

# Appendix 1

## Verb forms

### Regular verbs

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

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

#### Note:

- Forms 3 and the past participle in 5 are the same in regular verbs.
- Forms 3 and the past participle in 5 are the same in some irregular verbs.  
**For example:**  
Form 3 I felt ill yesterday. (past simple)  
Form 5 I have felt ill today as well. (past participle)
- However, Forms 3 and the past participle in 5 are different in some irregular verbs.  
**For example:**  
I went to the market yesterday. (past simple)  
They have just gone to the market. (past participle)
- The verb *to be* has more than five forms:  
be am are is were been

A large number of commonly used verbs are irregular. Some of them are listed below.

### Irregular verbs

#### Form 1

Infinitive

(As listed in the dictionary)

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

#### Form 3

Past simple

(Yesterday ...)

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

#### Form 5

Past participle

(He has just ...)

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

**Form 1***Infinitive*

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

**Form 3***Past simple*

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

**Form 5***Past participle*

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

**Form 1***Infinitive*

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

**Form 3***Past simple*

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

**Form 5***Past participle*

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

# Appendix 2

## Some important phrasal verbs

be afraid of; to be frightened by:

*People have always been afraid of lions.*

ask for; to request:

*Ask him for some money.*

break down: 1 to cry:

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

2 to stop working (of machinery):

*The car broke down outside Harar.*

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

*Thieves broke into the house.*

break up; 1 to smash into pieces:

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

2 to end or separate (of marriage):

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

3 to stop an activity:

*The police broke up the fight.*

call for; to collect someone:

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

call on: to visit someone:

*Hanna called on me last week.*

carry on: to continue:

*Carry on reading your book.*

check in: to register at a hotel or airport:

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

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

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

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

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

come across: to find unexpectedly:

*We came across our friend in town.*

come down: to reduce in price:

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

count up: to find the total number:

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

cross out: to remove from a list:

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

cut back: to reduce expenses:

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

cut down; 1 to make smaller:

*The farmer cut down two trees.*

2 to use less of:

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

cut up: to divide into small pieces:

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

do without: to manage without:

*He did without breakfast.*

draw out: to remove:

*We drew some money out of the bank.*

draw up to prepare in writing:

*He drew up a report of the meeting.*

fall behind: to drop back or be overtaken:

*The bus fell behind the car.*

fall out: to stop being friends:

*Zelege and Hiesso have fallen out because they both like Nejaha.*

feel like: to be in the mood for:

*I feel like playing football.*

fill in: to complete a form:

*My sister is filling in a job application.*

get across: to communicate:

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

get at: to reach:

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

get away with: to escape proper punishment:

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

get down: to alight from:

*He got down from/off the bus.*

get in/into: 1 to enter:

*We got in the train.*

2 to become involved in:

*Don't get into trouble!*

get on: 1 to board:

*He got on the bus.*

2 to be good friends:

*Taytu gets on really well with her stepmother.*

3 to succeed or make progress:

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

get out of: 1 leave:

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

2 avoid:

*We managed to get out of doing homework.*

get over to recover from an illness:

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

get through: to pass a test:

*He got through the driving test.*

give back: to return something:

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

give out: to distribute:

*The teacher gave out the books.*

give up: to stop doing something:

*The enemy soldiers gave up fighting.*

- go after: to pursue:  
*The police went after the thief.*
- go on: to continue:  
*Your singing is lovely. Do go on.*
- go out: to stop burning:  
*The fire will go out if it rains.*
- hand in: to submit:  
*Hand in your papers at the end of the exam.*
- handout: to distribute:  
*The teacher handed out the exam papers.*
- hang on: to wait:  
*I'm not ready to leave yet. Hang on a minute.*
- hang up: to end a telephone conversation:  
*When I asked if I could borrow his car, he hung up on me.*
- join in: to participate:  
*We all joined in the game.*
- keep on: to continue:  
*Don't keep on complaining.*
- keep up with: to go at the same rate:  
*The dog kept up with the horse.*
- let down: 1 to lower:  
*We let the bucket down the well on a rope.*  
2 to disappoint:  
*If you don't pass your exam, you will let your parents down badly.*
- let in: to permit entry:  
*Please let me in out of the rain.*
- let out: to release:  
*When will they let him out of prison?*
- look after: to care for:  
*Doctors look after their patients.*
- look for: to try to find:  
*Please help me to look for the money I have lost.*
- look out: be watchful or careful:  
*Look out! There's a car coming!*
- look up: to try to find:  
*Look up new words in a dictionary.*
- pay back: to return money:  
*Thank you for lending me the money. I shall pay you back next week.*
- pay in: to put money in a bank account:  
*My sister paid her first wages in to her new savings account.*
- pay off: to pay a debt:  
*Kemal has finally paid off that loan from his father.*
- pick out: to select something:  
*Pick out something nice in the shop for your birthday.*
- pick up: 1 to lift something:  
*Pick up that bucket by the handle.*  
2 to give a ride:  
*My uncle picked us up in his new car.*
- pull down: to demolish:  
*They pulled down our old house.*
- pull out: to extract:  
*The dentist pulled out one of my teeth.*
- pull up: to stop moving:  
*The car pulled up at the traffic lights.*
- put aside: to save:  
*Each week he put money aside for a new bicycle.*
- put down: to write down:  
*Be sure to put your answers down neatly.*
- put forward: to offer:  
*He put his name forward for chairman.*
- put off: to delay:  
*I am so frightened of the dentist that I keep putting off going, even though my tooth hurts.*
- put in: to submit:  
*The parcel was damaged so he put in a claim to the Post Office.*
- put on: to dress:  
*She put on a new skirt for the dance.*
- put over/across: to explain:  
*The teacher put over/across the lesson very well.*
- ring up: to telephone somebody:  
*I must remember to ring Nejat up on her birthday.*
- ring off: to end a telephone call:  
*I must ring off now; it's lunchtime.*
- run away: to escape:  
*The animals have all run away from the zoo.*
- run into: 1 to collide with:  
*I saw the lorry run into the bus.*  
2 to meet:  
*My mother and my aunt ran into each other in the market.*
- run over: to knock down with a vehicle:  
*Poor Anwar; he was run over by a car.*
- send for: to order:  
*I'll send for a new copy of this book.*
- set off: to begin a journey:  
*We set off for Addis in the pouring rain.*
- show in: to let somebody in:  
*Show him in to the office.*
- sit for: to take an exam:  
*Zewdu sat for a place at university last week.*
- take away: to subtract or remove:  
*Waiter! Take away those dirty plates.*
- take down: 1 to record in writing:  
*The police took down the names of the men in the fight.*  
2 to take to pieces:  
*The builders have taken down the old bridge.*
- take off: 1 (of an aeroplane) to rise from the ground:  
*Our flight took off at three o'clock.*  
2 to remove some clothing:  
*I took off my jacket when I got to work.*
- take over: to take control of something:  
*My father has taken over the manager's job.*
- take up: to begin to study or practise something:  
*Semira has taken up marathon running.*
- try on: to see how well some clothing fits:  
*That dress you tried on first suits you best.*
- try out: to test:

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

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

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

2 to change direction:

*You turn off at the second crossroads.*

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

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

wear out: to use something until unusable:

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

work out: to find the answer:

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

write back: to reply:

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

write down: to write on paper:

*Write down in your diary what happened.*

write in: to apply for:

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

write up: to make a report:

*Write up the results of your experiment.*

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# Appendix 3

## Vocabulary list

### Unit 1

as regards, in addition, such as, whereas, abortion, bargain, better off, blare, bow, cast my gaze, concerning, consequently, dawn, distract, even though, expand, filthy, fine (n), frowned upon, furthermore, jabber, likewise, materially, mere, murmur, nevertheless, nonetheless, offended, on the other hand, pessimist, plentiful, portion, potential, prerogative, presided, rate, rebuked, regarding, reprimanded, risk, roots, salutation, sarcastically, slender, strict, thus, tractor, trader, transgression, values, warrior

### Unit 2

amazed, analog, angry, binary, bored, clarification, communications satellite, contentment, depressed, digital, disagree, disbelieve, disconnect, engagement, enthusiastic, flag, frustrated, illegal, immature, immobile, impossible, indifferent, inspired, intercultural, irrelevant, irritated, jealous, landline, mass media, mishandled, misheard, misinformed, misjudged, mismanaged, misplaced, misread, mistreated, mistrusted, misunderstood, misused, nervous, nod, non-verbal, optimistic, outline, passionate, pessimistic, postage stamp, proud, regretful, remorseful, self-confident, shrug, signal, stereotype, subscriber, surprised, terrified, tone, unable, undress, unfair, unhappiness, unheard, uninformed, unmanaged, unmarried, unplaced, unread, untreated, unused, unzip

### Unit 3

campus, compulsory, drop out, editing, filler, generalisation, graduate, mind map, pre-school, pressure, register, strategy

### Unit 4

action-packed, animated, appeal, arrogant, author, belated, biographer, collate, columnist, comedy, copywriter, courageous, critic, denigrate, downbeat, drama, editor, energetic, even-tempered, extravagant, faculties, faded, fantasy, fitting, flashing, flowing, foolish, forging, gangster, get on with, get over, go through, grace, hard-hitting, historical, horror, hot-tempered, humble, journalist, look on, manicured, masterly, medium-height, musical, novelist, playwright, poet, polished, ready-made, reporter, reviewer, wrinkled

### Unit 5

abuse, accountable, affiliated, agencies, aggressive, boyhood, censor, charismatic, charter, chip, citizenship, combat, consultative, contravene, convention, co-ordination, counter-terrorism, decisive, dictator, diplomatic, disarmament, dispute, diversity, eliminate, elimination, empower, empowerment, eradicate, eradication, governance, halt, humanity, inclusive, issue, landlocked, living standard, media-friendly, millennium, monitor, monitoring, obelisk, objective, opinionated, ownership, palindrome, participatory, partnership, peacekeeping, popular, priesthood, relief, replicate, replication, resilient, rights, road map, scheme, strategy, sustain, sustainability, target, terrorism, transparent, trusting, trustworthy, underscore, well-liked

### Unit 6

advertising, assembly line, behind the scenes, break even, competition, cost price, creditworthy, distribution, duty, energise, exchange rate, export, finance, free market, freight, globalisation, grants, headquartered, import, infant mortality, labour force, licence, loss, low income, macroeconomic, manufacture, marketing, mark-up, memorise, metric tonne, middle income, multilateral, multinational, overheads, packaging, personnel, processing, profit, promotion, raw materials, sales, shipping, source, sovereignty, speciality, stabilise, subsidy, trademarking, transport, treaty, unaccountable

### Unit 7

awesome, blunt, budget, cheerful, cheerless, cooperative, counterparts, customer relations, determined, determination, discreet, discretion, docile, donor, draw up, dynamic, dynamism, eye for detail, fruitless, homeless, joyless, know-how, level headed, level-headedness, liaison, malodorous, multi-level, multi-tasker, numeracy, numerate, on stream, passion, passionate, peaceful, problem-solver, proprietor, referee, resourceful, resourcefulness, ruthless, sanitation, schedule, self-motivated, self-motivator, simmer, solutions-, focused, starting point, team-player, trustworthiness, trustworthy, understate, unicycle, wit, witty, wobbly

**Unit 8**

bowel, charnel house, chopper, citadel, coral reefs, cowrie, drizzle, flake, glow-worm, harbinger, harness, hominid, hostilities, installations, ivory, kindred, land mine, mangrove, monument, mortar, multicellular, mummified, offspring, ogre, organism, perpetuity, pharaoh, primate, providence, roost, ruins, scraper, scribes, stele, surplus, unicellular, vertebrates, vulture, warehouses

**Unit 9**

acquaintance, adjust, alcoholic, alcoholism, alert, alter, amend, binge drinking, bring about, chastised, chastisement, chastising, cohabitation, cohabiting, conserve, counsel, deprivation, deprived, disaffected, disaffection, discipline, disciplined, drug dependency, drug dependent, handicap, implement, infirm, innovate, materialism, materialistic, modify, move away from, move on, parenting, preserve, promiscuity, promiscuous, radical, rearrange, revolutionise, so-called, stability, vary

**Unit 10**

asteroid, avert, civic, collision, concession, contraceptive, confront, conversely, cue, distinguished, exceed, family planning, fatalities, graffiti, greenhouse effect, hang up, keep up with, latrine, made up of, magnitude, mess up, morale, nuclear weapons, pandemic, pull factor, pull up, push factor, shanty town, speak up, stay up, super volcano

**Unit 11**

above mentioned, affecting, aggravate, back away, blockbuster, blueprint, cast, consignment, demonise, director, dislocation, doomed, extras, get away with, gross, heartbreak, lavish, location, mainstream, nomination, overplay, paparazzi, pass away, perfectionist, pitching, premier, producer, racist, release, screenplay, screenwriter, seesaw, set, shooting, sound track, special effects, star, storey, stuntmen, swept away, throw away, troupe

**Unit 12**

commission, confront, cope, eventually, flat plan, freelancer, graffiti, groundnuts, illustrator, lay-out, nutrition, overcome, overdo, paraphrase, proofread, striker, sub edit



# Appendix 4

## Listening texts

### UNIT 1

#### A1.2

My daughter is intelligent, like her mother, and she has great potential. All through school I have encouraged her to get a good education then she will get a good job, marry well and have a good life in the future.

It was different when I was young. My father would not allow my sisters to go to school and they were all married by the age of 15. My girl is different and she will have a different life. But she has her own mind. She goes to school in the town and she's picking up ideas there that I don't like. She talks of going to university in Addis Ababa. She has no elder brothers there to look after her. I don't mind her going to college in our town, but not all the way to Addis. She must stay at home until she gets married. When she gets a job, we will find her a good husband.

Well, that is my idea, but I have heard that she is seeing a boy, another student at her school. Our neighbour saw them in a café together. When I asked her about it she said she had done nothing wrong. She kept silent when I asked her if he was her boyfriend. What will she do next? If she has boyfriends it will distract her from her studies, she may get pregnant, and then we won't be able to arrange a good marriage for her.

Then there is my son. He is younger than his sister, but also intelligent. He says he will be a businessman. He has no time for school. He wants to leave after Grade 10. He works at weekends with his uncle, my wife's brother. He is a trader. My son says he will help his uncle expand the business. If he works hard, he will make a good life for himself. But he wants money now: he wants a motorcycle, he wants smart shoes, he wants so many things. Things he sees on TV. He is also picking up ideas I don't like. It worries me because he doesn't seem to have any real values. Our traditions don't mean anything to him. He doesn't want to live as he was brought up. He says he will live in the city. The countryside is not enough for him. Our family have lived here for generations. He must have his roots here. Without roots you are no-one.

There are so many bad influences today: the music the young people listen to, especially the imported music is shocking and the films and TV programmes are worse. How can our children stay on the right road with all these things around them? Our ways seem old-fashioned to them. There is a right road but it is narrow and easy to take the wrong turning. Will my children understand before it's too late?

#### A1.5

My husband worries about our two eldest children. He is a pessimist and thinks the worst will happen. But I trust them to do the right thing. I support my daughter absolutely. When I was 15 my father made me leave school and I was married two years after that. I want her to do the best she can.

She talks of becoming a lawyer. That would be an incredible thing. No-one in our family has been to the university in Addis Ababa. She is a bright girl and I know she wants to make a good life for herself. I tell her 'don't rely on anyone else for your future. Even when you're married, make sure you'll be able to look after yourself, because you never know what the future holds.' I know she has a boyfriend but she tells me she is not going to do anything that will get in the way of her plans. I trust her.

As for my son, yes, he wants money and he'll do his best to get it. I'm glad he wants to work with my brother. He'll make sure my son keeps his feet on the ground. My boy is not afraid of hard work and I know he has a good heart. He'll never forget his family, even if he does go to the city. Sooner or later he'll want a wife and a family and he'll want them to have a good life. His life will be different from ours, but I think that in his heart he has the same values as his father. His father forgets that he was once a young man with big plans. The older you get, the wiser you become.

**UNIT 2****A2.3**

1. I have to make sure I understand exactly what our customers want and sometimes they don't make that very clear, then I have to try to carry it out. If it doesn't work, if the line is bad or someone is not available, I have to try to keep them happy. They love to complain but they never say 'well done'! I have discovered that people can be cruel and unkind for no reason.
2. I'm not trying to communicate anything precise, but I make a composition with colour and shapes and I hope people will get different things from it. Sometimes I don't know myself what it is I am saying through my work and I am surprised when people tell me what it has communicated to them. Most people though don't even try. They look at it and say why can't you do something we can recognise! It makes me laugh really.
3. It's a funny thing but I communicate with people who don't speak my language. The whole sound that I make gets through to people somehow and they respond. People in other countries love me! I once asked an English woman what she thought one of my songs was about and she said: 'I don't know, but for me, it's about my home, the people and the things I love'. I was surprised, because it is about first love: the joy and the pain.
4. We're introducing a new device which people will love, because it will mean they can do more or less everything they want on the move. They'll be able to read and send email and SMS texts, they'll be able to surf the Internet. If they want, they can read a book, they can watch a movie, or listen to the radio or they can work on a document. It's the future and it's happening now.
5. When I tell people what to do, they have to obey! And it's all done by gestures. We are taught how to do it and I can tell you it's not as easy as it looks. Sometimes your mind wanders and then you're in trouble and chaos ensues. Some people ignore me and that makes me angry I can tell you, but I take their number and often follow it up. It's important work, lives depend on it and sometimes I enjoy it, but it can be boring and with all the pollution, it's not good for our health.
6. I use words, of course, but more like a painter would. Of course they have meanings, but they also have sounds and shapes. I use all of those aspects in my work. I hope it communicates what I want it to. I am very grateful that people find something gets through to them in my work. It's not just about intellectual meaning, it's also about emotional meaning, and even if they can't explain it makes something happen inside them.

**A2.8**

Much has been written about how to be an effective communicator. In this quiz we are looking at just a few aspects of communication.

Strong emotions, particularly anger and hurt can often cause problems between people. Generally speaking it is better to express the reason for your anger calmly, rather than the anger itself. If you have made this mistake, however, and said something angry or unkind to someone, don't rush to say sorry. Take some time to think about why you were angry and wait until you are able to do this calmly. Then, you can go and apologise for your anger and explain the reason for it. If the other person has upset you in some way, you should let them know what it is.

On the other hand if someone is unkind or angry with you, and they don't react in this way, it is a mistake to ignore it as you will be left with hurt feelings. You should go and talk to them calmly and ask them to explain the reason for their anger. This also applies to dealing with children: they should be told if they are doing something wrong or annoying, but if you get angry with them, you will lose their respect and gain their fear instead.

Good communication involves being a good listener. We all know how good we feel if someone seems interested in what we are saying. If they remain silent it may be a sign that they are bored, or not listening. So a good listener asks questions and repeats or paraphrases what you are saying and a lot of the time is quietly listening to you while looking at you and smiling.

A mistake many people make is thinking that others will be impressed by how much they know. If you want my advice about something, you want to hear ideas that are relevant. It may be a matter that you don't want to talk about, so what you don't want is a lot of questions.

A real test of communication skills is explaining something complicated. After your explanation, asking the question “Do you understand?” is not very effective as people often say yes, they do because they don’t want to appear stupid. It is also unrealistic to expect someone to repeat what you have said. It is much more effective to ask some specific questions about your explanation to see what parts of it have been understood and what parts haven’t, so that you can explain them again.

We have covered only a few topics but the principles underlying them apply to many different situations. You can keep them in your mind and you may find they help in a variety of day to day situations.

## **B2.6**

One of the most obvious barriers newcomers may face is a language barrier, if they don’t speak the same language as their hosts, or even if they speak a different dialect of the same language. This can lead to misunderstandings and a feeling that the newcomer is somehow not very intelligent because he or she can’t communicate as easily with the hosts as they can amongst themselves. The newcomer on the other hand can feel excluded and frustrated at not being able to interact fully with the host community.

Newcomers also face being judged according to stereotypes that the host community has about people from their background. Stereotypes are beliefs that members of a particular race, nationality or cultural group have certain qualities or abilities. Stereotypes may be partly based on fact but may stem from personal beliefs and fears. If you hold a stereotypical view of a person from a certain background, you are going to judge them according to that, regardless of what they do or say.

There are certain types of behaviour that stem from a newcomer’s cultural background, which may mean that he or she stands out. Different ways of dressing can seem strange as can different ways of eating. Eye contact too is an interesting phenomenon. “He didn’t look me in the eye” is a strong criticism in some cultures where failure to have eye contact with someone you are talking to gives the impression that you are lying or being disrespectful. In other cultures “He looked me in the eye” is a strong criticism, implying that the person was impolite and disrespectful to an elder or a member of the opposite sex.

These and other factors can mean that newcomers are not being judged fairly and as a result they feel excluded and unwelcome. In the modern world we can all face this treatment as so many of us are likely to find ourselves among people who are different from us. It is therefore important that we try to understand and accommodate difference and communicate directly to the people underneath the difference.

## **UNIT 3**

### **A3.1**

I have come to talk to you today as future students of higher education. It takes hard work and sacrifice to get to university and yet a high percentage of those who make it leave without graduating. This is bad for the individual students, bad for the universities and bad for the country. By sharing with you the reasons why students drop out I hope you will be able to avoid doing so yourselves when you enter university.

Some students drop out because they develop a medical condition which incapacitates them so they are unable to continue. That is unavoidable. Emotional problems can also be a factor. Students studying away from home may suffer homesickness so badly it develops into depression. Or they may find it difficult to make friends in another part of the country. Students can help themselves in these situations by joining religious, social or sports societies on campus which will help them to enjoy student life.

Of course some students drop out because they cannot cope with the work. At university you have to manage your own studies: your relationship with your teachers is more distant and if you are living away from home you don’t have your mother chasing after you to make sure you do your homework. So students may do badly simply because they don’t know how to manage their study time, or because the course is too tough. In the latter case, this can be helped by going to see one of your teachers and asking what you need to do to catch up. It may be that you are not suited to your course, in which case you should change to another one. Being on the wrong course is in fact another reason why students drop out. It is very important that you choose a subject that you are suited to and interested in, rather than one that you think is a good idea or has high status.

By far the most common reason for dropping out is finance. It is expensive to study and the money may simply run out. I do urge you to make sure your finances are in place before you start. Some students work

and study at the same time. This is a difficult balance and it is extremely difficult to do a demanding full-time job and a full-time university course at the same time.

Let me end on a more positive note: some students drop out because they are offered good jobs before graduating. If this is the case then it is understandable. A famous example is Bill Gates, the founder of Microsoft who dropped out of Harvard University to work for IBM. His case was exceptional, and if you do this you should be sure that the job you are being offered is secure and will lead to as good a career as you could have with your degree.

### **B3.1**

Hi! My name's Mekibib and I'm a doctor. It hasn't been an easy journey and I have learned a lot of lessons. Maybe you can learn from my experience.

In my first year, I was so nervous about failing that I studied all the time. This was not good. I was exhausted and I knew it wasn't getting anywhere. The reason? I wasn't studying smart and the key to this is organisation, planning and prioritising. A friend of mine who was doing business management showed me how to make a study timetable every week and stick to it. I also realised that the bright students asked questions in class and I did the same to fill in the gaps in my knowledge. When our teachers told us to read something, I read it on my own after class. These things really helped me to keep on top of every topic we studied.

There are lots of other study tips I picked up too: about the importance of planning, researching and drafting your assignments, about taking notes of the important points in lectures, of preparing for exams and tests well in advance and again, of asking for help when you need it.

You have to be organised about the university regulations too. I was often late for classes or even missed classes in my first year because I didn't know where they were. I made the mistake of waiting to be told what to do, but in fact it is up to you to find out where you have to be and when you have to be there, when your deadlines are, when your exams are etc etc.

Organising my study time meant I could allow myself some time off. After quite a lonely first year, I made some friends and without my family around me, they were essential. I went to them when I was feeling down and they came to me when they needed support. Meeting people is part of university life and in fact it is a great time to network: the people you meet may be useful to you in your future career.

Somehow I also found time to be in the university netball team. One year, in fact, I was captain and that took up quite a lot of time. I had to give it up in my 4th year when the work was piling up: I knew what had to come first. You have to keep your goal in your mind and not let other things get in the way of that.

## **UNIT 4**

### **B4.2**

Newly recruited to the British Secret Service MI6, James Bond goes on his first ever mission as an 007 or secret agent. This takes him to Uganda where he is to spy on a known terrorist. Things don't go according to plan, and Bond decides to track down the rest of the terrorist cell. This leads him to the beautiful Bahamas in the Caribbean, where he learns that Le Chiffre, banker to the world's terrorists is participating in a poker game at the Casino Royale in Montenegro. Le Chiffre must win back his money, in order to stay safe among the terrorist market. The boss of MI6, known simply as M sends Bond, along with beautiful fellow MI6 agent Vesper Lynd to attend this game and prevent Le Chiffre from winning. At first doubtful of what value Vesper can provide, Bond's interest in her deepens as they brave danger together and even torture at the hands of Le Chiffre. The marathon game proceeds with dirty tricks and violence but Bond outwits Le Chiffre to win the game and in doing so destroying Le Chiffre's organisation. Bond knows that his life is now in danger but he wants to start a new life with Vesper. His cover is blown in a mountain hideaway and in the action-packed finale ...

(Note: film = British English, movie = American English)

**B4.6**

*Casino Royale* is the latest offering in James Bond series and the first to star Daniel Craig, as British secret agent 007. Many had doubts that Craig would pull it off, but what we get is a hard-hitting thriller unlike any other Bond movie.

Based on the first of Ian Fleming's original Bond books, thoroughly updated to the present day, Bond is newly recruited to the British Secret Service MI6. His boss M played by Judi Dench in another masterly performance in the role, sends Bond to find and kill the evil Le Chiffre who supplies money to terrorists. Bond eventually finds his man in a casino where they play an exclusive game of poker. By this time, Vesper, a beautiful accountant, played with intelligence and grace by Eva Green, is on the scene as his love interest. As the hunt goes on in locations in various corners of the globe, Bond himself is in danger and after some tense, sweaty action there is an action-packed and unusually downbeat conclusion in Venice.

The film shows us there is more to the life of a secret agent than thrills and romance. It is dirty and involves killing people, which is bad for your soul. Glamorous, yes, action-packed, yes but this is a thoughtful Bond who is not entirely convinced by what he is doing. Bond fans may want more of the usual dry humour and the ingenious gadgets that have long been Bond stand-bys, but the film will appeal to those who want something more than an action hero.

**UNIT 5****A5.2**

I would like to talk to you today about the United Nations. I'm sure you are all familiar with the blue flag of the UN and with the names of some of its agencies which operate here in Ethiopia. Today I'm going to tell you a little bit about why it was set up, its structure and the nature of its work.

Let's start with why it was established. The United Nations was founded in 1945 after the Second World War by 51 countries with 4 aims: to maintain international peace and security, to develop friendly relations among nations in order to avoid any future global conflagrations, to promote social progress, better living standards and human rights and to be a centre for harmonising the actions of nations. Today, nearly every nation in the world belongs to the UN: membership totals 192 countries.

So how is the United Nations structured? Well, the United Nations is not a world government so it doesn't have a president or a parliament which makes laws. Nevertheless, due to its unique international character, and the powers vested in its founding Charter, the Organization can take action on a wide range of issues, and provide a forum or meeting place for its member States – large and small, rich and poor, with differing political views and social systems. The UN System is made up of 30 affiliated organisations including the General Assembly, the Security Council, The Secretariat, the Economic and Social Council and other bodies and committees as well as the specialised agencies, funds and programmes such as UNDP, Unicef, WHO etc.

The work of the UN is central to global efforts to solve problems that challenge humanity and it reaches every corner of the globe. Although best known for peacekeeping and humanitarian assistance, there are many other ways the United Nations and its system affect our lives and make the world a better place. Examples of its areas of activity are: sustainable development, refugee protection, disaster relief, disarmament, promoting health, expanding food production and human rights. The aim of this work is to coordinate efforts for a safer world for this and future generations.

So to sum up, the UN exists as a free association of member states to help make our world a safe and decent place for everyone to live in. Its effectiveness depends on the co-operation of its member states and ultimately, that of the individuals within those states.

**B5.2****Project 1**

In Amhara; Oromia; Southern Nations, Nationalities and Peoples Region; and Tigray, IFAD working with the Ministry of Agriculture and Rural Development has a programme to improve food security, family nutrition and incomes of poor rural households by developing irrigation schemes for small-scale farmers in areas that are prone to drought and food insecurity. Many of the farmers cultivate plots of less than 1 hectare.

The programme represents an important opportunity to reform small-scale irrigation development

approaches and practices in Ethiopia. The irrigation schemes developed under the programme will provide a model to be scaled up and replicated across the country. To ensure sustainability and the full participation of local community members, farmers will own and manage the irrigation systems through their own water users' associations. The programme will also train participants to take charge of the development process and it will encourage women to join the decision-making bodies of water users' associations.

### **Project 2**

An IFAD supported Community Initiatives and Resource Management Project in the village of Mabahin in the Philippines is a marine paradise. Its coral reefs teem with brightly coloured fish, and plentiful shrimp and crab shelter in its mangrove forests.

Just five years ago, Mabahin looked quite different. Harmful practices such as overfishing and blast fishing, which uses explosives to kill a large number of fish, had virtually destroyed the coral reefs, seagrass meadows and mangroves, and had drastically reduced the catch. For local people, who rely mainly on fish and sea food for their sustenance and livelihoods, this was disastrous.

Now, Mabahin fishers catch as much as 10 kilos of fish after just one hour at sea, compared to an average catch of only 2 kilos in 2005. Live coral growth has increased by more than 21 per cent, and the number of butterfly fish has doubled. The project has helped local people work together to create a sustainable coastal management programme and a community-based monitoring system.

### **Project 3**

The Global Initial Teacher Education scheme is a three-year education project which aims to enable trainee teachers in three teacher-education institutes in India, Kenya and England to link local and global social issues to each other, and relate them to the school curriculum. The aim is to promote a global perspective on citizenship education. Integral to the vision of global citizenship is gender equality, together with a respect for ethnic, cultural and religious diversity. The project leaders in each country are women academics, as is the project adviser, and there is a preponderance of women students involved in the project. This gives women a voice in a vitally important area of international curriculum development. The project is supported by Oxfam.

### **Project 4**

Low immunisation coverage in Nigeria has meant an increase in death of susceptible children before age 5 from diseases like measles. Despite radical reforms at the national level, funding for routine immunisation in Kebbi state remained far from adequate. Since June 2004 a European Union funded project has supported the government in improving management of vaccination in the state by, for example, providing equipment for immunisation and funding for distribution of vaccines as well as the training of staff such as cold chain officers, responsible for this work. This has resulted in a phenomenal increase in routine immunisation from 1.7% to above 80% in Kebbi state.

### **B5.4**

In 2010 an assessment of the progress of the MDGs warned that despite many successes, most of the targets will not be met by 2015. The targets most at risk are those of reducing hunger and improving maternal health. There has, though, been some progress in education, gender equality, child mortality and HIV.

## **UNIT 6**

### **A6.5**

Asgede is very pleased with his expensive new jeans. They are a famous brand that is designed in the USA, but they aren't made there. They are made in Tunisia, Italy, Germany, France, Northern Ireland, Pakistan, Turkey, Japan, Namibia, Benin, Australia and Hungary. The blue denim is made in Italy using cotton from Benin and a special synthetic indigo blue dye from Germany. This is taken to a factory in Tunisia where the jeans are cut and then sewn with different kinds of threads from Northern Ireland, Turkey, Hungary and Spain. The zip is manufactured in Japan. The brass buttons are made in Germany using zinc from Australia and copper from Namibia. The soft cotton for the pockets comes from Pakistan. After being sewn, the jeans are stonewashed, using pumice from a volcano in Turkey, then they are dried and pressed. In the factory the workers work an eight and a half hour day, with a break for lunch. They earn about 2200 birr per month, or more if they meet

their targets. The cost of producing the jeans is 100 birr per pair, and then it costs only 1 birr to transport them to a warehouse in France by truck and ship. However, in shops in France they sell for anything between 600 and 1000 birr. Large numbers are exported from France to other parts of Europe and beyond. John's pair was sent in a large container by ship to Dubai and from there by air to Nairobi, where an Addis Ababa trader bought several pairs to sell in his shops, including the one where Asgede bought his, for 950 birr.

### **B6.5**

There are few places in the world where the logos of global multinationals like Coca Cola or Toyota are not recognised. However, globalisation isn't just about business. It is also manifest in mass air travel, the huge increase in both tourism and migration as well as the spread of culture, language and political ideas.

Globalisation may be part of our lives, but have we thought enough about the consequences? Let's look first of all at the multinationals. They are so powerful they can pressurise governments, particularly of less developed countries to do what they want. For example a government may be forced to allow a multinational to open factories where it wants them. The factories may then produce polluting chemicals. Although they provide jobs for local people, they are often very poorly paid and offer no hope of promotion in the company. Furthermore, the opening of the factory may lead to the closure of a locally-owned factory which can't compete. The profits from the company all go back to its headquarters in USA, Europe, Japan or China. Then, when it no longer suits the company to be in that country, it simply closes down its operation and moves on to another place.

Another point involves the emerging global culture. Young people in particular all wear the same global fashion of baseball caps, t-shirts and jeans. There is also global music, global films and so on. Along with these come ideas and values often at odds with those of traditional societies, and this can lead to conflict between generations within families. It also means that local traditions are disappearing, and as world languages, particularly English take a dominant role and are seen as more progressive, local languages are at risk of dying out.

There is, though, another side to globalisation. Statistics show that in the less developed countries in the last twenty years poverty has decreased, as have illiteracy, infant mortality and child labour. There has been a similar increase in access to clean water and electricity. These positive developments are said to be due to the increase in world trade and the movement of money around the world. This has meant that less money is concentrated in the rich world and more people in less developed countries have benefitted from it.

This is demonstrated when a multinational opens a factory. It employs people to build it and then work in it. While the top manager may be a foreigner, local managers are also needed because of their local knowledge. These people earn money that is spent in local markets and shops, thus benefits the whole community.

Even the spread of global culture has not been entirely negative. With global communications, people are more aware of what is going on in other parts of the world and are now more critical of conditions in their own countries. They know their rights and are less tolerant of injustices and corruption.

Of course, from the earliest times people have travelled from one part of the globe to another. What is different nowadays is the amount of contact people have with other countries through air travel, satellite TV and internet communications. Globalisation, whether we like it or not, is probably here to stay. We must therefore learn to live with it. In Africa especially it is up to all of us to try to make it a force for good and to limit its negative impacts as much as possible.

## **Unit 7**

### **A7.3**

#### **A**

When I left school, I got a job in my uncle's hotel in Lalibela where I worked as receptionist and then front office manager for about six years. This was useful experience as I learnt the basic skills of hotel management. Then I enrolled in a 3-year course in hotel management at the Catering and Tourism Training Institute. I was lucky enough to do the practical part of the course in a chain of luxury hotels where I worked as a front office assistant manager. It was on completion of this course that I got the job as manager here in one of our national parks. We cater mainly for foreign tourists. It is quite small, we only have 40 rooms, and I have to do

everything! Marketing, bookings, guest relations, arranging tours and excursions for the guests, food ordering, accounts, personnel management and anything else that comes up! I live in the hotel, in a small house in the gardens with my wife and we have one child. My work is always interesting and everyday there is a new challenge. Living here in this beautiful place, far from the city I'm very lucky, but it's a hard, twenty-four hour job. I always have my mobile phone switched on, wherever I am so that staff can call me if there's a problem. The main qualities you need are the ability to be calm in a crisis! Also, you mustn't get angry with guests, even when they are being difficult, and you have to find solutions to problems that seem impossible.

**B**

I left school after Grade 10 but found it difficult to get a job. I knew I wanted to do something practical and in the end I got a job at a garage. I was employed to serve petrol and then I started helping the mechanics and eventually I was made a full-time mechanic. I was determined to improve my situation and studied in my spare time. I joined evening classes at the Drivers and Mechanics Training Center, and after completing a basic course for auto mechanics, I went on to do a specialist course in motor engines. This meant I could apply for jobs requiring qualifications. I'm now chief mechanic in a regional branch of a large plant hire company. I am responsible for all the construction equipment. As well as supervising the servicing and repair of the equipment, my job involves keeping records of jobs done, parts that have been used and so on. The firm is very strict about record keeping. I don't have a supervisor on site, but the company trusts me to do my job thoroughly and honestly and I can see that this is the way to get on. Once you start trying to trick the company, and I've seen others do it, that's a fast track to nowhere. I'm thinking about doing a degree in mechanical engineering which would mean I could apply for the job of national plant manager and be in charge of all the equipment country-wide. That would be a very responsible job and the salary would be much better than the one I have now, which actually isn't too bad. I've worked hard to get where I am and I still have a way to go to get where I want, and there are no free rides; I have to put in the time and effort. I'm married and I've got a son and a daughter, who are both at primary school. My wife also works in the company, but in a different department.

**C**

I work for a company which publishes educational books. What do I do? Well, it's difficult to say exactly. I usually tell people that I'm the one who keeps the company going! Most of the work that is done here lands on my desk at some time or other. For example invoicing, either sending out invoices or paying them, they come to me first. I am also responsible for receiving and passing on book orders to our warehouse and then checking that they have been sent and also for sending out samples. If any problems come up, the director relies on me to sort them out. I have to supervise all the administrative staff: the receptionists and the secretaries. If we need to recruit staff I have to deal with job adverts and the application process. There are other things as well, but I hope I've given you some idea of the variety of things I do.

The job is never done! When I leave the office everyday, there is always a pile of things waiting for the next day. Obviously the job requires good organisational skills and you have got to be able to deal with the employees kindly but firmly. It is very stressful at times but I have learnt to be calm in a crisis and polite to our customers even when they are being unreasonable. On the other hand, the salary is fair for the type of work I do and I have very little time to feel bored!

I left school with the certificate of secondary education and then did a degree in Business Administration for three years. After graduating, I got a job in a small office where I had to do more or less all the administrative work and that was good preparation for this job, I've been doing for three years. I am not married but I'm engaged and hope to get married soon. I will definitely continue my job when I am married. In my free time I like emailing my friends and surfing the Internet.

**A7.5**

We are a market leader in copying, scanning and printing machines. So with top-quality products we are looking for top-quality staff. We know exactly what we are looking for in a candidate. Actually their background doesn't matter. Obviously a degree is a starting point because of what it demonstrates and some ability with numbers is important.

We also generally like people with some work experience as that gives them an insight into the work environment here. Other than that it is the kind of people they are that matters most. We look for solutions-



focused people. With a brand like ours, it's not just about selling a machine, it's looking at the clients' problems and how best we can solve them, with our portfolio of products.

Excellent communication skills are vital. Our sales and marketing people work with large companies and organisations that operate in many different areas and have a variety of needs. So one day they'll have multi-level engagements within some of the large accounts, dealing with IT people, finance directors, office managers, administrators, HR managers but the next day they may be going to see a school administrator or someone who is running their own company more or less on their own. So they need to be adaptable to their audience.

Of course one of the big challenges in the electronic consumer industry is how fast new products come on stream to keep pace with technological developments. The life cycle for some of our products is quite short. But we are passionate about our products. As brand leaders we have pride, enthusiasm, product knowledge and a commitment to getting it right by selling the right product to every client. As new products come on-stream twice a year we have to constantly update ourselves and come up with new ideas for marketing them and at the same time still deliver the old ones with conviction.

Working for a large, well-established international company gives opportunities for career development and employees effectively become members of a global extended family. There is a lot of support, training and development for staff. It's a well-run company and the culture encourages people to work together. People are loyal to the business because the business is loyal to them. It's the Japanese way and we find it works well all over the world.

## Unit 8

### A8.6

In the early 1970s a team of international palaeontologists and anthropologists known as the Afar Research Institute began to survey Hadar for fossils and other artefacts related to the origin of humans. In 1974 two members of this group, Donald Johanson and Tom Gray, both Americans, made a discovery in a small gully near the Awash River.

After three weeks' careful excavation they had 300 fragments from a single skeleton, which represents 40 per cent of the total skeleton. The pelvic bone indicated that the skeleton was female. She was 1.1 metre tall and would have weighed 29 kilograms. In appearance she would have been like a chimpanzee from the waist up but her pelvis and leg bones were almost identical to those of modern humans. This means that she undoubtedly walked upright, unlike chimpanzees. The team working on the site, called her Lucy, after a popular song of the time, and that is the name by which she is referred to around the world, except in Ethiopia, where she is known as Dinkinesh.

Although Dinkinesh belonged to the species *Australopithecus afarensis* and was not human, she was an ancestor of human beings. She is extremely important as she shows that bipedalism – walking on two legs – preceded an increase in human brain size, the next key step in human evolution. Dinkinesh's skeleton has been dated to just under 3.18 million years old.

Nowadays, Dinkinesh is stored in the Paleoanthropology Laboratories of the National Museum of Ethiopia in Addis Ababa. On display in the museum is one of the casts of the original skeleton.

Twenty-six years on from the discovery of Dinkinesh, Ethiopian Zeresenay Alemseged, of the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany led a team excavating in the Dikika region, not far from the Awash River where Dinkinesh was found. In a block of sandstone he discovered the almost complete fossilised skeleton of an infant girl, like Dinkinesh, *Australopithecus afarensis*. The remains consisted of a skull, shoulders, part of the vertebral column, knees, leg bones, right arm and some ribs. She was given the name Selam and is also in the National Museum of Ethiopia in Addis Ababa.

Along with Selam were found the lower jaw and teeth of an adult and the remains of several animals: an early elephant, an otter and a hippo. Unerrupted teeth still in the jaw were revealed by CT scans, which indicate that she may have been about three years old when she died. The skeleton is so well preserved that it is thought that the body was quickly buried by sediment in a flood.

Although Selam is often referred to as Dinkinesh's daughter, the sediment in which she was found dates the remains as 200,000 years older than Dinkinesh. Thus Selam now occupies the position of oldest human-like remains known to science.

**Optional activity:** If you think your class will respond well to this idea, ask students to work in pairs and role-play interviews between a modern day journalist and Dinkinesh. Brainstorm with the class possible topics for questions, such as: *Where do you live? Who do you live with? What do you eat?*

## B8.7

### Dictation script 1

Malaria has been known to man from ancient times. Records exist from the fifth century BC of fevers resembling malaria. Although it was not until 1898 that three Italian scientists discovered that the disease was spread by mosquitoes, a treatment using quinine, derived from the cinchona tree, had already been in use since 1700.

Today more drugs are available for the prevention of the disease and for its treatment, but none is completely effective. In recent years, scientists have been trying to find a vaccine against the disease, and some are already being tested on animals. (96 words)

### Dictation script 2

A mine is a kind of bomb which can be exploded electrically from far away or when touched or passed over. Some mines are placed in the sea to destroy passing ships and others, land mines, are placed just below the surface of the ground. In war, mines have many uses: they protect installations from enemy attack; delay enemy movements; interrupt the enemy's communications and supply routes; and also demoralise the enemy and civilian populations. The major disadvantage of mines is that when hostilities have ended, the danger from them remains until they have been removed. (96 words)

## UNIT 9

### A9.2

Ethiopia has much to be proud of. A land of great beauty; the cradle of humankind; one of the oldest countries in the world; an independent nation since ancient times with a magnificent archaeological and historical heritage. A land of so many cultures we almost can't count them. And yet to most people in the world nowadays Ethiopia is a land of hunger, poverty and war. I am not going to focus today on why that is, but rather on what we can do to move forward to a place in the world that would make our ancestors proud.

In fact the first point I want to make is that we must move away from our great historical heritage which, in truth, has become a burden. We must leave it behind. What do I mean by this? Firstly we have to throw away the vestiges of the past. Many Ethiopians are proud of the fact that we have our own calendar and our own clock. But in the era of globalisation this cannot continue. Yes, the church can carry on with them, but in schools, offices and in business they must go. By the same token, Amharic and other local languages have to be taken out of schools and workplaces and replaced with English. In order to take our place in the modern world we must not only be able to speak but also use a world language. I know these changes will be painful at first, but it is only by recognising that we have to adapt to life in the 21st century that we can truly progress.

My next point concerns an institution which has been the foundation of society in Ethiopia, in Africa and in many other parts of the world: the extended family. It is a wonderful thing in many ways: it gives us roots and supports us throughout our lives, but it is also a burden. I am not saying get rid of families, but we have to say our responsibilities start and end with our immediate family. Any young person with promise has so many expectations placed upon them by distant relatives that it is often intolerable. Once they get a good job, everyone has a stake in their good fortune: uncles, aunts, cousins, brothers and sisters with their own families. It is too much: it stifles careers, and is one of the major causes of corruption, which in turn is one of the root causes of our underdevelopment.

What I am proposing today is drastic, some would say too extreme. Yet the problems as we face cannot be solved easily, everyone recognises that. It is time to face up to the reality of what is holding us back.

## A9.4 Short conversations

### Conversation 1

A: So how do you think Ethiopia can progress?

B: Actually what concerns me most is peace in the region.

A: But that's not a development issue.

B: But can't you see? Without peace we can't make real progress.

A: Well, peace is a good idea in theory, but in practice how are you going to achieve it?

B: That's a fair point, but I wish people would see that all our problems are related and war and conflict is at the heart of them.

### Conversation 2

A: I really think the point about giving up our local languages is ridiculous! They are part of our culture

B: I agree. There are plenty of other countries in the world that speak their own languages. Like China and India. Two big countries where lots of minority languages are spoken.

A: I just can't imagine how any Ethiopian could suggest such a thing!

### Conversation 3

A: Extended families! Hmm my mother would be happy if she didn't have to look after my father's parents!

B: But you can't leave them on their own.

A: I know, but it would be nice if my aunt could share some of the responsibility. She has a big house and no elderly relatives staying with her.

B: But that's not how it works, you know that.

A: All I'm saying is that I think the system is basically okay, but it could be a bit more flexible.

### Conversation 4

A: To be honest. This kind of discussion doesn't interest me. I say look after yourself. Who cares about developing the country? Everything is here if you have money, so that's what I'm going to focus on.

B: You are so selfish! You have been given so many chances and you just don't care about anyone else.

A: That's right. And in my opinion if people only worried about themselves and didn't interfere in other people's lives, we would have fewer problems.

B: That's nonsense! If nobody thought about other people we wouldn't get very far.

## UNIT 10

### A10.1

#### Listening script 1

Here is the news at 10 o'clock.

1. A massive 7.0-magnitude earthquake has struck the Caribbean nation of Haiti. Although details are still unclear, according to the Red Cross, up to 3 million people are affected by the earthquake and it is feared thousands of people may have died. This makes it Haiti's worst quake in two centuries. It hit the south of the capital Port-au-Prince on Tuesday, destroying large areas of the city, including the presidential palace, UN Head Quarters and other buildings. The tremor hit at 16:53 (21:53 GMT) on Tuesday.
2. It was revealed on Tuesday that research by the Overseas Development Institute and the UN Millennium Campaign shows that Ethiopia is one of the leading 20 countries making most progress on Millennium Development Goals. Over half of the countries also in this category are some of the poorest countries in Africa. In fact half of the countries on the continent of Africa are on track to halve poverty by 2015. Salil Shetty, Director of the Campaign said yesterday: "This study decisively establishes with hard evidence that much of the negative reporting on progress on the Millennium Development Goals is misleading."
3. Robbers have got away with two hundred thousand US dollars in notes after a bank raid this morning. Six armed men entered Grendle's bank in First Street in the capital at about ten o'clock. Over fifty customers were in the bank at the time either waiting in lines or being served at cash desks. No-one was hurt. Witnesses were unable to describe the men who, they said, had been wearing masks. Serial numbers of the notes were known to the bank, which will be publicising the numbers and shop-keepers have been asked to inform the police of anyone offering these notes for payment.

4. A crocodile believed to be responsible for the deaths of 83 people in the Lake Chamo area over the last twenty years has been captured. A team led by wildlife officials and including local fishermen, caught the five-metre male crocodile with nets when they managed to track it down to a swamp. It was then tied up with ropes and transported to a crocodile farm. A spokesperson for the Wildlife Authority said that local people wanted them to kill the crocodile but they had not done so as the population of crocodiles in the area was unusually low. However, as it had developed a taste for humans, they had removed it from the wild and taken it to a crocodile farm where it could be used for breeding purposes.
5. A woman believed to be the oldest person in the world celebrated her 130th birthday yesterday. Maria Olivia da Silva lives in a wooden hut in the state of Parana, Brazil. In good physical and mental health, she has outlived most of her ten children.

That's it for now. Your next news is at midday.

### Listening script 2

A massive 7.0 magnitude earthquake has struck about 15 kilometres south-west of the Haitian capital Port-au-Prince, quickly followed by two strong aftershocks of 5.9 and 5.5 magnitude. As yet there is no official word on casualties, though the Red Cross has said the number could run into thousands with 3 million people directly affected by the quake. The US Geological Survey said the tremor hit at 16:53 (21:53 GMT) on Tuesday. Phone lines to the country failed shortly afterwards. Last night the city was in total darkness with thousands of people sitting in the streets or wandering around, shocked and confused with nowhere to go, while others were desperately trying to dig victims out of the rubble by flashlight. Most of those with houses still standing slept in the street, fearing more aftershocks would hit.

As dawn broke this morning, the extent of the devastation became apparent. Much of the city is now in rubble, including the presidential palace, UN Headquarters and other buildings. The UN has reported a large number of its personnel missing. China, Jordan and Brazil too have said that members of their peace keeping forces are missing and feared dead. The manager of the Hotel Montana, popular with tourists, told the French news agency that 200 guests and staff are unaccounted for.

The earthquake was not a surprise to seismologists who had predicted for years that the fault line, which cuts through the island, would give way and result in a high magnitude quake. However what they had not been able to predict was exactly when this would happen.

Haiti is the poorest country in the Americas and has suffered a number of recent disasters, including four hurricanes and storms in 2008 that killed hundreds.

### B10.2

How and when the world is going to end has been the source of endless speculation over the centuries. Geologists have predicted that our 5 billion year old planet would, of its own accord probably disappear in another 5 billion years. However, there are some serious threats that even if they didn't destroy the planet itself, could wipe out humanity.

#### 1. Asteroid collision

Collision with an object in space is a threat to our planet, especially if it is of a significant size. An asteroid is a large piece of rock or metal in space orbiting the Sun. In geological history they have been known to collide with the Earth. If it happened in the modern era it could have a serious impact: changing landscapes and climate in such a way that it is possible humanity would not survive.

To avoid such a catastrophe, scientists have proposed so-called asteroid mitigation strategies. These involve sending a device such as a very large nuclear bomb to the approaching asteroid to blow it up or deflect it from its course. Another idea is a kind of tractor made up of powerful space craft that could pull it away from the Earth before it reaches us. In other words, it is possible that human ingenuity will enable us to defeat this threat.

## 2. Global pandemic

An epidemic occurs when a large number of cases of a disease occur at the same time. A pandemic is when this happens on global scale. With the speed at which people move around the world, it is feared that a global pandemic of a yet unknown killer disease could occur on such a scale that huge numbers of people would die.

It has to be remembered, however, that no pathogen, in other words a bacteria or virus, affects everybody as some people will always have natural immunity. Nonetheless medical researchers have to be aware of possible threats and develop ways of fighting them, such as vaccines or medication, in advance of their occurrence.

## 3. Global warming

Climate change is a long-term significant change in normal weather pattern. Over the last 20 years populations in different parts of the world have experienced storms, hurricanes, flooding and drought with unprecedented frequency. Some climate scientists have suggested that if global warming continues and intensifies it could make the planet uninhabitable.

Some people argue that global warming is man-made. If this is the case, we need to stop the activities that are causing it and be able to prevent it from spiralling out of control. However, the whole basis of our global economy is growth, which to a large extent involves the depletion of natural resources, the clearing of forests and massive carbon emissions. To persuade people and governments to find other ways of living is an immense challenge.

## 4. The eruption of a super volcano

A super volcano is a large area capable of producing volcanic eruptions. There are six known super volcanoes around the world. The last one erupted 74,000 years ago in Indonesia. The super volcano under Yellowstone National Park in the USA is due for an eruption. If that happened, the immediate effect would be the deaths of millions of people in North America. In addition the gases released could lead to a huge and sudden increase in global warming, and the dust and debris in the atmosphere could block the Sun and cause a worldwide volcanic winter, such as is believed to have happened at other times in the Earth's history. These events would inevitably lead to millions of deaths worldwide.

Unfortunately no technology exists to avert a volcanic eruption of any kind, least of all that of a super volcano. All that can be done is for scientists to gain detailed knowledge of what exactly we can expect and when it is likely to happen. Another possibility is to make provision for mass migrations to areas far from the eruption, or the construction of huge underground shelters where populations could live while the effects of the eruption make life impossible above ground.

## 5. The deployment of nuclear weapons

Since the Second World War arsenals of nuclear weapons have existed and these pose a threat to the existence of humanity. They belong to the small club of nuclear nations such as USA, Russia and China and are targeted at nations that are seen as particular threats. The danger of nuclear weapons lies in their accidental deployment, their use in a regional conflict, for example in the Middle East, or by a terrorist organisation. A nuclear attack would lead to millions of deaths and a quantity of atmospheric dust that would produce a dramatic cooling of temperatures across large parts of the globe.

To rid the world of the threat posed by nuclear weapons, world governments must limit their proliferation and ensure that they do not get into the hands of terrorists. Furthermore, it could be argued that the world should be working towards the abolition of all nuclear weapons.

### B10.4

Graffiti can take the form of images or writing on public property, particularly the outsides of buildings. It is done informally and in many countries is a crime for which you can be punished. Some people think it is disrespectful and spoils the appearance of public places. Others, however, love it and say it is creative and gives a voice to those who have no other way of expressing themselves to a large audience. Graffiti has existed since ancient times, with examples that go back to Ancient Greece and the Roman Empire. Nowadays, some city councils provide graffiti spaces: blank walls where people can draw or write whatever they want.

**UNIT 11****A11.2**

Ethiopians love watching films. Many of us rent DVDs or videos or go to cinemas to watch the latest American, European, Indian and Arabic films. More and more, however, we are able to see Ethiopian-made films.

Film-making has been going on in this country for a long time, but independent film-making didn't take off until after 1992, when the Association of Film Makers of Ethiopia was founded. This organisation aims to improve the quality of domestic films by running training programmes here and abroad. Inevitably there is a lack of money and resources both for film training and making. Thus many Ethiopian films have been made by Ethiopians who trained and live abroad. For example, Gondar-born Haile Gerima, who made the acclaimed films *Sankofa* (1993) and *Teza* (2008) has been based in the USA since 1967. Solomon Bekele, was trained in France, but returned to Ethiopia and in 1992 made the popular and award-winning film *Aster: a love story*. He teaches film at the University of Addis Ababa.

Making films here is a challenge explains Ermias Woldeamlack, director of *The Father* (2001), an internationally acclaimed film which recreates the Mengistu era. To shoot the film he says he had to dust off the old equipment that belonged to the Cinema Corporation of Ethiopia. It had been kept in a cellar and was rotting away.

In the last few years there has been an increase in domestic film production, which has been made possible due to the rise of video production and digital film-making. Typical of the new generation are Teworos Teshome, who writes, acts in and directs his own films, such as *Cold Flame* (2003) and *Red Mistake* (2006). He also owns his own cinema, which shows only Ethiopian films. Serawit Fikre's films are entirely his own work, too. His most famous work is *The Blue Horse* (2006). Netsanet Kidane Mariam is a maker of full-length animated films and Tikeher 'Jah' Teffere is an Oscar-nominated documentary film maker.

Ethiopians have many stories to tell; they have the creativity and skill to make films that can be enjoyed both at home and the world over. Only with more training facilities and better funding can this be done on a larger scale.

**A11.4**

*Could we start by talking about your background?*

Well, I was the fourth of ten children and my parents were both teachers, but my father, Tafeka Gerima, was also a playwright and founded a theatre troupe that I often performed with.

*What kind of plays did your father write?*

He wrote original and often historical drama, always submersed in the genuine culture of Ethiopia. This was different from what I learned in school. My sister and I were the first in our family to go to a so-called modern school where American teachers taught me to spell Connecticut, but taught me nothing about my own country and people.

*When did you leave Ethiopia?*

In 1967. I was part of the generation of students that left Ethiopia in the 1960s and 70s, and through their political activities, radically altered the course of Ethiopian history. In a sense, *Teza* is a memoir of that experience.

*How did you get into movies?*

I was studying in California with students from Brazil and Mexico. We shared a collective rage. We realised we had been betrayed by the movies. Once you see all these Hollywood movies you have two demonised populations of America: black people and Native Americans, and you're scared of them. Blacks were criminal, always, constantly, and violent, and will kill you to rob you. If you saw those movies when you were a kid it aggravates your consciousness. I decided to make movies that told the truth.

*You spent 14 years working on Teza. What inspired it?*

There is this phantom story for Africans; that they go abroad, study, and become somebody. My generation was the most hit by this mythology. But it also has to do with a story I heard as a kid. There was an Ethiopian who went abroad from Gondar and was thrown off a building by racists in America. He came back in a casket. I can't tell you that this was its inception, since it's fuzzy in my head, but basically it was this idea of

dislocation. That from the countryside to the city, from the city to Europe or America, you are in search of this ideal that is imposed on you: to look as good as those who come from abroad, because you think they are happy. But happiness is relative. Those who came from abroad, are they happy?

## UNIT 12

### A12.4

1. I am one of the people who work closely with the editor to decide what is going into the magazine each week. I then go away and work on my part of the magazine. The magazine I work on is quite small so I write articles myself or, if we want a specialist article, I commission someone to write it for us. I also have to decide on the photographs we want to support our articles.
2. My job is not about the content of the magazine but the process of producing it. I have to build up the magazine piece by piece. I see what the editorial staff are working on and help with lay-out as each page is completed and accepted. I have to make sure deadlines are kept and put pressure on the staff if they are falling behind. I am the link between the editorial staff and the printers.
3. In any magazine there is a lot of advertising to help us cover all our costs and allow the owner to make money. I maintain contacts with long-standing advertisers and also try to make contact with new ones. Advertisers play an important role in what the magazine looks like. They often dictate where in the magazine their advertisement goes, and the size of it. This can have an impact on our articles, so I work closely with the editor.
4. Each week I have to make sure that we fulfil the magazine's mission so that our readers are not let down. That means making sure the editorial staff are doing their jobs in the right way and making the final decisions about content and lay-out. Completed articles are given to me and I go through them, check them, make changes if I think they are necessary and I often have to cut them so they fit the page. So the job is essentially about making decisions and also, quality control. Producing a magazine is a collaborative process but if there is a boss, I guess it's me.
5. I am not concerned with what you read in the magazine, but what it looks like. I am present at the editorial meeting where we decide what is going in the magazine, and I have to decide on the overall look and the front page, which the editor then has to approve. I also advise section editors about photographs and lay-out. We do a lot of our own photography, so I have to organise that as well, which means visiting locations, or arranging sets in our studio and commissioning models.

### A12.6

#### 1. Content

The process begins with a meeting of the editorial team, led by the editor. They make decisions about the content in the edition: the topics to be covered in articles and photos. The editor may put forward a theme and then the section editors will come up with ideas for their section of the magazine within that theme. Alternatively one of the departmental editors may put forward a theme for their section, which the editor has to approve.

#### 2. Flat planning

The editor then has to produce a flat plan: this is a single sheet of paper on which small oblongs are drawn representing each page of the magazine. Details of the article, photos and/or advertising that appear on that page are given. The editor uses this to design the magazine. Sometimes a department editor will argue with the advertising sales editor about space and position in the magazine. When each page is complete and has been proof read, a diagonal line is drawn across it on the flat plan.

#### 3. Commissioning

After the editorial meeting, the editor may commission free lance writers to write articles which are too specialist for the staff writers. Photographs are also commissioned if there are no in-house photographers.

#### 4. Researching and writing

Immediately after the editorial meeting, the section editors and staff writers get busy with researching their articles: this involves arranging interviews, or searching the Internet. Then, when they have their information they write their articles. At the same time the art director is working with photographers and layout designers.

**5. Sub-editing**

This is done by the editor or in a large publication, sub-editors. It involves checking use of language, making sure the points made are clear and cutting down the article to fill the space available.

**6. Production**

When all the articles, photographs and advertisements are ready, the final lay-out is done, supervised by the art director and under the overall direction of the editor. This is now done digitally on computer.

**7. Proofreading**

Each page is printed as it is completed for a final proofreading before the pages are sent to the printers.

**8. Printing**

The printers normally generate a single copy for checking by the editor. Then copies of the magazine are printed.

**9. Distribution**

Copies are packaged and sent to a warehouse prior to being distributed and sold.

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