

# Appendix 1

## Verb forms

### Regular verbs

Regular verbs have several forms, as illustrated in this table with the verb *play*.

	Example	Form name
<b>Form 1</b>	<b>A</b> <i>I want to <u>play</u> football.</i> <b>B</b> <i>I <u>play</u> football every afternoon.</i>	<b>A</b> The stem of infinitive as listed in the dictionary. <b>B</b> The first person singular in the present simple.
<b>Form 2</b>	<i>Kiros <u>plays</u> football on Saturdays.</i>	The third person singular in the present simple.
<b>Form 3</b>	<i>We <u>played</u> football yesterday.</i>	The past simple.
<b>Form 4</b>	<i>They <u>are playing</u> football now.</i>	The present continuous.
<b>Form 5</b>	<i>They <u>have just played</u> football.</i>	The past perfect.

#### Note:

- Form 3 and the past participle in 5 are the same in regular verbs.
- Form 3 and the past participle in 5 are the same in some irregular verbs.

#### For example:

Form 3 *I felt ill yesterday.* (past simple)

Form 5 *I have felt ill today as well.* (past participle)

- However, Form 3 and the past participle in 5 are different in some irregular verbs.

#### For 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

(As listed in the dictionary)

awake  
bear  
become  
begin  
bend  
bite  
bleed  
blow  
break  
bring  
build  
burn

#### Form 3

Past simple

(Yesterday ...)

awoke  
bore  
became  
began  
bent  
bit  
bled  
blew  
broke  
brought  
built  
burnt, burned

#### Form 5

Past participle

(He has just ...)

awoken  
borne  
become  
begun  
bent  
bitten, bit  
bled  
blown  
broken  
brought  
built  
burnt, burned

**Form 1***Infinitive*

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

**Form 3***Past simple*

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

**Form 5***Past participle*

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

**Form 1***Infinitive*

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

**Form 3***Past simple*

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

**Form 5***Past participle*

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

# Appendix 2

## Some important phrasal verbs

be afraid of; to be frightened by:

*People have always been afraid of lions.*

ask for; to request:

*Ask him for some money.*

break down: 1 to cry:

*I broke down at my uncle's funeral.*

2 to stop working (of machinery):

*The car broke down outside Harar.*

break in; to get inside a building by damaging a door or window:

*Thieves broke into the house.*

break up; 1 to smash into pieces:

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

2 to end or separate (of marriage):

*Adem's marriage broke up after five years.*

3 to stop an activity:

*The police broke up the fight.*

call for; to collect someone:

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

call on: to visit someone:

*Zebida called on me last week.*

carry on: to continue:

*Carry on reading your book.*

check in: to register at a hotel or airport:

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

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

*My parents checked out of their hotel on Wednesday.*

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

*Have you checked up on your friend since his illness?*

come across: to find unexpectedly:

*We came across our friend in town.*

come down: to reduce in price:

*The price of shoes has come down in the sale.*

count up: to find the total number:

*Every day the miser would count up his savings.*

cross out: to remove from a list:

*If you make a mistake, cross it out.*

cut back: to reduce expenses:

*He cut back on the money he spent on food.*

cut down; 1 to make smaller:

*The farmer cut down two trees.*

2 to use less of:

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

cut up: to divide into small pieces:

*Martha cut up the banana so Baby could eat it.*

do without: to manage without:

*He did without breakfast.*

draw out: to remove:

*We drew some money out of the bank.*

draw up to prepare in writing:

*He drew up a report of the meeting.*

fall behind: to drop back or be overtaken:

*The bus fell behind the car.*

fall out: to stop being friends:

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

feel like: to be in the mood for:

*I feel like playing football.*

fill in: to complete a form:

*My sister is filling in a job application.*

get across: to communicate:

*Some advertisers are very clever at getting their message across.*

get at: to reach:

*Put the food where we can get at it.*

get away with: to escape proper punishment:

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

get down: to alight from:

*He got down from / off the bus.*

get in / into: 1 to enter:

*We got in the train.*

2 to become involved in:

*Don't get into trouble!*

get on: 1 to board:

*He got on the bus.*

2 to be good friends:

*Zinet gets on really well with her stepmother.*

3 to succeed or make progress:

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

get out of: 1 leave:

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

2 avoid:

*We managed to get out of doing homework.*

get over to recover from an illness:

*It took Mother three weeks to get over the flu.*

get through: to pass a test:

*He got through the driving test.*

give back: to return something:

*That is not your pen. Give it back.*

give out: to distribute:

*The teacher gave out the books.*

give up: to stop doing something:

*The enemy soldiers gave up fighting.*



go after: to pursue:

*The police went after the thief.*

go on: to continue:

*Your singing is lovely. Do go on.*

go out: to stop burning:

*The fire will go out if it rains.*

hand in: to submit:

*Hand in your papers at the end of the exam.*

handout: to distribute:

*The teacher handed out the exam papers.*

hang on: to wait:

*I'm not ready to leave yet. Hang on a minute.*

hang up: to end a telephone conversation:

*When I asked if I could borrow his car, he hung up on me.*

join in: to participate:

*We all joined in the game.*

keep on: to continue:

*Don't keep on complaining.*

keep up with: to go at the same rate:

*The dog kept up with the horse.*

let down: 1 to lower:

*We let the bucket down the well on a rope.*

2 to disappoint:

*If you don't pass your exam, you will let your parents down badly.*

let in: to permit entry:

*Please let me in out of the rain.*

let out: to release:

*When will they let him out of prison?*

look after: to care for:

*Doctors look after their patients.*

look for: to try to find:

*Please help me to look for the money I have lost.*

look out: be watchful or careful:

*Look out! There's a car coming!*

look up: to try to find:

*Look up new words in a dictionary.*

pay back: to return money:

*Thank you for lending me the money. I shall pay you back next week.*

pay in: to put money in a bank account:

*My sister paid her first wages in to her new savings account.*

pay off: to pay a debt:

*Silas has finally paid off that loan from his father.*

pick out: to select something:

*Pick out something nice in the shop for your birthday.*

pick up: 1 to lift something:

*Pick up that bucket by the handle.*

2 to give a ride:

*My uncle picked us up in his new car.*

pull down: to demolish:

*They pulled down our old house.*

pull out: to extract:

*The dentist pulled out one of my teeth.*

pull up: to stop moving:

*The car pulled up at the traffic lights.*

put aside: to save:

*Each week he put money aside for a new bicycle.*

put down: to write down:

*Be sure to put your answers down neatly.*

put forward: to offer:

*He put his name forward for chairman.*

put off: to delay:

*I am so frightened of the dentist that I keep putting off going, even though my tooth hurts.*

put in: to submit:

*The parcel was damaged so he put in a claim to the Post Office.*

put on: to dress:

*She put on a new skirt for the dance.*

put over / across: to explain:

*The teacher put over / across the lesson very well*

ring up: to telephone somebody:

*I must remember to ring Nejat up on her birthday.*

ring off: to end a telephone call:

*I must ring off now; it's lunchtime.*

run away: to escape:

*The animals have all run away from the zoo.*

run into: 1 to collide with:

*I saw the lorry run into the bus.*

2 to meet:

*My mother and my aunt ran into each other in the market.*

run over: to knock down with a vehicle:

*Poor Henry; he was run over by a car.*

send for: to order:

*I'll send for a new copy of this book.*

set off: to begin a journey:

*We set off for Addis in the pouring rain.*

show in: to let somebody in:

*Show him in to the office.*

sit for: to take an exam:

*Jonas sat for a place at university last week.*

take away: to subtract or remove:

*Waiter! Take away those dirty plates.*

take down: 1 to record in writing:

*The police took down the names of the men in the fight.*

2 to take to pieces:

*The builders have taken down the old bridge.*

take off: 1 (of an aeroplane) to rise from the ground:

*Our flight took off at three o'clock.*

2 to remove some clothing:

*I took off my jacket when I got to work.*

take over: to take control of something:

*My father has taken over the manager's job.*

take up: to begin to study or practise something:

*Anwar has taken up marathon running.*

try on: to see how well some clothing fits:

*That dress you tried on first suits you best.*

try out: to test:

*This bike is very fast. Would you like to try it out?*

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

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

2 to change direction:

*You turn off at the second crossroads.*

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

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

wear out: to use something until unusable:

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

work out: to find the answer:

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

write back: to reply:

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

write down: to write on paper:

*Write down in your diary what happened.*

write in: to apply for:

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

write up: to make a report:

*Write up the results of your experiment.*

## Notes for B5.6

**Letter A** There are a number of spelling mistakes and grammar mistakes and there are no commas at all. However, a very good style and level of formality. Good ideas logically put forward and well-organised.

**Letter B** Good spelling, grammar and punctuation but the style is too informal. Too much discussion of the present situation and no real ideas put forward except a rather silly one for painting the existing road signs pink!

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## Revision 1 Vocabulary

### Team A

1 K  
I  
N  
D  
E  
R  
G  
A  
R  
E  
T  
E  
N

2 M  
E  
A  
S  
L

3 M  
I  
S  
S

4 B  
A  
N  
D  
A  
G

5 T  
H  
E  
S  
E

6 B  
A  
N  
K

7 M  
E  
S  
S

8 A  
R  
K

9 S  
U  
E

10 R  
E  
M  
I  
T

11 M  
I  
M  
I  
C

12 O  
V  
E  
R

13 B  
O

14 O  
R  
I  
S  
O  
N

15 D  
R  
E  
S  
S

16 D  
R  
E  
S  
S

17 R  
E  
D

# Appendix 3

## Vocabulary list

### Unit 1

Burkinabe, Burundian, clarification, commitment, confrontation, Congolese, cooperation, diaspora, disabilities, disparities, dispute, Djibouti, Egyptian, Eritrean, governance, head of state, headquarters, hosted, ideals, inspired, integrated, Kenyan, lack, launched, legitimate, mobilisation, observer status, organ, prosperous, reconciled, robust, Rwandan, Somali, substantial, Sudanese, summit, Tanzanian, timeframe, troops, Ugandan, visible

### Unit 2

achievement, achiever, adult education, antiseptic, antisocial, attend, attendance, attender, bachelors degree, bicycle, bi-monthly, boarder, curriculum, deboned, diploma, ecological, educator, endeared, enjoyable, enjoyment, enrol, enrolment, extracurricular, extraordinary, fees, govern, governing, governor, graduate, graduated, graduation, honours, illiterate, interviewee, interviewer, keen, kindergarten, meagre, merriment, midday, mispronounce, misspelt, multicultural, multilingual, overpaid, overpopulation, post-graduate, prefix, prehistoric, principal, redo, reminder, scholarship, schooling, self-confident, self-control, semi-conscious, senior, significance, significant, signify, startled, submerged, subzero, succeed, successful, supermarkets, superstar, technical, transport, underage, undercooked, undervalued, vocational

### Unit 3

ambition, anaemia, bandage, bark (n), bilharzia, blood pressure, burn (n), cancer, cardiovascular, cathode rays, cholera, chronic, click, coronary, cough (n), crutch, cut open, deliver, dementia, diabolic, diagnose, diarrhoea, diminish, drug-resistant, enact, examine, extract, fracture, headache, hybrid, immune system, incantation, infectious, lantern, leprosy, measles, medication, meningitis, mental illness, midwife, mortality rate, mould, neck brace, neonatal, non-infectious operations, optician, paralyse, patients, perform, photographic plate, pneumonia, polish, predominantly, prescribe, prosperity, psychiatrist, pulmonary, purify, rash (n), rationalist, respiratory, rheumatism, sceptic, side-effect, snake bite, stethoscope, stomach-ache, stroke, surgeon, syphilis, syringe, tapeworm, thermometer, trachoma, transplant, tumour, twig, ultrasound scanner, x-ray machine, yellow fever

### Unit 4

acronym, alarming, blanket, confined to, decline, dramatic, fluctuate, gradual, headword, initial, malnourished, miscarriage, myth, peak, prescribe, recipient, regarding, sharp, slight, stabilisation, stabilised, stabilise, stable, steep, sterilised, syringe, virus

### Unit 5

access, accommodate, accommodation, alter, alteration, alternatively, amaze, annoy, anticipate, arrange, arrangement, assets, astonish, bar, brutal, cafe, camp site, chef, complicate, complication, confuse, conserve, convoy, double room, eco-lodge, ecotourism, fascinate, GDP, govern, government, guesthouse, guide, guided tour, hesitate, hesitation, hotel, hound, impress, infrastructure, insight, interrupt, lodge, minibus, monastery, multinational, murderer, national park, obelisks, photography, pollute, pollution, popularity, punctual, punctuality, receptionist, reduction, register, relic, rental car, reproached, restaurant, riverain, room maid, rugged, safari, scrubland, sector, sightseeing, similarity, single room, site, stupidity, sustain, tire, translation, trekking, turn-taking, unspoilt, white-water rafting

### Unit 6

autobiography, break in, break out, brochure, climax, couplet, deafening, fell in, freezing, give in, intense, let in, look forward to, look up, make out, massive, minute (adj), narrative, overturned, packed, pick out, play (n), plot, previously, prior, resolution, simultaneously, sit out, tag, take (something) in, terrifying, tinker (vb), tiny, turn in, wait up



**Unit 7**

affect, atmosphere, aviation, bare, bear, breeze, broaden, call off, call on, collocation, consequently, cyclone, darken, deepen, deforestation, diversity, drought, effect, embroider, extinct, falsify, flatten, flood, forecast, fossil fuel, furthermore, generalise, get on, go off, go on, greenhouse effect, greenhouse gas, hail, harden, heighten, hemisphere, hence, homophone, ice cap, keep off, leaflet, legalise, lengthen, lighten, look on, loosen, make off, meteorology, mist, modernise, moreover, nevertheless, optimistic, pessimistic, popularise, purify, put off, put on, reed, regularise, revolting, screwdriver, set on, shorten, simplify, soften, soften, solidify, stare, strengthen, tighten, turn on, variability, waist, weaken, widen, yummy

**Unit 8**

aquifer, atmosphere, atmospheric, breathe, breathily, breathing, breathy, concession, condensation, condense, condensed, connection, connective, container, continuation, convect, convection, cowardly, dam, demonstrable, demonstrably, demonstrate, demonstration, depletion, desalination, despite, downstream, evaporate, evaporation, expectant, expectantly, expectation, high-tech, hydrologist, investment, invisibility, moist, moisten, moistly, moisture, plumbing, precipitate, precipitation, precipitous, precipitously, proper, properly, realisation, shortage, solitarily, solitary, solitude, sprinkler, struggle, transpiration, transpire, triumph, triumphal, triumphally, upstream, vapour, whereas

**Unit 9**

able-bodied, actor, affix, affliction, amputation, amputee, autistic, blade, Braille, buddhist, build up, can opener, childhood, communism, communist, conflict, cope, curse, depression, disability, disabled, discrimination, do up, drummer, dwarfism, dyslexia, fiftyish, forefront, foremost, friendship, gadget, get down, guitarist, hold up, impaired, incomprehensible, interactive, journalism, landmine, let down, make up, membership, midweek, motherhood, neglect, paralympic, paralysed, performance, pick up, polio, pre-date, prejudice, ramp, reaction, salvation, schizophrenia, self-centred, semi-circle, sisterhood, ski, speech synthesiser, suffix, thrived, turn down, turn up, twentyish, undermine, understate, wheelchair

**Unit 10**

affluent, badly-off, brain drain, degradation, deprived, destitute, discourage, dishonest, dissatisfied, dissimilar, elite, emerging, fetch, frontline, graze, ground, hard-up, illegal, illegible, illiteracy, immortality, impatient, impolite, impoverished, incomplete, inequality, inessential, insignificant, invisible, irregular, irrelevant, irresponsible, limp, logo, misinformation, multinational, penniless, pound (vb), poverty-stricken, self-reliant, tether, unable, unavailable, unco-operative, underprivileged, undivided, uneconomic, unemployment, unequipped, unimportant, unsustainable, untidy, untrained, wealthy, well (n), well-off, work force

**Unit 11**

aid worker, apply for, beam (vb), burn out, call for, carry on, deadline, disbelief, earthquake, fill in, fill in for, foster, get down to, get off to, get on with, get through, hand in, impartial, let off, lyrics, nap, neutrality, outgoing, overcome, peal of laughter, reverberate, romp, rubble, settle in, slow down, swirl, tire out, trauma, tremble

**Unit 12**

beneficial, beneficially, cellphone, decultured, dehumanised, desructive, destroy, destruction, destructively, DVD player, especially, hairdryer, harm, iPod, irritate, irritation, laptop computer, microwave oven, obsolescence, obsolete, printer, psychological, psychologically, psychology, radio CD player, revolution, revolutionary, revolutionise, solar, strain, technological, technologically, thereby, weakly, weakness

# Appendix 4

## Listening texts

### A1.5

Do you know why Addis Ababa is called the capital of Africa? It's because our capital city is where the headquarters of the African Union, or the AU as it is usually called, are situated. But the AU plays an important role in the lives of Africans everywhere.

How did the AU start? Well, as you may know it began as the OAU, the Organisation of African Unity. In the early 1960s most African nations, except Ethiopia, were newly independent after centuries of European colonisation. These new nations faced many difficulties. Inspired by Kwame Nkrumah, the prime minister of Ghana, the OAU was launched in 1963 here in Ethiopia, in Addis Ababa, hosted by Emperor Haile Selassie. The aims of the OAU were to promote cooperation among its 32 member nations.

By the 1990s many Africans felt that the organisation should do more work on issues of common interest throughout the continent. So Colonel Muammar al-Qaddafi put forward the idea of a more integrated African Union, which in 2002 was launched officially at a summit in Durban, South Africa. It is made up of 53 independent African nations.

The African Union is not just one organisation. It is made up of several political and administrative bodies, or organs, concerned with good governance and, human rights as well as social and economic affairs. I will now describe seven of them.

The Assembly is the highest body of the AU and is made up of all the heads of state of the member nations. They meet at regular summits in cities in different parts of Africa. The voice of the people of Africa is heard at the Pan-African Parliament, the PAP, situated in South Africa. The members of this Parliament are elected by the parliaments of the member states. The AU Commission, situated in Addis Ababa, carries out the day to day running of the AU.

Other than these three, there are many other bodies which already carry out the work of the AU in different areas. ECOSOCC is concerned with social and cultural affairs, NEPAD is responsible for furthering the development of Africa by Africans. A very important body is the Peace and Security Council which sends AU troops to keep the peace in conflict areas. They have already been engaged in Burundi, in Darfur in Sudan, and in Somalia. Other important bodies are still being developed: Africa's own financial institutions, including a central bank, a court of human rights to protect the rights of individuals and a court of justice.

The AU faces many problems: there are sometimes disputes between member states. For example Morocco is not a member as it refuses to recognise another member, Western Sahara, as an independent nation. Another major problem is lack of money to allow all the bodies of the AU to do their work as effectively as they should. Nonetheless, the AU has already shown that it is the voice of Africa and is listened to not only in Africa, but around the world. We Africans are proud that we can work together as brothers and sisters to make our continent a better place for all its citizens.

### A2.4

Education in Ethiopia has a very long history. Archeology tells us that for over two thousand years people have been able to read and write here. We also know that since the arrival of Christianity in the 4<sup>th</sup> century there have been religious schools where students have been learning to read and write in order to study ancient religious texts. This was the situation until the end of the 19<sup>th</sup> century when schools were set up by European missionaries and there were some Islamic schools, too. The first non-religious government schools were opened in the early 20<sup>th</sup> century, encouraged by Menelik the II and Emperor Haile Selassie.

The system of education changed over the 20<sup>th</sup> century as it was expanded to meet the need of a modern nation. The current system came into effect in 1994. It is made up of kindergarten, for very young children, before they start primary school, general education, which we'll look at in a minute, technical and vocational education, which provides training for different kinds of work, and tertiary education, our universities and

other institutes and colleges offering post-secondary education. In addition to this formal education system there are religious and traditional schools.

The system of general education is divided up into primary and secondary. Because most Ethiopians attend primary school only, it has been extended so that it now lasts for 8 years. In other words, someone who can only attend primary school, will complete at least 8 years of education. There are two cycles of primary education, the 1<sup>st</sup> cycle, called basic education, consists of grades 1-4. Then, there is the 2<sup>nd</sup> cycle which is general primary education and is made up of grades 5-8. Secondary education is also made up of two cycles. The first cycle, grades 9-10, is known as general secondary education and the second cycle, senior secondary education, prepares students for tertiary or higher education. There are national examinations at the end of each level.

Students can leave school and enter technical and vocational institutes at the end of each cycle, but they can only enter tertiary education at the successful completion of the second cycle of secondary education.

Since 1994 education in Ethiopia has expanded by an average of 10% per year (15% in primary schools). By the end of 2010, the Ethiopian Government had already nearly achieved its goal of providing free primary education to all by 2015.

### A2.12

The findings about why these children were staying out of the classroom were 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).

### B2.3

I am getting old now I am 62. When I was a child there was no school for me. One of my brothers went to primary school; it was run by the church. In those days girls were married at the age of seven or eight. School was considered unsuitable for girls, firstly because they had to get married and also because they had to work at home. But also because bad things can happen to girls when they are outside the house, away from their families. And we had to work hard! I used to grind the grain, fetch water and do housework without being told. I knew what my parents expected of me and I did it.

I was married aged nine, but my life was unchanged: I was working from early morning till night. In a few years I had a daughter and then a son after that. My son died though, when he was only two years old and I was unable to have any more children. My husband sent my daughter to primary school for a few years, but we needed her to help us at home, so when she was 11 we kept her at home. We faced many difficulties and my daughter was not married until she was 16. Then she had three girls, my granddaughters! They seem to know everything! One is at primary school and two of them are now at secondary school. I'm not in favour of that. Boys lie in wait for the girls in the bushes by the road when they walk home. I've seen them do it. And before you know it the girls are pregnant with no husband, and a good marriage is now impossible.

I disagree with my daughter's decision to let her girls go to secondary school. A few years of primary school is important. Children need to know reading and writing in the modern world. But they must learn how to look after the house. My daughter says her girls will get good jobs and earn money. Is that suitable for a girl? What man wants his wife to have a job? He needs her at home.

### A3.2

People have always used traditional medicines, to prevent and cure illness. They are part of our culture and traditions. Most of our medicines are made from plants. Our knowledge of has been built up over centuries. We use different species of plants: trees, bushes, flowers, grasses which grow in the wild. We know where they grow and when to collect the seeds, roots, leaves or bark.

For instance, for tumours, what we call *tanache*, I take the powdered root of *umeeraa* plant and add it to water to make a drink. I also use the twigs of the plant and make a kind of necklace for the sufferer to wear. Fresh *harmee* leaves are useful for treating *dhukuba guraa*, or earache. I crush and squeeze the leaves into a juice which is then poured into the ear. I treat snake bite with a drink made from powdered *botoroo* bark mixed with tea. For skin rash or *sono* I use the fresh *wociino* leaves which I crush to make a lotion which



is then applied to the skin. I can treat *hiireenaa daga* or anaemia by making a drink with fresh *togoo* leaves which I boil and mix with sugar. These are just a few examples of what I can treat.

People are generally very happy with my treatments. Unlike medicine from hospitals, they are very safe. People may vomit or have some mild reaction to the ingredients, but it soon passes. Many believe that I can help them more than modern medicine, or they go to a hospital for some conditions and come to me for others. Of course, many people who can't afford to go to a hospital or buy medicines they come to me as they have no choice. You see I can help everyone: I don't turn people away if they are poor; I just ask them to pay me what they can.

### A3.4

TB is an abbreviation for tuberculosis. It has been a killer disease for thousands of years.

The disease is contagious, caused by bacteria which are spread by coughing and sneezing, just like the common cold. It is diagnosed by means of a test. It affects the lungs and can also spread to other parts of the body. An infected person may or may not be ill with the disease. If your body is strong and healthy you may be able to fight it off. Those who do develop it suffer from a bad cough, tiredness and loss of appetite. However, the disease, it is not necessarily a death sentence, as long as you are treated. If not treated, each person with active TB can infect on average 10 to 15 people a year.

The best way to prevent TB is vaccination. This should be given to babies. Also, testing facilities have to be available so that people can get tested if they have been in contact with someone with TB.

The introduction of antibiotics in the middle of the 20<sup>th</sup> century decreased the number of deaths from TB dramatically. However, since the 1980s the numbers have been going up again sharply. The World Health Organisation says that TB kills more young people and adults than any other infectious disease. There are more than nine million cases a year world-wide and two million die from it. In Africa alone there are two million cases a year. The disease is so common now largely because of HIV / AIDS. One third of HIV positive victims develop TB as their bodies' immune systems are too weak to fight it. Another factor is that the disease is becoming drug-resistant. One important reason for this is that many people stop their treatment. This encourages the bacteria which carry the disease to become tougher.

The treatment is long and hard. It takes six months and many people suffer from side effects. Ideally sufferers need someone who lives near them to support them by helping them and making sure they take their medicine. The treatment must not be stopped, even when patients start to feel better. Some people also go to traditional healers for help with the symptoms and the side effects of the drugs. This can be useful, but it should not replace medical treatment.

So there are some important things to remember about TB: if you have been in contact with someone who has TB get tested, and if the test is positive, get treated. Finally, when you start the treatment, carry on with it to the end.

### A4.2

HIV is a virus and viruses in the body are difficult to kill. When it enters the body it destroys the immune system which protects our bodies against disease.

The virus is transmitted or passed from person to person in one of four body fluids: blood, semen, vaginal fluid and breast milk. It has to get inside the body and into the bloodstream. It is not transmitted through vomit, urine, saliva, faeces or pus. There is no evidence to show that the virus can be transmitted by mosquitoes.

The virus is usually transmitted during sex, when the delicate skin in the genital area is cut. This causes bleeding that you may or may not be able to see. It can also be transmitted when blood from a cut of an infected person, enters a wound of an uninfected person. So, if you are treating a wound on another person, if you don't know their HIV status, you should use plastic gloves or put each of your hands inside a plastic bag. The virus cannot be caught in swimming pools as it cannot survive in water. Neither can it be transmitted by touch.

Having sex outside marriage is risky. You cannot be sure that someone is HIV negative unless they have had a test. Even someone who has never had sex may be HIV positive because they may have picked up the virus in some other way.

Condoms are relatively safe and certainly better than nothing, but they are not 100% reliable in protecting against HIV or pregnancy. Even someone who is HIV positive should be careful, not only because they could infect someone who is HIV negative, but also because they can be infected with a different and possibly stronger strain of the virus by having sex with another person who is HIV positive.

There is no cure for HIV/Aids. Having sex with a virgin is definitely NOT going to help in any way at all. A traditional healer cannot cure it either, although a healer can help when someone with HIV gets ill. The only proven treatment is the drug ART, which has to be taken regularly. A healthy diet and lifestyle are also important as they can help those who are HIV positive to fight infections and be as strong as possible.

### A5.1

Ethiopia is a land of wonder and enchantment, a country with one of the richest histories on the African continent, a land of contrasts and surprises, of remote and wild places. It is home to cultured and friendly people who are descended from some of the world's oldest civilisations.

The country has a proud and long history extending to the known beginnings of humankind. In 1974 in the Afar region in the north of the country, a 3.5 million year-old skeleton of a female human ancestor, known as Lucy or Dinkinesh was discovered. This makes Ethiopia the earliest known home of humankind. Today the place where she was found is a UNESCO World Heritage site.

At Dire Dawa you can see cave paintings considered to be thousands of years old, while the ancient town of Axum, is famous for its amazing carved obelisks, Christian festivals and relics, including the Ark of the Covenant. In Nejjashi you can visit the famous mosque, which was named after Ethiopian king Al-Nejjashi and was founded in the 7th century.

In the late Middle Ages great religious civilisations flourished in many parts of the country, particularly at Lalibela is famous for its churches hewn out of natural rock and in the beautiful walled city of Harar, considered by many Muslims to be the fourth "Holy City" following Mecca, Medina, and Jerusalem.

Ethiopia is a land of great natural beauty. Along the Great Rift Valley is a string of lakes, many of which are in national parks and are home to a wealth of bird and animal life. The largest is Lake Tana.

Ethiopia is a land of mountains. In the north are the high, rugged, Simien Mountains, while in the south are the Bale Mountains. Both are home to some unique wild-life and are ideal for trekking.

On Ethiopia's fast flowing rivers the sport of white-water rafting is growing in popularity with tourists.

Addis Ababa, Ethiopia's capital city, has so much to offer, too, with its first-class hotels and restaurants, museums and palaces, and the Merkato, Africa's largest open-air market.

*Adapted from information at <http://www.mfa.gov.et/Facts About Ethiopia/Tourism Investment Banking>*

### B5.1

#### Dialogue A

**Manager:** Good morning. Can I help you?

**Guest:** Is there anything that can be done about the mosquitoes in my room? They were annoying me all night and I'm covered in bites.

**Manager:** Oh dear I'm sorry to hear that.

**Guest:** Yes, there were so many of them they kept me awake with their droning sound.

**Manager:** Well, sir, you know you must be very careful with mosquitoes. Are you saying there are holes in your mosquito net.

**Guest:** Mosquito net? Oh no! I hate those things. I can't breathe when I'm under one.

**Manager:** Well, sir. As I said before, mosquitoes are very dangerous. You really should use a net to stop them biting you.

**Guest:** Is there anything else I can do?

**Manager:** Well, you could burn a mosquito coil. We can provide you with one. But they have a very strong smell which you may not like.

**Guest:** I suppose that's the only alternative. All right then. I'll try one tonight. Thank you very much.



**Dialogue B**

**Manager:** How can I help you, Madam?

**Guest:** Well, I tried to take a shower this morning, but the water was cold.

**Manager:** Yes, madam. This is an eco-lodge and we don't have hot water in the taps.

**Guest:** But it's cold in the mornings, it's not possible to wash in cold water.

**Manager:** We suggest our guests bathe in the evening before dinner. The water is kept in a tank and the Sun heats it up naturally during the day, so it is quite warm in the evening.

**Guest:** Well, I like to bathe in the mornings.

**Manager:** Madam, I'm sorry but we are trying to run this lodge on sustainable principles. We don't have enough power to heat the water for the mornings, but it is quite warm enough in the evening. Could you possibly change your routine while you are here?

**Guest:** I suppose I'll have to.

**Manager:** Thank you very much. And please let me know if you have any other problems.

**Dialogue C**

**Manager:** Did you enjoy your dinner, sir?

**Guest:** It was all right.

**Manager:** Was there a problem with it, sir?

**Guest:** Well, I quite like injera, but I'm fed up with having it all the time.

**Manager:** Really, sir? It's our national dish! We Ethiopians are very happy to eat it every day.

**Guest:** Unfortunately, I'm not Ethiopian. Could you possibly serve something else?

**Manager:** What did you have in mind, sir?

**Guest:** Well, I'm not expecting you to serve European food, but could you sometimes perhaps substitute rice or spaghetti for the injera?

**Manager:** This lodge is so isolated, sir, and we try to buy our food at the market in the local village. But possibly we could get hold of some rice for you for tomorrow evening, or make some bread.

**Guest:** That would be very kind, thank you.

**A6.1****Extract 1**

The water was chest-deep and with each step they took, the water level increased. Thula carried Lindiwe on his back and half-swam, half-dragged her along; it was very difficult for him. He saw a black object ahead, lying on the surface of the water. Thinking it was a log he dived towards it but clinging on, he found to his horror that it was scaly. It swung sharply, flipping a powerful tail which splashed water into the couple's eyes. There was pandemonium. Lindiwe fell off Thula's back as the crocodile advanced towards them. Thula dived under water for some seconds.

When he surfaced for air he found himself no more than a metre from the crocodile. Simultaneously the reptile charged and Thula dived again. Under water, he struck at the crocodile's soft belly and the reptile, incensed, dived to attack him. Then, catching Thula's foot in its jaws as it passed, it snapped off three of his toes and Thula surfacing cried out loudly in pain. However, when he saw that the crocodile had turned to attack him for a third time, Thula dived under the water and the crocodile missed him.

In the struggle, Thula had forgotten about Lindiwe. He swam furiously to avoid the crocodile until he caught sight of the girl. She was clinging to a boulder downstream. With horror he realised that the crocodile, in search of easier prey, was bearing down on her.

**Extract 2**

Thula lunged towards Lindiwe shouting at the top of his voice to warn her.

Lindiwe stood, confused and cried loudly. Despite the agonising pain in his foot as the rough waters washed over the new wound, Thula knew he must save Lindiwe. He dived under the water and swam towards her. The crocodile swam, keeping only its eyes and nostrils above the water. Thula pushed Lindiwe and she fell into the water. With the crocodile in pursuit once more Thula ducked underwater, playing for time, but *when* he rose, gasping for air, the crocodile was waiting to charge, jaws wide open. Thula dived, grabbed a

sharp rock from the river bed and felt for the soft belly of the crocodile; he jabbed at it hard. The crocodile felt the pain as its flesh was torn, and turned swiftly and fled.

Their adventure had brought the fugitives closer to the opposite bank and the water was again quite shallow. Thula held Lindiwe and they stood shivering in the river for some time before heading for dry land once more.

*From Sunset at Noon by Anthony Kwamalah Johnson*

### A7.3

There is considerable evidence that globally the climate is changing, although it seems to be happening faster in some regions than in others. Rising temperatures and changes in seasonal rainfall patterns have already had significant impacts on the world.

The increase in global temperatures has led to the melting of ice at the North and South Poles. If polar ice continues to melt then sea levels will rise. In fact they are projected to rise by 15 to 95 centimetres by 2100. This may lead to the disappearance of low-lying coastal areas around the world. In addition, mountain glaciers are threatened by rising temperatures. A case in point is Africa's highest mountain, Kilimanjaro in East Africa. An estimated 82 per cent of the icecap that 100 years ago crowned the peak, is now gone. This impacts on humans as the snow and ice on this ice cap feeds into several rivers which are now drying out in the warm season.

In parts of the northern hemisphere one effect of global warming is heavier rainfall. Meanwhile in Africa and Asia it is causing severe droughts. In fact Incidence of drought has already increased from 1 to 3 per cent of the globe in the last 50 years. By 2050 it is likely to increase to 12 per cent.

Climate change threatens species of animals and plants that are adapted to live in certain conditions. When this happens their first response is to migrate to areas where the conditions they need exist. As a result, many species of plants and animals previously found only in tropical regions are now found in areas that were previously too cool. However, in crowded regions, such as East Africa, there is nowhere for plants and animals to migrate to as there are too many people and forests have been cut down for agriculture. There is a real threat that species will become extinct as their natural habitats are lost and there is nowhere for them to migrate to. An example of this is the mountains eastern central and southern Africa where species diversity, is threatened by rising temperatures and deforestation and extinction is likely for many isolated such as the wild Arabica coffee plant in southern Ethiopia as there is nowhere for it to go.

Since most agriculture in Africa relies on seasonal rains, it is put at risk by changes in climate variability, seasonal shifts, and precipitation patterns. Any amount of warming will result in increased water stress. It is predicted that disruption to agriculture will mean that by 2050 up to 30 million more people in the world will be hungry. Many will be forced to leave their homes and migrate to other areas or countries. This along with lack of water in some regions of the world may lead to economic and political problems and possibly even wars.

Climate change will have significant impacts on biodiversity and food security in Africa. Consequently substantial reductions in heat-trapping gas emissions in developed countries and careful adaptation to changes in climate are crucial.

### A7.5

Life on Earth depends on heat. The normal average temperature of our planet is 15° C. In fact, many places, for example in Africa, are much warmer than this, and other places, such as the continent of Antarctica, are much colder. Heat comes from the Sun which passes through the Earth's atmosphere to its surface. However, some of the heat is radiated back out into the atmosphere.

The Earth's atmosphere is made up of different gases: 99 per cent is nitrogen and oxygen whereas the other 1 per cent consists of other gases: carbon dioxide, methane, nitrous oxide, ozone, water vapour and halocarbons. They are called greenhouse gases as they act in the same way as the glass walls and roof of a greenhouse which trap heat so that vegetables can be grown in places where outside temperatures are too cold.

Greenhouse gases keep the Earth's warm temperature as they absorb heat and stop it escaping back out into Space. Without greenhouse gases the temperature on the Earth's surface would be minus 18° C; thus too

cold for most plants and animals.

It is changes in this proportion of these greenhouse gases, however, that cause climate change. Due to the burning of fossil fuels in factories, power stations and by motor vehicles, the amount of carbon dioxide in the atmosphere has been increasing in the last 100 years or so. As a result of this increase in carbon dioxide, more and more heat is being trapped. This is called 'the greenhouse effect' and that is why most scientists believe temperatures are increasing and the Earth is getting warmer.

### **B7.2**

Here is the weather forecast for the whole of Ethiopia for the next 24 hours. The seasonal rain fall activity has continued across much of the country for the last few days and. For the coming three days, the current rain bearing systems are going to remain across western and central parts of the country for a few days across western and central parts of the country. So starting in the west. the heavy rainfall of the last few days will continue in Benishangul-Gumuz, Gambella, southern and western Oromia and SNNPR, with flooding in some areas. Temperatures will be in the region of 27 to 33 degrees Centigrade during the day, falling to 12-15 degrees at night. In the north of the country, in Tigray Amhara and Afar, the heavy rain of the last few days has eased and it will be sunny with some isolated showers. Temperatures will be in the mid 30s during the day 15-20 degrees at night. As the rain moves south and east, there may be some showers in Somali in a few days, but for today and tonight it will be dry and sunny, though partly cloudy. Temperatures will be in the region of 34 degrees during the day and 15 degrees at night.

### **A8.1**

The sun heats water in oceans and seas which causes it to evaporate as water vapour into the air. Water vapour is an invisible gas. Evaporation also occurs in other ways: from water in rivers and lakes, from water in ice and snow and from water in soil. In addition, water vapour is released from plants into the air through the process known as transpiration.

Water vapour is taken up into the atmosphere by rising air currents by a process known as convection, which causes warm air to rise. Cooler temperatures then condense the water vapour into clouds. Rising air currents take the vapour up into the atmosphere where cooler temperatures cause it to condense into liquid water droplets in the air, which produces clouds. Precipitation, in the form of rain or snow, occurs when cloud particles collide, grow and then fall out of the sky.

A vital factor in the process is known as advection: this is the movement of water in the form of vapour, clouds or precipitation through the atmosphere. Without advection, very little rain would fall over land.

Most rain falls back into the oceans, but also it falls onto land. It then flows over the ground as surface run-off. Some of this run-off soaks into the ground and the rest flows into rivers, which then carry it to the ocean. Evaporation then takes place and the water cycle continues.

### **B8.1**

Water covers three-quarters of the earth's surface, but only a fraction of 1 per cent of it is available for human use. Most of the rest is saltwater and of the remaining freshwater most is in the form of ice or is in hard to reach aquifers. Yet we humans have an absolute need for fresh water. 10 per cent of our need is for domestic use which consists of water for drinking, cooking, washing and so on. We use a massive 70 per cent for irrigation and the remaining 20 per cent is largely accounted for by industry.

Today the world is facing a water deficit and many countries are already water-stressed, which means they do not have enough freshwater to meet the needs of their population. This is because we are using 45 times as much water today as people did 300 years ago.

An indicator of water shortage is rivers running dry and lakes disappearing. For example in central Africa, Lake Chad has shrunk by some 95 per cent over the past 40 years. This kind of event is due partly to natural factors, in other words a decrease in rain and increased temperatures. However, also to blame for dried up rivers and lakes is human activity, such as the building of dams and irrigation channels.

Another important reason for water shortage is the increased use of electric and diesel pumps. When the pumping of water from wells depended on human or animal power, the amount pumped was limited, but now with powerful mechanically driven pumps, aquifers can be depleted in a matter of years, more quickly than nature can replenish them,

Some 80 countries, supporting 40 per cent of the world's population, already suffer from serious water



shortages as aquifers are depleted. The problem is concentrated in North America, North Africa, China, the Middle East, and the Indian Subcontinent where populations have grown and standards of living have risen. In Africa, north African countries from Algeria to Egypt and Sudan are facing very serious water shortages. In southern Africa drought has increased in recent years and is causing severe reductions in available water.

Recently the United Nations said that 2.7 billion people would face severe water shortages by 2025 if consumption continues at current rates.

### **B9.1**

- 1 It is estimated that more than 600 million people in the world are disabled some 10% of the global population. Some have their disability from birth but the majority occur later on in life, either through illnesses such as meningitis or as a result of injury caused by accidents, armed conflicts or landmines.
- 2 After centuries of discrimination and prejudice, disabled people are now demanding their rights to live in society alongside the able-bodied. One of the most basic rights is access to buildings. For example, few of the able bodied realise how many steps there are to climb just to get through the doors of many schools, hospitals, railways stations and offices. For someone who can barely walk, or who is in a wheelchair, these make access very difficult or even impossible. Moreover, once inside a building, there may be several flights of stairs to negotiate. Fortunately wheelchair ramps and lifts are more commonplace making it possible for large numbers of disabled people to go about their daily lives independently.
- 3 Access to education and employment has also been a major focus of the disability rights movement. Both schools and workplaces have often been reluctant to admit the disabled, believing that they would be unable to cope with school or work life. Yet it is often the case that once simple access issues are dealt with, the disabled are proving time and again that there are no limits to the heights they can reach.
- 4 Another important right the disabled are now exercising concerns independent living. In the past they relied or less totally on their able-bodied relatives, but now many disabled people are playing an active part in society on their own, or with far less support than was once necessary. They are able to do this thanks to a variety of disability aids. Some of these, such as walking sticks, wheelchairs, spectacles and hearing aids have existed for a long time. In the modern age there are technological aids such as computers with Braille keyboards speech controlled computers, speaking clocks, and many other gadgets. These enhance quality of life and allow the disabled to be financially independent.
- 5 One of the most difficult rights to achieve is acceptance by the able-bodied community. The disabled are considered inferior, and are often wrongly assumed to suffer mental impairment. As a result, many doors remain closed. Assumptions are made by the able-bodied that disabled people can't cope with work or activities that in fact are well within their capabilities. Then too, the disabled face being stared at in the street, being called names and even bullied, sometimes by their own families, on a daily basis.
- 6 Much progress has been made with disability rights. In most countries of the world the disabled have won many legal rights. There has also been to some extent a change in attitudes. But the battle is far from won.

### **B9.3**

#### **Milliam, Uganda**

As a result of childhood polio, Milliam is paralysed in both legs. Nonetheless, succeeded in completing a BA in fashion design and business management. Her hard work seemed to be in vain, however, when on graduating she could not get a job. No employers were interested in employing a disabled person. The outlook was not good until she heard about an NGO working for people with physical disability. Through this organisation she met other disabled people. They helped her not only to find out about her legal rights, but also to understand that believing in yourself, and not letting others undermine your self-esteem is an important part of achieving your dreams. She realized that this had been lacking in her previous attempts to find work. With her new-found confidence, she found a good job in a medical foundation and after a few years there, she went on to work as an instructor in a technical skills college, a job she loves.

#### **Rachel, England**

Rachel suffers from dwarfism. Having been in and out of hospital in her childhood, she wanted to be a nurse. At school she obtained the necessary qualifications for a nursing course, but when she applied to various training schools, they all said that at her size she couldn't possibly manage hospital work. Eventually she was accepted at one school, but the next struggle came when she went into hospitals to do the practical

part of her course. Her supervisors stood over her, watching everything she did, unconvinced that she could do the necessary work and often not believing results they saw with their own eyes. Many times Rachel had to question unfavourable grades until her assessors were forced to admit that in fact she had managed to perform duties they didn't think she was capable of. Now a qualified nurse, she works in a children's hospital in London.

### **Stephen Hawking, England**

Professor Hawking is a world-renowned theoretical physicist who investigates the history of the Universe. In his 20s, while working at Cambridge University, he developed motor neuron disease, a condition in which gradually all muscles cease to function. At a time when he was already confined to a wheelchair, unable to walk or use his arms, his speech began to slur until it became incomprehensible. For a time, the only way he could communicate was to spell out words letter by letter, by raising his eyebrows when someone pointed to the right letter on a spelling card. However, a colleague developed for him a computer program which allows him to speak by selecting words from a computer screen, using head or eye movements. When the message is complete it goes through a speech synthesizer and comes out as perfectly comprehensible speech. The computer and synthesizer are attached to his wheelchair. Using this device, Professor Hawking has written books and scientific papers, given lectures and made speeches. Although not exactly the same as the speech of a normal human, it is a good substitute. The only problem for Professor Hawking, is, he says, that it gives him an American accent!

### **B10.2**

In a world that is very rich, many people are very poor. Development is about reaching these people and helping them improve their lives. I am going to consider what development does and doesn't mean and what its aims are.

What then is a developed country? It is not a simple question to answer. It is easier to say which countries are richer and which are poorer. But indicators of wealth, which reflect the quantity of resources, provide no information about the allocation of those resources – for instance, whether or not they are distributed equally and used to provide free health and education services. Nor do indicators of wealth tell us about the effects of production and consumption on people's environment. Thus it is no wonder that countries with similar average incomes can differ substantially when it comes to people's quality of life, that is, their access to education and health care, employment opportunities, availability of clean air and safe drinking water, the threat of crime, and so on.

Like wealth indicators, economic growth is often used to measure a country's development. It is true that economic growth by increasing a nation's total wealth, also enhances its potential for reducing poverty and solving other social problems. But history offers a number of examples where economic growth was not followed by similar progress in human development. Instead growth was achieved at the cost of greater inequality, higher unemployment, weakened democracy, loss of cultural identity, or overconsumption of resources needed by future generations.

What then is purpose of development if it is not to merely increase national wealth? Recent United Nations documents emphasise "human development," measured by life expectancy, adult literacy, access to all three levels of education, as well as people's average income which is a necessary condition of their freedom of choice. In a broader sense the notion of human development incorporates all aspects of individuals' well-being, from their health status to their economic and political freedom. According to the Human Development Report 1996, published by the United Nations Development Program, "human development is the end – economic growth a means".

In 2000 most of the countries of the world, under the auspices of the United Nations, established a list of goals called the Millennium Development Goals or MDGs. These are eight targets that will help meet the basic development needs of most people. They are: eradicate extreme poverty and hunger, improve maternal health, achieve universal primary education, combat HIV / AIDS, malaria, and other diseases, promote gender equality and empower women, ensure environmental sustainability, reduce child mortality, develop a global partnership for development

That brings us onto consider who are the agents of development. Development is a cooperative effort of many. First of all the poor themselves, who struggle daily to provide for themselves and their families. Then,



their governments who, work to improve their incomes, and, in most cases, to improve the lives of their people. The governments of most rich countries try to help poor countries to do so. Multinational institutions like the World Bank also provide money and projects to improve the lives of poor people. Many other NGOs and charitable groups around the world work to do the same.

As we look forward, development, by its nature, will always be ongoing, even when these goals are met. People will always try to improve the quality of their lives and the lives of their children. At the same time, all agree that development efforts should be “sustainable.” This means meeting today’s social, economic, political, cultural and environmental needs without creating jeopardising the needs and development of future generations.

Source: World Bank

#### **B10.4**

Lebna and Kihele lived in a small house with their mother and father. When his parents were out, Lebna had responsibility for his brother Kihele, who was still only a baby. So this is what happened one day. Lebna had promised his mother he would sweep the yard while she was out. Before going outside to do this, Lebna lay Kihele on his bed to sleep, and then he put a pot of food on the stove for his lunch. As he swept he was looking forward to eating something. What he didn’t know was the wind was blowing strongly and the curtain at the window was billowing dangerously close to the fire under the pot of food. Lebna didn’t see the curtain catch fire and the first he knew about it was when he looked up and was horrified to see flames and smoke coming through the window. He acted swiftly. Dropping the broom he grabbed a blanket which was hanging on the washing line. Then, he found a can of water and poured it over the blanket. Putting the wet blanket over his head he rushed into the house, which was now blazing inside. The blanket gave him the protection he needed to go over to his sleeping brother, pick him up and rush him outside. As he made his way out of the door, the neighbours were already rushing to the scene, amazed at what Lebna had been able to do.

#### **A11.2**

##### **Question 1: You work for an international NGO. Can you tell me which one that is?**

I work for Médecins Sans Frontières, or MSF as it is usually called. In America it is called Doctors Without Borders. I work in their London office.

##### **Question 2: What exactly does MSF do?**

MSF works in two kinds of situation. Firstly, in emergencies, such as an earthquake or a war, MSF provides essential healthcare and runs hospitals and clinics, performs surgery, tackles epidemics, carries out vaccination campaigns, operates feeding centres for malnourished children and offers psychological support. We can also dig wells or dispense clean drinking water and distribute materials like blankets, plastic sheeting and other basic necessities. Secondly we have longer-term programmes, in which we treat patients with diseases such as TB and HIV / AIDS.

##### **Question 3: On what principles is MSF based?**

Well, MSF is committed to independent humanitarian action guided by medical ethics and the principles of neutrality and impartiality. This means that MSF offers assistance to people based only on need and irrespective of race, religion, gender and with no links to any political belief or party. MSF does not take sides in armed conflicts

##### **Question 4: Where does MSF work?**

MSF is a worldwide movement with offices in 19 countries and an international coordination office in Geneva, Switzerland. It also has field offices in 65 countries where it has medical projects.

##### **Question 5: What kind of people do you employ?**

Currently 25,000 people are engaged by MSF as health professionals, which means doctors and nurses, then there are water and sanitation experts, logistics experts who plan the movement of supplies and staff to where they are needed, and in addition there are administrative staff, running our projects in approximately 65 countries around the world. This staff is made up of foreign experts and locally hired staff.

##### **Question 6: How did MDF start?**

It was set up in 1971 by a group of French doctors. In the early days it was just a group of medical doctors who travelled to different parts of the world providing medical aid. Over time the organisation has grown,

employing more people in the countries where it works. A big moment for us was in 1999, when in recognition of its “pioneering humanitarian work on several continents”, MSF was awarded the Nobel Peace Prize.

### **Question 7: What have you been doing in Ethiopia?**

We have been working 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 have been handed 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.

#### **B11.1**

My name is Rhoda and I’m an American water-engineer. I’ve been working in SNNPR for more than a year on some community-based water projects.

Most of my time is here in the field and then sometimes I have to go to Addis. However, yesterday I was here at my post. I woke up at the normal time, which is 5 o’clock and made a cup of tea and then spent the next hour catching up on email from my family and friends in the USA. I was in the office by 7.00, and my assistant Habtu was already there. His daughter Saba had come in with him as she wanted to look for something on the Internet. By 8.00 I was out of the office and on the road. The village I was going to wasn’t far away, about 10 km but because of the state of the road it takes about an hour to get there. I spent the rest of the morning inspecting a well and a small scale irrigation project which the community is building. I’ve been coming here regularly for the past few months. The villagers have done all the work themselves. I just take look at what they’ve done, take measurements and make suggestions. It’s looking good though and it should help the village to extend their growing season. Anyway, I got back to the office about 1o’clock. Lunch time! So I went home and I had a nap for about an hour, then went back to work. In the afternoon I started my quarterly report for the Ministry. Writing reports is the worst part of the job for me! But luckily just as I was trying to find the documents I needed I was interrupted! This happens a lot and it means that I often have to catch up with my work in the evenings at home. Yesterday, one of the most important community leaders in the area came in to see me and so I stopped and made coffee for him. He drops in from time to time to talk about water projects and everything else! But I enjoy our conversations and it’s an important part of the job.

I left the office about 5.30 and after a quick shower and change of clothes I went straight out to a party given by an aid worker who lives nearby. I knew everyone there and it was great to listen to music, talk, have a drink and some food. I didn’t get home and go to bed until midnight, which is too late for a weeknight. And here I am again today!

#### **A12.3**

Perhaps the greatest human achievement in the 20<sup>th</sup> century was the beginning of space exploration. It began after the Second World War as a competition: the Space Race between the USA and the Soviet Union, or Russia. The Russians won the first two victories. They sent the first man-made craft into space with the successful launch of Sputnik in 1957, a radio satellite which spent 3 months orbiting the Earth. Then in 1969 the Russians put the first man in space with the launch of Vostok 1 manned by Yuri Gagarin

In 1969 the USA scored a great victory over the Russians when Neil Armstrong became the first man to walk on the moon during the Apollo 11 mission. The Russians to this day have not put a man on the moon. The Apollo moon missions continued until 1974.

During the 1970s the Americans also constructed a laboratory in space. Sky lab was visited by three teams of astronauts who stayed in space for weeks at a time doing experiments and at the same time testing the long term effects of weightlessness.

The Russians built their own space lab, Mir, in 1986 which did similar work and is noteworthy as it was the place where they worked together with the Americans, rather than in competition. It was replaced by the International Space Station which is expected to remain in operation until 2015. This is truly international, with scientists from several different countries working there for long periods of months, even years at a time.

In the mid 1970s the Americans began to develop the Space Shuttle. This is a spacecraft with wings which allows it to return to Earth. The Shuttle carries six–eight astronauts and has been used to build and then carry

scientists to and from the space labs.

There have been other unmanned space flights to other planets in the solar system. For example, there have been several missions to Mars, our nearest neighbour. Pathfinder explored the surface in 1997 and Odyssey in 2004 brought back samples of rock which showed that many years ago the planet had the right conditions to support life.

China became the third country to put men in space with the Shenzhou programme. In 2003 Yang Liwei orbited the Earth in Shenzhou 5. In 2005 Shenzhou 6 carried two men in space for five days. Then in 2008, a Chinese astronaut walked in space during the Shenzhou 7 mission.

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## Revision 1 Vocabulary

## Team B



