

Part A

Objectives

In this part of Unit 11 you will:

- talk about NGOs
- listen to an interview with the director of an NGO
- develop your ability to use the present perfect
- discuss why people want to work for an NGO
- learn how to compare data
- discuss whether we need foreign aid workers
- read a newspaper report
- talk about NGOs in your area
- create an NGO and write a brochure about it
- talk about strategies you can use to improve your listening.



A11.1 Introduction: NGOs

In Unit 10 our topic was development. NGOs play an important role in development in Ethiopia and around the world.

Work in a group and discuss these questions.

- 1** What do the letters N-G-O stand for?
- 2** Look at these logos of organisations involved in development and relief in Ethiopia.
 - a What are their names?
 - b Which are NGOs, and which are part of the United Nations?



- c What kind of work does each of these organisations do?
- d Do you know the names of any other NGOs and the kind of work they do?

- 3** Complete this definition: *An NGO is ...*



A11.2 Listening: Interview with the director of an NGO

Your teacher will read you an interview with the head of an NGO.

- 1 Listen and pick out the main points in each of the answers the interviewee gives. Your teacher will read the interview twice.**

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

Question 7:

- 2 With a partner and referring only to your notes, try to identify what questions were asked. Write them down in full. Then listen to your teacher reading the interview again to check to see if your questions are correct.**
- 3 Role-play this interview with your partner.**
- Take it in turns to play the part of the interviewer and the interviewee.
 - Use the questions and your notes to remember what was said.

A11.3 Language focus: The present perfect

When talking about events in the past and present, it is often difficult to know which verb form to use: past simple or present perfect. Usually there is some kind of time expression which can help us.

To review:

How the present perfect is formed and its use see B1.3

Prepositions of time see B9.6

1 Work with a partner. Match the sentence beginnings on the left with appropriate endings on the right.

There are many possible combinations. See how many you can make.

a I have been in Axum	for two months.
b I stayed in Axum	6 years ago.
c We moved here	for 6 years.
d We have lived here	since 2005.
e My sister was born	in March.
f I haven't eaten	last night.
g I didn't eat	this morning.

2 Now complete these rules.

- a _____ (such as *two months*) can be used with both past simple and present perfect.
- b _____ (such as *2005*) can be used only with the present perfect.
- c _____ can only be used with the past simple.
- d _____ can only be used with past simple (or present or future).
- e _____ (such as *last night* or *yesterday*) can only be used with the past simple.
- f _____ (such as *today* or *this morning*) is generally used with the present perfect.

3 Complete these extracts from the listening text with the correct form of the verb: present perfect or past simple.

Note: some verbs are in the passive and some verbs are in the present perfect continuous.

How _____ (MSF start)?

It _____ (set up) in 1971 by a group of French doctors. In the early days it _____ (be) just a group of medical doctors who _____ (travel) to different parts of the world providing medical aid. Over time the organisation _____ (grow), employing more people in the countries where it works. A big moment _____ (be) in 1999, when in recognition of its "pioneering humanitarian work on several continents", MSF _____ (award) the Nobel Peace Prize.

What _____ (you do) in Ethiopia?

We _____ (work) in Ethiopia since 1984 in areas affected by malnutrition and epidemics, and areas of conflict. In addition we are working on long-term programmes to establish centres around the country for the treatment and prevention of conditions such as TB, kala azar, HIV / Aids, malaria and meningitis. In some places these centres _____ (hand over) to the government and our work is done. That is the aim in the end, when the government has the capacity to do our work for us, we can leave.

4 Work in groups of three or four people and play this game.

- Student 1 chooses one of the phrases in the box and makes a sentence with it.
- If the other members of the group think it is a good sentence, Student 1 gets one point. If not, someone else changes the sentence so that it is correct. The person who is able to change it correctly gets a point.
- The next person chooses another phrase in the box etc.
- When you have finished playing, see who has got the most points.

for an hour last January half an hour ago since the beginning of term
 in June today since I started at this school this week
 yesterday since 9 o'clock



A11.4 Speaking: Why do people want to work for an NGO?

Being an aid worker is not always easy as it involves living in a foreign country where a different language is spoken. Often their work takes them to places with few basic amenities. Many aid workers are volunteers, which is to say they work for a very low salary which is paid in local currency.

Work in a group and discuss these questions.

1 Have you ever met and talked to an aid worker from another country?

- a** What was s / he doing here?
- b** Did s / he seem to be glad to be in Ethiopia?
- c** Did you have any impression about why s / he had become an aid worker?

2 Here are some quotations from aid workers in different parts of the developing world. What impression do they give? Which of them do you think they are working in aid for the right reasons?

Put a tick (✓) or a cross (✗) next to each one according to the group's opinion.

- a** "I like travelling and seeing different places in the world."
- b** "I like living in a country with a warm climate. My home country is not very sunny and it's usually cold."
- c** "I'm interested in finding out about different cultures."
- d** "I have the skills and I want to use them to help people in the world who are less fortunate than me."
- e** "My experience here will be useful when I apply for jobs in my own country."
- f** "I can't get a job in my own country so this is a good substitute."
- g** "I love aid work! There is always a great social life among aid workers."
- h** "In this job I meet important people, like ministers and ambassadors. My life isn't like that at home."
- i** "I had been working for many years in the same job in my own country and I was getting bored. I felt I needed a complete change."
- j** "The work is so satisfying. I feel that I'm making a difference to people's lives and that gives me a good feeling."
- k** "I have more responsibility here than I've ever had in my own country, and I've enjoyed that very much."
- l** "It's been amazing. I've learned so much more than people here have learned from me."

3 Now put this list of aid worker statements in rank order in this way:

1= the best reason for someone to be an aid worker.

12= the worst reason for someone to be an aid worker.

4 Compare your list with those of other groups in the class.

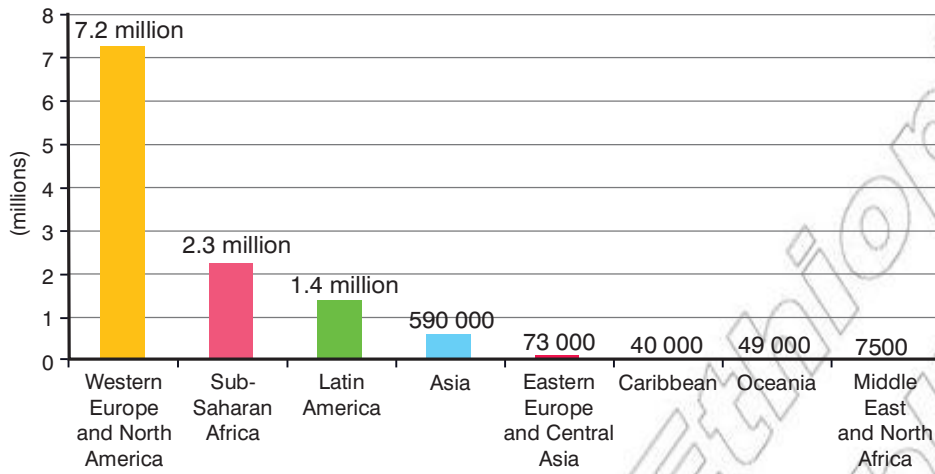
5 Now with the whole class discuss which of these statements match your own feelings about the kind of job you want to have.

A11.5 Increase your word power: Describing data - showing comparisons

In B4.4 we looked at how to describe changes or trends represented in a line graph. Bar graphs, pie graphs and tables present information, usually at a point of time rather than over a period. We can then compare different entities.

1 Look at Graph 2 and discuss;

- 1 What is the graph about?
- 2 What does the vertical axis represent?
- 3 What does each bar represent?
- 4 What does the graph show us?



Source: UNAids 2009 Aids epidemic update www.unaids.org

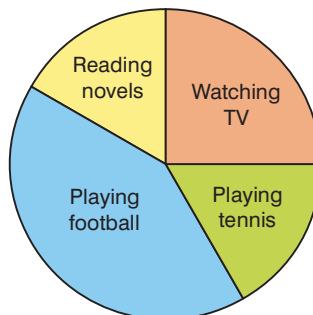
2 Read this description of graph 2 and complete it with the relevant names of regions.

Antiretroviral therapy had a significant impact in adding life years to HIV patients in the period 1996-2008. The greatest impact was in _____, the most developed regions of the world, where it is estimated 7.2 million life years were added. Interestingly, in _____ the least developed part of the world, the second largest number of life years were added, but at 2.3 million this was less than half the number in _____. Other regions with significant numbers were _____, with 1.4 million and _____ with 590,000. In the other regions of the world the numbers were insignificant.

3 Complete these sentences with comparative forms.

- 1 The _____ number of life years added was in Western Europe and North America.
- 2 The second _____ number of life years added was in sub-Saharan Africa.
- 3 This was _____ than half the number in Western Europe and North America.
- 4 The _____ number of life years was added in the Middle East and North Africa with 7,500.
- 5 _____ years were added in Eastern Europe and Central Asia than in the Carribean.
- 6 _____ years were added in Eastern Europe and Central Asia than in Asia.

4 Work with a partner. Discuss the information shown in this pie chart.



5 Make four sentences about the information in the pie chart.

Example: *This student spent more time sleeping than at school.*

A11.6 Writing: A report on some data

You are going to write a one-paragraph report on the data about NGO projects given in the table.

- 1** Begin by discussing the data with a partner or in a small group.
- 2** In your report you should not comment on all the data in the table, only the most important. A mind map is a useful way of planning this kind of report.

Look at the mind map and complete it with the relevant data from the table.

NGO Projects in Ethiopia and resources flows by sector 2004–7

Sector	No. of projects	Budget in millions of Birr
Child development	394	2,139.50
Education	206	621.01
Health	235	1,084.52
HIV / Aids	175	710.96
Integrated urban / rural development & food security	336	2,977.75
Water & sanitation	141	573.62
Women & girls' empowerment	96	217.73
Environment & natural resources	74	154.01
Advocacy & peace building	34	44.03
Disability & elders support	35	82.50
Agriculture & agro-pastoral	117	467.95
Youth	23	142.05
Social welfare	15	53.83
Capacity building & others	139	268.33
TOTAL	2020	9537.79

Source: EC 2008 given in Partners in Development and Good Governance

SUMMARY OF MAIN REPORT by The Ad Hoc CSO / NGO Task Force



- 3 Write your report focusing only on the information in the mind map. Follow this plan:**
- Begin by saying what the table shows.
 - Describe the data in the mind map. Use the language of comparison you practised in the previous section.
 - In your concluding sentence, comment on the correlation between the number of projects and the size of the budget. If there is no correlation, try to think of a reason e.g. some sectors may be more expensive to run than others due to large numbers of employees or expensive equipment.
- 4 When you have finished, discuss the technique of mind mapping:**
- how useful was it in this activity?
 - what else can it be used for?



A11.7 Speaking: Discussion – Do we need foreign aid workers?

There are many kinds of NGOs working in Ethiopia: local NGOs, national NGOs and international NGOs. All of them employ mainly Ethiopians, but there are also a lot of foreign aid workers here, employed principally by international NGOs.

Work in a group.

- 1 Discuss the advantages and disadvantages of having international aid workers here.**
Before you start, study the language in the box.

Talking about advantages and disadvantages

A1.8

Despite helping us in the short term, foreign aid workers don't solve the long-term skills shortage, so they can't be a long-term solution

Use this language in your discussion

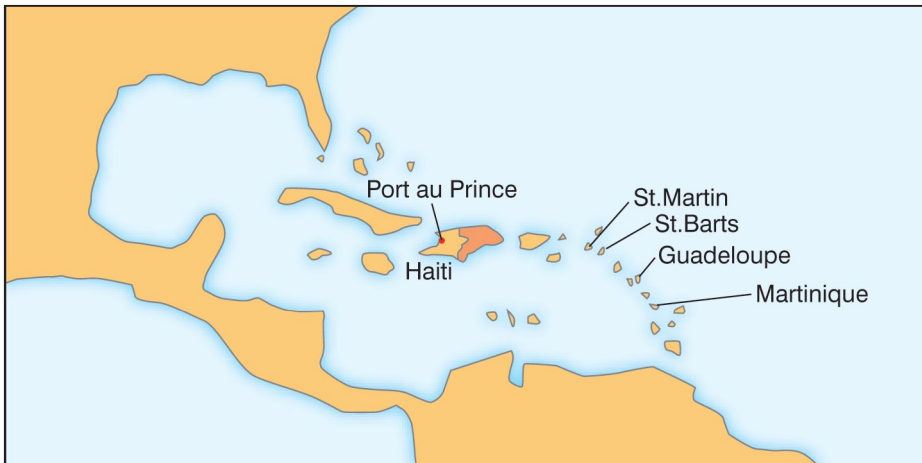
- 2 Try to reach a group agreement and write a list of advantages and disadvantages in the table.**

Advantages	Disadvantages

- 3 Prepare to present your ideas to the class: one person in the group can present the advantages, and another person the disadvantages.**
- 4 Which NGOs operate in your town or area?**
Talk about how you can get hold of this information and collect as much as you can before your next lesson English lesson. You will need;
- the names of the NGOs
 - the sector they work in
 - the kind of work they do
 - whether each NGO is local, national or international.



A11.8 Reading: Newspaper report



Can you remember hearing about the earthquake in Haiti in January 2010? Over a hundred thousand people were killed and many times more that figure were injured and made homeless.

1 Before you read the article, discuss these questions in a small group.

- a Where is Haiti?
- b What happens during an earthquake and what are the effects?

2 Now skim read the article and then do the exercises below.

Saïda has been found!

During the earthquake that struck Haiti in January 2010, Salvanie lost all trace of her nine-year-old daughter, Saïda. The girl had been pulled alive from the **rubble** of her school, taken to a hospital and then sent on to an unknown destination. Her **desperate** mother **appealed** to the ICRC and the Haitian Red Cross for help. Thanks to their efforts, little Saïda was finally found in Guadeloupe. More than three months after the earthquake, she was back in her mother's arms.



Saïda with her mother, Salvanie, and her little sister, Cama-Lisa. Source: ©ICRC/O. Miltcheva

Peals of laughter and joyful cries **reverberated** across the wooden bungalow where Saïda's family had been living since the earthquake destroyed their home. The little girl was once again **romping** around with her three-year-old sister, Cama-Lisa, while their mother looked on with a twinkle in her eye.

"Saïda has been home for a week now and we've been celebrating the entire time – the first evening, we sang and danced with our neighbours until two in the morning," said Salvanie. "Nothing in the world could have made us happier than having our Saïda back."

The face of the 46-year-old mother lit up when she described being told by the Red Cross that her daughter had been found. "The lady who called said that Saïda was already on a plane heading straight for Port-au-Prince. I was so **overcome** with joy that I started to **tremble**."

A few hours later Salvanie was waiting quietly at the airport with an ICRC team, still in a state of **disbelief** ... until Saïda ran up and threw herself into her mother's arms.

Avel Joseph, a Haitian Red Cross volunteer, said: “I’ve never been quite so moved by a meeting of this kind. The **beaming** faces of both mother and daughter made me more aware than ever of the importance of my work.”

Long separation

During her stay in Guadeloupe, Saïda was treated in a hospital and then taken in by a **foster family**. “Everyone was kind to me,” she said. “The family that took care of me even gave me picture books. But I was so sad to be separated from my mama that I could hardly eat.”

Isabelle Jeanneret, head of the ICRC’s family-links programme in Haiti, explains how the little girl was traced: “We tried every means of finding Saïda. Her name was broadcast daily on four radio stations in Port-au-Prince. We investigated the possibility of a medical evacuation abroad and considered submitting a tracing request to the National Societies of the countries concerned. In the end, we found Saïda’s name on a list of children evacuated to the Antilles that had been provided to us by the French authorities.”

I want to be a doctor

A week after her return home, Saïda’s head was **swirling** with projects. She was so eager to start school again that she couldn’t wait for her injured foot to fully heal. “I want to catch up on everything I missed and work hard so that I can become a doctor and help other injured people.”

Salvanie is now looking for a school in which to enrol her daughter – but not just any school. After experiencing the **trauma** of being buried alive in the rubble of her old school, Saïda is afraid to go inside a cement building and wants to attend a tented school. Some scars left by the earthquake will take a long time to heal.

Every year, the ICRC and the Red Cross and Red Crescent National Societies help hundreds of thousands of people (displaced persons, refugees, detainees and missing persons) to restore family links. This involves carrying out a range of activities that aim to prevent separation and disappearance, restore and maintain contact between family members, and clarify the fate of persons reported missing.

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- 1 Make notes of the main points Saïda’s story in chronological order.
- 2 Re-tell the story from your notes with the other members of your group.
- 3 Choose the correct meanings of these words as they are used in this text.
 - a rubble
 - i a hard block of baked clay used for building walls, houses etc.
 - ii broken stones or bricks from a building or wall that has been destroyed.
 - b peals of laughter
 - i sudden loud sounds of laughter.
 - ii quick, quiet, high-sounding laughter.
 - c reverberated
 - i had a strong effect over a wide area and for a long time.
 - ii heard many times as the sound is sent back from different surfaces.
 - d romping
 - i playing in a noisy way, especially by running, jumping etc.
 - ii winning a race, competition, election etc very easily.
 - e overcome
 - i unable to behave normally because you feel an emotion so strongly.
 - ii fight and win against someone or something.
 - f moved
 - i changed from one place or position to another.
 - ii made to feel strong emotions, especially of sadness or sympathy.

- g** beaming
i smiling very happily.
ii sending a radio or television signal through the air, especially to somewhere very distant.
- h** foster family
i A family that helps a child develop a skill, feeling, idea etc develop over a period of time.
ii a family that looks after someone else's child for a period of time but without becoming their legal parent.
- i** swirling
i moving around quickly in a twisting circular movement.
ii talking a lot about something.
- j** trauma
i a mental state of extreme shock caused by a very frightening or unpleasant experience.
ii an injury.

3 Discussion questions

Decide if you agree or disagree with these statements.

- a** It is important for newspapers to report individual stories during crises as well as to report the overall situation.
- b** It would be better for Saïda to have stayed in Guadeloupe, which is part of France and a rich country than return to her family in Haiti, which is a poor country with many problems.
- c** I could not be a Red Cross worker as the work would be too emotional for me.



A11.9 Speaking: NGOs in our area

- 1** Work in a group. Tell the other group members about the information you have found out about the NGOs in your area.

When everyone has spoken, make a group list in a table. Use the headings given below in your table.

Before you start, study the language in the box.

Present continuous

There are NGOs working in the education sector. They are building primary schools and some aid workers are working as teachers.

Use the present continuous to talk about the work NGOs and aid workers are doing in your area.

Name of NGO	Sector it works in	Work it does	Local / national / international

- 2** Compare your list with those of other groups in the class.

- 3** Discuss the value of this work.

Which do you think is the most useful? Which is not very useful, in your opinion?



A11.10 Writing: A brochure about your NGO

**Having found out about NGOs in your area, it is now time for you to create your own!
Work in a small group or with a partner.**

Phase 1: What kind of NGO? What does it do?

You can base it on one of the NGOs you have found out about, or you can come up with your own idea.

Brainstorm ideas for your NGO. You need to think about:

- What sector it works in.
- The kind of work it does.
- Who benefits from your work.
- How many staff you employ.
- Where your headquarters are based.

Phase 2: Plan your brochure

Think about the information you are going to include in your brochure. Decide the following;

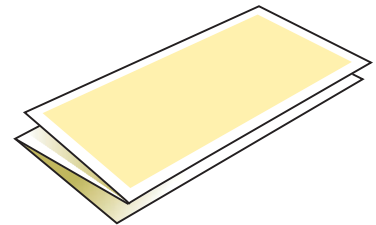
- What section headings are you going to use? In what order are you going to put them?

Example: *Our work, Where we work, Who benefits, Our staff etc*

- How are you going to persuade people to donate money to your NGO? You need to do this on the back page of your brochure and give details of how people can do this.
- Do you want to use bullet points or write in paragraphs?
- Do you want to include photos or decoration of some kind to make your brochure attractive?

Phase 3: Write your brochure

- Start writing your brochure and working on its presentation. Write it on a folded piece of A4 paper like this one. It will give you six slim pages: three at the front, three at the back. Use page one as the front page.
- When you have finished your brochure, check it carefully.
 - Decide if you are satisfied with the content, or if you need to change, take out or add anything.
 - If you worked with a partner, do it first on your own, and then compare your assessment with your partner's.
- When you are satisfied with your content, write a final neat version of your brochure.
- All the brochures should be displayed so that everyone has a chance to look at those prepared by other class members.



A11.11 Study skills: Focus on listening

1 Assess your progress with your listening goal.

1 Work with a partner and discuss the following.

- a What was your goal?
- b What work did you do to try to achieve it?
- c What is the outcome of this work? Which of these statements reflects how you now feel?
 - I worked hard and feel more confident about this listening skill.
 - I worked hard and have made some progress, but I still need to work on this skill.
 - I did a little work and made a little progress, but I still need to work on this skill.
 - I did very little work on this skill and have not made any significant progress.

2 Set yourself another listening goal for this week and next. You can choose:

- to continue working on the same listening skill you were focusing on last week
- to focus on another of the listening skills in B10.4.

Write your goal in your notebook or study journal.

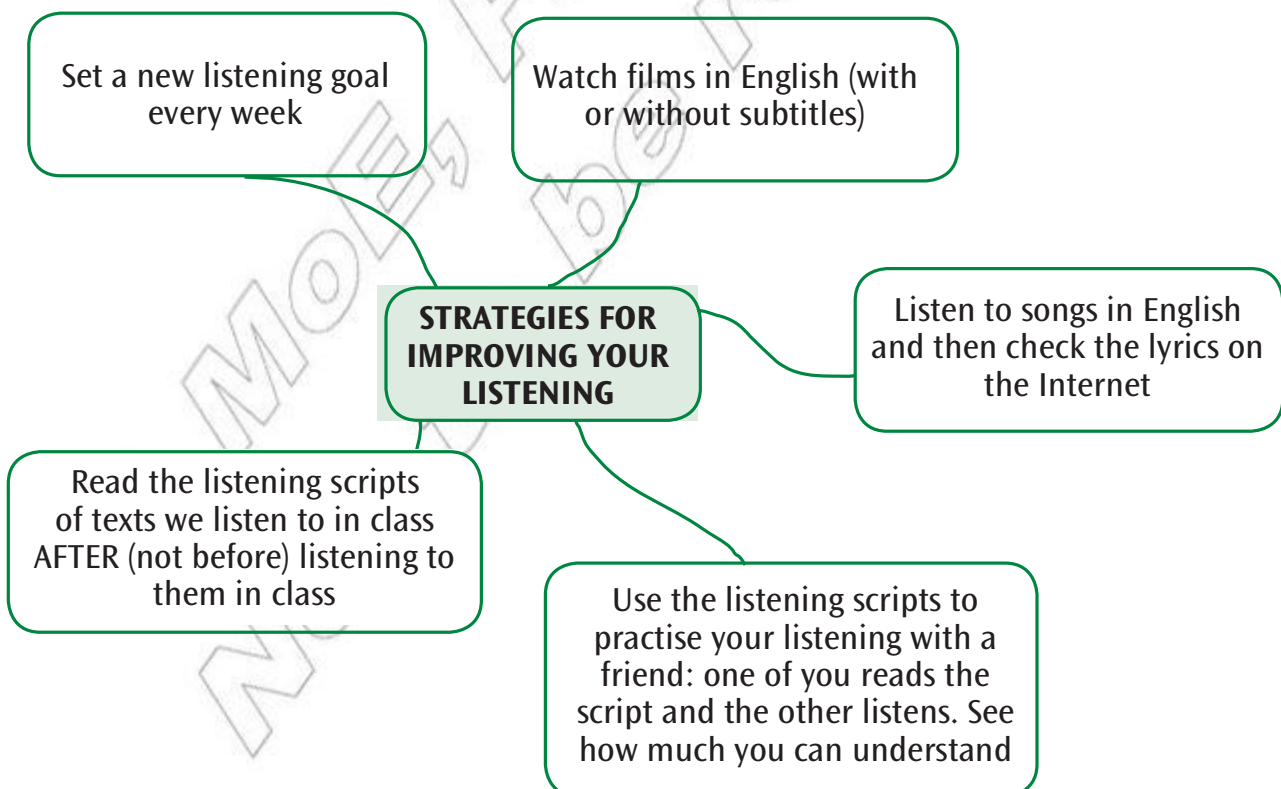
2 Strategies for improving your listening

Setting a listening goal each week is a useful strategy for improving your listening. There are other things you can do as well.

1 With your partner, study this mind map and discuss:

- which of these strategies you already use regularly or occasionally
- which of these strategies you don't use but which are a good idea
- any other ideas for strategies for improving your listening.

2 Make your own mind map of listening strategies that you think will work for you.



Part B

Objectives

In this part of Unit 11 you will:

- listen to a description of a day in the life of an aid worker
- revise how to use verbs in the past
- learn some phrasal verbs connected with work
- identify and practise minimal pairs
- read some job advertisements
- learn some words to describe skills and personal qualities
- discuss interview skills
- write some interview questions
- practise the intonation of questions
- take part in a role-play
- talk about how to improve your grammar
- do a writing assessment task.



B11.1 Listening: A day in the life of an aid worker

- 1** Look at this list of events in a day in the life of an international aid worker here in Ethiopia. With a partner, think about the order in which you think they happened.

Events in the aid worker's day	Our prediction	The actual order
a Slept for an hour		
b Had a shower		
c Went to the office		
d Began work on a report		
e Got up	1	
f Went to bed		
g Drove to a nearby village		
h Left work		
i Went to a party		
j Checked on the progress of a water project		
k Checked emails		
l Went back to work		
m Had coffee with a community leader		
n Drove back		

- 2** Now listen to an account of this aid worker's day and number the events in their actual order.

- 3** Complete these details about the aid worker:

Name _____

Nationality _____

Job _____

Location of her project _____

4 With a partner, discuss what you think about:

- a** her job – is it useful?
- b** her day – is it hard?
- c** her lifestyle – would you enjoy this kind of work?

B11.2 Language focus: Revision – verbs in the past**1 Complete these sentences from the listening text with the correct forms of verbs in brackets.**

Before you start, study the language in the box.

To revise verbs in the past

- Present perfect and past simple see B1.3
- Narrative tenses see A6.5
- Present perfect and past simple see A11.3

- a** I _____ in SNNPR for more than a year on some community-based water projects. (work)
- b** I _____ at the normal time, which is 5 o'clock and _____ a cup of tea. (get up, make)
- c** I _____ in the office by 7 o'clock, and my assistant Habtu _____ already there. His daughter Saba _____ with him as she _____ to look for something on the Internet. (be, come in, want)
- d** I _____ here regularly for the past few months. The villagers _____ all the work themselves. (come, do)
- e** I _____ home and I _____ a nap for about an hour. (go, have)
- f** But luckily just as I _____ to find the documents I _____, I _____! (try, need, interrupt)
- g** Yesterday, one of the most important community leaders in the area _____ to see me and so I _____ and _____ coffee for him. (come, stop, make)
- h** I _____ home and _____ to bed until midnight. (not get, go)

2 With your partner, try to recount the events in this aid worker's day. Try to vary your use of past verb forms.**3 Now tell each other the story of your own day yesterday.**

- Do it in a similar way to the aid worker.
- Spend a minute or two thinking about what you are going to say:
- It may help you to write a few key words to remind you of what you did.
- As you listen to your partner, check his / her use of past verb forms.

B11.3 Increase your word power: Phrasal verbs connected with work**1 Read this dialogue with a partner.**

A: Hi! The last time we spoke you had just filled in an application form for a job. What job were you applying for?

B: It was a job at an NGO, and yes, I was called for interview and I got it!

A: Wonderful! How are you getting on?

B: Well, I'm settling in now thanks. But I got off to a bad start.

A: Really? Why was that?

B: On my first day the director told me I had to fill in for a member of staff who was on sick leave. So I was left to get on with a job I knew nothing about!

A: How did you manage?

B: The girl at the desk next to mine was very helpful and somehow I got through the day. I was tired out when I got home. Well, that carried on for a week. By Friday I was burned out and ready to give in my notice. It was too much and the pay isn't very good.

A: So what changed your mind?

B: Well, the next week, things slowed down a bit and I was able to get down to my proper job. The boss said he was impressed with me and he let me off early that day. Since then it's been fine.

A: I hope it continues to go well for you.

2 Identify all the phrasal verbs in the dialogue and do the tasks below.

To review the behaviour of phrasal verbs see B7.9.

- 1** Match the phrasal verbs to these synonyms
 - a** make a request for
 - b** become over tired
 - c** asked to come to
 - d** continue
 - e** complete
 - f** replace
 - g** start
 - h** begin
 - i** be successful
 - j** continue to do
 - k** reach the end of something difficult or unpleasant
 - l** submit
 - m** release
 - n** get used to
 - o** reduce in speed
 - p** exhaust
- 2** Decide which group each phrasal verb belongs to:
Group 1: Doesn't take a direct object
Group 2: Inseparable
Group 3: Separable

3 Make questions and answers. Follow these steps.

- a** With your partner, choose four of the phrasal verbs and make up a question using each one. Make sure you use the phrasal verbs correctly.
- b** Team up with another pair and ask and answer the questions you have made up. If you answer a question correctly, you get one point.
- c** Repeat this three more times with other pairs.
- d** Finally, add up the points you have scored. The maximum score is 16.



B11.4 Speaking: Pronunciation – Minimal pairs

1 Listen to your teacher and underline the word you hear in each pair.

- a** fill feel
- b** soot suit
- c** farm firm
- d** litter litre
- e** pull pool
- f** late led
- g** heart hurt
- h** pain pen

2 Match each of the pairs of words above to these pairs of vowel sounds.

Group 1: /ɪ // i: /

Group 2: /eɪ // e /

Group 3: /ɑ: // ɜ: /

Group 4: /ʊ // u: /

3 Repeat the words after your teacher.

4 Test your partner. Take it in turns to read one word from each pair in exercise 1.

The other person must guess which word it is.

5 With your partner make a sentence for each pair of words.

Each sentence must contain both of the words in the pair.

Example: Don't put that litre bottle in the litter bin!



B11.5 Reading: Job advertisements

1 Look at these job advertisements. Where do you find advertisements like these?

2 Read the advertisements and complete the notes below for each one.

Job A	Job B	Job C
<p>Vacancy: Small United Nations agency requires an assistant supply officer. You will be responsible for placing orders with suppliers, supervising the arrival of goods and then sending them out to project offices in different parts of the country. Computer skills essential and some knowledge of accounts. Write to: The Director, UNGP Box 12, Addis Ababa</p>	<p>Urgently required: Office administrator for small NGO opening in Harar. You will be in charge of managing the office and will be answerable to the Director. Computer skills, secondary education and excellent Amharic and English essential. Apply to: The Personnel Manager, HelpAid PO Box 35, Dire Dawa</p>	<p>We are recruiting field officers for a national NGO. You will have responsibility for gathering information and assessing needs in your area, co-ordinating community projects, liaising with local officials and ensuring efficient office organisation. Computer skills and driving licence essential along with good secondary education. Please write with a full CV to HZY, PO Box 51, Addis Ababa</p>

	Job A	Job B	Job C
Type of organisation			
Job title			
Responsibilities			
Skills required			
Location of job			

B11.6 Increase your word power: Skills and personal qualities

1 Work with a partner. Talk about the personal qualities and skills in the box below and decide which would be needed for each of the jobs advertised in the section above.

Put the words into the three lists. You can put some of the words in more than one list if you want.

outgoing good talker professional qualifications able to work to a deadline
 well-organised efficient practical works well in a team able to multi-task
 able to self-motivate responsible honest good with his / her hands punctual
 reliable physically strong calm in a crisis experience of the job an eye for detail
 able to produce written document good people skills well-dressed
 able to make decisions able to lead

Assistant supply officer

able to work to a deadline

Office administrator

able to work to a deadline

Field officer

outgoing

2 When you have finished, compare your lists with those of other pairs sitting close to you.

3 In a group, discuss which of the three jobs you would like to have and why.

B11.7 Speaking: Interview skills

1 Work in a group of three or four students. Your teacher will tell each group what you are going to discuss.

Either:

- What to do at a job interview.

Or

- What not to do at a job interview.

Whichever topic you are given, brainstorm it and make a list of points.

Before you start, study the language in the boxes.

Making suggestions	Conditional sentences
To revise giving advice see A4.3 <i>You should dress smartly</i> <i>It's a good idea to dress smartly</i>	<i>If you dress smartly, you'll create a good impression</i> <i>Unless you dress smartly, you won't create a good impression</i>

- 2** Now team up with a group, which has brainstormed the other topic and make a mind map of your points.



- 3** Present your ideas to the class.

B11.8 Writing: Interview questions

- 1** The class must choose one of the jobs advertised above: A, B or C. Later on you are going to conduct a role-play interview for this job.

Work with a partner.

- 2** Identify these question types.

- a** What other languages can you speak? = Information or *Wh-* question
- b** You are an Amharic speaker, aren't you?
- c** Do you live in the city?
- d** Would you mind telling me your date of birth?
- e** Haven't you ever used a computer?
- f** Tell me about your interests.
- g** You've completed secondary school?

To review questions types see A6.4

- 3** Prepare a list of questions to be asked in the interview for the job.

- Choose suitable question types for each one.
- Include some or all of the questions given above, if you want.

- 4** Now imagine you are being interviewed for this job and discuss suitable and effective answers to each of the questions.

Write them under each of your questions.



B11.9 Speaking: Pronunciation – The intonation of questions

1 With a partner, practise reading aloud each of these questions.

Make your voice go up ↗ or down ↘ as indicated at the end of each one. Remember the intonation you use will affect how you sound: interested, bored, polite, rude and so on.

- a What other languages can you speak? ↘
- b You are an Amharic speaker, aren't you? ↗
- c Do you live in the city? ↗
- d Would you mind telling me your date of birth? ↘
- e Haven't you ever used a computer? ↗
- f Tell me about your interests. ↘
- g You've completed secondary school? ↗

2 Practise reading aloud the questions you have prepared for the job interview above using suitable intonation.



B11.10 Speaking: Role-play – job interview

1 Work with a new partner for this activity. You are going to conduct the interview for the job advertised above that the class has selected. One of you will be the interviewer (the director of the NGO), the other person will be the candidate. Follow this plan:

- Decide who is going to play each role and then spend about ten minutes preparing on your own.
- When you are ready, if possible, sit opposite each other.
- Each interview should last a maximum of five to ten minutes.

CANDIDATE

- Make up a suitable background for this job so that you have at least some of the skills and experience mentioned in the advertisement.
- Think of questions you may want to ask about the salary, number of weeks holiday, working hours etc.

INTERVIEWER

- Look back at the questions you prepared in the previous section (your new partner should not know exactly which questions you are going to ask).
- Decide on the salary, number of weeks' holiday, working hours and any other conditions you think the candidates may want to know.
- You should give the candidate an opportunity to ask questions at the end of the interview.

1 When you have completed the interview, discuss it critically:

- How good were the questions? Did the candidate understand them? Did they give the interviewer useful information about the candidate? Were there other questions which should have been asked?
- How good were the answers? Did the candidate give relevant information in response to each question? Did the candidate give enough information? Did s / he 'sell' herself? Does s / he deserve to get the job?

*I should have answered that question in more detail.
I think you should have sounded more interested in the job.
You should have explained that question. It wasn't clear.*

3 Now find a new partner and repeat steps 1 and 2, this time, play the opposite role to the one you have just played.**B11.11 Study skills:** Focus on grammar**1 How do you feel about grammar?**

- 1 Read these sentences and decide if you agree (A) or disagree (D) with each one.
 - a It is important to learn the rules of grammar and apply them when you speak.
 - b I don't think about grammar. I just speak!
 - c I always think carefully about what I'm going to say before I speak.
 - d Grammar is boring but I suppose it's necessary.
 - e If you make mistakes, people think you are stupid.
 - f English grammar is very difficult. It is impossible to learn the rules for using 'a', 'an' and 'the', for example.
 - g Speaking is easier than writing as it doesn't matter so much if you make mistakes.
- 2 Now work in a small group and compare your answers. Justify your choices.

2 How different is English grammar from your mother tongue?

It can be useful to compare English grammar with the grammar of your mother tongue. It may help you to understand an aspect of English grammar which you find difficult, if you realise that the same idea is expressed very differently in your mother tongue.

- a How do you form plurals in your MT? In English, we usually add 's' to the end of a word to make it plural, though there are some exceptions, such as 'feet' and 'children'.
- b Do verbs change form? English verbs have different forms: base form: *work*, past form: *worked*, present participle: *working*, present simple third person singular: *works*. There are also irregular verbs.
- c How many personal pronouns do you have? In English there are six personal pronouns; in subject pronoun form they are: *I, you, he, she, we, they*.
- d Do you put articles in front of nouns? In English we use *a / an* or *the* as indefinite and definite articles:
Example: *Give me a pen (any pen). Give me the pen (the one I am pointing at)*
- e Is the order of words the same or different?
- f Are there any other important differences?

3 Are grammar mistakes important?

1 Some mistakes are more important than others. All the following sentences contain mistakes. In your group, discuss which of the mistakes you think are serious and which are not. Justify your answers.

- a** Please can you give me some advices?
- b** You live in the countryside, isn't it?
- c** I'm not sure if I shouldn't go.
- d** Are you knowing the answer to this question?
- e** I going home after the lesson.
- f** Are you studying here since last year?
- g** The life depends on the water.
- h** My English is more better now than it was.
- i** Your English is the best than it was.

2 Think of some reasons why written mistakes are more important than spoken mistakes.

4 What are your strengths and weaknesses?

- a** On your own, think about aspects of grammar you find difficult. Make a mind map if you like.
- b** In your group, compare your lists or mind maps. You may want to add some of the other students' ideas to your own list or mind map.

5 Set a grammar goal

You have already set goals for improving your writing, vocabulary, reading and listening. You can also do this for improving your grammar. Choose one of your areas of weakness to focus on next week and write it in the form of a goal in your notebook or study journal.

Example:

My grammar goal for next week

I am going to focus on using articles. I'm going to spend some time underlining articles in reading texts and thinking about how they are used. I'm also going to think carefully about how I use them when I'm writing and speaking. In addition, I'm going to write down some sentences containing articles in my study journal.

B11.12 Assessment

1 Writing

Your teacher will assess the report you wrote on statistics about NGO projects in Ethiopia in A11.6 exercise 3.

2 Reading and Writing

Choose one of the three job advertisements in B11.5.

Write a paragraph about why you would be suitable or unsuitable for this job. You should use some of the language on skills and personal qualities in B11.6.