Fortunately, Worknesh's mother was a social worker with the local council. When she heard about Makeda's problem, she was very angry. She knew that the businessman was guilty of child abuse, and that if Makeda reported him, he would be arrested, taken to court and tried for defiling the girl. But she also knew that the businessman would plead not guilty, and that without any witnesses, the judge or magistrate would declare him innocent of the crime. Also, Makeda's father would be so angry that he would force his daughter into an early marriage, with no hope of allowing her to continue her education. In such a marriage, the young girl might be mistreated by an elderly husband, while the real criminal, the businessman, would not be imprisoned, but would enjoy his freedom and escape being sentenced for his crime.

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Worknesh's mother went to talk to Makeda and her father. She explained the position to them and talked about the rights of Makeda and her child. Makeda's father was indeed very angry, but he agreed not to punish Makeda. Instead, she was sent away to stay with her aunt until the child was born, but it was the end of all her daydreams.

1 **Answer the questions**

1. Where was Makeda going when she stopped to rest?
2. Why was Makeda not good at school?
3. What did she dream about?
4. Why did Makeda smile at the businessman?
5. What did the businessman say to Makeda?
6. Did Makeda agree that the businessman should become her sugar daddy?
7. What did she buy with the money she received from her sugar daddy?
8. Why did the businessman tell her to go away?
9. With whom did Makeda discuss her problem?
10. What was the businessman guilty of?
11. What did her friend's mother think Makeda's father would force her to do?
12. Would Makeda be happy in this early marriage?
13. Would the businessman be punished for committing a crime?
14. Was Makeda punished by her father?
15. Who do you think was more guilty, Makeda or the businessman? Why?

2 **Read the story again, and decide where you would put some adverbs to give the story more colour and drama. Your teacher will write your suggestions on the board.**

3 **Read the passage aloud in a dramatic fashion, stressing different words / phrases according to the agreed adverbs.**

B4.4 Language focus: Direct and indirect objects

A direct object answers the question *What?* while an indirect object answers the question *To whom?* or *For whom?* Indirect objects are usually found with verbs of giving or communicating like *lend*, *give, bring, tell, show, take,* or *offer.* An indirect object is always a noun or pronoun.

Example:

Give me the book.

Make sentences from the following table.

Give	me	the truth.
Tell	the teacher	some money.
Lend	my father	the story.
Bring	your friend	the book.
Show	us	the picture.
Offer	him	your photos.
		some coffee.

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B4.5 Writing: Letters to an 'agony aunt'

1 **Revise the layout for an informal letter. Decide where each of these things should go.**

a your name
b the date
c the closing words or phrase
d the greeting
e your address

2 **Young people who worry about the many problems they meet in their daily lives often write for advice to an 'agony aunt' in a magazine or newspaper. Choose one of the following situations, and discuss it with your partner.**

a Feyisa has joined the school in the middle of the school year because his family have moved from a distant part of the country where people have a very different culture. In breaks he is made fun of: other students copy the way he speaks, say horrible things about his culture and leave rude notes on his desk.
b Kedija has difficulty in reading. She is intelligent, but this problem affects her schoolwork and means she doesn't do well in exams and tests. Some of the children in the class throw stones at her and call her names during break-time.
c Biruk has been crippled since birth and has to struggle to get about on crutches. The other boys laugh at him, steal his crutches and push him over, and make rude noises and gestures when they see him.
d Your father has been told that he is HIV positive, and one of the boys at school has found out and told the rest of the class. They now refuse to talk to you, to come near you or to share their food or cups and bottles of water with you. You feel very frightened and lonely in this situation.

3 **Write an informal letter from the 'agony aunt' giving you advice on how to deal with the problem.**

4 **Exchange your exercise book with your friend and check the letter for correct spelling, punctuation and capitalisation.**

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B4.6 Speaking: Pronunciation – word stress

When we are expressing difference with a positive verb form, we use the following stress:
A: I study hard every day.
B: Do you? I don't.
When we are expressing difference with a negative verb form, we use the same stress:
A: I never watch television in the evenings.
B: Don't you? I do.

1 **Work in pairs to practise saying the following statements.**

1 **A:** I'm from Tigray.
B: I'm not.
2 **A:** I like playing the piano.
B: I don't.
3 **A:** I won a prize at school.
B: So did I.
4 **A:** I'm not going to the concert.
B: Neither am I.

2 **Now practise in pairs. One student makes a statement, and the other student agrees or disagrees with it, using the expressions below:**

So do I.	I don't!
Neither am I.	I am!
Neither do I.	I do!
So will I.	I won't!

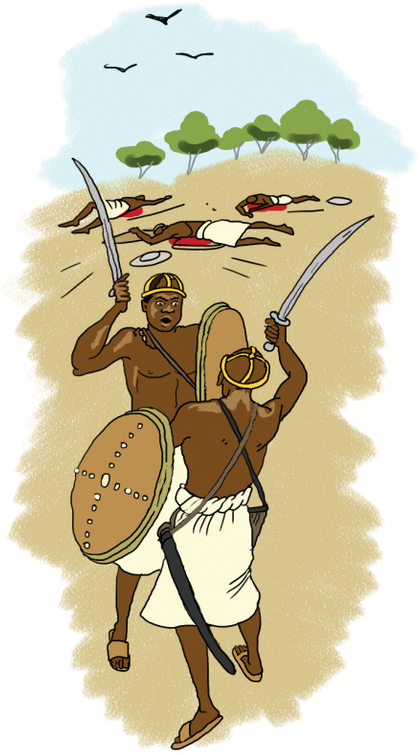
B4.7 Reading: Poem

1 **Read the poem in pairs.**

The man I killed
If we had met on the fields
Cared for by the flowing darts of the sky,
We could have felt happy with the behaviour of plants
Thrusting their arms into the sky.

If we had met in the forest
Armed with polished spears,
Then we could have hunted the fast deer
And returned home decked with smiles.

We could have learned the secret of numbers
And the solemn whispers of distant stars,
If we had met in natural schools.



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But then:
We met on the battlefield
Where corpses were the signs of victory
And vultures yearned for their harvest,
And my clean sword longed for a stain
And the gentle in me craved to be cruel.

And so I tore into his bowels
And felt strengthened by the scent of his blood.
And now by the nature of steel
I fearlessly committed the unforgiveable sin.

Silas Obadiah

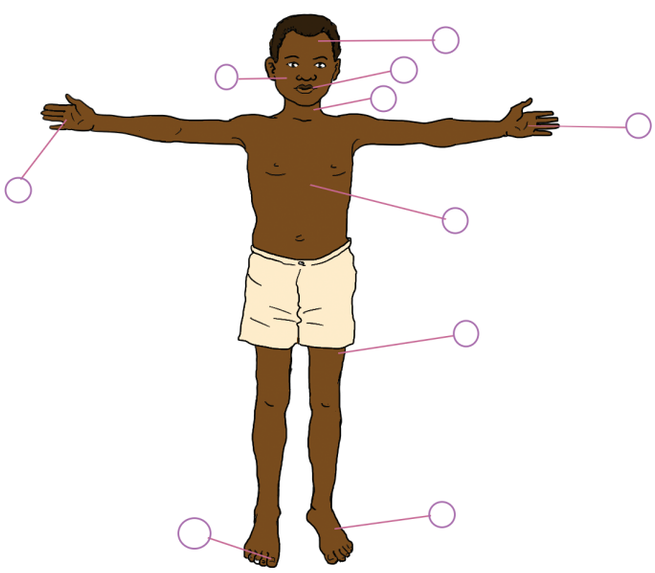
2 **Discuss the questions with your partner, then write the answers in your exercise book.**

1. Where did the two men meet?
2. What was a sign of victory?
3. Why were the vultures there?
4. What did his clean sword want?
5. What did the poet feel like inside?
6. What did he want to feel like?
7. How did he kill the person he had met?
8. What strengthened the killer?
9. What do you think is the 'unforgiveable sin' referred to in the last line of the poem?
10. Read the first three verses again. What could these two men have done if they had not been trying to kill each other?

3 **How would you describe the feelings of the man in the poem? Write three sentences using adjectives to describe his feelings.**

B4.8 Increase your word power: Dictionary skills

1 **Copy this diagram of the body into your exercise book, then label the different parts of the body.**



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2 **Use your dictionary to find another meaning for each of these words.**
Example:
chest: a large box with a strong lid.

3 **Test your friend by choosing other words that have more than one meaning and give examples.**
Example:
This word means a baby cow and is also part of your leg (Answer – calf).

B4.9 Study skills: Checking your work

Whenever you complete a piece of writing, always read through what you have written and ask yourself these questions.

1 *Does everything make sense?*

Nishan goes to school at 7 o'clock every morning. The journey takes him half an hour so he usually arrives at about 8.15.

(This student has given the wrong time. What time should Nishan arrive at school?)

2 *Is the punctuation correct?*

I went to the market on the way home mother had asked me to buy some bananas some potatoes and some plantains

(This student left out a capital letter, a comma and a full stop. Where should they go?)

3 *Are there any spelling mistakes?*

Many diseases can now be succesfully treated by modern medcine

(This student made two spelling mistakes. What are they?)

4 *Are there any grammar mistakes?*

Although I not answer all the questions, I passed the test.

(This student has left out an auxiliary verb. Which one and where should it go?)

Look at this short extract from a description of an experiment. It contains several mistakes. Rewrite it correctly in your exercise book.
In the science lab last week we did experiment to show how water evaporates. Some water was put in a dish. First some water was put in a dish. The dish left overnight. The morning the dish was empty. water had evaporated.

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B4.10 Fun with words: A funny story

Put the lines of this story in the correct order.

The two politicians

a 'Look here,' said the first one. 'Let's try to make it a clean fight.'
b 'Good,' said the second. 'And I'll promise not to tell the truth about you.'
c During the hard-fought and bitter election campaign,
d 'For a start I promise I won't tell any more lies about you.'
e Two politicians met each other by accident.

Assessment

1 Reading

Your teacher will give you some signs and ask you some questions about them.

2 Writing

Write an informal reply to a friend who has invited you to come and stay for a week.

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Unit 5 Advertising

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 travel magazine	an employment agency
a lonely hearts column	a doctor's surgery	a billboard
a magazine for health and beauty	a wanted notice	a local garage
a lost and found column	a bank leaflet	the Internet
a poster	a programme guide	

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

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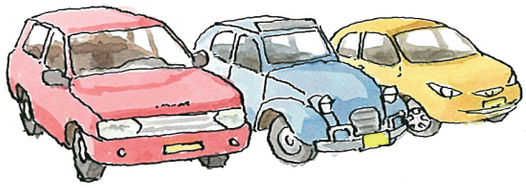
9 A car for hire
10 A second-hand bicycle
11 An advert to meet new friends
12 A missing watch
13 A second-hand computer
14 A job vacancy

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

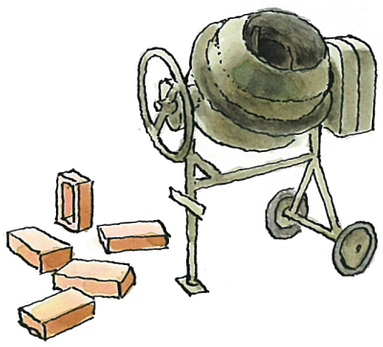
1 **Listen to your teacher and match the advertisements to their products.**

a House cleaning



b Car hire firm

c House painting and decoration



d Building and construction

e Health advice

f Property protection

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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.**

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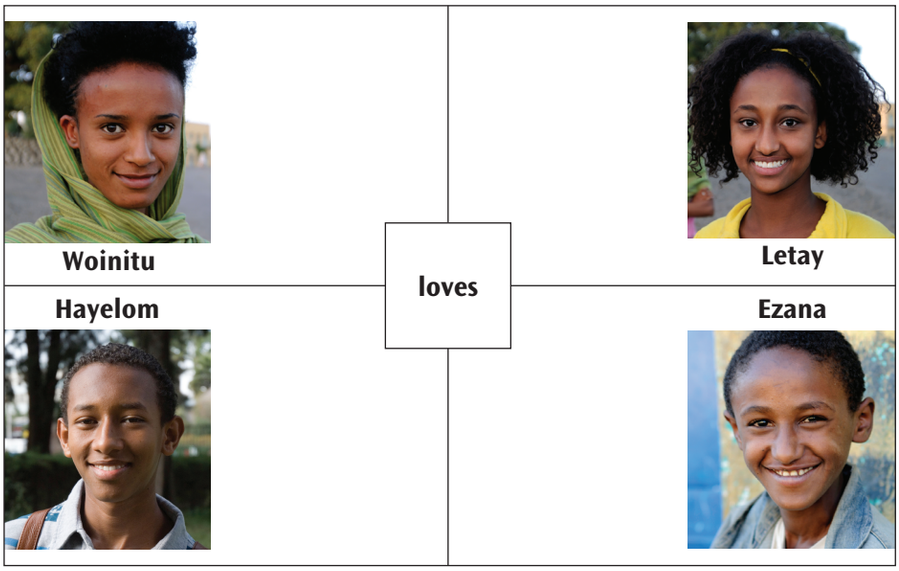
A5.4 Speaking Using the question words *Who?* and *Why?*

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.

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

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

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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

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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.

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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 that 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.

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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:**

the tallest	*the shortest*	*the heaviest*	*the lightest*	*the oldest*
the youngest	*the cleverest*	*the most stupid*	*the ugliest*	*the most beautiful*
the biggest feet	*the smallest feet,* etc.			

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.**

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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.

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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.

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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.

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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.*

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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.

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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.

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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.

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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?

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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?

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Unit 6

Drugs

Part A

Objectives

By the end of this part of unit 6 you will be able to:

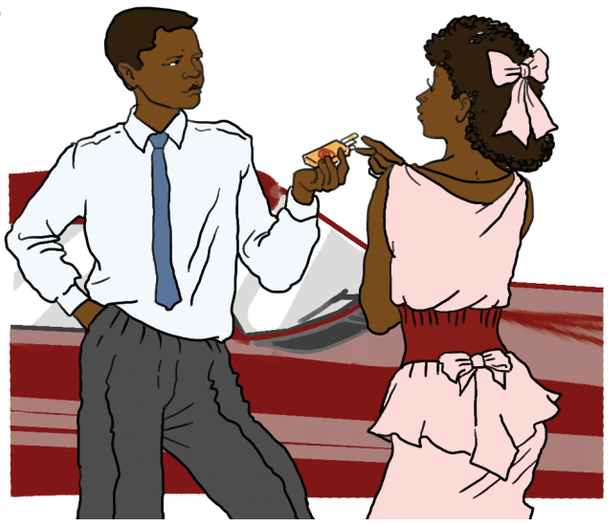
- discuss some consequences of smoking, alcohol abuse and taking drugs
- read a passage about drug abuse
- listen to a story about a drug addict
- discuss drug taking and complete a mind-map
- write a sketch about saying 'NO!' to drugs
- prepare a talk about the dangers of taking drugs
- learn about modal verbs
- learn about how to discuss problems
- use a dictionary to increase your word power
- write about the drug situation in Ethiopia
- read a drug abuse advice leaflet.

A6.1 Introduction: Living dangerously

1 **Look at the two advertisements below. What are they trying to make you believe? Why is what they are trying to make you believe untrue?**

1

2



1 TOP PEOPLE PAY A LITTLE MORE FOR THEIR PREMIUM BEER.
2 COME TO WHERE THE ACTION IS. SMOKE **BLUE SILK** CIGARETTES.

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2 **Look at the advertisements in your town for smoking and alcohol. List them. In each case find out what the pictures are trying to make you believe.**

3 **Do you know the consequences of smoking, alcohol abuse and taking drugs? Suggest some ideas which your teacher will write on the board, for example, *death, serious illness, addiction,* etc.**

A6.2 Reading: What do you know about drug abuse?

1 **Learn the following words:**

illegal:	against the law
addictive:	something you cannot stop doing
peer pressure:	wanting to behave in the same way as your friends
craving:	intense longing
additives:	things added to another thing
withdrawal:	stopping doing an action
symptoms:	signs of something
jangling:	loud and uncontrolled
embrace:	attraction

2 **Read the following passage, then answer the questions below.**

You may have heard people talk about drugs such as speed, LSD, acid, ecstasy, chat, cocaine and hash. These are all dangerous illegal drugs which you know you should not use. Most drugs are addictive and will cause you harm. So it is best to avoid taking them and always say "No!" to a drug dealer or pusher who offers you a free sample.

Perhaps you know someone who has already got the habit. At a party, one of your friends may suggest you give it a try. Peer pressure often makes you feel that you are not part of the group unless you join in. Often young people think "It won't affect me" or "I'll just give it a try". But once you have started, you may never be able to kick the habit, and your need for another 'fix' grows stronger as time passes. You have become a drug addict.

All drugs are dangerous, but heroin is the most addictive. Once you have started injecting heroin into your veins, the craving for another fix will very quickly take hold of you. You will do anything to get enough money to pay the dealer for your next small packet of white powder. You will beg, borrow or even steal from your parents and friends to get the money. And you can never be sure that the powder you are being sold as pure heroin does not also contain other additives such as talcum powder or chalk. When heroin addicts try to break the habit, the withdrawal symptoms when you come off the drug cause you to suffer cold sweats, hot chills, stomach cramps and jangling nerves. You are hooked and cannot escape the dreadful embrace of the drug.

Another danger of drug taking is sharing needles to inject the drug. By this means you could become infected by the HIV virus and get AIDS, so shortening your life by many years. So remember:

DRUGS WILL RUIN YOUR LIFE

3 **Answer the questions.**

1. How many illegal drugs can you name?
2. Why should you say "No!" to a drug dealer?
3. Have you ever had experience of peer pressure?
4. Which is the most addictive drug?
5. How is this drug used?

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6 Give two reasons for not taking heroin.
7 Do drug dealers always sell pure heroin?
8 Name four effects when you want to try and come off the drug.
9 Why is sharing needles dangerous?
10 Write a short caption to explain why you should not take drugs.

A6.3 Listening: Daniel's story

1 Look at these two pictures. What do you think you will hear in the listening passage?

2 Listen to Daniel's story and note the main points.

3 Discuss in your group your reactions to Daniel's story.

A6.4 Speaking: Talking about drugs

1 What do you associate with the word *drugs*? Your teacher will draw a mind map on the board and will write your suggestions on it.

2 Work in groups, each group to brainstorm one of the following topics:
a the various drugs that are in circulation and what you know about them and their effects.
b the consequences of taking drugs.
c the reasons why people take drugs.

Now work with other groups to share the information from these three topics, then return to your original group and report back the discussions.

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A6.5 Writing: Saying 'No' to drugs

In your group, write a scene between a drug dealer, and someone who is refusing to take drugs.
What arguments would the drug dealer choose?
What arguments would you choose to counteract those of the drug dealer?
Then act out your play before the class. You could also invite other classes to watch your performance.

A6.6 Speaking: The anti-drug club

Prepare a short talk for your school's anti-drug club, or a broadcast by the school's media club, about the dangers of drug taking, then read your talk to the other members of your group.

A6.7 Language focus: Modal verbs

1

Modal verbs are special verbs which behave very differently from normal verbs. Here are some important differences:

1 Modal verbs do not take *-s* in the third person.
Examples:
- He can speak Chinese.
- She should be here by 9:00.

2 You use *not* to make modal verbs negative, even in Simple present and Simple past.
Examples:
- He should not be late.
- They might not come to the party.

3 Many modal verbs cannot be used in the past tenses or the future tenses.
Some common modal verbs are:

can	could	may	might	shall
should	must	ought to	will	would

The modals *should* and *ought to* have similar meanings. They are both used to talk about obligation, and to give advice or instructions.
Ought to is very often used when we want to express the idea that it is the right thing to do / the natural helpful thing to do.
Should has less of a moral flavour.
Should / ought to can also express probability.
The modals *must* and *have to* are used to express necessity.
Must is stronger than *should* and *ought to* and expresses certainty.
Examples:
- You should / ought to stop smoking. (A piece of advice.)
- He should be home now. (It is probable.)
- You must stop smoking. (A command.)
- He must be home now. (It is certain.)

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Complete the sentences with *must, should, shouldn't, ought to, have to.*

1 You _____ turn off your mobile phone in class.
2 You _____ go swimming after a big meal.
3 Did you _____ study German at school?
4 You _____ take an umbrella. It's raining heavily.
5 I think we _____ go now. It's getting late.
6 She _____ see a counsellor.

2 **Work in pairs to discuss the possible consequences of each of the following actions, then complete the sentences below, using an *if* clause and a modal verb.**

Example:

*If you drink alcohol, you **may** get a headache.*

1 If you take drugs …
2 If you smoke cigarettes …
3 If you drink too much alcohol …
4 If you do not take exercise …
5 If you don't clean you teeth …
6 If you don't use a condom …

A6.8 Speaking: Discussing problems

1 **When talking about various problems, you can introduce different points by using the following expressions:**

The trouble is …
The problem is …
The awful / worst / terrible thing is …
Don't forget that …
In a case like this, …
In a situation like this …
In this sort of situation …

2 **Working in two teams, each person chooses one of the following problems and notes down some ideas about it:**

Smoking
Drugs
Unemployment
Alcohol
Stealing
Learning English
Forgetting to do your homework

Team A then chooses a topic and Team B has to say a related sentence within a limited time, using one of the above expressions. Your teacher will tell you when your time is up.

Example:

Smoking – The trouble is that you need will-power to stop.

If Team B makes a suitable sentence in the time given, they score a point. Teams then swap roles and the team with the most points at the end is the winner.

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A6.9 Increase your word power: Dictionary work

1 **Look up the following words in a dictionary:**

syringe	illicit	addiction	abuse	hazard	immune
peer pressure	tranquilliser	trafficking	psychosis	overdose	

2 **Now work in pairs to match the words with their definitions using the following patterns:**

… is a type of …
… is a / the place where ….
… is used for …
… is part of …
… means taking too …
… means the same as …
… means connected with …
… is a large / small …
… means free from …
… means when you …

Example:

syringe – a type of medical instrument used for extracting blood

1 a disorder of the mind
2 a risk or danger
3 making calm
4 the influence to make one conform to the rest of the group
5 too much of a drug
6 unlawful
7 carrying on an illegal trade
8 physical or psychological dependency on something
9 free from infection
10 to make wrong use of

A6.10 Writing: Drugs in Ethiopia

1 **Use the following writing scaffold to write three or four paragraphs to describe the drugs situation in Ethiopia.**

1 Introduction (thesis)
2 Discussion – Drugs situation in Ethiopia – firstly – secondly – another reason – lastly
3 Conclusion – Why young people should not take drugs

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2 **Re-read your work, and ask yourself the following questions:**
Did I include an introduction, a body, and a conclusion?
Did I write a good topic sentence for each paragraph?
Did I include details that support each topic sentence?
Did I avoid repeating the same words over and over again?
Did I use descriptive nouns, adjectives, verbs, and adverbs?

Revise your work if you have answered 'No' to any of these questions.

3 **Compare your essay with your partner's. Is there anything you could add to it?**

A6.11 Reading: Drug abuse advice leaflet

1 **Copy the following vocabulary items into your exercise book, then check their definitions in a dictionary. As you read the text aloud in pairs, tick off any items when they are mentioned in the text.**

enhance	hazard	potentially	banned	immune	craving
burdensome	illicit	excess	psychosis	malnutrition	abscesses
prone to	irrationally	capability	forfeiture	trafficking	

2 **The following text was adapted from a *Narcotics Control Board Leaflet*. Read the text and make notes of the main points.**

A drug is any chemical that alters how the body works, or how a person behaves or feels. Drugs are used to treat illnesses and diseases, to relieve pain and sometimes to relax and enhance pleasure.

The term 'drug abuse' refers to the use of natural and / or synthetic chemical substance for NON MEDICAL REASONS resulting in abnormal behaviour. Drug abuse can affect a person's physical and emotional health and social life. Specific hazards of drug abuse differ from person to person, however.

Most drugs are legal and medically acceptable, to relieve pain and control diseases. Some, like alcohol, may be culturally accepted. Some other drugs, however, are illegal; their use is banned by law. When used, they can become addictive and can affect the central nervous system, for example, cocaine, heroin, marijuana, etc. Unfortunately drugs are abused widely, and sadly even in the schools.

Because drug abuse can cause SERIOUS HARM, and indeed, nobody is immune to the dangers of drug abuse, everyone – including you – should know the real story about drugs: why people use them, how they can affect your body, mind and behaviour, and how they can destroy your life.

Different people have different 'reasons' at different times for abusing drugs. At first many young people experiment with drugs for reasons that include: peer pressure because they do not want to be different from others in their group; adult examples of alcohol or tobacco use; to feel grown up; to rebel against parental values and authority; curiosity about the effects; for kicks – for something to do; to escape emotional problems; and the wide availability of drugs today.

The DANGER with experimenting is that the craving for drugs becomes part of daily life. They can also become a means of trying unsuccessfully to cope with or avoid problems. Later, some people may decide to continue using drugs occasionally, or as a regular part of their life, in the effort to relieve boredom, get energy, obtain a 'high', attempt to 'solve' problems or escape reality. Finally, some people need drugs because they become physically and / or psychologically dependent on them.

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Abusing drugs is very dangerous, especially when they are taken in excess or over a long time. Effects also depend on the user's personality, setting, etc. Some dangerous effects of drug abuse are overdose, dependence or addiction, ill health, accidents or injury, poverty, debt and crime. Certain combinations of drugs can be deadly, e.g. alcohol and barbiturates (depressant drugs which relax the central nervous system). In fact, drug overdose will require IMMEDIATE MEDICAL treatment.

In addition, continued use of drugs can lead to a real psychological and / or physical need for them. Daily activities come to revolve around getting more drugs and all other needs, even basic ones like food and personal hygiene, become secondary, while withdrawal from drugs without medical supervision can be very difficult, painful and even dangerous.

The use of unclean needles can cause blood poisoning, abscesses, and infections like HIV (the virus which causes AIDS). Moreover, even small amounts of some drugs can make you lose self-control and be prone to accidents and injury. You can become over-confident and take foolish risks, or act irrationally and get hurt or die! For example, people on drugs have been known to jump from the top of a three-storey building in belief that they can fly! Drug misuse can also be very costly and this in turn may lead to financial problems.

There are other kinds of problems. Drug abuse is against the law and you risk heavy fines and / or imprisonment as well as forfeiture of property. The supply, trafficking, possession or use of drugs are all against the law – and once you acquire a criminal record, you may find it hard to find anyone to employ you.

Drug abuse is a very serious matter. Abusing drugs can only provide a temporary escape from the world of reality. The risks are great and the result can be deadly. Live a DRUG-FREE life and encourage others to do the same. As a student you can learn and enjoy life without drugs. In short: DON'T DO DRUGS!

3 Answer the following questions as clearly and briefly as you can:

1. Medical drugs – that is, drugs that are prescribed by a doctor, or provided by a pharmacist, have three valid purposes. What are they?
2. What does the writer mean by 'drug abuse'?
3. In general, what are the main effects of drug abuse?
4. Why are some drugs banned by law?
5. Make a list of the reasons why young people take drugs.
6. What are the dangers of using drugs, according to the passage?
7. Explain how drug addiction can lead to an increase in crime.
8. Explain the following words and expressions used in the passage:
   enhance (line 2) synthetic (line 3) hazards (line 5) illegal (line 8) immune (line 12) peer pressure (line 16) craving (line 20) overdose (line 28)

4 Discussion and opinion

1. How do you see the problem of drug abuse, particularly narcotic drugs among students / young people?
2. Do you share the view that drugs provide only temporary escape from reality? Explain your views.
3. What can be done to stop drug abuse?
4. Someone has called alcohol 'the legal killer'. What is your own attitude towards alcohol and tobacco as licit (legal or lawful) drugs in Ethiopia?
5. Write down what advice you would give to a classmate who is on drugs.

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Part B

Objectives

By the end of this part of Unit 6 you will be able to:

- role-play a conversation about a drug problem
- read a story about dealing with a drug dealer
- talk about cause and effect
- hold a debate about harmful substances
- use the past simple passive tense
- talk about graphs
- interpret bar graphs of drug use
- use data from a graph to prepare a report on the use of khat in Ethiopia
- revise zero conditional and modal verbs
- revise expressions of quantity
- read about drug use world wide.

B6.1 Speaking: Role-play a conversation

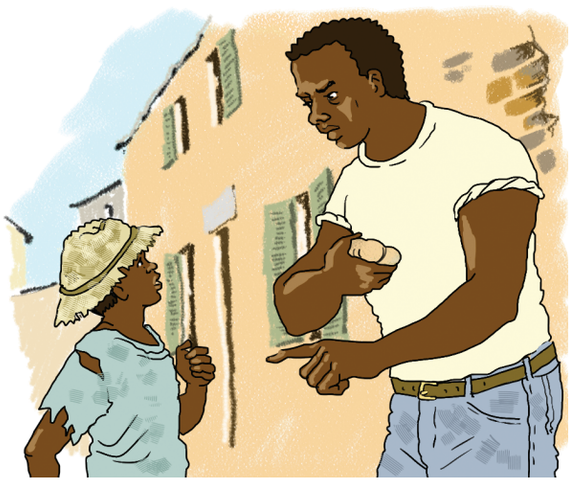
Work in pairs to role-play a conversation between two friends who are worried about the drug-taking habits of a classmate. You should try to decide whether to:

a ignore the behaviour
b talk to your classmate and give some advice
c report the situation to a friend or teacher.

How would you structure this discussion? Your teacher will write your suggestions on the board. Write brief notes using these suggestions, then complete your role-play. Demonstrate your role-play to the rest of the class.

B6.2 Reading: Dealing with a drug dealer

1 **This is an extract from a story called *Who killed Danny?* Read the first section of the passage, then in your groups decide what you would do in Joseph's position.**



Joseph looked up at the man, his eyes wide with fear. "I don't know," he whispered. "I don't know what Danny was doing. We were following him. My friend said we should. I didn't see who shot Danny."

"So you saw him being shot, did you?" hissed the man. "It was the police who shot him."

Joseph didn't say anything. 'I suppose they must have shot him,' he thought. 'But why? Danny was just running. The police could have caught him, beaten him, locked him up ... but why shoot him? Why did they do that? What had Danny done?'

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"Danny was working for us," said the man. It was as if he was answering Joseph's thoughts. "He was going to make a lot of money. The police don't like us. That's why they shot Danny. They'd shoot you and your friends too, if they knew you had been at the house ... Two things can happen to you, boy. The police can get a tip-off that you and your friends were working with Danny, or you can start working for me and make yourself some money."

Joseph thought quickly. What the man said didn't sound quite right. But what if it was true? What if the police did come after them with their guns and dogs?

He nodded his head unwillingly, but the man seemed satisfied. "OK," he growled. "Now you must prove to me that you can hold your tongue and really mean to help me." The man handed Joseph a package. "You must deliver this somewhere for me, and not tell a soul. Otherwise ..."

Joseph nodded again, and looked at the small, dirty, brown bag. It felt soft in his hands. 'Not money,' he thought.

"Just keep it safe until you hear from me again," said the man. "Don't ever think about opening it, or of showing it to anyone else. Remember what happened to Danny!"

Joseph took the bag, hid it under his hat and made his way down the long alley. The man watched him walk away, then turned and walked slowly back up the alley to the street. Once there, he stopped to light a cigarette. 'Well, we'll see how this works,' he thought. 'This bag has more flour in it than stuff. I'll leave it with the boy for a few days and see if he tells anyone else about it. If he doesn't, I can ask him to deliver it. Perhaps if he does a good job of it this time, we can slowly get his friends interested, and then, at last, we may have a good network going.'

"Well, what did he want?" Joseph started as Omari barred his way in the alley. "And don't tell me he was still asking for directions to Ngara."

Joseph knew it was no use. Omari had caught him out, and he had better not lie to him too. "He wanted to know if I had seen who shot Danny," he blurted out. "I told him I didn't see anything, but I don't know if he believed me." He did not tell Omari what else the man had said. He did not tell him about the bag under his hat.

Omari could see the young boy was frightened and miserable. "Make sure you tell me if the man comes again. Understood?" he ordered. Joseph nodded mechanically. Omari was puzzled. What had Danny been up to? Was this the man who had called the police? Had Danny been working for the man? Why? But Omari had no answers. Not yet anyway.

Adapted from *Who Killed Danny?* by Anise Walee

2 **Now read the conclusion of the story.**

They met the next day behind the market. "But why can't you deliver it yourself?" asked Joseph innocently. "And why must I wait until tonight? What is in that bag anyway?"

"You ask too many questions, boy," the man growled. "Don't, or you'll end up like Danny."

"What happened to Danny?" asked Joseph.

"I told you to keep your mouth shut," hissed the man. "Just do as I tell you. Take the bag to the house I told you about, and leave it there, do you hear? I'll pay you well if you do, and if you don't … well, you know what happened to Danny. Boys who don't listen to me can end up dead."

When the man had left, Joseph told Peter and Omari everything. They had been hiding nearby. "Well done, Joseph," they said.

A little while later, Kimathi walked down the main street, whistling a cheerful tune, his hand closed protectively around the neat, fat white envelope in his pocket. His steps quickened as he drew near and passed the police station. The officers found the envelope when they next stepped through the door. It contained a tape which made very interesting listening …

3 **Work in your group to discuss the following questions:**

1. What do you think happened next?
2. Do you think it is a good conclusion? How does it compare with your suggestions for what Joseph should do?
3. Can you suggest any other ways Joseph could have stopped the drug trafficking?

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B6.3 Language focus: Cause and effect

- A *cause is something that makes something else happen. Out of two events, it is the event that happens first. To find out the cause, ask the question "Why did it happen?"*
- *An effect is what happens as a result of the cause. Of two related events, it's the one that happens second or last. To find out the effect, ask the question "What happened?"*

Cause	Effect
The boy kicked the ball.	The ball flew into the goal
The girl teased the cat.	The cat scratched her.
Abrehet studied hard for the test.	Abrehet came top of the class.
Gebre became really tired.	Gebre went to sleep early.

- At times connecting words are used to link the cause and effect. Examples of connecting words are: *because, so, consequently, therefore, leads to, results in, ends up, means.*

Work in pairs to join the cause and effect of the following actions:

Example:

Consuming too many calories results in – obesity

1 Cutting down the rain forest leads to …
2 Hunting elephants for their ivory means …
3 Smoking cigarettes results in …
4 Using illegal drugs ends up …
5 Failing to do your homework results in …
6 Stealing money leads to …
7 Eating lots of sweets means …
8 Telling people lies ends up …

a bad breath and a poor complexion.
b your teeth will rot.
c poor marks in your final exams.
d they may become extinct.
e in nobody trusting you.
f higher global temperatures and loss of habitat.
g the possibility that you will go to prison.
h becoming addicted to them.

B6.4 Speaking: Debate

In your group, choose one of the following topics to debate:

a Khat is of no benefit to society
b All drug addicts should be sent to jail
c Alcohol should not be sold to people under 30 years of age
d Cigarettes should be banned in Ethiopia

Make notes for or against your chosen topic, then prepare speeches for the debate. Present these speeches to other groups who have chosen one of the other three topics, so that everybody has a chance to listen to a debate on each of the topics.

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B6.5 Language focus: The past simple passive

We use *passive* verbs when who did the action is obvious or is not important, when we want to focus on *what* happened, not *who* did it. We use the past participles of verbs to make the passive tense.
Example: 2,000 cars *were exported* in 1999.

1 **Write these sentences in your exercise book with the correct form of the verb.**

Example:

The government builds 100 schools every year.
More schools were built by the government in 2005 than in 2004.

1 Scientific discoveries *prove / are proved* by experiments.
2 Scientists *do / are done* experiments.
3 Many experiments *carry out / are carried out* in laboratories.
4 It is important that scientists *record / are recorded* their observations accurately.
5 The student *filled / is filled* the test tube.
6 Many important discoveries *made / are made* by accident.

2 **Write the past participles of the following verbs in your book:**

built – *built*	send
see	win
begin	buy
blow	come
find	keep

Can you add any other irregular verbs to your list?

3 **Use the above verbs to write sentences in the passive tense.**

B6.6 Speaking: Talking about graphs

1 **Look at the climate graph for Addis Ababa and answer the questions below.**

a What is the average rainfall in January?
b What is the wettest month?
c What is the minimum temperature in June-July?
d What is the average temperature in October and November?
e Which is the sunniest month?

2 **Read this description and identify which of the following two graphs it describes.**

June is the wettest month with an average rainfall of 340 millimetres. September and October are also quite wet with about 830 millimetres each. Then the amount of rain falls sharply to below 50 millimetres in December and January. The humidity is at the lowest in March, with peaks in June-July and September-October. The minimum temperature remains fairly constant.

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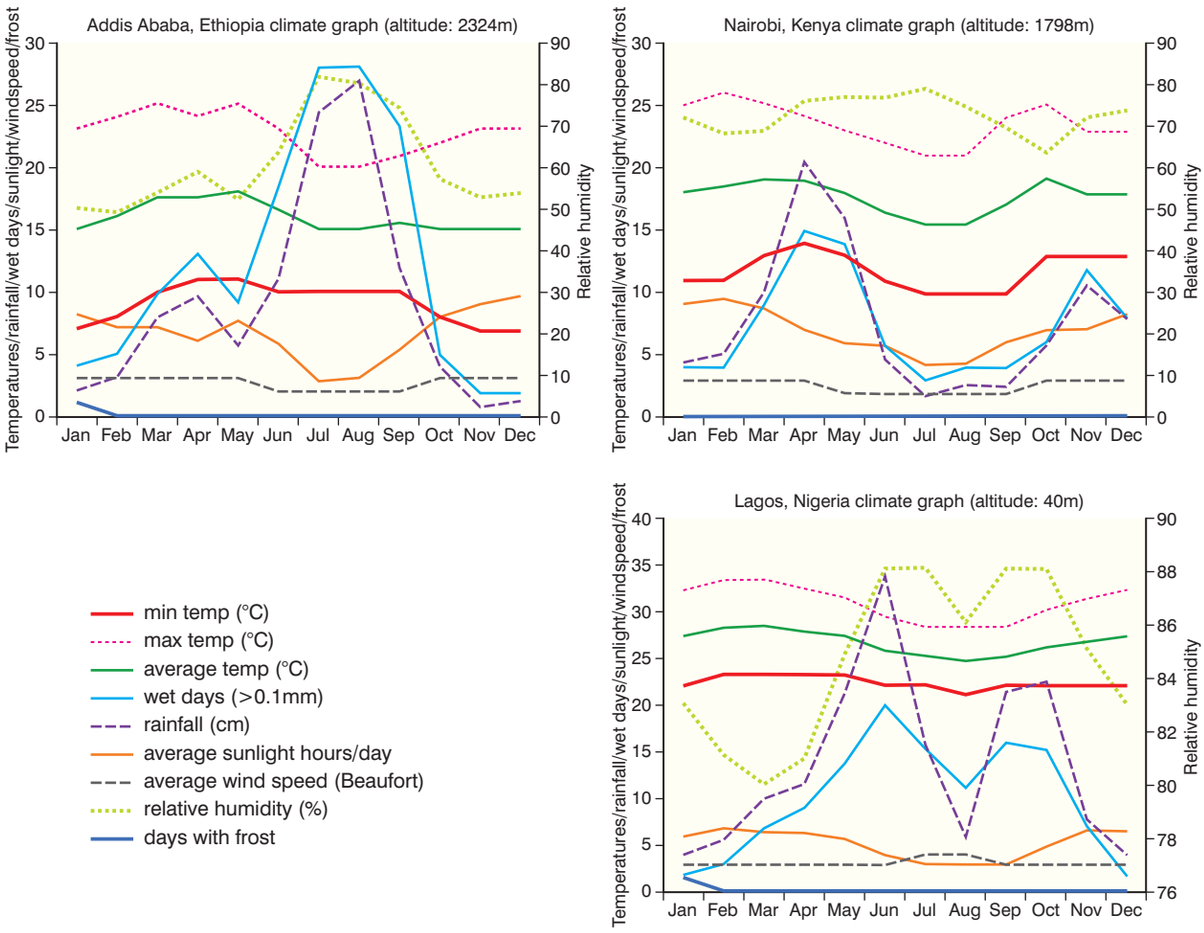
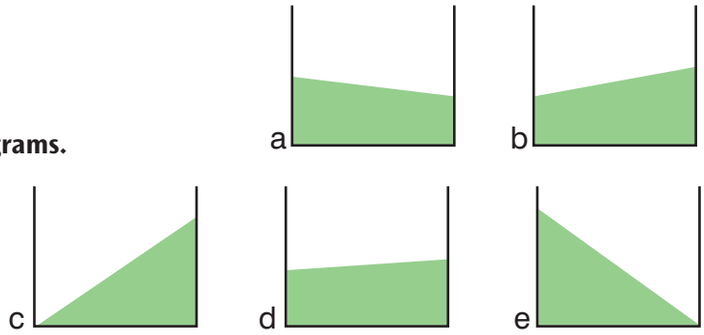


3 **Find synonyms (words that mean the same) in the description for the following:**

a increase
b decrease
c quickly
d slowly
e constant

4 **Match these key expressions to the diagrams.**

1 a steady increase
2 a dramatic rise
3 a gradual fall
4 a sharp drop
5 a slight increase



5 **Rewrite these sentences in your exercise book using the underlined nouns as a verb. The first one is done for you as an example.**

1 There is a steady increase. *It increases steadily.*
2 There is a dramatic rise.
3 There is a gradual fall.
4 There is a sharp decrease.
5 There is a slight drop.

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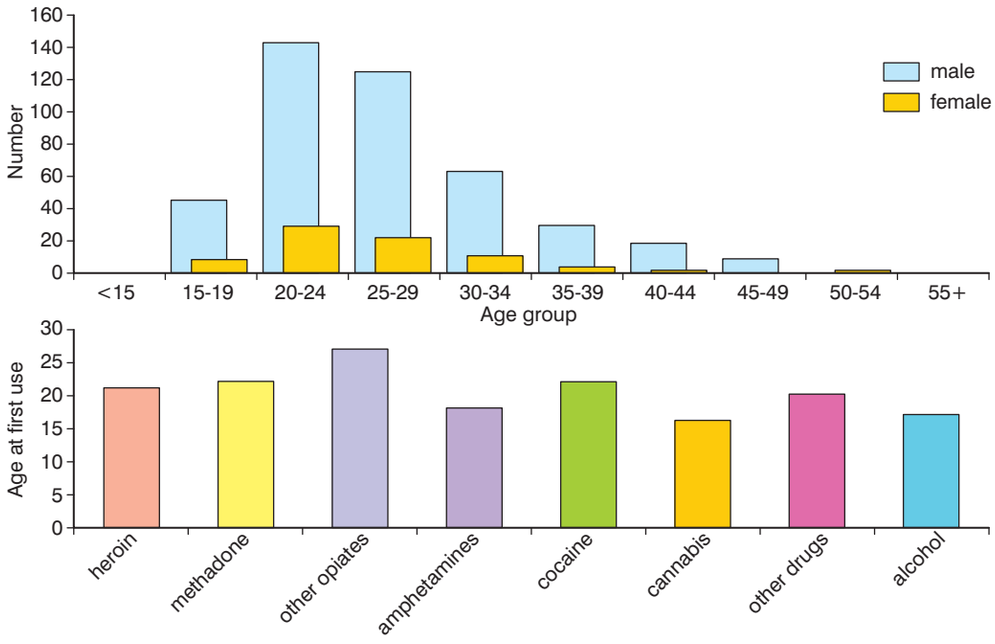
B6.7 Speaking: More about graphs

1 **Look at the following bar graphs about drugs. Work in pairs. One student describes the information on the first graph, using appropriate language from the key expressions in B6.6, and the other draws a bar graph with this information. Students then swap roles to describe and draw the second graph.**



2 **Complete the following sentences, using the information from the two graphs and the words in the box.**

cannabis	men	heroin	decrease	rises
women	solvents	quantity	increases	

1 Above the age of 19, the use of drugs _____ dramatically.
2 At this age, many people start to use hard drugs such as _____.
3 Above the age of 25, the use of other opiates _____ dramatically.
4 Most of the people at this age are young _____.
5 Young women at this age do not take the same _____ of drugs as young men.
6 _____ are the least popular kind of drug, followed by _____.
7 The use of drugs _____ up to the age of 35, but after then it shows a _____.
8 By the age of 50 only a few _____ still take these drugs.

3 **Change these sentences into the passive tense. The first sentence is done for you.**

Example:

1 Young people under the age of 19 do not use drugs.
Drugs are not used by young people under the age of 19.
2 Many people over 21 take drugs.
3 Many people try heroin at this age.
4 Many people do not consider alcohol as a drug.
5 Fewer women take drugs than men.
6 Many people use cocaine as a recreational drug.

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B6.8 Writing: Interpreting information

Look at the following information about the use of khat in Ethiopia. Using the data from the table, prepare a report for your school newspaper or drugs club.

Khat in Ethiopia				
Countries where used: Kenya, Oman, Yemen, South-East Ethiopia, especially east and south	**Amount exported from Ethiopia:** Ethiopia's third largest export (14%)	**Age range of khat users in Ethiopia:** 17-40 Main customers: 80% of the adult population in Yemen chew khat regularly; families in Ethiopia spend an average of 17% of their income on khat; used in social situations where alcohol is banned	**Immediate effects of drug:** increased concentration, excitement, loss of appetite and euphoria	**After effects of the drug:** feelings of depression and insecurity; mild psychological addiction

B6.9 Language focus: Zero conditional and modal verbs

1 **Conditional sentences describe something that depends on something else. We use the zero conditional to talk about facts or situations which are always true.**

Examples:

If you heat water, it boils.

In 'zero' conditional sentences:

- the time is ***now*** or ***always*** and the situation is ***real and possible***.
- the tense in **both parts** of the sentence is the **simple present**.

'IF' CLAUSE (CONDITION)	MAIN CLAUSE (RESULT)
If + simple present If you heat ice If it rains	**simple present** it melts. you get wet.

Note: The order of the *if* clause can be first or second in the sentence:

- Ice melts if you heat it.
- You get wet if it rains.

Complete the following sentences with the verb in brackets.

1 If I (visit) a friend after school, I (*not usually get*) home till late.
2 If our radio (*not work*), we (*ask*) my brother to fix it.
3 I (*eat)* a banana if I (*be*) hungry.
4 If they (*feel*) thirsty, they *(drink*) a lot of water.
5 Athletes (*must train*) hard if they (*hope*) for a gold medal.
6 There (*be)* a drought if enough rain *(not fall).*

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B6.10 Language focus: Expressions of quantity

Some of these sentences are correct and some are wrong because they contain the wrong expression of quantity (*some, any, a few, a little, a lot, much, many*). Rewrite the incorrect sentences in your exercise book.

1 I do much walking. I like it. It keeps me fit!
2 Do you use many electricity every day?
3 Are there some solar energy systems in this area?
4 There has been some tree planting outside the town this year.
5 Would you like some tea?
6 There are a little bananas left. Do you want one?
7 I need any help with my homework. Can you come round?
8 A lot of electricity is wasted every day.
9 If everyone used some less electricity, it would help the energy crisis.
10 Oh no! There isn't some water in the tank!

B6.11 Reading: Drug use worldwide

1 Copy the following table into your exercise book.

Type of drug	Where grown or produced	Value of drug trade	How distributed
Cocaine & crack			
Cannabis			
Ecstasy			
Heroin			

2 Read the following text, then record the information in your chart.

Cocaine is a highly addictive drug. Mixed with other chemicals, it makes users feel confident, exhilarated and awake, with the high lasting around 30 minutes.

Crack is a smokeable form of cocaine sold in solid white chunks called 'rocks'. It's absorbed much more quickly and often in higher doses than cocaine, which make the effects more intense. The high, however, only lasts for about 10 minutes.

Where does cocaine come from?
The raw material comes from coca plants, which mostly grow in the South American countries of Columbia, Peru, Ecuador, Venezuela and Bolivia. When chewed, the coca leaf suppresses hunger, thirst, pain and tiredness. Cocaine is repeatedly mixed or 'cut' with other agents, usually glucose powder or talcum powder, until it is sold at around 20-50 per cent purity.

How does the cocaine trade work?
The cocaine trade has an estimated annual turnover of $70 billion. In Columbia, where around 70 per cent of the world's cocaine originates, 2.2 million hectares of rainforest have been destroyed to cultivate coca plants. The Columbian government points out that drug money has provided both the cause and the funding for the civil war that has devastated the country for years. Hundreds of thousands of people have been killed or injured and several thousands more have disappeared or

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been kidnapped. Yet still, desperate farmers, unable to get a fair price for legal crops like coffee, are forced to turn to growing coca to feed their families.
In Mexico, where gangs of criminals compete to control the flow of cocaine into the United States, nearly 6,000 people were executed by rival drug smugglers in 2008. In the Caribbean and West Africa, people from the poorest sections of society are recruited to act as 'drug mules'. They swallow several grams of cocaine wrapped in plastic or rubber and attempt to pass through international borders with the drugs in their stomachs. If the 'mule' is arrested, or dies as a consequence of the wrapping bursting inside their bodies, another needy person can be found to take their place.

Anna Fielding

Cannabis is one of the world's most popular illegal drugs. Originally used as a medicine in ancient China, the mild hallucinogen has grown in popularity as a recreational drug and was used by 143-190 million people around the world in 2007, according to the United Nations' *World Drug Report*. Also known as marijuana, pot, ganja and dope, cannabis usually comes in the form of bushy weed, solid hash or oil. People can smoke it (with or without tobacco), eat it, or drink it in tea to induce feelings of relaxation, happiness and laughter. Some users also report tiredness, paranoia and hunger when getting stoned.

Where does cannabis come from?
Cannabis comes from the *Cannabis sativa* plant, which grows naturally in Asia and Africa. In 2737 BC, the Chinese emperor Shen Nung became the first person to use cannabis as a medicine. Use of cannabis as a medicine spread throughout Asia and Africa, but in Europe it was mainly used to make rope and paper. Today, most of the world's hash is produced in Morocco or Southwest Asia and consumed in Europe. Hash is generally smuggled into Europe through Spain, Portugal or the Netherlands.

How is cannabis produced?
In areas where climate and the law prevent C*annabis sativa* growing in the open, it is cultivated in houses or greenhouses. The unpollinated flowers and buds of the female plant produce a chemical which creates the 'high' effect on the brain. Once the plants have been harvested, the dried, shredded flowers and buds are sold as weed. The resin is scraped from the plant, pressed into blocks and made into hash.

How does the cannabis trade work?
The global trade in weed and hash are completely different, according to the UN. Whilst the weed market, valued at $113 billion, is generally confined to production and consumption within a country, the $29 billion hash trade is built around smuggling and trafficking.

Paul French

Ecstasy or MDMA is a synthetically produced drug that became famous in the 1980s clubs for its ability to make people dance. It usually comes in tablet, capsule or powder form. It can be swallowed with water or crushed and snorted and makes users feel happy, energetic and acutely aware of their senses. It can take up to an hour for the high of the drug to kick in. The high is often followed by an intense low, which can last up to three days.

Where does Ecstasy come from?
MDMA was first made by accident in 1912 by a German pharmaceutical company during medical research. In the early 1980s a group of chemists began manufacturing the drug in tablet form and selling it to party goers. By 1983, Ecstasy pills were being sold openly in bars and nightclubs in the US and Spain. According to the UN's *World Drug Report 2009*. 12–24 million people around the world used Ecstasy-group drugs in 2007.

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How is Ecstasy made?

MDMA is the result of a complex scientific process to make a powder which can be mixed with a binding agent, such as china clay to make Ecstasy pills. The strength of each Ecstasy tablet is determined by how much MDMA is added to the mixture. The average MDMA content of Ecstasy pills has fallen by 50 per cent since 2000, with many being cut with other drugs. Although MDMA can be produced anywhere, the large amount of chemicals required means that commercial production of Ecstasy tablets takes place in illegal laboratories. In 2007, there were 72 known Ecstasy laboratories around the world, spread across eight different countries: Australia, Indonesia, Canada, USA, Holland, France, Mexico and Spain.

How does the Ecstasy trade work?

According to the UN office on drugs and crime, the global Ecstasy group market is worth $16 billion. Although the total value is small compared to cocaine, heroin and cannabis, profits can be handsome for manufacturers and suppliers.

Paul French

Heroin, also known as 'smack', 'skag' or 'junk', is the most potent member of the opiate family, which also includes morphine, opium and synthetic opiates. It's considered extremely addictive, causing both physical and psychological cravings in users. Found in the form of a white, crystalline powder, it can be injected or smoked. When injected, the drug works almost immediately, with an initial rush lasting several minutes and effects lingering for several hours.

What is opium – and where does it come from?

Opium is the dried 'milk' of the opium poppy, which can be found growing wild in temperate regions all over the world. Most legal opiates originate in India and Tasmania; the majority of the black market drugs come from Afghanistan, Pakistan and the 'golden triangle' of Burma, Laos and Thailand. It is illegal to supply or possess opiates without a prescription, and an offence to allow premises to be used for producing or supplying the drug.

How is heroin made?

Heroin is a particularly potent strain of morphine. It was discovered by accident in 1874 and was later manufactured by a German pharmaceutical company who hoped to use it to treat alcoholism. Most illicit heroin is grown in small-to-medium sized farms in Afghanistan and Pakistan, and approximately two-thirds of it is converted into heroin or morphine before export. While typically found at upwards of 95 per cent purity in their country of origin, by the time heroin hits the streets, it has generally been cut with other substances, such as caffeine, dramatically reducing its purity. Many drug-related deaths are caused by doses of the drug cut with toxic or contaminated material.

How does the international heroin trade work?

The United Nations Office on Drugs and Crime (UNODC) estimates that 90 per cent of the world's heroin supply comes from Afghanistan, where the drug trade is controlled by criminal groups. Growing the opium poppy is banned by the Afghan government, but opium production has risen sharply in Afghanistan since the war began in 2001, as growing the plant is reportedly up to 10 times as profitable as wheat.

Louis Pattison

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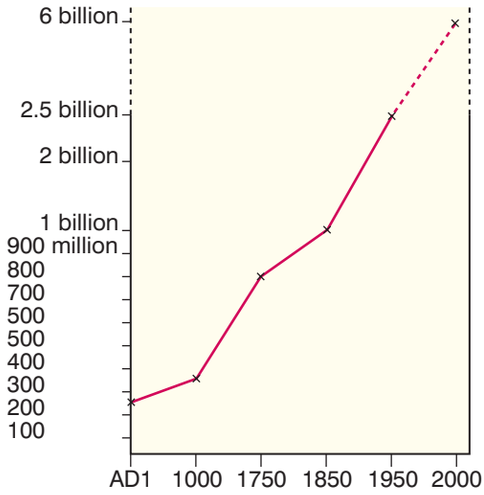
Assessment

1 Speaking

Look at the graph showing changes in world population and tell your partner how you would complete the passage your teacher will give you about it.



2 Listening / Writing

1 Your teacher will read you a story about drugs. Listen and write down the main ideas.
2 Using your notes, write up the story in your own words.

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Revision 2 (Units 4–6)

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. What is meant by the term 'false advertising'?
2. Why is false advertising bad practice?
3. What rights do customers have?
4. How do service providers use false advertising?
5. Who deceives customers with hidden fees?
6. How do liquidators manipulate the price of sales goods?
7. Can customers claim a refund when they buy these sales goods?
8. How are customers confused by computer sellers?
9. How do some products reduce the cost of producing foods to make themselves a bigger product?
10. What products improve the colour of peanut butter?

B Vocabulary and spelling

Answer these questions with words from Units 4–6. Write them in your exercise book.

1. When an older child make a younger child shake with fear, what is he or she called?
2. Give two other examples of unacceptable behaviour.
3. If you are worried about a personal problem, whom could you write to in a newspaper?
4. Give three examples of warning signs that you know.
5. What are the opposites of the following words: *sensible, happy, polite, intelligent, honest.*
6. Name three places where you can find advertisements.
7. What is another name for advertising?
8. What are the four key elements of a good advertisement?
9. What kinds of words attract people to read advertisements?
10. What is the word used as a memorable rhyme for advertisements?
11. When you have a craving, what does that mean?
12. When someone cannot stop taking drugs we call them an _____.
13. What is the expression meaning when your friends persuade you to do the same as they do?
14. What is another word for illegal?
15. When someone has a mental illness caused by drugs it is called a _____.
16. What is another word for a danger?
17. What is the word for the illegal trading of drugs?
18. Which is the world's most popular illegal drug?
19. What drug is popular at parties in the West?
20. What is the most dangerous illegal drug?

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C Speaking

Tell your teacher why you think taking drugs can harm a young person.

D Language use

1 **Complete the sentences with *all, every, no, none, both, neither,* or *either*. Write your answers in your exercise book.**

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 had done well at school and that makes my parents happy.

2 **Choose the best option to complete the sentences. Write the answers in your exercise book.**

1 Our teacher is always telling us that we _____ in class.
   - **a** should be quiet
   - **b** must be quiet
   - **c** mustn't be quiet
   - **d** shouldn't be quiet

2 I _____ stay behind after school yesterday to help with the preparations for Speech Day.
   - **a** ought to
   - **b** had to
   - **c** should
   - **d** have to

3 I _____ to my grandmother's after school today but I didn't have time.
   - **a** didn't have to go
   - **b** should have
   - **c** should have gone
   - **d** should go

4 I _____ my room today as my brother did it for me.
   - **a** should have clean
   - **b** cleaned
   - **c** had to clean
   - **d** didn't have to clean

5 You _____ all those sweets! They will make you sick.
   - **a** had to eat
   - **b** should have eaten
   - **c** shouldn't have eaten
   - **d** shouldn't eat

6 Two hundred people _____ in the factory.
   - **a** are employed
   - **b** employ
   - **c** employed
   - **d** employing

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7 This road _____ by big lorries.
- **a** uses
- **b** didn't use
- **c** is not used
- **d** are not used

8 Paper was invented _____ the Chinese.
- **a** in
- **b** on
- **c** by
- **d** with

9 The computer _____ at the moment.
- **a** was being repaired
- **b** is being repaired
- **c** is repairing
- **d** repairs

10 My brother is going to study at _____.
- **a** the University of Addis Ababa
- **b** University Addis Ababa

11 I have never been to _____.
- **a** Lake Victoria
- **b** the Lake Victoria

12 It takes about four days to climb _____.
- **a** Ras Dashen
- **b** the Ras Dashen

13 Excuse me, can you tell me _____ to the post office?
- **a** how
- **b** the way
- **c** the direction
- **d** a way

14 Go down the street and _____ 9 West Street.
- **a** go left to
- **b** turn left into
- **c** turning left to
- **d** left hand to

15 The post office is _____.
- **a** right
- **b** on right
- **c** near right
- **d** on the right

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E Reading

I first tried drugs about six months ago, and now I can't stop. The first time it happened I was at this bar that me and my friends normally go to. This lad had a bottle of poppers and offered me some. Even though poppers are pretty tame, they gave me a real buzz, which I liked.

A few weeks later I went back to the same bar with my best friend and ended up hanging around with the same lads. They were a good laugh and to be honest I was hoping that they might offer us poppers again. But there was something different on the menu. They were taking pills. I'd never tried pills before, but they said it was a special offer, "The first pill's always free," this lad told me. "You'll enjoy it, I promise," he said. "It's like the poppers but a bit stronger." So I said yes and took two. They were tiny and white, they looked so harmless. At first nothing happened, then the night completely changed. I felt totally weird. My body was shivering, and I felt like I had vertigo. I couldn't stop dancing and laughing. Which was quite frightening, 'cos I literally couldn't control myself at all.

The lad that gave me the drugs started kissing and touching me. It felt amazing, really intense and weird. But I got scared because I knew it was just the pills talking so I backed off and went to find my friend. I started to feel really sick, and I just wanted to get out of there. I was getting really paranoid and at one point I wanted to beat up one of my close friends because I thought she kept looking at me funny (she wasn't looking at me at all.) It was turning into a nightmare. I made it home and was really sick. I promised I'd never ever do it again, but I did.

After the first time I started to forget about all the bad stuff that happened, and just remembered how good the rush felt. I remembered how perfect my body felt and how it was like I was going to dance all night without getting tired. I couldn't wait to do it all again. That's the problem. You see the thing about me is that, even though I know people who sometimes take drugs, I do it way worse than anyone else. I always want more. I always want to take drugs. If someone offers me a pill I never turn it down. If we go out, I can't have a good time if I'm not pilling.

I don't take drugs on purpose. It started as just a thrill. Now I can't shake it off. I don't hang out with the same group of girls anymore, because they're not as into the pills so they can't keep up with me. They are worried about me, and have told me to stop, but now I'm in this new group and there's always plenty of pills to go round. It feels normal.

I've got used to staying up all night, but I can hardly keep awake at school. I don't really care though, because if I ever feel low about it, I know I can just go out. It's only now I've just typed that, that I can see how far things have gone. I want to stop...I do. I want to stop because my uncle was a drug addict. He killed himself as he owed so many drug dealers money. He left his two children fatherless. I hope that I can change as I do not want to die, get ill or lose out on any of my mates because I'm too drugged up.

I would strongly recommend anyone who is wanting or getting pressurised into taking drugs to say no. You don't know how you will react against them and you can lose the people that care for you.

Answer the questions

1. How long has the girl been taking drugs?
2. Why did she go back to the same bar?
3. What was different on this occasion?
4. What happened after she had swallowed the pills?
5. Why did the girl want to take the drugs again?
6. What effect has it had on her friends?
7. How is it affecting her schoolwork?
8. Why does she want to stop?
9. What is her message to other young people?

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F Writing

Write a report about the drug scene in your area. Say who takes the drug(s), why, when and where. What are the local authorities doing about it?

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Unit 7

Natural disasters

Part A

Objectives

By the end of this part of Unit 7 you will be able to:

- discuss the causes of natural disasters
- listen to a text about flooding in Bangladesh
- talk about a natural disaster
- use adjectives with *so* … and *such* …
- read a report about an earthquake in Chile
- write a summary of a news report
- use prepositions of time
- make notes to help understand and remember what you read
- expand your notes into a summary
- use collocations and word partners
- take part in a general knowledge quiz.

A7.1 Introduction: Natural disasters

1 **What do you know about the following natural disasters? Look up their meanings in your dictionary.**

tsunami wave	volcanic eruption	earthquake	avalanche	cyclone
flood	drought	tornado	mud slide	blizzard

2 **Work in your groups to discuss the causes of each disaster, then match the following places to one of the above natural occurrences.**

Haiti	Bangladesh	Indian Ocean	USA	Iceland
Indonesia	Pacific Ocean	Ethiopia	Canada	European Alps

A7.2 Listening: Floods in Bangladesh

1 **Look at the following pictures, read the headline and predict what the listening text will be about.**

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Why Bangladesh floods are so bad

The South-Asian country of Bangladesh is prone to the natural disaster of flooding …

2 **Now listen as your teacher reads the text and check your predictions. Were they correct?**

3 **Listen to the text again and answer the following questions.**

1. What two natural features of Bangladesh lead to flooding?
2. When do floods normally appear annually?
3. What four major rivers flow through Bangladesh?
4. What is the main cause of the flooding?
5. How are the annual floods useful?
6. What are the four main categories of floods?
7. What is the capital of Bangladesh?
8. How can the people of Bangladesh be affected when the flood waters go down?
9. What three occurrences may also affect flooding in Bangladesh today?

A7.3 Speaking: Talking about a natural disaster

Which of these disasters do you think are man-made and which are natural? Some of the ones in the box below can be natural, some man-made, and some with elements of both.

For example:

Flooding is caused by heavy rain but made worse by deforestation.

flooding	earthquake	bush fire	drought
volcanic eruption	oil spill	soil erosion	

Work in groups to select one of these disasters, then brainstorm in your group the causes for the disaster and any words related to it, and present your results to the rest of the class.

A7.4 Language focus: Adjectives with *so* … and *such* …

1 **Decide if these statements about adjectives are *True* or *False*.**

a. An adjective gives us more information about a noun.
b. Adjectives are words like *red* and *big* which tell us what things look like.
c. We can put an adjective before and after a noun.
d. We can put an adjective after a verb.

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2 ***So* … Read these sentences:**

a This exercise is *so* long!
b It is *so* hot!
c Poems can be *so* long that they take up a whole book.

1 In which of these sentences does *so* make the adjective stronger?
2 In which of these sentences does *so* explain why something is happening?

- *So* is used in this pattern:
  BE + *so* + adjective
- *So* can be used after certain verbs like *be, seem, feel, feel, appear, looks, smells.*

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

He	is	so	angry!
She	smells		difficult!
The question	tastes		ill!
The food	seems		delicious!
The meal	appears		good!
The teacher	looks		happy!

3 **Now put *that* at the end of each of your sentences and add your own ending.**
Example:
The volcanic eruption was so strong that it destroyed the small island.

4 ***Such* …**

We can also use *such* in this way and with the same meaning, but it behaves differently:
He is *such* a good student!
Don't be *such* a coward!

- *Such* is used in this pattern:
  BE + *such* + *a* + adjective + *noun*
- We don't use *a* before nouns that usually take it:
  e.g. *such beautiful flowers*
  such delicious food
- *Such* can be used after all verbs.

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

She	is	such	(a / an)	good	teacher.
He	makes			crowded	posho.
It	writes			untidy	poem.
				hot	bus.
				delicious	room.
				beautiful	weather.

5 **Now put *that* at the end of each of your sentences and add your own ending.**
Example:
It was such a strong eruption that it destroyed the small island.

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6 **Complete these sentences with *so* or *such*. Write them in your exercise book.**

1 It's _____ a hot day! It must be nearly 40 degrees.
2 I feel _____ hot! I must sit in the shade.
3 Our teacher was _____ pleased with us that she didn't give us any homework.
4 Makeda has _____ a heavy bag that she can't carry it.
5 How nice to see you! It's _____ a long time since we were together.
6 I don't like towns. They are _____ noisy.
7 There is _____ a lot of rubbish outside! We must clean it up.
8 You've eaten _____ much posho that you'll fall asleep.

7 **Complete these sentences in your own way. Write them in your exercise book.**

1 I am so hungry that …
2 I've got such a lot of homework to do that …
3 I feel so hot that …
4 I feel so … that I want to …
5 I've got such a … that I'll have to …

A7.5 Reading: An earthquake report

1 **You have one minute to skim through the following newspaper article, then report the main ideas to your partner.**

TALCA, Chile – One of the largest earthquakes ever recorded tore apart houses, bridges and highways in central Chile on Saturday and sent a tsunami racing halfway around the world. Chileans near the epicentre were tossed about as if shaken by a giant, and the head of the emergency agency said authorities believed at least 300 people were dead.

The magnitude-8.8 quake was felt as far away as Sao Paulo in Brazil, 2,900 kilometres to the east. The full extent of damage remained unclear as dozens of aftershocks – one nearly as powerful as Haiti's devastating January 12 earthquake – shuddered across the disaster-prone Andean nation.

President Michelle Bachelet declared a "state of catastrophe" in central Chile where newly built apartment buildings slumped and fell. Flames devoured a prison. Millions of people fled into streets darkened by the failure of power lines. The collapse of bridges tossed and crushed cars and trucks, and complicated efforts to reach quake-damaged areas by road. At least 214 people were killed and 15 were missing, Bachelet said in a national address on television. While that remained the official estimate, Carmen Fernandez, head of the National Emergency Agency, said later: "We think the real figure tops 300. And we believe this will continue to grow." Bachelet also said 1.5 million people had been affected by the quake, and officials said 500,000 homes were severely damaged.

In Talca, just 105 kilometres from the epicentre, people sleeping in bed suddenly felt like they were flying through major airplane turbulence as their belongings cascaded around them from the shuddering walls at 3:34 a.m. A deafening roar rose from the convulsing earth as buildings groaned and clattered. The sound of screams was confused with the crash of plates and windows. Then the earth stilled, silence returned and a smell of damp dust rose in the streets, where stunned survivors took refuge.

A journalist emerging into the darkened street scattered with downed power lines saw a man, some of his own bones apparently broken, weeping and caressing the hand of a woman who had died in the collapse of a café. Two other victims lay dead a few metres away.

Also near the epicentre was Concepcion, one of the country's largest cities, where a 15-storey building collapsed, leaving a few floors intact. "I was on the 8th floor and all of

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a sudden I was down here," said Fernando Abarzua, marvelling that he escaped with no major injuries. He said a relative was still trapped in the rubble six hours after the quake, "but he keeps shouting, saying he's OK."

Chilean state television reported that 209 inmates escaped from prison in the city of Chillan, near the epicentre, after a fire broke out. In the capital of Santiago, 325 kilometres to the north-east, the national Fine Arts Museum was badly damaged and an apartment building's two-storey parking lot pancaked, smashing about 50 cars whose alarms rang incessantly. A car dangled from a collapsed overpass while overturned vehicles lay scattered below. "I can now say in all surety that seat belts save lives in automobiles," said Cristian Alcaino, who survived the fall in his car.

While most modern buildings survived, a bell tower collapsed on the Nuestra Senora de la Providencia church and several hospitals were evacuated due to damage. Santiago's airport was closed, with smashed windows, partially collapsed ceilings and destroyed pedestrian walkways in the passenger terminals. The capital's subway was shut as well, and transportation was further limited because hundreds of buses were stuck behind a damaged bridge.

Chile's main seaport, in Valparaiso about 120 kilometres from Santiago, was closed while damage was assessed. Two oil refineries shut down, and lines of cars snaked out of service stations across the country as nervous drivers rushed to fill up. President-elect Sebastian Pinera angrily reported seeing some looting while flying over damaged areas. He vowed "to fight with maximum energy looting attempts that I saw with my own eyes."

The jolt set off a tsunami that swamped San Juan Bautista village on Robinson Crusoe Island off Chile, killing at least five people and leaving 11 missing. Huge waves also damaged several government buildings on the island. Pedro Forteza, a pilot who frequently flies to the island, said, "The village was destroyed by the waves, including the historic cemetery. I would say that 20 or 30 per cent has disappeared."

On the mainland, several huge waves inundated part of the major port city of Talcahuano. A large boat was swept more than a block inland. Waves also flooded hundreds of houses in the town of Vichato, in the BioBio region.

The surge of water raced across the Pacific, setting off alarm sirens in Hawaii, Polynesia and Tonga and prompting warnings across all 53 nations ringing the vast ocean. Tsunami waves washed across Hawaii, where little damage was reported. The first tsunami waves hit Japan's outlying islands early Sunday, but the initial waves were small and most of the Pacific islands already in its path had been spared damage.

Saturday's quake matched a 1906 temblor off the Ecuadorean coast as the seventh-strongest ever recorded in the world.

By Roberto Candia And Eva Vergara, The Associated Press

2 **Read the text again and note down the main points, then work with your partner to divide them into two columns: *Fact* or *Opinion*.**

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A7.6 Language focus: Prepositions of time

We talk about **when** things happen using prepositions of **time**. We use:

- The preposition ***in*** for months, years, centuries, and long periods.

  Examples:

Months	***in*** July
Years	***in*** 1960
Centuries	***in*** the 19th century
Long periods	***in*** the mornings
Seasons	***in*** summer

- The preposition ***at*** for a precise time.

  Examples:

A precise time	***at*** 7.00 a.m.
The weekend	***at*** the weekend
Night	***at*** night
Festive periods	***at*** Christmas

- The preposition ***on*** for days and dates.

  Examples:

Special days	***on*** my birthday
Days of the week	***on*** Tuesday
Dates	***on*** the 24th of December

- **Exceptions:** ***in*** the past
  at present
  in the future

There is **NO** preposition of time if the day / year has ***each, every, last, next, this*** before it.

Examples: ***each*** year
every Monday
last week
next day
this week

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

1 Aamina 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 Christmas holidays _____ December.
4 Nobody knows what the world will be like _____ the year 2050.
5 We always finish school early _____ Fridays.
6 Many people go on holiday _____ the dry season.
7 We are having a party _____ weekend.
8 We have an English lesson _____ day.
9 I saw a good film _____ week.
10 Can you come to visit me _____ evening?

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2 **Copy the table into your exercise book, then work in pairs to group the following time phrases under the correct headings.**

night | two weeks time | the following day | noon | next year
tomorrow afternoon | Monday morning | midnight | February | yesterday

in	**on**	**at**	**Ø** (no preposition)

Can you add any other examples of time phrases to your table?

3 **Write *in, on, at* or *Ø* (no preposition) onto separate slips of paper. When your teacher calls out a time phrase, hold up the correct piece of paper.**

Example:

next week = Ø

A7.7 Writing: Making notes

Writing notes is a helpful way of understanding and remembering what we read. To make notes, we have to read and understand a text, then write down the main points only. It is a good idea to write notes in points, rather than sentences. Here are some tips:

a Use headings and sub-headings.
b Use numbers and letters where helpful.
c Use abbreviations.
d Write only the important words. Complete sentences are not necessary.
e Your notes should be clear so that you can understand them easily when you come back to them.

1 **Read this short text about camels. Decide on:**

1 a title
2 two sub-headings.

Have you ever seen a camel? Some people think it is a strange animal with its long neck, its hump on its back and its famous bad temper. In fact, these animals are ideal for travelling in the desert. They are strong and can carry heavy loads over great distances. During a journey they need very little food and water, both of which are scarce in the desert. In addition, their large flat feet help them walk over the sand, which is very often very soft in the desert.

2 **Now make notes under each of the sub-headings.**

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A7.8 Writing: Expanding notes into a summary

On 26 December, 2004 a 9.0 magnitude earthquake struck off the Indonesian island of Sumatra, triggering a tsunami that killed tens of thousands of people in Indian Ocean coastal communities. Here are some statistics in note form of the human and environmental devastation left in its wake in Indonesia.

Time of main tremor: 07:58 local time on 26 December 2004, (00:58 GMT).
Epicentre locality: 250 km south-south-east of Banda Aceh, Indonesia and 1,600 km north-west of Jakarta.
Overall Damage: Total damage of the tsunami is estimated at $4.5 billion-$5 billion.
63% of total damage and losses were in housing, commerce, agriculture, and fisheries, and transport vehicles and services.
25% of total damage and losses were in the public sector.
Height and speed of tsunamis: In the open ocean, just 50 centimetres high but travelling at up to 800 km/h. However, the waves grew and slowed as the sea got more shallow towards coasts. Waves were up to 10 metres on the coastline of Sumatra near the epicentre, 4 metres in Thailand, Sri Lanka and Somalia.
Distance waves travelled inland: Up to 2,000 metres.
Number of countries damaged: 13, including Indonesia, Sri Lanka, India, Thailand, Myanmar, Malaysia, The Maldives and Somalia.
Casualties: At least 226,000 dead, including 166,000 in Indonesia, 38,000 in Sri Lanka, 16,000 in India 5,300 in Thailand and 5,000 foreign tourists.
Number of people injured: Over 500,000.
Potential additional deaths from infectious diseases: 150,000.
Number of people affected: Up to 5 million people lost homes, or access to food and water.
Number of children affected: Around a third of the dead are children, and 1.5 million have been wounded, displaced or lost families.
Number of people left without the means to make a living: One million.
Date of last major tsunami in the Indian Ocean: 1945.

Ask and answer questions in your group about the disaster, then make a summary of the event using bullets points for the following headings:

Height of waves on Sumatran coastline
Distance waves travelled inland
Total number of houses destroyed
Total number of people dead
Total of people affected
Total number of children affected

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A7.9 Writing: Summarising a news report

1 **Read the following report about the 2010 Haiti earthquake and summarise the main information using bullet points.**

The 2010 Haiti earthquake was a catastrophic 7.0 magnitude earthquake, with an epicentre near the town of Léogâne, approximately 25 km west of Port-au-Prince, Haiti's capital. The earthquake occurred at 16:53 local time on Tuesday, 12 January 2010. By 24 January, at least 52 aftershocks measuring 4.5 or greater had been recorded. An estimated three million people were affected by the quake; the Haitian Government reported that an estimated 230,000 people had died, 300,000 had been injured and 1,000,000 made homeless. They also estimated that 250,000 residences and 30,000 commercial buildings had collapsed or were severely damaged.

The earthquake caused major damage to Port-au-Prince, Jacmel and other settlements in the region. Many notable landmark buildings were significantly damaged or destroyed, including the Presidential Palace, the National Assembly building, the Port-au-Prince Cathedral, and the main jail. Among those killed were Archbishop of Port-au-Prince, Joseph Serge Miot, and opposition leader Micha Gaillard. The headquarters of the United Nations Stabilization Mission in Haiti, located in the capital, collapsed, killing many, including the Mission's Chief.

Many countries responded to appeals for humanitarian aid, pledging funds and dispatching rescue and medical teams, engineers and support personnel. Communication systems, air, land, and sea transport facilities, hospitals, and electrical networks had been damaged by the earthquake, which hampered rescue and aid efforts; confusion over who was in charge, air traffic congestion, and problems with prioritisation of flights further complicated early relief work. Port-au-Prince's morgues were quickly overwhelmed with many tens of thousands of bodies having to be buried in mass graves. As rescues tailed off, supplies, medical care and sanitation became priorities. Delays in aid distribution led to angry appeals from aid workers and survivors, and some looting and sporadic violence being observed.

On 22 January the United Nations noted that the emergency phase of the relief operation was drawing to a close, and on the following day the Haitian government officially called off the search for survivors.

Source: http://en.wikipedia.org/wiki/2010_Haiti_earthquake

2 **Now write a similar news report for the BBC or a newspaper about the Indonesian tsunami, see A7.8, using discourse markers such as *moreover, however, in addition*, *consequently*, etc. to help structure your report and join two ideas together.**

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A7.10 Increase your word power: Collocations and word partners

A collocation refers to the way in which some words are always used together, or a particular combination of words is used in this way (for example, *commit a crime*). Each word in the collocation keeps its own meaning. Collocations can consist of an adjective and a noun, a verb and a noun, a verb and an adverb, a noun and a verb or even a noun and a noun.

1 **Match a word from the topic with their natural collocations / word partners.**

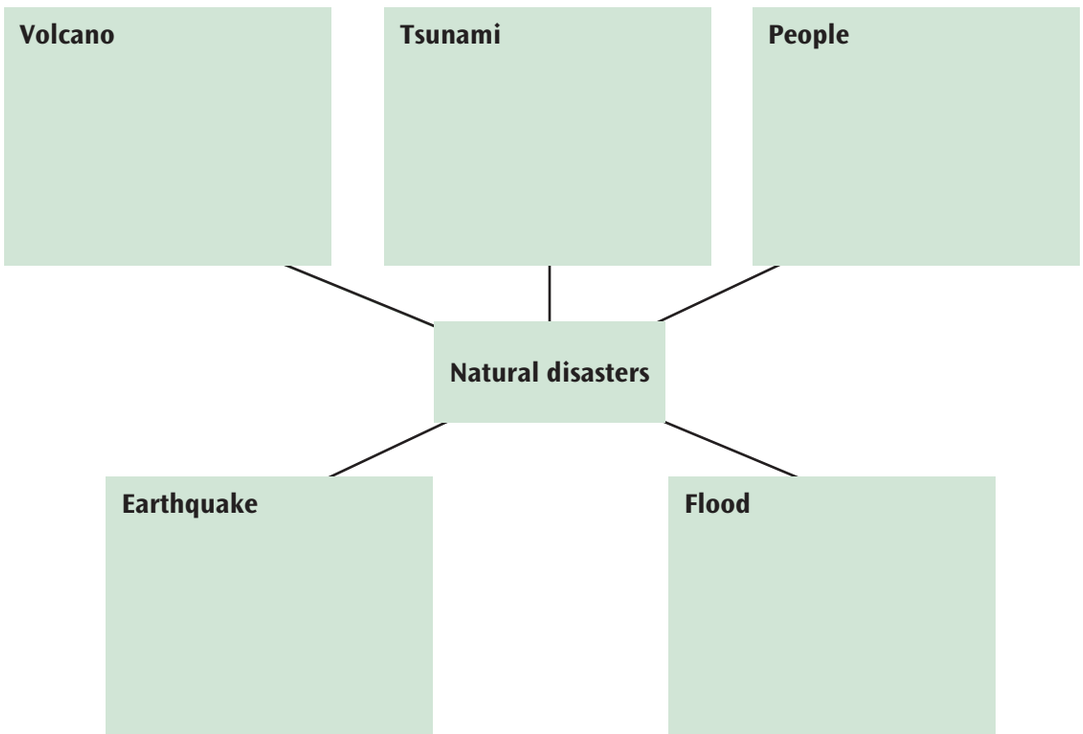
Example:

man-made disaster

volcanic	disaster
mud	warming
tsunami	eruption
global	flood
man-made	disease
water-borne	slide
flash	wave

2 **Copy the vocabulary network below into your exercise book, and work in pairs to record the following disaster collocations under the correct headings. Add any further words related to natural disasters that you think collocate.**

volcanic eruption flash flood aid worker giant wave collapsed buildings
ash cloud water surge water-borne disease death toll torrential rain
earthquake zone coastal areas rescue team earth movements lava flow



Discuss your diagrams with your group and say if you agree or disagree with the classifications you have used.

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3 **Match the words on the left with their partners on the right to form 'disaster' collocations.**

relief	supplies
affected	effort
washed / swept	workers
medical	aid
stricken	areas
aid	away
cut	off
relief	regions
distribute	workers

4 **Use the collocations from Exercise 3 to complete the extract from a newspaper article below.**

In some cases whole towns have been (1) _____ by the waves. In some of the (2) _____ entire communities are still totally (3) _____ because the surrounding infrastructure has been destroyed by either the tsunami, the earthquake or both. International charity organisations and (4) _____ are finding it hard to (5) _____ including vital (6) _____ to the (7) _____ , partly due to the size of the (8) _____ and partly due to the scale of destruction.

A7.11 Speaking: General knowledge quiz

Work in teams to prepare general knowledge questions about natural disasters to ask other teams. In each team, students take it in turns to ask the questions and keep the score. Each team scores two points for the correct answer and one point if a team member uses one of the following phrases to admit they don't know the answer.

Social expressions showing uncertainty:

I'm afraid that I don't know.
I'm sorry I don't know.
I'll have to think about it.
I'm really not sure.
I haven't a clue.
I've forgotten.
It's no good. I can't remember.

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Part B

Objectives

By the end of this part of Unit 7 you will be able to:

- discuss photos of natural disasters
- read about flooding in Ethiopia
- revise using *anywhere, something, no one, everybody*
- revise active and passive verbs
- classify words you know and don't know
- write a summary of a news report
- plan and write a guided essay
- analyse and write a formal letter
- read a poem about a sudden storm
- set yourself a vocabulary target
- make words from a word square.

B7.1 Speaking: Natural disasters

1 **Look at the photographs above of four different disasters. In your group, choose one disaster and create a story about it, using past tenses.**

Example:

(earthquake) The ground shook, then suddenly a huge crack opened up and swallowed the houses. People …

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2 **Imagine you were a reporter at the scene of one of these disasters. Discuss and record what photographs you would take for a newspaper or magazine, for example of a child stranded in the middle of the lava. Try to use *would* in your descriptions, for example, *I would take a picture of a child*.**

B7.2 Reading: Floods in Ethiopia

1 **Read the following newspaper article about flooding in Ethiopia, then work in pairs to relate it to any other natural disasters in Ethiopia you know of, for example drought. Use the following prompts to introduce your reminiscences:**

It reminds me of …
I remember …
It sounds like …

Fears of more floods in Ethiopia

The Guardian, Friday 18 August 2006

After 12 days of heavy rains that have left 626 people dead in Ethiopia, the authorities yesterday urged villagers to move to higher ground because of fears of further flooding. Rivers in the south, north and east of the country have burst their banks, prompting a disaster threatening to overwhelm rescue efforts.

The death toll in the south stands at 364, but police said it could reach 1,000. Another 256 have been killed in the east, and six in the north. According to the UN, which, with other agencies, is helping with the rescue mission, 300 people are still missing in the east. "We still believe that hundreds more bodies remain to be found ... especially around the villages still submerged," said Tegaye Mununhe, chief police inspector for the southern Omo area. "Our rescue operations will continue despite the weather, and we will not stop until we have done our job." Police said they were calling off the search for bodies in eastern Ethiopia, but continuing their search in the south.

The state-run radio warned residents in the north-eastern region of Afar to prepare for more flooding from the 745-mile long Awash river. "We are evacuating more than 7,000 people from three districts of the Awash river," said Mohammed Ahmed, head of the region's early-warning and food-security bureau. One official, Zemedkun Tekle, said the government had made the floods disaster a high priority, with a cabinet committee overseeing the action.

Rescuers said they feared a cholera outbreak, and the UN said government agencies and NGOs were vaccinating to ward off cholera.

The rains, which usually fall between June and September, were some of the heaviest seen in the country, which has many areas inaccessible by road and which frequently suffers severe drought.

2 **Answer the following questions.**

1 When did the flooding take place?
2 What is the estimated final death toll?
3 In what part of the country was the worst of the flooding?
4 What flood warnings did the radio broadcast?
5 What disease could result from the flooding?

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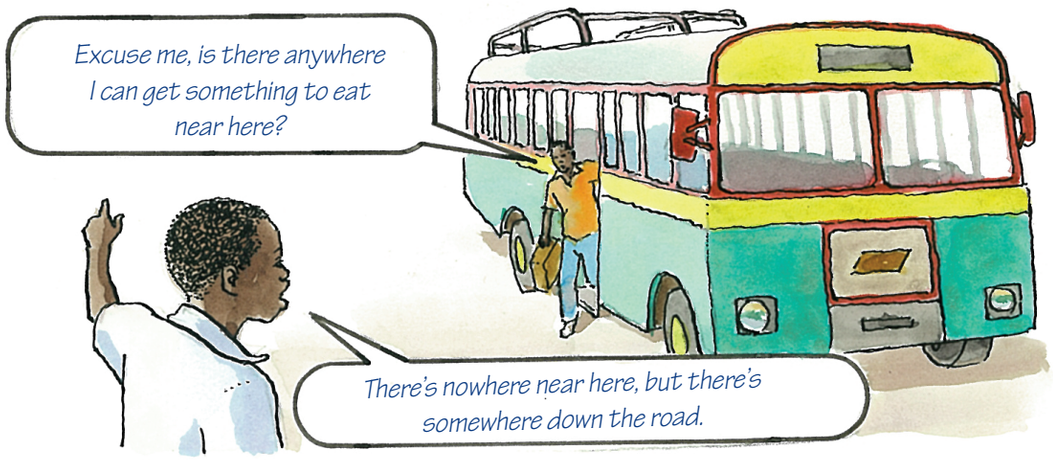
B7.3 Language focus: Revision *anywhere, something, no one, everybody,* etc.

1 **Can you remember the rules for using *some, any* and *no*? Complete these sentences with one of these words, write them in your exercise book.**

1 In _____ countries, many women don't have _____ children.
2 I have _____ brothers. I don't have _____ sisters either.
3 Do you have _____ brothers?
4 Would you like _____ soup?



2 **Copy this table into your exercise book and complete it.**

	-thing	-where	-one	-body
some		*somewhere*		
any		*anywhere*		
no		*nowhere*		
every		*everywhere*		

- The difference between *something* and *anything* is the same as between *some* and *any*.
- We generally use a singular verb after these compounds:

Examples: *Everyone* panicked after the earthquake.
The lava flowed *everywhere*.
Someone saw the huge wave approach the shore.
Something is always going on.

- We often use *they* as a pronoun of *someone / body*.

Example:
Someone has left their book in the classroom.

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3 **Complete these sentences with one of the words from table 2 and write them in your exercise book.**

1 Please can I have _____ to drink? I'm very thirsty.
2 Have you seen my book? I've looked _____ but I can't find it.
3 You look busy. Is there _____ I can do to help?
4 Would you like _____ to eat?
5 Unfortunately, there's _____ in this class who can run fast enough to be in the school sports competition.
6 Are you ill? You haven't eaten _____.
7 _____ has eaten all the cake! There's _____ left!
8 'Are you going _____ for the holidays?'
'No, we aren't going _____.'
9 'I'm bored. I've got _____ to do.'
10 _____ in the class is coming to the party, so it's going to be very big.

B7.4 Language focus: Active and passive verbs

1 **Choose the correct words to complete the following passage about a disaster and copy the passage into your exercise books.**

The noise *is / was* terrible. We blocked out ears and *ran / run* out into the street. The house walls *are / were* collapsing into the road and many people *are / were* trapped in the ruins. Everyone panicked when they *see / saw* their houses and homes *come / came* tumbling down as if they *are/ were* packs of cards. Parents *somewhere / everywhere* rushed to save their children, but many *was / were* caught by the falling masonry. Loud cries and shrieks from the wounded filled the air, adding to the noise of the buildings crashing down around us. Bodies *are / were* lying in the street and *was / were* being pulled from the rubble. Someone *see / saw* some thieves *stolen / stealing* from the ruined houses, but police and soldiers *surround / surrounded* the area and the looters *are / were* quickly arrested. Then the tremors *stop / stopped* and suddenly there *is / was* a deathly hush as bewildered people *try / tried* to make sense of the scene of devastation *leave / left* by the earthquake.

2 **Now underline all the verbs in the passive tense.**

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B7.5 Study skills: Thinking about words

1 **Copy the below table into your exercise book, then work in pairs to classify these words under each heading. The first has been done for you.**

~~eat~~ disaster volcano tornado ~~consume~~ giant wave
introduction sudden fear whirlwind tsunami panic catastrophe
preliminary text a vent in the earth's crust

Words I use	Words I know
eat	*consume*

Can you or your partner add any other words about natural disasters to this table?

2 **Discuss how you made the decision to classify a word under each heading and with the help of your teacher, draw up a list on the board of factors needed to actively 'know' a word, for example *meaning, spelling, pronunciation,* etc. Can you add any further factors to this list?**

B7.6 Writing: A guided essay

1 **When you are writing an essay, you will find it useful to use the following seven stages or steps to help you organise your work.**

1 Analyse – decide on the subject and the information you wish to include.
2 Planning – plan the order of presenting the information.
3 Research – find out all you can about the topic
4 Writing the main body of the essay – use the information from steps 1-3 to write your text in a logical order.
5 Conclusion – bring your arguments to a final ending or conclusion in the last paragraph.
6 Introduction – write the first introductory paragraph to 'set the scene'.
7 Editing your essay – read your essay to check for any mistakes in grammar, spelling, etc. Make sure you have included all you wish to say.

2 **Using the ideas above, plan a text entitled *The world is a more dangerous place than 50 years ago*. Refer back to previous texts for useful ideas and vocabulary. Suggested paragraph topics might be:**

1 Introduction
2 Description of natural disasters now
3 Description of man-made disasters occurring now
4 Counter-arguments to the essay title
5 Conclusion

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B7.7 Writing: A formal letter

In Unit 4, **B4.5**, you wrote an informal letter to an agony aunt. Now you will learn about writing a formal letter.

There are various ways in which formal letters can be set out. The block style, which is now the fashion, makes letter writing easier and quicker for typists. You will see an example of a letter written in this style below. Look at it and notice the following:

- The *sender's address* (but not his or her name) is set out in the top tight hand corner. The address is aligned vertically so that each line starts immediately below the first one.
- The *date* goes below the address. The number indicating the day does *not* have to be followed by *st, nd,* etc.
- The *addressee's name and address* are arranged at the top left, but lower than the sender's address.
- The *salutation* ('Dear …') begins just below the addressee's address.
- The *subject* of the letter goes under the salutation, and is underlined if the letter is handwritten.
- The *text of the letter* begins after a line space.
- *Paragraphs* are separated from one another by a line space and the first line of each is not indented (i.e. shifted right).
- The *valediction* – usually *Yours faithfully* in formal letters is written after the text of the letter, and is separated from it by a line space.
- Immediately under the signature, the *name of the sender* is clearly written.
- Punctuation. The normal rules of punctuation apply.
- Formal letters are brief and to the point.

1 **Read the following formal letter to *The Times* and answer the following questions.**

1. There are two addresses at the top of the letter. Whose address is on the left and whose is on the right?
2. What information is given in the address on the left that is NOT given in the address on the right?
3. What is directly under the sender's address?
4. How does the Berhanu Kebede **a** start the letter **b** finish the letter?
5. Is the letter in formal or informal language?
6. How many paragraphs are there in the letter?
7. What information is given in each paragraph? Match the reason to the relevant paragraph.
   - **a** the land-holding system in Ethiopia
   - **b** the work of the Ethiopian government
   - **c** Ethiopia's agricultural policy
   - **d** the reason for the letter

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Ethiopian Embassy,
London.
28 August, 2008.

The Editor,
The Times Newspaper,
P.O. Box 1000,
London

Dear Sir,

Regrettably, the effects of climate change have brought severe drought to parts of Ethiopia in recent months and we welcome the assistance given by the international community to help us to address hardship among our people. However, your report "Ethiopia — another famine, another avoidable disaster" (Aug 20), does not help to address these issues. Attributing the current drought to population growth and land ownership rules reflects a superficial analysis of Ethiopia's recent history, politics and the economic realities that Ethiopia currently faces.

The Ethiopian Government is working closely with partner governments, international organisations and NGOs. Together we are striving to help those people who have been exposed to drought and resulting food shortages by supplying food, medical supplies and animal fodder across our country. We are also working hard to improve the distribution of water, particularly in the Somali region.

Ethiopia has been distributing food from its national reserves. Like many countries we have suffered severely from sharp rises in global food prices. This has been exacerbated by the failure of the short rainy season this year, and our reserves have been significantly overstretched.

Your report distorts Ethiopia's agricultural policy, which has been praised for its focus on improving the livelihoods of the 85 per cent of our population who live in rural areas. It is wrong to imply that the Government is abandoning the people of the Somali region when, in fact, the federal and regional governments are working together on a ten-billion-birr (£560 million) infrastructure development project to transform the region.

The land-holding system in Ethiopia should also be viewed within the context of our economic structure. Although our system does not allow the privatisation of rural land, farmers have the right of use on the land they occupy. This includes the right to lease it and to pass it to their children.

There is much to be done in our country. We are very aware of the need to reduce our dependency on imported raw materials, to improve our low level of capacity utilisation and to limit population growth. Structural issues will take time to resolve and we have implemented a comprehensive agricultural policy package to address them. This is aimed at improving farming techniques and irrigation, delivering seeds and fertilisers and allocating agricultural advisers to each district. These measures are being implemented in a sustainable fashion and we sincerely hope that they will bring about a lasting solution to the food problem. Until that time all efforts are being made to address the shortages and the assistance of our international partners is appreciated.

Yours faithfully,

Berhanu Kebede

Berhanu Kebede
Ethiopian Ambassador to the UK

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2 **Match the following formal phrases with the informal letter phrases.**

1 Yours sincerely	**a** I thought you would like to know that …
2 Dear Madam	**b** Thanks for all you have done.
3 I am writing to inform you …	**c** I'm sorry to tell you …
4 Thank you very much for your kind attention.	**d** Dear Berihun,
5 I regret to tell you …	**e** Do you think you could …?
6 I would be grateful if you could …	**f** With much love,

3 **Write a short formal letter to the Red Cross explaining the urgent need for funding and resources after a disaster in your local area.**

B7.8 Study skills: Analysing formal letters

1 **Read the letter on page 135 again and the following two formal letters, and copy into your exercise book any samples of language that would be useful in writing a formal letter, for example; *I would be grateful if you could …***

Independence Secondary School
Seventh Road
Newtown
10 March 2011

D. Beckham Esq,
Los Angeles Galaxy
Los Angeles,
USA

Dear Mr Beckham,

I am writing to you on behalf of my class, 6A, to ask if you would be prepared to visit us this summer. We would really like you to come, because we have seen many of your matches on TV and think you are a fabulous player.

There are also lots of questions we'd like to ask you, such as why you became a footballer and how you keep yourself fit.

I hope you can visit us. If so, please let me know when you are available, and details of your fees. I look forward to hearing from you.

Yours sincerely,

Ujulu Omod

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13 Acacia Drive,
Addis Ababa
16th November, 2011

The Managing Director,
InfoPhone,
Dire Dawa

Dear Sir,

I am writing this letter to complain in the strongest terms about the poor service that I have received from your company.

We signed up to your telephone and internet service package two months ago because your advertising suggests that you are better than Telco. In addition, you promise to deal with problems quickly and efficiently, something that Telco were unable or unwilling to do.

However, in the first month of service you managed to cause me to lose two days' worth of business because of poor administration. The main problem was that you failed to provide me with the correct telephone number that you had promised when I completed the contract. This phone number was an established business line which I had been using for the last three years. Obviously this meant that my clients were unable to contact me and it cost me many hours of phone calls to resolve the matter with your support centre.

I would appreciate it if this situation could be resolved and a substantial rebate offered on my first three months' account.

I look forward to hearing from you soon.

Yours faithfully

Almaz Tesfaye

2 **Discuss with your teacher how you would use these samples, or change them for different situations.**

B7.9 Reading: A sudden storm

1 **Read the following poem about a thunderstorm, then discuss with your partner your answers to the questions below.**

The wind howls, the trees sway,
The loose housetop sheets clatter and clang,
The open window shuts with a bang,
And the sky makes night of the day.

Helter-skelter the parents run,
Pressed with a thousand minor cares,
"Hey you there! Pack the house-wares
And where on earth is my son?"

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Home skip the little children:
"Where have you been you naughty boy?"
The child feels nothing but joy
For he loves the approach of the rain.

The streets clear, the houses fill,
The noise gathers as children shout
To rival the raging wind without,
And nought that can move is still.

A bright flash! A lighted plain;
Then from the once-blue heavens,
Together with a noise that deafens,
Steadily pours the rain.

Pius Oleghe (From *African Poetry for Schools* Book 1, Noel Machin, Longman 1978)

2 **Discuss these questions with a partner.**

1. Music and drumming have rhythm and so does most poetry. Read the poem aloud. Can you feel the rhythm of the lines?
2. Pick out the words that rhyme, or nearly rhyme. What is the rhyming pattern?
3. Which of these feelings does the writer try to convey?
   - **a** quietness
   - **b** chaos
   - **c** excitement
   - **d** pleasure
   - **e** fear
4. The poet uses words to help us see and hear things in our minds as we read. Here are some examples:
   The wind *howls*.
   The trees *sway*.
   The children *skip* home.
   - **a** Match the verbs the poet has used with these more commonly used verbs:
     move go blow
   - **b** Find some other examples that help us hear the noise of the storm and the things it causes.
5. Do the children react to the strom in the same way as the adults? Find some words in the poem to support your answer.
6. How do you react to this poem? What do you feel about it?

B7.10 Study skills: A vocabulary target

Set a vocabulary target for the next unit, for example, make a vocabulary network for the unit topic; do some extensive reading and record new words; find collocations for words you have already recorded for this grade or for new words in the next Unit, etc.

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B7.11 Fun with words: Word square

Make as many words as you can from the letter 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 Reading

Your teacher will give you a newspaper article. Read it and say how it relates to something you have seen or read about.

2 Writing

Revise the layout of a formal letter, then your teacher will ask you to write a short formal letter to someone.

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Unit 8 Education

Part A

Objectives

By the end of this part of Unit 8 you will be able to:

- discuss your own education
- listen to a passage on education in Ethiopia
- discuss educational statistics
- discuss some important educational topics
- practise using *if* sentences
- read a history of modern education in Ethiopia
- complete a vocabulary network relating to education
- discuss health issues
- write a formal letter to the Ministry of Education
- use appropriate language to express your wishes.

A8.1 Introduction: Discussion on education

How many years have you now been at school, including Primary School? Probably about eight or nine years, so you are now an expert on education! Work in a small group and share your opinions on these questions.

1. What subjects do you study at school?
2. In your opinion, which subjects are:
   a. the most enjoyable?
   b. the most useful for your daily life outside school?
   c. the most important for your future studies and career?
3. Is there anything you would like to study at school, but which isn't part of the curriculum?
4. Do you think boys and girls should study the same or different things?
5. Apart from the subjects on the curriculum, what else do you learn at school?
6. What are the pros and cons of staying on and going to senior secondary school?

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A8.2 Listening: Education in Ethiopia – Where is it going?

Listen to the text in small groups. Record the main facts and collate your information with the rest of your group. Share your group's information with the whole class.

A8.3 Speaking: Discussing statistics

1 **Ethiopia is a country with 74 million people composed of different ages and sex. Look at the following set of statistics from UNESCO for education in Ethiopia and identify various issues, for example, the drop-out figures, gender statistics, etc.**

Duration of compulsory education 6 years	
Ratio of girls to boys in primary and secondary education	76.09%
Percentage of pupils starting grade 1 and reaching grade 5	68.4%
Duration of education: Primary level 4 years	
Enrolment by level: Primary (net)	61.43%
Education enrolment ratio girls: Primary level	36.33%
Pupils-teacher ratio: Primary level	54.9
Education primary completion rate: Primary level: Men	61.12%
Education primary completion rate: Primary level: Women	48.2 %
Primary girls out of school	84%
Duration of education: Secondary level 8 years	
Enrolment ratio: Secondary	12.7%
Education enrolment ratio girls: Secondary level	39.7
Pupils-teacher ratio: Secondary level	46.6
Enrolment ratio: Tertiary	1.6%
Education enrolment ratio girls: Tertiary level	25.16%

Source: UNESCO UIS Data, UNESCO Institute for Statistics; United Nations Human Development Programme; The Geography Zone; World Bank; All CIA World Factbooks 18 December 2003 to 18 December 2008; Household survey data, net enrolment data from UNESCO, and data from UNICEF country offices; UNESCO Institute for Statistics

2 **In your group, use your notes from A8.2 and the statistics above to identify the main problems Ethiopia faces in achieving its educational goals. Summarise these, then present your findings to other groups.**

Example:

There are not enough teachers for all the children.

A8.4 Speaking: Education topics

In your group, choose one of the following topics related to education. Brainstorm your ideas, then one member of your group must report your conclusions to the whole class, giving your reasons for your group opinion.

Should students be paid to attend school?
Should parents be punished if their children do not go to school?
Should English be the medium of instruction at High School?
Should girls continue their education into the secondary level?

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A8.5 Language focus: School improvements

1 **In Unit 3 A3.3 we practised the use of *If …* sentences in the following pattern:**
If he *had done* his homework every night, he *wouldn't have* failed the exam.
Notice that the *if* clause is in the past tense, and the main clause uses the conditional *would*.
Choose the best of the suggested alternatives to complete the sentences below.

1 Even if I _____ the answer, I wouldn't tell you. (knew / know / have known)
2 If I had time to explain the problem, you _____ how simple it is. (will see / see / would see)
3 If the tree _____ any bigger, we shall not be able to see the house. (got / gets/will get)
4 If I were you, I _____ not even ask her; she always refuses. (will / would / shall)
5 If Lishan _____ organise her time well, she would be able to both work and study. (would / didn't / hasn't)

2 **The sentences below all have one of the following words / phrases missing: *too, too much, too many, enough*.**

a Rewrite each sentence correctly and include one of these words / phrases.
1 It's very crowded on this beach. There are _____ people.
2 I am still feeling hungry, and I've had my lunch. I didn't eat _____ food.
3 Which ice cream shall we have? There are _____ flavours to choose from!
4 I did _____ exercise at the gym yesterday. My muscles are really aching.
5 This suitcase isn't big _____. I can't fit all my clothes in it.
6 I'm really tired. I got up _____ early this morning!
7 Yuck! This tea is too sweet. There's _____ sugar in it!
8 I can't come to the meeting today. Sorry, I'm _____ busy.

b Write sentences using each of the four words from column **A** and *too, too much, too many* and *enough* from column **B**.

A	**B**
late early cold hot	*too*
noise cheese tea pasta	*too much*
cars mountains tables shops	*too many*
big play time chocolate	*enough*

Example:
It's ***too late*** to go to the party.

Swap with your partner and check each other's work.

3 **Work in your group to discuss what improvements you would like to make to your school.**
Examples:
There are ***too many*** students in one class and not enough teachers. I ***would*** build more classrooms.
If I ***were*** the director of the school, I ***would*** start classes later.

A8.6 Reading: A history of modern education in Ethiopia

1 **Read the following text and make notes of the main points.**

When formal education started in Ethiopia during the 4th century, Christianity was the recognised religion. For about 1,500 years the church controlled all education until after World War II, when the government began to emphasise secular learning as a means to achieve national development.

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By 1974, in spite of efforts by the government to improve the situation, less than 10 per cent of the total population was literate. Few children were able to receive an education; as a result Ethiopia did not meet the educational standards of other African countries.

After the overthrow of imperial rule, the new regime nationalised all private schools and made them part of the public school system. In addition, the government reorganised Haile Selassie I University and renamed it Addis Ababa University. Beginning in 1975, a new education policy emphasised improving learning opportunities in the rural areas as a means of increasing economic productivity.

In the mid-1980s, the education system was still based on a structure of primary, secondary, and higher education levels. However, the government aimed to establish an eight-year unified education system at the primary level. Before implementing this programme, officials tested a new curriculum in seventy pilot schools. This curriculum emphasised expanded opportunities for non-academic training. The new approach also gave control and operation of primary and secondary schools to the local *kebeles*, and local committees administered the schools. Students used free textbooks in local languages. In late 1978, the government expanded the programme to include nine languages, and adopted plans to add five others.

There were also changes in the distribution and number of schools. The government worked toward a more even distribution of schools by concentrating its efforts on small towns and rural areas. With help from the Ministry of Education, individual communities built primary schools and their number grew to 7,900 in 1985/86. Primary school enrolment increased to nearly 2,450,000 in 1985/86. There were still differences between regions in the number of students enrolled and a disparity in the enrolment of boys and girls. Nevertheless, while the enrolment of boys more than doubled, that of girls more than tripled. Urban areas had a higher ratio of children enrolled in schools, as well as a higher proportion of female students compared with rural areas.

The number of both junior secondary schools, and senior secondary schools almost doubled. Although there were significantly fewer girls enrolled at the secondary level, the proportion of females in the school system at all levels and in all regions increased to 39 per cent in 1985/86.

The number of teachers also increased, especially in senior secondary schools. However, this increase had not kept pace with student enrolment. The student-teacher ratio went from forty-four to one in 1975 to fifty-four to one in 1983 in primary schools, and also increased from thirty-five to one in 1975 to forty-four to one in 1983 in secondary schools.

School shortages also resulted in crowded classrooms. Most schools operated on a morning and afternoon shift system, particularly in urban areas. A teacher shortage made the problems worse. In addition there were problems of destruction and looting of schools in northern regions as a result of fighting. By 1990/91 destruction was especially severe in Eritrea,Tigray and Gonder, but looting was reported in other parts of the country as well.

Much has been done, but much remains to be achieved. A group of young Ethiopians known as the Ethiopian Youth Forum began lobbying the government to help children, and girls in particular, attend school. On the Day of the African Child in 2004, they launched a survey to understand which children were not attending school and to find out why. The survey was a visible reminder that more than 7.8 million Ethiopian children – including 4 million girls – were missing out on education.

The findings about why these children were staying out of the classroom were also startling. The largest single reason for non-attendance (69 per cent) was that parents could not afford school fees. A lack of school materials, the second biggest reason (29 per cent), was related; families simply couldn't afford to buy basic supplies such as uniforms, books, pens and paper. Other obstacles identified in the survey ranged from children staying home to do housework (18 per cent) and carry water (8 per cent) to having too far to walk (13 per cent) or no one to take them to school (7 per cent).

Two years on, there have been significant advances in the move towards free primary education for all, which the Ethiopian Government has vowed to achieve by 2015 as one of the Millennium Development Goals.

Adapted from Wikipedia

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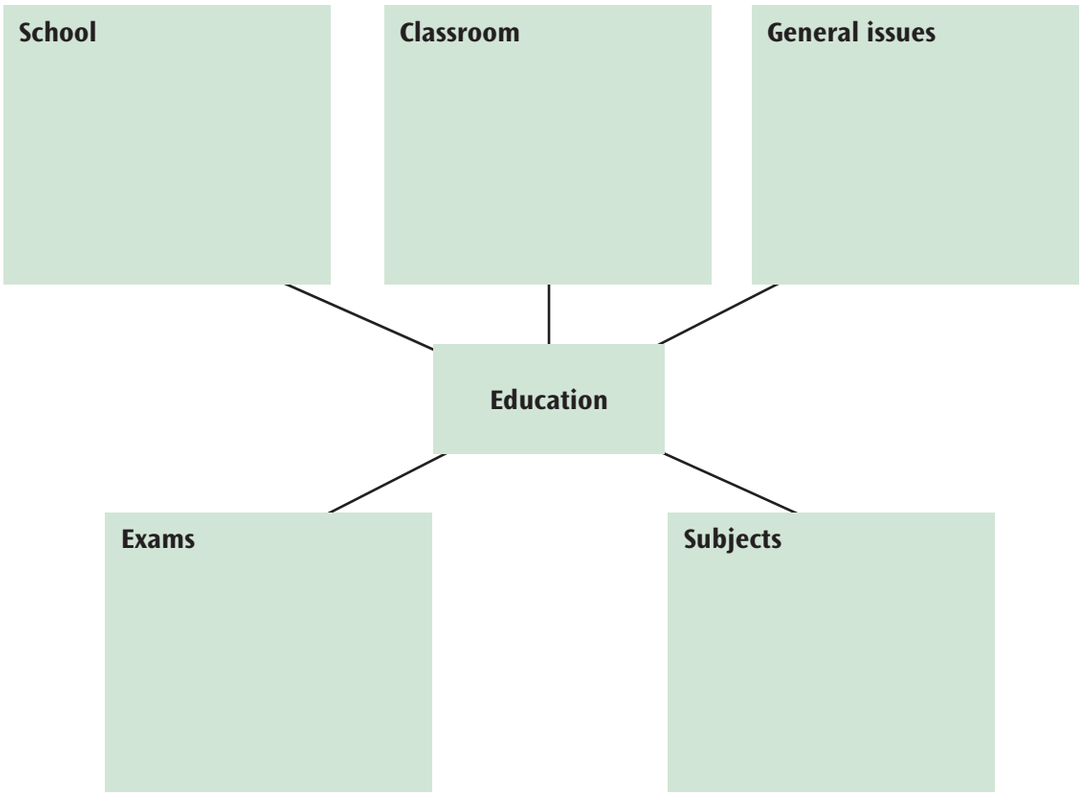
2 **When we meet a new word (a word that we haven't seen before) in a text, it is not always necessary to stop and look up the word in a dictionary or ask someone what it means. Reading can become boring if we have to keep stopping. Sometimes we can just carry on reading and not worry about a few words that we don't understand. Sometimes though, the meaning of the word can be guessed from how it is used in the text, its context.**
Read the passage again, write down any unfamiliar words and work out their possible meanings from the context. Check your partner's definitions in a dictionary then work in pairs to match words to their definitions by means of a quiz.

A8.7 Study skills: Vocabulary network

1 **Work in pairs to brainstorm vocabulary about education, including any phrasal verbs, for example, *catch up, drop out,* then copy the vocabulary network below into your exercise book. Record the education collocations below under the correct headings.**

drop-out rate, non-attendance, homework, textbook supply, pass rate, pupil-teacher ratio, subject timetable, senior secondary, exam paper, school enrolment, writing materials, private school, discrimination against girls, unified education, grading system

2 **Add any further words related to education that you think collocate, including phrases, antonyms, etc.**
Note that some collocations may fit under one or two different headings!



3 **Discuss your diagrams with your group and say if you agree or disagree with the classifications you have used.**

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A8.8 Writing: Health issues

1 **Work in your group to discuss one of the following issues related to gender and health education:**

Early sexual relations between boys and girls
How to deal with infectious diseases
How illiteracy affects health education
The effects of poverty and malnutrition on health
Sanitation in schools
Disease prevention and control in rural areas

2 **Write a report setting out your suggestions or recommendations about your chosen issue and present it to the class.**

A8.9 Writing: A formal letter to the Ministry of Education

Work in your group to brainstorm the different points you would like to make to the Minister of Education about one of the health issues above. Then as a group, write a formal letter asking for more resources for your school, and giving reasons why he should agree to your request.

A8.10 Language focus: Making wishes

We use *wish* to show we want a situation to be different. The verb after *wish* is one tense back, so that if you are wishing for a different present situation, the tense that follows *wish* is past simple or past continuous because it indicates a situation that is only imagined.
For example:
– I want more time now (present) = I **wish** I **had** more time.
– It's too hot now (present) = I **wish** it **wasn't** so hot.
If you are wishing that a past situation was different, the tense that comes after *wish* is past perfect.

Work in pairs to make wishes using the following prompts:

Examples: *can speak / Chinese:* ***I wish I could speak Chinese.***
my village / a cinema: ***I wish my village had a cinema.***

1 my friend / finish his homework
2 my uncle / take me to Addis Ababa
3 my employer / good wage
4 my mother / more money
5 my father / not drink so much
6 my family / win the lottery

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Part B

Objectives

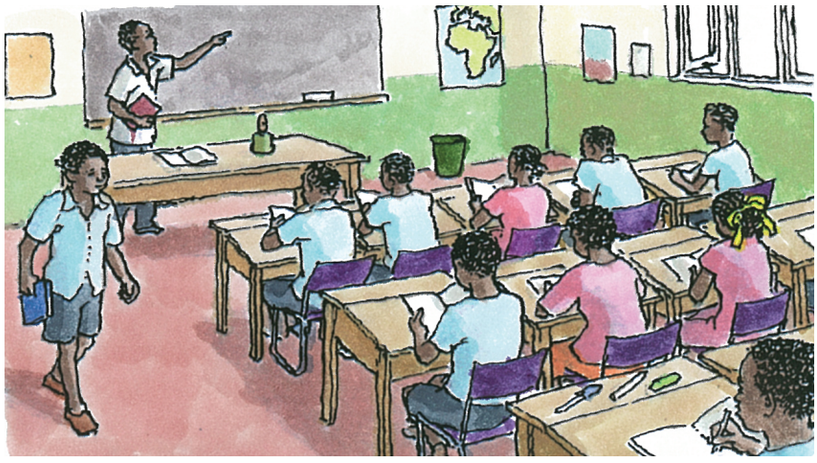
By the end of this part of Unit 8 you will be able to:

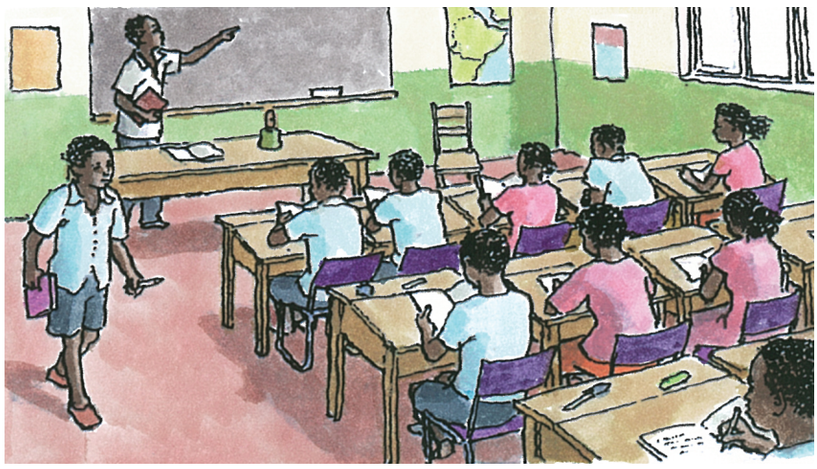
- compare two pictures and spot the difference
- talk about your wishes
- use the structure verb or adjective + preposition
- practise sentences with a falling intonation
- sort out jigsaw reading about two Ethiopian children
- revise the articles *a, an* and *the*
- complete a passage with the verbs in the correct tense
- use *too* and *enough* correctly
- revise state verbs
- complete a puzzle about words in a square.

B8.1 Language focus: Spot the differences

1 **Work in pairs to compare the two classroom pictures. One student describes the first picture, and the other identifies the differences using the list of expressions below.**

To start with …
And another thing …
What's more ….
Just a small point …
Perhaps I should mention …
Oh, I almost forgot …





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2 **Now exchange roles and repeat the activity with the two street scenes.**

B8.2 Language focus: Wishing

We saw on page 145 that we use the verb ***wish*** to talk about to how you would like things to be in the present, or how you would like things to be in the future. If you want to talk about your present situation, you can use the structure *wish* + past simple or continuous. For example:

Example: I wish the language of instruction was Amharic.
My friend wishes he could speak better English.

1 **Make a wish for each of the following situations. Write them in your exercise book.**
Example: *bicycle/puncture– I wish I had a new bicycle.*

1 tickets / concert
2 flowers / sick friend
3 phone number / mobile
4 invitation / party
5 school / small classes
6 homework / teacher

2 **Are there any other things that you wish could or would happen? Work in pairs to add more wishes of your own.**

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B8.3 Language focus: Verb or adjective + preposition

I agree with you.
Are you afraid of wild animals?
In these cases we can see that *agree* (a verb) is followed by the preposition *with* and that *afraid* (an adjective) is followed by the preposition *of.* Many prepositions are dependent on the verb or adjective that goes before them.
Some verbs or adjectives can be followed by different prepositions. Sometimes a different preposition changes the meaning:
Example: *I agree with you* is different from *My brother and I don't agree about anything!*
Who is she talking to? is different from *What is she talking about?*
Sometimes a different preposition makes no difference to the meaning:
Example: *Are you happy with that?* is the same as *Are you happy about that?*

1 **Which prepositions can follow these words?**

1 depend …
2 covered …
3 proved …
4 hunt …
5 learn …
6 move …

2 **Make sentences from the table below. Write them in your exercise book.**

1	Please don't throw the ball	with	… traditional ways of life.
2	We can't rely	at	… litter.
3	We must clean the classroom it is full	about	… you!
4	I want to learn	of	… the weather. It may change.
5	Please throw the ball	to	… the other players when you are angry!
6	I am very angry	on	… me!

3 **Complete the following questions with prepositions. Write them in your exercise book.**

1 Do you like listening _____ traditional music?
2 How do you feel _____ the new teacher?
3 Do you sometimes waste money _____ things which you don't really need?
4 What sports are you good _____ ?
5 Do you like reading books _____ history?
6 Have you ever spoken _____ a famous person?

4 **Discuss your answers to the questions in Exercise 3 above with your partner.**

B8.4 Speaking: Pronunciation practice

Question forms of Who? or *What?* phrasal verbs have a falling intonation.
Examples:
Who is the teacher talking ↓ to?
What is the caretaker looking ↓ at?

Work in pairs to ask and answer questions about the pictures in B8.1, using *who* or *what*.

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B8.5 Reading: Two Ethiopian children

1 **Look at the pictures and read the following stories which have been jumbled up. Work in pairs to sort out the two stories and write the answer in your exercise book.**

1 Hadush is a thin, shy boy, 12-years-old and lives with his father, stepmother and two brothers. His clothes are a bit ragged, and he doesn't attend school. His family lives in the rural area of Tigray. Their home is inside a walled compound. The house is a small room made of stones, with an earth floor and rough walls. His family has a radio, but no tables or chairs. The sleeping room has a traditional mattress on a bed made of mud. The third house in the compound is the cattle pen.

2 Seble is about 12-years-old, and has four brothers and one sister. Three of her brothers are already married and live away from home. Her home is in the Oromiya State. The family has a small house with a large yard where they often gather with friends to drink coffee. Her family is poor, and her father is often drunk and abusive.

3 He also attends a *kes timirt* – a traditional church school, where the children learn the alphabet and numbers and receive basic religious education, but because the teacher spends time working on his own farm, he only has a limited amount of time for teaching.

4 Seble started her education at the age of six and started formal school at eight, but she dropped out of school partly because she was ill, and partly because her parents could not afford to buy her exercise books.

5 Seble helps her mother a lot in the house, making bread, coffee and injera. She also fetches firewood and water. At the age of 11 she started to earn some money by helping to plant vegetable seedlings. She works two or three days a week after school, depending on when the work is available, mainly during the winter season. Seble also helps on the family farm, grinding corn for bread and weeding teff.

6 At the age of six or seven, Hadush fetched water for the family, and looked after the cattle in the field. Now aged 12, he works for about 10 hours a day, helping to cut grass, herd cattle, do the weeding and cutting straw. He gets up at 6 a.m. then goes to his sister's house for breakfast. Between 8.00 a.m. and 6.00 p.m. he herds the cattle in the field with his friends. He eats lunch in the field then cuts grass, but he does not enjoy that because it is back-breaking work.

7 However she joined again a year later and was promoted to Grade 2. Then her mother became ill, and she and her sister had to look after her, so instead of going into Grade 3 with her friends, she has remained in Grade 2. She is hoping to go to secondary school in the nearest town, where she will live with her aunt.

8 At 6.00 p.m. he returns home and is free to play with his friends. He eats his dinner about 8.30 p.m., then plays with his brother until he goes to bed.

9 Seble's mother does not want her daughter to marry young and says Seble should wait until she is in her twenties when she has completed her education. She says that "Education is the most important thing for a girl to change her life. Seble will have chances that I never had because I was forced to marry young."

Adapted from *Hadush's story and Sebles's story*, Young Lives website, © 2009

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2 **Make a list of the similarities and differences between the two accounts.**

3 **Work in pairs to play a 'boasting game' using the information from these two passages. One student role-plays the boy, and the other the girl. Try and write a dialogue in which one student tries to out-do the other.**

Example:

Student A: I went to a school with 10 pupils.

Student B: I went to a school with a hundred pupils in my class.

4 **Read your dialogue aloud in pairs, stressing the key words in the sentences.**

Examples: I went to a school with **10** pupils.
I have **100** pupils in **my** class.

B8.6 Language focus: Articles *a, an, the*

- We use *a* or *an* in front of a single countable noun when it has not been mentioned before. Note that when a single countable noun begins with *a, e, i,* or *u* we use *an* before it:
  Musema ate a pineapple and an orange.
- We use *the* when something has been mentioned before, or when we are talking about one specific thing:
  *Give me **a** pen, please.* (The speaker is asking for **any** pen.)
  *Give me **the** pen, please.* (The speaker is asking for a particular pen that the person she / he is talking to knows about.)
- We do not put *a* or *the* before names of festivals, countries, days and months, meals and seasons unless they are specific months, days, seasons, meals, etc.:
  After school on Monday, Saada read a book about a man who travelled to the Moon.
- We do not put *the* in front of abstract nouns when we talk generally about them:
  ***Time** often seems to stand still.*
  But we put *the* in front of these nouns when we speak specifically:
  *I remember **the** time when we went to Arba Minch.*
- We do not put *the* in front of singular uncountable nouns, or plural countable nouns, when we speak generally:
  ***Milk** is good for you.*
  ***Aeroplanes** are faster than cars.*

1 **Read the following passage and find examples of *a, an the* or no article, and say why they are used.**

It was Monday morning and Boru was late for school. The alarm had not gone off and he had overslept. After a quick breakfast, he threw his homework into a bag with his other books, and ran down the road to the school. When he got into the classroom, the teacher was not at all pleased with him. "This is the third time you have been late this week," she said.

Boru apologised and sat down in a spare seat. He looked for a textbook that he needed for the lesson in the bag, but found he had left the book at home. He had also forgotten the pen he needed to write the answers to the questions. He asked his neighbour if he could borrow a pencil, and share his textbook with him.

He worked hard during the morning lessons and then it was lunchtime. There were 70 students in his class and they all streamed out into the corridor. Boru met a teacher who taught Maths, so he apologised to him for not doing the homework the teacher had set a week ago.

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2 **Copy the following passage into your exercise book and correct any wrong usage of the articles.**

Hawi loved going to the school every day. She did all homework she had been given every evening and was always prepared for a lessons. She most enjoyed a English lessons and found stories in a English textbook very interesting. When teacher asked a class any questions, Hawi was a first to put up her hand and give answer. At end of a day, she put all books she had been using in her school bag to take the home so she could do a homework in evening before she ate a supper. Her teacher was very pleased with her and said that Hawi was model student.

Adapted from www.younglives.org.uk?countries/ethiopia

B8.7 Writing: Complete the passage

Fill in the gaps in the following passage, changing the verbs into the correct tense.

Ethiopia _____ (faces / will face) many historical, cultural, social and political obstacles that _____ (have / had) restricted progress in education for many centuries. According to UNESCO reviews, most people in Ethiopia _____ (feel / will feel) that work _____ (is / was) more important than education, so they _____ (started / start) at a very early age with little to no education. Children in rural areas _____ (were / are) less likely to go to school than children in urban areas. Though gradually improving, most rural families _____ (did not / cannot) afford to send their children to school because parents _____ (believe / have believed) that while their children are in school they cannot contribute to the household chores and income. There _____ (was / is) a need to change the importance of education in the country's social structure, and children _____ (should have / should be) encouraged to attend school and _____ (become / became) educated. Corporal punishment _____ (will be / is) also an issue that has affected progress for centuries. The society of Ethiopia _____ (has expected / expects) teachers and parents to use corporal punishment to maintain order and discipline. Most _____ (believe / will believe) that through punishing children for bad habits they in turn learn good ones.

B8.8 Language focus: Using *too* and *enough*

1 ***Too*** **and** ***enough*** **are used with adjectives and indicate degree.** ***Too*** **means more than necessary, and it precedes the adjective.** ***Enough*** **means sufficient and usually follows the adjective.**

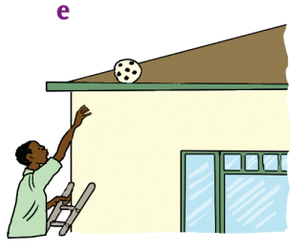
Examples: The classroom is ***too*** small for all the students.
The classroom is not big ***enough*** for all the students.

a

b

c

d

e 

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Complete the sentences. Write them in your exercise book.

1 Nigisti can't reach the mango because she isn't tall _____.
2 Guyo can't lift the bed because he isn't strong _____.
3 Wasihun can't wear these trousers because they are _____ big.
4 Gemechu can't ride this bicycle because her legs are _____ short.
5 Father can't reach the ball because the ladder is _____ short.

2 **Now rewrite the sentences again using *too* or *enough* so that they still have the same meaning, as in the examples on page 151.**

B8.9 Language focus: State verbs

Some verbs are only used in the simple form. They are called state verbs because they describe a state, not an action. They are:

- Verbs to describe thinking: *think, know, understand, agree, forget*
- Verbs to describe the senses: *see, hear, feel, taste, smell*
- Verbs to describe feelings: *like, love, want, hate, wish*
- Some other verbs: *have* (meaning own), *need, seem, deserve, be*

Sometimes these verbs can be used in the continuous *–ing* form when they describe an action. Compare these sentences:
I think this is the right answer. (that is my opinion).
'What are you doing?' 'I'm thinking.' (this is what I am doing)

1 **Choose the correct form of the verb. Write the correct sentences in your exercise book.**

1 *I have / I am having* a pet dog called Bingo.
2 *I don't remember / I'm not remembering* where your cousin lives.
3 *I see / I'm seeing* the dentist this afternoon about my bad tooth.
4 My school bag *weighs / is weighing* about 3 kgs.
5 *Do you know / Are you knowing* the answer to this question?
6 Sorry I can't come out now, *we have / are having* lunch.
7 Your lunch *smells / is smelling* good! *Does it taste / Is it tasting* good too?
8 *I don't understand / I'm not understanding* what to do!

2 **Complete these questions in any way you like. Write them in your exercise book.**

1 Do you think _____ is a good or a bad thing?
2 Do you believe in _____?
3 Do you like _____?
4 Do you feel _____ at the moment?
5 Do you know the name of _____?
6 Do you remember _____?

3 **Ask your partner your questions.**

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B8.10 Fun with words: Words in a square

Copy the squares into your exercise book. Think of the words that can complete each square. The words must read the same across and down.

Example:

1

T	E	A
E	A	T
A	T	E

2

R	U	N
U		
N		

3

	O	
O	W	E
	E	

4

	E	
E	Y	E
	E	

Make your own words in a square for another class to complete.

Assessment

1 Speaking

1 Work together in a group to research one of the following topics, and write down the results of your research.
- Education means wealth of the mind leading to wealth of the body.
- He who opens a school door closes a prison.
- It takes a village to raise a child.
- Parents can only give good advice or put them on the right path, but the final forming of a person's character lies in their own hands.

2 Your teacher will ask each member of the group to give a short presentation of the topic.

2 Reading

Your teacher will give you a passage to read about education in Ghana. Read the passage and make notes of the main points.

3 Writing

Work in groups to write a report of about 350-400 words on education in Ethiopia, including any suggestions or recommendations you may have.

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Unit 9

Seas and rivers

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?

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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	

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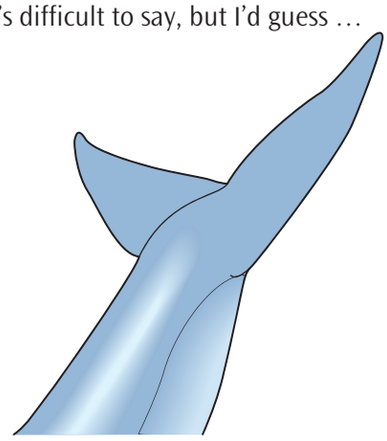
A9.5 Speaking: A guessing game

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 …

1



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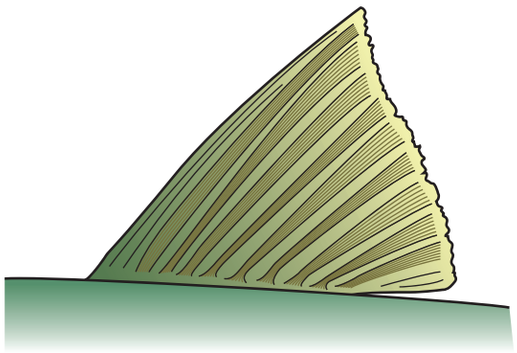

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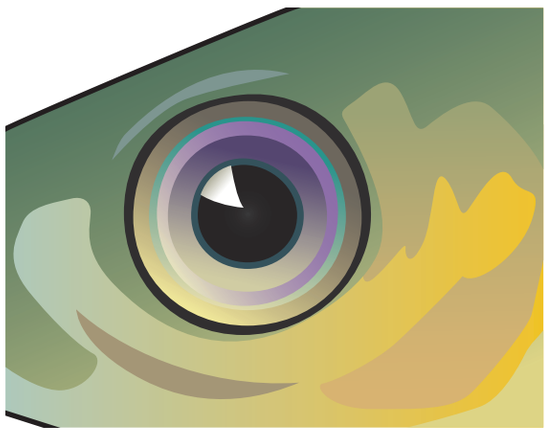

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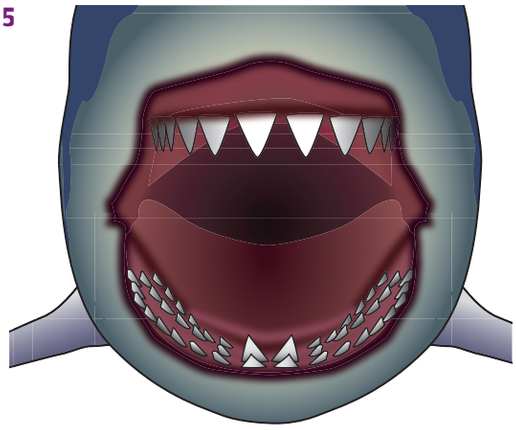

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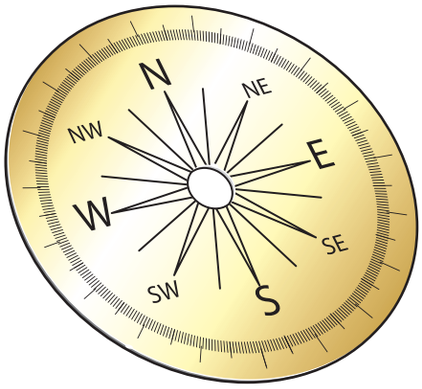

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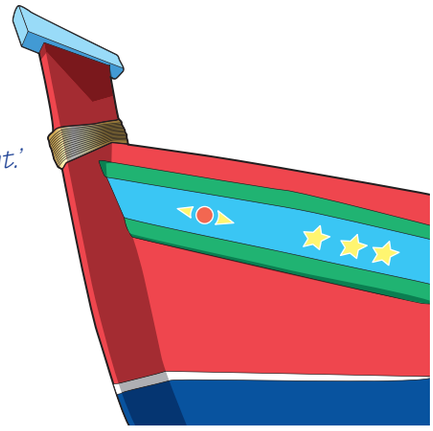
Example:

'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.**

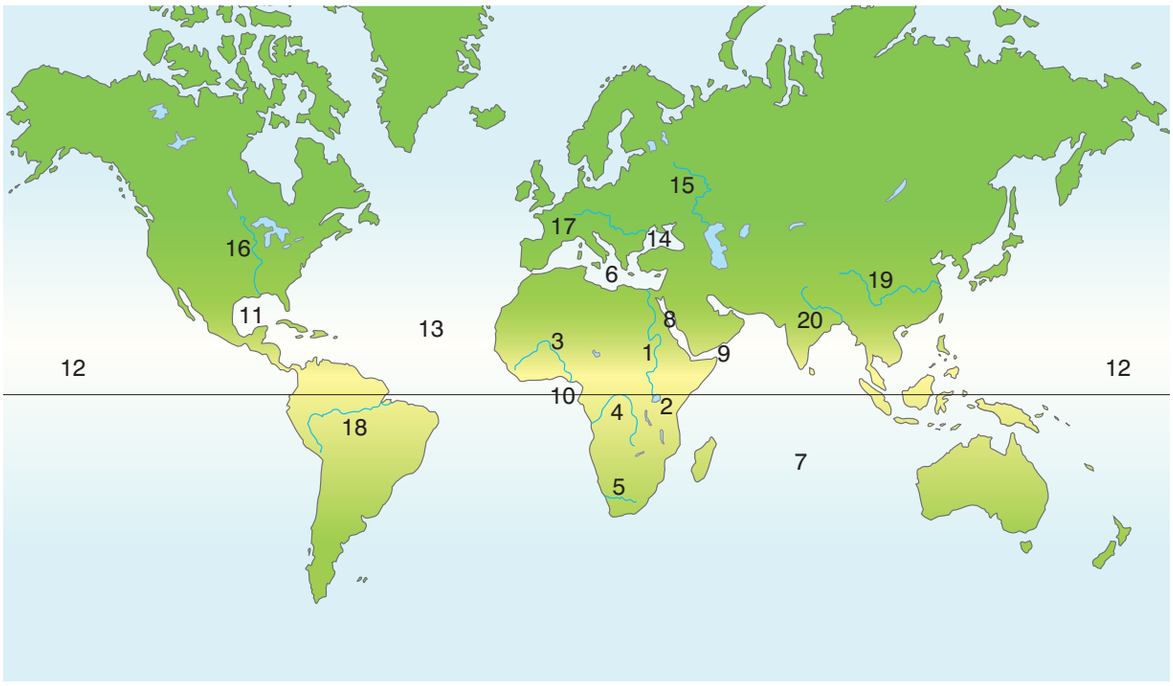
Example:

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



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

Countries	**Towns**
Ethiopia	Harar
South Africa	London
The United States	Dar es Salaam
Seas, rivers, mountains	**Places in a town**
The Indian Ocean	High Road
Lake Tana	Independence Avenue
The River Nile	Addis Ababa University
The Simien Mountains	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

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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?

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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* from. Examples of verbs always followed by the *-ing* from 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.

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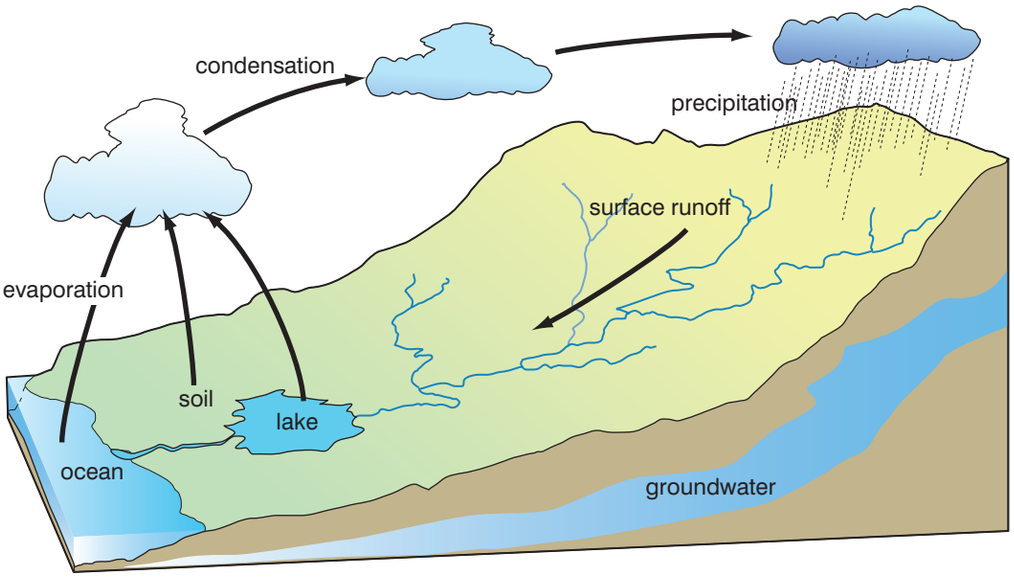
A9.9 Writing: The water cycle

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?**

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Part B

Objectives

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

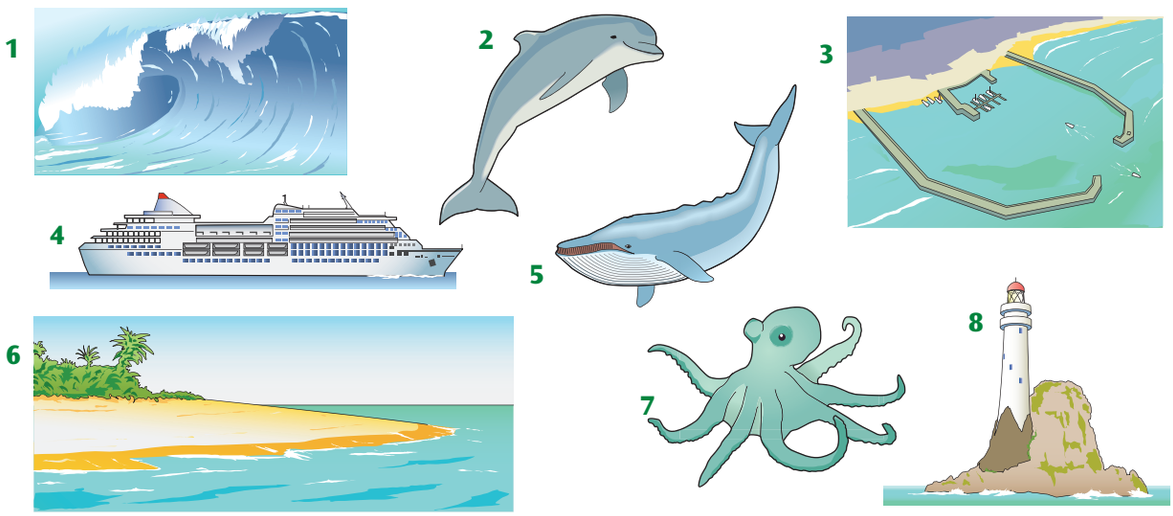
- identify and label pictures connected with the sea
- add prefixes and suffixes to words
- listen to a text about the *Titanic*
- read a story about a shipwreck
- add prefixes and suffixes to words
- read a poem about coastal erosion
- set yourself a vocabulary target
- improve your listening skills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

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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?

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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. Wearily 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

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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 were 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 upturn 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.

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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:

overfishing, underdeveloped, deforestation, uneconomic, illegal, immoral, invalid.

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

a The men in the boat **overcame** their fear of the sharks around the boat.
b The shipwrecked men suffered from thirst and **dehydration**.
c The sailors **underwent** the torment of dying of thirst.
d Their joy was **unimaginable** when at last they were rescued.
e The fish they ate raw was almost **inedible**.
f 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-	**a**	mobile
2	under-	**b**	arm
3	de-	**c**	logical
4	un-	**d**	enthusiastic
5	in-	**e**	hand
6	im-	**f**	nominate
7	il-	**g**	elegant
8	dis-	**h**	equal

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

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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
pollute	*pollution*	*environmental*	*environment*
employ	*employment, employer*	*happy*	*happiness*
educate	*education*	*similar*	
inform		*sad*	
improve		*punctual*	
discuss		*dark*	
govern		*weak*	
hesitate			
arrange			
organise			

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.**

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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?

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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.

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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.

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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

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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 then 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

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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?

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F Writing

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

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Unit 10

Energy

Part A

Objectives

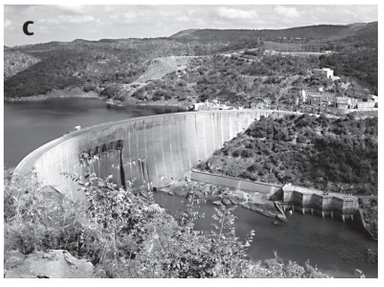
By the end of this part of Unit 10 you will be able to:

- identify different energy sources
- listen to a text about different forms of energy
- discuss how to solve the energy crisis
- use *that* or *which* at the beginning of a relative clause
- make comparisons
- use the present simple passive tense
- play a game for connecting two ideas together
- read a passage about harnessing the power of the sun
- write a report on the uses of energy
- use *make* and *do* correctly.

A10.1 Introduction: Energy sources

Work in a small group to discuss these questions.

1 Identify the energy sources shown in the pictures. Can you think of any others?



2 Name some activities which use energy from these sources, for example: wood = cooking

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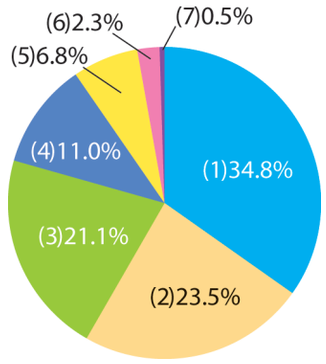
A10.2 Listening: Different forms of energy

1 **Listen as your teacher reads a text about energy. Answer each of the questions below when he or she pauses in the lecture.**

1 What needs energy to move?
2 Make a list of things we need energy for.
3 What is meant by **a** renewable energy? **b** non-renewable energy?
4 Name two of the problems with fossil fuels.
5 Which forms of renewable energy **a** harm the environment? **b** don't harm the environment?
6 True or false? The energy crisis means we are running out of energy in the world and in 2050 there will be none left.
7 What are the two ways in which the world can solve the energy crisis?
8 What can we all do to save energy?
9 Which parts of the world are mainly responsible for the energy crisis?
10 Does the energy crisis affect developing countries?

2 **Using the information you have just heard, complete this chart. Write the answers in your exercise book.**



a = oil
b =
c =
d =
e =
f =
g =

Now make sentences about the chart.

Example:

Oil accounts for 34.8 per cent of all energy used in the world. It is the most common form of energy.

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A10.3 Speaking: What can we do to solve the energy crisis?

1 **We learnt in the listening text A10.2 that there are many things that can be done to solve the energy crisis. Work in a small group and discuss these questions:**

1. What do you use electricity for every day? Can you think of ways in which you could reduce the amount you use?
2. Are there too many cars in your town / city? Can you think of ways in which they can be reduced?
3. Do people use a lot of firewood in your area? If so, is there much tree planting to replace the trees that are cut down?
4. Are there any other sources of renewable energy in your area, e.g. water power, solar power? What are they used for? Can you think of possible schemes?
5. Do you think people should be made more aware of the energy crisis? If so, how?

2 **Spend some time discussing these questions, and any other relevant points and then make a list of your suggestions to read to the rest of the class.**

A10.4 Language focus: Using *which* and *that*

We often find *that* or *which* at the beginning of a relative clause. This is when the word described is a thing, not a person.

What is the difference between *that* and *which*?
That is used with phrases that are important to add meaning in a sentence.
Which is used with phrases that give non-essential information and can be left out from the sentence without changing its meaning.
Examples:

- The shirt that you lent me is in my bag.
- The shirt, which is red, is in my bag.
- The house that I wanted to buy has been sold.
- The house, which I didn't want to buy, has been sold.
- The food store that I go to all the time is closed today.
- The store, which is near my house, is not open today.

1 **Complete the following sentences, using *which* or *that*.**

1. Solar power is a form of energy _____ comes from the sun.
2. The electricity _____ we use every day comes from a hydro-electric dam.
3. A car _____ is powered by diesel fuel is more efficient then a petrol-driven car.
4. She prefers to watch films _____ make her feel happy.
5. Fossil fuels, _____ are in limited supply, will soon run out.
6. Fires _____ burn wood are causing environmental destruction.

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2 **Join the following sentences with an appropriate relative pronoun, *who*, *which* or *that*.**

Example:

Solar panels which are placed on the roofs of houses, are made up of photo-voltaic cells.

1 The farm is an important feature of the school. It was established in 2002.
2 The computer club is going from strength to strength. It was started two years ago.
3 Education needs large sums of government money. It is the key to progress.
4 The new teacher is very strict. He comes from Harar.
5 We have two volunteer teachers. They are from Canada and Norway.
6 The farm produces a lot of food. It is eaten by the boarders.
7 The boarders sleep in two dormitories. They are comfortable and modern.
8 The Drama Club is quite popular. It meets once a week.
9 We caught the bus. It was almost empty.
10 The book was interesting. We read it.

A10.5 Language focus: Comparing things

Can you remember how to make comparisons in English? Make sentences in the way indicated in the example. Write them in your exercise book.

Example:

Kassa is very strong, but Abel is stronger. He is the strongest in the class.

1 Nuclear power can be dangerous. It is _____ than wind energy.
2 Ayana is very intelligent, but Meselech is _____ . She is _____ in the class.
3 Nishan had good results in the test, but Desta's were _____ . Hers were _____ in the class.
4 Our English test was easy, but our maths test was _____ . It was _____ test of all.
5 The floods this year are bad, but they were _____ five years ago. They were _____ we have had for many years.
6 Ethiopia is a big country, but D.R. Congo is _____ . It is _____ country in Africa.

A10.6 Language focus: Using the present simple passive tense

1 **Work in groups to make a list of objects that you use or come across in daily life that require power to make them work, and state where the power comes from.**

Examples:

stove – kerosene *bus – diesel* *light – electricity*

2 **Now make sentences in the present simple passive tense, using the information you have collected. Write the sentences in your exercise book.**

Examples: *A stove is heated by kerosene.*
A bus is powered by diesel fuel.

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A10.7 Speaking: Game – Thinking ahead

Work in groups and take it in turns with other members of the group to connect two ideas together using the expressions listed below for thinking ahead.

If …
If I ever …
When …
Whenever …
As soon as …
Unless …

Student A starts the conversation, for example: *If I study hard, I'll do well at school.*
Student B continues by connecting the second idea with another, for example: *Unless I do well at school, my father will be angry.*
The oral chain continues round the group. If a student cannot think of a sentence, they must drop out of the game. When all the prompts above have been used, try to think of your own. The game continues until one student is left or time is up.

A10.8 Reading: Harnessing the power of the Sun

With rising fuel costs, climate change concerns and a growing demand for electricity, renewable energy resources such as solar power are becoming an increasingly valuable part of the world's energy mix. Around the globe, businesses and homeowners are harnessing the power of the earth's most abundant natural resource – sunlight – to provide energy using solar power.
The Sun is 150 million kilometres away, and amazingly powerful. We've used the Sun for drying clothes and growing food for thousands of years, but only recently have we been able to use it for generating power. Just the tiny fraction of the Sun's energy that hits the Earth (around a hundredth of a millionth of a per cent) is enough to meet all our power needs many times over. In fact, every minute, enough energy arrives at the Earth to meet our demands for a whole year – if only we could harness it properly.
There are three main ways that we use the Sun's energy:

1 **Solar Cells** (really called "photovoltaic", "PV" or "photoelectric" cells) that convert light directly into electricity.

Solar cells provide the energy to run satellites that orbit the Earth. These give us satellite TV, telephones, navigation, weather forecasting, the Internet and all manner of other facilities.

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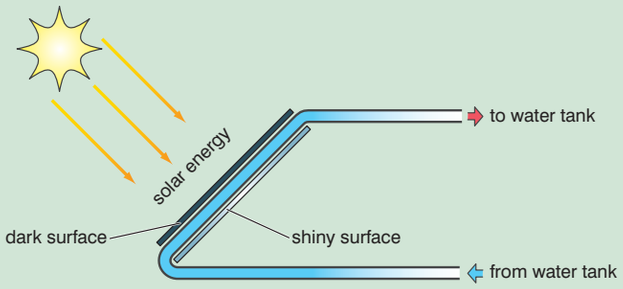
2 Solar water heating, where heat from the Sun is used to heat water in glass panels on your roof. This means you don't need to use so much gas or electricity to heat your water at home.

Water is pumped through pipes in the panel. The pipes are painted black, so they get hotter when the Sun shines on them. The water is pumped in at the bottom so that convection helps the flow of hot water out of the top.

This helps out your central heating system, and cuts your fuel bills. However, with the basic type of panel shown in the diagram you must drain the water out to stop the panels freezing in the winter. Some manufacturers have systems that do this automatically.



3 Solar Furnaces use a huge array of mirrors to concentrate the Sun's energy into a small space and produce very high temperatures.

There's one at Odeillo, in France, used for scientific experiments. It can achieve temperatures up to 3,000 degrees Celsius.

Advantages of solar energy

- Solar energy is free – it needs no fuel and produces no waste or pollution.
- In sunny countries, solar power can be used where there is no easy way to get electricity to a remote place.
- Handy for low-power uses such as solar powered garden lights and battery chargers, or for helping your home energy bills.

Disadvantages of solar energy

- Doesn't work at night.
- Very expensive to build solar power stations, although the cost is coming down as technology improves. In the meantime, solar cells cost a great deal compared to the amount of electricity they'll produce in their lifetime.
- Can be unreliable unless you're in a very sunny climate. In the United Kingdom, for example, solar power isn't much use for high-power applications, as you need a large area of solar panels to get a decent amount of power. However, technology has now reached the point where it can make a big difference to your home fuel bills.

Remember: Solar power is renewable. The Sun will keep on shining anyway, so it makes sense to use it.

Adapted from www.solarsense-uk.com/thermomax.php

2 Copy the diagram of solar water heating into your book, then label your diagram. Work in pairs to ask and answer questions about how the Sun heats water for your house.

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A10.9 Writing: A report on energy

1 **Read the following report on energy. Work in pairs to give each section a heading.**

Energy is defined as "the ability to do work". It is one of the most fundamental parts of our universe.

- We use energy to do work. Energy lights our cities. Energy powers our vehicles, trains, planes and rockets. Energy warms our homes, cooks our food, plays our music, gives us pictures on television. Energy powers machinery in factories and tractors on a farm.
- Energy from the Sun gives us light during the day. It dries our clothes when they're hanging outside on a clothes line. It helps plants grow. Energy stored in plants is eaten by animals, giving them energy. And predator animals eat their prey, which gives the predator animal energy.
- Everything we do is connected to energy in one form or another. When we eat, our bodies transform the energy stored in the food into energy to do work. When we run or walk, we "burn" food energy in our bodies. When we think or read or write, we are also doing work. Many times it's really hard work!
- Cars, planes, light bulbs, boats and machinery also transform energy into work. Work means moving something, lifting something, warming something, lighting something. All these are a few of the various types of work.

Energy is an important part of our daily lives.

© 2006 California Energy Commission

2 **Work in small groups to write a report on energy in Ethiopia, giving suggestions and recommendations for the use and improvements of local energy supplies.**

A10.10 Language focus: Using *make* and *do*

Compare these pairs of sentences. Are they the same or different?

1
- *People do thousands of things with wood.*
- *People make thousands of things with wood.*

2
- *What are you doing?*
- *What are you making?*

In the first pair, both sentences seem to mean the same thing but the second pair seems to mean something different: *do* means an action or activity, but *make* means creating or manufacturing something.

There are many collocations where *make* or *do* are used, e.g.

- *make a mistake*
- *do your homework.*

It isn't always easy to decide which to use, so we have to learn them by heart.

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1 **Put the words or phrases in the box in the correct list. Write the two lists in your exercise book.**

a journey	an exam	a complaint	your bed	progress	the shopping
your hair	an excuse	a profit	a decision	your best	a suggestion
an excuse	a phone call	the housework	arrangements	an effort	a noise

make	do
a journey	*an exam*

2 **Put one of these expressions into each of these sentences. Write them in your exercise book.**

1 Weizero Hayat has given us a lot of homework for tomorrow. It's going to take me about an hour to _____ .
2 Please don't _____, the baby has just gone to sleep.
3 My uncle's shop is very successful. It always _____.
4 When a shop sells you something which doesn't work, you should go back and _____.
5 Before we go out on Saturday we all help to _____.
6 I didn't do well at school last year, so this year I must _____.
7 Here is a comb, please _____ . It looks awful.
8 A representative from each class in the school is on the committee to _____ for sports day.

3 **Make up three true sentences about two interesting or surprising things about yourself. They should be about:**

a things you did yesterday
b things you can do
c things you can make

4 **Record examples of *get, make, do* and *have* in your vocabulary notebooks.**

Part B

Objectives

By the end of this part of Unit 10 you will be able to:

- talk about different kinds of energy sources
- discuss alternative sources of power
- read about potential and kinetic energy
- complete a passage about energy sources
- complete a vocabulary network for energy
- practise using *too* and *enough*
- write instructions on how to do something
- practise using the passive tense
- use the conditional tense with *will*
- learn some different collocations of *get*
- solve an energy word search.

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B10.1 Speaking: Different kinds of energy sources

1 **Copy the following chart into your exercise book, then work in groups to brainstorm and complete it with information about the sources of different kinds of energy.**

Kind of energy	Source of energy
solar power	Sun

2 **Now make sentences to describe the different sources of energy, using relative clauses introduced by *which* or *that*. Write them in your exercise book.**

Example:

Solar power is a form of energy which comes from the Sun.

B10.2 Reading: Potential and kinetic energy

1 **Working in groups, read the introduction and the information about potential energy, OR the introduction and the information about kinetic energy. Then discuss in your group the answer to the questions following the section you have read. Write the answers in your exercise book.**

What is Energy?

Energy makes change possible. We use it to do things for us. It moves cars along the road and boats over the water. It bakes a cake in the oven and keeps ice frozen in the freezer. It plays our favourite songs on the radio and lights our homes. Energy is needed for our bodies to grow and it allows our minds to think.

Forms of Energy

Energy is found in different forms including light, heat, chemical, and motion. There are many forms of energy, but they can all be put into two categories: **potential** and **kinetic**.

POTENTIAL ENERGY

Potential energy is stored energy and the energy of position – gravitational energy. There are several forms of potential energy.

- *Chemical Energy* is energy stored in the bonds of atoms and molecules. Biomass, petroleum, natural gas, and coal are examples of stored chemical energy. Chemical energy is converted to thermal energy when we burn wood in a fireplace or burn petrol in a car's engine.
- *Mechanical Energy* is energy stored in objects by tension. Compressed springs and stretched rubber bands are examples of stored mechanical energy.
- *Nuclear Energy* is energy stored in the nucleus of an atom – the energy that holds the nucleus together. Very large amounts of energy can be released when the nuclei are combined or split apart. Nuclear power plants split the nuclei of uranium atoms in a process called fission. The Sun combines the nuclei of hydrogen atoms in a process called fusion.

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- *Gravitational Energy* is energy stored in an object's height. The higher and heavier the object, the more gravitational energy is stored. When you ride a bicycle down a steep hill and pick up speed, the gravitational energy is being converted to motion energy. Hydropower is another example of gravitational energy, where the dam "piles" up water from a river into a reservoir.
- *Electrical Energy* is what is stored in a battery, and can be used to power a cell phone or start a car. Electrical energy is delivered by tiny charged particles called electrons, typically moving through a wire. Lightning is an example of electrical energy in nature, so powerful that it is not confined to a wire.

Adapted from http://www.eia.doe.gov/kids/energy

Answer the questions

1 What is meant by 'potential energy'?
2 What is meant by 'biomass'?
3 Give one example of mechanical energy.
4 Where is nuclear energy stored? How is the energy released?
5 Why is height an important element of gravitational energy?
6 Where is electrical energy stored? What do we use it for?

KINETIC ENERGY

Kinetic energy is motion – of waves, molecules, objects, substances, and objects.

- *Radiant Energy* is electromagnetic energy that travels in waves. Radiant energy includes visible light, x-rays, gamma rays and radio waves. Light is one type of radiant energy. Sunshine is radiant energy, which provides the fuel and warmth that make life on Earth possible.
- *Thermal Energy,* or heat, is the vibration and movement of the atoms and molecules within substances. As an object is heated up, its atoms and molecules move and collide faster.
- *Geothermal Energy* is the thermal energy in the Earth.
- *Motion Energy* is energy stored in the movement of objects. The faster they move, the more energy is stored. It takes energy to get an object moving and energy is released when an object slows down. Wind is an example of motion energy. A dramatic example of motion is a car crash, when the car comes to a total stop and releases all its motion energy at once in an uncontrolled instant.
- Sound is the movement of energy through substances in longitudinal waves. Sound is produced when a force causes an object or substance to vibrate – the energy is transferred through the substance in a wave. Typically, the energy in sound is far less than other forms of energy.

Adapted from http://www.eia.doe.gov/kids/energy

Answer the questions.

1 What is meant by kinetic energy?
2 How does radiant energy travel? Why is sunshine important radiant energy?
3 What is another name for thermal energy? How is it made?
4 What is the thermal energy in the Earth called?
5 Where is motion energy stored? Give two example of motion energy.
6 What kind of waves does sound energy produce?

2 **Share the information about the passage on energy you have learnt with other groups. Invite them to ask and answer questions about each form of energy in the texts.**

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B10.3 Writing: Energy sources

Read both the texts in B10.2 again and complete the following passage about energy with words from the box.

Earth	atoms	power	gas	non-renewable
dam	energy	solar	fission	biomass
coal	electricity	reaction	dam	renewable

When we use electricity in our homes, the electrical _____ was probably generated by burning _____, by a nuclear _____, or by a hydroelectric plant at a _____. Therefore, coal, nuclear and hydro are called energy _____. Energy sources are divided into two groups _____ (an energy source that can be easily replenished) and _____ (an energy source that we are using up and cannot recreate). Renewable and non-renewable energy sources can be used to produce secondary energy sources including electricity and hydrogen.

Renewable energy sources include:

- _____ energy from the Sun, which can be turned into electricity and heat
- Wind
- Geothermal energy from heat inside the _____
- _____ from plants, which includes firewood from trees, ethanol from corn, and biodiesel from vegetable oil
- Hydropower from hydro-turbines at a _____ .

We get most of our _____ from non-renewable sources, which include the fossil fuels – oil, natural _____, and coal. They're called fossil fuels because they were formed over millions of years by the action of heat from the Earth's core and pressure from rock and soil on the remains (or "fossils") of dead plants and creatures. Another non-renewable energy source is the element uranium, whose _____ we split (through a process called nuclear _____) to create heat and ultimately electricity.

We use renewable and non-renewable energy sources to generate the power we need for our homes, businesses, schools, and factories. Electricity "energises" our computers, lights, refrigerators, washing machines, and air conditioners, to name only a few uses.

B10.4 Speaking: Alternative sources of power

1 **Look at this sentence:**

Instead of getting energy from electricity, a house could get power from solar panels.

Notice the pattern *instead of* + *-ing* in the sentence. Listen to your teacher who will give you some other examples of sentences using this pattern. Practise saying these sentences in pairs.

2 **Work in groups to discuss alternative means of powering things, using this pattern.**

3 **In your group, discuss what kind of energy Ethiopia should invest in: hydro-electric power, nuclear energy, fossil fuels, etc using the information from the reading texts. Use the modal verbs *could, may, might* (see Unit 4 A4.3) to make your suggestions.**

Examples: *Ethiopia could invest in wind power technology.*
Solar power might be cheaper than oil.
Nuclear power may not be the answer to Ethiopia's energy problems.

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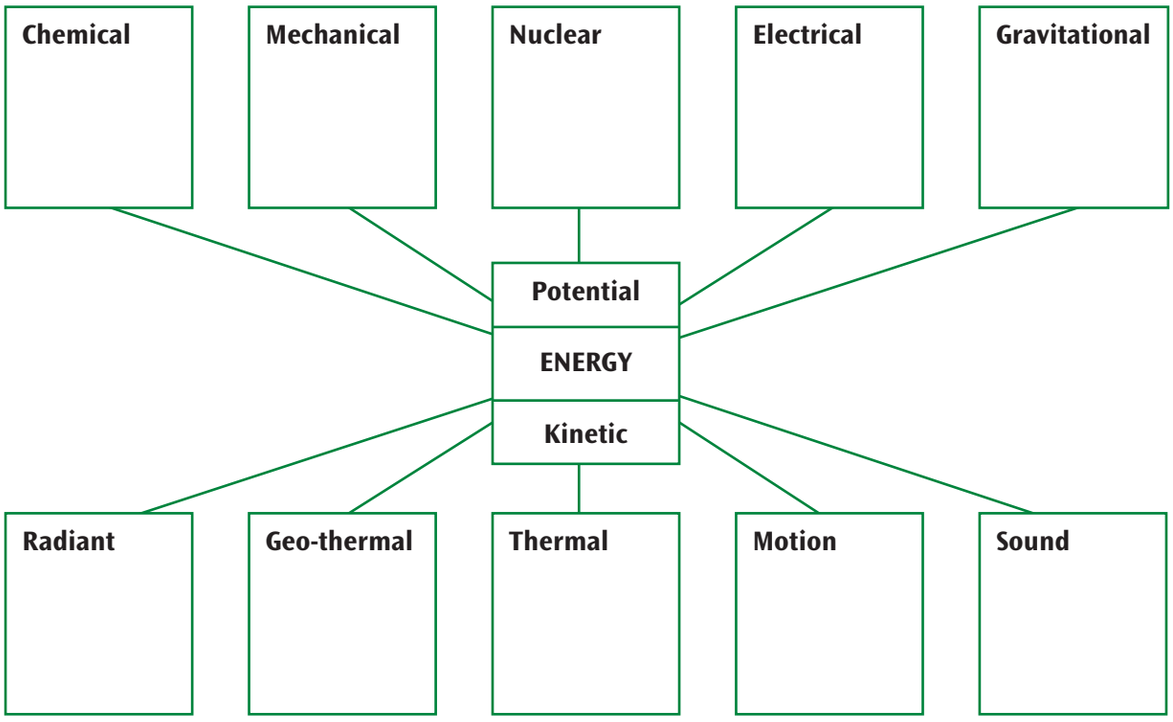
B10.5 Increase your word power: A vocabulary network

1 **Work in pairs to research information on energy, using the reading texts, library, Internet etc. and take notes about the topic.**

2 **Copy the following vocabulary network into your exercise book. Complete each box with appropriate words about energy, either from this Unit or with words you have learned during your research.**



B10.6 Language focus: Prepositions with verbs / adjectives

- Prepositions are words which are usually followed by a noun or pronoun, and which express relationships, for example, of time or place.
- Prepositional verbs are made of verb + preposition. Prepositional verbs cannot be separated. That means that we cannot put the direct object between the two parts. For example, we must say "look after the baby". We cannot say "look the baby after":
- Phrasal-prepositional verbs are a small group of multi-word verbs made of verb + adverb + preposition. Examples: *get on with, put up with, look forward to, run out of*
- Because phrasal-prepositional verbs end with a preposition, there is always a direct object. And, like prepositional verbs, phrasal-prepositional verbs cannot be separated. It is a good idea to write "something/somebody" in your vocabulary book when you learn a new phrasal-prepositional verb, like this:
  - **get on with** somebody
  - **put up with** sthg/sby
  - **run out of** something

  This reminds you that this verb needs a direct object (and where to put it).

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1 **Work in pairs to decide if the following sentences are correct of incorrect.**

1 Why do we always **talk** the weather **about**?
2 My mother **switched** the radio off this morning.
3 I will **look** your letter **forward to**.
4 He was nice but we **turned down** him.
5 I don't **believe in** ghosts.
6 We will have to **wait** the bus **for** at the corner.
7 Why don't you **switch** the music **off** while you read?
8 Can you go to the store before we **run** milk **out of**?

B10.7 Language focus: Using *too* and *enough*

Too and ***enough*** are used with adjectives and indicate degree. ***Too*** means more than necessary, and it precedes the adjective. ***Enough*** means sufficient and usually follows the adjective.
He is *too old* to ride a bicycle.
Nuclear power stations are *too expensive* to build.
Nishan was *tall enough* to play in the basketball team. (NOT: enough tall)
They were *smart enough* to pass the test. (NOT: enough smart)
Enough can also be used with nouns. In such cases, *enough* usually precedes the word it modifies.
I have *enough money* for the CD player.
I don't have *enough* (money) for the computer.
There isn't *enough* wind in Ethiopia to power villages.

Choose the correct alternative to complete each sentence.

1 It was _____ so we didn't get it.
   a expensive enough
   b too expensive
   c enough expensive
2 It's _____ to read; I don't understand it at all.
   a enough difficult
   b too difficult
   c difficult enough
3 They didn't sell _____ to make it worthwhile.
   a tickets enough
   b enough tickets
   c too tickets
4 There were _____ people there.
   a too
   b too many
5 It's not _____ to sort things out.
   a enough late
   b late enough
   c too late
6 It's _____ to pass.
   a enough difficult
   b too difficult
   c difficult enough

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7 I left because I'd had _____ their arguing.
- **a** enough
- **b** enough of
- **c** too

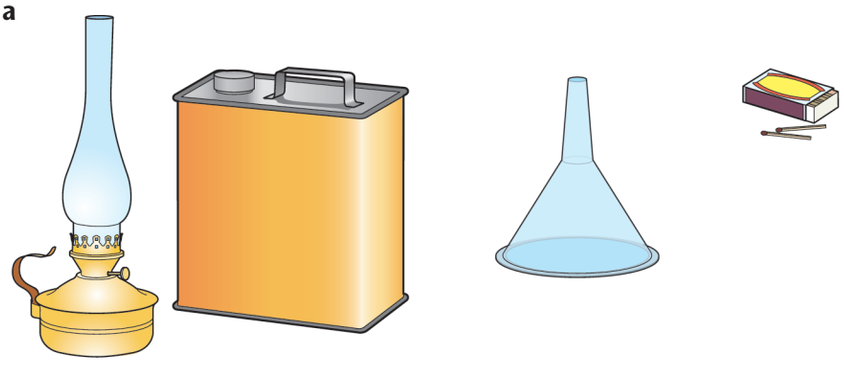
8 He ate _____ and felt ill.
- **a** enough much
- **b** much enough
- **c** too much

9 I'm shattered; I didn't _____ last night.
- **a** enough sleep
- **b** sleep enough
- **c** too sleep
- **d** too much sleep

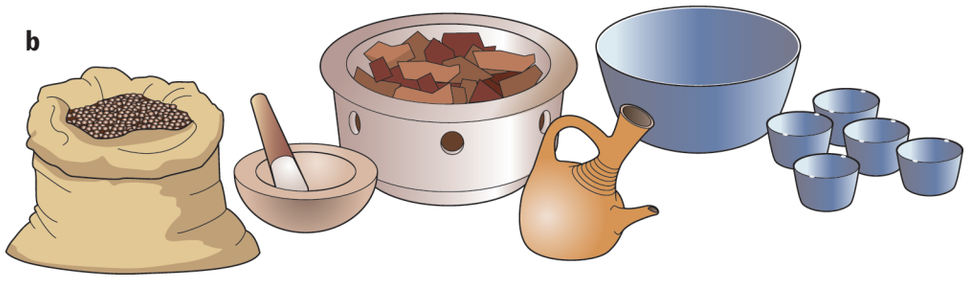
10 It's _____ to walk – I'll take the bus.
- **a** enough far
- **b** far enough
- **c** too far
- **d** too much far

B10.8 Speaking: How to do something

a



b



1 **Look at the illustrations and work in pairs to explain how to:**
- **a** light a kerosene lamp
- **b** make a cup of coffee

Make notes of your discussions.

2 **Write detailed instructions on how to use a kerosene stove, or how to make coffee. Use sequencing words (including *first, then, next,* etc.), numbers, bullet points, imperatives, etc., in your instructions, then illustrate your instructions with labelled diagrams.**

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B10.9 Language focus: Using the passive tense

The general rule for the formation of the passive tense is that you use the correct tense of the auxiliary verb *be* + *-ed* participle of the verb you want to make passive.

Complete the following sentences with an appropriate passive form of the verb.

Example:

In 1890 the lives of ordinary people *were improved* by the introduction of electricity.

1 Aamina is very happy because she _____ (just, choose) to be one of the prefects.
2 The prisoners were at liberty for many days, but last night they _____ (caught).
3 So many trees _____ (cut) down that the whole area looked like a savannah.
4 The village will be in festive mood, and no doubt some cows will _____ (slaughter).
5 If this book _____ (remove), I will hold you responsible.
6 There are many delays right now because the road _____ (turn) into a dual carriageway.
7 The assignments _____ (mark) a few days ago by the teacher.
8 Many people climb the hill, and the railway line can _____ (see) from the top of it.

B10.10 Language focus: Conditional tense with *will*

Conditional sentences describe something that depends on something else:
As soon as he arrives, I will start the dinner.
There are various kinds of conditionals:

1 Zero conditional sentences can express general truths that happen under certain circumstances.
It uses the pattern *If* + present simple + *will* or *can*.
Example: *If people can find nothing to eat, they hunt birds and small monkeys.*

2 The first conditional expresses a possible future situation.
It uses the pattern *If* + present simple + *will* or *can*.
Example: *If our guest arrives soon, I will start the dinner.*
Note: We can use *unless* instead of *if … not* in conditional sentences.
The two parts of a conditional sentence can go either first or second in a sentence.

Complete the sentences with the verb in brackets in the present simple, or *will*.

1 I (be) very angry if you (not come) to my party.
2 If you (feel) nervous about walking to the bus stop, I (go) with you.
3 Our teacher (punish) you if you (do) that again.

Rewrite these sentences in your exercise book using *unless*.

4 If I don't come to school tomorrow, I'll miss the test.
5 If you don't study, you won't pass your exam.
6 I'll bring you some mangoes from our tree tomorrow, if I don't forget.
7 If we don't work together, we'll never get the job done.

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B10.11 Increase your word power: Collocations of *get*

1 **Look at the following dictionary definition of *get* from *Encarta*. Note the different meanings and collocations associated with *get* and make a note of the most useful examples.**

get [get] (*past* got [got], *past participle* got [got] *or* got·ten [gótt'n], *present participle* get·ting, *3rd person present singular* gets) CORE MEANING: a verb indicating that somebody obtains, receives, earns, or is given something. It is often used instead of more formal terms such as "obtain" or "acquire."

- *We're trying to ensure that our child gets a good education.*
- *Where will they get the money to buy the land?*

1 *intransitive verb* **become:** to become or begin to have a particular quality
- *When I get nervous, I get scared.*

2 *transitive verb* **cause something to be done:** to cause something to happen or be done
- *I must get the car cleaned.*

3 *transitive verb* **bring something:** to fetch or bring something
- *I'm going back to my apartment to get my watch.*
- *I'll get your coat for you.*

4 *transitive verb* **catch illness:** to be affected by an illness or medical condition
- *He got chicken pox last year.*

5 *intransitive verb* **be in particular state:** to enter or leave a particular state or condition
- *Get ready to leave in five minutes.*

6 *intransitive verb* **move somewhere:** to succeed in moving or arriving somewhere
- *It was already midnight when we got home.*

7 *aux v* **forms passives:** used instead of "be" as an auxiliary verb to form passives
- *If you play with matches you will get burned.*

8 *transitive verb* **prepare food:** to prepare a meal
- *I'll get dinner tonight.*

9 *transitive verb* **persuade somebody**: to persuade somebody to do something
- *Colleagues had tried to get her to take a vacation.*

10 *transitive verb* **use form of transportation:** to take a particular form of transportation
- *I don't want to drive – I'd rather get a plane.*

11 *transitive verb* **obtain result:** to obtain a result, e.g. by experiment or calculation
- *What's the answer? I get nine.*

12 *transitive verb* **receive signal:** to receive a broadcast signal such as a radio or television broadcast
- *I can't get Channel 5 with that antenna.*

13 *transitive verb* **have time:** to have the time or opportunity to do something
- *I'll fix it as soon as I get the time.*

14 *transitive verb* **have idea**: to have or receive an idea, impression, feeling, or benefit
- *You've got the wrong impression – I'm not like that at all.*
- *I get a lot of pleasure from his stories.*

15 *transitive verb* **manage to see something:** to succeed in seeing something
- *get a close-up look*

16 *transitive verb* **begin something:** to begin doing something (*informal*)
- *Let's get going – we have to be there by eight.*

17 *transitive verb* **manage something:** to manage or contrive something (*informal*)
- *How did she get to be so famous?*

18 *transitive verb* **understand something:** to hear or understand something, e.g. a joke or somebody's point (*informal*)
- *What's that? I didn't get what you said.*

Source: Encarta

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2 **Complete the following sentences with a form of *get*.**

1 Every morning I _____ up at 6 o'clock.
2 After three years of living in the city he _____ used to the noise.
3 I am going to _____ ready for the party.
4 We _____ very cold last light.
5 We hope to _____ some tickets for the concert.

3 **Now work with a partner to make similar sentences using both *get* and *have*.**

B10.12 Fun with words: Word search

Find 14 words which are associated with energy. The words are arranged horizontally and vertically. Write them in your exercise book.

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

Assessment

1 **Speaking**

Your teacher will ask you to give your opinions about an energy topic, and ask you to support your answer with facts.

2 **Reading**

Your teacher will read you a passage and ask you to find some specific information.

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Unit
11

Applications for jobs or college

Part A

Objectives

By the end of this part of Unit 11 you will be able to:

- discuss how you would apply for a job
- listen to advice when applying for a job
- talk about your plans for the future
- analyse your achievements
- draw up a CV for someone
- read some job advertisements
- read some letters of application for a job
- write your own CV
- write a letter of application for a job
- use *for* and *since* correctly
- complete a vocabulary network about jobs
- write a description of a job.

A11.1 Introduction: How to apply for a job

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

1. Where can you find information about job vacancies?
2. What should you do if you want to apply for a job?
3. If you are a school leaver, what kinds of things can you include in your CV (Curriculum Vitae) that an employer may be interested in knowing about?
4. What are the qualities and skills that most employers are looking for in a school leaver?

A11.2 Listening: What do employers expect?

1 **Listen to the advice your teacher will give you about how to behave in an interview, then put a tick ✓ for the positive points or a cross ✗ for the negative points of each of the following statements.**
Write them in your exercise book like this: 1 = ✓

1. You know what you want to do.
2. You are decisive.
3. You have realistic ideas about your future.
4. You speak very hesitantly.
5. You have found out about the organisation beforehand.
6. You are not interested in a training programme.
7. You show interest in the company.
8. You don't want to know about prospects for the future.
9. You should give the impression that you know all about the company.

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10 You will not want further training.
11 You must respect other employees.
12 You should not look down on older workers.
13 You should be ambitious and willing to work hard.
14 You should not get into debt.
15 You can wear what you like to the interview.

2 **Listen to the passage again, then choose the best answer for each of the following:**

1 According to the text, employers like job applicants to:
- **a** have a career
- **b** have clear goals
- **c** be able to make decisions
- **d** know the employer's mind

2 At a job interview, applicants should:
- **a** try to impress the interviewer
- **b** show interest in what the interviewer says
- **c** know something about the organisation they are applying to
- **d** talk about their training and long-term prospects with the organisation

3 It is not a good idea to:
- **a** respect older employees
- **b** be ready, willing and able to learn new things
- **c** have only minimum academic achievements
- **d** think qualifications are more important than experience

4 Being ambitious is a good thing, as long as:
- **a** you are friendly
- **b** you are prosperous
- **c** you are not too competitive
- **d** you are extremely competitive

5 When you first get a job, it is a mistake:
- **a** to borrow money
- **b** not to borrow money
- **c** to have a car or motorcycle
- **d** not to manage your money carefully

3 **What do you think the author means by the following:**

- **a** *... this does not mean that the applicant should try to appear a 'know-all' at the interview.*
- **b** *Many young people, when they first get a job, think that the world is at their feet.*
- **c** *... they often bite off more than they can chew in terms of financial obligations.*
- **d** *... it pays to dress conventionally and smartly.*

4 **Explain the meanings of the following words and expressions as they are used in the text. Use a dictionary if you want.**

- **a** *notions*
- **b** *prospects*
- **c** *crucial*
- **d** *look down on*
- **e** *bite off more than they can chew*

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5 **Listen to the text again, then discuss the following questions.**

1 Which of the suggestions given in the text do you agree with and which do you disagree with?
2 Do you think you will be able to follow this advice when you apply for or start a job? Why / Why not?
3 How could you get some information about an organisation you are applying to in order to 'do you homework' before your job interview?
4 What clothes would you wear to a job interview so as to be 'conventionally' but smartly dressed?

A11.3 Speaking: Talk about the future

Work in your group to ask and answer questions about your plans for the future.
Use the question forms *What, Where, Why* and the future tenses.

Examples: *I am staying on at school.* (present continuous)
I'd like to go to college. (would like …)
I am going to go to college. (going to future)

A11.4 Speaking: Records of achievement

Make a list of your achievements, both academic and non-academic, both in school and outside school. Now work in pairs to advise your partner about possible career choices based on your lists.

A11.5 Listening: Drawing up a CV

Copy the following CV into your exercise book, then listen to your teacher before you complete it.

TITLE: .....

Date of birth .....

First name(s) ..... Last name .....

Postal address .....

Telephone number ..... Mobile phone number .....

Current occupation or school .....

Employer's or school name and address .....

Qualifications .....

Experience .....

Hobbies / interests .....

Other information .....

References .....

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A11.6 Reading: Job advertisements

Soon many of you will be leaving school and looking for a job. At some stage in the job-seeking process, it is necessary to write a formal letter of application. Often the letter is written in response to advertisements like those below, which have appeared in a newspaper.

1 Note the skills and attributes required in each advertisement.
2 List the adjectives of personality mentioned in the advertisements e.g. punctual, motivated.

1

SITUATIONS VACANT

A fast-growing motor company requires capable personnel as follows:

Warehouse clerk
Applicant should have completed Junior Secondary School, have a good command of English, and a head for figures. Punctuality is important.

Receptionist
Applicants must speak English fluently, be motivated and must get on with customers easily. Previous experience would be an advantage.

Messenger / cleaner
Experienced Grade 8 person required, strongly built.

Salary by negotiation. Very attractive salaries in all cases, with the usual fringe benefits.

Applications, in candidate's own handwriting, stating age, qualifications, and experience to:

The Managing Director, PIO Motors (Ethiopia) Ltd,
P.O.Box 9571,
Addis Ababa

2

VACANCY

Busy international trading company requires a junior assistant for general office work. Ability to use a computer and foreign languages an advantage.

Write to: The Manager, International Trading Ltd, P.O.Box 12, Nazret

3

HOTEL WORKER WANTED

General jobs including keeping entrance clean, carrying bags, taking people to their rooms.

Qualifications:

Must speak English well – be neat and tidy – be polite – be able to work at weekends

Apply: Grand Hotel, POB 2031 Addis Ababa

Complete the following sentences with words from the box.

self-motivated	punctuality	salary	experience	recruiting	ability

1 The interviewer decides to employ the applicant because she showed her _____ to work independently.
2 The Managing Director particularly wants the candidate to be _____ and to show that he or she can work without constant supervision.
3 The candidate only seemed interested in the _____ and not what he could bring to the job.

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4 PIO Motors is _____ for a number of new members of staff.
5 In any job, _____ is important so make sure you arrive on time.
6 It always helps if you have some work _____ before you apply for a job.

A11.7 Reading: Letters of application

1 **Read the following letters of application and discuss with your partner the strengths and weaknesses of each and decide on whom you would ask for interview.**

Example:

I would choose this applicant because he has all the necessary qualifications.

1

P.O.Box 183
Addis Ababa

Hello Sir.

I read you job advert in the Ethiopian Herald and want to apply to be a clerical officer. I write good and like meeting peple, so would be a good asset for you company.

Hope to hear from you soon. You can ring me on my mobile.

Your friend,

Getachew Abebe

2

P.O.Box 7659.
Addis Ababa.
6th June 20011.

The Personnel Manager,
Handiwear Leather Company,
P.O.Box 12347
Addis Ababa

Dear Sir,

I am writing to apply for the post of clerical officer you have advertised in the 'Ethiopian Herald' of 4th June.

I am a responsible person, and willing to work hard in the post. My father says that I deserve a good job as I have worked hard at school and passed all my examinations with distinction in English and Mathematics. I can type well, and have some experience with a computer. I also help with disabled children in the local centre in my spare time.

I enclose details of my examination results and hope that you will consider me a suitable applicant for the position. I look forward to hearing from you.

Yours faithfully,

Aziza Seif

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3

P.O.Box 173
Addis Ababa.
6th June, 2001.

The Personnel Manager,
Handiwear Leather Company,
P.O.Box 12347
Addis Ababa

Dear Sir,

Application for the post of Clerical Officer

With reference to your advertisement in the 'Ethiopian Herald' of 4th June, I would like to apply for the post of clerical officer.

I recently completed my course in Grade10 and passed the end of year examinations with distinctions in English and Mathematics. Although I have no full-time work experience, the year I spent as editor of the school magazine enabled me to acquire a number of useful clerical skills, which included using a computer.

I feel confident that I could cope with the work of a busy office.

I enclose details of my educational qualifications and experience, together with the names and addresses of two referees.

Yours faithfully,

Mohammed Mussa

2 **Using comparative and superlative adjectives, work in pairs to make statements comparing the letters.**

Example:

The second letter is better than the first letter because it has fewer spelling errors.
The third letter is the best because it has a good layout.

3 **Discuss in your groups what kind of people you think the letter writers are, and use adjectives to describe them.**

Example:

The writer of letter 1 is *careless.*

A11.8 Writing: A record of achievement (CV)

Mohammed provides the information he refers to in the first sentence of his last paragraph in the form of a Record of Achievement or CV, or *curriculum vitae* a Latin expression literally meaning 'course of life'. Study the example below; each item of information has its own heading. Full sentences are not required. Two names of referees are usually required, preferably that of your Principal and that of some other respected member of the community who knows you well. Always ask them first if they consent to being a referee.

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CURRICULUM VITAE

Name: *Mohammed Musa*

Date of birth: *10.10. 1998*

Place of Birth: *Addis Ababa*

Education:
Primary: *(2001 – 2007) Valley Primary School, Addis Ababa*
Secondary: *(2007 – 2011) Selassie Memorial High School, Addis Ababa*

Part-time Work Experience:
2007 – present General assistant in Plaza supermarket
2005 – 2007 Volunteer helper, Lady Fatima's School for the Blind (working to help blind pupils)

Interests / hobbies: *Reading, music*
Secretary of school Debating Society (2006 –7)
Assistant editor of school magazine (2007 – 8)

Sports / Team membership: *Basketball team 2008 – present*
Captain of Junior Football team 2007

Other information: *School science prize 2009*
Currently doing evening classes in typing and book-keeping at Regent College, Addis Ababa

References: *Ato Mustefa (Manager) The Plaza Supermarket, P.O.Box 517, Addis Ababa*
Ato Ahmad (Principal) Selassie Memorial High School, Addis Ababa

1 **Write your own CV along similar lines to the one above.**

2 **Turn the notes from your CV into written sentences using *for* and *since* and make paragraphs giving more details of some of the items.**

A11.9 Writing: A letter of application

Using letter 3 in Reading A11.7 write a similar letter of application for one of the jobs advertised in Reading A11.6.

A11.10 Language focus: Using *for* and *since*

In Grade 9 Unit 12 we looked at using *for* before a period of time, and *since* before a time when something happened.

Examples: *Meskerem has lived in Harar for 20 years.*
She has lived in Harar since 1998.

These two sentences mean that Meskerem has lived in Harar in the past – and still lives there.
Compare those sentences with this one:

Meskerem lived in Harar for 20 years.

Using the Simple Past tense in the third person means that she no longer lives there.
Look at this sentence: Is Kibrom still living in Dire Dawa – or has he left?

Kibrom has lived in Dire Dawa since 20005.

Not that we use *since* to refer to a particular time; we use *for* when referring to a period of time.

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1 **Listen and repeat these sentences as your teacher pronounces them.**

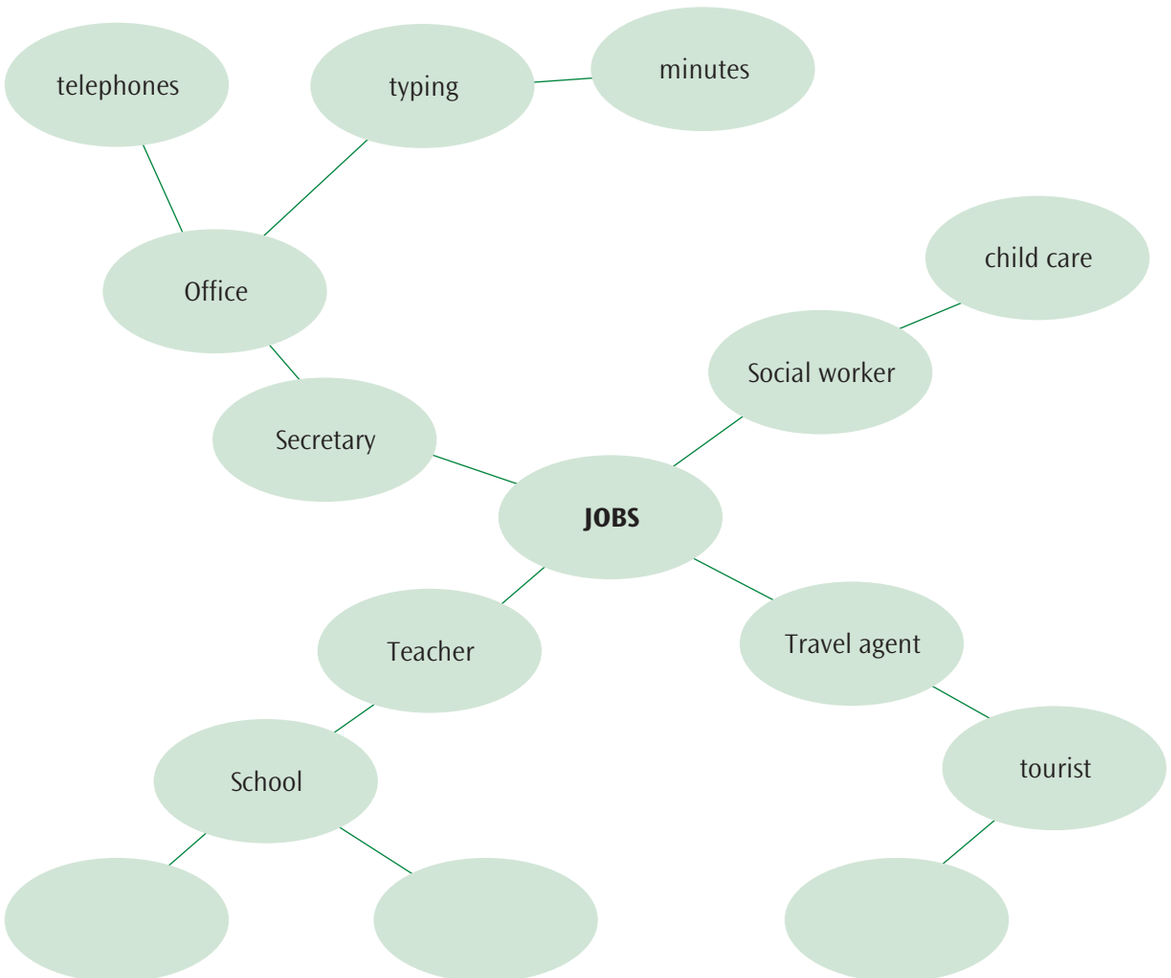
2 **Write *for* and *since* on separate pieces of paper. As your teacher reads out some sentences, hold up the appropriate word.**

3 **Use *for, since* or *ago* to complete this passage, and the correct form of the verb in brackets. Write the passage in your exercise book.**

My father is a farmer. He _____ (farm) in the Tigray region _____ 20 years. He first _____ (move) there with his parents many years _____ when he _____ (is) a child. His father _____ _____ (die), so he _____ (work) to grow food _____ the rest of the family. We children _____ (walk) to school _____ two hours every morning. The school _____ (open) in 2003 and my brother _____ (be) at school there _____ four years. He _____ (is) the first in our family to go there _____ it opened, and now my two sisters _____ (attend) the same school as well.

A11.11 Increase your word power: A vocabulary network

Copy the following network into your book and complete it with words connected to jobs and employment. Add any other links about jobs to extend the spidergram as you wish, using collocations and other linked lexical items.



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A11.12 Writing: Description of a job

Interview someone you know at home (it could be your mother or father, another relative or a friend) about their job. Find out about:

a their duties
b the qualifications required
c personal qualities necessary for the job
d the advantages and disadvantages of the job.

Then write a composition about the job to include these facts.

Part B

Objectives

By the end of this part of Unit 11 you will be able to:

- listen to advice about how to behave in an interview
- listen and answer some interview questions
- role-play an interview
- learn some sentence patterns involving adjectives
- take part in a group role-play about an interview
- write a guided essay
- improve your study skills
- hold mini-conversations
- use discourse markers to complete a story
- read a poem
- play a guessing game.

B11.1 Listening: Interview questions

1 **Your teacher will give you a number of interview questions. Listen and answer them in your exercise book.**

2 **Work in groups to compare your answers to the questions with those of other members of the group.**

3 **In your groups, draw up a list of 'dos and don'ts' for a candidate in an interview.**

Examples: *Speak clearly.*
Be polite.
Look at the interviewer.

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B11.2 Speaking: Role-play an interview

1 **Look at the following expressions you can use to clarify or correct a statement you have made during a discussion or an interview:**

What I mean is …
What I meant was …
Let me put it another way …
Let me re-phrase what I just said.
The fact of the matter is …
Do you really mean that?
I'm afraid that just isn't true.

2 **Listen and note the pronunciation as your teacher says examples of these expressions.**

3 **Look at this list of extreme statements:**

I don't make grammar mistakes.
Students are lazy.
Girls should not apply for the same jobs as boys.
Working in a factory is boring.
I want to set up my own business.

Work in pairs to moderate these statements, using a correcting / clarifying phrase.

Example:

Student A: I don't make grammar mistakes.
Student B: Do you really mean that?
Student A: Well, what I mean is I only make errors in writing and always correct them immediately afterwards.

4 **Look at these social expressions to re-state and make something more clear:**

In other words …
So what you are saying is …
If I understand you correctly …
So you mean that …

Work in pairs to conduct an interview. One student is a journalist and the other an interviewee. Using interview questions similar to those in Listening B11.1 and re-stating phrases from the list above, role-play conversations between the two.

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B11.3 Language focus: Sentence patterns with adjectives

1 We saw in Unit 9 A9.8 how we can use the-*ing* form or the *to* infinitive after certain verbs.
Example: *I do not find it difficult to communicate with others.*
1 Another kind of sentence pattern is to use adjectives with prepositions:
I am very *good at* English.

1 **Choose a preposition from the box to complete the following sentences. Write the answers in your exercise book.**

about at by for from

1 They are excited _____ their trip to Addis Ababa next June.
2 Teddy Afro is famous _____ his pop music.
3 I must admit I was shocked _____ her behaviour at the party.
4 She's rather worried _____ her son's studies.
5 I'm just hopeless _____ playing the guitar.
6 That house is different _____ the one I was looking for.
7 I'm upset _____ my exam grades.
8 She was annoyed with Tesfaye _____ ignoring their agreement.

2 Adjectives expressing feelings and reactions are always followed by the infinitive form of the verb: *disappointed, glad, happy, pleased, relieved, sad, surprised.*
Examples:
- I was **happy** to help them.
- She will be **delighted** to see you.

This includes **too + adjective**:
- The water was **too cold** to swim in.
- Is your coffee **too hot** to drink?

The infinitive form is also used after **adjective + enough**:
- He was **strong enough** to lift the box.
- She is **rich enough** to buy two cars.

2 **Complete the following sentences with one of the words from the box in the infinitive form. Write them in your exercise book. Note there is more than one correct answer!**

sad happy surprised annoyed angry pleased

1 We were _____ to see our parents at the concert.
2 The pupils were _____ to learn about their new timetable.
3 My mother was _____ to learn about the death of her sister.
4 My uncle was _____ to know that he was to become a chief.
5 My parents were _____ to find out about my brother smoking cannabis.
6 The farmer was _____ that the cattle had destroyed his crop of maize.

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B11.4 Speaking: Job interviews

Decide on which job you would like to apply for in the advertisements in Reading A11.6. Work in groups of eight: three students act as interviewers, and three as candidates, and two as observers.

1 The interviewers must prepare the questions.
2 The candidates re-read their notes from the interview questions in Listening, B11.1, and prepare answers to possible questions, using the expressions in B11.2 to clarify and correct yourself during the question and answer session.
3 The observers plan what they will look for in the interview, using their own notes from Listening B11.1.
4 At the end of the interview, the observers give positive comments about the candidate, and point out general areas to develop.

Example:

The questions were answered well, but everyone needs to speak more loudly.

5 Students then re-form into other groups and take up different roles for another interview.

B11.5 Language focus: More about adjectives

1 Look at these two sentences.

He is *bored* by the lesson.
He finds the lesson *boring*.

A very common way of forming adjectives is to use the present and past participles of verbs. There are many examples of these, including *interested, interesting, tired, tiring, excited, exciting, closed, broken, amusing*. As a rule the past participle (usually, but not always, ending in *-ed*) tells us how someone feels about something, while the present participle ending in *-ing* tells us how something makes us feel, so:

I'm excited at the prospect of another change – tells you how I feel;
The prospect of another change is exciting (for me) – tells you how *the prospect* makes me feel.

Here are some more pairs of similar adjectives:

disappointed–disappointing
depressed–depressing
shocked–shocking
frustrated–frustrating
astonished–astonishing
exhausted–exhausting.

2 Complete the following sentences with the correct word from the brackets.

1 I like being a nurse. It is very (satisfied / satisfying) to look after people who are ill.
2 We were glad to arrive after such a long and (tired / tiring) journey.
3 My boss was very (pleased / pleasing) with my work and increased my salary.
4 The children were (thrilled / thrilling) by their new pet.
5 The music was so (bored / boring), that Nishan fell asleep.
6 Please stop making that noise. It is very (annoyed / annoying).
7 Desta was (surprised / surprising) to get a letter from her brother in America.
8 We were very tired and (confused / confusing) after the long journey from London.

3 Look back at the job advertisements on page 195 and say what you feel about the jobs, using adjectives with *-ing* or *-ed*.

Example: *That job sounds boring. I would be bored by that job.*

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B11.6 Writing: A guided essay

1 **You are going to write an essay entitled *Who you know is more important than what you know*. Read the seven steps to write an essay in Unit 7, B7.6, again. Then work in groups to identify topic sentences, paragraph headings and useful language patterns, as well as useful ideas and vocabulary from this Unit to use in your essay.**

2 **Your teacher will write the ideas from the different groups on the board. Decide as a class which ideas you think are the best and use these as a scaffold to support you in writing the first draft of your essay in five paragraphs. Remember to include an introduction and conclusion.**

3 **Give your partner the first draft of your essay *Who you know is more important that what you know* and ask your partner to correct it, looking especially at spelling, punctuation, grammar, content, layout, etc. You can then make the suggested corrections and submit the final draft to your teacher. When suggesting corrections use you own personal marking scheme (Example: T = tense error; sp = spelling, etc.).**

B11.7 Study skills: Improve your skills

1 **Look back at the Study Skills in Unit 9, B9.2. How well have you met the listening goal you set yourself there?**

2 **Your teacher will divide the class into two groups. One group must brainstorm ways of improving your speaking skills and the other group ways of improving your writing skills.**

3 **Now work in pairs, one from each group, to share your information and list the ideas. Highlight with smiley faces those strategies which you personally use or would find useful.**

4 **Set yourself a writing and speaking goal for the last Unit and decide what strategies you are going to use.**

B11.8 Speaking: Discussion

Look back over your vocabulary lists and the social expressions list and choose a topic to discuss in pairs. Using these lists, take it in turns to build mini-conversations.

Example:

Student A: Tell your partner a problem (for example, *There are not enough girls in high school.)*
Student B: Give a reason (for example, *Yes, I agree with you.*)
Student A: Give a reason (for example, *One reason for this is because girls don't pass the primary school exam.*)
Student B: Give the most important point from your opinion (for example, *In my opinion, it is because girls are needed at home.*)
Student A: Give your most important point (for example, *I think it is because many girls are told to marry early.*)
Student B: Give a solution (for example, *I think boys should help in the home.*)
Student A: Agree or disagree (for example, *I don't.*)

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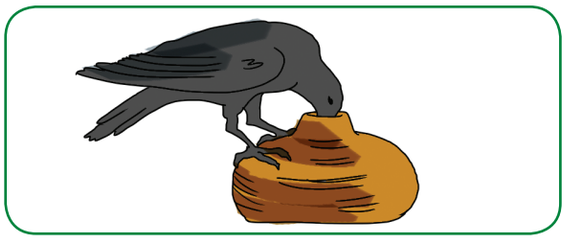
B11.9 Writing: Complete the story

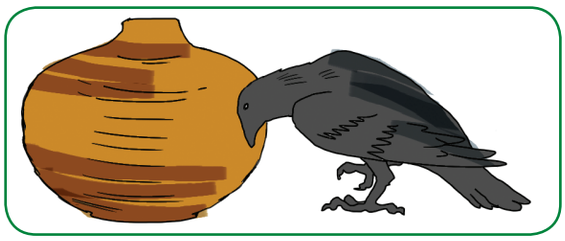
1 **Copy the following passage into your exercise book and complete it with words (discourse markers) from the box. You may need to use them more than once.**

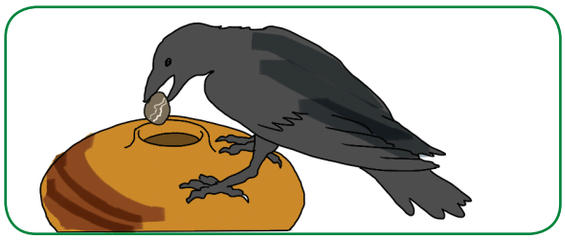
although	however	but	despite	since	as	then	so	finally

The clever crow

One day a crow felt very thirsty. _____ he looked everywhere for some water, he couldn't find any. _____ he saw a water pot, which made him very happy.
He flew down to the pot, hoping to have a long cool drink, _____ he found there was only a little water inside the pot. _____ this, that he stretched out his neck as far as it would go, _____ he found he could not reach the water _____ hard he tried. _____ he tried pushing the pot with his head, _____ he knew that the water would run out if he could turn the pot over. He pushed and pushed at the pot, _____ it was too heavy to move. _____ he realised that _____ he could not reach the water by pushing it over, he must try another method.
He looked round and saw some pebbles lying nearby. He discovered that if he dropped the pebbles one by one into the pot, _____ the water rose slowly up inside it. _____ the thirsty crow could drink the water _____ he could now reach it. _____ he sipped the water until he had drunk enough to quench his thirst.







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B11.10 Reading: A poem

Read the poem below in your group.

Destiny
Have you ever once felt
as though you were on a road,
a road leading you somewhere
and yet … nowhere?
And at one point or another
felt like jumping off the road
but … to where?
So you clung onto the road,
pursued it, followed it,
because it was all you had;
Because even though your
destination was unknown,
At least you had a destination?
So often these days, I feel like this,
And although my destination is
unknown,
I trudge on, wearily, to the end.

Philippa Namutebi Barlow (From *An Anthology of East African poetry*, Longam, 1998)

Discuss the following questions with your group.

1. Why do you think the poem is called *Destiny*?
2. What kind of feeling does the poem give you – one of hope or one of resignation?
3. Do you think that your own actions can affect your future life?
4. Do you consider yourself an optimist or a pessimist?
5. What are your own ambitions and how do you hope to achieve them?

B11.11 Fun with words: A guessing game

'What's my line?' means 'What's my job?' In this game you work in a group.

1. One member of the group is chosen to be the guesser.
2. The guesser must cover their ears and close their eyes or go away from the group for a minute while the rest of the group choose a job for the guesser. It can be any job.
3. When the group has decided, the guesser comes back to the group and asks questions to find out what the job is. The guesser can only ask 10 yes / no questions.

Example:

Do I work in a hospital? No.
Do I work in an office? Yes.
Do I have to wear a uniform? No. That's three questions so far.
etc.

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Assessment

1 **Writing**

Your teacher will give you some notes made by a job interviewer describing a candidate. Your task will be to turn the notes into sentences and paragraphs using suitable discourse markers (*although, however, but, despite, since, as*).

2 **Listening**

Your teacher will ask you some interview questions for you to respond accordingly.

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Unit 12 Births, weddings and funerals

Part A

Objectives

By the end of this part of Unit 12 you will be able to:

- discuss what makes you happy and what makes you sad
- listen to a description of two African weddings
- describe pictures of different ceremonies
- discuss the secret of a good marriage
- use the passive tense
- discuss relationships and cultural differences
- read about ceremonies around the world
- write a description of a ceremony
- use *to get* in a number of patterns
- use appropriate expressions for congratulating, inviting, expressing sympathy
- role-play some short dialogues.

A12.1 Introduction: Ups and downs

1 **There are many things in our daily lives that make us happy or sad. These may be small things or big things. Talk about the things in your life that can make you happy and the things that can make you sad.**

2 **What can you do when you are sad to make you feel better?**

3 **What kinds of things can you do for a friend who is sad?**

A12.2 Listening: Weddings

Around Africa, there are many different marriage traditions. Marriage is extremely important, joining not just two people, but two families, and even two communities. There are traditions concerning how the arrangements for the wedding are made, whether or not a dowry or bride price is paid, how the ceremony is conducted and what happens afterwards.

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1 **Listen to your teacher reading a description of the wedding traditions of the Gikuyu of the Kenyan Highlands and the San Bushmen of the Kalahari Desert in southern Africa. As you listen, decide which of the traditions below apply to each culture. Copy the table into your exercise book before you start.**

	Gikuyu	San Bushmen
1	✓	✗
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

1 The marriage is arranged by elders from the groom's village and elders from the bride's village.
2 The marriage is arranged by the families of the bride and the groom.
3 On the wedding day the couple go to a hut which has been built for them.
4 No bride price or dowry is paid.
5 A bride price is paid.
6 On the wedding day, the groom goes to the bride's house.
7 A fire is made outside the hut with coals from both families' huts.
8 Women from the girl's village won't let the groom enter her house until he has given them the things they ask for.
9 There is a church ceremony, a reception, and an evening party.
10 The couple do not take part in the celebrations.
11 The couple live with the wife's family for a few years and then go to live with the husband's family.
12 The couple go to live in their own house after the wedding.

2 **Discussion questions.**

1 Which of these marriage traditions apply in your culture?
2 What other marriage traditions do you have in your culture?
3 In what way have your marriage traditions changed in modern times?

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A12.3 Speaking: Describing pictures

1

2

3

4

5

Look at these photographs of ceremonies from Ethiopia, India, Africa and Japan. Work in pairs to describe what you can see in each picture, then write 'thought bubbles' to describe what people in the pictures are thinking / saying.

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A12.4 Language focus: Using the passive tense

In Unit 10, **B10.9** we looked at using the passive tense. Remember that we use the passive when *who* or *what* causes the action is not important or is not known, or when we want to focus on the action.

Example: *My bike was stolen.*

Here the focus is on the fact that my bike was stolen.

Sometimes a statement in the passive is more polite than using the active, as the following example shows:

Example: *A mistake was made.*

In this case, the focus is on the fact that a mistake was made, but no-one is blamed (e.g. You have made a mistake).

Remember:

- the object of the active sentence becomes the subject of the passive sentence
- the form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped).

Write the following sentences in the passive.

1 People give the married couple gifts and money.
2 The hosts distribute chocolates.
3 The woman is paid a dowry.
4 The family sends out invitations to the wedding.
5 The band plays traditional wedding songs.
6 The happy couple received many wedding gifts.

A12.5 Increase your word power: Relationships

1 **What phrases do you know about relationships? Put the following phrases into an appropriate sequence, deleting any that do not occur in your culture and adding others to it.**

marry
go on a date
divorce
honeymoon
have children
fall in love

2 **In your group, discuss how they might be re-ordered for a different culture, and discuss why and what the cultural differences might be. Use simple expressions to agree, disagree and express counter-arguments for this new listing.**

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A12.6 Reading: Ceremonies around the world

1 **Skim through the following three texts to get the general idea, then read and make notes on the texts.**

Weddings

Weddings in Europe and America are not arranged by the parents. The young people are free to choose their own partners and mark their agreement to marry by the gift from the man to the girl of an engagement ring. On the day of the wedding the girl dresses in white and is accompanied to the church by her bridesmaids wearing new dresses, often of the same colour. The bride carries a bouquet of flowers which the chief bridesmaid holds during the ceremony. The bride's father 'gives away' his daughter, and the best man hands the priest the wedding rings. The priest pronounces a blessing and slips the rings onto the fingers of the bride and groom. After the ceremony, there is a feast called a wedding breakfast, before the bride and groom leave the party to go on their honeymoon.

Funerals

When a death occurs in Chinese societies, all statues of deities in the house are covered with red paper and mirrors are removed from sight. A white cloth is hung across the doorway of the house and a gong placed on the left of the entrance if the deceased is male, and right if female. Before being placed in the coffin, the corpse is cleaned and completely dressed, then the corpse's face is covered. The open coffin is placed on its own stand with the head of the deceased facing the inside of the house, and wreaths, gifts and a portrait or photograph of the deceased are placed at the head of the coffin. Food is placed in front of the coffin as an offering to the deceased. During the wake, the family does not wear jewellery or red clothing. It is customary for blood relatives and daughters-in-law to wail and cry during mourning as a sign of respect and loyalty to the deceased.

At the wake, the family of the deceased gathers around the coffin, positioned according to their order in the family. The eldest son sits at the left shoulder of his parent and the deceased's spouse at the right. Later-arriving relatives must crawl on their knees towards the coffin. Joss paper and prayer money, to provide the deceased with sufficient income in the afterlife, are burned continuously throughout the wake. Funeral guests are required to light incense for the deceased and to bow as a sign of respect to the family. The wake is at least a day to allow time for prayers to be offered. When the prayer ceremonies are over the wailing of the mourners reaches a crescendo and the coffin is nailed shut. When the procession arrives at the graveside it is taken down from the hearse and all present turn away from the coffin when it is lowered into the grave. Family members and other relatives throw a handful of earth into the grave before it is filled. Although the funeral rites are now over, the period of mourning by the family continues for a hundred days.

Adapted from http://www.britishchineseonline.com/pages/culture/customs/funerals.html

Birth

There are many traditional rituals that surround the birth of a child in a typical Indian family. These rites aim at blessing the child to have a long, fulfilling life. In Hindu families it is culturally expected that the women stay away from home for six days after the birth. The mother and baby then usually go to stay with her mother for three months, as many Indian women live with their husband's families. During this time she is taught the art of baby massage with oils and the ritual of feeding and caring for babies.

One of the sacred Hindu ceremonies, known as *Mundan Sanskar* or the first haircut of the baby, has an important significance, when relatives and friends are invited to bless the child. The child usually receives his / her first *mundan* in either the first year or the third year of age. A priest is called to conduct the traditional rituals, and a barber is called to shave off the hair. The priest recites sacred hymns and chants and shaves part of the head. The barber then shaves the entire head, sometimes

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leaving a clump of hair at the back. To cool down the head and to cure nicks and cuts, a paste of turmeric and sandalwood is sometimes applied on the entire head. There is a significant reason as to why the head is shaved in such an elaborate ritualistic way. According to the Hindu beliefs, the hair present at birth is supposed to represent unwanted traits from the past lives. In order to make sure that the child has no undesirable qualities of the past birth in this life, the hair is shaved off to ensure a new beginning and a fresh start. Some also believe that this gives the child a long life.

Adapted from http://www.iloveindia.com/indian-traditions/mundan.html

2 **Complete the following sentences.**

Weddings

1 Young people in the West can choose …
2 An engagement ring marks …
3 The bride is attended by …
4 The groom is attended by …
5 The bride is given away by …
6 After the ceremony the happy couple …

Burials

1 When a death occurs in China …
2 The corpse is placed in …
3 Mourners wail to show …
4 During the wake, the son sits …
5 Funeral guests are required to …
6 When the hearse arrives at the cemetery …

Births

1 After a birth, Hindu women …
2 The *mundan* ceremony is when …
3 During the ceremony the priest …
4 The child's head is cooled down by …
5 Hindus believe that the hair present at birth is …
6 The child's head is shaved to …

3 **Working in pairs, use contextual clues to infer the meanings of the following words. Check your answers in your dictionaries.**

a wedding breakfast
b mourning
c deceased
d wake
e incense
f crescendo
g ritual
h nicks
i traits

A12.7 Writing: A description of a ceremony

Write a description of two to three paragraphs about a ceremony you have attended, for example a school prize giving, a wedding, the presentation of a sports trophy, etc. then exchange your work with a partner. Your partner must check your paragraph and suggest improvements, for example by inserting an extra adverb or adjective, improving sentences and proofreading the work by checking the spelling and punctuation.

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A12.8 Language focus: Using *to get*

The verb '**to get**' can be used in a number of patterns and has a number of meanings.

TO GET + direct object = to obtain, to receive, to buy:

To obtain

- *She **got** her driving licence last week.*
- *They **got** permission to live in Switzerland.*

To receive

- *I **got** a letter from my friend in Nigeria.*
- *He **gets** 10,000 birr a year from his father.*

To buy

- *She **got** a new coat from the market.*
- *We **got** a new television for the sitting room.*

TO GET + place expression = reach, arrive at a place:

- *We **got** to Addis Ababa around 6 p.m.*
- *What time will we **get** there?*
- *When did you **get** back from New York?*

TO GET + adjective = to become, show a change of state:

- *It's **getting** hotter.*
- *By the time they reached the house they were **getting** hungry.*
- *I'm **getting** tired of all this nonsense.*
- *My mother's **getting** old and needs looking after.*
- *It **gets** dark very early in the winter.*
- *Don't touch the stove until it **gets** cool.*

TO GET + preposition / adverb is used in many phrasal verbs.
Example: *This rain is really getting me down.*

TO GET has a number of other meanings:

a *Do you get it?* (= understand)
b *He's getting dinner tonight.* (= prepare a meal)
c *I'll get the bill.* (= pay)
d *That really gets me!* (= irritate, annoy)

Complete the following passage with the correct form of *get* and words or phrases from the box.

a divorce	very cold	enough money	hungry	light
married	annoyed	a meal	a job	

When I _____, I had to _____ because we hadn't really _____ to live on. I found a job as a night watchman, but in the early hours of the morning, just before it was _____, I usually _____ and could hardly feel my toes in my boots. My new wife always _____ with me when I came home in the morning as I also _____ after my night's work and want her to _____. Things eventually _____ to such a pitch that I eventually realized that I would have to _____.

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A12.9 Language focus: Congratulating, inviting, expressing sympathy and responding

1 **Look at these expressions and divide them into three groups: congratulating, inviting, expressing sympathy. Write them in the three groups in your exercise book.**

a Congratulations on your engagement!
b Please come to my birthday party next Saturday.
c Congratulations on your graduation!
d We're having a party next week. Why don't you come along?
e Please accept my warmest congratulations.
f What about staying for dinner?
g Happy birthday!
h May I express my sincere condolences at this very sad time?
i Many happy returns of the day!
j Congratulations on your new job!
k Well done! I'm very pleased for you!
l I am so sorry to hear that you failed your exams!
m Would you like to stay for dinner?

2 **Now match the expressions above with these responses. You can use some of the responses more than once. Write the pairs of sentences in your exercise book.**

1 Thank you for asking me, but I can't.
2 Thanks. I'd like that.
3 You're very kind.
4 Sure!
5 Thank you, but unfortunately I can't.
6 Thank you.
7 That'll be great.
8 That's very kind of you.
9 I'm sorry, but I've got something else on.

3 **Which of the expression and responses in Exercises 1 and 2 are informal and which are quite formal?**

A12.10 Speaking: Role-plays

1 **Work with a partner. Practise reading this dialogue.**

B: Hello! How are you?
A: Fine, not bad at all.
B: Happy birthday, by the way. It's today, isn't it?
A: Yes, that's right. Thanks very much.
B: Are you doing anything special?
A: Not really. My mum's making a cake this afternoon, so that will be nice.
B: Yes, enjoy it. See you soon.
A: Thanks a lot. Bye.

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2 **Now make up similar dialogues for the situations below. One of you is A and the other is B. For each one, imagine that you meet the other person in the street. Decide what each of you is going to say, then practise the situations.**

1. It is A's birthday today. B knows this and offers good wishes. A responds.
2. A looks sad and explains that s / he has failed his/her exams. B responds.
3. B looks happy. S / He explains that s / he has just got engaged. A responds.
4. A is having a birthday party next Saturday. S / He invites B. Unfortunately B can't go.
5. B's uncle has just died. A has heard the news and offers sympathy. B responds.
6. A has finished his/her exams with very good results. B offers congratulations. A responds.

Part B

Objectives

By the end of this part of Unit 12 you will be able to:

- listen to a dialogue between two grandmothers
- talk about ceremonies
- make generalisations and exceptions
- read three poems
- use the word *even* correctly
- revise the present perfect and past simple tenses
- use different past tenses
- write a letter to a friend
- discuss the learning strategies you have used this year
- complete a number puzzle.

B12.1 Listening: Two grandmothers remember

Copy the table below into your exercise book. Listen as your teacher reads you a conversation between two grandmothers talking about the important events of their life, then complete the table.

	Jalene	Louam
Year of marriage?		
Age when married?		
Activities after marriage?		
Number of children?		
Number of grandchildren?		
Death of husband?		

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B12.2 Speaking: Talking about ceremonies

1 **What information or experience do you have about the following topics: births, weddings, funerals?**
Tell your teacher which of these ceremonies you have witnessed; you will then be divided into groups according to the ceremony you have information about.

2 **In your group, ask and answer questions about the ceremony, then complete the following chart:**

Kind of ceremony	
Clothes worn	
Gifts given	
Songs, plays or dances performed	
Food and refreshment eaten	
Regional / cultural differences	
Religious differences	

3 **Now work in pairs to ask and answer questions about your completed chart, using the present perfect and past simple tenses.**

Examples:

Have you ever attended a wedding ceremony? Yes, I have.
Did you take part in a dance? No, I didn't.
What did people eat and drink? People ate tibs and drank fruit juice.

B12.3 Speaking: Making generalisations

1 **Look at these ways of making generalisations:**

As a rule …
In general …
Generally speaking …
Most of the time …
From time …
By and large …
In my experience …
In most cases…

2 **Now work in pairs, each student listing what irritating habits they have – make these as humorous as possible!**

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3 **Using the generalising phrases from the list above, explain to your partner why your habits are not suitable in married life or for sharing accommodation. Then use the above list to describe your irritating habits.**

Examples:

Most of the time, I sing very loudly In the bath.
As a rule, I don't go to bed until 3 or 4 in the morning.
From time to time I talk in my sleep.

4 **In your group, discuss what is the secret of a good marriage, and which of your known habits you would try to stop if you got married.**

B12.4 Speaking: Making exceptions

1 **Look at these social expressions for making exceptions:**

There are exceptions, of course …
One exception is …
But don't forget …
Let's not forget …
But what about …?

2 **Work in small groups to think of as many generalisations as you can from the list of topics in the box. One person should write them down, and the other person can read them out to the class.**

teenagers	teachers	students	men	women	cars
actors	politicians	wild animals	money	foreigners	pop music

Example: *Old people:*
In general, old people are very conservative. There are exceptions of course.
My grandmother started learning English when she was 80.

B12.5 Reading: Three poems

1 **Working in groups, look at the pictures that illustrate each poem and predict what you think each one is about. Share your suggestions with other groups.**

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Witness

I witnessed yet again today
Something I wish I'd not say –
The lowering of a loved one
Into earth's deep belly
The deep dark grave like a cave.
The father sighed: tears long dry
The mother moaned: voice now hoarse
The grandfather swore to take
Deputation to him above
Brothers with soily hands, rubbed
Their ashen faces, sombre looks
Their tired eyes sinking deeper in their sockets
An aunt wrung out a shrill wail
For days unending refusing to be comforted –
Lower and lower it went
its sweet-nut yellow violently clashing with
the mean brownblack of the depths
It rested at the bottom of the pit
His spirits rock bottom:
Never shall we again re-witness
though many more we'll see
Into
The deep dark grave like a cave.

Obyero Odhiambo (From *An Anthology of East African Poetry*, Longman, 1998)

Beloved

So long as you are there
For the love that we share
I'll take my shield and spear
And life's battle continue without fear
When battleweary
Peace will I find always
In your love and quiet ways

Remember our dawn of love
Our struggles and how we grew
Through the entangled growth below
That abounds on the dark forest floor
Our vines have reached the light
Behold our golden fruits
True love's gracious gifts divine

So long as we are together
Your hands in mine again
We'll brave life's rough terrain
All set for exciting horizons after the noon of the day
We'll travel the sunset way
Behold the glory of a fulfilled day.

E.H.S.Barlow (From *An Anthology of East African Poetry*, Longman, 1998)

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Face downwards

She hits the world.
She cries at what she sees,
Yet the mother suddenly smiles,
Full of relief and pride
That her baby has scored points of life.
The infant seems to know and feel,
And cries for leaving her inner world –
A world of warmth and comfort,
Where there is no work or struggle,
But just to sail and kick at leisure;
Where there is no hunger or anxiety,
No tears or cause of pain,
No spanking and no scolding!
Then suddenly she hits the world
And breathes the air that other mortals breathe.
She makes a long shriek of regret,
As if fearful of this other world;
A world full of bondage and pain,
A world full of lies and intrigue,
A world full of flattery,
A world of no love, but HATRED!

Joyce Kigoonya

2 **Read the poem *Witness* and answer these questions.**

1 What is the poet witnessing?
2 Why do you think the mother's voice was 'hoarse'?
3 What do you think the brothers do for a living?
4 What object is sweet-nut yellow?
5 What is the poet saying in the last four lines?

3 **Read the poem *Beloved* and answer these questions.**

1 What do you think is the man's main occupation?
2 Why do you think they had to struggle when they first met?
3 What does the man mean by 'golden fruits'?
4 What kind of life do you think the man would like to live?
5 What is the poet saying in the last three lines?

4 **Read the poem *Face downwards* and answer these questions.**

1 How does the baby feel when she arrives in the world?
2 How does her mother feel?
3 What does the baby miss about being inside her mother?
4 Why does she make 'a shriek of regret'?
5 What is she afraid of in the world she has come into?

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5 **Complete the following sentences with words from the box. All the words appear in one or other of the poems. If you are not sure of their meanings, look them up in your dictionary.**

scolding	moaned	hoarse	entangled	divine	bondage
ashen	relief	bellies	abound	terrain	intrigue
fulfilled	flattery	deputation			

1 At the end of the football match the man was _____ from cheering on his favourite team.
2 The children's _____ were swollen from hunger and lack of food.
3 The mother _____ from grief and pain.
4 The villagers sent a _____ to tell the local council about their concerns.
5 The farmers faces were pale and _____ from weariness.
6 The roots of the trees were all _____ and wound together.
7 The trees of the forest _____ with wild fruits.
8 We were so thirsty that the fresh lemonade tasted _____.
9 The weary soldiers stumbled over the rough _____.
10 Her ambitions were _____ when she was appointed the hotel manager.
11 Her _____ from the pain made her very happy.
12 My mother is always _____ me for not getting up on time.
13 The slave resented his _____ when he was captured.
14 The atmosphere was full of plots and _____ when my parents were planning my wedding.
15 Her boyfriend tried to persuade her by _____ to give in to him.

6 **Explain to your partner which poem you like best and why.**

B12.6 Language focus: Using *even*

The word **even** is used to show that something is surprising or unusual; it is more than we would expect.

1 **Listen while your teacher models the following sentences and note where the stress falls.**
She likes chocolate so much that she **even** eats it for breakfast.
We couldn't find it – **even** using the map.
Everyone failed the test – **even** Melesse who usually passes.

2 **Complete the following sentences with *even*.**
1 _____ my uncle can say thank you in English.
2 We _____ had chicken for lunch.
3 India is _____ hotter than Australia.
4 _____ Seble bought her a gift, although she never usually buys presents.
5 The film was _____ more interesting that I expected.
6 All my family enjoyed the party, _____ the youngest children.

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B12.7 Language focus: Present perfect and past simple tenses

In Unit 11, A11.10, we looked at using the present perfect to denote a period of time and the past simple tense to denote a particular time.

Examples:

He's never been to Gonder. (present perfect)

He went to Axum in 1999. (past simple)

The present perfect can also be used with *just* to show a competed action in the recent past.

Example: *She has just passed her final exams.*

Work in pairs to make up conversations about the following people and the things they have lost.

Example: *Mother talking to a policeman: her daughter / lost glasses / found at the bus station*

Mother: *My daughter has just lost her glasses.*

Policeman: *Here they are.*

Mother: *Thank you very much. Where did your find them?*

Policeman: *I found them at the bus station.*

1. Man talking to a policewoman: his brother / lost watch / found in the market
2. Girl talking to her teacher: teacher / lost car keys / found in the classroom
3. Woman talking to a policeman: my friend / lost her purse / found in a shop
4. Farmer talking to a friend: my father / lost goat / found in forest

B12.8 Language focus Past verb forms

Look at this sentence:

We were all looking for something that might be drinking at the waterhole and it was some time before we noticed that, behind us, a huge male lion had walked up to the bus and was looking at us suspiciously.

Now look at the time lines. Which underlined action in the sentence is represented by A, which by B and which by C?

The past simple	The past continuous	Past perfect
_____ B	_____ A	_____ C _____

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We noticed = an example of the past simple.
We were all looking for something = an example of the past continuous.
A huge male lion had walked up to the bus = an example of the past perfect.
We use these different verb forms to add interest to a story. If we used only one verb form all the time, for example when telling a story, it would be very dull.
The past continuous gives us information about what was going on in the background against which the events of the story happened.

Complete this story by putting the verbs in brackets into either the past simple or the past continuous. Write your answers in your exercise book like this: *1 = went*.

My family and I (1) _____ (go) to visit one of my father's uncles. He lives in the countryside. We (2) _____ (leave) early in the morning. As we (3) _____ (bump) along the country roads, we (4) _____ (see) the sun rise. The bus journey (5) _____ (take) three hours and then we (6) _____ (walk) for about 45 minutes. Uncle's house was a small hut with a shamba. When we (7) _____ , he (8) _____ (harvest) maize. He was very pleased to see us and (9) _____ (welcome) us warmly. It was a beautiful place – the shamba was full of vegetables and fruit. The air was fresh and everything was bright green. As we (10) _____ (sit) outside his hut under a mango tree, he (11) _____ (tell) us some stories. We (12) _____ (listen) so carefully that we (13) _____ (not notice) a snake which (14) _____ (make) its way into the compound. My mother (15) _____ (scream) and we all (16) _____ (jump) up. My uncle calmly (17) _____ (get) a stick and (18) _____ (start) beating a metal pot very loudly. The snake immediately (19) _____ (disappear). My uncle (20) _____ (run) after it, beating the pot loudly until he was sure it was a long way away.

B12.9 Writing: A letter to a friend

Write an informal letter to a friend about your experiences in Grade 10. Include information about your studies, learning strategies and goals during the year, and your hopes or fears for the next year.

B12.10 Study skills: Feedback and recommendations

1 **Discuss as a class the different learning strategies suggested during the year, and talk about what worked or didn't work for you.**

2 **In your group, choose one skill area (writing, vocabulary, grammar, etc) and write a list of successful strategies on a poster to share with future Grade 10 students.**

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B12.11 Fun with words: Number puzzle

Match the clues below with the numbers in the puzzle. Write your answers in your exercise book like this: *1 = d – 680*

	a 1	6	b 8	
	1		c 1	d 6
e 3	0			8
6		f 5	0	0
6		2		

1 A third of two thousand and forty.
2 The number of hours in a week
3 The number of toes on eleven children.
4 Ten times eight divided by five.
5 The number of days in a leap year.
6 The number represented by the Roman numeral D.
7 The number of weeks in a year.
8 The number of days in November.

Across: **a** = 2 **c** = **e** = **f** =
Down: **a** = **b** = **d** = **e** = **f** =

Assessment

1 Writing

Your teacher will ask you to write two to three paragraphs describing the life of your grandmother or grandfather.

2 Listening

Your teacher will read a dialogue about a wedding in Ethiopia. Listen, then complete the table below with brief notes about the events. You can supplement these notes with information you may have from your own experiences of an Ethiopian wedding.

First day	
Second day	
Third day	

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Revision 4 (Units 10–12)

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. How long does a Somali wedding traditionally last?
2. What happens during this period?
3. What kind of food is served at the marriage feast?
4. From whom do the bride and groom receive wedding presents?
5. Describe what a bride wears at her wedding.
6. Who arrives first during the wedding ceremony?
7. Where do the bride and groom sit?
8. What does the young couple exchange during the ceremony?

B Vocabulary and spelling

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

1. Give two examples of non-renewable energy.
2. What is meant by the term ‘fossil fuels’?
3. What is a ‘solar furnace’?
4. Name two advantages of solar energy.
5. How do human beings obtain energy to work?
6. What is meant by ‘kinetic energy’?
7. What is meant by ‘gravitational energy’?
8. What is meant by ‘biomass’?
9. How do we store electrical energy?
10. How does a hydroelectric dam produce energy?
11. What is meant by the letters CV?
12. What is the money you receive from an employer called?
13. Give another word for ‘arriving on time’.

C Speaking

Work in pairs to role-play an interview for a job in the tourist industry.

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D Language use

1 **Choose the best alternative to complete these sentences.**

1 If I saw a snake I _____ for help.
- **a** called
- **b** had called
- **c** will call
- **d** would call

2 If Makeda studies hard enough she _____.
- **a** would succeed
- **b** will succeed
- **c** shall succeed
- **d** succeeded

3 If the level of the sea rises, villages by the sea _____ getting flooded.
- **a** would not be
- **b** had not been
- **c** will not be
- **d** will be

4 If there were no criminals, the police _____ nothing to do.
- **a** would have had
- **b** will have
- **c** should have
- **d** would have

5 Travelling from one place to another would have remained difficult if the motor car _____.
- **a** had not been invented.
- **b** had not invented.
- **c** was not being invented.
- **d** did not invent.

6 _____ no central government at that time, there would have been no peace in the land.
- **a** There had been
- **b** Should there be
- **c** Had there been
- **d** If there was

7 If you listen to the radio regularly, you _____ better informed.
- **a** became
- **b** will become
- **c** had become
- **d** would become

8 If the Italians had not been defeated, Ethiopia _____ independent.
- **a** would have been
- **b** would not be
- **c** might not have been
- **d** must

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2 **Put these sentences into reported speech. Write them in your exercise book.**

1 The headmistress said, 'Speech Day will be in June.'

Example:

The headmistress said that _____

2 She asked, 'Are you ready for a lot of hard work?'

3 She said, 'Be ready to play your part!'

4 She asked, 'Will you stay after school to help with the preparations?'

5 She said, 'Don't wait for others to do all the hard work.'

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

1 We must study hard _____ prepare for the exams.
- **a** for
- **b** so that
- **c** in order
- **d** to

2 We must study hard _____ the exams.
- **a** for
- **b** so that
- **c** in order
- **d** to

3 _____ win more matches, the team must practise more.
- **a** So that
- **b** In order to
- **c** So as
- **d** For

4 My parents both work very hard _____ all the children can go to school.
- **a** so that
- **b** so as to
- **c** for
- **d** to

5 My brother always walks to work _____ to save money.
- **a** for
- **b** in order
- **c** so as to
- **d** so that

6 If you heat water to 100 ºC, it _____.
- **a** boils
- **b** is boiling
- **c** boiled
- **d** boil

7 If you want me to, I _____ home with you.
- **a** will walk
- **b** walk
- **c** am walking
- **d** walked

8 If I could be an animal, I _____ a lion.
- **a** am
- **b** will be
- **c** be
- **d** would be

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9 We won't catch the bus _____ we leave now.
- **a** if
- **b** if not
- **c** unless
- **d** when

10 _____ to go unless Abel comes with us.
- **a** I want
- **b** I don't want
- **c** I wanted
- **d** I didn't want

11 _____Grade 10 this year.
- **a** We might be
- **b** We were in
- **c** We shall be
- **d** We won't be

12 _____ why you are very happy today. It's your birthday!
- **a** I know
- **b** I will know
- **c** I knew
- **d** I am knowing

13 Please try to remember where you put your books. _____ them!
- **a** You lose
- **b** You are losing
- **c** You are always losing
- **d** You were always losing

14 We're having another test _____.
- **a** last week
- **b** every week
- **c** next week
- **d** a week ago

15 _____hard for our next test.
- **a** I study
- **b** I studied
- **c** I have studied
- **d** I'm going to study

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E Reading

Read this passage from Ghana and answer the questions.

As many thoughts flashed through Owusua's mind she settled on one. A year ago a friend of hers, by the name of Fati, had been forced by her parents to marry a young man she didn't like. This young man, Fosu, was a great hunter who gave Fati's parents a lot of the meat they needed. In fact Fosu had given them so much meat that they felt obliged to reward him with their daughter as a wife. Fati for one reason or the other didn't like Fosu. He was not the type of man she wanted for a husband.

He had asked Fati for a kola nut and she had bluntly told him she would not give him one. He expected Fati to step aside when she met him on the wayside as a sign of love and respect for a future husband, but she would not. Instead of being shy, and hiding when Fosu brought firewood and meat to her mother's house at night, she would sit on a chair by her brother and try to converse as if there were no important stranger in the house.

All through the ceremonies, Fati had always been forced by her parents to accept the hunter. She had been forced to dip her hand and bangle into the wooden cask of oil during the bangle ceremony. All along, Fati's parents encouraged Fosu to visit them weekly, but the more he came, the more Fati grew to dislike him.

Fati's mother took note of what was happening, but privately told Fosu not to worry. She said Fati would have to marry him as ordained by the tradition of the tribe.

Finally the day when the marriage was to take place came. That night, as usual, Fosu brought his bundle of firewood and meat after the evening meal had been eaten and all was set for the ceremony. Fati's mother asked her to come over, but she retorted, 'Na, you know that this man is not my husband. How many times do you want me to tell you this?'

'My daughter,' replied her mother, 'Fosu is young and strong and many girls, except you, would like him for a husband.'

'If many girls want him for a husband, they can have him. I shall not be his wife,' Fati replied.

'All this time I have been begging you to accept the man your father and I know is good for you,' her mother continued. 'You have no choice, dear daughter. Our people say that a child only suffers when the mother is not there. I therefore cannot allow you to suffer while I am still alive and strong. You will talk no more.

1 We can infer that Fati's parents wanted her to marry Fosu because:
- **a)** they loved him.
- **b)** Fati loved him.
- **c)** Fati liked eating meat.
- **d)** they had a lot of meat from him.
- **e)** they knew that Fati secretly loved him.

2 Fati indicated her unwillingness to marry Fosu by:
- **a)** hiding when he came to their house.
- **b)** giving him a sign of respect and love.
- **c)** saying he was not an important visitor.
- **d)** ignoring him, and talking only to her brother.
- **e)** not giving the traditionally recognised signals.

3 Fati's parents thought she would change her mind eventually when she realised that Fosu was:
- **a)** useful to the family.
- **b)** handsome.
- **c)** the best hunter in the village.
- **d)** generous.
- **e)** good at bringing firewood.

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4 Fati's mother told her that many girls would like Fosu for a husband in order to make Fati:
- **a)** hate the other girls.
- **b)** accept him for a husband.
- **c)** hate Fosu.
- **d)** treat Fosu politely.
- **e)** jealous.

5 Fati's mother is determined to:
- **a)** suffer for Fati.
- **b)** shut Fati's mouth.
- **c)** make Fati marry Fosu.
- **d)** allow Fati to look for a different husband.
- **e)** persuade Fosu to marry her daughter.

F Writing

Write easy-to-follow instructions on how to light a fire.

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Appendix 1

Verb forms

Regular verbs have several forms, as illustrated in this table with the verb *play*.

	Example	Form name
Form 1	**A** I want to *play* football. **B** I *play* football every afternoon.	**A** The stem of infinitive as listed in the dictionary. **B** The first person singular in the present simple.
Form 2	Seble *plays* football on Saturdays.	The third person singular in the present simple.
Form 3	We *played* football yesterday.	The past simple.
Form 4	They *are playing* football now.	The present continuous.
Form 5	They *have* just *played* football.	The past perfect.

Note:

- Forms 3 and the past participle in 5 are the same in regular verbs.
- Forms 3 and the past participle in 5 are the same in some irregular verbs.
  Example: Form 3 I *felt* ill yesterday. (past simple)
  Form 5 I have *felt* ill today as well. (past participle)
- However, Forms 3 and the past participle in 5 are different in some irregular verbs.
  Example: I *went* to the market yesterday. (past simple)
  They have just *gone* to the market. (past participle)
- The verb *to be* has more than five forms;
  be am are is were been

A large number of commonly used verbs are irregular. Some of them are listed below.

Irregular verbs

Form 1 *Infinitive*	**Form 3** *Past simple*	**Form 5** *Past participle*
(As listed in the dictionary)	(Yesterday …)	(He has just …)
awake	awoke	awoken
bear	bore	borne
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten, bit
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost

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Form 1 *Infinitive*	**Form 3** *Past simple*	**Form 5** *Past participle*
creep	crept	crept
cut	cut	cut
dig	dug, digged	dug
do	did	done
draw	drew	drawn
dream	dreamed	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leap, leaped
learn	learnt, learned	learnt, learned
leave	left	left
let	let	let
lie (meaning to *lie down)*	lay	lain
light	lighted, lit	lighted, lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen

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Form 1 *Infinitive*	**Form 3** *Past simple*	**Form 5** *Past participle*
run	ran	run
saw	sawed	sawn, sawed
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sown
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
speak	spoke	spoken
spend	spent	spent
split	split	split
spoil	spoilt, spoiled	spoilt, spoiled
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
tread	trod	trodden
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written
wet	wet	wet

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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.

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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?

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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 televison 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.

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Appendix 3

Vocabulary list

Unit 1

achievement, allotted, athlete, athlete, athletics, boycott, carer, centre, collectively, compete, counterpart, diet, dominate, dribbling, enhancement, ensuring, equipment, exclusive, feat, finance, fitness, fluke, football, forward, foul, goal, health, hurdling, hygiene, jogging, marathon, medal, opponent, orphan, participate, penalised, potential, qualify, record, regulated, relay, restrictions, running, score, shooting, soccer, spectator, sport, steeplechase, substance, variations, violations

Unit 2

accident, allergic, antiseptic, antiseptic, antiseptic acid, bandage, bleach, bleeding, blister, bruises, burn, casualty, circulatory, clinic, compresses, dressings, embedded, emergency, eye injury, fractures, germs, heart attack,, immunise, injure, insect bite, medicine, nose bleed, nostrils, pills, poison, poison, pus, recovery, shock, shock, snake bite, splint, sprain, sprains, sting, strains, swell, swelling, swells, symptoms, symptoms, tablets, tetanus, treatment, tweezers, unconscious, victim, vomit, wound, wound

Unit 3

body, cast, clue, cobbler, computer, cowboy, creation, crime, detective, dialogue, dye, gristle, gun, heroine, horse, kiss, modern, planet, poison, princess, romance, saddlebag, science fiction, space, spaceship, stranger, tannery, traditional, warder, wedding, western

Unit 4

administered, admittance, agony aunt, apologise, bullying, cheating, contraception, criminal, crippled, cruelty, crutches, decay, defiling, emergency, extinguisher, inflicted, irresponsible, penetrate, perfume, pregnant, reap, regret, scattered, tangle, tyrant

Unit 5

advertisement, associate, bill board, blunt, catchphrase, claims, clutter, commercialisation, consumption, copy, creativity, declining, delicious, discipline, display, diversity, effective, electronic media, elements, exceptional, excessive, exposure, fantastic, flexibility, gigantic, hilarious, iconic, illustration, impact, Internet, jingle, leaflet, lonely hearts, mandatory, manufacturer, media, memorable, monetary, on line, penetration, pharmacies, poster, product, programme, promotional, recognition, reproduction, reputable, ridiculous, second hand, shelf life, slogan, surgery, unique, vacancy, visible, visual, wordy

Unit 6

abnormal, abscesses, abuse, addict, addiction, addictive, additives, alcohol, average, banned, barbiturates, barred, blurted, burdensome, cannabis, capability, capsule, chat, chemical, circulation, cocaine, combinations, complex, condom, consequences, constant, consumption, contaminated, converted, cope, cramps, craving, crime, criminal, crystalline, cultivated, dealer, debt, decrease, dependence, depressant, descendent, devastated, diagrams, dependency, drugs, embrace, enhance, excess, exhilarated, fines, forfeiture, global, glucose, graph, habit, hallucinogen, hash, hazard, heroin, hooked, hygiene, illegal, illicit, immune, increase, induce, infection, inject, injurious, intense, irrationally, jangling, khat, malnutrition, marijuana, morphine, misuse, offence, opiate, originates, overdose, paranoia, peer pressure, personality, pharmaceutical, pharmacist, potent, potentially, poverty, prescription, prone to, psychological, psychosis, quantity, reality, recreational drug, recruited, relax, resin, smuggled, snorted, specific, substance, supervision, symptoms, synthetic, syringe, tip-off, toxic, trafficking, tranquillise, turnover, unlawful, unpollinated, valid, withdrawal

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Unit 7

aftershocks, assessed, authorities, avalanche, blizzard, bush fire, cascade, casualties, catastrophe, catastrophic, cholera, collapse, congestion, convulsing, cyclone, damage, devastation, disaster, drought, earthquake, epicentre, erosion, estimate, evacuate, facilities, flood, hampered, homeless, humanitarian, incessantly, infrastructure, inundated, looting, magnitude, morgue, personnel, priority, recorded, rubble, sanitation, shuddered, sporadic, submerged, surge, survivor, tornado, triggering, tsunami, turbulence, volcano

Unit 8

abusive, adopted, career, communities, compulsory, contribute, corporal punishment, cultural, curriculum, decentralised, discipline, distribution, duration, emphasise, enrolment, facilities, formal, illiteracy, imperial, implement, literate, lobbying, looting, malnutrition, nationalised, political, productivity, promoted, proportion, ragged, ratio, regime, sanitation, secular, shift, shortages, significant, statistics, survey, system, traditional, unified, visible

Unit 9

alkaline, alluvial, artificial, assess, atmosphere, benefits, brackish, canvas, capsized, cataracts, civilisations, clamber, clouds, clustered, compass, comrades, condense, construction, course, craft, decrease, dehydration, dejected, depended, deposited, deter, devise, devour, dredging, dynamite, endowed, evaporation, exposed, fishmonger, fragments, gangway, ground water, hazard, hull, hydro-electric power, ice, immeasurable, inedible, irrigate, jammed, lake, life raft, lucrative, lumbering, marine biologist, navigable, ocean, ordeal, pearl diver, polluted, precipitation, prow, rapids, reliable, resigned, resources, river, runoff, searing, shark, shipbuilder, smudge, snow, sodden, sombre, source, spar, sparingly, species, spring, subsided, sustenance, terrain, thwarts, troughs, turbines, turned turtle, unorthodox, vapour, vies with, waterway

Unit 10

atoms, battery, biomass, central heating, climate change, coal, convection, convert, crisis, dam, diesel, electricity, electromagnetic, electrons, energy, environment, firewood, fission, fossil fuels, furnace, fusion, gamma rays, gas, generate, gravitational, hydrogen, hydropower, kerosene, kinetic, longitudinal, mechanical, molecules, non-renewable energy, nuclear, orbit, panel, pollution, potential, power, radiant, renewable energy, replenished, reservoir, resource, satellites, solar power, sources, sunlight, technology, thermal, transform, uranium, vibration

Unit 11

ability, academic, achievements, acquire, advertisement, ambitious, applicant, application, attributes, candidate, career, clarify, clerical, crucial, CV (Curriculum Vitae), distinctions, employee, employer, experience, fluently, interview, minutes, motivated, negotiation, notions, optimist, personality, pessimist, prospects, prosperous, punctuality, qualifications, recruiting, referee, resignation, response, role, salary, secretary, self-motivated, typing, vacancies

Unit 12

abound, accommodation, ashen, bellies, best man, bondage, bouquet, bridesmaids, coffin, culture, deceased, deities, deputation, divine, divorce, engagement, entangled, flattery, fulfilled, gong, habits, hearse, hoarse, honeymoon, incense, intrigue, irritating, marriage, massage, moaned, mourning, polyandry, polygamy, relief, rites, ritual, ritualistic, scolding, terrain, traditions, traits, wake, wreaths

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Appendix 4

Listening Texts

UNIT 1

A1.3 Derartu Tulu

In the short history of women's Olympic distance running, Ethiopia's Derartu Tulu tonight became the first woman to win a gold medal at two separate Olympic Games when she defeated team mate Gete Wami in a magnificent 10,000 metres.

Tulu won a wonderfully symbolic 10,000 metres at the 1992 Games in Barcelona, defeating Elana Meyer of South Africa at the first Games since South Africa's readmission into the Olympic movement. Black and white African women embraced at the finish line, before sharing a lap of honour.

Tonight, Tulu took the lead at the bell and sprinted alone through the last 400 metres to win in Olympic record time of 30 minutes 17.49 seconds. Wami took second in 30:22.48 and the Atlanta champion, Fernanda Ribeiro of Portugal, gained the bronze in 32:22.88.

Afterwards, Tulu said the race had been a battle only between herself and Wami. "Fernanda and Tegla (Loroupe, of Kenya) were not in the competition. The competition was between the Ethiopians."

Comparing her two Olympic wins, she said: "In Barcelona, I was very young. Now I have a child and I'm very experienced."

B1.1 A great player

Edson Arantes do Nascimento, better known as Pelé, was born in Brazil in 1940. He was discovered at the age of 11 by one of Brazil' s premier players, and at the age of 16 on his first appearance for the Santos FC junior team he scored a goal right away in a 7-1 friendly victory over Corinthians. He soon became the top scorer in the league and was called up to join the Brazil national team. He went on to play in four World Cups with Brazil's national team. During his career he scored 1,281 goals in 1,360 games, and an average of a goal in every international game he played. This total is the highest achieved by a professional footballer. Since his retirement in 1977, Pelé has been a worldwide ambassador for football, has written several best-selling autobiographies and starred in several documentary films, as well as doing extensive work for children's causes though UNICEF.

B1.4 Keeping fit

If you want to become a good athlete, you should follow a few basic rules to maintain your body in a healthy condition. First of all remember your body is like a machine. If you feed it regularly and drink enough water, it will function well and you will avoid falling ill. That means of course that you should also eat a balanced diet, with the correct types of food: energy-giving foods such as rice, maize, bananas and yam; body-building foods such as meat, milk, fish and eggs, and protective foods such as fruit and vegetables. You must also ensure that you give your body enough rest so that you build up your strength while you sleep and feel refreshed when you get up in the morning. And finally you should take regular exercise so that your body can function like a well-oiled machine and will not let you down when you want to take an active part in games and sports.

UNIT 2

A2.3 Watch that baby!

Etenesh was cross. She wanted to go out with her friends, but Mother had told her she must stay in and look after the baby. "Why me?" Etenesh asked. "I always have to look after her."

Etenesh's family lived next door to my mother's friend Weizero Fetia. She is fat and laughs a lot and we all like her. She cooks good food and tells us funny stories, and she is always laughing. We call her Weizero Ha Ha. Her husband comes home at night and eats the food she cooks. He drinks a lot of coffee and laughs at the radio. We call him Ato Ha Ha. They have many children who are all fat too. The smallest is Baby Ha. She crawls around the house and laughs, but no one looks after Baby Ha.

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Weizero Ha Ha's house is not clean. There are things all over the floor. There are cooking pots and knives on the floor, and chickens run around inside the house. Weizero Ha Ha cooks on a paraffin stove on the floor. She keeps the paraffin in a bottle which she puts on the floor, and she keeps the matches on the floor too.

My mother went to see Weizero Ha Ha. She told her, "Don't put things on the floor. They might cause an accident. Baby Ha might drink the paraffin or cut herself on the knives." But Weizero Ha Ha just laughed at her.

Near the house the grass is long, with broken bottles and rusty wire in it. Rats live in the grass and last week I saw a snake. My mother said to Ato Ha Ha, "Why don't you cut the grass? Baby Ha might have an accident or get bitten." Ato Ha Ha laughed at her. He just went into the house and played the radio and drank beer.

My mother said to me later, "Many children have accidents at home. Some get bitten by snakes, or get cuts on their feet and do not wash them. Then the cuts go bad and the children must go to hospital. Last year ten children in the village had burns from accidents from stoves and cooking fires, and two of them died."

Just then we heard a cry from next door "Waah! Waah…!" The chickens ran out of the house and I ran inside. Baby Ha was on the floor crying and crying. But that was not all. The paraffin stove was on its side on the floor. The hot cooking pot was on the floor beside it and the bed was on fire. Mother and Weizero Ha Ha ran into the house as well. We took Baby Ha outside, then I ran to fetch some water. In the end we put out the fire, and the house was saved.

"That's why you must look after your baby," Mother said to Abeba later on. "You see, accidents can happen only too easily."

A2.9 A nose bleed

At the next meeting of the Health Club, the health worker told the members how to help someone with a nose bleed. She said the best thing was to tell the patient to sit down and breathe through the mouth. Then the patient should pinch the soft part of the nose, at the same time tilting the head forward and down. If the bleeding does not stop after 10 minutes, take the patient to the clinic.

B2.7 What would you do?

One evening Gemechu and Makeda were getting water from the pump at the end of their street when they saw a bag lying by the side of the road. "I wonder what's inside that bag," said Gemechu. "Let's pick it up and see."

Inside the bag was a small box. Gemechu opened the box and said, "Look, there are sweets inside. Let's eat them. Here, you are, have one," and she offered the box to Makeda.

But Makeda said, "No, we shouldn't eat them. Firstly, they aren't ours. Secondly, we don't know what they are."

"Come on. Nobody will know that we found them, and they look nice," said Gemechu. "I'm going to have one."

"No, don't. Look, there's something printed on the box. It says 'Keep out of children's reach'," said Makeda.

"What should we do with them?" asked Gemechu. "Shall we throw them away?"

"No!" said Makeda. "We shouldn't throw them away. A baby, who can't read, might find them and eat them. They may be poisonous and would kill him. I think we ought to take them home and show them to Mother. She'll know what to do with them."

The two girls took the box home and showed it to their mother. She was shocked when she saw the box. "My goodness," she said. "These aren't sweets, they're pills. It's a good thing you didn't eat them."

Gemechu said, "Why, Mother?"

"Because they could make you very ill," Mother replied. "If you ever find anything and you don't know what it is, you shouldn't touch it. One of you should get help from an adult and the other one should stand some distance away from it and stop other children from touching it. Do you understand?"

"Yes, Mother," said the girls. "We promise that we'll never touch any strange thing again."

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UNIT 3

A3.2 Talking about stories

1 I will always love you…
2 Long ago there was a king who had a beautiful daughter…
3 Lishan sucked in his breath in fear as a strange form gradually appeared out of the mist …
4 The cowboy stood stock still in the sun, a gun in either hand…
5 Trees are the kindest things I know,
They do no harm, they simply grow …
6 The footprint in the mud and the broken glass were important clues …
7 My blood ran cold as the killer approached our hiding place …
8 Once upon a time Warthog and Lion were friends …
9 The spaceship approached the strange planet …
10 We knew we had to cross the river, but we had no way of knowing how deep it was or what we might find on the other side …

A3.5 Ben and the Devil

On the spot where the hotel called 'The Disappearing Devil' is now, there used to be a tailor's shop. A man called Poor Ben lived and worked there with his wife. He was the son of a shoemaker and worked as a shoemaker himself before he became a tailor.

When Ben was 19 he got married and his wife never stopped complaining about how poor they were. On his 21st birthday Ben was very unhappy. Everything had gone wrong that day. His wife had not stopped crying. He needed money. "I'd sell my soul for a pot of gold," he cried.

Suddenly he saw a dark stranger standing in front of him. It was the Devil himself. "I'll give you your pot of gold, Ben," he said, "if in five years' time you give me your soul."

Ben needed the money so badly that he agreed. The Devil disappeared. Ben and his wife were very happy and they enjoyed spending the gold.

Five years passed. On the anniversary of the day that Ben had received the gold, the Devil reappeared. "I have come for your soul," he said.

"I am ready," said Ben. "But I want one more wish."

"All right," said the Devil, "but be quick. We have a long way to go."

Ben said, "I wish you were back in hell, never to return." The Devil immediately flew through the air on to the back of a goat and they never saw him again. Ben and his wife lived happily for many years.

UNIT 4

A4.2 The story of an orphan

Sometime in late 1995 I was sleeping in a hut with my grandmother. There was a noise in the compound. The door was forced open and torchlight flashed in my face.

Four men pulled me out of my bed. My grandmother pleaded with them to leave me since I was still quite young and an orphan. I struggled with them and tried to bite one of them. He gave me a strong blow on the back of my head as they pulled me outside. In the compound there were already a number of other children tied together with sisal ropes around their waists.

I was given a heavy load of groundnuts to carry with the warning that if it fell down, I would be killed. The following day, I was given mortar shells tied in a piece of cloth to carry. They were very heavy. I also feared that they might explode at any time. At the time there was a man with a gun following me and watching me closely so that I didn't throw down the shells. This quite frightened me.

As it approached evening time on the second day of my abduction we were walking in a single line. It was getting dark and rain clouds were starting to gather with thunder and lightning. I slid off the line and hid in an abandoned house near where we were passing. Luckily, the adult rebel in our group was still behind me and did not see me.

In the morning I tried to retrace my way back through the bushes. In the jungle I was alone, hungry and thirsty, with nothing to eat. For three days I was lost. I fed on wild fruits and drank stagnant water. I was eventually escorted home by some kind people I met on the road. I was sick for some days.

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I still get bad dreams and wake up shaking and sweating. Even when I am not asleep I get bad dreams. I hear the rebels threatening to kill me. I see a long line of frightened children tied with ropes and hear rebels with guns and pangas ordering them to kill the children ... and I feel very frightened.

UNIT 5

A5.2 Match the products

1 **Rainbow cars**
Reliable driver
Any distance, any destination
Business and pleasure
Let Rainbow take the strain out of driving.

2 **Urgently required**
Male or female security staff
Good wages, reasonable hours
Contact the Personnel Manager,
Securico, P.O. Box 35, Addis Ababa

3 Until three months ago these children were in mortal danger
They nearly lost their lives. They had not been vaccinated.
They could have caught every disease around. What a risk!
Ask your family and neighbours if their children have been vaccinated.
ASK THEM TODAY!
Give the children a fair chance to live!

4 **Helping hands**
Domestic services
Weekly, Monthly and One Off Cleans
All your domestic chores undertaken
A Friendly, Professional and Reliable Service.
Call now for a very competitive quote!

5 **SEAVIEW BUILDERS**
- Building services
- Extensions and alterations
- Kitchens and bathrooms
- Brickwork & carpentry
- Plastering and rendering
- Windows and glass doors
- Balcony re-builds & repairs
- References on request

For a FREE quotation call today.

6 **ABEBE BEKELE**
Interior and Exterior Painting and Decorating
Reliable. Fast. Tidy.
Free estimates.
Don't delay! Phone today!

Shea butter has a number of valuable properties. It melts easily into the skin without leaving a greasy feeling. It can make your skin feel soft and smooth. It can be used in cooking, in hairdressing and in candle-making. Nigerians use it for medicinal purposes because it relaxes the muscles in the face and helps respiration.

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B5.1 Successful advertisements

Advertisements are easy to identify. Sometimes this is because they have big pictures and few words. But it is also because of the kind of language they use. They often use slogans: that is, a memorable phrase that is used in all advertisements for the same product, e.g. (an advertisement for a deodorant) *Stay cool with Stay Cool.* However the language of advertisements often gives an opinion rather than facts. When looking at an advertisement, it is important that we can tell the difference between facts and opinion.

The purpose of advertisements is to make us aware of a product or service and, more than that, it should make us choose it over other similar products. To do this, they sometimes contain information which may be misleading. It may create an impression which is not based on fact.

Example: *New improved Splash cleans better.*

Both *improved* and *better* are misleading. In what ways has the product been *improved*? In what ways does it *clean better*? Is it *better* than it was before or *better* than other products?

Also important are the images or pictures in advertisements. Advertisers often try to create a lifestyle that comes with a product. In advertisements, we don't see wrinkled old men advertising soap or a medicine being sold in a dirty shop.

UNIT 6

A6.3 *"E" is for Empty*

Daniel, 17, wanted graduation night to be special. So, he reached into his pocket and took out some Ecstasy pills. They looked harmless enough, but Daniel found out the hard way how dangerous Ecstasy can be. "My heart was racing so fast. I thought I was having a heart attack," he said. A friend helped him to the party because his legs wouldn't stop trembling. Daniel tingled from head to toe. "Then I hit a peak," he said. "I felt like a movie star."

Later at a friend's house, Daniel crashed into gloom and confusion. He swallowed two more "E" pills. Taking multiple doses within a relatively short time multiplies the toxic risks of any drug. With Ecstasy, "stacking", or doubling the dose, carries especially high risk. The level of Ecstasy builds up and the user's body can't keep up with the amount of the drug in his or her blood. That's what happened to Daniel. "I lay down on the bed for a few minutes and couldn't lift my head," he said. "My legs were rocking back and forth."

The following weekend, Daniel took "E" at a party where some 200 kids were dancing. Before long Daniel was selling the drug. "I'd walk into a party and yell 'E' and people would crowd around. I felt a sense of power." With the profits, he bought more Ecstasy which he took often, always with other kids. "I did drugs so I didn't have to feel alone," he said.

Soon Daniel was taking up to five "E" pills a day. Desperate to feed his habit, he started selling cocaine and methamphetamine as well as Ecstasy. "I was skinny. My skin was the colour of paper. My teeth were rotting and falling out," Daniel said. "I would steal anything I could get my hands on. I stole money from my dad. I didn't see anything wrong with the way I was acting."

Once, a friend's mother wanted to buy drugs from Daniel. When he delivered the bag of speed to the house, Daniel watched his friend's face crumple in sadness. "I felt really bad. I saw lives being destroyed because of what I was doing," he said. "I'd see people get real bad with E. They'd sell the shirt off their backs. This guy once offered me his bicycle for 40 pills. People tried to give me watches and stuff that I knew they had stolen from their families. Another guy wanted to give me some women's jewellery and a 40-speed bike for a couple pills of E."

On New Year's Eve, Daniel's girlfriend called him a "drug addict" and a "lowlife". He ran out of her house. "Staring at the city hotels and gas stations, I thought I'm going to be living alone in the streets, and that scared the daylights out of me," Daniel recalled. The next morning, he went to his father and said, "Dad, I need help."

Now a resident of a drug-treatment centre in California, Daniel has been clean for six months. He's gained weight, and he cares about himself again. But he worries about Ecstasy's long-term effects. "I feel like I've suffered brain damage," he said. "Sometimes I get stuck in conversations, because I can't find a word." Other times he walks along the street and stops in horror, forgetting where he's going.

Daniel is trying to understand his past and piece his life back together. "I got into drugs because I felt like no one liked me. I didn't care about anyone or anything. I just cared about doing my own thing, selling and

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partying. Then nobody wanted to be around me because of the drugs, I'd take out anyone who got in my way and I ended up completely alone," he said. "I feel like a new person now. I tell other kids who are using drugs "Get out while you can. It starts out as all fun, games and parties but it leads to real nasty things. You become your own worst enemy."

UNIT 7

A7.2 Floods in Bangladesh

The South-Asian country of Bangladesh is prone to the natural disaster of flooding, situated as it is on the Ganges Delta and its many tributaries which flow into the Bay of Bengal. 75% of Bangladesh is less than 10m above sea level and 80% is flood plain. Coastal flooding and the bursting of Bangladesh's river banks are common and severely affect both the landscape and Bangladeshi society.

Flooding, when about 26,000 square kms (about 18%) of the country are inundated, normally occurs every year during the monsoon season from June to September. The heavy rainfall of the monsoon is added to by enormous amounts of water from four major rivers: the Padma (Ganges), the Brahmaputra, the Jamuna and the Meghna. All are filled up from the melting snows in the Himalayas. During severe floods, the affected area can exceed 60% of the country. In 1998, over two-thirds of the total area of the country was flooded.

Small scale flooding in Bangladesh is required to sustain the agricultural industry, as sediment deposited by floodwaters fertilises fields. The water is needed to grow rice, so natural flooding replaces the need for artificial irrigation.

Floods in Bangladesh can be divided into four categories:

- Monsoon floods: seasonal floods which increase and decrease slowly, inundate vast areas and cause huge losses to life and property.
- Flash floods: where water increases and decreases suddenly. They generally happen in the valleys of the upland areas.
- Tidal floods: short-lasting and reach heights of generally 3-6m. They commonly block inland flood drainage. Storm surges caused by cyclones can swamp the low-lying coastal strip.
- Rainwater floods: the build up of rainwater in heavy storms can cause localised flooding.

During the major floods of 1988 and 1998 the waters inundated about 82,000 km^2 of land. In 2005 rainfall, together with very high flows of all the major rivers of the country, flooded dozens of villages when, in only three days, rain pushed the rivers of northwestern Bangladesh over their banks. The flood lasted 15 to 20 days and many crops were destroyed or damaged. 40% of the capital, Dhaka, the capital of Bangladesh, was underwater and aid agencies warned about water-borne diseases once the water finally receded.

While the monsoon season always brings flooding in Bangladesh, devastation on the current scale has recently been happening on a 10-year cycle. Deforestation may be partly to blame, causing soil erosion which reduces the ability of the land to absorb water. Irrigation for farming is a factor, because this causes river channels to silt up, reducing their capacity to hold flood waters. According to some experts, irrigation interferes with river drainage into the sea. Climate experts also believe global warming is partly to blame, by increasing monsoon rainfall and speeding up the melting of Himalayan snows.

UNIT 8

A8.2 Education in Ethiopia – Where is it going?

Education is the major agent for change leading to advanced and sustainable development in our country. It lays the foundation for a variety of positive initiatives, and helps create civilised and orderly citizens. In addition, education has the potential to empower women and make them a part of the global economy.

The status of education in Ethiopia has been affected by various factors, such as historical events, economic activity, political unrest and social acceptance. In Ethiopia, education is a recent phenomenon. The last emperor, Haile Selassie, introduced modern education in the late 1960s, but its impact was insignificant, and as a result the rate of illiteracy increased. Currently, the distribution and quality of education at every level is improving, although there is still much to be done with regards to building schools which provide an excellent education with adequate facilities.

The cost of education in Ethiopia varies according to the type and standard of schooling available. About 80 per cent of the population live in rural areas and are unable to meet the high costs of schooling. These

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people lead lives which are mainly based on subsistence farming. The government therefore has introduced incentives aimed at helping the rural population of Ethiopia, which exempts them from paying tuition fees.

However, urban areas seem to enjoy a better quality of education, where schools benefit from experienced teachers and adequate educational materials. In 2006 primary education reached 89.41 per cent of children, and secondary level education reached 30.9 per cent. The technical and vocational education also showed an increase in students from 3,000 to 110,000. About 100,000 university students are currently enrolled in government institutions and 91,000 students are learning in private institutions.

One point worth noting is that the gap in the distribution of education among boys and girls has narrowed by 10 per cent, although the statistics project further development.

UNIT 9

A9.2 The Rift Valley lakes

The Great Rift Valley runs from north to south for around 6,400 kilometres, from northern Syria to central Mozambique in East Africa. Astronauts say it is the most significant physical detail on the planet that is visible from space. In Africa, the terrain ranges from salt flats more than 152 metres below sea level, to towering, snow-capped mountains. The Rift is known for its spectacular scenery and abundant, sometimes unique, wildlife. A series of some 30 lakes lies along its length. The African Rift Valley lakes include some of the oldest, largest, and deepest lakes in the world. Many are freshwater, while others are alkaline or soda lakes.

The Ethiopian Rift Valley forms the northernmost section of the African Rift Valley and splits the Ethiopian highlands into northern and southern halves. The Ethiopian Rift Valley lakes occupy the floor of the Rift Valley between the two highlands and most are alkaline. Most of the Ethiopian Rift Valley lakes do not have an outlet and as such form small pockets of water in the land which the local people have come to live off. Lake Abaya is the largest Ethiopian Rift Valley lake; Lake Shala is the deepest Ethiopian Rift Valley lake.

South of the Ethiopian highlands, the Rift Valley splits in two. The **Eastern Rift** is home to the Kenyan lakes, while most of the Central African Rift Valley lakes lie in the Western Rift. Lake Turkana is the largest of the Kenyan lakes, on the border of Kenya and Ethiopia. The Kenyan section is home to eight lakes, of which two are freshwater and the rest alkaline. Of the latter, the shallow soda lakes of the Eastern Rift Valley where crystallized salt turns the shores white, are famous for the large flocks of flamingo that feed on shellfish.

The lakes of the **Western** or Albertine Rift, together with Lake Victoria, the second-largest freshwater lake in the world, include the largest, deepest, and oldest of the Rift Valley lakes. The Western Rift Valley lakes are freshwater. They are also referred to as the Central African lakes. Lakes Albert, Victoria, and Edward are part of the Nile River basin.

The **Southern Rift Valley** lakes are like the Western Rift Valley lakes in that, with one exception, they are freshwater lakes.

A wide variety of fauna inhabit the Rift Valley. Those parts that are grasslands contain a greater concentration of wild animals than any other area of comparable size. Species unique to the Rift Valley include the mountain gorilla that is found on the forested slopes of the Virunga volcanoes and fish that dwell in the alkaline springs.

B9.3 Lost at sea

On April 10th 1912 RMS *Titanic* set from Southampton for New York with more than 2,200 passengers and crew. Four days into its journey the Titanic struck an iceberg and sank at 2:20am on April 15th. 1,517 people died in the tragedy, most of them due to the fact that the ship only had enough lifeboats for 1,178 people.

The night of Sunday, 14 April 1912, was calm and clear, but the moon was not visible. The temperature was close to freezing, making icebergs a real threat; Captain Smith had altered the ship's course slightly to the south to allow for the warnings that had been issued. During the course of the day, two warnings, one from the steamer Amerika, told Titanic that large icebergs were in its path, but neither message was relayed to the captain on the bridge.

Around 23.40, the ship's lookout sounded the alarm, and telephoned the bridge with the warning, "Iceberg, right ahead!". The boat made a sharp turn to port (left), and the iceberg glanced along its starboard (right) side. There was damage to the hull in several places, including some below the waterline, and the ship began to take on water in its forward compartments. *Titanic* was designed to withstand some degree of

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leaking; it had watertight doors to seal the water into the compartments. However, the damage stretched over 90 metres along the length of the ship and the weight of the water was too great for the ship to withstand.

The passengers and crew were unaware of the ship's predicament for a long time after the collision, and although Captain Smith stopped the ship and readied the lifeboats, passengers were reluctant to leave the *Titanic*. The first lifeboat was launched at around 00.40 with 28 people on board, even though it could have taken 65. Part of the problem was that many of the Third Class passengers were unable to find their way to the lifeboat deck through unfamiliar parts of the ship. Another problem was the "Women and children first" rule for loading lifeboats; men could board only to serve as oarsmen.

As the weight of the water in the front of the boat increased, it began to list forward and by 02:05, the entire bow had been pulled under water, causing the stern to rise up out of the water. The remaining passengers onboard the ship panicked and many jumped into the freezing sea to escape the tilting boat. The stress the *Titanic* was under finally caused it to break apart; the bow sank first, followed by the stern a few moments later at 02:20.

Several ships responded to the distress call sent out by the *Titanic*, but even the closest ship was 93 km away, and would have taken roughly four hours to reach the *Titanic* – too late to rescue all the passengers. Strangely, the lights of a nearby ship could be seen off the port side of the *Titanic* but it did not respond to wireless, Morse lamp signals or distress rockets.

UNIT 10
A10.2 Different forms of energy

What is energy?

Energy is the power needed for any activity. Nothing moves without some kind of energy.

What is energy used for?

Human beings need energy to stay alive and to move around. Energy is used for all activities that are basic to human survival such as cooking and pumping water. We also need energy to improve the quality of our lives: for transport, light, communications, refrigeration and so on. As a country develops still more energy is needed for industry and business, for schools and hospitals.

Where does energy come from?

Energy for our bodies comes from food. For other activities we use various sources of energy. These are either renewable or non-renewable. Renewable energy can be replaced or used again. Non-renewable energy cannot be used again.

Non-renewable energy includes oil, natural gas and coal. These are known as fossil fuels. They were formed in the Earth millions of years ago. Burning fossil fuels causes pollution. They are, however, the most common forms of energy. Oil accounts for 34.8 per cent of all the energy used in the world, coal makes up 23.5 per cent and natural gas 21.1 per cent.

Renewable energy includes water power or hydro-electric power (created by large dams), nuclear power, wood, solar power (from the Sun) and wind power. These forms of energy will not run out. Some of them have disadvantages, however. For example, the building of dams to make hydro-electric power takes away people's homes and land and destroys the natural habitats of many plants and animals. Nuclear power creates radioactive waste and the problem of what to do with this waste has not been solved. Using wood can be bad if too many trees are cut down, but if new trees are planted as older trees are cut down, this reduces the problem.

Renewable energy accounts for only a small amount of total world energy consumption. Nuclear energy makes up 6.8 per cent, hydro-electric power, 2.3 per cent, and wood 11.0 per cent. Other renewables, such as wind and solar power, which are clean and have little impact on the environment, account for only 0.5 per cent.

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What is the energy crisis?

This is the fact that the world depends on non-renewable fossil fuels which are running out. It is estimated that by 2050 known supplies of oil will have finished. If this happened tomorrow, the world would come to a stop because we are dependent on oil, particularly for transport. There is not enough renewable energy at the moment to meet the world's energy needs.

What can be done about the energy crisis?

There are two things. Firstly, energy conservation, that is, to reduce the amount of fossil fuels that we use. This will mean that supplies will last longer. Conserving or saving energy is something we can all do in small ways. We can reduce the amount of electricity we use, by turning off lights and by making sure we close the door of the refrigerator and freezer quickly. People with cars can use them less and can use public transport, walk or cycle. This will reduce the amount of oil we use.

Secondly, we can use less fossil fuel by increasing the supply and use of renewable energy sources. This will be very expensive.

What can developing countries do about the energy crisis?

The developed countries use very large amounts of fossil fuels every day. The United States uses far more oil than any other country. In comparison the developing world consumes a small fraction of world energy. In these countries people depend on traditional energy sources, principally wood. This is because electricity is either too expensive or not available. The more a country develops, the more it depends on oil and other fossil fuels to provide energy for transport and for making electricity. This means that developing countries will also be affected by the energy crisis. Therefore we should reduce the amount of fossil fuels we use.

UNIT 11

A11.2 What do employers expect?

What do employers expect from a school leaver? The answer to this question is not easy, but in general employers seem to look for a number of qualities in job applicants.

In the first place, employers like would-be employees to know their own minds. They like applicants to be decisive – to have a clear idea of what they want to do in life, as well as realistic notions of what is involved in achieving their goals. Thus, applicants who are career conscious definitely stand a better chance than those who are indecisive.

Clearly, applicants can only show this quality if they have done some homework before the interview, to find out something about the organisation they are applying to join, and to understand the kinds of opportunity that might open up. They should also find out if possible about the history, aims and problems of the organisation; its products, if any; its training programmes; and the long-term job prospects. Showing evidence of your interest in the organisation will impress the interviewer. However, this does not mean that the applicant should try to appear a 'know-it all' at the interview. Far from it! While employers expect certain minimum academic achievements in their would-be employees, they are far more interested in whether the applicant is ready, willing and able to learn, often from fellow-workers who may, on paper, be far less well-qualified.

This last point is crucial. A new employee must have respect for those already employed in the organisation, even if the latter are less-qualified. There are plenty of older employees around who, when young, did not have the same educational opportunities as the present generation. There can be no future for those new employees who look down on any of their colleagues or senior officers on these grounds. On the other hand, employers do like their young workers to be reasonably ambitious. Organisations depend a great deal for their growth and prosperity on the willingness of their younger employees to improve themselves, and a spirit of friendly competition is usually highly desirable, provided it is carried on in a reasonable way.

However, ambition is not the same thing as greed. Many young people, when they first get a job, think that the world is at their feet. In their desire to impress their friends and relatives, they often bite off more than they can chew in terms of financial obligations. It is easier to apply for a car or motor cycle loan than

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to make sure you have enough money left to pay off your debt. Employers lay great stress on new employees having a realistic judgement of their income, so that they can budget properly in their personal affairs.

One last point is worth mentioning: it pays to dress conventionally and smartly. It would be foolish to throw away your chance of a job, or of promotion once on the job, merely because of your clothes.

B11.1 Interview questions

What subjects do you study?
Why do you think this job / course is right for you?
What do you know about this job / course?
Do you play any sport?
What other interests or hobbies do you have?
Have you any previous experience of this kind of work?
Do you speak any foreign languages?
What would you like to be doing in five years' time?
Do you have any computer skills?
What sort of salary are you looking for?

UNIT 12

A12.2 Weddings

The Gikuyu

When a Gikuyu man wants to marry a certain woman, he tells the elders of his village and they then go to meet the elders of the woman's village, taking small gifts with them. Eventually they begin negotiations over the bride price. The amount nowadays depends on the girl's education and social status. Once the bride price has been paid, the marriage can take place. On the wedding day, the groom goes to the bride's house in a group of cars. Their way is blocked by the women of the bride's village. They negotiate by song for gifts such as blankets, tea and sugar. The groom is then let in. The couple are usually married in a church, then there will be a large reception for the whole community in a nearby hall or field. Large amounts of food are served and gifts are given to the couple by the community. These may include furniture. Speeches are then made. In the evening there is a party which is usually held in a hotel. The couple open the party with a dance and then leave. They go and start their life together in their house. The guests stay on at the party, celebrating all night.

San Bushmen of the Kalahari

A San marriage is arranged by the parents of the boy and the girl. It may be arranged before the girl is even born. Traditionally, girls marry at the age of 12 or 13 while men are between 20 and 30. When the parents meet to arrange the marriage, there is an exchange of gifts, but no bride price or dowry is paid. The future bride's parents want a boy who is a good hunter. A hut is built for the couple and the girl lives in it before the wedding while the man sits outside. The wedding itself takes places when coals from the fires of both families are brought to the couple's hut and a fire is made. There are celebrations but the couple cannot take part in them. They are left in the hut. The couple live with the bride's family after the wedding and the groom hunts for them. They stay there until the young girl has matured and maybe has had two or three children. The couple then move to live with the groom's family. In the San culture monogamy is usual but polygamy – when a man has more than one wife, and polyandry – where a woman has more than one husband, both exist.

B12.1 Two grandmothers remember

Louam: Hello my friend. It's a long time since we last met. How are you and your family?

Jalene: Very well, thank you. We are just celebrating the birthday of our third grandson.
How time flies! I remember when I was married 40 years ago. In those days girls were formally contracted in marriage as young as seven or eight; however, they had no sexual relations until they were at least 15 and strong enough to bear children.

Louam: Now, parents cannot afford to marry off their children at a young age; on the other hand, sexual relationships are beginning much earlier and young people are making their own choice of marital or sexual partner.

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Jalene: Yes, I disapprove of this trend as several say that young people no longer listen to or obey their parents and children today lack respect for their elders.

Louam: I remember when I was married in 1970. I was 12 and my future husband Getahun was 24.

Jalene: I was married at the age of 10, and didn't go to school. Until I was married I helped my mother with the household chores. Then after marriage I lived in the house of my husband's parents and soon became pregnant.

Louam: Yes, it was important to have children in those days to help support the family. I had three, all very quickly after the wedding.

Jalene: Like you, I didn't go to school, but helped my husband in the field and went home earlier to prepare his food. Now my five children are all grown up and my grandchildren go to the new school built by the government.

Louam: How times have changed! But how is your husband?

Jalene: Sadly, he died last year. Relatives from the village announced his death to the community and summoned the villagers to the funeral.

Louam: Oh! I am sorry to hear your sad news. Fortunately my husband is well, though he suffers from pains in his back after the long years spent in the fields.

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Appendix 5

Writing a formal letter and CV

When you want to apply for a job, you need to write a curriculum vitae (CV).

This gives the person who interviews you a short summary of who you are and what experience you have.

The opposite page illustrates a sample CV and application letter for the job advertisment below.

Deep Purple – *a top retail clothing outlet in Ethiopia – is offering exciting management trainee opportunities nationwide.*

On completion of your training, you will be able to:

★ Control **stock**
★ Manage staff effectively
★ Train and develop members of staff
★ Ensure customer satisfaction
★ Meet sales targets

The ideal candidate will need:

★ Computer **proficiency**
★ Good people skills
★ An ability to stay calm under pressure
★ A valid drivers' license
★ Some retail experience

To apply send your CV and application letter to: recruitment@deeppurple.com.

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Curriculum Vitae

Ayantu Senait

PERSONAL DETAILS:

Surname:	Senait
First name:	Ayantu
Address:	54 Milo Road Dire Dawa
Tel:	01-555-6786
E-mail:	ayantu@yahoo.com
Age:	18
Marital status:	Single
Driving licence:	Yes

FORMAL EDUCATION:
Grade 10

WORK EXPERIENCE:
Sept 2008 – Present: Express Clothing
Duties include helping customers, working the cash register, maintaining stock
May 2007- Aug 2008: On Point Promotions
Duties included handing out flyers and making phone calls

SKILLS:
Proficient in all MS Office programmes including: MS Word, Powerpoint, Excel

REFERENCES:
Ibrahim Bontu – 01-555-8734
Store Manager, Express Clothing

PERSONAL STATEMENT:
I believe I am a hard-working, motivated individual who enjoys a challenge. My goals are to gain a management position in the retail market where I can continue to develop. I am a patient person and good with people.

Dear Sir or Madam

I'm writing with reference to the job advertised in The Star. I have two years experience working part-time in the retail clothing industry and I have a real interest in gaining experience in retail management.

I feel I am an excellent candidate for this position.
I have just passed my driving licence and have completed senior secondary school. In addition, I am proficient in computers and am familiar with most MS word applications. **(a)** I believe I am good with people and have the ability to remain calm in stressful situations. **(b)**

I would welcome the opportunity to be interviewed for this position. **(c)**

I look forward to hearing from you. **(d)**

Yours faithfully

Ayantu Senait

Ayantu Senait

(a) Mention your specific experience in the field in which you are applying.
(b) What characteristics make you good for the job.
(c) Request an interview.
(d) Commonly used as a closing line when you are expecting a reply.

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