

Part A

Objectives

In this part of Unit 5 you will:

- listen to an introduction to tourism in Ethiopia
- learn some words about tourism
- read an extract from a tourist brochure or website
- identify and practise the language of tourist brochures
- learn some word building patterns
- identify and practise word stress
- write an extract from a tourist brochure
- discuss how to improve tourism in Ethiopia
- read about the impact of tourism
- write a formal letter.

A5.1 Introduction: Tourism in Ethiopia

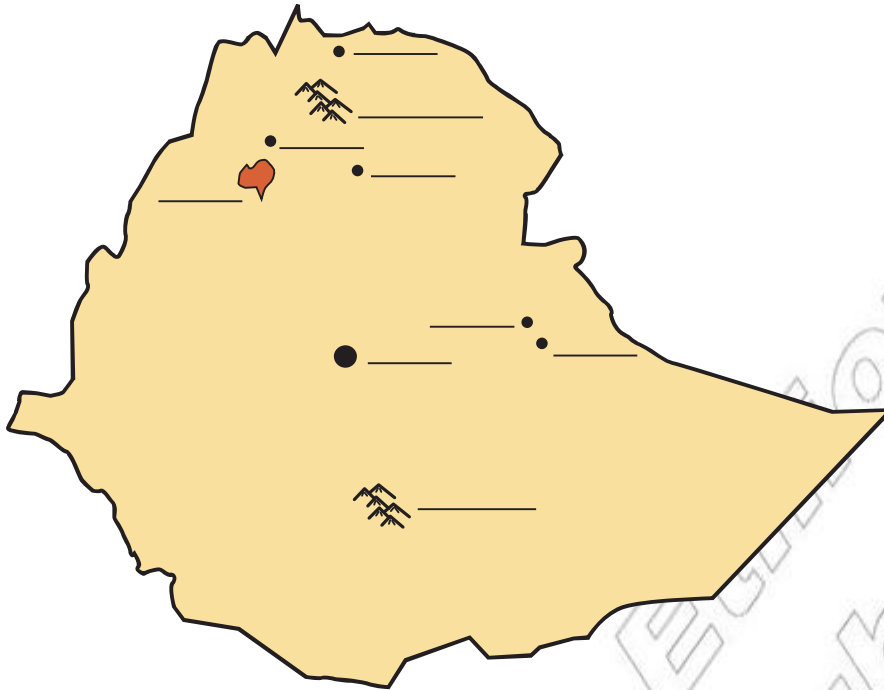
1 Work in a small group. Discuss these questions.

- What can tourists do in Ethiopia?
 - Where can they go?
 - What can they see and do in each of these places?
- Have you ever been to any of these places? What did you do there? Did you enjoy it?
- Are there any tourist destinations in your region? What kinds of jobs do local people have in tourism?

2 You are going to listen to an introduction to tourism in Ethiopia. As you listen, make notes in this table.

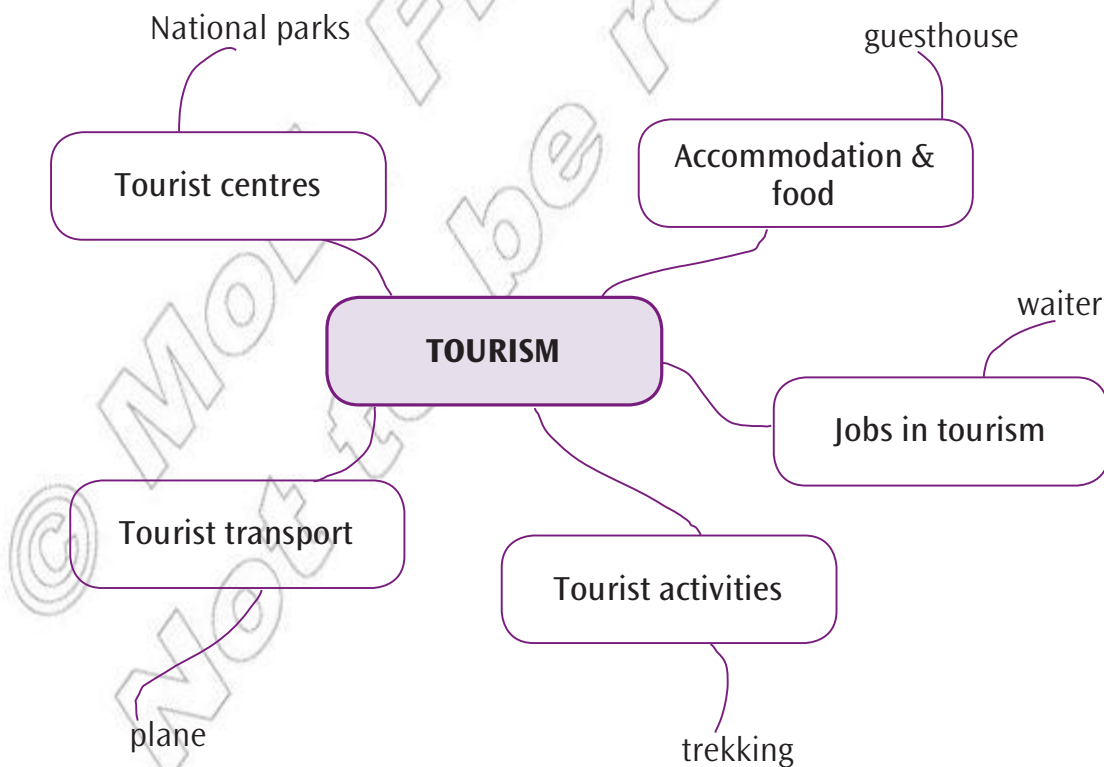
| Historical and religious attractions | |
|--------------------------------------|--|
| Afar | |
| Dire Dawa | |
| Axum | |
| Nejashi | |
| Lalibela | |
| Harar | |
| Natural Beauty | |
| Lakes | |
| Mountains | |
| Rivers | |
| The capital | |
| | |

3 Look at the map and label the places mentioned in your table.



A5.2 Increase your word power: Tourism

1 Work with a partner. Think of some words and expressions to complete the mind map.



- 2 Now your teacher will read out some words. Add them to the appropriate parts of the mind map, if you haven't already included them.
- 3 With your partner, choose four words in the mind map and write definitions of them.
- 4 Read out your definitions to another pair of students and see if they can guess your words. Then, try to guess the words defined by the other pair of students.



A5.3 Reading: Extract from a tourist brochure or website

- 1 The following text is taken from a tourist brochure about Ethiopia. It is about one of the country's most famous tourist destinations. Read it and try to guess the name of the place.

(1) _____, the largest lake, in Ethiopia is the source and from where the famed (2) _____ starts its long journey to Khartoum, and on to the Mediterranean. The 37 islands that are scattered about the surface of the lake shelter fascinating churches and monasteries, some of which have histories dating back to the 13th century. However, it should be noted that most of the religious houses are not open to women. The most interesting islands are:

(3) _____.

(4) _____ is the principal monastery, with its impressive cathedral-like building which can only be visited by male tourists, was first built at the end of the 17th century.

(5) _____, which is also closed to women, is on an island in the lake, and the monastery is reached by a very steep and winding path. Although the church is relatively new (only a hundred years old), it houses a madonna painted in the 15th century. However, the treasury of the monastery is a prime attraction, with the remains of several Emperors, as well as their robes and jewels.

On the banks of the lake are many more religious houses, such as (6) _____, many of which can be visited by women.

Near (7) _____, at the northern end of the lake, the (8) _____ palace is a forerunner of the magnificent palaces and castles of Gonder, and dates from the reign of Emperor Susneyos. In the same area the medieval church of (9) _____ is particularly important.

A sail or cruise on (10) _____ is one of the most pleasant excursions for visitors to this region, particularly in the heart of the summer. Along the lakeshore bird life, both local and migratory visitors, make this an ideal place for birdwatchers. Bird lovers will not want to miss (11) _____ island, which is especially famous as an important wetland. The whole of the (12) _____ region and the (13) _____ Gorge have a wide variety of birds both endemic and visitors. The variety of habitats, from rocky crags to riverain forests and important wetlands, ensure that many other different species should be spotted.

From: www.mfa.gov.et/Facts_About_Ethiopia/Tourism_Investment_Banking.

- 2 There are several gaps in text, each of these represent a name, including the name of the place itself. With a partner, see how many of the names you know.
- 3 Now listen to your teacher reading the text, and check to see how many of the names you guessed correctly.

4 Work in a small group. Discuss the place described in the text.

- a** Have you been to this place? Have you seen the places or done things mentioned in the text?
- b** Do you think the text makes it sound attractive? Identify words or phrases which in your opinion persuade people to go there.

5 In your group read this text about another tourist destination. Identify the place being described and try to complete the missing names. Then, listen to your teacher reading the text to check your answers.

The beautiful and impressive palace built by (1) _____ in 1878, is situated in the lush green (2) _____ countryside, world famous for its coffee. It was this king, encouraged by his mother, who expanded coffee cultivation in the region, thereby providing an important source of income for himself and his people.

(3) _____ was king of the (4) _____ Kingdom of (5) _____ . Today his palace is still in excellent condition. The attractive three-storey hand-carved oak structure, with its Turkish and Indian influenced architecture, blends harmoniously with the forest backdrop.

The king was a big man, said to be (2.10) m tall and 150 kg in weight. Inside the palace can be seen his massive 2 x 3 m bed and the huge chair he used to preside over judicial cases.

The (6) _____ family played a key role in spreading Islam in the south-west of the country. Next to the palace itself is the king's mosque, which is still in use.

A5.4 Language focus: The language of tourist brochures

1 Adjectives

Look back at the text in A5.3 exercise 1. As it is descriptive, it contains many adjectives. Some of them give objective factual information, for example: *its long journey* (para 1), *the church is relatively new* (para 2).

- a** Underline all the objective factual adjectives in the text.
- b** Put a circle around the subjective opinion adjectives.

2 Describing places and activities persuasively

The text contains many examples of sentences which describe places and activities in a way designed to persuade people to come to Ethiopia.

Add two sentences about Ethiopia to each of these sentence tables.

a

| | | |
|-----------------------------|----------|-----------------------------|
| On the banks of the lake | is / are | many more religious houses. |
| Along the Great Rift Valley | | a string of lakes. |
| | | |
| | | |

b

| | | | |
|--------------------|--|---|---------------------------|
| A sail or cruise | on ... | is one of the most pleasant excursions | for visitors to the lake. |
| Whitewater rafting | on one of Ethiopia's fast flowing rivers | is one of the most exciting experiences | for adventure lovers. |
| | | | |
| | | | |

c

| | | |
|----------------|-----------------------|---------------------------|
| Bird lovers | will not want to miss | ... island. |
| History lovers | | the ancient city of Axum. |
| | | |
| | | |

A5.5 Increase your word power: Word building

Many nouns can be made from base verbs by adding *-ation* or *-tion* or *-ion*.

Example: *inform – information*

Sometimes spelling changes are required

Example: *admit – admission*

1 Make nouns from these verbs. Make any necessary spelling changes

| Verbs | Nouns |
|-------------|-------|
| accommodate | |
| alter | |
| complicate | |
| discuss | |
| educate | |
| explain | |
| hesitate | |
| organise | |
| pollute | |
| reduce | |
| suggest | |

2 Find other words ending *-ion* in the text above. Decide whether or not they are made from base verbs.

3 Nouns ending *-ion* are always stressed on the penultimate syllable (the syllable before the last). Mark the stress and practise the pronunciation of the nouns in the table.

Example: *inform'ation*

4 Now mark the stress and practise the pronunciation of the verbs in the table. How many are stressed on the first syllable?

Example: *in'form*

**A5.6 Writing:** Extract from a tourist brochure

The listening text and the reading text above are both taken from a tourist brochure about Ethiopia. In it there is information about many places of interest.

Imagine that your town or village is NOT included in the brochure. Write one or two paragraphs about it to include in the brochure. Include this information:

- Begin by introducing the town or village: say where it is and comment on its age and size.
- If possible give some brief details of its history.
- Describe places of interest: historical, cultural or religious buildings or sites; other important places such as your school, the market.
- Describe the people: their language and culture.
- Give details of activities that tourists can do in the area.
- Give details of where tourists can stay and what they can eat.
- Make a rough plan of your information.
- Before you start writing, look back at A5.4 and make sure you include the kind of language practised there.

**A5.7 Speaking:** Improving tourism in Ethiopia

In order for tourism in Ethiopia to develop, we have to make sure that we can offer tourists what they want.

From the listening and reading texts we know there are many places of interest here for tourists to enjoy. However, there are many other things that need to be in place to support a strong tourist sector.

Work in a group. Look at the list of what tourists want.

- 1 Decide which of the items in the list we already have in Ethiopia and tick (✓) them.**
- 2 Put a cross (X) next to those which we don't have or which are insufficient and discuss ways in which they could be introduced or improved.**
- 3 Add any other items to the list that you want.**

What tourists want:

- Access to places of cultural or historical interest and / or natural beauty.
- Unspoilt and clean natural environments.
- Clean, safe and attractive places to stay.
- Reliable road or rail transport to different parts of the country.
- Clean, safe drinking water.
- Good food.
- Access to medical treatment if necessary.
- Safe streets where they are safe from crime or violence.
- Helpful rather than corrupt officials (e.g. police and immigration officers).
- Political stability.
- Absence of conflict.
- Regulations to protect their rights.
- Benefits of tourism shared by local people.

- 4 Prepare a short report on your discussion and be ready to present it to the class.**



A5.8 Reading: The impact of tourism

- 1** Tourism can have a significant impact on a country's economy. Read the text and decide if the following statements are true or false according to the text.
- Tourism is the fifth most important sector in the Kenyan economy.
 - Ethiopia has the potential to develop an important tourist industry.
 - The jobs created in a local area by a new tourist development are only temporary.
 - Tourism offers a wide variety of jobs.
 - All profits from tourism stay in the country where the tourism takes place.
 - Living in a tourist centre only benefits those who work in tourism.
 - Ecotourism is only one aspect of Global Compact Ethiopia.
 - Global Compact Ethiopia was set up by the government and is supported by the United Nations Development Programme.

The impact of tourism

People everywhere enjoy going on trips to visit places of interest or natural beauty, and this benefits not only the tourists themselves, but also the people who provide facilities for them, from bus drivers, to airlines, from hotel owners and their workers to ice cream sellers in the street. In many countries tourism plays an important part in the national economy. For example in Kenya, tourism is the most important sector in the economy, contributing about 20 per cent to its total GDP. In Ethiopia, too, with its unique combination of natural beauty and historic and cultural attractions, tourism is increasing and it is anticipated that its contribution to the economy will grow.

Advantages

Foreign tourists in particular bring with them much needed foreign currency which can be invested in improving local education, health and other services. Wealth is created at a local level, too, as employment opportunities are available in tourist centres. These include jobs in construction: building hotels, roads and other facilities, which may only be short-term, but also careers in the tourist trade itself, such as in hotels, restaurants, tour companies. Local people also benefit from improvements in infrastructure such as water and sanitation facilities as well as transport, from local buses to airports. A further advantage is that foreign visitors are given insights into the country they are visiting and its people.

Disadvantages

However, tourism can have negative impacts. For example, many of the benefits do not stay in the country where the tourism takes place. Profits may go to foreign companies, such as multinational hotel chains and tour operators. Foreign workers may be brought in to do skilled jobs, while only low paid low-skilled jobs are offered to local people. Regional funds may be spent on infrastructure projects to promote tourism, rather than on schools and hospitals needed by local people. Prices in tourist centres are often high, not simply restaurant or hotel costs, but the price of food in markets and goods in shops. In addition, large numbers of visitors may damage fragile natural landscapes and ancient historical sites, and increased traffic and building work may cause pollution.

Ecotourism

In order to maximise the benefits and minimise the drawbacks, tourism must be properly managed, and the conflicting needs of interest groups balanced. An approach particularly suited to contexts such as Ethiopia, is ecotourism. It can be defined as responsible tourism in areas of natural and cultural interest that conserves the environment and sustains the well-being of local people. The ecotourism approach ensures that the natural environment and local communities are not exploited, that planning of new tourist projects is done in consultation with local communities and that infrastructure development brings benefit to local people, not only tourists.

Such an approach is being encouraged through Global Compact Ethiopia, a UN initiative promoted by the United Nations Development Programme. A significant area of its work has been in sustainable tourism. Hoteliers, tour operators and other businesses have joined together to form the EcoTourism Association of Ethiopia to help the industry grow in a socially responsible and sustainable manner. The programme is supported by the government. “The government has been doing everything it can to create awareness of the Global Compact,” says Doctor Tewodros Atelabachew, the Head of Planning and Ethiopian Cultural Heritage at the Ethiopian Tourism Commission.

2 With a partner, discuss the meanings of the underlined words as they are used in the text.

3 Now work in small groups. Discuss the following questions.

- a Do you know anyone who benefits from tourism? How do they benefit?
- b Are you aware of any negative effects of tourism in Ethiopia?
- c Have you ever heard of any ecotourist projects? Describe them.



A5.9 Writing: A formal letter

You are going to write a letter to the tourist agency which produced the tourist brochure used in A5.1 and A5.3.

- Follow this plan:
 - You should begin by stating that you have read the brochure.
 - Go on to explain why your town or village should be included in it.
 - Conclude by saying that you have enclosed a suitable description that can be used in the brochure.
- To write a formal letter. Use these phrases in your letter:
 - *I have recently read your brochure ...*
 - *I should be grateful if you would consider including ...*
 - *I believe our town / village deserves to be mentioned in your brochure as ...*
 - *Please find enclosed ...*

Write a first draft of your letter and then check it carefully before writing a final neat version.

Part B

Objectives

In this part of Unit 5 you will:

- listen to some complaints by tourists
- practise making suggestions
- practise turn-taking in a conversation
- take part in a role-play
- learn some adjectives ending in *ed* / *-ing*
- talk about how to improve your writing
- do listening and reading assessment tasks.



B5.1 Listening: Tourist complaints

Sometimes tourists are unhappy with the service they receive and they make complaints. You are going to hear three dialogues between foreign tourists and the manager of an eco-lodge in the Simien Mountains.

1 As you listen, choose the sentence which best summarises the complaint made by the tourist in each dialogue.

Dialogue A

- a** The guest has been bitten by mosquitoes because he doesn't like using a mosquito net.
- b** The guest has been bitten by mosquitoes because there are holes in his mosquito net.
- c** The guest has been bitten by mosquitoes because he didn't know there was a mosquito net in his room.

Dialogue B

- a** The guest wants to have a hot shower at night but there's only hot water in the morning.
- b** The guest wants a hot shower in the morning and at night, but there's not enough water.
- c** The guest wants a hot shower in the morning, but there's only hot water in the evening.

Dialogue C

- a** The guest hates injera and refuses to eat it.
- b** The guest likes injera but it wasn't well-cooked this evening.
- c** The guest is bored with having injera every night.

2 Now make brief notes on the solution which the guest accepts in each of the dialogues:

Solution A _____

 Solution B _____

 Solution C _____

B5.2 Language focus: Making suggestions

1 Read these dialogues. They are extracts from conversations.

DIALOGUE A

A tourist stops you in the street and asks you for help.

Tourist: I'm looking for the Mountain View Hotel. Could you tell me where it is?

You: Well, it's a long way from here.

Tourist: Oh, dear? What should I do?

You: You could walk, but it will take about 30 minutes. Or you might take the bus. But I suggest taking a taxi. It's the quickest and easiest way.

Tourist: That's a good idea. Could you tell me approximately how much it will cost?

You: I suggest that you ask the driver the price before you get in the taxi. It should be around ...

DIALOGUE B

It's the weekend and you and your friend have some free time and nothing to do.

You: Why don't we go somewhere this afternoon?

Your friend: Great idea. We could go to town and see a film.

You: Mmm. Or have ice cream

Your friend: Alternatively, we could do both!

You: That would cost too much.

Your friend: Yes. Look, instead of going to town, we could go and see my cousin. He's got a computer.

2 Answer these questions about the dialogues.

- What is the difference in style in the two dialogues? Can you explain why they are different?
- Underline the expressions used to make suggestions and put forward alternatives.

3 Complete these dialogues with suitable expressions.

DIALOGUE C

A travel agent is talking to a tourist and his wife who have just arrived in Ethiopia about interesting places to visit.

Travel agent: _____ you and your wife take a tour of the important historic sites.

Tourist: How can we do that?

Travel agent: _____ arrange a trip with one of the tour operators here in Addis Ababa, _____ leave it to us.

Tourist: Well, we'll think about that. But we also want to stay in the mountains.

Travel agent: _____ stay in an eco-lodge. There are many excellent eco-lodges which offer all kinds of interesting activities.

Tourist: How can we arrange that?

Travel agent: _____ leave that to me? I can show you details of a lodge in the beautiful Simien Mountains.

DIALOGUE D

A brother and sister are talking about what they can do for their mother's birthday.

Brother: _____ take her out for the day? We could go on a trip and take a picnic.

Sister: Yes, that's a possibility, but _____ buy her something nice, like a new scarf. Father will give us some money too.

Brother: Yes, that's a good idea. _____ go to town tomorrow to find one?

Sister: _____ just leave it to me. I could look for one after school.

4 Work with a partner.

- a Practise reading dialogues A – D.
- b Choose one of the situations in the four dialogues. Make up your own dialogue in which you make different suggestions.

B5.3 Language focus: Turn-taking

In B1.5 we looked at the language of meetings. We are going to look in more detail at turn-taking: the language we use in a conversation or discussion to interrupt a speaker, or to invite someone else to say something.

1 Study the language in the boxes and decide which of the phrases and sentences are formal, neutral or informal.

| Interrupting someone | Inviting someone else to speak |
|---------------------------------|--|
| a If I could just come in here. | f X would you like to come in here? |
| b May I come in here | g Would you like to add anything, X? |
| c Can I just add ... | h X, would you like to say something about this? |
| d Can I just say that ... | i What do you think, X? |
| e And another thing ... | |

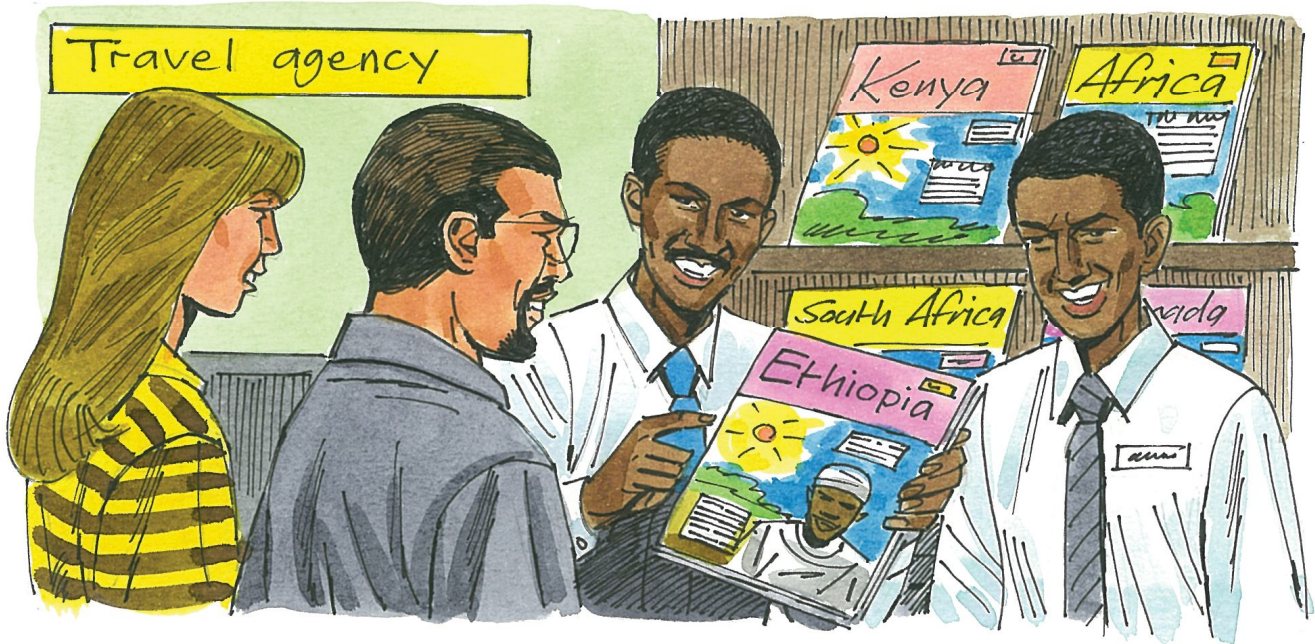
2 Work in a group of three students. Look at the list of opinions. You are going to discuss each one.

- a Go back to the table in B1.5 to remind yourself of the language of discussion.
- b As you discuss each opinion, take it in turns to play these roles:
 - Mr or Miss Talkalot: you start the discussion and you keep talking for as long as possible. If someone interrupts you, you start again as soon as possible.
 - Mr or Miss Keepinterrupting: you keep interrupting the discussion either to say something yourself, or to invite Mr or Miss Quietasamouse to speak.
 - Mr or Miss Quietasamouse: you only speak when invited to do so.

- 1 Gondar is the most interesting place to visit in Ethiopia.
- 2 Ethiopia is not a good place for foreign tourists to visit.
- 3 Foreign tourists bring problems to our countryside. They destroy our culture and corrupt our young people.
- 4 Women are more intelligent than men.
- 5 Early morning is the best time of day.



B5.4 Speaking: Role-play – Come to Ethiopia!



- 1 Work in a group of three or four students. Decide who is going to play these roles and spend five minutes thinking about what you are going to say.

Two Ethiopian travel agents working in a travel agency in New York.

- You must try to persuade the customer or customers to come to Ethiopia for a holiday, rather than Kenya or South Africa.
- You must explain what they can do in Ethiopia.
- You must take turns appropriately when giving information.

Think about the information you are going to give the customers. (Look back at A5.1 and A5.4.)

An American customer(s) in a travel agency looking to book a holiday in Africa.

- You don't know yet where you would like to go. You are thinking about Kenya or South Africa, or maybe Ethiopia, but you are not sure.
- If there are two of you, one must do all the talking and the other must interrupt from time to time.

Think about the questions you want to ask about Ethiopia (for example, *What can we see at Lake Tana?*).

- 2 Begin when you are ready.
- 3 When you have finished, discuss your role-play and think about how you could improve it, then do it again.

B5.5 Increase your word power: -ed / -ing adjectives

A large group of adjectives are verb participles, with an *-ing* or *-ed* ending.

Examples: *interesting, interested*

Adjectives with an *-ing* ending describe something.

Adjectives with an *-ed* ending describe the effect that thing has on you.

Example: *The lesson was interesting. We were all interested in what we were doing.*

1 Complete these dialogues. Put the correct adjective form of the verb in brackets.

- 1 **a** I didn't enjoy the film. It _____ me. (bore)
b Yes, it was very _____.
- 2 **a** This maths problem is _____. (confuse)
b I was _____ at first, but now I understand it.
- 3 **a** The history of the walls of Harar is _____. (fascinate)
b Yes. I was _____ to find out how old they are.
- 4 **a** I'm always _____ after athletics. (tire)
b It _____ me today, although usually I'm okay.
- 5 **a** I was _____ to hear that I had done well in the test. (astonish)
b I don't think that's _____ at all. You always do well.
- 6 **a** I've heard that you have some _____ plans for the holidays. (excite)
b Yes I'm going to be a tour guide! It's fantastic! I'm really _____ about it.

2 Adding *-ed* and *-ing* endings does not affect the stress of the original verbs. Mark the stress of the *-ed* and *-ing* adjectives in the sentences above.

3 Complete this letter with the correct adjectival form of the verbs in the box.

amaze annoy astonish disappoint fascinate impress interest please relax tire

Dear Mr Galbassie

I am writing to tell you how much my husband and I enjoyed our holiday in Ethiopia which you arranged for us.

We were very (1) _____ that all our flight connections were on time, and that a minibus was waiting for us at the airport to take us to our hotel.

I was very (2) _____ by the hotel staff in Addis Ababa and at the eco-lodge we stayed in. They were helpful and gave us lots of (3) _____ information.

The tour of the historic sites was (4) _____, although (5) _____. In particular we were (6) _____ by the (7) _____ obelisks in Axum. The stay in the Bale Mountains was (8) _____, just what we needed after our tour.

The only thing that (9) _____ us was that we almost missed our return flight as the minibus was not available on the day of our departure. The hotel staff told us that it had broken and what (10) _____ us was that they then left it to us to make alternative arrangements, even though we had paid for the minibus trip. Perhaps you could arrange a refund. I have enclosed the receipt from the taxi driver.

In spite of this small problem, we had a wonderful time and will definitely recommend Ethiopia to our friends.

Yours sincerely

Lynda Goldman

B5.6 Study skills: Focus on writing

writ·ing [uncountable]

- 1 words that have been written or printed:
 - *What does the writing on the back say?*
 - *A T-shirt with Japanese writing on it.*
- 2 books, poems, articles etc, especially those by a particular writer or about a particular subject:
 - *Some of his most powerful writing is based on his childhood experiences.*
- 3 the activity of writing books, stories etc:
 - *In 1991 she retired from politics and took up writing as a career.*
 - *A short story that stands out as a brilliant piece of writing*
 - *A class in creative writing* (= a subject studied at school or college, where you write your own stories, poems etc)
 - *Travel / feminist / scientific etc writing.*
- 4 the particular way that someone writes with a pen or pencil [= handwriting]:
 - *Your writing is very neat.*
- 5 the skill of writing:
 - *At this age we concentrate on the children's reading and writing skills.*
- 6 **in writing** If you get something in writing, it is official proof of an agreement, promise etc:
 - *Could you put that in writing, please?*
- 7 **writings** [plural] the books, stories etc that an important writer has written:
 - *Darwin's scientific writings*
- 8 **the writing is on the wall** *also see / read the writing on the wall* used to say that it seems very likely that something will not exist much longer or someone will fail (+ **for**)
 - *The writing is on the wall for old manufacturing industries.*

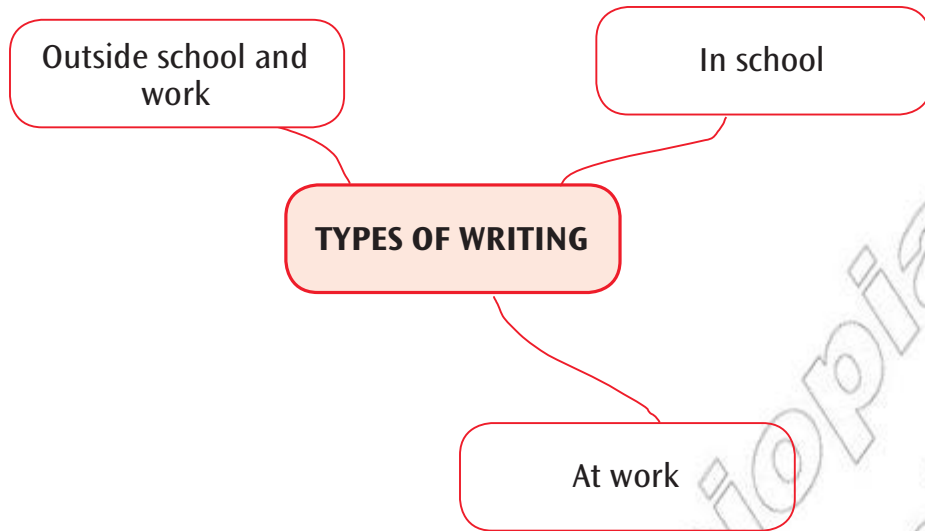
Definition from the Longman Dictionary of Contemporary English

Do you enjoy writing? How good is your writing? What kinds of writing do you have to do?

In this section we are going to focus on writing. Thinking about questions like these may give you a better understanding of this important skill and help you to improve your own writing.

1 Types of writing

- a Work in a small group. Think about the things that you write (in both English and other languages) in school and outside school, and also, the kinds of things that people write at work. Discuss your ideas and then complete the mind map on the next page.



- b** Which of the types of writing on your mind map, do you do, or could you do in English? Write 'E' next to them.
- c** Compare your mind map with those of some other groups and add any new ideas to your mind map.

2 How do you feel about writing?

- a** Read these sentences and decide if you agree (A) or disagree (D) with each one.
 - 1** I prefer writing to speaking as I have more time to think about the language I am using.
 - 2** I remember things better if I write them down.
 - 3** I enjoy handwriting: I like shaping the letters.
 - 4** Speaking is easier than writing as it doesn't matter so much if you make mistakes.
 - 5** I never check my writing: I just write something and hand it in to the teacher.
 - 6** I never plan anything before I write: I just start writing and ideas come to me as I go on.
 - 7** I don't think I'll write much when I have left school.
- b** Now work in a small group and compare your answers. Justify your choices.

3 What is good writing?

- a** We all want our writing to be good, but what exactly is good writing? In your group brainstorm what makes good writing. One person in the group should make a list.
- b** Here is a composition question. Read it and then look at the two example compositions on the following pages. Choose the best one.

There have been several serious accidents involving students in the road in front of your school, which is busy with cars, buses, lorries etc. all day. Write a letter to your headmaster / headmistress suggesting ways to improve road safety.

Letter A

Class 11G,
Valley Secondary School
Hawassa

15th March 20__

The Headmistress,
Weizero Burkitu Oda
Valley Secondary School
Valley Road
Hawassa

Dear Weizero Burkitu

Re: Improving road safety in front of our school

I am writing to make some suggestions for improving road safety in front of our school so that the number of serious road accidents can be reduced.

As you know there is always a lot of traffic on Valley Road making it very dangerous at all times of day. However I believe that most accidents occur when students arrive in the morning and again when they leave at the end of the day. My first suggestion is therefore that we have a crossing patrol on duty for an hour at both of those times. Their responsibility would be to stopping the traffic every few minutes to allow students to cross the road. They could operate in a point in front of the school where all students would have to cross. There could be penalties for students who don't cross in this point.

Another suggestion would be for road signs to put up on either side of the school warning drivers of the crossing patrol and tell them to slow down. This could be made more effective if a police officer was present in front of the school in the morning and in the afternoon to warn drivers and to make sure they slow down.

Finally I think we have a road safety campaign in the school. Perhaps a police officer or someone else could come and give usefull advices to students about road safety. There could also be a road safety poster and essay competitions to make students think about this issue.

The present situation is serious and I believe that with these mesures we could go some way redusing the number of accidents in front of the school.

Yours sincerely

Legamo Tolore

Legamo Tolore

Letter B

Class 11G,
Butajira Secondary School
Butajira

The Headmistress,
Weizero Zahria Mudesir
Butajira Secondary School
Valley Road
Butajira

15th March 20__

Dear Weizero Zahria

Re: Improving road safety in front of our school

We all want to see fewer accidents in front of the school. It's about time something was done.

As you know, there is always a lot of traffic on Valley Road. When I get to school in the morning the road is blocked with cars, some of them stopping in front of the school to drop off students, others just rushing past at full speed. Then there are the buses! Pulling out, pulling in, students rushing across the road to get on or off. Lorries belching smoke, going past and not wanting to stop. It's a mess and a very dangerous one.

At the moment there are road signs 50 metres up and down Valley Road warning drivers that there is a school ahead. But as far as I can see these are just ignored. So something could be done to make drivers take more notice of them. Maybe they could be painted bright pink so that they would stand out more.

I don't really know what else could be done but maybe other students have some ideas about it.

With kindest regards

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Musema Negash

- c In a small group think of three or four strong points and weak points about each of the compositions.
- d When you have finished, compare the points you have made about each one with the comments given on page 311. Which of these can you already do well or adequately? Which do you still need to improve?

4 Assess your own writing.

Look at one or two pieces of writing you have done recently and which have been corrected by your teacher.

- a** How do the strong and weak points in your writing compare to those in the two letters above? Write some comments in this table.

| | |
|--|--|
| Presentation: Are your pieces of work laid out in an appropriate way? Are they easy to read? Are they good to look at? | |
| Choice of words: Have the right words been chosen? Is there a good range of words? | |
| Spelling: How many spelling mistakes are there? | |
| Punctuation: Are capital letters, full stops, commas, etc used appropriately and sufficiently? | |
| Grammar: How many grammar mistakes are there? What kind of grammar mistakes are they? | |
| Linking: Have linking words been used appropriately? | |
| Organisation: Is the information well-organised in paragraphs? | |
| Style and register: Is each piece of work written in an appropriate way for the task? | |

- b** Now look at your table and decide which areas you need to improve. You can mark them with a star (*).

5 Set a writing goal.

It is useful to set goals when you need to work on something. If you have several items in your table marked with a star (*), you can't improve all of them at once. Choose one of them to focus on next week in your writing, and write it in the form of a goal in your notebook or study journal.

Example: My writing goal for next week

I am going to focus on improving my use of linking words next week. I'm going to make a list of linking words and each time I write a paragraph or essay I'm going to try to include some of them.



B5.7 Reading: Operation rhino

A problem faced by national parks and game reserves in East Africa is poaching; animals are killed illegally and then sold for their meat or parts of their body which can fetch a high price, such as tusks or horns. The following extract is from a novel about this problem. It is set in a national park on the Kenya-Tanzania border, Doctor Hanna Mwaura and her team have come to investigate a rhino-poaching operation. They are just about to arrive at the park director's camp.

Read the text and do the exercises which follow it.

The commanding officer of the national park and his deputy were curious. They had been told by Headquarters to expect a team, to which they were to give full co-operation. They had been waiting all day for the team, but had not seen any sign of it until now, late in the afternoon. They spotted the convoy in the distance, snaking its way towards them.

They were standing in front of a row of old offices. Around were equally old fashioned staff houses. It was more or less like a camp with a high fence, which was in the middle of open scrubland. Towards the south was the snow-covered dome of the highest mountain in Africa, and towards the west was a lake within the over three thousand square kilometre park.

‘So many?’ the officer said. ‘Who do you think they are?’

‘Must be a film crew,’ his deputy answered.

They were still puzzled when the motorcade roared into the camp, and six people got out.

People came from the surrounding houses to watch.

A smart young woman, with a large black hound at her heels, and a khaki-clad young man came forward.

‘Excuse me,’ said the young woman, shaking hands with the officer. ‘Are you the officer in charge?’

‘Yes, Madam, and this is my deputy. We were expecting you, though we don’t know what it is all about.’

Hanna studied him for a while before explaining: ‘I’m very sorry, but we’re here to take over.’

‘Whaat...?’ the officer exclaimed in dismay.

‘She means you’re fired,’ Barasa, the young man, said crudely. ‘You’ve made a mess of things and we have been sent to clean it up. Take us to the office and hand over, then you’ll go to your houses and start packing.’

‘What do you mean?’ the officer asked in disbelief.

‘Can’t you understand plain language? I said hand over and start packing. We’ll need houses. You can use one of our lorries.’

‘Do you have to be so brutal?’ Hanna reproached Barasa.

‘Don’t waste your sympathy on them, Dr Mwaura. They had none for the wild life they were paid to protect. Incidentally, how many rhinos do you have left, Mister?’

‘Oh, go away!’

Barasa turned to Hanna. ‘We’re not here to play games. Let me lock him up until he accounts for the fifteen rhinos which were here last year.’

‘Yes, if he insists on refusing to answer your question.’

The sacked officer became uneasy. ‘We have ten left,’ he muttered.

‘Give Dr Mwaura statistics of all species, big game especially,’ Barasa ordered, ‘Also show her all the files concerning staff and assets.’

‘Yes, let’s go.’ Hanna started moving towards the office, then paused to look around the camp.

She addressed herself to the residents of the camp who were looking at her curiously. ‘It would be a nice place if the grass and pavements were trimmed. Instead of staring at me why don’t you all start tidying up to make the camping ground more comfortable for the newcomers?’

From *Operation Rhino* by James Irungu and James Shimanyula

1 Choose the best answer to each question.

- 1 Why were the director of the park and his deputy curious about the team that was arriving?
 - a They wanted to see what Hanna and her team looked like.
 - b They thought it was a film crew.
 - c They didn't know exactly who was coming.
 - d They had been waiting all day.
- 2 Who saw Hanna and her team arrive?
 - a Only the director and his deputy
 - b All the people in the camp
 - c Some of the people in the camp
 - d A film crew
- 3 Who was in the team?
 - a Hanna, Barasa and four other people.
 - b Hanna, Barasa and six other people.
 - c Hanna and six other people.
 - d Hanna and four other people.
- 4 Why had the team come to the camp?
 - a To make a film.
 - b To get some statistics about animals in the park.
 - c To take over from the director.
 - d To tidy it up.
- 5 Why wasn't Barasa polite to the director of the park?
 - a Barasa was a rough person.
 - b He thought the director had been paid for the rhinos.
 - c The director was playing games with them.
 - d He thought the director had done his job badly.
- 6 Why did the director tell Hanna how many rhino there were in the park?
 - a Hanna had been kind to him.
 - b He was afraid of what Barasa would do.
 - c He had been told to help her.
 - d The number of rhino was in the files anyway.
- 7 What did Hanna want the camp residents to do?
 - a To make the camp look better.
 - b To go away.
 - c To look at her.
 - d To leave the camp.

2 Write your own definitions of these words and phrases, according to how they are used in this text.

a convoy b scrubland c hound d brutal e reproached f assets

3 Discussion questions

- 1 Why do you think Headquarters had not told the park director why Hanna and her team were coming?
- 2 Hanna spoke more politely to the director than Barasa. Which approach do you think is more effective in a difficult situation?
- 3 Hanna was polite, but was she soft also? Find evidence for your answer in the text.

B5.8 Assessment

1 Listening

Your teacher will read a conversation between John, who has just returned to Britain after a trip to Ethiopia and his friend Ben. They are talking about John's trip. Your teacher will read the conversation twice.

- 1 As you listen the first time, select the four topics that John and Ben talk about and write them in the left-hand column of the table below in the order they mention them.

the people historical places natural beauty food and drink transport trekking

- 2 Listen a second time and make notes in the right-hand column of what John says about each topic.

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |

2 Reading

Your teacher will give you a text about the city of Harar. Read it and choose the best way to complete each of these sentences.

- The town is situated:
 - in a gorge
 - in a desert
 - on a plateau
- The poet Arthur Rimbaud's house is:
 - the best townhouse in the town
 - a 100 year-old townhouse
 - one of the beautiful townhouses
- Harar was built:
 - as a trading post
 - as an Islamic city
 - in Arabian style
- The city is:
 - a religious centre
 - a religious and trading centre
 - no longer a religious centre
- The Abdullah Sherif Private Museum:
 - contains one man's collection
 - contains only religious objects
 - contains a reconstructed traditional house
- In Harar market:
 - there are many kinds of famous crafts for tourists to buy
 - there are two kinds of famous crafts for tourists to buy
 - there are different kinds of famous food for tourists to buy
- Tourists who visit Harar:
 - find the journey to the town difficult
 - also visit other historic towns
 - have two possible ways of getting there.
- You must:
 - avoid getting lost in the Jegol
 - not worry if you get lost in the Jegol
 - try to get lost in the Jegol