

Part A

Objectives

In this part of Unit 12 you will:

- talk about a magazine cover
- read extracts from magazine articles
- read a magazine article
- listen to descriptions of magazine jobs
- revise *wh-* questions
- listen to a description of the magazine production process
- find out about more exam strategies.

A12.1 Introduction: A magazine cover



1 Work in a small group and look at the magazine cover. Identify the following:

- the title
- issue number
- date
- cover lines.

- 2 With your group discuss what kind of magazine this is. Who would be likely to read it? How are you able to tell this from the cover?
- 3 Would you like to read this magazine? Which of the articles would you be interested in?



A12.2 Reading: Extracts from magazine articles

- 1 Skim read the extracts from magazine articles below and complete the table.

	A	B	C	D	E
Kind of article					
Topic					
Type of reader					
Purpose					
Effect on reader					

Article A

At school I was frequently bullied by the other children and they wouldn't make friends with me. They thought I was some kind of evil spirit. I think we have a lot to teach kids about tolerance but it's done by example: if they see their parents laughing at or being scared of someone just because they look different from everyone else that's a bad example. I often wonder if those bullies watch me on TV today and what they think.

Article B

You can enjoy this delicious dessert for a few days by keeping it in the refrigerator, but do not reheat it.

Article C

What makes him great is that unlike many strikers he is more concerned about winning than scoring goals. So he is always ready to pass the ball for someone else to finish it off. In fact last season he didn't score a lot but seemed content to be part of the team of which he is no doubt the star player. How long he'll stay is another matter.

Article D

To give your look an elegant African touch, add a few beads. Choose colours that co-ordinate with your outfit and attach each one to a few strands of hair. Ask a friend to help you.

Article E

I want to thank you for your article 'Getting real in a relationship' in last week's issue. It really helped me to think about the problems I face with my fiancé who doesn't seem to think about my future at all, only his own. I have broached the subject with him and I think he will be more open to discussion on this topic. Thank you so much and keep up the good work.

- 2 Which of these articles would you like to read in full? Why?

**A12.3 Reading:** Magazine article**1** Read this article and identify the same features as in the table above.**This week *Teen World* looks at how you can be healthy and feel good!****STAY HEALTHY!***by Miriam Gessesse***Why stay healthy?**

Will I pass my exams? Will my parents let me stay on at school? Why have I got to look after my little brother and sister? Does my girl/boyfriend think I'm attractive or does he/she really prefer my more attractive friend? Have I got the right clothes for the party on Saturday? Why did I play so badly in the football match yesterday? Have I got enough money to buy beer when I go out with my friends this evening?

How many of these questions do you ask yourself? What else do you worry about? Nobody ever said being a teenager was easy! Eventually all the questions find their answers one way or another, for good or ill. Along the way you have to cope as best you can. Staying healthy helps you cope with all this pressure. It can also help you make the right decisions. As the saying goes, healthy body, healthy mind.

Most teenagers don't think much about health. You can usually rely on your bodies to function reasonably well – as long as you have enough to eat and you haven't got HIV. But even with HIV you can live a healthy life. In fact there are even more good reasons to do so if you are living with the virus as healthy living can slow down the appearance of Aids. So let's examine what being healthy means.

Eat right!

First let's look at what you eat. You have probably studied nutrition at school so you know the different food groups. Teenagers are still growing so you need foods that help you grow. You need proteins, which you can find in things like meat, fish, beans, groundnuts, and milk. Teenagers use lots of energy, so carbohydrates, which give you energy are important, that means cereals like injera, maize, rice and roots like cassava and potatoes. Oil also gives you energy. Then, too, you need food which protects you against disease and helps you make blood and bones. In other words, vitamins and minerals which are mainly found in fruits and vegetables but also in other things like meat, fish and beans. It is complicated keeping track of all the things in your diet so the rule you should follow is: eat enough of lots of different kinds of food. Avoid filling yourself up with sugary, fatty food so that you don't want to eat other more nutritious food. Drink plenty of clean water too. For girls it is especially important to eat well to make sure you have strong bones to bear children and to stop you feeling weak during your monthly periods.

Get moving!

What about exercise? Many teenagers love playing football, basketball, athletics and other sports and that is good. It strengthens your muscles, your heart and lungs. Also, exercise releases chemicals in the brain which give you a natural 'high', without the use of drugs or alcohol. If you do very little sport and very little walking your muscles become weak and you don't feel good. At the other extreme, of course, there is too much physical activity.

Don't overdo it!

Getting enough rest is important too. You probably already know how bad you feel when you stay out late and have to get up early the next morning, so rest is also important. Teenagers need a lot of sleep not just because you won't be at your best if you feel sleepy but also because you are growing and that makes you tired. Of course, many teenagers have to work and this can be harmful if it cuts into your rest and relaxation time. Some kinds of work like carrying heavy loads can damage your muscles and make you very tired.

'I feel good!'

As you go out into the world you will meet dangers and risks that may seem tempting. Things like smoking, taking drugs, getting drunk, having sex with several partners and without protection. Most teenagers confront these at some point. Your religion, your family, your school or your youth group can give you support in overcoming these dangers. But in the end it is you who has to make the decisions, and feeling good will help you to make the right ones. A healthy lifestyle will give you confidence and make you a stronger person inside and out.

2 Decide whether these statements are true or false:

- 1 It is hard being a teenager.
- 2 Teenagers worry about their health.
- 3 You can't have a healthy lifestyle if you are HIV positive.
- 4 Sugary foods are very nutritious.
- 5 Walking is good for you.
- 6 Carrying heavy loads is good exercise.
- 7 Teenagers need to rest.
- 8 If your body feels good it can help you to live a better life.

3 Match the words from the text given on the left, with the definitions on the right. Use a dictionary if necessary.

<ol style="list-style-type: none"> 1 eventually 2 cope 3 nutrition 4 confront 5 overcoming 	<ol style="list-style-type: none"> a the kind of food we eat and how it benefits us b being able to solve a problem c at some point in the future d to face a problem that you have to deal with e to be able to do things even when the situation is difficult
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4 Explain the meanings of these expressions as they are used in the text.

- 1 one way or another, for good or ill
- 2 along the way
- 3 healthy body, healthy mind
- 4 a natural 'high'



A12.4 Listening: Magazine jobs

1 Look at this list of job titles of people who work in the magazine industry. What do you think are the responsibilities of each of these people?

- The editor
- The production manager
- Section editor
- Art director
- Advertising/sales director

2 What is paraphrasing? Read this definition.

par·a·phrase 'pærəfreɪz/ v [T] to express in a shorter, clearer, or different way what someone has said or written: *To paraphrase Finkelstein, mathematics is a language, like English.*

3 Now listen to people with each of these jobs describing their responsibilities.

- Work with a partner and paraphrase what those responsibilities are.
- Write a sentence or two next to the relevant job titles above.

4 Discuss each of these jobs with a partner. Which one do you think you would enjoy most?

A12.5 Language focus: Revision – *Wh-* questions

- There are a number of *wh-* words and phrases that are used in questions. Not all of them begin with *wh-*.
- Other *wh-* words and phrases consist of two or more words and are used to inquire about more specific information.

1 Make a list of the six basic *wh-* words that do the following:

- 1 ask for information about something
- 2 ask for information about someone
- 3 ask for information about place
- 4 ask for information about time
- 5 ask for information about reason
- 6 ask for information about method or process.

2 Match the *wh-* words and expressions on the left with their uses on the right. Write them out in your exercise book, for example: *How much? = Price*

Which?	Person (objective formal)
Whose?	Quantity (countable)
Whom?	Duration
How much?	Age
How many?	Frequency
How long?	Distance
How often?	Price, amount (uncountable)
How old?	Choice of alternatives
How far?	Description
What kind of ...?	Possession

Some *wh*- words can be used in subject questions, which means the interrogative or question form of the auxiliary and verb is not used.

For example: *Amina saw Fatima.*

a *Who did Amina see?*

Here, *who* is the object of the sentence and the question behaves like a normal question with *did*.

b *Who saw Fatima?*

Here *who* is the subject of the sentence and the question does not contain *did*.

3 Make subject questions from this table:

What	saw the accident?
Which bus	stung you?
What kind of insect	happened last night?
How many people	goes to the market?

4 Make questions to find out the underlined information in these sentences.

Example:

I started work at the age of nine when I began working in my father's shop.

How old were you when you started work?

1 I've lived in Addis Ababa for five years.

2 I was born in Axum.

3 I go back to Axum twice a year or so.

4 My most famous poem was written ten years ago.

5 My favourite goal is the one I scored in the championship final, two minutes from the final whistle.

6 In my free time I like playing my guitar.

7 The most important influence on my life is my mother.

8 What happened after I was sacked from my job, was I vowed I would never work for anyone else again.

5 Work with a partner. Imagine you are going to interview a famous Ethiopian sports star. Decide which sports star it is and prepare a list of eight to ten questions to ask him/her.

6 With your partner, think of a story that has been in the local, national or international news recently.

a Think of about six *wh*- questions to ask about it.

b When you have your list of questions, team up with another pair of students. Now you become reporters and must ask your questions about this event, which the other pair must try to answer.



A12.6 Listening: The magazine production process

1 Work in a small group and discuss how you think a magazine is produced. Discuss what you think are the stages involved in getting it to the news-stands where you buy it.

2 Listen to a description of the magazine production process and make outline notes as follows.

- Listen the first time and note down the names of each stage.
- Listen again and write a few notes and key words about what happens at each stage.

- 3** Check your notes with the rest of your group.
- 4** Listen a third time and add more information to your notes.

A12.7 Study skills: Exam strategies – part 3

1 Work in a group and discuss these questions:

- What is your revision strategy for the period leading up to your exams? How well-prepared will you be when they begin?
- How calm and organised will you be during each exam? What will be your strategy when you hear the words *You may start writing now?*

2 Read this text:

HOW TO TAKE EXAMS SUCCESSFULLY

1 The week before the exam

In A10.9 we talked about the importance of starting your exam revision well in advance of the exam itself. A week or so before the exams begin, you should have completed your revision. Now is the time to do the following:

- Exam practice: this is useful so that you are prepared for the kinds of questions you will have to answer and also to get used to answering the questions within the time limit allowed in the exam. Your teachers will give you this kind of practice, but you can also do extra timed practice at home without looking in your books for help with the answers.
- Review your revision notes: you can do this on your own or with another student. You can test each other on different topics. If necessary refer back to your exercise book or a text book, but you shouldn't need to do this too much.

2 The night before the exam

On the day before an exam, don't do too much. You can look through your revision notes for the last time and you should make sure everything is ready: your pen or pencil (make sure you know what you have to write with), a rubber, a ruler, a pencil sharpener. Also, remember to take a watch. This is important so that you can keep an eye on the time as you write.

3 In the examination room

Try to stay calm. Take deep breaths as the papers are being given out. Make sure you know exactly what to do: how much time you have, exactly what time the exam will finish. If you have a watch, check that it shows the same time as the clock in the examination room.

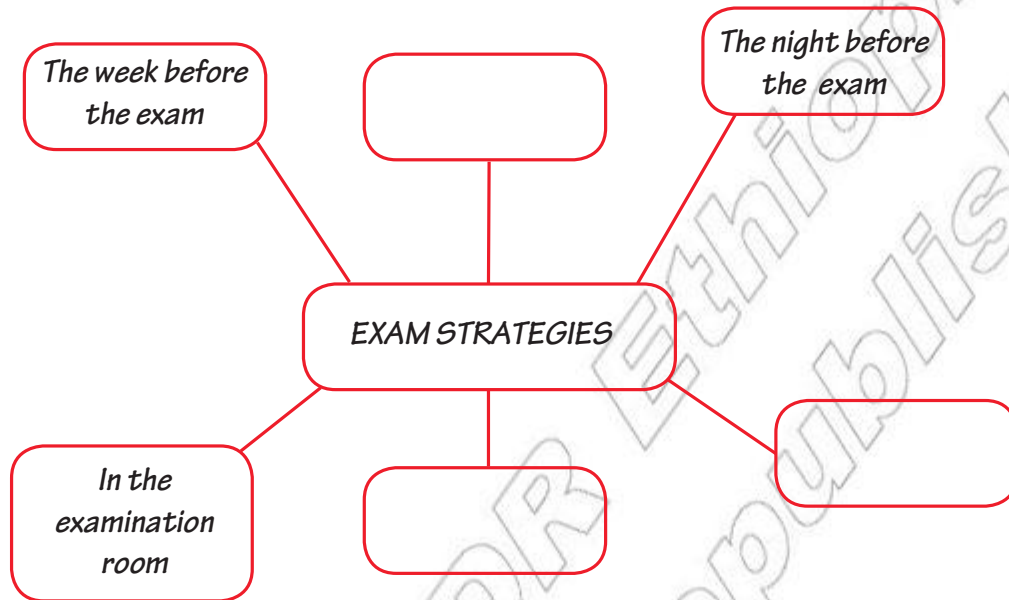
The first thing to do when you are told to start, is to read through the whole paper. If you can choose some of the questions, make your choice. Decide how much time you have for each section.

Do the easy questions first; if you have to think too much about the answer, leave it and move on. If you have time at the end of the section, you can go back to the questions you were unsure about. Be strict with time. Don't spend a long time on one section and then a very short time on others. Questions generally have equal marks and you won't get more than the maximum for one very good answer and you could easily fail the others due to lack of time; this could mean that you fail the whole exam.

3 In your group, discuss these questions:

- Which of the ideas in the text are similar to strategies you already use?
- Which of the ideas in the text do you think are particularly useful?

4 Create a mind map of exam strategies, such as the one below. Add the strategies that you should use leading up to and during your exams. Include some or all of the ideas from the text above and your own ideas.



Part B**Objectives**

In this part of Unit 12 you will plan, prepare and produce a class magazine, and then review it.



B12.1 Speaking and writing: Planning, preparing and producing a class magazine



VOICES – The magazine of Grade 12



The whole class is going to create a class magazine.

1 Planning the content: You have already seen that there are different kinds of magazines. Your class magazine is for the students in your school – and possibly from other schools too. Follow the instructions below to help you plan your magazine:

- All the class should brainstorm ideas for the content of the magazine, for example: what kinds of articles you would like to include and some specific ideas, for example:

Why don't we have an interview with a local celebrity?

Good idea. What about our local MP?

- Somebody in the class should write all the ideas that come up on the board.
- Think of as many ideas as you can.

- When you have run out of ideas, choose a final list of articles and features, bearing in mind your audience.
- Make a flat plan on the board of each page in the magazine. A flat plan usually includes:
 - the front cover
 - the first inside page
 - the other inside pages
 - the back cover
 While doing this you must decide how long each article or feature will be: one page or more?
- You also need to think of a title for your class magazine.

2 Distribution of roles: Now it is time to decide what everybody is going to do. You must decide on a small team of people for each of these roles:

Writers: There should be a number of writers or writing teams. Each one should take responsibility for one article or feature. Plan your article, do your research and then write it. You need to discuss with the editors how long your article should be.

Illustrators: There should be a few people allocated to provide the illustrations. These will accompany some or all of the articles and features. They can be drawn by hand, or you can use photographs.

Designers: You are responsible for the layout and overall look of the magazine. You must provide titles for all the articles and arrange them on each page with the illustrations. You must also design the cover and the contents page.

Editors: You are responsible for the written content of the magazine. You must check each article as it is written and make any necessary changes. In addition, one editor must write a short introduction to the magazine and one editor should also take responsibility for the overall schedule and for printing and collating the magazine.

Advertising managers: To cover the cost of printing the magazine, you could try to get some advertising or sponsorship from local shops or companies. If you would like to do this, choose a couple of advertising managers who will take responsibility for finding advertisers or a sponsor.

- 3 Schedule:** Discuss with your teacher a suitable schedule for producing your magazine. Take into account how long it will take to write the articles, design them, edit them, get advertisers and so on.
- 4 Producing the magazine:** As each team gets on with their work, it is a good idea to refer to some published magazines to give you an idea of the kind of language and look you should be trying to achieve.



B12.2 Speaking: Reviewing your work

1 Think about the contribution of your team to the magazine. Discuss your progress, your end result and complete the table below:

	Yes ✓	To some extent?	No X
1 Our contribution was as good as we could have made it.			
2 We completed our work on time.			
3 We each contributed equally.			
4 We are all satisfied with what we have achieved.			

- 2** Work in your team and make a short list of the things you had to do. Discuss each item on your list and decide if you are satisfied with the way you did it, or if next time you would do it differently.

For Example:

***I am pleased** with the interview I did with our MP.*

*The artwork I did for the cover **works very well**.*

***I should have** spent more time planning my article about music.*

***I could have** included some illustrations in the article about our favourite food.*

***I wish I had** chosen a different topic to write about.*

- 3** Report the results of your feedback to the rest of the class.

- 4** Now review the magazine as a whole. Everyone in the class should discuss how to complete this checklist.

	Yes ✓	To some extent?	No X
1 The front cover is attractive and makes people want to read the magazine.			
2 There is a clear table of contents.			
3 There is a suitable editorial.			
4 Each article is clearly and attractively laid out.			
5 The art work is suitable and of a fair quality.			
6 The articles are interesting.			
7 The level of language is good throughout.			
8 The production process went smoothly.			
9 The magazine is as good as we can make it.			

- 5** Discuss how you could improve the magazine if you did it again.

B12.3 Assessment

Your teacher will assess each person's contribution to the class magazine.

Revision 4 (Units 10–12)



Listening

Listen to a talk about volcanoes. As you listen, make notes on each of the topics in the table. Write down only the key words, not sentences.

Topic	Notes
1 Who volcanoes are named after	
2 What a volcano is	
3 The material that is brought to the surface by a volcano	
4 Different kinds of volcanoes.	a) b) c)
5 Where they are found	
6 The largest volcano in the world	
7 The effects of volcanic eruptions	
a) An example of what a volcanic explosion can do	
b) The effects of an undersea eruption	
c) The effects of a lava flow	
d) The effects of an ash cloud	
e) The landscape after an eruption	
f) Positive effects of an eruption	a) b) c) d) e) f)
8 Signs that help us to predict when a volcano is going to erupt	
a) Volcanic activity	
b) Changes in the shape of the mountain	
c) Animal behaviour	a) b) c)



Reading

Survey the text and then answer the questions below.

My name is Ayisha. I am 28 years old and I work as a legal assistant in a firm of advocates. A typical day in my life starts at about 6:00am, when I have my morning devotions. After that I get myself ready for work. I try to look chic and presentable yet comfortable and corporately dressed. As lawyers, we can wear any colour for work, as long as it does not scream at anybody. Personally red is my colour, but for work I wear grey, black, dark green or brown. Around 7:15am I head for work.

I have breakfast at around 9:00am at my place of work. The kind of breakfast I have depends on my mood. I prefer taking water or yogurt and anything ranging from a hot samosa, chapatti to katogo. Rarely do I take tea.

My day depends on what is to be done; I am supposed to be at work by 8:00am. The first thing I do is update myself; I read the papers and then dive straight into my work. It involves drafting court papers, writing letters, meeting clients etc. There is an assortment of things to do in the legal profession. I deal with court cases, but I am not allowed to argue in court because I am not yet enrolled.

I work through lunchtime especially when I am very busy. I like eating fruits at my desk for lunch and only eat food when I'm very hungry. My day usually ends at 5:30pm, but when I have a deadline to meet, I stay at work till late. I am a perfectionist. I keep cross-checking. It is just the satisfaction that I have done something to the best of my ability. Sometimes I cannot avoid taking work home if it is needed the following day.

My work is challenging and I love it. I am comfortable when a task is difficult because the sense of accomplishment is so much greater. But if it is too easy, I feel cheated, as though I am just sitting on all my potential. There is something new to learn everyday about the law. The fact that I am gaining experience keeps me going. It is nice to be a lawyer – it is a decent and cool profession. It involves helping people and I love it.

Out of work, I love reading novels, religious literature and anything that can give me a good laugh, watching movies and surfing the Internet.

1 Choose the correct options.

- 1 What colours are the clothes she wears to work?
 - a her favourite colour
 - b any colour she likes
 - c colours that are not bright
 - d red

- 2 What does she have for breakfast?
 - a always the same thing
 - b tea
 - c something hot
 - d different things
- 3 What does her work involve?
 - a a lot of court work
 - b going to court with clients
 - c doing an assortment of things in court
 - d arguing cases in court
- 4 at lunchtimes ...
 - a she doesn't eat anything
 - b she usually eats fruit
 - c she sometimes eats something
 - d she is always hungry
- 5 She likes her work to be ...
 - a not easy
 - b not difficult
 - c cross-checked
 - d decent and cool

2 Answer these questions in complete sentences.

- 1 From the passage can we assume that Ayisha has much free time? Why? Why not?
- 2 Do you think Ayisha is ambitious? Why/why not?
- 3 Find a quotation which tells us that Ayisha likes to know the latest news.
- 4 Explain the meanings of these words and quotations as they are used in the passage:
 - a I am not yet enrolled (line 15)
 - b perfectionist (line 20)
 - c potential (line 25)
 - d cool (line 27).

Pronunciation

With a partner, choose an extract from the reading text above. It should be about 10 lines. Practise reading it aloud. Divide it up so that you each read half of your chosen text.

Speaking

1 Discussion

Work in a small group. Discuss this quotation from the text and the extent to which you want a job that is challenging.

My work is challenging and I love it. I am comfortable when a task is difficult because the sense of accomplishment is so much greater. But if it is too easy, I feel cheated, as though I am just sitting on all my potential.

2 One minute talks

- a** Work in a group of three or four people. Choose one person to start. That person must choose one of these topics.
- A famous person I admire
 - A magazine or newspaper I read regularly
 - An experience I have had of very bad weather
 - A film I have seen
 - My future plans
- b** When your teacher says ‘start’, speak for one minute on that topic.
- Do not pause!
 - Do not go off the topic and start talking about something else.
 - The other people in the group must listen and not interrupt you.
 - Try to keep talking for one minute – until your teacher says ‘Stop!’
- c** You can get a maximum of three points:
- If you keep going for one minute = one point
 - If you keep talking and don’t pause = one point
 - If you keep to your subject = one point
- d** Now choose another person in your group to have a turn. Each person must choose a different topic.

Punctuation

Write this short passage with the correct lay-out and punctuation.

the room was a mess such a mess that it was difficult to know where to start the bed had been pulled out and the mattress was lying half on and half off it the book shelves had been pushed over and books files papers old newspapers and magazines were scattered everywhere a sickly sweet smell pervaded the room and amina soon saw what it was a bottle of perfume lay smashed on the floor, where its contents lay in a small pool

Writing

- 1** Using the notes you made during the listening activity, write a summary of the information you have obtained about volcanoes.
- 2** You are going to write a formal letter. Read the information in the box and then follow the instructions below.

You have booked and paid for a place on a six-month marketing course to be run at a business training institute. You have just received a letter cancelling your place because you have not paid for it.

- Write a letter of complaint to the Institute, explaining that you have already paid, and asking them to either guarantee your place or reimburse you. Explain that you have proof that payment was made as you have a receipt from your bank.
- Write to: Admissions officer, Acme Business Institute, PO Box 156678, Addis Ababa.
- Include addresses, opening salutation etc, not just the body of the letter.
- Lay out your letter using the usual conventions.

Vocabulary

1 Complete these words to make jobs in the film industry.

- a e _____
- b p _____ r
- c sc _____ r
- d st _____ n
- e di _____ r
- f a _____
- g c _____ op _____

2 Complete these words to make jobs in magazines.

- a fr _____ r
- b pr _____ r _____ r
- c s _____ e _____ r
- d a _____ d _____ r
- e e _____ r
- f ad _____ d _____ r
- g pr _____ n m _____ r

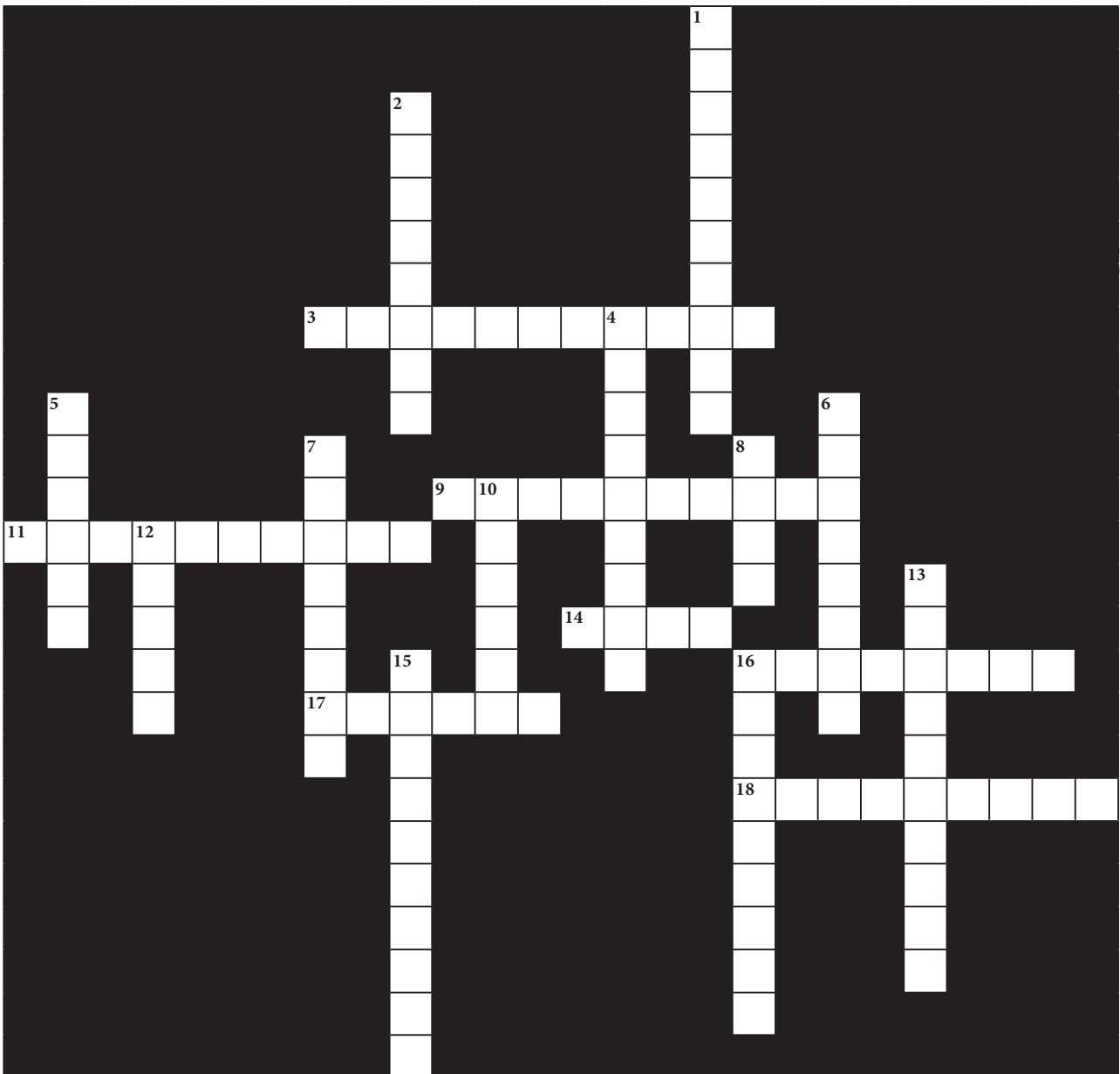
3 Complete the crossword on the next page with words from units 10–12.

Across

- 3 A book or film that is very good or successful
- 9 An area of small, roughly built huts made from thin sheets of wood, tin plastic etc that very poor people live in:
- 11 To express in a shorter, clearer, or different way what someone has said or written
- 14 All the actors in a film or play
- 16 A disease that affects people over a very large area or the whole world
- 17 A group of singers, actors, dancers etc who work together
- 18 Make a bad situation, an illness, or an injury worse

Down

- 1 Great sadness
- 2 One of the many very small planets or pieces of rock that move around the Sun
- 4 Made so excited that you do not think clearly or you forget about other things
- 5 The level of confidence and positive feelings that people have, especially people who work together, who belong to the same team
- 6 Deal with something very difficult or unpleasant in a brave and determined way
- 7 Rude, humorous, or political writing and pictures on the walls of buildings, trains etc.
- 8 Succeed in dealing with a difficult problem or situation
- 10 Finish a telephone conversation
- 12 Avoid or prevent
- 13 Someone who works independently for different companies rather than being employed by one particular company
- 15 Synonym of 'on the other hand'
- 16 Photographers who follow famous people in order to take photographs they can sell to newspapers



Language use

1 Write sentences beginning in the way indicated but keeping the same meaning as the given sentence.

- a** People say my youngest brother is a brilliant footballer with a great future.
It is _____.
- b** The fire destroyed a large section of the town.
A large section of the town _____.
- c** My father had a place at secondary school but he didn't attend because his family couldn't afford it.
My father was _____.
- d** "Don't look at your friends during the exam," said our teacher.
Our teacher told _____.
- e** "Why don't we go to the park?" said Almedi.
Almedi suggested that _____.

- f** Please tell me your name.
Would you mind _____?
- g** Where were you born, please?
Could _____?
- h** When something goes wrong, my father relies on me to sort it out.
If _____.

2 Choose the best option to complete the sentences.

- 1** _____ of the rooms in our house has been painted for a long time
a None **b** No **c** Any **d** Some
- 2** Have you seen _____ Berhe or Fikirte today?
a neither **b** both **c** either **d** nor
- 3** _____ the new road will be built next year.
a It says that **b** It thinks that **c** It is said that **d** It believes that
- 4** By the time the staff arrived, the thief _____ the building.
a had entered **b** enters **c** entered **d** had been entering
- 5** We _____ a class picnic today, but we can't because it's raining too hard.
a were having **b** are going to have **c** are having **d** were going to have
- 6** We _____ the film on TV last night, but our set broke down.
a are going to watch **b** were going to watch **c** are watching **d** were watching
- 7** My sister begged me _____ mother what she had done.
a not tell **b** not to tell **c** not told **d** didn't tell
- 8** Would _____ telling me the way to the bus station?
a you mind **b** you **c** you please **d** mind
- 9** "I don't think I'll go to the party tonight."
" _____."
a So will I **b** Neither I will **c** So I won't **d** Neither will I
- 10** "I thought our first exam was on Tuesday."
" _____."
a So do I **b** So did I **c** So was I **d** So me too
- 11** _____ biology, did you know that our biology teacher's brother is married to my cousin?
a To talk of **b** Talking **c** Talk of **d** Talking of
- 12** Anyway, _____, I have been revising biology for the past two days.
a like I said **b** as I was saying **c** like I was saying **d** as I say
- 13** _____ insect stung your arm?
a What kind of **b** Which kind of **c** How was the **d** What was the
- 14** Please put your money _____. I am paying for our tea today.
a in **b** away **c** out **d** up
- 15** No-one has owned _____ to taking the money.
a out **b** in **c** after **d** up
- 16** Please clean _____ after making a mess.
a off **b** on **c** up **d** down

B2.3 Game – Sorry, what do you mean?**Student A****Conversation 1**

Talk about something you enjoy doing for one minute. You must not smile at all while you are talking.

Conversation 2

Listen to B but don't look at him/her or ask any questions.

A4.2 Changing the subject**Role card****Student A**

Talk about the following topics:

- A film you have seen.
- Your last holiday.
- What you did last weekend.

a Begin by introducing your first topic.

b You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.

c Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.

d Repeat step C with your last topic.

Remember: you must allow other people to speak.

A5.3

Student A

- You must ask questions to complete the gaps. For example, for gap number (1) you should ask: *When was the UN established?*
- Sections of the text in **bold** are information you must give in answer to Student B's questions.

The UN was established on (1)_____ with **51** founding members. Now the number of member states is (3)_____. The list of rules and regulations of the UN is called **the UN Charter, which came into effect on 26 June 1945**, signed by representatives of the founding member states. Its opening words are 'We the peoples of the United Nations'. The aims of the UN are (5)_____.

There are three central bodies of the UN: Firstly, the Secretariat which is responsible for **the administration and co-ordination of the work of the UN**. Secondly, the General Assembly, which is made up of (7)_____. Thirdly, the Security Council which is made up of **15 members: 5 permanent members and 10 non-permanent members**. All members can vote, but the permanent members have the power of veto. The difference between the work of the General Assembly and the work of the Security Council is that the General Assembly (9) _____ while the Security Council **discusses issues of peace and security**.

The official languages of the UN are (11)_____. The title of the chief officer of the UN is **the Secretary General**. There have been seven holders of this office in total. The name and nationality of the current holder of this position is (13)_____. The previous holder of the office was **Kofi Annan from Ghana**. Currently around the world the UN employs (15)_____. The headquarters of the UN is in **New York City, USA**.

B6.12 What's the word?**Team A**

1.



2.



3.



4. exhausted

5. impossible

B11.8 Changing the subject**Student A****Stage 1**

Ask student B his/her views on these discussion topics.

- Try to discuss each one for a couple of minutes.
- If B changes the subject, you should bring the subject back to your discussion topic.

- 1 Do you think the government should provide money for film makers in Ethiopia or should it be a low priority?
- 2 Does violence in films have a bad effect on children?
- 3 Should films which contain nudity be shown in Ethiopia?
- 4 Do films generally do more good than harm?

Stage 2

Student B is going to ask you your views on some discussion topics. You must discuss them with Student B but also try to change the subject to your three secret topics, as often as you can.

Your three secret topics are:

- the film *Titanic*
- another film you have seen and liked
- your family.

Use relevant language for changing the subject and coming back to the subject.

B2.3 Game – Sorry, what do you mean?**Student B****Conversation 1**

Listen with interest: look at A and ask some questions as you go along.

Conversation 2

Talk naturally about something that interests you. Look at A and smile while you are talking.

A4.2 Changing the subject

Role card

Student C

Talk about the following topics:

- A radio or television programme you like.
- What you are planning to do next weekend.
- Your favourite film.

- a Begin by introducing your first topic.
- b You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.
- c Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.
- d Repeat step C with your last topic.

Remember: you must allow other people to speak.

B6.12 What's the word?

Team B

1. 2. 3. 4. orchestra 5. disgusted



A5.3

Student B

- You must ask questions to complete the gaps. For example, for gap number (2), ask: *How many founding members were there?*
- Sections of the text in **bold** are information you must give in answer to Student A's questions.

The UN was established on **24 October 1945, after the Second World War** with (2) _____ founding members. Now the **number of member states is 192**. The list of rules and regulations of the UN is called (4) _____ signed by representatives of the founding member states. Its opening words are 'We the peoples of the United Nations'. The aims of the UN are **to maintain international peace and security and to promote social progress, better living standards and human rights**.

There are three central bodies of the UN: Firstly, the Secretariat which is responsible for (6) _____. Secondly, the General Assembly, which is made up of **all the UN member states**. Thirdly, the Security Council which is made up of (8) _____. All members can vote, but the permanent members have the power of veto. The difference between the work of the General Assembly and the work of the Security Council is that the General Assembly: **discusses and makes recommendations on any matter** while the Security Council (10) _____.

The official languages of the UN are **Arabic, Chinese, English, French, Russian and Spanish**. The title of the chief officer of the UN is (12) _____. There have been seven holders of this office in total. The name and nationality of the current holder of this position is **Ban Ki-Moon from South Korea**. The previous holder of the office was (14) _____. Currently around the world the UN employs **40 000 people**. The headquarters of the UN is in (16) _____.

Revision 3 Crossword A

B11.8 Changing the subject

Student B

Stage 1

Student A is going to ask you your views on some discussion topics. You must discuss them with Student A but also try to change the subject to your three secret topics, as often as you can.

Your three secret topics are:

- a film star you admire
- an Ethiopian film you have seen
- a television programme you like.

Stage 2

Ask Student A his/her views on these discussion topics.

- Try to discuss each one for a couple of minutes.
 - If Student A changes the subject, you should bring the subject back to your discussion topic.
- 1** Do you think watching violent films makes people violent?
 - 2** Do you think watching Western films corrupts young people in Ethiopia and other parts of Africa?
 - 3** Do you think traditional values can survive in the modern world?
 - 4** Does the internet do more good than harm?

Use the relevant language for changing the subject and coming back to the subject.

A4.2 Changing the subject

Role card

Student B

Talk about the following topics:

- A book you have read.
- Your favourite food.
- What you did yesterday after school.

- a** Begin by introducing your first topic.
- b** You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.
- c** Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.
- d** Repeat step C with your last topic.

Remember: you must allow other people to speak.

A1.7 Self-analysis

Score yourself:

	Yes	Maybe	No
Question 1	1	2	3
Question 2	3	2	1
Question 3	1	2	3
Question 4	3	2	1
Question 5	1	2	3
Question 6	3	2	1
Question 7	1	2	3
Question 8	3	2	1
Question 9	1	2	3
Question 10	3	2	1
Question 11	1	2	3
Question 12	3	2	1

Interpret your score:

25–36 You like taking risks, so you probably speak quite fluently. However, you probably make mistakes and to overcome these takes a lot of hard work. You need to build up your knowledge of the language and this means using your dictionary, learning rules and lists of words.

19–24 You are a combination of a risk-taker and an orderly learner. You like to study the language: you have an organised and determined approach, but at the same time you take risks and try out new things. You have a good approach to improving your English.

12–18 You approach learning a language in a careful way; you don't like taking risks. You only like to do things that you feel you know how to do. You are prepared to put in the study time and build up your knowledge of the language, which is good, but you should also think about taking more chances and trying out new things to see if they work. Try talking more without worrying about making mistakes.

A4.2 Changing the subject

Role card

Student D

Talk about the following topics:

- The clothes you like.
- Your family.
- What you are going to do after school today.

- a** Begin by introducing your first topic.
- b** You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.
- c** Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.
- d** Repeat step C with your last topic.

Remember: you must allow other people to speak.

Revision 3 Crossword B

The crossword puzzle grid contains the following filled words:

- 1** (Vertical): M O D I F Y
- 2** (Vertical): U N M
- 3** (Horizontal): A T E R A I S E H
- 4** (Vertical): M O D I F Y
- 5** (Horizontal): M O D I F Y
- 6** (Vertical): U N M
- 7** (Vertical): U N M
- 8** (Vertical): W A R A E H
- 9** (Horizontal): U N M
- 10** (Horizontal): C H A S T I S E
- 11** (Vertical): U N M
- 12** (Vertical): D E P R
- 13** (Horizontal): O S N C
- 14** (Vertical): S C R
- 15** (Horizontal): I L
- 16** (Horizontal): I L
- 17** (Horizontal): R E V O L U T I O N I S E
- 18** (Horizontal): E E