

Future threats

Part A

Objectives

In this part of Unit 10 you will:

- listen to a news summary and an extended news item
- extend your ability to use quantifiers and narrative tenses
- re-tell the story of the news item
- write the story of a news item from one person's point of view
- learn some phrasal verbs with up
- write a report about some statistical data
- write a formal letter
- learn about some exam strategies.

A10.1 Introduction: Here is the news

- 1** Work in a small group. Did you listen to the news on the radio this morning, or read the newspaper. If so, discuss what stories were in the news today.
- 2** You are now going to listen to a news broadcast. Before you listen, look at the pictures: each of them is related to one of the stories. Try to predict what each one is about.
- 3** Listen to the broadcasts and match each story (1–5) to one of the pictures.
 - Story 1:
 - Story 2:
 - Story 3:
 - Story 4:
 - Story 5:



4 Discuss how close your predictions were to the news stories.

5 Listen again and match each of these numbers to one or more of the stories.

- 200 000
- 2015
- 1653
- 130
- 83
- 20
- 10
- 7.0
- 6

6 In the midday news, more information was given about events in Haiti. Your teacher will read out this broadcast. Before you listen, discuss the meanings of these words:

- magnitude
- aftershock
- rubble
- seismologist
- fault line

7 Listen to the broadcast and make notes under the following headings.

- Location
- Time
- Estimated numbers of people affected
- Events during the night
- Effect on the city
- Foreign nationals affected
- Warnings before the event

8 Check your notes with those of a partner.

9 Listen to the broadcast again and this time add more information to your notes.

A10.2 Language focus: Quantifiers**some, any, no, none**

- 1** *Some* has a positive meaning. It is used in statements, for example:

I've done some courses in running a business.

Some is used in polite requests and offers, for example:

Would you like some more soup?

- 2** *Any* is used in questions about quantity and number, such as:

Have you done any courses in running a business?

Any can be used after *if*, for example:

If any problems come up, the director relies on me to sort them out.

Any is also used in negative statements:

I haven't done any courses in running a business.

Any usually follows a negative word or form.

At the beginning you can't expect to make any money for yourself.

He didn't want any help from anyone.

He wanted no help from anyone.

- 3** *No* like *any* has a negative meaning but it behaves differently, for example:

I have done no courses in running a business.

No is a negative word. It does not depend on anything else.

There are no free rides.

- 4** *No* is used before nouns but *none* is a pronoun, so it is not followed directly by a noun, for example:

Please lend me some money for a drink. I have none with me today.

In formal grammar *none* is followed by a singular verb:

None of my friends is here today.

In fact, though, nowadays most people use a plural verb after *none*.

None of my friends are here today.

1 Change these sentences using the words in brackets. Make any other necessary changes in the sentences. **One has been done for you.**

- 1** She's already taken some medicine (any).
She hasn't taken any medicine yet.
- 2** There were a lot of people queuing for oranges. I managed to buy some. (any)
- 3** I was unlucky this year. I didn't get anything for my birthday. (some)
- 4** We haven't met any of our neighbours since we moved here. (none)
- 5** Have you seen my glasses? I can't find them anywhere. (no)
- 6** I want some more soup. (any)
- 7** I haven't told your secret to any of your friends. (none)
- 8** There is no-one outside. (some)

both, neither, either

The strict grammatical rules for using both, neither, either are:

- 1 *both* is followed by a plural verb.
Both my sisters are married
- 2 *neither* and *either* are followed by a singular verb.
Neither of my sisters has a job.
Does either of your sisters have a job?

Nowadays, most people use a plural noun after either and neither.

- Neither of my sisters have a job*
Do either of your sisters have a job?

2 Put both, neither, either in each of these sentences.

- 1 _____ of my parents were born in this area and so was I.
- 2 Give me _____ a banana or a mango, I don't mind which.
- 3 I have two sisters _____ of whom is married yet.
- 4 The manager liked _____ the candidates for the job and didn't know which to choose.
- 5 There are two young men that like Maria but she doesn't like _____ of them.
- 6 _____ my primary nor secondary schools were close to my house.

little, a little, few, a few

- *little* and *few* have negative meanings.
- *a little* and *a few* have positive meanings.

- We had little time to do our homework.* (not really enough time)
We had a little time to do our homework. (just about enough time)
There are few people here that I know. (not many at all)
There are a few people here that I know. (at least there are some people that I know)

3 Complete the sentences with little, a little, few, a few.

- 1 There was _____ flour left so we could not make bread.
- 2 There was _____ injera left so they could make their evening meal.
- 3 Although it rained heavily there were ... people at the match.
- 4 _____ people had met either the headmaster or his wife before they came to our town.
- 5 There was _____ time left for questions after the meeting, so the chairperson brought it to a close.
- 6 _____ people had done some revision before the test and they got good marks.

4 Choose the correct alternatives to complete the following.

- 1 I hope I've given you _____ idea of the variety of things I do.
a any b some c no d little
- 2 I don't like _____ coffee or tea
a both b neither c either d any
- 3 You may have done all your homework, but I have done _____!
a all b any c neither d none
- 4 The thief didn't seem sorry in _____ way for what he had done.
a any b some c no d none

- 5 _____ my sisters like sports.
a Both **b** Neither **c** Either **d** None
- 6 There is _____ soup left, if you're hungry.
a little **b** a little **c** few **d** a few
- 7 We have had _____ water for some time.
a any **b** few **c** no **d** none
- 8 I've seen _____ Ali nor Juma today.
a both **b** no **c** neither **d** either
- 9 Although it was a fine day, there were _____ people at the match.
a a little **b** little **c** few **d** a few
- 10 If there is _____ heavy work to be done, my brother will help you, he is very strong.
a any **b** no **c** little **d** few

5 With a partner discuss how to complete these rules for using *much*, *many*, *a lot of* and *plenty of*.

much, *many*, *a lot of* and *plenty of* express a large quantity or number of something, more than enough.

- a** _____ is used with uncountable nouns only
b _____ is used with plural countable nouns only
c _____ and _____ are used with both plural countable and uncountable nouns
d _____ and _____ are usually used in questions and negatives, but not in affirmative statements
e _____ and _____ are usually used in affirmative statements
f _____ and _____ are used in affirmative statements after *too*, *as so* and *very*.

6 Complete these sentences with *much*, *many*, *a lot of* and *plenty of*

- 1 I haven't got _____ money with me but I think I can afford a cool drink.
 2 I'm surprised there aren't _____ people here today.
 3 Are there as _____ mango trees in your garden as in ours?
 4 I'd like _____ sugar in my tea, please.
 5 There's too _____ noise, I can't hear myself think!
 6 Have you got _____ things to do this weekend?

A10.3 Language focus: Narrative tenses

When you write a story, a biography or an account of an event, you are writing a narrative. A narrative is a description of events in the past. Therefore, past tense verb forms are used in narratives. Although present tense verb forms may also be used to relate the events to the present.

1 Look at the listening text A10.1, story 3 at the back of this book. Answer these questions.

- 1 Identify two or three verbs in each of the following forms:
a past simple
b past continuous
c past perfect
- 2 Which of these verb forms is most commonly used?
 Which of these events happened first?
 • Witnesses described what the armed men looked like.
 • The armed men were in the bank wearing masks.
- 3 Find two activities that were in progress as the men entered the bank.

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- 4 Which of these verb forms is used for each of the following?
- To describe events in the story one after another.
 - To describe something in progress.
 - To refer back to an earlier event.

2 Put the verbs in brackets in the correct past form.

- While I _____ (wait) for the bus, I _____ (meet) two of my friends.
- When I _____ (meet) them I _____ (be) at the bus stop for half an hour.
- We _____ (chat) when the bus _____ (arrive).
- We _____ (laugh) so much that I nearly _____ (miss) the bus.
- I _____ (smile) to myself for the whole bus journey because I _____ (enjoy) our conversation.

The present perfect is also sometimes used in a narrative:

- for an event or action which is not yet completed.
- for an event or action which continues to have an effect in the present time.
- for an event or action which took place in a time which is related to the present in some way.

3 Find two sentences containing verbs in the present perfect in A10.1 listening script 2 at the back of the book.

4 Refer to the box above where the uses of the present perfect are listed. Which of these uses apply for the sentences you found in the A10.1 listening script?

5 Complete these sentences with the verbs in brackets in either the past simple or present perfect.

- Wildlife officials _____ (capture) a crocodile in the Lake Chamo area.
- The crocodile _____ (kill) 83 people in the last 20 years.
- The operation _____ (take place) on Monday.
- The crocodile _____ (track down) and _____ (catch) with nets.
- It _____ (now take) to a crocodile farm.

6 Choose the correct form of the verbs to complete this extract from a news item

During his speech, the Minister for Trade **expressed/has expressed** gratitude for this contribution to the nation's development. The Minister **spoke/was speaking** at the official presentation of a seed processing plant which **was donated/has been donated** to increase the value of seed exports. He **said/was saying** that we **already received/had already received** a total of four seed processing plants. The other three plants **arrived/have arrived** here three years ago and since their arrival, they **made/have made** an important contribution to exports. Ambassador Lee **concluded/was concluding** the speeches by saying that the seed processing plants **were/have been** a further gesture of cordial relations between the two countries.



A10.4 Speaking: The Haiti earthquake

- 1** Work with a partner and re-tell the story of the Haiti earthquake.
 - Use the notes you made about the story in A10.1 exercise 7.
 - Use a variety of narrative verb forms.
 - Use a variety of quantifiers.
- 2** Practise your story a few times: both you and your partner should be involved in telling it.
- 3** Tell your version of the story to another pair of students and then compare both versions.



A10.5 Writing: A description



- 1** This picture was taken the day after the Haiti earthquake in the capital, Port-au-Prince. Work on your own. Choose one of the people in the picture and imagine you are that person.
 - 1** Think about the scene from your perspective and make some notes. Include information about:
 - why you are there
 - what the building is
 - what happened here
 - what are you all trying to do
 - your feelings and fears.
 - 2** Write a description of the scene from your notes.
 - 3** Check your work carefully and make any necessary changes.

- 2** Work in a group. Each person should read out their description of the scene. After each description the other group members should:
- identify the person in the photograph who is describing the scene
 - comment on the description and/or ask questions about it.

A10.6 Increase your word power: Phrasal verbs with *up*

- 1** To review what phrasal verbs are and how they behave see B1.3.
- 2** Look at this short paragraph and underline the phrasal verbs.

My brother has taken up cross-country running and so he's had to give up smoking. However, we have strong lungs in our family because we grew up in the mountains, so he can always keep up with the other runners. His training schedule is made up of running, cross training and weights.

- 3** Decide which of these phrasal verbs:
- 1 consists of three words
 - 2 takes a direct object
 - 3 doesn't take a direct object
 - 4 can be separated
 - 5 can't be separated.

When *up* is used as a particle of a phrasal verb, it has the meaning of: an upward movement, an increase, completion, approaching.

- 4** Complete these sentences with six of the verbs in the box. Put them in the correct form where necessary.

hang clear look pull own speak stay mess

- 1 Please _____ up, we can't hear what you are saying.
- 2 On the night of the party, we _____ up until six o'clock in the morning.
- 3 I'm afraid I was so angry that I _____ up without saying goodbye.
- 4 We don't know who _____ up the school hall. The head teacher is waiting for someone to _____ up so they can _____ it up.
- 5 Look! A car has _____ up in front of the house.
- 6 Don't keep _____ up words in a dictionary. Try to work out what they mean.

- 5** Write the sentences in exercise 4 without the phrasal verbs, substituting a synonym, or paraphrase.

Example: Please talk more loudly, we can't hear what you are saying.

- 6** With a partner, write a short paragraph containing six phrasal verbs with *up*. Read out your paragraph to the rest of the class with gaps where the phrasal verbs should be. The other students must guess what the verbs are.



A10.7 Writing: A report

- 1** Work with a partner and study these statistics. They show worldwide deaths due to three different causes. (Note: totals have been rounded up or down).

Table 1: Earthquakes worldwide 2000–2010 (all magnitudes)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Quakes	22,250	23,530	27,450	31,420	31,190	30,480	29,570	29,690	31,780	14,800
Deaths	230	21,360	1,690	33,820	228,800	88,000	6,600	710	88,010	1,790

Source: USGS National Earthquake Information Center

Table 2: Incidents of terrorism worldwide

	2005	2006	2007	2008
Attacks	11,160	14,550	14,510	11,770
People killed	14,560	20,470	22,510	15,770

Source: US State Department 2009

Table 3: Road traffic fatalities actual and predicted

	1990	2000	2010
	540,000	720,000	1,200,000

- 2** Discuss the following with your partner:

- How the number of deaths changed over the period of time shown in each table.
- The differences between the number of deaths by different causes.
- Study the language in the boxes before you start.

Describing changes or trends

Verbs

- *The number of ... declined/decreased/fell until ...*
- *The number of ... increased/rose from ... to ...*
- *The number of ... remained stable over the period.*
- *The number of ... fluctuated during this period.*
- *The number of ... reached a peak/peaked in ...*

Adverbs

sharply/dramatically/significantly/steeply
steadily/gradually/slightly

Nouns

- *There was a decline/decrease/fall in the number of ... over the period.*
- *There was an increase/rise in the number of ... from ... to ...*
- *There was little/no change in the number of ... until ...*

Adjectives

sharp/dramatic/significant
steady/gradual/slight

Comparing and contrasting**Comparatives and superlatives**

- By far *the highest* number of ...
- There were *slightly more* ...

Linking words and expressions

Contrast:

- *Whereas* ..., ...
- *On the one hand* ... *on the other hand* ... *conversely* ...
- *While* ...

Concession:

- *Despite the fact* ... , ...
- ... *however* ...
- *Although* ... , ...

Other words

- Verbs: *resemble, differ from, exceed*
- Nouns: *difference*
- Adverbs: *like, unlike, neither, both*
- Adjectives: *different, similar*

3 Write a short report of one or two paragraphs on the information in the tables.

- Use the points you made in your discussion.
- Make a plan of the information you are going to include. You don't need to mention all the data in the tables, only the most important.
- Use the language in the boxes to describe changes and to compare information.

**A10.8 Writing: A formal letter****Work in a small group.****1 Read this extract from a formal letter and answer the questions below.**

I would like to take a little of your time to put forward an idea which in my opinion would make a big improvement to the quality of life in our town.

I believe that we must do something about large quantities of rubbish in the outskirts of the town. It is a disgrace and it is time there were regular rubbish collections in these areas, rather than simply in the town centre

Piles of rubbish are unhygienic and a serious danger to public health. Children can often be seen playing in it and this in itself must contribute to the high incidence diarrhoea in the town. Also, as well as flies, cockroaches and rats and mosquitoes breed in the rubbish and so again it is not surprising that figures for cases of malaria are also high, particularly during periods of frequent rainfall. In addition many people are injured by cutting themselves on pieces of rusty metal or broken glass when walking by these piles of rubbish in the dark.

Another important point is that the rubbish smells unpleasant and looks very ugly. Morale and civic pride in the town would be considerably enhanced without it.

Finally, I am aware that some might argue that regular rubbish collections for the whole town would be an expense we cannot afford. However, I think the cost-benefit ratio would make it a fairly inexpensive project.

As our Member of Parliament, I respectfully request you to consider making this a priority for our district. I am sure if you think carefully about the benefits of regular rubbish collection, you too will be convinced that my proposal is worthwhile. I have no doubt that it would be popular with the voters too.

Thank you very much for your attention.

- 1 This is the body of the letter. What other parts of the letter are missing? See B1.7 to review how to write a formal letter.
- 2 Imagine that you have written this letter. Can you write the missing parts? Write these in your exercise book.

2 Discuss the content of the letter.

- 1 Is the proposal a good one?
- 2 What points are made to support it? Are they convincing?
- 3 Is the letter written in an appropriate style?

3 Think about your town or district. What do you think needs to be improved? Brainstorm some ideas.

4 Work on your own and choose one of the ideas that your group came up with. Write a similar letter to your local MP or authority. Make a plan before you start writing the letter. See B1.7 to review how to write a formal letter.

A10.9 Study skills: Exam strategies – part 1

It is not long now until your exams, so you should be starting your revision. When you think of all the topics you have covered in all your subjects, trying to remember everything can seem daunting. However, by planning your revision appropriately, you will have the confidence to do your best in exams. Familiarising yourself with some exam strategies will help you in the weeks leading up to the exams and during the exams themselves.

1 A good start to your revision is a revision timetable. Read this information.

Drawing up a revision timetable

Many students find it useful to prepare a revision timetable to guide their work in the weeks before their exams:

Step 1: For each subject make a list of all the topics you have studied for the exam. For English you can make one list of topics that you have covered and another list of language structures. You also need to make a list of the skills needed for different parts of the exam paper, for example: summary; composition (list different kinds of composition); reading comprehension and so on. In English there are things you need to remember, like vocabulary, and skills you have to demonstrate, like writing an essay.

Step 2: Work out how much time you have before the exam and then make a realistic assessment of how much studying you can do everyday. You should bear in mind how much time you need for other things.

Step 3: Draw up a timetable for each week leading up to the exams.

Step 4: Fill in all the topics you have included in your lists. You should aim to complete your revision the week before the exams start and leave the exam period itself clear for reviewing your notes and relaxing.

2 Look at Anwar’s revision timetable and answer the questions below.

REVISION TIMETABLE

WEEK 1 START DATE:

	Morning: 8 am–11 am	Afternoon 4 pm–6 pm	Evening 7.30 pm–9.30 pm
Sunday			English: Unit 1 water
Monday		English: Unit 1 water	Maths: Topic 1
Tuesday		Geography: Topic 1	Geography: Topic 1
Wednesday		History: Topic 1	
Thursday		Amharic: Topic 1	Biology: Topic 1
Friday			Biology: Topic 1
Saturday	Agriculture: Topic 1 and catch up	Meet Haile and go over this week’s revision	

- 1 How many hours does Anwar plan to revise on school days?
- 2 Which day(s) does he plan to revise the most hours?
- 3 Which day(s) does he plan to revise the least number of hours?
- 4 Why do you think he does not plan to revise at these times?
 - a Sunday morning
 - b Sunday afternoon
 - c Friday afternoon
 - d Saturday evening
- 5 What do you think *catch up* means?
- 6 Do you think this timetable is realistic? Do you plan to revise more or less than this?

3 What should you actually be doing when you are revising? Read these ideas with a partner and then discuss them.

How to revise

- 1 It is a good idea to have a special note book in which you can make revision notes and do practice exercises.
- 2 Start your revision of a topic by reading through your work in your note book and, if possible, the relevant sections in your textbook. Make sure you understand everything. If there is something that isn’t clear, make a note of it and when you have the opportunity, ask another student or your teacher about it.
- 3 For English, you can do the following:
 - Revise the vocabulary in each Unit by drawing a mind map of the key words in the topic. You may already have one in your vocabulary book; if so, look at it and then try to redraw it from memory.
 - Redo the Language focus and Increase your word power activities in the Unit.
 - Redo the reading and comprehension activities.
 - Redo each of the writing tasks in the Unit and then look back critically at the composition you wrote in your note book.

- 4** For other subjects, it may help you to take notes on what you have read. Don't write pages and pages. Try to fit a summary of the topic onto one side of a page in your note book.
- 5** Choosing a good place to study is vital: you may study better at home or in the library. Don't choose a place where you can be easily distracted from your work.
- 6** It may help you to revise with a study partner. This can be a friend but be sure that you won't waste valuable time chatting. Alternatively, you can try revising alone and then get together with your friend to test each other on what you have learned.

4 Do you know what the exam papers will look like? Do you know exactly what to expect in each exam? Have you seen any past papers? Look through a previous English exam paper and discuss these questions in a group:

- 1** How many sections is the paper divided into?
- 2** What are the tasks in each section?
- 3** What kinds of questions do you have to answer?
 - Multiple choice
 - True or false?
 - Fill in the gaps
 - Open-ended questions
 - Other
- 4** Which section is
 - the easiest?
 - the most important in terms of the marks it carries?
- 5** How long is the entire exam?
 - How much time do you think you can allow for each section?
 - Should you spend the same amount of time on each section?
 - Should you allow more time for any specific sections?
 - Should you begin at question 1 and work through it, or begin with the section you find easiest, or which is the most important?
- 6** Share your ideas about these questions with other groups in the class.
 - a** Share your ideas about these questions with other groups in the class.
 - b** In your group again, do some exam practice.
 - i** Do one or two examples of different kinds of questions.
 - ii** Brainstorm typical exam speaking and writing topics. Note down ideas and vocabulary in these topic groups. To do this you can look back at work you have done on these topics in this book and extend your ideas. Also, think of some topics which are not in this book.

5 With the other members of the class, brainstorm what you need to revise for English.

On your own draw up your own revision timetable. Follow these steps.

- 1** Draw up a blank timetable for Week 1 (like the one above, or your own version) and plot times in the coming week when you will be able to revise. Don't fill in yet what you are going to study at different times.
- 2** Draw up weekly revision timetables for the remaining weeks before the exams for English, and your other subjects too.
 - From the ideas you brainstormed, make your own list of topics to revise and skills to practise in the coming weeks.
 - Add your topics to the slots in your weekly timetables.
 - Don't forget to include catch up slots.
 - Compare your revision timetables with those of other students.

Part B

Objectives

In this part of Unit 10 you will:

- discuss some possible future threats
- listen to a description of some future threats
- extend your ability to use the passive
- write some graffiti
- read about an urban problem
- take part in the Earth colony debate
- write ten rules for a new society
- give a short presentation and make a short speech
- do a reading assessment task.



B10.1 Speaking: Threats to our future

Work in a small group.

- 1** You are going to discuss some threats to our future. Before you start, look at the language in the box.

1 Use this language to discuss how we can avert future threats.

- *What can be done to solve this problem?*
- *What can be done to prevent this from happening?*
- *To prevent this from happening we must ...*
- *To stop this from happening we have to ...*
- *We must ... in order to ...*

2 Review ways of expressing future events by looking back at B3.4, B4.3 and B5.3.

- 1** In what ways could these phenomena threaten our future? What could be done to limit or remove the risk they pose?

Threats to the world

- An asteroid collision with the Earth
- Global pandemic
- Global warming
- The eruption of a super volcano
- The deployment of nuclear weapons.

- 2** Do you think there are any other threats to our future? Brainstorm your ideas with the group.

- 2** Prepare a summary of your ideas on each of the threats to report back to the rest of the class. Make sure every member of your group takes part in this.



B10.2 Listening: Future threats

- 1** Listen to a talk about the threats you discussed in the previous section. As you listen, make notes in the table.

	What could happen	How we could avert it
An asteroid collision with the Earth		
Global pandemic		
Global warming		
The eruption of a super volcano		
Nuclear weapons		

- 2** Compare these predictions with the ones you made in your group discussion.

B10.3 Language focus: The passive

Uses of the passive

- When we are interested in what was done, not who does it.

Compare:

1 *Scientists could send a nuclear bomb into space to destroy an approaching asteroid.*

2 *A nuclear bomb could be sent into space to destroy an approaching asteroid.*

The subject of the sentence in 1) is not useful information, and so sentence 2) is simpler and better.

- When the person or thing that does the action (the agent) is obvious and does not need to be stated, for example:

Coffee is grown in Ethiopia.

We know that the people who grow coffee are farmers.

- When the agent is unknown:

My bag has been stolen.

- Sometimes the agent is given at the end of the sentence when it is introduced with *by*:

The representatives took part in a meeting. The meeting was opened by the President of Uganda.

Forms of the passive

- The passive can be used in all tenses.
- It can be used with modal verbs:

The door must be locked.

Sports clothes cannot be worn in class.

- There is a passive *-ing* form: *being* + past participle:

I enjoyed eating your birthday cake with you.

- The passive is used to report something said or claimed by an unspecified person. This use of the passive is common in academic English:

It is believed that climate change is man-made.

Other verbs that can be used in this way are: *think, understand, claim, allege, report.*

1 Write these sentences in the passive.

- 1 They have given Shitaye a prize for merit.
- 2 We have given our house a fresh coat of paint.
- 3 Weizero Medhin teaches science to Grades 9 and 10.
- 4 They will tell us our results in about a month.
- 5 A hotel has already offered Birikti a job.
- 6 We have elected Zewdu form captain.
- 7 Many people say that eating pineapple is not good when you are ill.
- 8 People say the fort was built in the 15th century.
- 9 The police think the same thief has broken into ten houses in our area.
- 10 They claim there are ghosts in the old house on the corner.

2 Make a sentence about each of the future threats you heard about and discussed in the previous section. Use: *It is said/claimed that ...*

Example: *It is believed that the Yellowstone super volcano may erupt at any moment.*



B10.4 Writing: Graffiti posters

Work in a small group.

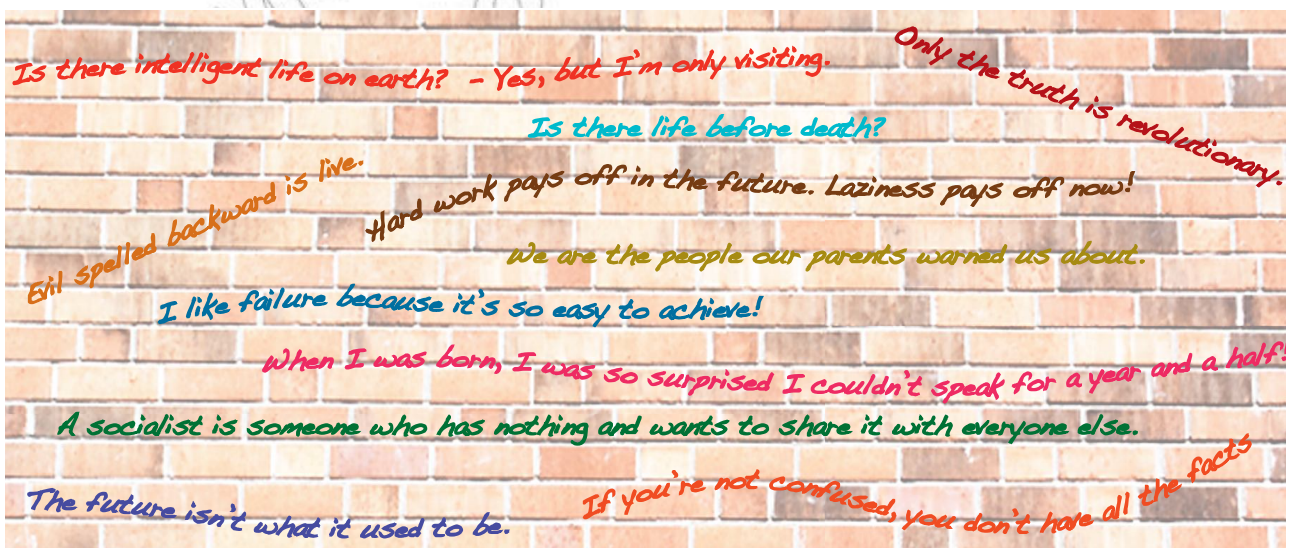
1 Discuss what graffiti is and try to come up with a definition.

2 Complete this short text about graffiti by putting one word in each space.

Graffiti can take the form of images or (1) _____ on public property, particularly the outsides of (2) _____. It is done informally and in many countries is a (3) _____ for which you can be punished. Some people (4) _____ it is disrespectful and (5) _____ the appearance of public places. Others, (6) _____, love it and say it is creative and gives a (7) _____ to those who have no other way of expressing themselves to a (8) _____ audience. Graffiti has existed since (9) _____ times, with examples that go back to Ancient Greece and the Roman (10) _____. Nowadays, some city councils provide graffiti spaces: blank (11) _____ people can (12) _____ or write whatever they want.

3 Listen to your teacher reading the text and check your work.

4 Read and discuss these graffiti.



- 5** Your teacher will give each group a large piece of paper. Use it as a graffiti space and write some graffiti about the future. They can be funny or serious.
 - Discuss them before you write them.
 - Write them all over the piece of paper, at different angles and in different styles and colours.
- 6** When your graffiti poster is ready, display it for other students in the class to look at.
- 7** As you read posters prepared by other groups, add some graffiti to them, such as a reply or an extra comment to something already there.



B10.5 Reading: Markos' world

- 1** Work in a small group and discuss these questions.
 - 1** What is a shanty town?
 - 2** Are there shanty towns in your area? What are they like?
 - 3** Do you think Addis Ababa and other cities in Ethiopia are growing? What about the shanty towns?
- 2** Survey the text below. Try to do it in three minutes and then discuss what you have found out.

Welcome to Markos' world

Meet Markos, he's 15-years old. He lives in a big city. Not in one of the large, luxurious houses with a beautiful garden and swimming pool on one side of the city. You'll find his house a few kilometres away, in a place where rich people rarely go. It isn't very luxurious and it doesn't have a garden. It is made of a few pieces of tin sheeting which were nailed together a long time ago. Parts of it have fallen down or rusted through and in places they have been replaced with bits of wood or plastic. From the outside it looks as if it could collapse at any moment. Open the door and there is one small room with a few bits of old furniture and boxes, some water containers and a little stove. The house is packed into as small a space as possible, among thousands of others. Mostly they look like Markos' house but some are made from mud or concrete blocks and have a couple of rooms inside. Most of the houses have no bathroom, though; Markos' nearest toilet is a pit latrine which serves about ten houses. It is very unhygienic. It smells bad in hot weather and during rains it often floods, spreading sewage round the neighbourhood.



Markos lives with his mother and his younger brother and sister. They are lucky in some ways. There is a tap not far from their house so Markos and the children can fill up the water containers for their mother. This is a big improvement. Until it was put there a year ago, they had to walk for 20 minutes to the nearest well and then queue up for water. There is a school there too. His

younger brother and sister go there. Markos went for a year but when his father died four years ago, he had to stop. He does what he can to help his mother. He sometimes gets work from a market trader: running errands for him and helping him to load and unload his produce from his cart. His mother works too: she buys tomatoes from farmers who come to the market very early in the morning. She sells them for a small profit by the roadside in the city. She often comes home late, but it's always before dark, otherwise the risk of losing the little money she has made is too great. That is when the thieves are out in force. Their shanty town is a dangerous place where desperate people are robbed by even more desperate people.

Markos' mother and father are from another part of the country. There was drought in their region and they had nothing to eat. They sold all their possessions to buy food until they had nothing left to sell and no money. So they came to the city. At the time Markos' mother was expecting Markos. Their life was hard but they at least had something to eat. His father left home at six o'clock in the morning and got back at about ten o'clock at night. He spent his day standing outside the station yard waiting for work. Sometimes he would be hired in the yard itself and other times he would be picked by someone looking for a strong man to do some lifting or other hard job. They made the best of their life, but when Markos was six his father's illness started. He lost a lot of weight and eventually he had to stay at home lying on the bed until he died. The neighbours whispered that it was Aids, but Markos' family never talk of it. Since his death there has been even less money coming in, but they have each other and the young ones are able to go to school, at least for a few years.

Some say that shanty towns like Markos' should be bulldozed and the people forced back where they came from since the government simply doesn't have the means to provide better homes and conditions. What it is doing though, is trying to improve the environment, for example, by providing a water supply and better sanitation and by opening schools to give children a better start in life. Many NGOs, too, are working in various ways, such as by giving loans to women to start up small businesses, by running training courses in things like carpentry and plumbing for young people, in book-keeping to help those running small businesses; also, by organising community groups to look at needs, draw up action plans and meet with local government departments.

The biggest cities in Africa are growing fast. Experts have tried to predict how many people will be living in them in the future, but this isn't easy. HIV/Aids has already slowed down their growth and other factors too may have an impact. Nonetheless, for the foreseeable future many more children like Markos will be growing up with little chance of escaping the shanty town.

- 3 Describe the typical shanty town in the text in no more than 100 words.**
- 4 Describe the work done by Markos, his father, and his mother.**
- 5 In no more than 50 words describe the improvements to life in shanty towns mentioned in the text.**
- 6 The text about Markos appeared as an article in a Sunday newspaper:**
 - 1** What do you think is the journalist's opinion?
 - a** Shanty towns are terrible places to live and should be improved.
 - b** Shanty towns are terrible places to live and the government should get rid of them.
 - c** Shanty towns are terrible places to live but nothing that can be done to improve them because the problem is too big.
 - 2** What is the purpose of the article?
 - a** To inform readers about life in shanty towns.
 - b** To persuade readers to help people in shanty towns.
 - c** To warn readers that shanty towns are not good places to visit.

7 What are your own views about this article? Has the writer convinced you and achieved his/her purpose?

8 Discuss these questions with a partner:

- 1 Why do you think Markos' family stay in the shanty town and don't return to the countryside?
- 2 Think of some reasons why Markos' family should return to the countryside they originally came from.
- 3 Can anything be done to slow down the movement of people to the cities?
- 4 What more should be done to improve life in shanty towns?



B10.6 Speaking: The Earth colony debate

This is the scenario. The year is 2079. Planet Earth is on the brink of destruction. The United World Government or UWG (nation states were abolished 30 years ago) has established a colony on Mars, but the technology is not very advanced yet so it is only possible for a few refugees from planet Earth to escape there.

The big question is who will be allowed to escape to Mars? The UWG is holding a debate about which eight professions will be needed in the new Earth colony to establish a new civilisation that will be able to flourish in the Martian environment.



1 Work in a group of six to ten people and discuss which professionals should be allowed to escape. You must agree a final list of eight. Before you start, study the language in the box. Go back to B2.3 to revise language for correcting yourself / explaining what you mean

What I mean is ...

What I meant was ...

Let me put it another way.

etc.

1 Revise language for asking for clarification and explaining what you mean by looking back at B2.3.

2 Review these conditional structures:

First conditional structures express something probable or likely:

If we don't have a doctor, who will look after our health in the new colony?

Second conditional structures express something unlikely

How would a musician contribute to the colony?

2 Each person in the group must now choose one of these professions. There can only be one representative of each profession in each group.

It is almost time to abandon Planet Earth. Unfortunately the UWG has been informed that it is only possible for seven professionals to fit in the space craft taking you to Mars, so one person must be left behind.

- 3** You should now be in a group made up different professions: you must not have more than one person representing any one profession. You must now decide who can escape to Mars and who is the one person who must stay on Earth.
 - Each person must defend their profession: convince the others that they are vital to the success of the new Earth colony on Mars.
 - You can also mention why some of the other professions are less important than yours.
- 4** At the end of the discussion, you must vote to decide which professional must stay behind, based on the strength of the speaker's reasoning.



B10.7 Writing: 10 rules for a new society

The group of seven professionals, plus one or two VIPs who were able to find a place for themselves, have now arrived at the Earth colony on Mars. There are equal numbers of men and women.

Before you left Earth, it was decided that the colony should be run on co-operative principles: there is no leader and decisions are made collectively, by two-thirds majority vote.

You have now been here for a few weeks and it is obvious that a set of rules is needed to govern how your small society runs. You are all agreed that to keep things as simple as possible, there should be only ten rules.

- 1 Work in a group. Brainstorm some possible rules.
- 2 Reduce your possible rules to a list of ten. You must agree these rules by a two-thirds majority.
- 3 When you have agreed them, write them as formally as possible on a piece of paper.
- 4 Display them to the rest of the class, and then read the lists produced by all the other groups.
- 5 Nominate the best rules from each group list and come to a two-thirds majority agreement on a class list of rules for the new colony.



B10.8 Speaking: A presentation and a speech

- 1** With a partner, discuss the difference between a presentation and a speech. Look at the points and put them in two lists under the headings *A presentation/A speech*. You can put some of the points in both columns, if you wish.
 - On a specific topic which has been researched by the speaker
 - Usually quite formal
 - May be part of an academic programme
 - Given on specific occasions, such as a wedding or Speech Day or by a politician
 - Audience may interrupt with questions or ask questions at the end
 - Not read, but speaker has notes to refer to
 - Can be read, particularly longer speeches
 - Often accompanied by pictures, diagrams or slides.

2 With your partner, you are now going to plan and prepare a short presentation (3–5 minutes in length) about an environmental threat of some kind. For example *water shortage, deforestation, reduction in the number of animal and plant species, pollution, the greenhouse effect*.

Follow these steps.

- 1** Brainstorm some ideas to include in your presentation.
- 2** Research your topic (in the library or on the Internet).
- 3** Make an outline plan (in the same way as you make an outline when taking notes or planning an essay.)
- 4** Prepare some cue cards for your speech. (see below)
- 5** Each of you should be responsible for delivering different parts of your presentation.
- 6** Practise your presentation several times.
- 7** Time it to make sure that it is the right length.
- 8** Think of ways you can improve it after each practice.
- 9** Study the tips below before you start.

Tips for giving a presentation

- Try to look at your audience as much as possible.
- Look at your cue cards as little as possible.
- Don't speak too fast or too quietly.
- Vary the tone of your voice – sound interested and enthusiastic about what you are saying.
- Use pictures if you can: hold them up so that your audience can see them.
- Introduce each main point clearly.
- Ask the audience some questions to involve them in your talk.
- Invite the audience to ask you some questions at the end of your talk.

Cue cards

- These are small cards that can fit in your hand.
- You can put your notes for a presentation or speech on cue cards.
- Each card should contain one point: a main point and the supporting points
- Each card should have a number
- Put your cards in order at the beginning of your presentation
- Hold your cards in your hand. Hold your hand in front of you so that you can see the top card as you stand in front of your audience.
- As you complete each main point, move the card from the top of your pile to the bottom, so that the notes for the next main point are on the next card at the top of the pile. Here is an example.

Presentation: The greenhouse effect Card 2:

1 What causes the greenhouse effect ?

- Heat from Sun → Earth. Some reflected back.
- Gases in atmosphere stops heat escaping – this is good.
- But nowadays big build-up of gases like CO₂, methane, ozone → temperature rise.

Q. to audience: *Why is it called the greenhouse effect?*

3 Each pair of students must also give a speech of thanks to another pair who have given their presentation. This speech should last for 1 minute. Follow these steps.

1 Read this speech and answer the questions below.

Mr Gebremedhin on behalf of my fellow students and our teacher, Mr Alemseged, I would like to thank you for giving us an interesting tour of your farm. We have all very much enjoyed our visit.

We know that you are very busy and so we are grateful to you for taking so much time to explain to us what you do and to show us the different aspects of the work of your farm.

We now have a much better understanding of the process of producing a commercial crop and an appreciation of the challenges you face.

Once again, thank you very much and we wish you a good harvest later on this year.

- a Was this speech given before or after an event?
- b Who gave the speech?
- c What was the event?

2 Now study this useful language for giving formal speeches and decide which phrases would be appropriate for your speech.

Opening greeting

- Honourable and distinguished guests
- Your excellency
- Mr President
- Madam Guest of Honour
- Sir, Guest of Honour
- Dear parents and students
- Distinguished teachers
- Madam Minister
- Mr Gebremedhin
- My fellow students

Beginning your speech

- On behalf of ...
- It gives me much pleasure to ...
- May I take this opportunity to ...
- I have great pleasure in ...
- It is a great honour for me to ...
- May I begin by ...

Closing your speech

- I would like to close by ...
- Finally may I say ...
- It has been a great honour for me to be here today.
- Thank you for your attention.

3 Your teacher will tell you the names of the students you will have to thank and their topic. Now write your thank you speech. Note:

- You can make a last-minute change to your speech directly after the presentation has been given.
- Although the speech is short, you and your partner should divide it between you.
- When you have written it, practise reading it a few times: Go slowly, pausing between each sentence.

4 Now you should be ready to give your speech and your presentation. Make sure you and your partner have:

- a copy of your speech
- your cue cards and any pictures etc that you are going to use for your presentation.

5 After each presentation, be ready to ask questions.

- 6** When everyone has finished, have a class discussion about the presentations and the speeches. Discuss the following in general terms, rather than referring to specific presentations.
 - a** the content: was it interesting, appropriate and well-structured?
 - b** the delivery: was it too fast or the right speed? Could you hear it clearly? Did the speakers vary their intonation?
 - c** the use of language: was it reasonably accurate? Was it appropriate?
- 7** After this general discussion, talk to your partner about how well you think your two talks went, and how you could do better next time.

B10.9 Assessment

1 Speaking

Your teacher will assess the presentation you gave on an environmental threat in B10.8.

2 Reading

Your teacher will give you a text about population issues. Read it and do these tasks.

- 1** Match these sub-headings to the appropriate sections of the text.
 - a** Issues with family planning
 - b** How can we control population growth?
 - c** Large families
 - d** Why should we control population growth?
 - e** The future
 - f** How long are people living and how many babies are dying?
- 2** Decide if these statements are true or false according to the text (not according to your own opinion or ideas you may have heard elsewhere).
 - 1** The population is growing because fewer babies are dying and people in general are dying at an older age.
 - 2** Big families are common in many cultures because children are needed to look after their parents when they are sick.
 - 3** People who move to the city always have a better life there.
 - 4** Developed countries also face population problems.
 - 5** Overpopulation exists when a country cannot support its people.
 - 6** There is a strong link between women's education and lower rates of population growth.
 - 7** All over the world women have low status and are prohibited from attending secondary school.
 - 8** The number of people in the world is decreasing.