

# English for Ethiopia

Student Textbook  
Grade 12

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Federal Democratic Republic of Ethiopia  
Ministry of Education

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# English for Ethiopia

Student Textbook  
Grade 12

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**Federal Democratic Republic of Ethiopia**  
**Ministry of Education**

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## Part A

## Objectives

In this part of Unit 1 you will:

- discuss traditional family life and the changing role of women
- listen to a father talking about his son and daughter
- make sentences with *as* and *like*
- make predictions and talk about consequences
- listen to a mother talking about her son and daughter
- make sentences with *the more ... , the more ...*
- analyse your own approach to learning English
- practise the language of discussion
- take part in a role-play about a family situation.

## A1.1 Introduction: Traditional family life

**1** Work with a partner. Talk about what is happening in the photos on page 2.**Example:**

*In picture 1 there's a girl playing street football with some boys.*

**2** Discuss whether or not you can see people doing these things in your neighbourhood. If people don't do these things, say how they do these things differently.**3** Think about the culture in your region, or the region you come from.

- 1 On your own, think of an activity which is a tradition in your culture. It can be a family activity or a community activity. On one page of your exercise book, draw a picture of it.
- 2 Show your picture to another person and talk about the activity it shows.
  - What activity is shown in your picture?
  - Who is involved in the activity?
  - Why is this activity important?
- 3 With your partner, talk about traditional family life in your culture.
  - What is the traditional role of men? Is that changing?
  - What is the traditional role of women? Is that changing?
  - Do you think it is a good thing for your cultural traditions to continue? Why?
- 4 Share your ideas with the rest of the class.

Unit 1 Family life



**A1.2 Listening:** A father's voice

You are going to listen to a text in which a father talks about his son and daughter.

**1 Listen and choose the best answer to these questions.**

- 1 How does the father feel about his daughter's future?
  - a He is optimistic.
  - b He has some worries.
- 2 How does the father feel about his son's future?
  - a He is optimistic.
  - b He has some worries.

**2 Listen again and make short notes in your exercise book on the father's views on these topics.**

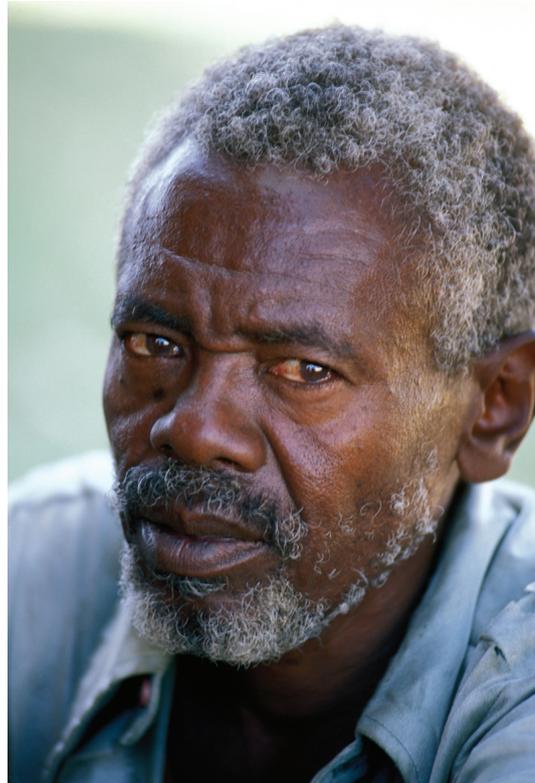
- 1 His daughter's education.
- 2 Her plan to go to university in Addis Ababa.
- 3 The news that she has a boyfriend.
- 4 Her future marriage.
- 5 His son's plan to work with his uncle.
- 6 His son's values.
- 7 His son's plan to move to the city.
- 8 Imported music, films and television programmes.

**3 Match the words on the left, which come from the listening text, with the meanings on the right.**

1 Potential	a Someone who buys and sells goods.
2 Distract	b To become larger, or to make something larger.
3 Trader	c Beliefs about what is right and wrong, or about what is important in life.
4 Expand	d Abilities or qualities that may make someone or something very successful in the future.
5 Values	e The place where someone or something began.
6 Roots	f To take someone's attention away from what they are doing.

**4 In a small group, talk about the listening text.**

- 1 To what extent are the views expressed similar or different to what your parents think?
- 2 To what extent do you think you are like the daughter or the son?



### A1.3 Language focus: *as* and *like*

In the listening text, the father says:  
*My daughter is intelligent, like her mother.*  
*He doesn't want to live as he was brought up.*

- *as* and *like* can be used to say that things are similar.  
**Note:** in this context, *like* is a preposition, not the verb *to like*.
- *like* + noun (or pronoun)  
*I hate weather like this.*  
*Like me, you aren't good at sport.*
- *as* + subject + verb  
*I like your hair as it is now.*  
*I promised, we have a test today!*
- We can also use *as* + noun, but it has a different meaning: to show a job or function.  
*The school hall is being used as a classroom at the moment.*

Compare these two sentences:  
*He works as a singer. (He is a singer.)*  
*He behaves like a film star. (He isn't a film star.)*

**Note:** when *as* and *like* are used in these ways, they are always stressed.

**1 Practise saying all the example sentences in the box with the correct stress.**

**2 Complete these sentences with *as* and *like*.**

- 1 I always wear bright colours ..... red and yellow.
- 2 Please put the tables and chairs back ..... they were before.
- 3 Your idea is good. We will do ..... you suggest.
- 4 My brother's working for my uncle ..... his assistant.
- 5 This coffee is not good. It tastes ..... water.
- 6 ..... I told you, I'm going to work very hard in Grade 12.

**3 Complete these sentences.**

- 1 I like eating sweet things like ...
- 2 I play a lot of football, as ...
- 3 My friend's father works as ...
- 4 My sister is very immature. She is 16 but she behaves like ...
- 5 Why don't you do the exercise as ...
- 6 Dawit is very fast. He runs like ...

## A1.4 Language focus: Making predictions and talking about consequences

We use *will* to predict the future; to say what we think about the future:

*My daughter's life will be different from mine.*

*We will have a good crop of maize this year.*

We use conditional sentences with *if* and *will* to talk about consequences:

*If she gets a good job, she will have a good life*

*If + present simple + will*

This same form is used with *when*:

*When she marries, she will continue to work.*

**Note:** When saying these sentences with *will*, stress *if* and the main verbs (except the verb *to be*), don't stress *will*:

*My 'daughter's 'life will be 'different from 'mine.*

*'If she 'gets a 'good 'job, she will 'have a 'good 'life.*

### 1 Choose the correct form of the verbs in each of these sentences from the listening text.

- 1 She *will get/gets* a good job, marry well and have a good life in the future.
- 2 When she *will get/gets* a job, we *will find/find* her a good husband.
- 3 If she *will have/has* boyfriends, it *will distract/distracts* her from her studies.
- 4 She may get pregnant, and then we *won't be able to/aren't able to* arrange a good marriage for her.
- 5 If he *will work/works* hard, he *will make/makes* a good life for himself.
- 6 *Will/Do* my children understand before it's too late?

### 2 Choose the correct form of the verbs in these sentences.

- 1 My father *will hope/hopes* I *will go/go* to university.
- 2 I don't think our team *will win/wins* the championship this year.
- 3 If I *will study/study* more, I *will pass/pass* my exams.
- 4 If you *will see/see* my sister, tell her I *will be/am* late home today.
- 5 If you *will have/have* a lot of children, you *will have/have* less money to educate them.
- 6 When I *will be/am* married, I *will have/have* only three children.

### 3 Work in a small group. Discuss these questions about the changing roles of girls and women in society and make sentences about your predictions.

- 1 If more girls are educated, will fewer babies be born?
- 2 How will men feel when more women are working as their equals or bosses?
- 3 If more girls have boyfriends, will there be fewer arranged marriages?
- 4 If more girls are educated, what other changes will happen to traditional family life?



### A1.5 Listening: A mother's voice

We heard a father's thoughts about his son and daughter in A1.2. What do you think his wife thinks about them? You are going to hear her views in a moment.

**1** In a small group, discuss what you think the mother feels about the topics that the father spoke about. Make notes of your predictions in your exercise book, under these headings.

- 1 Her daughter's education.
- 2 Her plan to go to university in Addis Ababa.
- 3 The news that she has a boyfriend.
- 4 Her future marriage.
- 5 Her son's plan to work with his uncle.
- 6 Her son's values.
- 7 Her son's plan to move to the city.

**2** Now listen to the mother's views. As you listen, take notes of anything that is different from your predictions.

**3** Compare your notes with those of others in your group.

**4** Discuss what you think of the mother's views.

- 1 Are they very different from your predictions?
- 2 Do you agree with her?
- 3 Are her views like those of your mother?

**5** Match the words on the left, which come from the listening text, with the meanings on the right.



1 Pessimist.	a Be realistic and sensible in your approach to life.
2 Get in the way.	b Someone who always expects that bad things will happen.
3 Have your feet on the ground.	c Prevent something from happening.

**A1.6 Language focus:** *the more ..., the more ...*

At the end of the listening text, the mother says:  
*The older you get, the wiser you become.*

This is an example of how we can use two different comparative adjectives to show things changing at the same time.

Look at these other examples:

*The more you have, the more you want.*

*The more girls go to school, the harder they will try.*

**Note:** when saying these sentences, the important words should be stressed:  
 The 'older you 'get, the 'wiser you be'come.

- 1** Practise saying all the example sentences in the box with the correct stress.
- 2** Make sentences from these situations. Be careful with the comparative forms of *well* and *little*.
  - a You sleep, you are tired. *The more you sleep, the more tired you are.*
  - b You work hard, you sleep well.
  - c You have money, you are unhappy.
  - d You study, you are confident before an exam.
  - e You do little, you get lazy.
  - f You are active, you are healthy.
- 3** Talk about the sentences above with some other students. Do you agree or disagree with them? Why?
- 4** With your partner, make up two or three of your own sentences like this about growing up, family life and getting older which say things that you believe to be true.

## A1.7 Study skills: Self-analysis

**1** What are your beliefs about language learning? On your own, look at this list of statements. For each one, choose a response that reflects your approach to improving your English: *Yes*, *Maybe* or *No*.

	Yes	Maybe	No
1 It is very important to learn grammar rules.			
2 You should find opportunities to speak English as often as you can.			
3 When you are reading, you should look up all the words you don't know in a dictionary.			
4 It is best to use the language naturally, without thinking about grammar rules.			
5 Learning lists of words is important for increasing your vocabulary.			
6 Listening to English radio stations and watching films is a good way to improve.			
7 If you make a mistake in class, your teacher should correct you immediately.			
8 When you are reading you should try to guess the meaning of any new words.			
9 You should keep a study notebook and write down all new grammar and vocabulary.			
10 When you are speaking you shouldn't worry about making mistakes, just focus on communicating what you want to say.			
11 It is very important to review your English lesson after school.			
12 Although your teacher can help you a lot, how much you learn is your responsibility.			

**2** Turn to page 289 to score your answers and then interpret your score.

**3** Work in a group. Discuss your results with some other students.

- Do you think the results are true for you?
- What have you learned about yourself from this activity?

**A1.8 Language focus:** The language of discussion

- 1** Read this dialogue. Some students are discussing the opinions expressed in the listening texts earlier in this unit.

**Ayisha:** So what do you think? Do you agree with the father or the mother?

**Galore:** If you ask me, the father is right to worry. We have lost our traditional values. In the old days, life in the villages was settled and ordered. Everyone knew what life had in store for them. The pattern was set. Boys lived one kind of life and girls lived another.

**Ebise:** That's true, but to my mind we can't live in the past. We have lost some good things, but it seems to me there are many new opportunities for women now. Don't you think that's a good thing?

**Galore:** As I see it, in the modern world there are no controls, young people do what they like. There is no sense of responsibility.

**Ongaye:** That's nonsense! The mother trusts her children to do the right thing, but they are both planning to leave home.

**Ayisha:** Excuse me, but don't you think the mother trusts her children too much? To my mind she needs to control them a bit more.

**Galore:** I couldn't agree more. And the father too, he doesn't seem to control his children. He just accepts the way they are.

**Ebise:** What do you think, Jemila?

**Jemila:** Me? I've no strong feelings either way.

**Ayisha:** Well, our time is up now, so I think we must agree to disagree. Two of us support the father, and two of us support the mother; one is sitting on the fence. Do we agree about that?

**All:** Yes!

- 2** Answer these questions.

- 1 Which of the students support the father's point of view?
- 2 Which of the students support the mother's point of view?
- 3 Which of the students has no opinion?

- 3** Next to these headings write as many relevant expressions as you can from the dialogue.

- Giving an opinion
- Agreeing
- Saying you don't have an opinion
- Partly agreeing
- Trying to change someone's opinion
- Disagreeing
- Asking someone's opinion
- Reaching a conclusion
- Interrupting

**Unit 1** Family life

**4 Add these expressions to the relevant groups.**

- 1 Personally, I think ...
- 2 Have you considered that ...?
- 3 Maybe
- 4 You can't mean that!
- 5 I absolutely agree with what you have said.
- 6 I'm of the opinion that ...
- 7 I see things differently.
- 8 I really can't say.
- 9 Look at it this way ...
- 10 I'd just like to say ...
- 11 You are right.
- 12 With respect to what you have said, I think ...
- 13 If I may say so, ...
- 14 Well, that's settled then.
- 15 Would you agree that ...?
- 16 That's true up to a point.
- 17 I'm afraid I must disagree with you.
- 18 What's your feeling about this?

**5 Work in a group and discuss each of the statements below.**

- Allow each person to give their opinion.
- Use some of the language of discussion above.
- Come to a group conclusion on the extent to which you all agree or disagree with each statement. Report back to the rest of the class.

**a** *The life in the towns, with television and telephones and so on, is out of control and people are unhappy as a result.*

**b** *The family must come first and that means that women should put their role as wife and mother before anything else.*

**c** *It's a man's world. They do what they want and women just let them get away with it.*

**d** *Women don't have the same chances as men.*

**e** *Actually people talk about women's rights, but I think men are the ones who have the hardest role. We are the ones that have to provide for our families.*

**f** *In the most successful marriages the husband and wife work out a way of life in which both have rights and responsibilities.*

**g** *I don't think women can blame men if their lives don't turn out so well. It's the same for girls as it is for boys. You have to work for what you want.*

**h** *Educating women does not mean that they can't have families or be good mothers. Millions of women around the world have a job and a family.*



## A1.9 Speaking: Role-play – family issues

**1** Work in a group of three. Each of you must take one of these roles: mother, father, son or daughter who is in Grade 11. Choose one of the situations below and develop a family discussion about the problem.

- Discuss the situation and try to develop it: What is going to happen in your short scene? What is the attitude of the father? The mother? The son or daughter? Is anyone going to get angry? Are they going to reach an agreement?
- Plan what each person is going to say (you don't have to write it down, but you can make notes). Your role-play should last a few minutes.
- Practise your role-play several times. Be prepared to perform it.

**Situation 1:** The father has decided it is time his daughter left school and got married. He has arranged a marriage for her with a local businessman.

**Situation 2:** The daughter of the family has just discovered she is pregnant.

**Situation 3:** The daughter of the family has started wearing tight trousers and very short T-shirts, make-up and high heels.

**Situation 4:** The mother and father want their son to be a doctor or lawyer. However, he doesn't like studying. He spends all his time playing sport.

**Situation 5:** The mother found her son smoking in his room.

**Situation 6:** The son of the family goes out every evening and doesn't come in till late, particularly at weekends. He is disrespectful to his parents.

**2** When everybody is ready, each group must perform their role-play for the other groups. After each role-play make notes about it in your table.

Group	Topic	What happened	Who I agree with	My advice to the family

**3** Now in a group, compare your reactions to each of the role-plays you have seen and see to what extent you all have the same opinion.

## Part B

### Objectives

In this part of Unit 1 you will:

- talk about what makes family life happy
- read about a family in the Semien mountains area
- consolidate your knowledge of phrasal verbs
- write about some of your childhood memories
- read a memory of a rural childhood
- identify the meanings of some discourse markers and use them in sentences
- write a formal letter
- think about and discuss your expectations of Grade 12
- make sentences about regrets using *I wish*
- read about China's one-child policy
- review and discuss different ways of recording vocabulary.



### B1.1 Speaking: A happy family life

Work in a small group and discuss the following.

- 1 How many people are there in the family in the picture? Who are they? Where do they live? What do they do? Do they look like a happy family? Why do you think so?
- 2 Think of the ingredients for a happy family life.
  - Brainstorm your ideas.
  - One member of the group should make notes of the points you make. Be prepared to justify them.
  - When you are ready, share your ideas with the rest of the class.



**B1.2 Reading:** My family

- 1** Read this description of happy family life in one part of Ethiopia. Identify aspects of the life described that match your list of ‘ingredients’ in exercise 1.

My name is Aret and I live in the beautiful Semien Mountains area, where I have grown up. My family live in a typical stone and mud house with a thatched roof. I have two brothers, Wakwoya who is younger than me and also at school, and Berhe, our older brother who is already a primary school teacher. My grandparents also live with us. People say I take after my father who is tall and strong-minded! I hope I will be beautiful like my mother, too!

I have to get up very early as I go to school in the morning. After school, I have to help my brother look after the goats. I help my mother prepare injera for our meal, too. Then I get on with my homework in the evenings. At weekends we often go to the school field for sports. I usually play in a volleyball game or do some training. Wakwoya plays football. When there’s a holiday, like Timket or Enkutatash, the whole family goes to the village and we have to take part in special dances: one for the girls and one for the boys. I always look forward to these occasions very much.

Wakwoya and I are close in age and when we were growing up we used to play together but we often fell out. Now we are older we get on better, and help each other with our homework. I want to do well in Grade 12. My parents have worked hard to let us stay on at school and I don’t want to let them down.

- 2** With a partner, talk about Aret’s life. In what ways is it like your own?

**B1.3 Increase your word power:** Phrasal verbs

- 1** There are nine different phrasal verbs in the text above. Identify them and match them to the meanings below. **Note: One of them is used twice with a different meaning in each case.**

- 1 To disappoint someone, especially by not doing what you promised.
- 2 To have a friendly relationship with someone.
- 3 To continue or to make progress with a job, work etc.
- 4 To get out of your bed after sleeping.
- 5 To continue to do a job or to study after the time when people can leave.
- 6 To take care of someone or something.
- 7 To look or behave like an older member of your family.
- 8 To be excited and happy about something that is going to happen.
- 9 To have a quarrel.
- 10 To gradually change from being a child to being an adult.

Phrasal verbs consist of a verb + particle. Particles are words like: *up, in, off, after, to, at*.

- Most phrasal verbs have several meanings, for example, *make up, put down*
- Some phrasal verbs have a particle which is made up of two words, for example, *made up of, look forward to*.
- Phrasal verbs behave in different ways grammatically: some can be split and some can't.
  - 1 The object of some phrasal verbs usually goes between the verb and the particle (or ending), for example: *Put the book down*.  
The object of these phrasal verbs can go after the particle too, if it is a full noun: *Put down the book*. But if the object is a pronoun, it must go between the verb and the particle: *Put it down*.
  - 2 The object of some phrasal verbs always goes after the particle, for example: *I'm looking for my keys. I'm looking for them*.
  - 3 Some phrasal verbs are intransitive, they don't take an object, for example: *I'm going out now*.

**2 Put the words in the correct order to make sentences.**

- 1 a long market If go will you this the you on reach road.
- 2 forward the Are holidays you to looking?
- 3 parents after of you Which your take do?
- 4 by badly let team down school The the playing.
- 5 late My stay brother to office at finish has work his to his on.

**3 Put the phrasal verbs you found in exercise 1 into these groups.**

- 1 Object usually goes between the verb and the particle.
- 2 Object always goes after the particle.
- 3 Doesn't take an object.

**4 Work in a group. Your teacher will give each person a phrasal verb.**

- 1 Don't show your phrasal verb to anyone else! You must act out one meaning of your phrasal verb and the other students in the group must guess what it is.
- 2 In your group, write new sentences containing all your phrasal verbs.

**B1.4 Writing:** Memories

Unlike a novel, a biography concerns real events in someone's life. There are many biographies of famous people, alive and dead, and some famous people write their autobiographies. However, you don't need to be famous to write an autobiography. Everybody's life contains interesting events which deserve to be written about, whatever your background.

**1 On your own, think of some interesting, happy, proud, sad, funny, daring or embarrassing childhood memories.****They could be about:**

- a family custom that you remember well (for example, how you used to spend a religious holiday; the family duties you had to do).
- an incident that you remember, something that happened to you or someone else in the family (for example, a time when you broke something important or expensive).

**2 Talk about your memories with a partner.****3 Choose five memories and write notes on each one: try to select a range of different types of memories.****4 Write a short paragraph about each of your five memories. Each paragraph should be between 70 and 150 words. Your piece of writing can be called *Memories*.****Begin each paragraph like this:**

- *I remember the time when I was about ... years-old and ...*
- *On another occasion, ...*
- *Next, I'm going to describe ...*
- *Another memory is of ...*
- *Finally, a very happy memory of ...*

**5 When you have finished a first draft of your writing, check your work carefully and make any necessary changes. Then write a final version.****6 Spend some time reading the memories of other students in the class.**

**B1.5 Reading:** A childhood memory

The text below comes from *The African Child* by Camara Laye. It is his autobiographical account of growing up in a village in Guinea, in West Africa. His father was a goldsmith and had a workshop. He employed a number of apprentices – young boys who were learning the craft – and they lived in the family compound. Read the text and answer the questions below.

In the morning when, after some persuasion, we rose, we found the breakfast ready. My mother awoke at **dawn** to prepare it. We all sat around the great steaming dishes: my parents, sisters, brothers, and the apprentices. There was one dish for the men, and another for my mother and my sisters.

It would not be exactly right for me to say that my mother **presided** over the meal: my father presided over it. Nevertheless, it was the presence of my mother that made itself felt first of all. Was that because she had prepared the food, because meals are things which are mainly a woman's business? Maybe. But there was something more: my mother, by the **mere** fact of her presence, and even though she was not seated directly in front of the men's dish, saw to it that everything was done according to her own rules; and those rules were **strict**.

Thus it was forbidden to **cast my gaze** upon guests older than myself, and I was also forbidden to talk: my whole attention had to be fixed on the food before me. In fact, it would have been most impolite to chatter at that moment. Even my younger brothers knew that this was no time to **jabber**: this was the hour to pay honour to the food. Older people observed more or less the same silence. This was not the only rule: those concerning cleanliness were no less important. Finally, if there was meat on the dish, I was not allowed to take it from the centre of the dish, but only from the part directly in front of me, and my father would put more within my reach if he saw I needed it. Any other behaviour would have been **frowned upon** and quickly **reprimanded**. In any case, my **portion** was always so **plentiful** that I should never have been tempted to take more than I was given.

When the meal was over, I would say: 'Thank you, Father.' The apprentices would say: 'Thank you, master.' Then I would **bow** to my mother and say: 'The meal was good, Mother.' My brothers, my sisters, the apprentices did **likewise**. My parents replied, 'Thank you' to each one of them. Such was the rule. My father would certainly have been **offended** to see it broken, but it was my mother, with her quicker temper, who **rebuked** any **transgression**. My father's mind was with his work, and he left these **prerogatives** to her.

**1** What is the main point of each paragraph? Match the paragraph numbers on the left with the topics on the right. Note: There are two extra topics that you don't need.

- |          |  |
|----------|--|
| <b>1</b> | <b>a</b> Rules of behaviour.                       |
| <b>2</b> | <b>b</b> Other meals of the day.                   |
| <b>3</b> | <b>c</b> What happened first thing in the morning. |
| <b>4</b> | <b>d</b> The food that was eaten.                  |
|          | <b>e</b> What happened at the end of the meal.     |
|          | <b>f</b> His mother's role at the meal.            |

**2 Choose the best option to complete the sentences according to the text.**

- 1 At breakfast, the writer:
  - a ate the same as everyone else.
  - b ate the same as the other men.
  - c ate the same as the other children.
- 2 His mother:
  - a did not sit at breakfast with the family.
  - b sat among the men at breakfast.
  - c supervised the meal.
- 3 While they were eating:
  - a the children did not speak to the adults.
  - b only the adults could speak.
  - c there was generally silence.
- 4 The writer:
  - a served himself from the meat dish.
  - b served his father from the meat dish.
  - c was served by his father from the meat dish.
- 5 Usually the writer was given:
  - a more food than he needed.
  - b just about enough food.
  - c less food than he wanted.
- 6 At the end of the meal, the children and apprentices gave thanks to their parents because:
  - a both parents expected them to.
  - b their mother expected them to.
  - c their father expected them to.
- 7 The children were told off and punished:
  - a by both their mother and father.
  - b by their mother.
  - c by their father.

**3 Match the words on the left, which are highlighted in the text, with their meanings on the right.**

1 dawn	a in the same way
2 presided	b the amount of food for one person
3 mere	c the breaking of a rule
4 strict	d more than enough
5 cast my gaze	e the time of day when light first appears
6 jabber	f told that you have done something wrong
7 frowned upon	g made angry or upset because someone has done or said something which is thought to be rude, unkind or unacceptable
8 reprimanded	h firm, severe
9 portion	i spoke angrily to someone because they have done something wrong
10 plentiful	j disapproved of
11 bow	k to be in charge of a formal meeting or ceremony
12 likewise	l to bend the top part of your body forward in order to show respect for someone
13 offended	m simple
14 rebuked	n a special right that someone has
15 transgression	o look at
16 prerogative	p talk quickly and not very clearly

**4 Work in a small group and discuss the following.**

- 1 What is the extent to which your family observes these customs? If they are different, say in what ways.
  - a Breakfast is a large important meal.
  - b The whole family eats meals together.
  - c The men eat different food from the women.
  - d The children must not look at older guests during meals.
  - e No one speaks during the meal.
  - f The children cannot help themselves to food.
  - g After the meal, the children thank their father and mother, and bow to their mother.
  - h The mother is responsible for disciplining the children.
- 2 Do you know if there are parts of Ethiopia where customs like these exist?
- 3 What is your view of the customs described in the text?
- 4 Did you find reading this text interesting? Why do you think the author decided to write a description of his childhood?
- 5 Compare this text with the childhood memories you wrote about in the *Writing* exercise in B1.4. Are there any similarities?

**B1.6 Increase your word power: Discourse markers**

Discourse markers are words and phrases which link and relate ideas to each other. Discourse markers are usually formal and used when speaking in a formal context or when presenting information formally in writing.

**1 Put the discourse markers in the box into the correct groups in the table according to their function.**

regarding while nonetheless concerning in addition as regards whereas  
 as far as ... is concerned finally furthermore as a result such as nevertheless  
 consequently thus although as even though for example

1 To focus attention on what follows in the sentence. This is done by announcing the subject in advance, or to indicate a change of subject.	<i>with regard to</i>
2 To present two different ideas.	<i>on the other hand</i>
3 To present two contrasting ideas.	<i>however</i>
4 To add information to what has been said.	<i>moreover</i>
5 To show that the second statement results from the first.	<i>therefore</i>

<b>6</b> To introduce a statement that was the cause of another.	<i>since</i>
<b>7</b> To illustrate a point that has been made.	<i>for instance</i>
<b>8</b> To sequence events or list points.	<i>firstly</i>

**2 Complete these sentences from the reading text with suitable discourse markers from your table. Then, check your answers by going back to the reading text.**

- 1 My father presided over the meal. \_\_\_\_\_, it was the presence of my mother that made itself felt first of all.
- 2 My mother, by the mere fact of her presence, and \_\_\_\_\_ she was not seated directly in front of the men's dish, saw to it that everything was done according to her own rules.
- 3 Those rules were strict. \_\_\_\_\_ it was forbidden to cast my gaze upon guests older than myself.

**3 Complete these sentences with suitable discourse markers from the table.**

- 1 \_\_\_\_\_ your advertisement for hotel staff, I am writing to apply for the post of receptionist.
- 2 \_\_\_\_\_ basketball remains a popular sport, football is by far the most popular leisure activity.
- 3 My marks have been improving steadily. \_\_\_\_\_ I have had several successes on the sports field.
- 4 A percentage of hospital patients have smoking related illnesses. \_\_\_\_\_ the number of smokers is increasing.
- 5 He made little effort for his final exams. \_\_\_\_\_, his marks were rather low.
- 6 \_\_\_\_\_ I am \_\_\_\_\_, we should organise a play for the end of term.
- 7 \_\_\_\_\_ we have had so much wet weather recently, the school sports day has been cancelled.
- 8 Our teacher promised to take us on a trip to the national park. \_\_\_\_\_ he changed his mind last week.
- 9 \_\_\_\_\_ my marks in maths and science are improving, in English, history and geography I am not doing so well.
- 10 There are many reasons why breast milk is more beneficial than bottle milk. \_\_\_\_\_ it strengthens a baby's immune system.



## B1.7 Writing: A formal letter

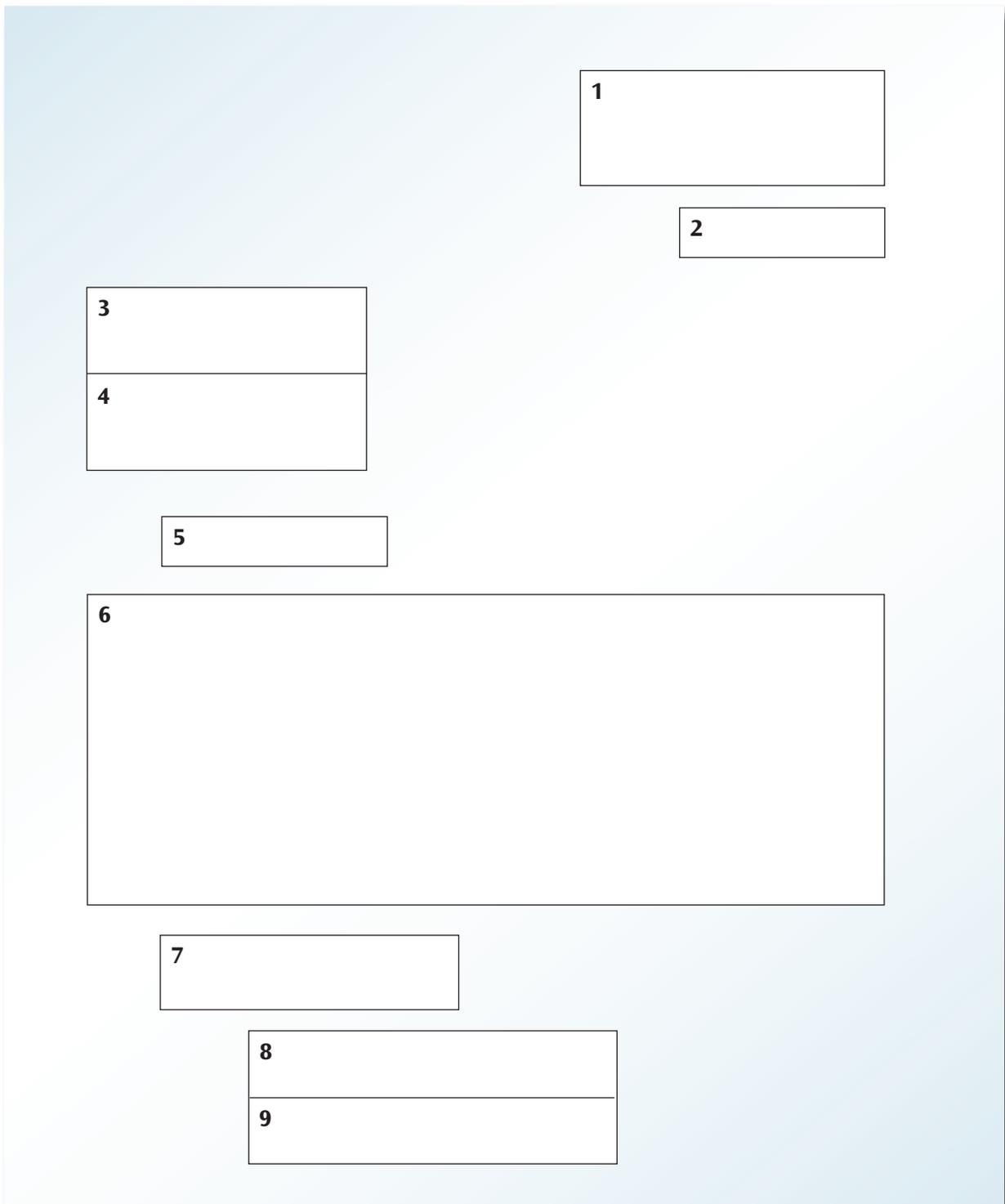
- 1** Having read Camara Laye’s account of meal times in rural Guinea, write a letter to the author comparing his account with meal time traditions in your part of Ethiopia. This is a formal letter, but not a business letter: it is more like an essay in which you are putting forward your point of view.

### Follow these steps:

- 1** Begin by looking back at the text in the Reading exercise and thinking back to the points you made in your discussion in exercise 4 on page 18.
- 2** Decide whether you are going to say that meal times in your area were generally similar or different.
- 3** Make a list of the points to include in your letter. Here are two possible ways of doing it.  
**Example 1:**
  - a** Similarities between traditional family meals in my region and in Guinea.
  - b** Differences.
  - c** Modern meal times.**Example 2:**
  - a** Comparison of who eats together and who presides over the meal in the writer’s account and in my region.
  - b** Comparison of how food is served.
  - c** Comparison of what is eaten.
  - d** Comparison of how children behave.
- 4** Think of a suitable introductory paragraph, for example:
  - say why you are writing
  - comment on the extract by the author politely
  - say what you are going to discuss in your letter.
- 5** Think of a suitable concluding paragraph, for example:
  - sum up your points
  - think of a polite way of closing.
- 6** Make sure you remember the conventions of formal letter writing (see below).
- 7** Write a rough draft of your letter:
  - Set out your letter following the conventions of formal letter writing.
  - Divide up what you have to say into about five paragraphs (including the introduction and conclusion) according to the number of points you want to make.
  - Link your points with suitable discourse markers where appropriate.
- 8** Check your draft carefully to make sure:
  - your ideas are logical and clearly expressed
  - your spelling, grammar and punctuation are accurate.
- 9** Now write a final, neat version of your letter on a clean page of your exercise book.

**2 Identify the parts of the formal letter in the diagram below. Write the letters into the blank spaces of the letter.**

- a** sender's name
- b** receiver's name
- c** body of letter
- d** opening salutation
- e** date
- f** sender's address
- g** sender's signature
- h** closing salutation
- i** receiver's address



**3 In formal letters the opening salutation (or greeting) must match the closing salutation. Match the openings on the left with the correct closings on the right.**

<i>Dear Sir or Dear Madam</i>	Yours sincerely
<i>Dear Sir or Madam</i>	
<i>Dear Mrs Kelile</i>	Yours faithfully
<i>Dear Dr Kelile</i>	

**B1.8 Study skills:** Looking forward to Grade 12

You are now in Grade 12. This is a very important year and at times it will be tough going. As you start, it is a good idea to think about what you can expect from your English course and what you should expect to contribute yourself to get the best from it. In this way, you can all make a commitment to building a positive learning environment for the coming school year.

**1 Look at this list of expectation statements with a partner.**

- Decide whether or not each of them is suitable for your class.
- Think of one or two other statements of your own.

- 1 We will have regular homework, but not after every lesson.
- 2 We will all do our homework on time.
- 3 We will record all the new words we learn in our vocabulary books.
- 4 We will regularly revise grammar and vocabulary.
- 5 We will be told in advance when there is a test.
- 6 We will all, students and teacher, arrive on time for class.
- 7 We will be quiet and listen when someone else is speaking.
- 8 We will speak only English in class.

**2 You are now going to make a class contract in which rights and responsibilities are written down.**

- 1 As a class, decide which of the statements from the list above you want to include in your contract.
- 2 Each pair should put forward their additional suggestions and the rest of the class should decide if they want to include them.

**3 Your teacher will now contribute to your discussion by adding some extra points.**

**4 When you have a list of statements on the board that you are all happy with, write them in the front or at the back of your exercise book. Think of a suitable heading.**

**5 Work in a group to make a class poster of the contract.**

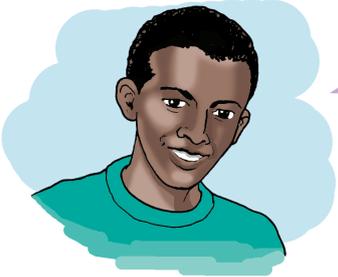
**6 Keep the contract on the classroom wall if possible and look at it from time to time.**

- If any of the rules are broken, students in the class should draw attention to it.
- You may need to add to or change some of the points as the year progresses.

**B1.9 Language focus:** Expressing regret

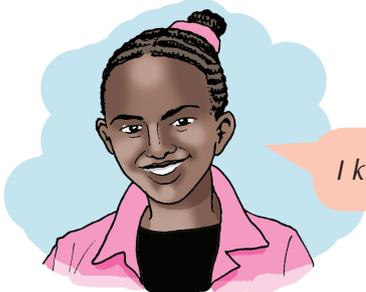
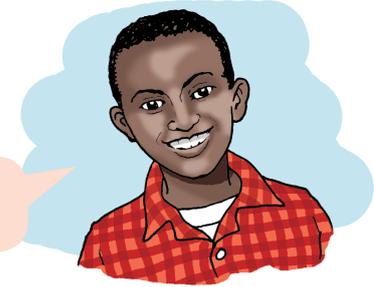
*I know. I wish I had an umbrella.*

*It's raining outside.*



*Can you play a musical instrument?*

*No, but I wish I could play the drums.*



*I know. I wish I had studied harder.*

*You did very badly in the test!*



We use *I wish + I + past simple* to talk about things that we regret, which are not as we would like or as we dream of, for example:

*I wish I lived nearer the school.*

*I wish I could speak French.*

**Note:** when we use *I wish + the verb to be*, *were* is often used instead of *was*. For example:

*I wish I were taller.*

*I wish my sister were closer to me in age.*

We use *I wish + I + past perfect* to talk about things which we regret about the past. For example:

*I wish I hadn't spoken unkindly to my best friend yesterday when we had an argument.*

**1 Complete the sentences with the correct forms of the verbs in brackets.**

- 1 I'm thirsty! I wish we (have) ..... some money for a cool drink.
- 2 You dance so well. I wish I (can dance) ..... like you.
- 3 When we go running, I am always the last. I wish I (can run) ..... faster.
- 4 Oh dear! My maths book isn't in my bag. It must be at home. Mr Tefera will be angry with me! I wish I (not forget) ..... to bring it today.
- 5 My silver earrings would go very well with this dress. I wish I (not lost) ..... them.
- 6 Melesse is absent from school today and I need to speak to her. I wish she (to be) ..... here.

**2 Complete these sentences in ways that are true for you.**

- 1 I wish I had ...
- 2 I wish I could ...
- 3 I wish I didn't ...
- 4 I wish I hadn't ...
- 5 I wish I were ...



**B1.10 Reading: China's one-child policy**

**1 In China they have a very large population and a unique approach to controlling its growth. Read this text to find out about it.**

Meet Sheng. He lives in Shanghai, China's biggest city. Sheng is 16-years-old and goes to high school. His parents, Mr and Mrs Li, are both teachers, but not in his school. Like most of the students in his class, Sheng has no brothers and sisters. This is because since 1979 China has had a one-child policy, which means that in the cities of east and central China, where most of the population live, families are only allowed to have one child.



To people outside China this policy seems strange, cruel and unnatural. Chinese people don't like it, but they accept it. Sheng explained to me that in 1979 China was a very poor country. There weren't enough energy resources, food or water to support the huge population, which was growing rapidly. The government decided that they would have to introduce strict laws about the number of children families could have. They didn't just want to slow down the rate of growth, they wanted to reduce the number of people in China, and that meant only one child per couple. Since that time, China's economy has grown, and with only one child, families have more money and **materially are better off.**

The statistics speak for themselves. In 1980 the population of China was about 1 billion. It is now 1.3 billion with a growth rate of about 1.5% per year. By 2030, when the population is expected to be 1.4 billion, the growth rate will be 0% per year.

Compare this with population growth in Ethiopia, where food, water and energy resources are also insufficient. The current population is about 80 million. It has doubled since 1980 and it is expected to double again by 2030.

Although the figures in China are impressive, the one-child policy has its downside. If women get pregnant after having one child, they are encouraged to have an abortion, or they have to pay a heavy **fine**. More serious for the economy is the fact that there are now too many old people with not enough younger working people to support them. Experts in China predict that in twenty years' time young married couples will have to look after four ageing parents and eight elderly grandparents.

Sheng is optimistic, though. He told me there has been some easing of the one-child policy recently and that in Shanghai it is now possible for couples who have no brothers and sisters themselves to have two children. So he is looking forward to his children having a happier childhood than he did, with no one to play with at home.

**2** Complete this table with population statistics from the text.

	1980	Now	2030
Population of China			
Population of Ethiopia			

**3** Look back at the text and identify the relevant arguments. Make notes in your table.

<p><b>Arguments for China's one-child policy</b></p> <p>1</p> <p>2</p> <p>3</p>
<p><b>Arguments against China's one-child policy</b></p> <p>1</p> <p>2</p> <p>3</p>

**Unit 1** Family life

**4** Work in a small group and compare the points you have identified. Then, share them with the rest of the class.

**5** Match the words on the left, which come from the text, with the meanings on the right.

1 Rate	a An amount of money paid as a punishment by someone who has committed a crime.
2 Materially	b A medical operation to end a pregnancy while the baby is still too small to live.
3 Better off	c Concerning money and physical possessions, rather than religion or beliefs.
4 Abortion	d The speed at which something happens.
5 Fine	e Comparative form of the adjective well off, meaning with enough money and possessions to live comfortably.

**6** Which of these statements do you agree with? Discuss them in your group. Say why you agree or disagree with them.

- 1 Ethiopia's problems could be solved with a one-child policy. We should seriously consider it.
- 2 A one-child policy is not possible in Ethiopia, but we could introduce something like it. We must do something to reduce population growth.
- 3 Any attempt to limit the number of children people can have in Ethiopia would be unacceptable.

**B1.11 Study skills:** Recording vocabulary

Whether in your mother tongue or a second language, there are always new words and expressions to learn. So that you don't forget them, it is useful to record them when you come across them, for example in class or when you are reading at home. In order to do this, it is a good idea to have a separate vocabulary notebook, which you can carry easily in your school bag.

However, there are three important decisions to make:

- How are you going to organise your vocabulary book?
- What are you going to record about your new words and expressions?
- How are you going to use it effectively?

There are several ways of doing these tasks, some of which you have looked at in earlier grades. These three spidergrams set out some of them.

*Instead of using a notebook, use small cards: write each word, or topic on its own card and keep them in a pack. You can make your own cards by cutting up pieces of thin cardboard or thick paper. Keep a supply of blank cards in your school bag.*

*Write a chronological list: begin on the first page of your vocabulary notebook and write words one after the other as you learn them.*

*A combination: You can divide up your notebook into two or three sections and use a combination of two or all three of the methods mentioned here.*

**Ways of organising your vocabulary notebook**

*Write the words in alphabetical lists: divide up your notebook so you have one or two pages for each letter. Each time you learn a new word, you can write it on the relevant page according to the first letter of the word.*

*Make a list of topics and write the name of each topic at the top of each page. Under each topic write down a list of words you can think of and add words to it as you learn them. Or, instead of writing a list of words under your topic, you can create a spidergram, like this one.*

*Add words to your notebook during lessons.*

*Add words when reviewing lessons or doing homework .*

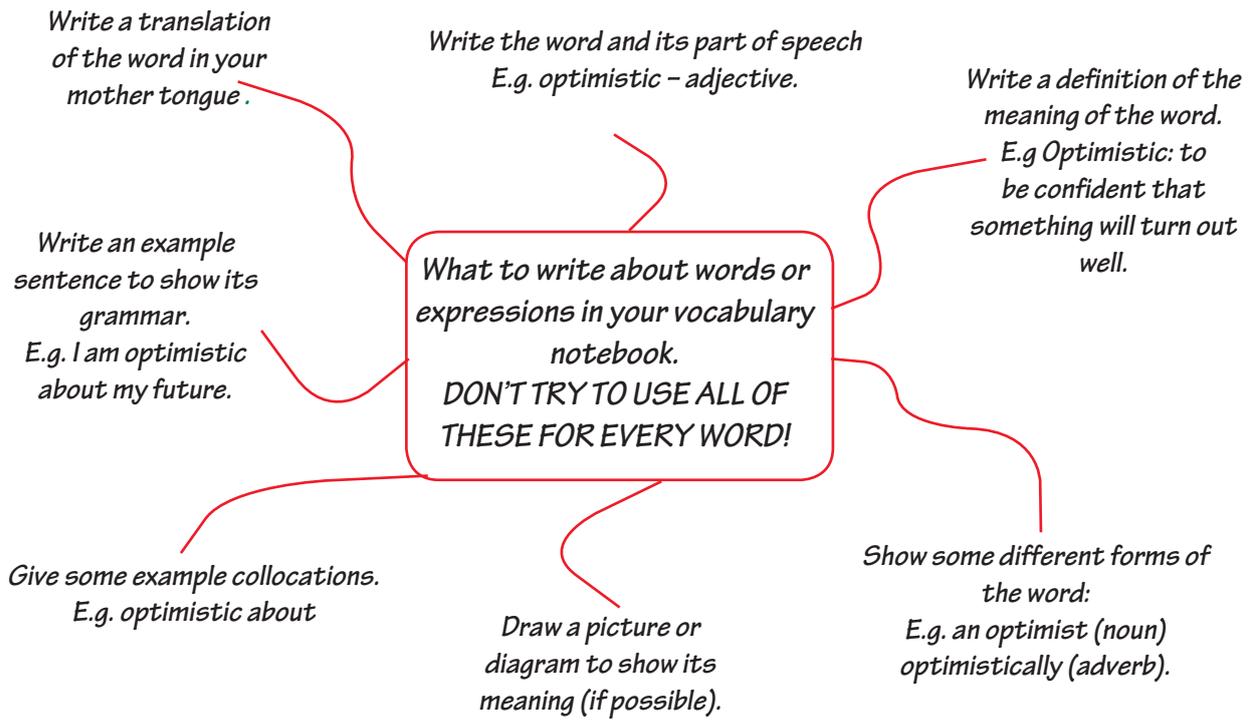
*Keep your notebook handy and don't lose it!*

**How to get the most from your vocabulary notebook**

*Ask a friend to test you: he or she should read out a definition and you say the word, or vice versa.*

*Flick through your notebook to revise words whenever you have time; at least once every two weeks.*

*Go through your notebook and test yourself before tests and exams.*



**1 Look at each spidergram and, with a partner, discuss the different methods described.**

- Say which ones you have used and which you have never used.
- Say which method(s) you prefer and will use this year.
- Suggest some other methods to add to the spidergrams.

**2 Spend some time adding the new words from this unit to your vocabulary notebook.**

**B1.12 Assessment**

**1 Speaking**

Work in a group with two or three other students. Your teacher will give you some topics and you must have a conversation about each one.

- Your teacher will tell you how long you have to discuss each one.
- All the topics will be related to issues of traditional and modern family life which you have looked at in this unit.
- Each person in the group should contribute to the conversations.
- Try to use the language of discussion you practised in A1.8.

**2 Speaking**

Your teacher will give you a text about a wedding in Gikuyu village in Kenya from Samuel Kahiga's novel *The Girl from Abroad*. Read it and then do these tasks.

**1 Choose the best answers to these questions**

- 1** How far did the bridegroom have to travel that day?
  - a** A short distance.
  - b** Quite a long way.
  - c** We don't know.
- 2** Why would the women make the groom suffer when he arrived?
  - a** It was traditional.
  - b** Because they didn't like him.
  - c** Because in their culture being late was not acceptable.
- 3** How did the bride's family know that the groom's party had come in just a few cars?
  - a** Because they could see them over the hedge.
  - b** Because they already knew they were few.
  - c** Because of the sound of the horns.
- 4** Why did the bridegroom wait in the car?
  - a** It was traditional for the best man to go and get the bride.
  - b** He was feeling upset because of what had happened on the journey.
  - c** He was afraid of the women.
- 5** How did the women feel about the fact that the best man and his friend were covered in mud?
  - a** They were very angry.
  - b** It made a bad impression.
  - c** They thought it was funny.
- 6** How did the women react to the short man's explanation for the fact they were covered in mud?
  - a** It was impressive.
  - b** It was too clever.
  - c** It was unacceptable.
- 7** What language did the best man speak when he started to explain why they were covered in mud.
  - a** Gikuyu (their mother tongue).
  - b** English.
  - c** Gikuyu with some English words

**2 Match the expressions from the text on the left with the explanations on the right.**

<b>a</b> the distance... was not like that from the nose to the eye	<b>1</b> (spoken) in a way which is meant to upset the person you are speaking to or make them feel uncomfortable
<b>b</b> bargain	<b>2</b> a very loud unpleasant noise
<b>c</b> blare	<b>3</b> a quiet expression of feeling
<b>d</b> murmur	<b>4</b> men who fight in battles
<b>e</b> sarcastically	<b>5</b> to discuss the conditions of a sale or agreement etc in order to get a fair deal
<b>f</b> warriors	<b>6</b> it was a long way

## Part A

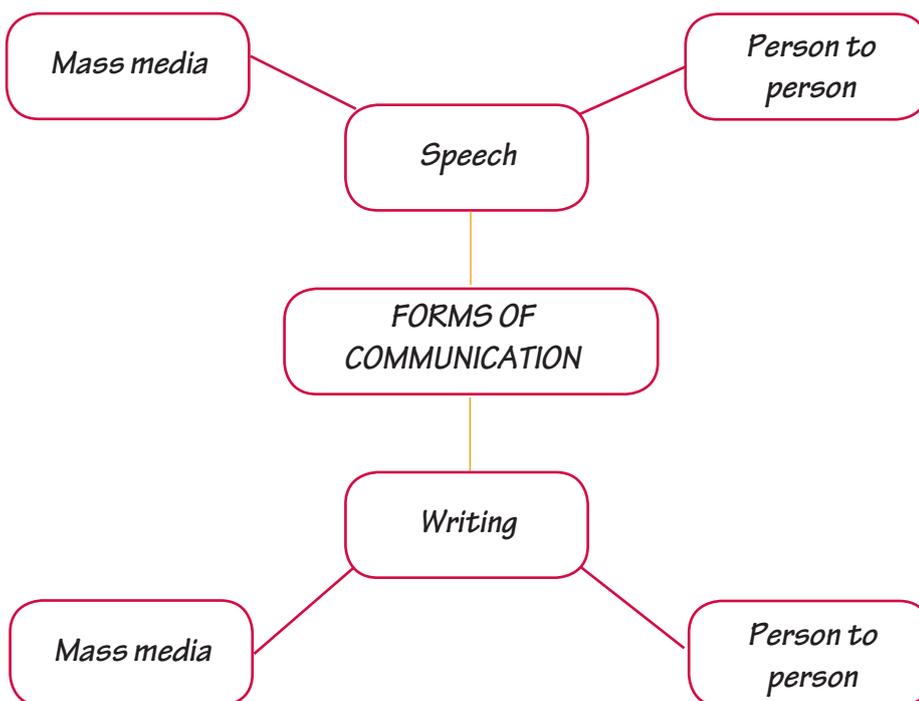
### Objectives

In this part of Unit 2 you will:

- talk about different kinds of communication
- learn how to make guesses
- listen to people in different jobs, describe how they communicate
- learn some words that describe feelings
- practise different ways of expressing regret
- role-play and discuss situations in which there is miscommunication
- extend your knowledge of prefixes
- read about and listen to some tips for communicating effectively
- write a definition of communication
- read about communication in the animal world
- create a mind map about ICT in education and write an essay on the topic.

### A2.1 Introduction: What is communication?

- 1** Communication can be from one person to another (person to person) and also from one person or organisation to a lot of people (for example, through the mass media). Copy the mind map into your exercise book. Add examples of these different kinds of communication to the ovals in this mind map.



**2** Why do we communicate? Work with a partner and think of as many different reasons as you can.

**Example:** *To ask another person to do something.  
To have a friendly conversation.*

**3** With your partner, discuss how communication has changed in the modern world.

**4** Sometimes a message that is communicated (or *encoded*), may not be the same as the message that is received (or *decoded*). To illustrate this, play the game Chinese whispers. Your teacher will give you instructions on how to play. After the game, discuss the questions below.

- How many of the messages were communicated with 100 per cent success?
- If some were not communicated successfully, why was this?

**A2.2 Language focus: Guessing**

**1** Words are the most important means of communication for humans. However, sometimes we have to rely on other means.

Work in a group and think of situations when we can't use words to communicate.

**2** Your teacher will give your group some situation cards, these will have different messages written on them. Place the cards face down so that the messages are hidden. Follow the instructions.

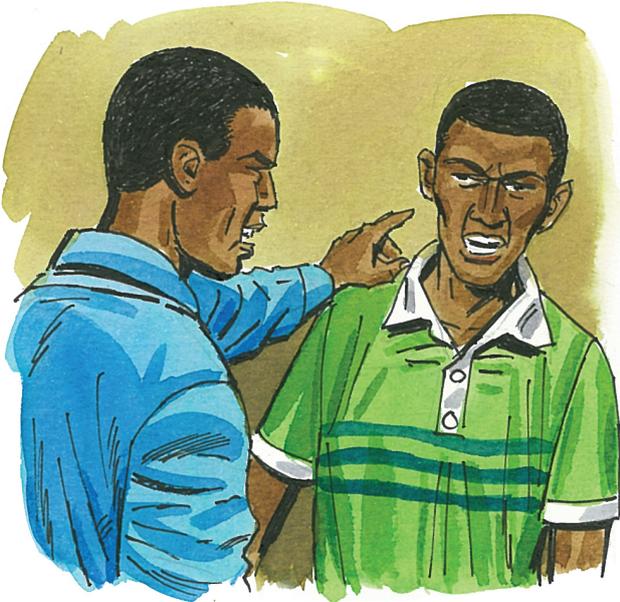
- One student must take a card and mime the message to the other members of the group who must guess what it is.
- Another student takes a different card, and mimes the message on that card.
- Repeat until everyone in the group has taken a turn.
- Before you start the activity, look at the language in the box below. Try to use some of the words and phrases when guessing the mimed messages.

Language for guessing	
<b>She might be ...</b>	turning something on.
<b>She could be ...</b>	lost something.
<b>She might have ...</b>	
<b>It looks as if ...</b>	she is looking for something. she has eaten something bad.
<b>I think ...</b>	she has lost her key.
<b>My guess is ...</b>	there is a snake in the bathroom.

**3** With a partner, discuss the situations in the pictures on the next page. Use the language in the box to write a sentence about what is happening.

**For example:** *a) It looks as if they are having a serious argument.*

a



b



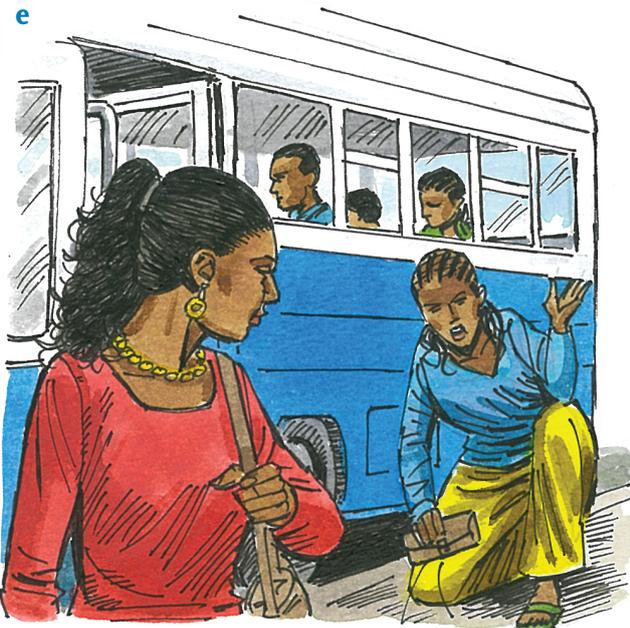
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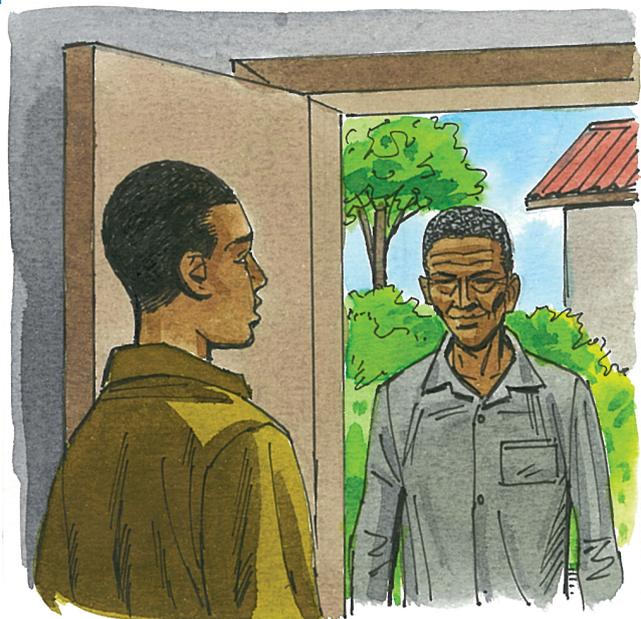
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e



f





### A2.3 Listening: How I communicate

You are going to hear some people describing how they have to communicate in their jobs. When you have heard the descriptions, do the following tasks:

- 1 As you listen, identify the job each person does.
- 2 Pick out some key words that help you identify each job.
- 3 Choose words from the box below to describe the feelings of each person about their job. You may also use your own words.

enthusiastic bored passionate frustrated  
 irritated proud inspired self-confident content

- 4 Which of these jobs would you be most and least suited to? Discuss this with a partner and give reasons for your answer.

### A2.4 Increase your word power: Feelings

- 1 Work with a partner or in a small group. Put the words from the box above into the correct columns. Add any other words that you thought of.

Positive feelings	Negative feelings

- 2 Listen to your teacher dictate some words. Add them to the relevant column in your table.
- 3 Work with a partner and put the words from your table above into these six groups below.

<b>a Contentment</b>	
<b>b Unhappiness</b>	
<b>c Engagement</b>	
<b>d Fear</b>	
<b>e Anger</b>	
<b>f Shock</b>	

**4 Ask and answer these questions with a partner.**

- 1 What kinds of things are you enthusiastic about?
- 2 What are you most proud of?
- 3 Have you ever felt jealous? If so, when?
- 4 Are you optimistic or pessimistic about the future?
- 5 What kinds of things make you angry?
- 6 Do you regret anything you have done?
- 7 What sort of things irritate you?
- 8 When are you happiest?
- 9 Have you ever been in a situation in which you have felt relieved about something?

**A2.5 Language focus: Expressing regret**

We use *unreal conditional structures* to talk about situations that don't exist in the present or past. These are often regrets; things we wish were true. For example:

**In the present:**

- *If I played the guitar, I could be in a band.*
- *If only I played the guitar!*
- *I wish I played the guitar!*
- *But for the fact that I can't play the guitar, I would be in a band.*

**In the past:**

- *If it hadn't been raining, I would have been able to come to school.*
- *If only it hadn't been raining!*
- *I wish it hadn't been raining!*
- *But for the rain, I would have caught the bus.*

**1 Make an *if* sentence about each of these situations.**

- 1 There is a beautiful bicycle on sale in the shop. You don't have enough money to buy it.  
**Example:** *If I had enough money, I would buy the beautiful bicycle on sale in the shop.*
- 2 You didn't go to the concert last night so you didn't hear the fantastic music.
- 3 You don't play netball well enough, so you can't be in the team.
- 4 The goalkeeper didn't play well at your last match, and that's why your team lost.
- 5 You spoke to Assefa and he can't come to the film as he hasn't got any money.

**2 Write three sentences about what would happen if you changed in some way.**

**Example:** *If I ate more I would put on weight and I would look better.*

**3 Make a *but for...* sentence about each of the situations below.**

**Example:** *I didn't pass my exam because I had a bad headache.  
But for my headache, I would have passed my exam.*

Or *But for the fact that I had a headache, I would have passed my exam.*

- 1 I wanted to go with you to the film, but I couldn't because my mother was ill.
- 2 If my brother hadn't heard the burglars, they would have stolen everything.
- 3 Ali's height prevents him from being a really good basketball player.
- 4 Makeda is too lazy to be a good student.

**4** Make sentences about each of these situations using *I wish* or *if only*.**Example:** *My brother smokes too many cigarettes.**I wish my brother didn't smoke so many cigarettes!*

- 1 It's so hot!
- 2 We have had no rain for nearly a year.
- 3 I didn't see you at the concert last night.
- 4 Our teacher has given us a lot of homework.

**5** Write four sentences expressing regret about something in your life using *if only* and *I wish*.  
Read these sentences out to a partner and practise speaking the phrases.**Examples:** *If only I had done my homework last night.**I wish I'd spent more time with my grandfather.***6** Change the sentences in the way indicated so that they have the same meaning as the given sentences.**Example:** *It's raining, so we can't go to the match.**But for the rain we could go to the match.*

- 1 We didn't work hard and so we haven't finished preparing the ground.  
I wish ...
- 2 The maize isn't ripe. We can't harvest it yet.  
I wish ...
- 3 It's a pity there is no secondary school in my village.  
I wish ...
- 4 We don't have enough time to prepare for the exam.  
If only ...
- 5 We don't see each other very often because you don't live near my house.  
If you ...
- 6 I can't watch TV because of my homework.  
But for ...

**A2.6 Speaking: Miscommunication**

**miscommunication** [U] mɪskəmjuːnɪ'keɪʃən  
failure to communicate clearly or adequately

Communication is not always successful. We can fail to communicate a message successfully for a number of reasons.

**1** Work with a partner. Follow the instructions below.

- Student A: go to page 283
- Student B: go to page 285
- You are now going to have two short conversations. Student A should begin and Student B should respond to what A says.
- When Student A has finished, do not discuss the conversation, but go straight to what Student B has to say.

**2** When you have finished both conversations, discuss the questions below.

- 1 How did you feel after each conversation?
- 2 What did you and your partner do during each conversation that made the situation difficult?
- 3 What could you have done to improve the conversation?

**3** In exercise 1 we experienced behaviour that can cause miscommunication during a conversation. Work with a partner and discuss other factors that may cause miscommunication. Where possible give examples of situations in which you have experienced miscommunication of a similar sort.

**Example:** *If you are having a conversation in a noisy place, like a café, you may have difficulty hearing what the other person is saying and miss some important words or details. I remember once, I was with my sister, and she told me she had bought a coat and I said “Why have you bought a goat? Where did you get the money?” It took us a few minutes to realise we were talking about two different things!*

**4** Compare your examples with those of other groups in the class.

**A2.7 Increase your word power: Prefixes**

The most common prefixes are: *un-*, *in-* and *dis-*. These are used to make a word of opposite or negative meaning to the base word. There are no rules about which kinds of words take each of these prefixes.

However, there are some prefixes with a negative meaning that can only be used with certain kinds of words, these are: *il-* *im-* *ir-*

**1** What are the rules for using these prefixes? Discuss them with a partner and write them in your exercise book.

- *il-* only used before words beginning with 'l'. For example, *logical* → *illogical*.
- *im-*
- *ir-*

(Note: Not all the words beginning in these ways take one of these prefixes – they may take a different one.)

**2** Add the correct prefix to each of these words. Write them in your exercise book.

able agree believe connect dress fair legal married  
mature mobile possible relevant zip

**3** *Mis-* is a prefix with a different meaning from *un-*, *in-*, and so on. It means badly or wrongly. Which of these adjectives can take the prefix *mis-*?

handled heard informed judged placed managed read  
interested treated trusted understood used frightened

- 4** Which of the adjectives above can also take the prefix *un-*? What is the difference in meaning? Discuss the meanings with a partner.
- 5** Work in groups of three. In your group brainstorm other words that begin with the prefix *mis-*. Join another group to share your words.
- 6** Work with a partner and play a prefix game. Follow the instructions below.
- Student A asks a question using a base word. The chosen word must have an opposite with a prefix.
  - Student B must reply using the same word with a prefix.
  - If the word with a prefix is correct, that student gets one point.
- Example:** *Student A: Is your telephone at home connected?*  
*Student B: No, it's disconnected.*



## A2.8 Reading and listening: Tips for communicating effectively

Good communicators do well in life: they make friends easily; they can talk themselves into good jobs and do well in them. We can all learn from good communicators and use their skills to become good at communicating with others.

- 1** Do this quiz to discover whether you are a good communicator. Choose one answer for each question. Work on your own.
- If you say something unkind or angry to someone. What should you do?
    - Apologise straight away for your unkindness or anger.
    - Don't say anything, but behave in a kindly way to the person next time you meet.
    - Take some time to think about what happened and then apologise and explain why you behaved in that way.
  - If someone says something unkind or angry to you. What should you do?
    - Tell that person firmly that what they said was wrong, so that in future they don't behave like that again.
    - Think about what happened and then go and discuss it with that person: explain how you felt and ask why they were angry.
    - Stay quiet and don't refer to it next time you see that person. Pretend it didn't happen.
  - When a younger relative is doing something or says something that you find very annoying, how should you respond?
    - Explain how you feel and ask them to stop; in that way they will respect you.
    - Speak angrily and loudly so they stop and won't do it again.
    - Ignore them and let them carry on.
  - When you are listening to someone, how do you listen?
    - Stay quiet, but look at the person and smile.
    - Ask some questions as you listen.
    - Repeat or paraphrase what the person has said from time to time.
  - When someone asks your advice, how should you give it?
    - Give as much information as you can on the subject.
    - Give only the information that is relevant.
    - Ask the person questions to find out exactly what the problem is before making any suggestions.

## Unit 2 Communication

- 6 You have to explain something complicated to another person. How do you do it?
  - a Explain it very carefully and ask if he or she has understood.
  - b Ask them to repeat what you said.
  - c Explain it and then ask questions about what you have said to make sure it has been understood.

**2 Compare your answers with a partner's. Discuss what factors make for good communication skills.**

**3 Listen to your teacher reading some tips on how to communicate effectively and check your answers.**

**4 Discuss these tips with a partner and consider the following questions.**

- 1 Do you agree with all of the tips?
- 2 Which of these tips do you already do?
- 3 Which of these tips would you like to adopt?



### A2.9 Listening: What is communication?

**1 Work with a partner. Discuss what you think the term 'communication' means then, without referring to a dictionary, write a definition beginning:**

*In our opinion, communication is ...*

**2 Compare your definition with the definitions of others in the class.**

**3 Listen to your teacher read out the dictionary definition of communication. Compare the class' definitions and see whose is the closest to the dictionary definition.**



### A2.10 Reading: Communication in the animal world

**1 Humans are not the only animal species that can communicate. Read this text quickly and identify the main forms of communication used by animals.**

From an early age human children learn the sounds of animals: the 'woof woof' of a dog, the 'miaow' of a cat, the 'maa' of a goat or sheep, the 'tweet tweet' of a bird. We tend to think that animals speak to each other, by means of these noises. Yet sound is only one of a variety of forms of communication used by different animal species. In fact, any kind of animal behaviour that affects the behaviour of another animal can be considered a form of communication.

There are various examples of display behaviour, which communicate strong messages to other members of the same animal species. For example, an angry dog curls back its lips and shows its impressive teeth. However, if a dog attacks without baring its teeth and has its tail in the air, the other dog knows that this is a play fight. Similarly, a peacock with its magnificent tail fully displayed is showing that he is ready to mate and the female peacock knows that this is for her benefit; she then decides whether or not to respond.

Display and movement communications are evident in all kinds of animals. The herring gull is a type of bird that has a yellow-coloured beak with a red spot on the end. When it returns to its nest to feed its young, it taps its beak on the ground to indicate that it has food. The young chicks, in return, tap the red spot on the parent's beak and this stimulates the gull to give the food to the chicks. North

American rattle snakes make a loud rattling sound before administering their poisonous bite. This is a warning to a potential predator.

Chimpanzees make loud shrieks when they sense danger, not to warn predators, but other members of their group. In many species of birds, males sing to attract a mate. Gibbons call out loudly to warn other gibbons not to invade their territory. Thus, animal sounds have many functions, some for communication with their own species, or for messages to other species, particularly predators. An interesting animal sound is the 'miaow' of the domestic cat. Other cat species do not make such a sound and it is thought that domestic cats have developed it over thousands of years due to their existence alongside humans; the 'miaow' sound made by a domestic cat is thought to be exclusively for communication with humans.

All animals produce a scent. Some predators, such as cats, can pick up the trail of potential prey by detecting the scent of urine, faeces and sweat. Cats also, have scent-producing glands that leave distinctive smells for other members of their species to pick up. These scents can indicate whether a cat is ready to mate, or mark the boundaries of its territory.

Some animal communication has more than one purpose. For example, when a dog wags its tail, we assume that it is happy. However, a wagging tail can also indicate that the dog is excited; wanting to play; is relaxed; interested in something; anticipating food; uncertain; or even anxious.

Just as humans communicate non-verbally, animals rely on different kinds of behaviour to communicate their messages. We have some idea how they do this, but animal communication may be even more complicated than we yet understand.



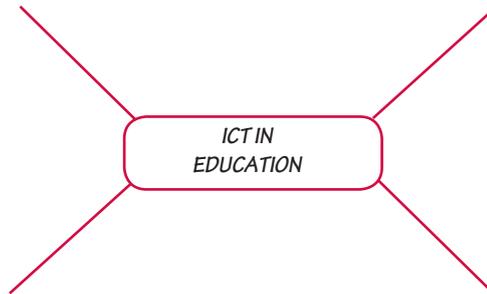
## 2 Now read the text in more detail and do the tasks below.

- 1 Work on your own and record the main ideas set out in each paragraph. Write these ideas in your exercise book.
- 2 Write five questions about the text for your partner to answer. Exchange questions with your partner and answer them on your own. Discuss your answers with each other to see if you agree.
- 3 With your partner, pick out between three and five words in the text that are new to you. Try to guess their meaning from the context in which they are used. Then, check them in a dictionary.
- 4 Discuss with your partner any information in the text that a) you already knew and b) is new to you.
- 5 After reading the text, work with a partner and discuss any similarities or differences between human and animal communications.
- 6 Think about what kind of text this is. Where would you expect to find this text? Give reasons for your answer.
  - a In a novel
  - b In a magazine
  - c In a biology textbook
- 7 What do you think is the purpose of this text? Give reasons for your answer.
  - a To inform
  - b To persuade
  - c To argue a point of view
  - d To entertain



### A2.11 Writing: A mind map

- 1 Work in a small group and discuss the role of ICT (information and communications technology) in education and its future potential.
- 2 Create and complete a mind map (such as the one below) to record the findings of your discussion.



- 3 Compare your mind maps with other groups in the class.



### A2.12 Writing: An essay

Write an essay on the subject of *ICT in Education*. Your essay can be descriptive, describing how ICT is used in education. You can also include your opinions by making comments on some of the developments you describe. Follow the seven steps outlined below.

#### The 7 steps of essay writing

##### Step 1: Brainstorm ideas

Make notes of some ideas to include in your essay. In this case you already have the mind map you completed in the previous exercise.

##### Step 2: Select your points

- It is generally better to make a few good points (say, two or three) and to support each one in some way by expanding it, explaining it or giving an example. So, your next step should be to decide which of the points in your list you are going to include and how you are going to support each one.
- You may need to research some information in the library or on the Internet.

##### Step 3: Make a plan

- Use an essay outline (see below).
- Begin by listing the main points and supporting points that you are going to make.
- Think about how you are going to introduce the topic of your essay. You need a sentence or two about the situation today. Try to begin in an interesting way, for example with a question.
- Now think about how you are going to conclude your essay. You should restate your main points and possibly make a point about the future of ICT in education.

**Step 4: Write your essay**

Once you have written your plan, you can write your first draft. Don't forget to give your essay a title.

**Step 5: Check and edit your essay**

When you have finished, check your first draft thoroughly for ideas, accuracy, and length.

**Step 6: Ask someone else to read your essay critically**

Make any changes they suggest, if you agree with them.

**Step 7: Write a neat, final version of your essay**

Make sure:

- you leave a margin of about two centimetres on the left of your page, if one is not already drawn on your paper
- your paragraphs are clearly separated by indenting the first line of each paragraph or by leaving a clear line between paragraphs.

**OUTLINE PLAN FOR AN ESSAY**

**Title:** \_\_\_\_\_

**Introduction:** \_\_\_\_\_  
 \_\_\_\_\_

**Main points:**

Main point 1: \_\_\_\_\_

Supporting points

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

Main point 2: \_\_\_\_\_

Supporting points

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

Main point 3: \_\_\_\_\_

Supporting points

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

**Part B**

**Objectives**

In this part of Unit 2 you will:

- read about the development of communications
- consolidate your ability to use structures to talk about past events
- practise asking for clarification and explaining what you mean
- write a description of a graph showing trends in the take up of communications technology
- discuss the advantages and disadvantages of different forms of communication
- listen to a talk about intercultural communication
- read a poem
- find out about non-verbal communication
- do a listening assessment task.



**B2.1 Reading:** The development of communications

**You are going to complete a timeline about the history of communications. Work with a partner: Student A and Student B.**

**1 Work on your own.**

Student A: read text A about the early history of communications and make notes of the key points of what happened at the dates you have information about in your text.

Student B: read text B about the later history of communications and make notes of the key points of what happened at the dates you have information about in your text.

**2 Work with your partner**

Tell your partner the information about your part of the time line. As you listen to your partner, take notes in the timeline, without referring to the text.

**TEXT A: *Early forms of communication***

Human speech is believed to have evolved, about 200,000 years ago. Over time, speech and other forms of human communication have developed and today we have the form of modern-day telecommunications.

The turning point in the development of communication was the invention of writing. Humans had been painting on cave walls and using pictorial symbols since about 30,000 BC, but the first writing system was invented in Sumer, in modern Iraq in around 4000 BC. At first, writing was done on stones and clay tablets, followed by the use of papyrus (a reed first used in Egypt in 3000 BC) and then paper from about 100 AD.

The next important development in the history of writing was the emergence of printing. Block printing using letters carved into blocks of wood which were printed onto paper, was used in China, India and the Arab world. The first printing press was invented in Germany in 1440 by Gutenberg; this used movable metal letters to print the written



word. Gutenberg's invention was used to produce the first printed Bible. It was also used for pamphlets. The invention of printing then led to the emergence of printed news sheets and newspapers in early seventeenth century Europe.

Throughout history, humans have adopted a variety of methods to help them convey messages as quickly as possible to people in other places, for example, whistling across valleys (a practice still used in the Canary Islands), the use of smoke signals by native Americans; the use of flags to send signals from ship to ship in the sixteenth century and semaphore, a system where a person holds two flags that can be seen from some distance away, invented in the late eighteenth century.

Postal systems have also developed to take many forms. As early as 500 BC, the ancient Persian emperor Cyrus could send messages over 3,200 kilometres, from one side of his empire to the other in just ten days using established posting stations; at these stations men and horses would be waiting to carry and deliver the messages. 1,500 years later in eleventh century Baghdad, the pigeon post was invented. Modern postal services began with invention of the penny black, the first postage stamp that appeared in 1840.

## TEXT B: *Later forms of communication*



The modern age began in the nineteenth century with the invention of the telegraph in 1838 by Samuel Morse, the telephone by Alexander Graham Bell in the 1870s and radio by Marconi in 1895. With these inventions, human messages could be sent in seconds from one continent to another. They revolutionised communications.

The twentieth and twenty-first centuries have seen extraordinary developments. After the invention of radio, television came along in 1926. In 1965 the first communications satellite was established in space and this allowed television and radio stations to broadcast around the world without the need for relay stations on the ground. Computing technology has also developed enormously; originally computers took the form of huge machines occupying entire rooms whereas present-day personal computers (PCs) are much smaller and can be placed on a desk or one's lap. The company Apple introduced one of the first personal computers in 1976. Personal computers use microprocessors and these have been adapted and shrunk in size over the years to allow for the development of mobile phones.

The introduction of the PC led to the development of the Internet in the 1980s, allowing computer users anywhere in the world to communicate with each other. Then came the World Wide Web in 1991 which allowed computer users access to all kinds of documents and information.

The most recent developments in mobile phone technology are 3G phones, such as the iPhone, which finally bring together written communication (dating back to clay tablets), spoken communication (dating back to whistling across valleys), and signal technology (dating back to smoke signals and flags).

At the end of this impressive journey, we can only ask, *what next?*

### The History of Communications

200,000 BC	
30,000 BC	
4000 BC	
500 BC	
100 AD	
11th century AD	
1440	
16th century	
early 17th century	
1838	
1840	
1870s	
1895	
1926	
1965	
1975	
1980s	
1991	
2005	

**3 Work with another pair and discuss these developments.**

- a Is there any information in the timeline that you already knew?
- b Is there any information you find interesting or surprising?
- c What do you think are the most significant developments?
- d Which of these forms of communication do you use?
- e What do you think are going to be the next important developments.

**B2.2 Language focus: Talking about past events**

When we talk about inventions, we often use the passive. When talking about the history of inventions we may need to use a variety of past verb forms in the passive, for example: past simple, past continuous, past perfect and present perfect.

Compare these sentences:

- Human speech **developed** 200,000 years ago. (active)
- The first writing system **was developed** around 4000 BC. (passive)

**1 Complete these sentences using the correct form of the verb in brackets: active or passive, past or present.**

- 1 Once people \_\_\_\_\_ (start) writing on papyrus, they \_\_\_\_\_ (stop) using clay tablets.
- 2 Soon after flags \_\_\_\_\_ (first use) to send signals between ships, the first newspapers \_\_\_\_\_ (appear).
- 3 Long before the first postage stamp \_\_\_\_\_ (appear), the ancient Persian emperor \_\_\_\_\_ (able to send) messages across his empire very rapidly.
- 4 More or less as soon as the personal computer \_\_\_\_\_ (invent), the development of the Internet \_\_\_\_\_ (start).
- 5 The World Wide Web \_\_\_\_\_ (could not invent) without the Internet.
- 6 Although whistling across valleys is an ancient form of sending messages, it \_\_\_\_\_ (still use) in the Canary Islands.

**2 With your partner make three other sentences commenting on two of the forms of communication in your timeline.****3 Complete these sentences about different kinds of inventions. You may need to carry out some research using the Internet or library resources to help you complete them.**

- 1 Before the wheel was invented, people had to ...
- 2 Many developments in human history have occurred in the same way in different parts of the world. For example pots ...
- 3 The invention of the internal combustion engine ...
- 4 Air travel began with balloons, but did not become commonplace until ...
- 5 On the whole, the invention of computers ...

**4 Work with a partner to make three more sentences about different inventions.**

**B2.3 Speaking:** Game – Sorry, what do you mean?

**1** In A1.8, you practised the language of discussion. Revise some of the expressions to:

- give an opinion
- say you don't have an opinion
- try to change someone's opinion
- ask someone's opinion
- interrupt
- agree
- partly agree
- disagree
- reach a conclusion.

**2** In the box below there are expressions which are used for asking for clarification (asking someone to explain what they have said) and explaining what you mean. Put the expressions in the correct column of your table.

Asking for clarification	Explaining what you mean

- *I'm sorry I'm not quite with you.*
- *What I mean is ...*
- *Sorry, what do you mean?*
- *Let me put it another way.*
- *What I'm trying to say is ...*
- *Excuse me, but I didn't understand what you were saying.*

**3** Work in a small group and play a game. Follow these instructions.

- Student A chooses a topic from the list below and starts talking about it.
- The other students have to interrupt and ask for clarification using a suitable expression.
- Student A has to explain what he or she has just said.
- When Student A has finished talking about their topic (for a maximum of two minutes) another student chooses a different topic.
- Continue in this way until all the topics have been used.

Topics:

- mobile phones
- television
- taking photographs
- family life
- learning English
- Ethiopia
- taking exams
- the African Rift Valley
- the history of communications
- computers.



## B2.4 Writing: A report

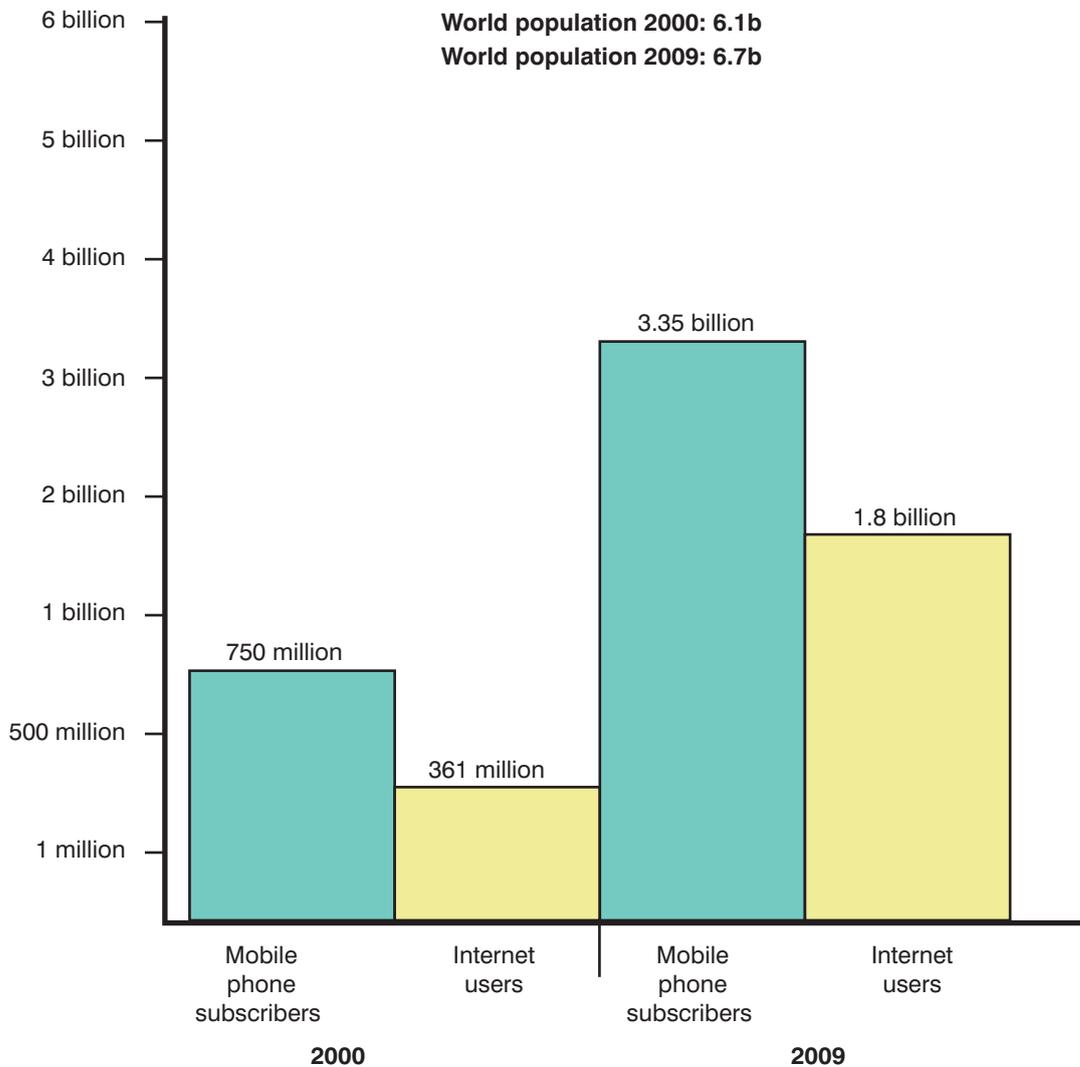
- 1** Look at the graph below and in a small group, discuss the information it shows. Before you start, study the language in the box.

### Describing trends and comparing data

- In 2000 the number of X was far/ a little greater/smaller than the number of Y.
- The number of X has risen/fallen dramatically/slightly since Y.
- It seems likely that in the next W years the number of X will continue to grow/fall sharply/steadily/slightly, while the number of Y will continue to ...
- Growth in the number of X will probably flatten out/stabilise/slow down when ...

Use this language to describe the information in the graph.

- 2** Write a short report, of two or three paragraphs, about the information in the graph. Include your predictions of how these trends will continue in the future.



The number of Internet users and mobile phone subscribers world-wide 2000–2009

**B2.5 Speaking:** The advantages and disadvantages of communication

**1 Work in a group. You are going to discuss the advantages and disadvantages of one of these methods of communication. Your teacher will tell you which of these methods your group is to discuss.**

- mobile phones
- email
- letters
- face-to-face conversation.

**2 Follow these instructions.**

- 1** Brainstorm some ideas. You have four minutes to come up with a list of the advantages and disadvantages of your method. Appoint a secretary in the group to write your ideas in two columns on a piece of paper.
- 2** Pass your piece of paper to another group. You have four minutes to read the ideas of the other group, discuss them and add some more points.
- 3** After four minutes, pass the list to another group and repeat the previous task until your group has discussed all four types of communication.
- 4** Prepare to present your group's final list to the rest of the class. One member of the group should present the advantages and another member should present the disadvantages.
- 5** Each group makes their presentation to the class.
- 6** Try to reach a class consensus about which is the most effective communication method.

**B2.6 Listening:** Intercultural communication

Thanks to mass air travel people are constantly on the move from one part of the world to another. Within countries too, people move about far more than they used to. In our daily lives we are frequently brought into contact with people who are not from our area: it may be someone from another country, or from a different part of our own country.

Communication with people from different places is called intercultural communication. It can be enjoyable and interesting but it can also cause problems: visitors or newcomers may find themselves up against all kinds of barriers, which make communication difficult.

**1 Work in a small group. Discuss the kinds of barriers to communication you think a newcomer to an area may face.**

**2 Listen to your teacher reading a text on this topic and make notes of the main issues.**

**3 Compare your notes in your group.**

**4 Make a group list of barriers to intercultural communication.**

- Include the points from the listening text.
- Add your own ideas.
- Organise your ideas into categories.
- Make a mind map or poster of your ideas.

**5 Present your mind map or poster to the rest of the class.**



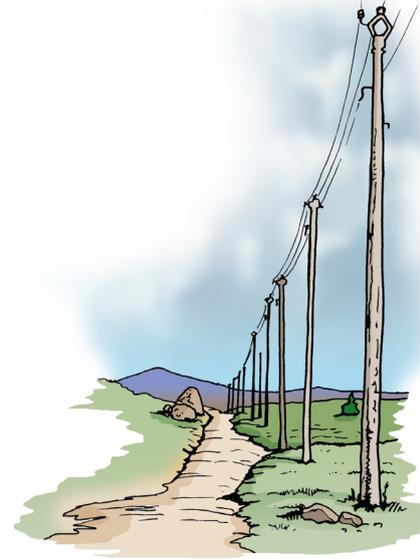
## B2.7 Reading: A poem

Landline telephones are connected by cables. The cables are copper wires. You can see them in the air, held up by telegraph or telephone poles. This poem was written by an American poet about one hundred years ago, during the First World War, a long time before mobile phones came along. It is about telephone cables and the messages they carry, which reflect the time at which it was written.

### Under a Telephone Pole

I am a copper wire slung in the air,  
 Slim against the sun I make not even a clear line of shadow.  
 Night and day I keep singing – humming and thrumming:  
 It is love and war and money; it is the fighting and the tears, the  
 work and want,  
 Death and laughter of men and women passing through me,  
 carrier of your speech.  
 In the rain and the wet dripping, in the dawn and the shine  
 drying,  
     A copper wire.

By Carl Sandburg



#### 1 Find words in the poem which mean the following:

- thrown carelessly
- a low, continuous sound
- water falling in small drops

#### 2 Discuss the answers to these questions with a partner.

- 1 Who does the poem seem to be written by?
  - a Someone looking at the telephone wire.
  - b Someone remembering what the telephone wire looks like.
  - c The telephone wire itself.
- 2 Why doesn't the wire make a clear shadow?
- 3 What does the poet mean when he talks about the wire 'singing'?
- 4 What kinds of messages does the wire carry?

#### 3 With your partner, practise reciting the poem.

#### 4 Write your own version of the poem.

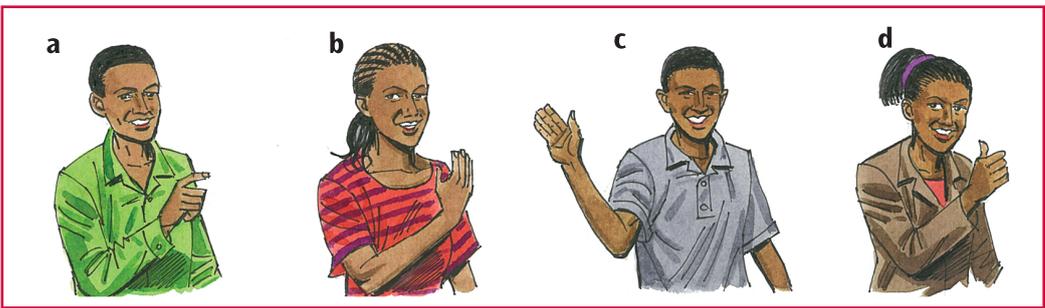
Your own version of this poem can be close to the original, for example you can simply change lines 4 and 5. Or, you can begin again with a new first line, such as *I am a mobile phone.*

**B2.8 Study skills:** Non-verbal communication

**A** Body language and facial expressions

People can communicate without speaking at all. In A2.2 we used mime as a form of non-verbal communication. The use of body language and facial expressions can convey precise meanings and specific feelings. Different types of non-verbal communication can be used in response to certain situations or verbal statements. For example, certain facial expressions can be used to show that we are listening to what someone is saying, showing them that we are paying attention. Non-verbal communication can also be used to make oneself understood when communicating with someone who speaks a foreign language.

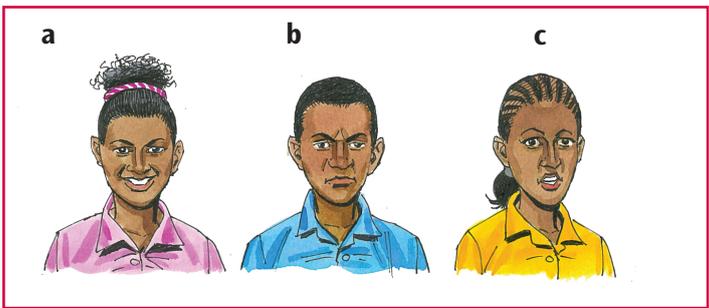
**1** Work with a partner. Identify the meanings of these gestures.



**2** Demonstrate the following and discuss what they mean and say when they are used.

- shrugging your shoulders
- nodding your head
- shaking your head

**3** Discuss the feelings conveyed by these facial expressions.



**4** Demonstrate the following and discuss what they mean and when they are used.

- stamping your foot
- resting your chin in your hands
- lowering your head and cover your face with your hands

**A word of warning!** Much of this body language is widely used throughout the world. However, some facial expressions or gestures can have different meanings in different cultures and may cause confusion, or even offence.

**5** Discuss and demonstrate examples of body language widely used in Ethiopia.

## B Intonation

When we speak our *tone of voice* (or *intonation*) expresses how we feel about what we are saying. When we listen to others, we need to understand the feelings that speakers are expressing through their tone of voice. Tone of voice plays an important part in communication.

### Questions

- Questions that begin with a *Wh-* word usually have a falling intonation, for example:

What is the capital of Nigeria?

- A falling intonation means that the speaker's voice falls at the end of the sentence.
- Usually, a rising intonation is used to indicate that the speaker is asking a question, for example:

Have you seen my key?

He's arriving tomorrow?

When?

### Politeness and rudeness

- You can ask for something politely with a rise- fall- rise at the end of your request, for example:

Could you turn the radio down?

- A request made with a final fall sounds quite rude, for example:

Could you turn the radio down?

### Strong feelings

- The stronger our feelings, the greater the range of our intonation. We can communicate enthusiasm, happiness, surprise as well as hate and anger with a high fall, for example:

I hate you! I love you! Oh no! That's great!

### 1 Work with a partner. Practise asking these questions with a falling intonation.

- What's happening tomorrow?
- What time are you going home?
- Where is Freetown?

### 2 Make these requests politely and rudely.

- Could you tell me the time, please?
- Where is the entrance?
- Could you direct me to the Principal's office?

### 3 Ask and answer questions.

- Student A asks the questions below.
- Student B answers each question with a different attitude (for example, enthusiastically, angrily, joyfully, rudely).
- Student A guesses the attitude.
- Student B then asks the questions, Student A responds and Student B guesses the attitude.

1 Question: *How are you?*

Answer: *I'm fine*

2 Question: *What's the time?*

Answer: *It's quarter past three.*

## Unit 2 Communication

- 3 Question: *Where's Amina?*  
Answer: *She's gone home.*
- 4 Question: *How was the party?*  
Answer: *It was all right.*
- 5 Question: *When are you leaving?*  
Answer: *We haven't decided yet.*

- 4 **Work in the same way, but this time ask questions that only require one answer, such as yes, no, sorry, okay. Each time the answer should be given using different intonation.**

**Example:** *Student A: Are you ready for lunch?*

*Student B: Yes! (Happy)*

*Student B: Are you ready for lunch?*

*Student A: Yes! (Angrily)*

### B2.9 Assessment

#### 1 Listening

Your teacher will read a text about forms of communication which use digital technology.

- a Before you listen, read the sentences below and predict the best way to complete them.
- b Listen to the text, check your answers and change them if necessary, according to the information you hear.
- 1 Digital technology ...
- a appeared after 2000.
  - b has not come to Africa.
  - c is used with both old and new kinds of gadgets.
  - d has not yet had a significant effect on our lives.
- 2 The difference between digital and analogue technology is ...
- a digital uses chips, analogue uses tiny computers.
  - b digital stores information on tape or film, analogue uses books.
  - c digital transmits data in a positive state, analogue in a non-positive state.
  - c digital uses the binary system, analogue uses alternating physical quantities of electricity.
- 3 Computers are used ...
- a mainly by businesses for finding information on the Web.
  - b by most people for storing information and doing accounts.
  - c mainly by ordinary people and businesses in Internet cafés.
  - d by businesses in many ways, by ordinary people, mainly for the Internet.
- 4 Internet cafés ...
- a are found only in remote areas.
  - b are the only way to access the Internet.
  - c are useful for people who don't have a computer.
  - d bring information to schools which don't have libraries.
- 5 Mobile phones are ...
- a not used by poor people.
  - b often rented for short periods.
  - c more expensive than landlines.
  - d more reliable than landline telephones.

#### 2 Writing

Your teacher will assess the essay you wrote on ICT in education in A2.12.

## Part A

## Objectives

In this part of Unit 3 you will:

- listen to a speech about dropping out of university
- discuss why students drop out
- read some notes on an aspect of study skills and make a poster about it
- carry out a self-assessment exercise and then write a report about your own strengths and weaknesses as a student
- read a problem page in a university newspaper or magazine.

## A3.1 Introduction: A speech

**1 Work in a small group and discuss these questions.**

- 1 How many universities are there in Ethiopia?
- 2 What are universities for in general terms? What do people gain from going to them?

**2 Every year many students drop out of university, which is cause for concern. Your teacher is going to read a speech by the dean of a university on this topic.**

**Before you listen, discuss the differences between these pairs of words:**

- To drop out (verb)    A drop out (noun)
- To graduate (verb)    A graduate (noun)

**3 Now listen to the speech and do the following activities.**

- 1 What is the topic of the speech?
  - a How the drop out rate varies between courses and universities.
  - b The reasons why students drop out.
  - c What schools can do to prevent students dropping out.
- 2 Identify the main points in the speech and write them down in note-form. Leave enough space so you can add more details later.
- 3 Listen to the speech again and add more details to your list of main points.
- 4 Check your notes and points with a partner.

**A3.2 Speaking: Why students drop out**

- 1 **Work with a partner or in a small group. Complete the table with your own views about why so many students drop out of university in their first year. You can use some of the points from the dean's speech if you wish, but try to include some new points as well.**

Problems	Reasons	Recommendations
Students don't understand the lectures.	Low level of English.	Additional pre-university programmes in August and September.

- 2** Prepare a short oral presentation of your points with your group. Each person in the group should take part in the presentation. Make sure you allow plenty of time to practise your presentation.
- 3** Team up with another group and give your presentations to each other. While listening to the other group, think of some questions to ask or points to raise at the end of their talk.
- 4** Team up with a different group and repeat the previous step.



### A3.3 Reading: Notes on study skills

- 1** Work in a small group. In your group you are going to read one of the texts below on an important area of study skills. Your teacher will tell you which text to read.
- 2** Discuss the text in your group.
  - Did you understand all the points in the text?
  - Can you think of a practical example of how you could apply what you have read?

**Study the language in the box below before starting your discussion**

Use this language to discuss useful points in your text:

- *This would be useful for ...*
- *I'd find this good for...*
- *I could use this to ...*
- *I'd find this helpful when ...*

- 3** In your group, take a large sheet of paper and make a poster of the ideas in your text.
  - Discuss the information you want to include and how you wish to arrange it.
  - Make a rough plan of your poster before writing the final version.
- 4** Display your group's poster and view all the posters made by the class. Discuss the points you think would be particularly useful.

## Text A: Note-taking

Note-taking is an important skill at senior secondary level, and also at university.

### Why take notes?

When you listen to a lecture or talk, or read a textbook in order to get information, you should write down some important points in note-form. Notes give you a written record, which you can refer to at a later date. You may need them a few weeks later when writing an essay or even a few months later when revising for an exam.

### What should you write down?

Notes are a summary of what you are reading or listening to. It isn't possible to write down everything so you should only make notes on the key information: the main points and the important details.

Supporting details may appear in the form of an explanation; a description; an example; an evaluation; or a contrasting idea. You need to distinguish between major and minor points. This is a difficult skill that requires practice.

### How should you write notes?

Using an outline is a good method of note-taking. An outline is a list of main ideas; the main ideas are followed by a list of supporting details.

Main ideas are underlined and numbered; bullet points are used for the supporting details. This helps to highlight the important information. Key words and phrases, abbreviations, symbols and incomplete sentences can be used. These take up less space and are much quicker to write. Here are some examples of abbreviations and symbols used in note-taking:

&	and
"	ditto (the same as the line above)
etc	and so on
e.g.	for example
NB	Note well (this is a very important point)
→	leads to, results in
↗	increase
↘	decrease
#	the opposite of
=	means, is the same as

## Text B: Written assignments

Whatever kind of writing assignment you have to do; whether it is an essay, a report or even a story, you need to approach it in the same way and go through the same process. It is useful to use the seven-step process as outlined below.

### The seven-step process

- Step 1: Choose your topic and brainstorm ideas.
- Step 2: Research information: find the information you need on the Internet, in the library and in your own notes.
- Step 3: Make a plan (in the form of an outline).
- Step 4: Write a first draft.

- Step 5: Check your first draft for errors in grammar, spelling, punctuation and so on. You can also ask a classmate, friend or family member to read your text to see if your ideas are clearly presented.
- Step 6: Revise your first draft in light of any feedback you receive.
- Step 7: Write your final version and then check it.

**The planning stage**

- Start your planning with a mind map of the main points you would like to include.
- Write an outline of the main points. An outline is a list of main ideas; each main idea is followed by a list of supporting details. Main ideas are underlined and numbered; bullet points are used for the supporting details.
- Each main idea can represent a paragraph in a short assignment, or a section, in a longer project.
- The main points in your outline show the order in which they will be presented in your assignment.
- A well-structured outline gives you the guidance needed to write your assignment.

**The writing stage**

- When embarking on the actual writing of the assignment, make sure you follow your outline.
- Think about how to put your ideas into words, for example, the language and style to be used. These should be appropriate to the kind of text you are writing.
- Leave a margin on the left-hand side of the page.
- Make sure the layout is appropriate for the task.
- If using paragraphs, make sure they are clearly separated.
- Make sure your piece of writing is the required length.
- If you have consulted sources of information, list them at the end of your piece of writing in a bibliography. Give the name of the author; the title of the book (or website); the date it was published and the publisher.
- Make sure your handwriting is neat and clearly legible in the final version.

**The editing stage**

During the first stage of the editing process look at the content of your assignment and check to make sure:

- it makes sense
- all the information you want to include is there
- there is no unnecessary repetition of ideas.

Secondly, check for errors of:

- style
- punctuation
- spelling
- grammar (verb forms, subject-verb agreement, *a/an* and *the* and so on)
- word order
- use of words (vocabulary)

After editing your assignment, write a clean, final version.

## Text C: Active participation

Some students make the mistake of thinking that going to class is a passive process and that all you have to do is sit at your desk and listen to your teacher. This is not the case; a classroom is a place for learning and learning is an active process.

*When listening to your teacher, become an active listener by:*

- identifying the points being made and noting them down
- putting a question mark (?) next to points that you do not understand
- putting a star (\*) next to points for which you have your own view or have something to add
- asking your questions and/or making your points to your teacher.

*When answering questions:*

- don't answer just for the sake of speaking
- ask for clarification if you don't understand a question
- don't be afraid of giving half an answer; other class members may be able to contribute to the rest of the answer
- don't be afraid of answering a question if you are not 100 per cent sure it is correct; you and others can learn from your mistake, if it is wrong.

*When asked for your thoughts on something:*

- relate the issue to something you have already learned or a previous experience
- don't be afraid to disagree with an opinion that your teacher or others in the class hold; but be open to having your opinion challenged by good arguments.

*When working in a group:*

- discuss the task with the other group members
- if you don't understand the task, ask your teacher or another group member for help
- make sure you complete the task as instructed by your teacher; don't cheat or find an easy way
- don't dominate the group and don't let anyone else dominate it
- if you finish early, use the extra time to discuss the task with your group and relate it to other areas or topics you have studied.

*Be well-prepared before class by:*

- reading around the topic of your next class and noting down some key points
- preparing some questions about the topic to help clarify anything you do not understand.

## Text D: Mind mapping

### What is mind mapping?

Mind mapping is a method of putting ideas on paper and linking information together.

### Why use mind mapping?

- Mind mapping is an alternative to writing notes in a linear fashion on paper.
- When we are not sure of the order or priority of our ideas, a mind map is a good way of jotting them down.
- Mind maps are perfect for:
  - brainstorming ideas for an essay, talk or a story
  - revising the main points of a topic you have studied.

### How to create a mind map

There are two possible methods:

#### 1 Using lines

- Take a clean sheet of paper, or a new page in your book.
- Start at the centre and write the name of your topic or essay title.
- For each main idea, draw a branch from the centre using a different colour.
- Write key words about the idea along the branch, using capital letters for clarity.
- Now add smaller branches to the main branches to represent linked ideas. Use the same colour as the main branch.

#### 2 Using balloons (for example, see A2.1)

- Take a clean sheet of paper, or a new page in your book.
- Start at the centre and write the name of your topic or essay title in a balloon.
- For each main idea, draw a branch from the centre leading to a balloon.
- Write each main idea in its own balloon.
- Now add smaller balloons to your main ideas to represent linked ideas.

Keep your mind map simple by using key words to represent your ideas; don't clutter the mind map with too many words.

### The advantages of a mind map:

- A mind map is circular. It shows the connections between a central topic and the ideas around it.
- Links and associations are shown visually rather than in words. Visual signs and key words are easier to remember than linear notes.
- The non-linear arrangement can stimulate your brain and help you to come up with ideas.
- It is organised and at the same time creative.
- It is compact and can summarise several pages of notes on one page.
- Information can be easily reviewed.

## Text E: Time management

**In senior secondary school, going to class is not enough. You also have to study independently. Many students find this difficult, so it is a good idea to think carefully about what you should be doing and how to organise your study time.**

### 1 What should you do in independent study time?

#### Homework

- It is important to do your homework. If you do it, you will keep up with the work and the marks given will indicate your progress.
- Don't leave homework to the last minute.

#### A review of lessons

- Read through your notes and the relevant sections of your textbook every evening.
- Add new words to your vocabulary notebook.
- Re-do exercises on subjects or points that you still do not understand.

#### Private study

- Do extra exercises from another textbook (borrow one from the library).
- Read chapters in your textbook and in other books.
- Focus on the language areas you need to improve.

### 2 How much time should you allow for independent study?

- Ask your teacher how much time should be spent on homework per week. For example, in Grade 12 it may be ten hours per week.
- Aim to spend a few extra hours reviewing your lessons and doing private study. This may be another five or ten hours per week.
- Whenever you study, set a realistic time limit for how much you are going to do each day.
- When it comes to exam time you may have to increase your study hours.

### 3 When should you do independent study?

What are the options:

- Before school. Get up early and do a couple of hours of study.
- After School. After school you could go straight to the library, or study as soon as you get home.
- In the evening, after your meal. However, don't leave it too late.
- At weekends. Limit your study time and allocate specific times, for example on a Saturday afternoon.
- Spare moments during the day, such as on the bus going to school, during the lunch break and so on.

### 4 Make a study timetable

- Every week you should make a list of tasks you need to do for each subject; include homework tasks, reviewing and private study.
- Estimate the time you need for each activity.
- Make a schedule for the week. Include everything on your list.
- When exams or tests are approaching, include some revision time in your timetable at least a month before they start.

## Text F: *Study conditions*

### *Where do you study?*

Where you choose to study will depend on where you can study best. Some students find the library is a good place to study. If you choose to study at home, you need a regular space of your own, somewhere you can keep your books and not be disturbed, for example in your bedroom. Make sure your family understand and respect your need for a quiet space.

If possible, study at a table and keep your books and study materials on it. Otherwise keep them on a shelf, or even in a cardboard box. Do not leave your materials all over the house. If you don't have a table, sit on your bed and use a piece of wood to rest your books on.

### *Who do you study with?*

There are some occasions when it is helpful to study with someone else, for example:

- to discuss a text you have read
- to discuss a new topic that you don't understand very well
- to test each other, for example reviewing a unit in your text book.

Important: When studying with a friend, set a time limit and focus on your work during that time. Don't spend your time chatting!

### *What resources should you use?*

The following resources can help you with your studies:

- your teachers
- your classmates
- books such as textbooks, dictionaries, grammar books, novels, encyclopaedias
- the Internet (either at home, school, or at an Internet café)
- relevant media, such as newspapers, television and radio programmes (such as documentaries and news bulletins, if relevant to the topic).



### A3.4 Writing: Self-assessment

- 1 Think about your own study skills and fill in the survey below. Work independently and choose a score for each of the statements in the survey, according to how well you can do each task. Be honest, don't over- or under-estimate what you can do!**

5 = very well 4 = quite well 3 = more or less 2 = just a little 1 = not at all

Self-assessment survey	5	4	3	2	1
<b>Reading</b>					
1 I can skim a text in two or three minutes and get some idea what it is about.					
2 I can answer multiple choice questions on a text.					
3 I can explain the meaning of a word as it is used in a text.					
4 I can make notes of the key points in a text.					
<b>Writing</b>					
5 I can follow the seven steps necessary to produce a good piece of writing.					
6 I can write different kinds of texts: an essay, a report, a formal and informal letter.					

Listening				
7 I can listen to someone speaking and understand the gist of what they are saying.				
8 I can listen to someone speaking and take outline notes.				
Speaking				
9 I ask questions in class				
10 I give my opinion and justify it in class.				
11 I agree and disagree politely with other students in the class.				
12 I can give a short presentation in class.				
Independent study				
13 I always do my homework.				
14 I always review my lessons.				
15 I do extra reading and other work that teachers haven't told us to do.				
16 I organise my study time so that I can fit in all my work and other aspects of my life.				

**2 Review your scores and identify your own strengths and weaknesses. If possible, list at least three strengths and three weaknesses.**

**3 Exchange your self-assessment survey with a partner. Study his/her scores carefully.**

- Look at your partner's scores. Do you think the scoring is fair?
- Think of some advice for your partner about how to improve their weaknesses.
- Write some notes of your advice, for example: before writing an essay, use a mind map to help you plan.

**4 With your partner, interview each other about your respective scores.**

Ask questions, such as: What do you think are your main strengths and weaknesses? What are the reasons for your weaknesses? How do you think you could improve? Say whether you agree or disagree with the scores and give the advice you have written down.

**5 After the interview, write a short self-assessment report on your own study skills.**

- Use or copy the report outline below.
- Use the information from your self-assessment form.
- Use the advice given to you by your partner.
- Use bullet points if you wish.

<b>SELF-ASSESSMENT REPORT</b>	Student name:
Strengths:	Advice given:
Areas for development:	Targets set:

**A3.5 Reading:** Problem page

Most universities and colleges have a student newspaper or magazine. One of the most popular features in the newspaper is the problem page. Students like to read other people's problems as they are often similar to their own.

- 1** Skim through the following problem page letters and identify what each one is about. Write a short sentence summarising each problem.

**Are you worried about something? Unhappy for some reason and unable to talk to anyone about it? Ask Sefanit. She is here every week to cast light on your problems.**

**Problem A: *I can't cope***

I am a law student half way through the first term of my first year and I am very unhappy. I am finding the work very difficult. I don't understand the lectures; the law books frighten me and everyone else seems to be getting along fine. I did well at school and didn't think university would be so hard. I spend all of my time studying, but I don't seem to achieve much as I am trembling most of the time and can't concentrate.

**Problem B: *Hidden love***

I am 21 and in my last year and I have a boyfriend. We see each other on campus and we go out once or twice a week. My parents, though, don't know about our relationship and if they did, they would make me leave and go home immediately. But my boyfriend and I love each other and at the same time we are both serious about our studies. In fact we study together in the university library and help and encourage each other. I think when we have graduated and found jobs we will get engaged. I hate deceiving my family and at the same time I am terrified that someone from my home region will see us together and tell them. What can I do?

**Problem C: *Worried about my friend***

Recently I have become suspicious that my best friend is taking drugs. We are both in our second year. In the last few months he has been spending less time with me and more time alone. He is no longer interested in playing football, he is often absent from lectures and sometimes when we talk he becomes bad tempered for no reason. His appearance has changed too; he looks tired and red-eyed and his clothes are a mess. He is very

intelligent and before this started he was doing well. I am very worried about him and I don't know what to do for the best. If I talk to him he will deny there is a problem, if I tell his parents he will never speak to me again.

**Problem D: *Pressure from parents***

I'm a second year medical student. My parents have put a lot of pressure on me to become a doctor, like my father, but I hate my course; I should never have enrolled. I'd much rather be doing journalism or politics, but my parents won't listen to me. Recently I've been drinking heavily and it's interfering with my studies. I used to drink only on Saturdays with my friends, but now I'm going out to bars secretly instead of staying in my room and studying. I know I'll never pass my exams if I go on like this, but the more I think about that, the more depressed it makes me and the more I want to drink and forget my problems.

**Problem E: *Room mate trouble***

Please help me! My room mate is driving me mad! We are both in our first year and share a room. I didn't know him before and he is a nice enough person except that he never stops talking. When I open my books he sits by me and asks me what I'm studying and then takes the subject back to his own affairs. If we go to bed at the same time, he won't let me sleep as he wants to talk all night. The only solution is for me to stay out late and then come back when he is asleep. The problem with that is that our room is a long walk from the main campus and I don't like walking back in the dark. I've already mentioned to him politely that I need to study and sleep, but after five minutes of quiet, he just starts again!

**2 Work with a partner to discuss each of the problems. Consider the following questions:**

- How do you feel about each problem?
- Do you sympathise with the writers?
- How would you feel in their situation?

**3 With your partner discuss the advice you would give to each of the writers. Write a short paragraph summarising your advice. Before you start, study the language in the box and use it to help clarify your advice.****Giving advice**

- *If I were him, I would ...*
- *She really must ...*
- *I think she should ...*
- *If he ..., then .... will ...*
- *In order to .... she should ...*

**4 Read the replies to each of the problem letters below.**

Match each reply to the relevant problem.

**Answer A**

If the situation is as bad as you say it is, then strong action is called for. A polite word is not enough. Have a firm word with your room mate and tell him how serious it is for you and him. Explain that you need to have several hours of quiet time for study every day and that you need to get enough sleep at night. Tell him you enjoy your chats and look forward to having a cup of tea together most days, but there are times when chatting is off-limits. The next time he interrupts your study or sleep, remind him of what you have said and cut the conversation short. There is no need to get angry with him or shout, but you must be firm. The alternative is to find somewhere else to live.

**Answer B**

You are drinking because you are unhappy with your situation. You are obviously not suited to your course, and in the case of studying medicine, which is a long stretch and requires dedication, this is a serious matter. It seems to me that you have to talk to your parents about changing your course. Quietly find out about changing courses, for example if and when you can do it. You could also find out about your career possibilities with the kind of degree you want to take. Then your parents must be informed. Go and confront them with the reality; you are not coping and if you don't change your situation you will probably fail. They must be made aware of how serious this is. Perhaps you could talk to another relative first, who is likely to be sympathetic and he or she could help you talk to your parents. Drinking, of course, will not solve your problems, and you must be strong and stop it. If you don't, you'll face a lifetime of misery. So stop going out during the week and get back to your studies. I'm sure your parents don't want to make you unhappy.

**Answer C**

From the description of your friend's behaviour it is likely that he is taking drugs of some kind. If so, then he has a very serious problem. Not only will his health suffer, but so will his studies; this could have consequences for his future career and affect the rest of his life. Usually young people start experimenting with drugs because of pressure from their friends. A normal, well-balanced young person can resist the pressure, but if they have problems of some kind in their lives, they may turn to drugs as a way of escaping them. You may feel unqualified to help your friend at this difficult time, but rather than ignoring the problem, I suggest you talk to one of your friend's older relatives about your fears. This should be someone he can talk to and will listen to; possibly an older brother or if he is a long way from home maybe there is a counsellor, priest or imam who can help.

**Answer D**

Fear is taking over your life. You passed the exams to get onto a law course, which is not an easy task; you have what it takes. But settling into university is not easy – the confident faces of your colleagues are probably concealing a lot of nerves and uncertainty. You have to calm down and be kinder to yourself. Sitting in front of a book all the time but not taking anything in is not doing you any good. A better approach is to start planning your time: make a weekly timetable of your classes and other commitments and then list the things to do in your study time such as what assignments you have to do, what reading you should do and so on. Then work out when you are going to do all of this. You also need a social life; is there a club you could join, some friends you could visit? Why not make friends with someone on your course? You could approach difficult areas of your subject together. At the moment the problem is your emotions and these are preventing your intellect from engaging with the work of the law course.

**Answer E**

You have a new life and are embracing new values and habits that are different from the ones you were brought up with. From what you say, your relationship with your boyfriend is healthy and sensible. Many parents would be happy for their daughter in such a situation. However, in your case, you know your parents would be very upset. You should, though, tell them what is going on and hope they will trust you. It might be better to get someone else involved; maybe your older brother or sister, or an uncle or aunt, someone who will understand your situation. Or perhaps they could meet your boyfriend. In the end, though, you are now an adult and living away from home. You have to make your own decisions about your life; but be aware of the consequences of what you decide.

- 5** With your partner discuss the advice given and compare it with the suggestions you made.
- 6** On your own, identify five words that are new to you in the problem-page letters and replies.
  - 1** Find out what the words mean. Do this by guessing the meaning from the context and then checking in a dictionary.
  - 2** Teach the new words to your partner and learn the words he or she has identified.

**7 Think of another problem that a university student might face and write your own letter to Sefanit. Your letter should have the following structure:**

- Introduction to who you are and your problem
- More details about the problem
- Your feelings about the problem
- Your request for help/advice.

Put your name on your letter.

**8 Your teacher will collect in the problem-page letters and then redistribute them. Write a reply to the letter you are given in the style of Sefanit's.**

Your letter should have the following structure:

- A reassuring comment on the situation
- Several points giving advice or making suggestions
- An explanation of advice given.

Put your name on your letter.

**9 Give your reply to the person who wrote the problem-page letter.**

Read the reply to your letter and evaluate the advice given.

**Part B**

**Objectives**

In this part of Unit 3 you will:

- listen to a successful graduate talking about her time at university
- practise language for talking about problems
- extend and consolidate your ability to talk about the future
- write an essay
- learn about register and how to use fillers
- do speaking and reading assessment tasks.



**B3.1 Listening:** A successful graduate speaks

**1 Your teacher is going to read a text by a successful graduate about the problems she faced at university.**

As you listen, note down each of the problems. These will form the main points in an outline, so leave a space under each problem.

**2 Listen again and under each of the problems, make notes of the strategies she recommends to overcome them to complete your outline.**

**3 Compare your notes with a partner’s, and the way you have organised your outlines.**

**4 Discuss the problems and the advice given.**

- To what extent do you follow this advice now, in Grade 12?
- Do you think you will follow the advice given at university?

**B3.2 Language focus:** Dealing with problems

**1** We can talk about problems using **find it + adjective**.

With a partner, make sentences from the table.

Find it + adjective			
Mekibib found	it	tiring difficult hard lonely	to study all day. to organise her time. to be away from her family.
	the campus university life	confusing. lonely.	

**2** There are many verbs we can use to describe how we deal with a problem.

With your partner now make sentences from this table.

Solving problems			
Mekibib	faced up to dealt with found a solution to sorted out solved	the problem by	drawing up a study timetable. joining the netball club.

**3** There are several expressions we can use to talk about what we generally do and what we occasionally do.

With your partner make sentences from the table below.

Generalising and making exceptions	
As a rule I ...	see if I can find something helpful on the Web. phone my brother. wait a few days for it to sort itself out.
Generally I ...	
Most of the time I ...	
Quite often I ...	
Just occasionally I ...	
But every so often I ...	
There are exceptions of course, for example ...	

Note: When we are making generalisations about the things we do, we often use *will* or the shortened form *I'll* even though we are not talking about the future.

**Example:** *As a rule I'll wait a few days for it to sort itself out, but just occasionally I'll phone my brother and ask him what he thinks I should do.*

**4** Talk about what you generally do in these situations: Try to use *I'll*.

- 1 When you run out of money.
- 2 When you have forgotten or lost your key.
- 3 When you haven't done your homework.
- 4 When it starts to rain and you haven't got an umbrella.
- 5 When you have homework that you don't know how to do.

**5** Complete these sentences with suitable words from this section.

- 1 As a \_\_\_\_\_ I don't waste money on snacks.
- 2 However, just \_\_\_\_\_ when I am hungry I'll buy myself some chips.
- 3 I \_\_\_\_\_ it useful to keep a small dictionary in my bag.
- 4 Every so \_\_\_\_\_ I come across a word I don't understand
- 5 I used to find \_\_\_\_\_ difficult to take notes in lectures..
- 6 I \_\_\_\_\_ the problem by always reviewing my lecture notes afterwards in order to add headings and numbering.
- 7 \_\_\_\_\_ so often I get a low grade for my work.
- 8 I \_\_\_\_\_ with it by reading through my work and checking the comments by my teacher.



### B3.3 Speaking: Dealing with problems in Grade 12

**Work in a small group and use language from the section above in your discussion.**

- 1 Talk about problems many students face in Grade 12.  
Make a list of as many as you can.
- 2 Discuss ways in which the problems you have talked about can be solved.
- 3 Share your problems and solutions with other groups in the class.

*Many students find the work in Grade 12 very difficult. You can solve this problem by studying more and asking more questions in class.*

**B3.4 Language focus:** Talking about the future

**1 We can use the following verbs to talk about the future:**

- I hope I'll ...
- I think I'll ...
- I expect I'll ...
- I intend to ...
- I aim to ...
- I'd like to ...
- I have decided that I ...

Divide the verbs in the box into these two groups:

Sure about the future	Not sure about the future

**2 With a partner, discuss which is the best verb to complete these sentences.**

- 1 The sky is so dark I expect/hope there'll be a storm.
- 2 I don't know if I have done enough work but I expect/hope I'll pass my exams.
- 3 If I pass my exams I hope/intend to study mechanical engineering.
- 4 Galore said he has a lot of things to do today so I expect/hope he'll be late.
- 5 I've bought some blue cotton cloth and I expect/intend to make a dress.

**3 With your partner, discuss ways to complete these sentences.**

- 1 This evening I aim to ...
- 2 Next weekend I'd like to ...
- 3 I hope I'll finish ... by ...
- 4 This week I don't intend to ...
- 5 After school today I think I'll ...
- 6 When I get home I expect I'll ...

**4 The verbs you have been using in this section are just one way of talking about the future. There are several verb structures as well.**

- 1 Read this dialogue aloud with a partner.

**Hirut:** How are you feeling about the exams?

**Meaza:** I think I'm going to be alright. They begin in four weeks' time, but I will have finished all my revision in three weeks and after that I'll just be looking through my revision notes. What about you?

**Hirut:** I'm not at all confident! I know I'll be so nervous on the day, that I'll forget everything I've learned. So I'll probably fail badly!

**Meaza:** Oh come on, you'll be fine. You always do well in tests and you've passed your end of year exams so far.

**Hirut:** Hmm I'm not so optimistic.

**Meaza:** Look, I'm meeting Sefanit this afternoon and we're going to revise some English vocabulary together. Would you like to join us? It will be useful and fun!

**Hirut:** Yes! That 'll be great! And maybe three heads will be better than two!

- 2 All the future verb forms in the dialogue are underlined. Match each of them to the following list of forms and functions.
- A = present simple (used to express events that are timetabled to happen)  
 B = present continuous (to express a fixed future plan)  
 C = going to (to express a future intention)  
 D = will (to express a future prediction)  
 E = will have done (to express something that will be completed by a point of time in the future)  
 F = will be doing (to express an expected future event)

5 Complete this dialogue choosing the best of the underlined options.

**Ali:** Are you burning/Will you be burning the midnight oil tonight revising for the exams?  
**Jimmy:** Hmm. We take/We will take the first one in four weeks' time, so I will have started/I'm going to start my revision in three weeks' time.  
**Ali:** So is that your plan?  
**Jimmy:** Yes. If I start revising now, I'm forgetting/I'll have forgotten everything by the time the exams begin.  
**Ali:** I don't like revising. I don't really know what to do, so I haven't done much yet. But I'm good at exams so I'm just doing/I'll just do my best on the day.

6 Circle the best option to complete these sentences.

- There \_\_\_\_\_ a thunderstorm later. Look at those clouds!
  - is
  - will have been
  - is going to be
- \_\_\_\_\_ anything this evening. What about you? Do you want to come round?
  - I won't do
  - I don't do
  - I'm not doing
- This time next month \_\_\_\_\_ our exams!
  - we do
  - we'll be doing
  - we will do
- \_\_\_\_\_ you as soon as I get home.
  - I'm telephoning
  - I'll telephone
  - I telephone
- What time \_\_\_\_\_ in the morning?
  - will your bus have left
  - does your bus leave
  - will your bus leave
- Can we borrow your ladder please? \_\_\_\_\_ the ceiling.
  - We're going to paint
  - We will paint
  - We paint
- I feel awful! I think \_\_\_\_\_ sick!
  - I am being
  - I will have been
  - I'm going to be

**Unit 3** Education

- 8 Can I borrow some money for the bus? \_\_\_\_\_ you back tomorrow.
  - a I'm going to pay
  - b I pay
  - c I'll pay
- 9 When you read this letter \_\_\_\_\_ my exams!
  - a I will finish
  - b I am going to finish
  - c I will have finished
- 10 \_\_\_\_\_ on a school trip after the exams, our teacher has promised.
  - a We'll be going
  - b We go
  - c We will have gone



**B3.5 Speaking:** My future plans

**Work in a small group and discuss these questions. Use the language for talking about the future you practised in the previous section.**

- 1 Are you planning to go to university or not?
- 2 What course and which university are you aiming to go to?
- 3 If you don't go to university, what will you do?
- 4 What does your family think of your plans?
- 5 What are your long-term plans for your life?



**B3.6 Writing:** An essay

- 1 **Work on your own. Think about what going to university would mean to you and consider the following questions.**
  - 1 What do you hope to gain from university? For example, knowledge; the chance to meet new people; independence, better career, and so on.
  - 2 What fears do you have? For example, the work would be too difficult; missing your family.
  - 3 What pressures do you think you will be under? For example, worries about money; having enough time to study and balancing your studies with family chores and duties.
- 2 **Make a rough drawing of yourself like the one below and put your feelings about going to university in each of the thought bubbles.**



**3** Compare your thought bubbles with those of some other members of your class.

**4** Use the ideas in your thought bubbles to write an essay about going to university.

- The title of the essay should be *What going to university would mean to me*.
- Use the ideas you have read or listened to and discussed in this unit.
- Follow the seven steps for writing an essay given in A2.12 and A3.4.
- If you already have a guaranteed place at university, express your ideas using future forms such as *will* and *going to*,  
**for example:** *I hope I will be able to ...*
- If you are still not sure that you are going to university use *would*,  
**for example:** *I hope I would be able to ...*
- Your essay should be 250–300 words in length.

### B3.7 Study skills: Focus on speaking

#### A Register

The word *register* has several meanings. This is one of them:

**register** /'rɛɡɪstə/ n LANGUAGE STYLE [C,U] the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing.

**1** Work with a partner and read the two short dialogues below and compare them.

#### Dialogue 1

**Student A:** Hi! You okay?

**Student B:** Yeah, I'm okay. And you?

**Student A:** Yeah, fine. But I've got to go now. Bye.

**Student B:** See you.

#### Dialogue 2

**Student A:** Good morning! How are you today?

**Student B:** I'm very well thank you, and you?

**Student A:** I'm fine too, thank you very much. I'm sorry but I'm in a terrible hurry, will you excuse me?

**Student B:** Yes, of course. I hope I'll see you again soon.

**2** What is the register of the two dialogues above?

- Polite and formal used between people who are not on socially familiar terms.
- Informal used between people who are on socially familiar terms.
- Neutral

**3** Think of situations when people choose:

- a *formal register*, for example when talking to an older person, when giving a formal speech
- an *informal register*, for example when talking to a close friend
- a *neutral register*, which can be used in any situation.

**4 Complete this table with suitable expressions for the different registers.**

Formal	Neutral	Informal
Introducing yourself		
Asking someone to be quiet		
Inviting someone to a party		
Offering someone a drink		

**5 With your partner write a very short role-play for one of the situations you thought of in exercise 3.**

- 1 Write the role-play using a suitable register.
- 2 Practise your role-play.
- 3 Perform your role-play for another pair, who must identify the register.
- 4 Write another short role-play, this time using a different situation and register.

**B Fillers**

**Look at these expressions:**

*Er ...*                      *Wait a moment ...*                      *Let me think ...*                      *You know, ...*  
*Ummm ...*                      *May I think about that for a moment?*                      *Hang on ...*  
*You see ...*                      *Oh, I don't know ...*                      *How shall I put it? ...*                      *What's it called?*  
*Well umm ...*                      *Well actually ...*                      *Ah yes, now ...*                      *Well as far as I can see ...*

These expressions are called *fillers*. They are called this because we use them to fill the spaces when we are thinking about what to say or the words to use.

**Example:** *Student A: What's the capital of India?*

*Student B: Er... Let me think. Umm... It's umm... Mumbai, no it isn't! Umm. It's ... What's it called? I know... it's Delhi! Yes, Delhi!*

**1 Choose the most appropriate filler for the dialogues below. The fillers are underlined.**

**Dialogue 1:** Two friends are talking:

**Person A:** Where's the stop for the airport bus?

**Person B:** Um, hang on, oh yes / Um, may I think about that for a moment? It's the one over there, in front of the bank.

**Dialogue 2:** In a job interview:

**Person A:** Could you tell me what qualities you can bring to this position?

**Person B:** Well, first of all, I'm well-qualified, as an economics graduate, and secondly, how shall I put it? / umm, well, you see, I know how to deal with people.

**2 Work in a small group (maximum four people). You are going to give one-minute talks.**

**Follow these steps.**

- 1 Choose one person to start. That person must choose one of these topics:
  - mountains
  - the ocean
  - the desert
  - farms
  - school compared to university

- your favourite school subject
  - your dream job
  - bad behaviour.
- 2 When your teacher says 'Start!' speak for one minute on that topic:
    - Do not pause! If you need time to think, use a filler from the box above.
    - Don't 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!
  - 3 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.
  - 4 Choose another person in your group to have a turn. Continue until everyone in the group has had a turn. Each person must choose a different topic.

## B3.8 Assessment

### 1 Speaking

Work in a group with two or three other students. Look at the list of questions about the future below. You must discuss each one.

- Your teacher will tell you how long you have to discuss each question.
- Each person in the group should contribute to the conversations.
- Before you start, spend a few minutes preparing for your discussion on your own. Look back at the language for expressing the future you practised in B3.4 and think about what you are going to say in answer to each question: you must try to give as full an answer as possible.

- 1 What career do you eventually hope to have?
- 2 What career plans do other members of your family have?
- 3 Where do you think you will be living in ten years' time?
- 4 Do you think daily life for most Ethiopians will be the same in 20 years or so?
- 5 Do you think an African team will win the Football World Cup within the next 20 years?

### 2 Reading

Your teacher will give you a text describing the education system in Britain.

- 1 The text is made up of five sections; however, they are not in the correct order. You must decide on a logical order for the sections and write the letter of each section next to each of these section numbers.

Section 1:

Section 2:

Section 3:

Section 4:

Section 5:

- 2 Write a suitable heading for each section.

Section 1:

Section 2:

Section 3:

Section 4:

# Revision 1 (Units 1–3)



## Listening

In modern times there have been great changes to traditional ways of life. You are going to hear one person's views about a modern development which has had a big impact.

**1** Listen to your teacher and decide which of the following is being talked about.



mobile phones    computers    satellite TV    climate change    girls' education

**2** Listen again and complete the gaps in the sentences with a word or phrase.

- a Before, if you lived in a \_\_\_\_\_ you could get TV, but in \_\_\_\_\_ you couldn't get a signal at all.
- b Also, you could only watch the \_\_\_\_\_ stations.
- c Now people in \_\_\_\_\_ can get a dish and watch \_\_\_\_\_.
- d \_\_\_\_\_ used to take weeks to get to some parts of the country but that has changed.
- e However, not many people can \_\_\_\_\_ it.



## Reading

Survey the text and then answer the questions below.

The English say that the darkest hour comes before the dawn, and certainly that was true of my school life. The year I spent in Standard 2 was as unlike that of Standard 1 as it is possible to be. My new teacher was an easygoing man with a real affection for children. He seemed to like us as we were, not only for what he could make of us. He was especially gentle with me. The other children, so used to my father's rule, took advantage of his leniency and the standard of work went down. It did not, however, have that effect on me. At first I kept up my standard of neatness, accuracy and attention, because my father kept a watchful eye on my progress and behaviour, although I was no longer in his class, and he inspected my exercise books regularly. But soon I was doing my best simply to please my teacher, and to win his praise. In a few weeks I soared up to the top of the class and began to enjoy school.

I remember vividly the first time I was called up to the front of the class, not to be punished, but to be praised. The teacher entered the room, picked out an exercise book from the pile on his table, and said, "Kofi, come here." The room swam before my eyes, I felt sick, I could not move. How often during the year before had I heard those words. They were always the prelude to misery. I felt again in imagination the stare of forty pairs of self-righteous eyes; heard again the cold, cutting voice of my father reciting my disobedience or stupidity to forty pairs of ears; felt again the cut of the cane, and heard my own voice sob and gasp, although I had vowed to myself that this time I would make no sound.

But I was bewildered. I had nothing on my conscience. The exercise book which my teacher held contained nothing but my most painstaking work. I forced myself to my feet. Well, this teacher's worst punishments were light to anyone who had been in Standard 1. But my heart cried out, "Not from you, not from you."

Out in the front of the class I raised my eyes slowly to my teacher's face. He was smiling. He put a hand on my shoulder and turned me to face the class. "Look," he said, "Kofi is the youngest of you all, and he has done a beautiful piece of work. Can you all see?" he asked, holding my opened exercise book towards them. "Not a single mistake, beautiful figures, straight lines drawn with a ruler, proper spacing. Very good indeed, Kofi. Children, give him a clap."

The class burst into applause. The same children who had so often watched my humiliation. Here, in the place that had held so much terror for me, I was actually being praised. The delightful experience was too wonderful for me to bear. I burst into tears, grabbed my exercise book from my astonished teacher, and ran back to my desk, amid the amazed exclamations and laughter of my friends.

But my teacher was a wise man. He made no comment, but refrained from praising me in front of the class for the next few weeks. Instead he gave me a quiet "Well done" as he passed me in my desk. Later he called me out to work on sums on the blackboard, or to point out places on a map until I forgot that the front of the class was ever an undesirable place to be.

From '*The Narrow Path*' by Francis Selormey

**Write your answers in full sentences.**

- 1 Who had been the class teacher in Standard 1?
- 2 From the text, what kind of teacher can we deduce he was?
- 3 How was the writer’s behaviour in Standard 2 different from that of his classmates?
- 4 How did his motivation for hard work change?
- 5 How did he react the first time he was called to the front of the class? Why was this?
- 6 In what two ways was his work praiseworthy?
- 7 Why was the teacher surprised at the boy’s reaction when the rest of the class applauded?
- 8 In what way was the teacher ‘a wise man’ after this incident?
- 9 From your understanding of the story, explain the meaning of the English proverb given in line 1.
- 10 Explain in your own words the meanings of these words as they are used in the text.
  - a easygoing (line 3)
  - b leniency (line 5)
  - c soared (line 10)
  - d prelude (line 14)
  - e self-righteous (line 15)
  - f painstaking (line 20)
  - g humiliation (line 28)
  - h refrained (line 33)

## 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 group and discuss these questions**

- a What are the advantages and disadvantages of having your father or mother as one of your teachers?
- b “The other children, so used to my father’s rule, took advantage of his leniency and the standard of work went down.” Do you think students work harder if they are treated harshly or if they are praised?
- c What do you think are the characteristics of a good teacher?

## 2 Role-play meeting

### Scenario

An NGO is offering to buy a satellite TV for a remote mountain village where the people have never had TV before. The satellite TV would be kept in the primary school building and would be available for the community to watch in the evenings.

The villagers are holding a meeting to discuss whether or not they want this TV.

Present at the meeting

Representatives of the NGO offering to donate the satellite TV

Village elders

The village teacher

Villagers

- Work in a group of 4–6 people.
- Each person should choose a role
- Think about your view of the new TV and make a list of points to make at the meeting.
- When you are ready, the discussion should begin. Aim to discuss the topic for 10–15 minutes.
- Before you start, go back to A1.8 to review the language of discussion.

## Punctuation

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

dear sir or madam I am writing about my recent order which contained several mistakes please find enclosed a list of the problems which I should be very grateful if you could attend to as soon as possible yours faithfully



## Writing

**What change or invention do you think has had the most important impact on modern life? Write an essay giving your opinion on this question.**

- Your choice can be anything you like.
- You must think of the reasons for your choice. Choose 3–5 main reasons and then think about how you are going to support each one with more details, examples or explanations.
- Before you start, go back to A3.3 to review the seven stages of writing an essay.

## Vocabulary

### 1 Complete the crossword with words from units 1–3.

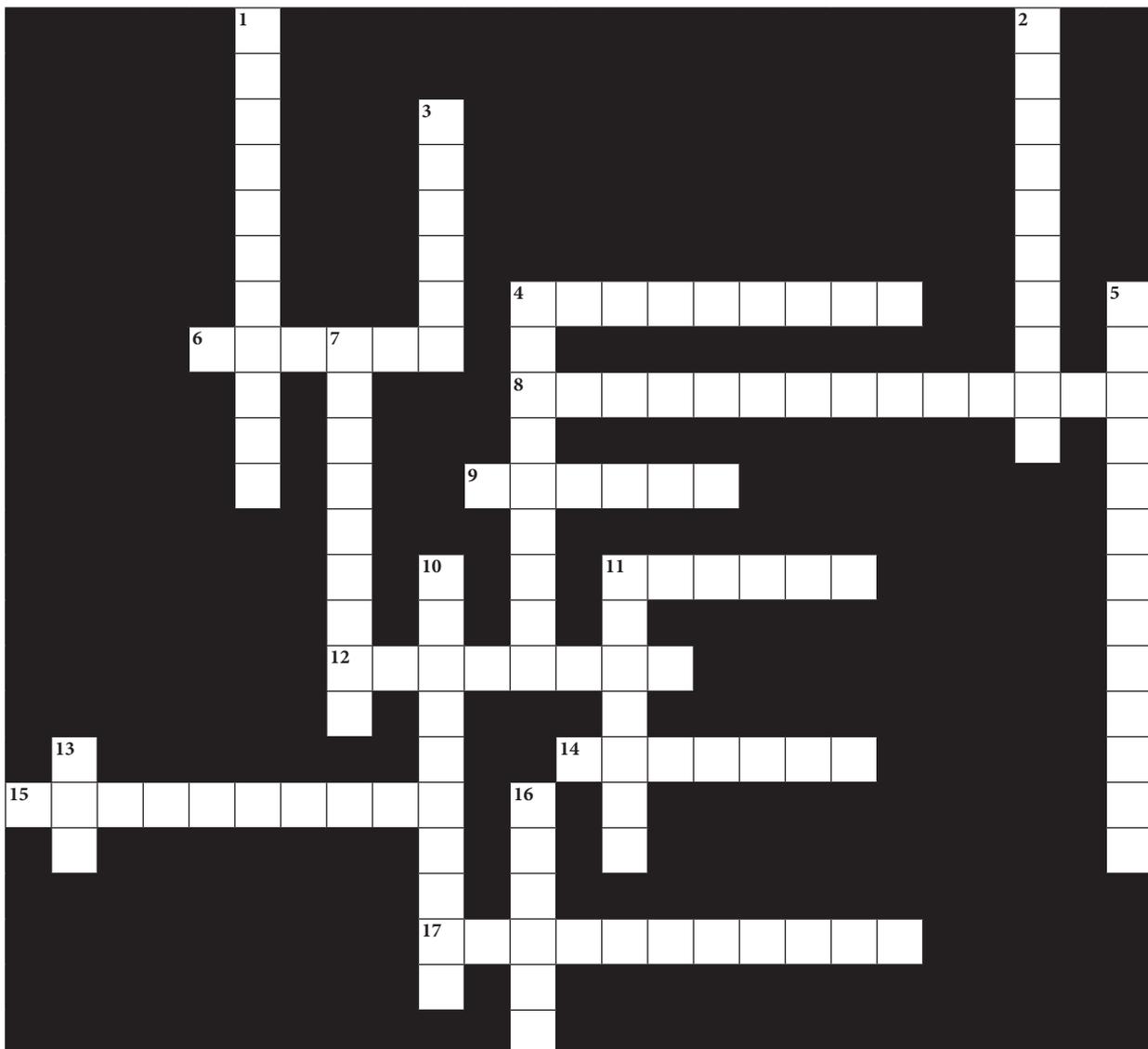
#### Across

- 4** Abilities or qualities that may make someone or something very successful in the future
- 6** To say something in a soft quiet voice that is difficult to hear clearly
- 8** Sure that you can do things well, that people like you etc
- 9** Very dirty
- 11** A system of counting, used in computers, in which only the numbers 0 and 1 are used

- 12 Not fully formed or developed
- 14 A soldier or fighter who is brave and experienced – used about people in the past:
- 15 Not using words
- 17 To be told officially that something you have done is very wrong

**Down**

- 1 Disapproved of someone or something, especially someone’s behaviour
- 2 Someone who pays money, usually once a year, to receive copies of a newspaper or magazine, or a service of some kind
- 3 Someone who buys and sells goods
- 4 Someone who always expects that bad things will happen
- 5 Between people of different cultures
- 7 All the people and organisations that provide information and news for the public, including television, radio, and newspapers
- 10 Must be done because it is the law or because someone in authority orders it
- 11 To discuss the conditions of a sale, agreement etc, for example to try and get a lower price
- 13 To bend the top part of your body forward in order to show respect for someone important, or as a way of thanking an audience
- 16 The land and buildings of a university or college, including the buildings where students live



## Language use

Choose the best option to complete the sentences.

- 1 My father \_\_\_\_\_ I will take over his business.  
a intends b hopes c wants d aims
- 2 If you \_\_\_\_\_ a lot of children, you have less money to educate them.  
a had b will have c have d have had
- 3 When I \_\_\_\_\_ married I will have only two children.  
a will be b was c am d will
- 4 My sister sings \_\_\_\_\_. She has a lovely voice.  
a as a bird b like a bird
- 5 I'm going to do \_\_\_\_\_ suggested and study law.  
a like my teacher b as my teacher
- 6 This coffee is horrible. It tastes \_\_\_\_\_.  
a as water b like water
- 7 \_\_\_\_\_ think your ideas are good.  
a Personally b Personally, I c I'm afraid I d For me personally
- 8 I'm \_\_\_\_\_ I see things differently from you.  
a afraid b think c personally d respectfully
- 9 With respect \_\_\_\_\_ you have said, I think you are right.  
a of what b to what c for what d what
- 10 Long before \_\_\_\_\_ a postal service, rich people used pigeons to carry messages.  
a it was b it had c there was d there is
- 11 The Internet \_\_\_\_\_ invented without satellites.  
a couldn't be b might not be c could not have been d might have been
- 12 Once personal computers \_\_\_\_\_ widespread, letter writing declined.  
a become b have become c are becoming d had become
- 13 Why is that man waving at us?  
I think his car \_\_\_\_\_ down.  
a could break b might be c might have broken d couldn't have broken
- 14 Why is there no-one in the stadium?  
It looks \_\_\_\_\_ the match has been cancelled.  
a as b if c as if d like as if
- 15 Where is Bekele?  
I don't know, he \_\_\_\_\_ at home.  
a might have been b could be c might d couldn't
- 16 I feel very tired this morning. I wish \_\_\_\_\_ out last night.  
a to have gone b to not have gone c I hadn't gone d I didn't go
- 17 \_\_\_\_\_ my homework, I could have gone to the match last night.  
a If I had b If not c But not for d But for
- 18 If you worked harder, you \_\_\_\_\_ well.  
a did b will do c would do d do

Revision 1 (Units 1–3)

- 19** When I am feeling depressed, I \_\_\_\_\_ and visit my grandmother. She is always kind to me.  
**a** often went **b** will often go **c** would often go **d** often have gone
- 20** As a \_\_\_\_\_ I am a happy person.  
**a** respect **b** normal **c** usually **d** rule
- 21** I \_\_\_\_\_ secondary school very difficult at first.  
**a** think **b** found **c** find **d** thought
- 22** I found \_\_\_\_\_ hard to live away from my family.  
**a** it'll be **b** it was **c** it **d** very
- 23** I expect \_\_\_\_\_ study maths at university.  
**a** I **b** I'll **c** it'll **d** to be
- 24** I intend \_\_\_\_\_ train to be an accountant after doing a degree.  
**a** I **b** I'll **c** to **d** to be

## Part A

## Objectives

In this part of Unit 4 you will:

- read and analyse a poem and an extract from a novel
- practise changing the subject in conversation
- create and carry out a class survey of participation in the arts
- read a description of a character in a novel
- extend your ability to use adjectives
- take part in an extensive reading project.

## A4.1 Introduction: Two literary forms

**literature** /'lɪtərətʃə/ n LANGUAGE STYLE [U] stories, plays, poems and so on that people think are important and good.

Work in a small group and discuss these questions.

- 1** Have you read any works of literature? If so,
  - Which works have you read?
  - Were they in Amharic or English or in another language?
  - What did you think of them?
- 2** Think of the names of some novelists, poets or playwrights that you have heard of or are familiar with.
- 3** African writers have written about many important issues, which affect the lives of ordinary people. You are going to read a poem from Uganda and an extract from a Nigerian novel. Before you read, work with a partner and discuss the differences between these two literary forms: the poem and the novel.

4 Read this poem by Henry Barlow. Read it independently and silently.

## Building the Nation

Today I did my share  
 In building the nation  
 I drove a Permanent Secretary  
 To an important urgent function  
 In fact to a luncheon at the Vic.

The menu reflected its importance  
 Cold Bell beer with small talk  
 Then fried chicken with niceties  
 Wine to fill the hollowness of the laughs  
 Ice-cream to cover the stereotype jokes  
 Coffee to keep the PS awake on return journey.

I drove the Permanent Secretary back.  
 He yawned many times in the back of the car  
 Then to keep awake, he suddenly asked  
 Did you have any lunch, friend?  
 I replied, looking straight ahead  
 And secretly smiling at his belated concern  
 That I had not, but was slimming!

Upon which he said with a seriousness  
 That amused more than annoyed me  
 Mwananchi, I too had none!  
 I attended to matters of state.  
 Highly delicate diplomatic duties, you know  
 And friend, it goes against my grain  
 Causes me stomach ulcers and wind.  
 Ah, he continued, yawning again  
 The pains we suffer in building the nation!

So the PS had ulcers too!  
 My ulcers I think are equally painful  
 Only they are caused by hunger  
 Not sumptuous lunches!

So two nation builders  
 Arrived home this evening  
 With terrible stomach pains  
 The result of building the nation –  
 Different ways.



Henry Barlow

**Glossary:**

- *the Vic* is the Lake Victoria Hotel, a well-known hotel in Entebbe; that was renamed the Windsor Lake Victoria when its ownership changed.
- A *Permanent Secretary* (or *PS*) is not a politician but a senior civil servant running a government ministry.

**5 Read the poem again; this time read it aloud with a partner, taking it in turns to read the verses.**

**6 Discuss and answer the following questions with your partner.**

- 1 Do you think the function was really important and urgent? How can you tell?
- 2 Often items on a restaurant menu are written in pairs, for example, ugali and bean sauce; chicken and rice. In verse 2 the items in the menu are also given in pairs but the second part of the pair is not something to eat, but reflects that while eating the guests are also talking to each other. What do you think the following terms mean in this context? Discuss your opinion with your partner.
  - a small talk
  - b niceties
  - c hollowness
  - d stereotype jokes
- 3 Why do you think the Permanent Secretary asked the driver if he had eaten in verse 3?
- 4 Was the driver telling the truth when he said he was slimming? Why did he say this, do you think?
- 5 Do you believe the Permanent Secretary did not eat anything? Why, in verse 4, did he say he hadn't?
- 6 Explain this idiom from verse 4: it goes against my grain. Note that grain here means the grain of a piece of wood.
- 7 Henry Barlow, who wrote this poem, knew what he was writing about as he was a senior civil servant himself. What do you think is his message in this poem?
- 8 What are the characteristic features of a poem that are present in this particular poem?
- 9 What other characteristics, which are found in many other poems, are not present in this particular poem?

**7 Read this extract from one of Chinua Achebe's most famous novels. Read it independently and silently.**

It was again the season for scholarships. There was so much work now that Obi had to take some files home every day. He was just settling down to work when a new model Chevrolet pulled up outside. He saw it quite clearly from his writing-desk. Who could it be? It looked like one of those prosperous Lagos businessmen. Whom could he want? All the other occupants of the flat were unimportant Europeans on the lower rungs of the Civil Service.

The man knocked on Obi's door, and Obi jumped up to open it for him. He probably wanted to ask him the way to somewhere else. Non-residents of Ikoyi always got lost among its identical flats.

"Good afternoon," he said.

"Good afternoon. Are you Mr Okonkwo?"

Obi said yes. The man came in and introduced himself. He wore a very expensive *agbada*.

"Please have a seat."

"Thank you." He brought out a little towel from somewhere in the folds of his flowing gown and mopped his face. "I don't want to waste your time," he said, mopping one forearm and then the other under the wide sleeves of his *agbada*. "My son is going to England in September. I want him to get a scholarship. If you can do it for me here is fifty pounds." He brought out a wad of notes from the front pocket of his *agbada*.

Obi told him it was not possible. "In the first place I don't give scholarships. All I do is go through the applications and recommend those who satisfy the requirements to the Scholarship Board."

“That’s all I want,” said the man. “Just recommend him.”  
“But the Board may not select him.”  
“Don’t worry about that. Just do your own...”  
Obi was silent. He remembered the boy’s name. He was already on the short-list. “Why don’t you pay for him? You have money. The scholarship is for poor people.”  
The man laughed. “No man has money in this world.” He rose to his feet, placed the wad of notes on the occasional table before Obi. “This is just small kola,” he said. “We will make good friends. Don’t forget the name. We will see again. Do you ever go to the club? I have never seen you before.”  
“I’m not a member.”  
“You must join,” he said. “Bye-bye.”  
The wad of notes lay where he had placed it for the rest of the day and all night. Obi placed a newspaper over it and secured the door. “This is terrible,” he muttered. “Terrible!” he said aloud. He woke up with a start in the middle of the night and he did not go to sleep again for a long time afterwards,

From: *No longer at ease* by Chinua Achebe (Heinemann African Writers)

**8 Read the text aloud with a partner. Take it in turns to read a paragraph each.**

**9 Discuss and answer these questions with your partner.**

- 1 What is Obi’s job?
- 2 Describe the man who came to see him.
- 3 What did the man want?
- 4 How did the man make it difficult for Obi to refuse his request?
- 5 Why do you think Obi kept silent about the fact that the man’s son was already on the short-list?
- 6 Explain Obi’s feelings about the money.
- 7 What do you think Obi is going to do with the money? Will he keep it or give it back?
- 8 Two traditional Nigerian items are mentioned in the text: *agbada* and *kola*. Discuss their meaning.
- 9 Compare both the poem and the extract from the novel and consider the following:
  - a What issue do both texts have in common?
  - b How well do you think each text deals with it? Select one or two quotations from each text to support this.
  - c Which text do you prefer and why?

**10 With your partner pick out any words in the text that you do not understand. Try and infer the meanings from the context and then check the definitions in a dictionary.**

**A4.2 Language focus:** Changing the subject

- 1** You are now going to take part in an activity to develop your discussion skills. You will focus on changing the subject and then coming back to the subject. Read the expressions below. Copy the table into your exercise book and put the expressions into the correct columns.

- *Talking of ...*
- *Returning to what we were talking about ...*
- *That reminds me of ...*
- *By the way ...*
- *Anyway, as I was saying ...*
- *Before I forget ...*
- *To change the subject for a moment ...*
- *Can I just go back to ...*

Changing the subject	Coming back to the subject

- 2** Work in a group of four people. Play a speaking game in which you discuss a number of different topics. Follow these instructions.
- Each member of the group must look at their role card; these are placed at the back of the book.
  - Student A go to page 283
  - Student B go to page 288
  - Student C go to page 286
  - Student D go to page 290
  - Each member of the group must read their role card and carry out the instructions on the card. Make sure every person in the group takes their turn as the main speaker.

**A4.3 Speaking:** Class survey – Participation in the arts

- 1** Work in a small group. Together, you are going to carry out a class survey about participation in the arts. Follow the advice below on how to carry out such a survey.

**How to conduct a survey****Step 1: What do you want to find out?**

- You need to decide exactly what kinds of activities you want to find out about.
- The range of areas you can cover is set out in the mind map below.
- Alternatively you could focus on just one area of the arts and find out about people's participation in that.
- Possible aspects to ask about: the kinds of activities people are engaged in; how often they do them; where they do them; why they do them.

**Step 2: How to obtain the information**

- One of the most common ways of obtaining information in a survey is through a questionnaire.
- A survey gives us information about a group of people, rather than one individual.
- The questionnaire is completed by individuals; all of the questionnaires are then collected and the results of the survey are collated.

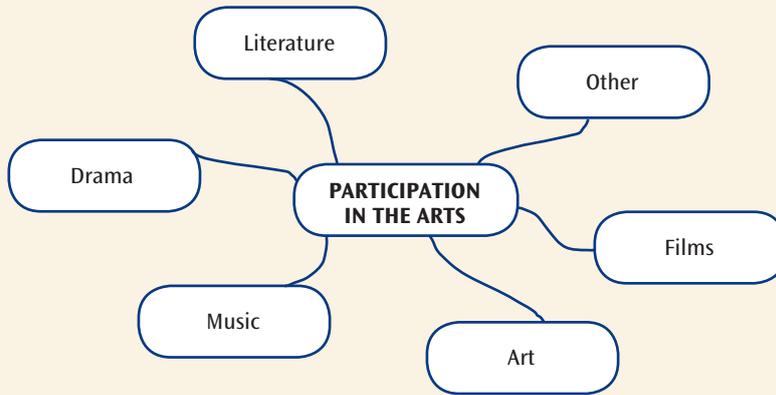
**Step 3: Drawing up the questionnaire**

- Draw up a list of questions for the participants.
- The questions should be *closed* because these types of questions are easier to answer and make collating the results simpler. *Closed questions* only allow for a single word answer like *yes* or *no*.

**Example:**

- 1 Do you like to read the following?
- a Novels                      Yes  No
  - b Poetry                        Yes  No
  - c Short stories                Yes  No

Prepare a list of questions to cover the activities and subjects you came up with in Step 1.



**Step 4: Conduct the survey**

- Decide how many people you are going to question in your survey. If you want the statistics to be easy to work out, aim for a total such as ten people. Then divide that total number of participants between the number of people in your group who will be conducting the questionnaire.
- Each person in your group should interview the number of people allocated and take note of the answers. The easiest way of recording the answers is to make a copy of the questionnaire for each person interviewed.

**Step 5: Collate the results**

- Scores should be totalled in the following way:

*Total number of people surveyed = 10*

	Answer: Yes	Answer: No
Question 1 (Do you enjoy reading the following?)		
a Novels	6	4
b Poetry	3	7
c Short stories	4	6

- You can then convert each number to a percentage:

Total number of people surveyed = 10

	Answer: Yes	Answer: No
Question 1 (Do you enjoy reading the following?)		
a Novels	60%	40%
b Poetry	30%	70%
c Short stories	40%	60%

**2 Within your group, discuss your survey results.**

- Which area of the arts is the most popular?
- Which area is the least popular?
- How do you feel about these results? Do they surprise you or not?
- Do you think the results are representative of the whole class?

**3 Present your results to the rest of the class and compare them with those of other groups.**



### A4.4 Reading: A character from a novel

**1 Work in a small group of two or three people and discuss your answers to these questions.**

- When you meet someone for the first time, what do you notice first about that person?
  - their face
  - their build
  - their clothes
  - their mannerisms
- It is sometimes said that a person's character is reflected in their appearance. Do you agree?
- Describe your own appearance to the rest of your group and see if they agree with your description.
- Describe your characteristics to the rest of your group and see if they agree with your description. For each characteristic give an example to illustrate what you say.

**Example:** *I'm a bit lazy as I don't like getting up in the morning and sometimes I don't do the chores I'm supposed to do at home.*

**2 Now look at the text below and carry out the following activities with a partner.**

- Skim read the text. Try to do it in two minutes only.
- Discuss with your partner what you have found out about the text.
- Choose the picture which you think best represents Warĩnga.

As Warĩinga walks along, people stop to watch her. Her faded blue jeans and khaki shirt and blue waistcoat, also faded, fit her beautifully. Not only these clothes. These days all her clothes fit her perfectly. For today Warĩinga has dresses made for her or she buys them ready-made, but they always suit the shape, colour and movement of her beautiful body. It's her own body that now dictates how she'll dress, and not other people's figures and taste.

But it's not simply her clothes that have made her what she is now.

Today Warĩinga strides along with energy and purpose. Her dark eyes radiating the light of an inner courage, the courage and light of someone with firm aims in life – yes, the firmness and the courage and the faith of someone who has achieved something through self-reliance. What's the use of shuffling along timidly in one's own country? Warĩinga, the black beauty! Warĩinga of the mind and hands and body and heart, walking in rhythmic harmony on life's journey! Warĩinga, the worker!

Those who are not acquainted with her might not guess straight away that this girl is a mechanical engineer who specializes in motor vehicles and other internal combustion engines. Those who like to belittle the minds, intelligence and abilities of our women might not believe that Warĩinga is also expert at fitting and turning, at forging and welding, at shaping metal to suit a variety of purposes.

People like to denigrate the intelligence and intellectual capacity of our women by saying that the only jobs a woman can do are to cook and to make beds. The Warĩinga of today has rejected all that, reasoning that because her thighs are hers, her brain is hers, her hands are hers, and her body is hers, she must accord all her faculties their proper role and proper time

and place and not let any one part be the sole ruler of her life, as if it had devoured all the others. That's why the Warĩinga of today has said goodbye to being a secretary and has sworn that she will never type again for the likes of Boss Kĩhara, bosses whose condition for employing a girl is a meeting for five minutes of love after a hard drink.

From *Devil on the Cross*  
by Ngugi wa Thiong'o



**3 Answer the following questions by choosing the best option.**

- 1 Why do people stop to look at Warĩinga?
  - a She wears old clothes.
  - b She has beautiful clothes.
  - c She looks good in her clothes.
  - d She copies all the latest clothes.
- 2 Apart from her clothes, what else is noticeable about Warĩinga?
  - a She walks very fast.
  - b She is very successful.
  - c She has beautiful eyes.
  - d She has inner courage and confidence.
- 3 Why might some people be surprised that she is a mechanical engineer?
  - a They don't think it is possible for a woman to work with metal.
  - b They don't think women can do such work.

- c They think Warĩinga is not very intelligent.
  - d They think Warĩinga is not very good at her job.
- 4 What ideas about women has Warĩinga now rejected?
- a That women are intelligent.
  - b That a woman's body belongs to her.
  - c That women can only work in the home.
  - d That women should work outside the home.

**4 Vocabulary**

- 1 Find words in the text that mean the following:
  - a Material whose colour has become less bright.
  - b Walking slowly without lifting the feet.
  - c Criticise something unfairly.
  - d A person's natural abilities such as the ability to see, hear or think.
- 2 Find words in the text which describe tasks done by a mechanical engineer.
- 3 Explain the meanings of these words.
  - a ready-made
  - b self-reliance
  - c timidly

**5 Discuss the following questions with a partner.**

- 1 What information do we get from the text about the way Warĩinga's life has changed?
- 2 What does the writer admire about Warĩinga?
- 3 What are the writer's views about the role of women in society?
- 4 What is your reaction to this description of Warĩinga? Do you think it is effective? Justify your answer with quotations, words and phrases from the text.

**A4.5 Increase your word power: Adjectives****A Participle adjectives**

- A large group of adjectives are verb participles, with an *-ing* or *-ed* ending. For example, *interesting*, *interested*. These are frequently used to describe appearance, character and feelings.
- Adjectives with an *-ing* ending describe something.
- Adjectives with an *-ed* ending describe the effect that thing has on you.

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

**1 Complete these phrases from the texts you have read in this part of Unit 4 by selecting one of the verbs from the box and making it into a participle adjective.**

fade   make   late   flow

- 1 I replied, looking straight ahead and secretly smiling at his \_\_\_\_\_ concern.
- 2 He brought out a towel from somewhere in the folds of his \_\_\_\_\_ gown.
- 3 Her \_\_\_\_\_ blue jeans and khaki shirt and blue waistcoat, also \_\_\_\_\_, fit her beautifully.
- 4 These days all her clothes fit her perfectly. For today Warĩinga has dresses made for her or she buys them ready-\_\_\_\_\_.

2 Add a suitable participle adjective to these sentences. Use a participle form of the verbs in the box.

sparkle manicure polish annoy flash make

- 1 My brother has the \_\_\_\_\_ habit of cracking the bones in his fingers.
2 Your dress is beautifully \_\_\_\_\_. Did you do it yourself?
3 The children's eyes \_\_\_\_\_ with joy when they saw the sweets.
4 When he smiled he revealed \_\_\_\_\_ white teeth.
5 Some highly \_\_\_\_\_ metal cups are kept for important ceremonies.
6 She put her \_\_\_\_\_ hand on the table.

3 Adding -ed and -ing endings does not affect the pronunciation of the original verbs. Mark the stressed syllable in the -ed and -ing adjectives you have placed in the sentences above. For example: a'nnoying

4 Choose any suitable participle adjectives to describe each of the following:

- 1 A/An \_\_\_\_\_ book. 6 \_\_\_\_\_ food.
2 \_\_\_\_\_ hair. 7 A/An \_\_\_\_\_ lesson.
3 A/An \_\_\_\_\_ film. 8 A/An \_\_\_\_\_ test.
4 A/An \_\_\_\_\_ poem. 9 A/An \_\_\_\_\_ tree.
5 A/An \_\_\_\_\_ day.

B Adjective and preposition combinations

Adjectives are often followed by a preposition.
For example: Non-residents of Ikoyi always get lost among its identical flats.
Warĩnga is also expert at fitting and turning, at forging and welding, at shaping metal.
Some adjectives can be followed by more than one preposition; this may or may not affect the meaning of the phrase.
For example: Obi was unhappy about/with his visitor's request.
Obi should have been angry with the man.
An honest man would be angry at/about the offer of a bribe.
Note: You can be angry with people but you are angry at or about something.

1 Complete these sentences with suitable prepositions.

- 1 The driver was amused \_\_\_\_\_ the Permanent Secretary.
2 The Permanent Secretary is made ill \_\_\_\_\_ his duties.
3 Permanent Secretary stayed awake \_\_\_\_\_ talking to the driver.
4 Obi was troubled \_\_\_\_\_ his visitor's request.
5 He felt terrible \_\_\_\_\_ accepting the money.
6 Warĩnga is now confident \_\_\_\_\_ herself.

**2 Complete these questions with an appropriate preposition.**

- 1 What do you get angry \_\_\_\_\_?
- 2 What are you afraid \_\_\_\_\_?
- 3 What food are you not keen \_\_\_\_\_?
- 4 Who in your family are you similar \_\_\_\_\_?
- 5 What kind of books are you interested \_\_\_\_\_?
- 6 What are you proud \_\_\_\_\_?
- 7 What are you worried \_\_\_\_\_?
- 8 What are you good \_\_\_\_\_?
- 9 What is your country famous \_\_\_\_\_?
- 10 What things in your life are you happy \_\_\_\_\_?

**3 Work with a partner and take turns to ask and answer the questions above.**

**Example:** *Question: What do you get angry at?*

**C Adjective order**

Why is it that we can say:

- *faded blue jeans*
- and
- *an old white pick-up truck*
- but not
- *blue faded jeans*
- or
- *a white old pick-up truck?*

When you are using more than one adjective before a noun, you must be careful about the order in which they are used. Look at this table; it gives some guidelines about adjective order.

	1 general	2 age	3 colour	4 origin	5 material	6 type or class	
a	faded	new	white	Ethiopian	wooden	pick-up	truck
an	beautiful	old	yellow	Ugandan	cotton	Toyota	jeans
the	dangerous	two-year	blue	African	metal	Levi	hair
some	small		black	English			sculpture
a few	long						man
this	expensive						
	looking						
	wavy						
	tall						
	rusty						

Note:

- *Nouns* can sometimes function as *adjectives* (particularly in columns 5 or 6).
- If you want to use more than one adjective from column 1:
  - size usually goes before adjectives describing quality. For example, *a small, rusty nail*.
  - value judgements (*beautiful, expensive-looking* and so on) usually go before size but may go before or after quality, for example *beautiful, long hair*; *a tall, handsome man*;
- Don't over do it! Using two adjectives is often enough. Three should be considered a maximum.
- All the above rules can be broken. However, if you do break them, you must be very sure that your combination of adjectives sounds right.

**Unit 4** The arts and literature

- 1** Work with a partner and read out lines from the table above to make sensible descriptions of three things.
- 2** Complete the sentences below by choosing the best option to complete each sentence. Circle the chosen option.
  - 1** Anane lost her ... ring.
    - a** very beautiful diamond engagement
    - b** diamond very beautiful engagement
    - c** very beautiful engagement diamond
    - d** diamond engagement very beautiful
  - 2** He bought his wife some ... sandals.
    - a** green leather new Italian
    - b** green new leather Italian
    - c** new green leather Italian
    - d** new leather green Italian
  - 3** Burayu knew he had to face up to his ... responsibilities.
    - a** new moral heavy
    - b** heavy moral new
    - c** moral heavy new
    - d** heavy new moral
  - 4** Fikirte said she had bought a ... scarf as a present for her mother.
    - a** beautiful brand new silk
    - b** silk beautiful brand new
    - c** brand new beautiful silk
    - d** brand new silk beautiful
  - 5** Tesfahun found some ... beads on the river bank.
    - a** Indian glass coloured
    - b** glass coloured Indian
    - c** coloured Indian glass
    - d** coloured glass Indian

Many of the adjectives we can use to describe someone’s appearance and character are general adjectives that can go into column 1 of the table. Many of these adjectives are *compounds*.

**D** Adjectives describing appearance and character

- 1** Put the adjectives in the box into the table. Then, think of some more words to add to each column.

short wrinkled medium-height clear slim  
heavy untidy-looking

Hair	Skin	Build	Height	General appearance
long	smooth	fat	tall	smart

- 2** The adjectives in the box below are descriptions of character. Sort them into pairs of opposites. Decide which adjective in each pair is considered positive (a good thing) and which is negative (a bad thing).

sociable weak generous solitary hot-tempered kind humble confident rude  
 pessimistic lazy polite cruel foolish energetic optimistic clever shy thrifty  
 arrogant extravagant even-tempered courageous selfish cowardly

**Example:**

**Positive**

generous

**Negative**

selfish

- 3** Think of some other adjectives that can be opposites of the words in exercise 3.

**Example:** *The opposite of 'generous' can also be 'mean'.*



## A4.6 Reading: Extensive reading project

**To become more familiar with English literature, you are going to read a variety of short stories and poems. Carry out the activities below:**

- With your teacher, discuss where you can find examples of English literature, for example, in your school library, class book box, or on the Internet.
- In the next three weeks, try to read a minimum of three poems and three short stories. Choose poems and stories that interest you.
- If you find you have chosen something that is boring or too difficult, change it for another one.
- When you have read each one:
  - Keep a record of the title and author
  - Allocate stars to rate the text, such as:
    - \*\* \* \* \* = Excellent
    - \* \* \* \* = Good
    - \* \* \* = Quite good
    - \* \* = Not very interesting
    - \* = Boring!
  - Write a short review of each text.

## Part B

### Objectives

In this part of Unit 4 you will:

- learn the names of different kinds of films
- listen to the plot of a film
- practise talking about the future using *will do* and *will have done* and *by* phrases
- learn the names of different kinds of writers
- listen to a film review
- write a film review
- learn some phrasal verbs
- talk about ways of improving your writing
- assess your listening and reading.

### B4.1 Increase your word power: Film genres

**1** Films are usually categorised by genre (type of film). Match the different kinds of film genres in the left-hand column with the definitions in the right-hand column. Write your answers like this: 6=a

1 Comedy	
2 Science fiction	
3 Romantic	
4 Drama	
5 Crime/Gangster	
6 Action/Adventure	
7 Fantasy	
8 Animated	
9 Musical	
10 Horror	
11 Historical	

- 2** In a small group, talk about a film you have seen recently. Try to include the following questions in your discussion:
- What is the title of the film and what genre does it belong to?
  - What is the film about?
  - What did you like about the film?
  - What did you dislike about it?



## **B4.2 Listening:** The plot of a film

- 1** Your teacher is going to read you an incomplete plot of a film. As you listen, make notes in your exercise book under the following headings:
- Characters
  - Settings
  - Film genre
  - The plot so far
- 2** Compare your notes with those of a partner. Listen as your teacher reads the plot again and this time add more details.
- 3** With your partner, predict the ending of the film. Discuss some ideas.  
Before you start, study the language in the box below.

### **Predicting and speculating**

Use this language to discuss the ending of the film:

#### **I think**

*I think James Bond will die.*

(Prediction)

#### **Going to**

*No, he's definitely going to be all right. The hero always is.*

(A strong prediction based on what I know)

#### **Might/may**

*Well, he might/may die and come back to life in the next James Bond film!*

(Speculation: it's possible, but not certain)

- 4** Write one or two sentences about your predicted ending.
- 5** Read your ending to the rest of the class.
- 6** Listen to your teacher read the actual ending. How does it compare to your prediction? Is it what you expected?
- 7** Discuss the plot with a partner and consider the following questions:
- Do you think you know this film? What is the title?
  - Do you think the plot is realistic or unrealistic?
  - Does the plot appeal to you?
  - Do you think the film's plot has an effective ending?

**B4.3 Language focus:** Talking about the future

**Will do/will have done and by phrases**

An important use of *will + verb* is to predict future events,

**for example:** *Many animals will become extinct if we continue to destroy their habitats.  
Some animals won't exist for much longer*

Another structure we can use to predict the future is *will have + verb*.

This looks back from a point in the future to something that occurred earlier,

**for example:** *It is possible that some cities will have disappeared by the end of the century if sea levels rise significantly.  
I won't have finished my homework by tonight.*

This structure is often used in conjunction with a phrase beginning with *by*,

**for example:** *By the end of the century ...  
By the time I'm 40 ...  
By the end of the lesson ...  
By the time we have finished school ...*

**1 Match the beginnings and the endings of these sentences and practise saying the full sentences with a partner.**

<b>1</b> I won't have finished with Hanna's dictionary by tomorrow morning	<b>a</b> I will have done all my homework.
<b>2</b> I don't think it will rain tomorrow	<b>b</b> as the sky is clear today.
<b>3</b> We have planted maize,	<b>c</b> when he wants it back.
<b>4</b> I won't be working tomorrow evening	<b>d</b> so we can listen to some music.
<b>5</b> By the time I've finished this exercise,	<b>e</b> and we will harvest it in about three months.

**2 Make predictions about the ending of the film *Casino Royale* from the table below. Practise saying the completed sentences to your partner.**

At	the end of the film	James Bond	will get married.
By		Le Chiffre	will be killed.
		Vesper	will leave MI6.
		M	will give James Bond a promotion.
		James Bond and Vesper	will have got his money back.
			will have killed Le Chiffre.
			will have been killed.

**B4.4 Speaking:** Future predictions**1** With a partner, discuss different ways of completing these sentences.

- 1 By the end of the year I ...
- 2 By the end of this lesson we ...
- 3 By the time I get home ...
- 4 By 2080 ...

**2** Make four predictions about things that you think will happen in your lives and in your local area in the future. Tell the predictions to your partner.

**Example:** *I think I'll leave school after my school certificate.*  
*There will be more cars on the roads of our town.*

**3** Think of four things you will have done by the time you are 30. Tell these to your partner using the *will have* structure.

**Example:** *I will have left school by the time I am 30.*

**4** As a class make some predictions about the future of Ethiopia.**B4.5 Increase your word power:** Writers**1** Many different kinds of writers work in the arts and media. Look at the occupations in the left-hand column of the table. Match the jobs with the definitions in the right-hand column. Write the answers in your exercise book like this: 1=b

1 Author	
2 Biographer	
3 Columnist	
4 Copywriter	
5 Editor	
6 Journalist	
7 Novelist	
8 Playwright	
9 Poet	
10 Reporter	
11 Reviewer or critic	
12 Screenwriter	

**2** Work in a group and try to think of a well-known example of each of these types of writer.



### B4.6 Listening: A film review

You are going to hear a review of the film *Casino Royale*. As you listen, make notes of the reviewer’s opinions under the following headings. Write your notes in your exercise book.

- Daniel Craig (James Bond)
- Judi Dench (M)
- Eva Green (Vesper Lynd)
- The film as a whole



### B4.7 Writing: A film review

- 1 Work with a partner. Are you both familiar with the films *Ratatouille*, *Titanic*, *Bratz*, *The Princess Diaries* and *Avatar*? If so, what do you know about them?
- 2 Read the following extracts, which have been taken from various film reviews. Work with your partner to decide which of the films they are commenting on.

#### Extract 1

Let’s not pretend this is anything more than a lightweight, feel-good family comedy. But the humour is sharp, the personalities likeable and it’s easy on the eye, all of which make it the perfect holiday movie.

#### Extract 2

Actor Sam Worthington plays a disabled US marine of the future who is sent to distant planet Pandora, home of the Na’vi, the blue-skinned indigenous race whose homeland lies above a large deposit of a rare and valuable mineral. Worthington’s job is to win them over.

#### Extract 3

Kate Winslet and Leonardo DiCaprio are convincing as a young couple in love, although at times the romance is overplayed and DiCaprio’s character has little depth.

#### Extract 4

Although on one level it is a teen movie with great clothes and the kind of language parents will have difficulty understanding, it also says something about the value of loyalty and friendship in a way teenagers will swallow.

#### Extract 5

There is so much that is good about this film: the animation is outstanding; the voice work superb; the script hilarious and intelligent. It is a masterpiece that is not to be missed.

**3 Identify which of the extracts:**

- a** describes the plot
- b** describes the performances of the actors
- c** comments on the film
- d** tells us what kind of film it is
- e** tells us when and where the film is set
- f** explains the message of the film
- g** says something positive
- h** says something negative

**4 Refer to the list of film genres in B4.1 and identify the genre of each of these films.****5 Have you seen any of these films? Do you agree or disagree with the opinions in the reviews?****6 Look at listening text B4.6 at the back of this book. Read the review and do the following activities:**

- 1** Match each of the sections in the right-hand column to the appropriate paragraphs in the review:

Paragraph 1	<b>a</b> a short summary of the plot <b>b</b> the reviewer's general opinion <b>c</b> overview of the film
Paragraph 2	<b>d</b> the message of the film <b>e</b> a reference to the film genre <b>f</b> comments on the performances
Paragraph 3	<b>g</b> where the story comes from

- 2** Complete the gaps with words from the listening script.

- a** a \_\_\_\_\_ thriller (paragraph 1)
- b** another \_\_\_\_\_ performance in the role. (paragraph 2)
- c** played with \_\_\_\_\_ and \_\_\_\_\_ by Eva Green (paragraph 2)
- d** There is an \_\_\_\_\_ and unusually \_\_\_\_\_ conclusion. (paragraph 2)
- e** the film will \_\_\_\_\_ to those who (paragraph 3)

**7 Talk to your partner about films you have seen. Use the words and phrases in the box.**

**Example:** *In my view X gives a strong performance in Y, but the film moves too slowly.*

a masterpiece a dud action-packed moves slowly uninspired a strong performance  
a weak performance breathtaking special effects a tense drama a tender romance

**8 Write a review of a film that you have seen. It can be a film you like or dislike.**

- Use the review of *Casino Royale* to help you.
- Write in paragraphs. Each paragraph should include the information given in exercise 6 above.
- Try to include words from the box in exercise 7.

**9 Read the film reviews by other students in your class. Do you agree or disagree with them?**

### B4.8 Increase your word power: Phrasal verbs with *off*

To review what phrasal verbs are and how they behave, to back to B1.3.

- 1 Most phrasal verbs have more than one meaning. Add particles to the verbs in the box below to make phrasal verbs. Use them to complete these pairs of sentences which share the same phrasal verb. One has been done for you.**

turn take get held gave pull

**Example:**

- 1 **a** *Take off* your shirt! It is completely wet.  
**b** Our plane *takes off* at eight o'clock.
- 2 **a** Please \_\_\_\_\_ your radio, it is too loud.  
**b** I was offered a job in a shop but I \_\_\_\_\_.
- 3 **a** A large wooden pole \_\_\_\_\_ the roof of the hut.  
**b** An accident \_\_\_\_\_ the traffic in town today.
- 4 **a** My mother \_\_\_\_\_ our old clothes to a large family who live near us.  
**b** Although Jimmy speaks Luganda very well, his accent \_\_\_\_\_ that it isn't his mother tongue.
- 5 **a** Our school had to \_\_\_\_\_ of the championship as a lot of our players had injuries.  
**b** Please \_\_\_\_\_ the table; it is not for sitting on!

- 2 Put the phrasal verbs (in the box below) in the correct form for each of the paired sentences. Note: you may not need to change some of the phrasal verbs. One has been done for you.**

get on with get over go through look on look up take on

- 1 **a** The factory is *taking on* more workers.  
**b** As he read the letter his face *took on* a shocked expression.
- 2 **a** After the accident several people \_\_\_\_\_ but didn't do anything to help.  
**b** You should not \_\_\_\_\_ strangers with suspicion.
- 3 **a** How are you \_\_\_\_\_ your revision?  
**b** I \_\_\_\_\_ my brothers very well.
- 4 **a** I'm planning to \_\_\_\_\_ my vocabulary book tonight and test myself.  
**b** I \_\_\_\_\_ all my pocket money this week already and its only Tuesday!
- 5 **a** It is vital that the message of HIV/Aids awareness \_\_\_\_\_ to young people.  
**b** It takes a few weeks to \_\_\_\_\_ malaria.
- 6 **a** Life is hard at the moment, but things will \_\_\_\_\_ when the exams are over.  
**b** If you are going to Harar, you must \_\_\_\_\_ your cousin.

- 3 Many phrasal verbs with the particle *off* are connected with the idea of *leaving*. Identify the phrasal verbs in these sentences.**

- 1 I must be off.
- 2 The man drove off without realising his suitcase was on the roof of his car.
- 3 I said something unkind to my friend and she just walked off.
- 4 A thief ran off with my necklace
- 5 My plane takes off at eight o'clock.
- 6 My family is coming to the airport to see me off.
- 7 We set off early in order to arrive in good time.

- 1 Which of these verbs:
  - does not take a direct object?
  - takes a direct object and is separable?
  - takes a direct object and is inseparable?
- 2 Write the sentences without the phrasal verbs, substituting them with a synonym. Note: you can use the same verbs if you like, but without the particle *off*.  
For example, *I must go*.
- 3 Work with a partner and make up a story using the set of phrasal verbs that use *off*. Make notes of your story, but don't write it in full sentences.  
When you are ready, tell your story to another pair of students.

## B4.9 Study skills: Focus on writing

### A Writing spontaneously

In A3.3 we looked at the importance of planning your writing, which is essential in order to produce a good piece of written work. However, sometimes you have to be able to write without any prior planning, in other words, to write *spontaneously*.

- 1 **Listen to your teacher dictate the first part of a news report. You must do the following:**
  - Listen to and write what is dictated.
  - When your teacher stops dictating, write the end of the story, without pausing to think, plan or discuss it.
- 2 **When you have finished, do not check your work, but immediately team up with one or two other students. Read each other your story endings and assess them in terms of:**
  - the quality of the ideas
  - the style
  - the language used.

### B Timed writing

Another important skill is the ability to write under the pressure of a timed deadline – something that is vital in exams.

- 1 **Your teacher will give you a topic. You must write a complete and coherent text on the topic within a time limit of five minutes.**
- 2 **When you have finished, without checking or revising your work, team up with one or two other students. Read each others' pieces of writing and assess them according to the same criteria you used in the exercise above.**

### C Tips for improving your writing

The best way to improve your writing is ... to write! Think of as many different ways to write in English as you can. For example, letters, stories, emails, poems, plays, shopping lists, 'to do' lists, your homework schedule and so on. It is also important to review what you have written in order to improve it.

- 1 **Work with a partner. Brainstorm some strategies for improving your writing.**  
**Example:** *Keep a diary in English and write something in it every day.*

- 2 With your partner, select the best ideas and make a poster of tips for improving your writing.
- 3 Display your poster and look at those prepared by other students.

### B4.10 Assessment

#### 1 Listening

Listen to your teacher reading a review of the film *Avatar* and decide if these statements are true or false according to the critic's opinion.

- 1 The plot is impressive but the animation isn't.
- 2 Life on the planet Pandora is less beautiful than life on earth.
- 3 Sam Worthington's performance as Jake is not impressive.
- 4 Neytiri is well-played by Zoe Aldana.
- 5 The Americans are the enemy of good.
- 6 There is no message in the film.
- 7 The plot is exciting.
- 8 There are aspects of the film that will please everyone.

#### 2 Reading

Use ONE word to complete each of the gaps in this text about the life of the Nigerian writer Chinua Achebe.

Chinua Achebe has achieved recognition as a (1) \_\_\_\_\_ whose novels speak not only to his own people in Nigeria, but to readers around the (2) \_\_\_\_\_. He was born in Ogidi, Nigeria in 1930, the (3) \_\_\_\_\_ of a teacher in a missionary school who instilled in his son both traditional Igbo values and his own Christian (4) \_\_\_\_\_. A (5) \_\_\_\_\_ student, he attended Government College, Umuahia and then University College, Ibadan where he (6) \_\_\_\_\_ English, history and theology. Although his parents gave him the Christian name Albert, while a student he (7) \_\_\_\_\_ it and was henceforth known as Chinua, his Igbo name. He graduated in 1953 and (8) \_\_\_\_\_ the Nigerian Broadcasting Company in Lagos. In the 1960s he was director of the External Service, Voice of Nigeria. He had by this time already (9) \_\_\_\_\_ his novel, *Things Fall Apart* (1958), the first written by an African in English. This was (10) \_\_\_\_\_ closely by *No Longer at Ease* (1960), *Arrow of God* (1964) and *A Man of the People* (1966). During the bitter Nigerian Civil War 1967–70, Achebe was in the Biafran Government Service. Subsequently he mainly taught at American and Nigerian (11) \_\_\_\_\_, all the time publishing papers, poetry and other novels, most notably *Anthills of the Savannah* (1987). His major (12) \_\_\_\_\_ have been traditional pre-colonial values and his anger with successive Nigerian (13) \_\_\_\_\_. Now the grand old man of African letters, he is wheelchair bound as a result of a road (14) \_\_\_\_\_ in 1990.

## Part A

## Objectives

In this part of Unit 5 you will:

- talk about what you know about the United Nations (UN)
- listen to a lecture about the UN and take notes
- take part in an information exchange activity about facts about the UN
- read The UN Convention on the Rights of the Child
- learn about initials and acronyms
- learn some adjectives to describe leaders
- write a paragraph about what makes a good leader.

## A5.1 Introduction: What do you know about the United Nations?

Work in a group.

**1 Brainstorm what you know about the United Nations (UN). Consider the following:**

- How is the UN structured?
- Where are the UN headquarters?
- Who are the members of the UN?
- Why does the UN exist?
- What sort of work does the UN do?
- Are there any other facts or information that you know about the UN?

**2 Decide if you have a generally favourable or unfavourable view of the UN and discuss the reasons why.**



## A5.2 Listening: A lecture on the UN

**1 Listen to a short lecture about the UN and complete these notes.**

### The United Nations

#### 1 Why it was established

Set up in \_\_\_\_\_ after Second World War to:

- maintain international peace and \_\_\_\_\_ .
- develop \_\_\_\_\_ relations among nations
- promote social progress, better living standards and \_\_\_\_\_ .
- be a centre for \_\_\_\_\_ the actions of nations.

#### 2 \_\_\_\_\_

- No president or parliament

But:

- takes action on \_\_\_\_\_ range of issues.
- provides \_\_\_\_\_ or meeting place for member states.
- \_\_\_\_\_ affiliated organisations incl: General Assembly, Security Council.
- also specialised \_\_\_\_\_ , for example UNDP, Unicef, \_\_\_\_\_ and so on.

#### 3 \_\_\_\_\_

- Solve \_\_\_\_\_ that challenge humanity.
- Reaches every corner of \_\_\_\_\_.
- Best known for: peacekeeping and \_\_\_\_\_ assistance.
- Other examples: sustainable \_\_\_\_\_, refugee \_\_\_\_\_, disaster relief, counter terrorism, disarmament, health, food production, human \_\_\_\_\_.

#### 4 Conclusion

Effectiveness depends on \_\_\_\_\_ of member states and \_\_\_\_\_ within states.

**2 Compare your completed notes for exercise 1 with your partner's.**

**3 With your partner, talk about the UN (in complete sentences) using the information in your notes.**

**4 Now discuss your notes with your partner.**

- Did they help you to talk about the UN (in exercise 3 above)?
- Describe how the notes are organised.
- What do we call notes organised in this way?

- 5** Go back to A2.12 and A3.3 to see how we can use this format when taking notes during a lecture.
- 6** Close your book (so that you can't see the notes in the box above). Listen to the lecture again but this time write your own outline notes in your exercise book.
- 7** When you have finished, compare your notes with your partner's.
- 8** Check your notes by looking back at the outline in exercise 1.



### **A5.3 Speaking:** Facts about the UN

Work with a partner. You are going to read some information about the UN. Each of you should look at your version of the text. Ask and answer questions to find the missing information. Student A: go to page 284. Student B: go to page 287.



### **A5.4 Reading:** The United Nations Convention on the Rights of the Child (CRC)

The United Nations Convention on the Rights of the Child (CRC) is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention and opened it for signature on 20th November 1989. We have made significant progress in the 20 years since the world made this set of promises to children. But the rights of many millions of children are still being denied. Children still die of easily preventable causes; still lack protection, education, food, shelter and clean water; and still face poverty and discrimination. Much remains to be done.

- 1** Skim read the CRC on the next page and identify the articles of the convention that state that a child should have the right to:
  - a** a name and be registered as a citizen of a country
  - b** meet with other children and have friends
  - c** good medical care when he or she is sick
  - d** compulsory and free primary education
  - e** free time to play with friends
  - f** do no work except schoolwork and help sometimes in the home
  - g** be protected from abuse such as beatings or lack of food.

## THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (SIMPLIFIED)

Source: *What Rights?* [www.unicef.org](http://www.unicef.org)

### Article 1

Everyone under 18 years of age has all the rights in this Convention.

### Article 2

The Convention applies to everyone whatever their race, religion, abilities; whatever they think or say; whatever type of family they come from.

### Article 3

All organisations concerned with children should work towards what is best for each child.

### Article 4

Governments should make these rights available to children.

### Article 5

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

### Article 6

All children have the right to life. Governments should ensure that children survive and develop healthily.

### Article 7

All children have the right to a legally registered name, and nationality. Also the right to know and, as far as possible, to be cared for, by their parents.

### Article 8

Governments should respect children's right to a name, a nationality and family ties.

### Article 9

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

### Article 10

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

### Article 11

Governments should take steps to stop children being taken out of their own country illegally.

### Article 12

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

### Article 13

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

### Article 14

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

### Article 15

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

### Article 16

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

### Article 17

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

### Article 18

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

### Article 19

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 20**

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

**Article 21**

When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

**Article 22**

Children who come into a country as refugees should have the same rights as children born in that country.

**Article 23**

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

**Article 24**

Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

**Article 25**

Children who are looked after by their local authority, rather than by their parents, should have their situation reviewed regularly.

**Article 26**

The Government should provide extra money for the children of families in need.

**Article 27**

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.

**Article 28**

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

**Article 29**

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

**Article 30**

Children have a right to learn and use the language

and customs of their families, whether these are shared by the majority of people in the country or not.

**Article 31**

All children have a right to relax and play, and to join in a wide range of activities.

**Article 32**

The Government should protect children from work that is dangerous, or that might harm their health or their education.

**Article 33**

The Government should provide ways of protecting children from dangerous drugs.

**Article 34**

The Government should protect children from sexual abuse.

**Article 35**

The Government should make sure that children are not abducted or sold.

**Article 36**

Children should be protected from any activities that could harm their development.

**Article 37**

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

**Article 38**

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

**Article 39**

Children who have been neglected or abused should receive special help to restore their self-respect.

**Article 40**

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

**Article 41**

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

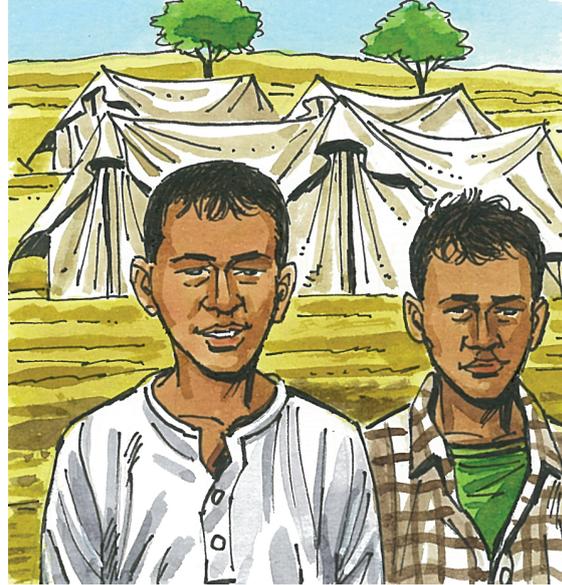
**Article 42**

The Government should make the Convention known to all parents and children.

2 Read the following texts about the lives of children in different parts of the world. When you have read the texts, complete the table below with the key points from the texts.

**Text A: Joseph and John from Sudan**

I have a photograph of my family, when there were four of us living together. When I was 12-years-old, my father ran away because rebel soldiers chased him from our farm. Now he is a refugee. My mother became very sick, thin and tired. She could not care for us. One day she put us on a truck, which was going to a refugee camp, and now we live in the camp without our mother. I don't like it here. The rebels sometimes attack and drive us away. On the other hand, we can go to school here and once or twice a week we are given bread, beans, pumpkin and fufu by the relief agencies. This is often not enough.



**Text B: Santino from Brazil**

Olá from me, Santino Roderigues 12-years-old and the winner of Junior Pop Star, on Brazilian TV! Do you think I am happy? NO! I have to work very hard but the money is not for me. It is for my parents and to pay my agent. I go for singing lessons every morning and record music until late at night. I am not allowed to play with friends. When I feel sick, my agent says that there is no time to see a doctor, only time to work. I wish that I could go to school and I wish that I did not travel so much. I want to be at home with my parents.



**Text C: Jamila from Bangladesh**

My house is made of metal and has one room. I help my mother by washing vegetables for her to sell and looking after my two brothers when she goes to the night market. I have no friends because I work too many hours. Even so, we don't have enough to eat. I am nine-years-old but I can't go to school because my mother has no birth registration for me. I work in a hot, dusty, stone quarry where I break stones with a hammer. The stones are used to make roads. I get sun burnt and, once, a stone chip went into my left eye and made it go blind.

**Text D: Ismail from Palestine**

I am a boy and I am 13-years-old. Unfortunately, my mother was killed in the war in 2001 and I am sad because I miss her. I do not go to school. I work with my father at a brick factory. The bricks are heavy. Sometimes he hits me if I drop one and it breaks. I want to be in the army when I am older.

**Text E: Devi from India**

I am a girl, and I am eleven-years-old. I live with my mother, my uncle and my six sisters. We all go to the Golden Girls' Primary School. Science is my best subject. I do not have a job but I help at home. I like cooking and one day I want to be a sweet maker. I love my home and my school.



	Joseph and John	Santina	Jamila	Ismail	Devi
Country of residence					
Family life					
Food/Housing					
Work					
Education/School					

- 3 Discuss the following questions with a partner:**
- Which of these children are living in contravention of articles in the CRC? Write your answers under the following headings:
    - Name of child
    - Article contravened
  - Compare the quality of life for these children.
  - Go back to exercise 1. Do you agree with the seven articles mentioned?
  - What do you think is the purpose of the CRC? How useful is it?

**A5.5 Increase your word power: Initials and acronyms**

**Initials**

- An *initial* is the first letter of a word.
- Initials are often used as a quick way of referring to names that consist of several words. Usually we say the initials separately, for example: for the U.S.A. we say *you/ess/ay*.

**Acronyms**

- Some initials can be pronounced as a single word, known as an acronym, for example, AIDS for Acquired Immune Deficiency Syndrome. Many well-known acronyms are written in lower case letters, for example Aids.

- 1 Which of these initials are acronyms?**
- |       |          |           |
|-------|----------|-----------|
| 1 WWW | 6 Unicef | 11 UNESCO |
| 2 MDG | 7 FIFA   | 12 BA     |
| 3 AU  | 8 UK     | 13 MBA    |
| 4 EU  | 9 IOC    | 14 GMT    |
| 5 USA | 10 UNDP  | 15 BMW    |
- 2 Match some of the initials (above) to the definitions (below) of what they stand for. Where possible, give the full form of the initials in words; you may need to look on the Internet or find them in relevant books from the library.**
- Part of a website address
  - Two unions of nations
  - A UN agency to protect children
  - The world governing body of football
  - The UN agency responsible for development programmes
  - The governing body of the Olympic Games

- g** Two university degrees
- h** A UN agency to promote education and culture
- i** Two countries
- j** An international time zone
- k** A car
- l** An international agreement

- 3** With a partner, list any other initials or acronyms that are commonly used in Ethiopia.
- 4** Team up with another pair of students and ask each other to say what the initials in your list stand for.

### A5.6 Increase your word power: Adjectives to describe leaders

- 1** All the adjectives listed below can be used to describe character. Listen to your teacher pronouncing them and mark the stressed syllable in each one. Practise the pronunciation of these adjectives.

aggressive charismatic consultative courageous decisive diplomatic fair honest  
 inclusive opinionated participatory popular resilient respected strong trusting  
 trustworthy well-liked

- 2** Use a dictionary to check the meanings of any of these words you don't know.
- 3** Which of these characteristics do you think are necessary for a leader? Make a list. You can add some of your own words, if you like.
- 4** With a partner, make sentences to explain six of these adjectives. Begin each sentence by saying:  
 A leader is *fair* when ...
- 5** Read your sentences to another pair of students to see if they agree with your definitions.



### A5.7 Writing: A good leader

- 1** Work with a partner. Make a list of the contexts in which there are leaders. For example, a class leader, a president and so on.
- 2** Discuss to what extent you think all leaders need the same qualities.
- 3** Now on your own, write a paragraph about what makes a good leader. The paragraph must express your own opinion. You should also justify the points you make and provide examples. When you have finished, check your paragraph carefully and make any necessary changes.
- 4** Read paragraphs written by other students in your class and compare your ideas.

Part B

Objectives

In this part of Unit 5 you will:

- read about the Millennium Development Goals (MDGs)
- listen to descriptions of projects which are helping progress towards the MDGs
- learn how to talk about future events with *will be (doing)*
- learn how to express purpose with *to, so as to, in order to, for, so that*
- discuss the MDGs
- learn some words commonly used in development
- read a UN text about good governance
- use some noun suffixes
- learn how to use the expression *It's time*
- discuss how to create a New United Nations
- do an exercise to practise research skills
- write a report
- do a speaking assessment task.



B5.1 Reading: The Millennium Development Goals (MDGs)

1 Work in a small group. Discuss what you know about the MDGs.

At the United Nations Millennium Summit in 2000, 189 world leaders made a historic promise when they signed up to the Millennium Declaration and agreed to meet the Millennium Development Goals (MDGs). These are an eight-point road map with measurable targets and clear deadlines for improving the lives of the world's poorest people by 2015.



**2 Read the list of MDGs:**

- Goal 1:** Eradicate extreme poverty and hunger:  
Halve the proportion of people living in poverty and suffering from hunger.
- Goal 2:** Achieve universal primary education:  
Ensure a full course of primary schooling for all boys and girls.
- Goal 3:** Promote gender equality and empower women:  
By 2005 eliminate gender disparity in primary and secondary education and at all levels of education no later than 2015.
- Goal 4:** Reduce child mortality:  
Reduce by two-thirds the number of children dying under the age of five.
- Goal 5:** Improve maternal health:  
Reduce by three quarters the number of women dying from complications of pregnancy and childbirth.
- Goal 6:** Combat HIV/AIDS, malaria and other diseases:  
To have halted by 2015 and begun to reverse the spread of HIV/AIDS and the incidence of malaria and other major diseases.
- Goal 7:** Ensure environmental sustainability:  
Halve the proportion of people without sustainable access to safe drinking water and basic sanitation and improve the lives of slum dwellers.
- Goal 8:** Develop a global partnership for development:  
Promote global cooperation on aid, trade, debt, access to affordable essential medicines and new technologies and address the special needs of the least developed, landlocked and small island states.

Source: adapted from *Millenium Development Goals– Basic facts* www.undp.org

**3 Work with a partner and discuss the extent to which the MDGs are important for Ethiopia.**

**4 Underline any new words that you do not understand in the MDGs. With your partner, guess the meanings of the words and then look them up in a dictionary.**



**B5.2 Listening:** Progress towards the MDGs

**1 Listen to descriptions of four development projects linked to the MDGs and make notes in the table.**

	Country/Area	Nature of project	Sponsors	Relevant MDG
1				
2				
3				
4				

**2 Do you know of any other projects or activities that are helping progress towards the achievement of the MDGs? Discuss these projects with your partner.**

**B5.3 Language focus: Talking about the future**

**Will be (doing)**

- In B4.3 we looked at how we can talk about future events using *will (do)* and *will have (done)*.
- Another structure is *will be (doing)* which is used to talk about events that will be going on at a certain time in the future.

**For example:** *It is predicted that by 2050 millions more people in the world will be living in poverty unless the MDGs are achieved.*

**1 Complete these sentences with the correct form of the verb in brackets.**

- 1 I had no breakfast this morning so by 12 o'clock I \_\_\_\_\_ (feel) hungry.
- 2 The coming months will be hard work as we \_\_\_\_\_ (prepare) for our school certificate exams.
- 3 I can't come out tomorrow morning as I \_\_\_\_\_ (work) in my father's shop.
- 4 To ensure sustainability, farmers themselves \_\_\_\_\_ (operate) the irrigation system.
- 5 Development agencies and NGOs \_\_\_\_\_ (support) governments and local communities to achieve the MDGs until 2015 and beyond.

**2 Match the beginnings and the endings of these sentences using the correct form of will: will have (done) or will be (doing). Write the full sentences in your exercise book.**

<ol style="list-style-type: none"> <li>1 Next Saturday is a special day for our family ...</li> <li>2 Scientists say that by the end of this century ...</li> <li>3 You must come to our house for dinner this evening ...</li> <li>4 Don't come to the house before seven o'clock on Sunday morning ...</li> <li>5 We can't leave the cinema before 10 o'clock ...</li> <li>6 When I get home this evening ...</li> <li>7 I'm feeling nervous ...</li> <li>8 My brother always leaves the house at 8.15 ...</li> </ol>	<ol style="list-style-type: none"> <li>a ... as we (have) chicken biryani! Mmm!</li> <li>b ... my brothers and sisters (eat) all the food and there will be nothing for me!</li> <li>c ... as we (celebrate) my grandmother's eightieth birthday.</li> <li>d ... because at this time tomorrow we (write) an exam!</li> <li>e ... so he (go) to work by 8.30.</li> <li>f ... as the film (not finish).</li> <li>g ... climate change (cause) many changes in our environment.</li> <li>h ... as we (sleep)!</li> </ol>
---	--

**3 Work with a partner and make predictions about four things you'll be doing in ten years time.**

*In ten years I'll be ...*

## B5.4 Language focus: Expressing purpose with *to*, *so as to*, *in order to*, *for*, *so that*

We can talk about why something is done by using several different expressions:

**to** is the most common. It is used as part of the infinitive of a verb. For example:

- The UN was established *to* maintain international peace and security and *to* promote social progress, better living standards and human rights.

**in order to** and **so as to** do the same job but in a more formal style. For example:

- *In order to* maintain international peace and security and *to* promote social progress, better living standards and human rights, the UN was established.
- The UN was established *so as to* maintain international peace and security and *to* promote social progress, better living standards and human rights.

**so that** can only be used before a clause containing a subject and a verb. For example:

- The UN was established *so that* international peace and security could be maintained.

**for** can be used before a noun, not before a verb. For example:

- The General Assembly is a forum *for* discussion.

### 1 Complete these sentences using your own ideas.

**Example:** *I've bought some paper in order to write a letter.*

- 1 I want to finish my homework early in order to ...
- 2 We have prepared a lot of food so that ...
- 3 I'm going to use this pot for ...
- 4 I'm going to the clinic to ...
- 5 I came home a different way so as to ...
- 6 You must take some food for the journey so as not to ...

### 2 Make sentences from the table below. Write the full sentences in your exercise book.

1 The EU is supporting the Nigerian government in improving management of vaccination ...	in order to	... promote a global perspective on citizenship.
2 The IFAD is funding a sustainable coastal management programme in the Philippines ...	so that	... immunisation coverage is increased.
3 A small scale irrigation project in four administrative areas of Ethiopia is being funded by the IFAD ...	so as to	... food security improves.
4 Oxfam is sponsoring a teacher education project in three countries ...	to	... restore coral reefs and increase fish stocks.



## B5.5 Speaking: The MDGs

Work in a small group.

### 1 Look back at B5.1 and discuss which of the MDGs you think are likely to be achieved by 2015: a) around the world and b) in Ethiopia.

**Example:** *If we build more primary schools we will achieve the goal.*

*I don't think we will have achieved universal primary education by 2015.*

- 2 Listen to your teacher reading an assessment of progress with the MDGs in 2010. Compare this assessment with your predictions.**
- 3 Think of some effective ideas to complete these sentences. Discuss your ideas within your group.**
  - 1 In order to prove maternal health we should ...
  - 2 So that the spread of HIV/AIDS can be reduced we ...
  - 3 To achieve universal primary education in Ethiopia, ...
  - 4 So as to promote sustainable farming practices ...
  - 5 In order to empower women ...
- 4 Discuss these questions in your group:**
  - 1 How realistic are the MDGs?
  - 2 How would you change or add to them?
- 5 Compare your ideas with those of the rest of the class.**

**B5.6 Increase your word power:** Words commonly used in development

- 1 Match the verbs in the middle column of the table with their synonyms or definitions in the left-hand column. Note: two of the verbs have the same synonym/definition.**

Synonym or definition	Verb	Noun
1 help something happen or be successful	a 'combat	'combat
2 make something or someone a part of an activity or situation	b diversify	
3 stop	c eliminate	
4 help and encourage someone or something	d empower	
5 give power to	e eradicate	
6 get better	f expand	
7 make safe	g halt	
8 make something continue	h improve	
9 do something again to get the same result	i involve	
10 fight	j monitor	
11 carefully watch or measure something to see how it changes over a period of time	k promote	
12 remove	l replicate	
13 change something or make it change so that there is more variety	m secure	
14 become larger, or to make something larger	n support	
	o sustain	

- 2 Make nouns from the verbs and add them to the column on the right.**
- 3 Practise saying the verbs and nouns in the two columns and mark the stressed syllable in each word.**

**4 Put the words in this box into the groups below.**

scheme aim programme plan focus proposal  
 problem objective strategy question goal approach

- Project
- Target
- Issue
- Set of guidelines

**B5.7 Reading: What is good governance?****1 In a group, discuss what you think is the answer to this question.****2 Read the text and answer the questions below.**

*In 1966 the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights were adopted by the UN General Assembly. These documents highlight the ideal of free human beings enjoying civil and political freedom and freedom from fear and want. The documents stress that this can only be achieved if conditions are created whereby everyone may enjoy his/her civil and political rights, as well as his/her economic, social and cultural rights.*

When most people hear the word governance they think of the Government. After all, both have govern as their root word. But governance is about more than just Government. It is a complex yet universal force that exists in all societies. People use governance in their daily lives to manage human relationships, just as companies and countries use it to manage their interaction and activities.

When we speak of the quality of a country's governance, we mean the degree to which its institutions (such as parliament) and processes (such as elections) are transparent, meaning they are not susceptible to corruption in international business transactions, and are accountable to the people, allowing them to participate in decisions that affect their lives. It is also the degree to which the private sector and organisations of civil society are free and able to participate. Good or democratic governance exists when the authority of the Government is based on the will of the people and is responsive to them. It is when open, democratic institutions allow full participation in political affairs and when human rights protections guarantee the right to speak, assemble and dissent. And it is when Government and Governmental institutions are pro-poor, promoting the sustainable human development of all citizens.

Today the quality of governance is attracting more and more attention within and among countries. The number of democratic regimes continues to rise and good governance has become an important criterion for a country's credibility and respect on the international stage. Yet even as good governance takes hold, challenges to it also emerge. The greatest threats to good governance today come from corruption, violence and poverty, all of which undermine transparency, security, participation and fundamental freedoms.

Despite fits and starts human liberty has been on an upward trajectory throughout history. In the 20th century in particular, democracy and civil liberties made important and dramatic progress.

Source: *UN Cyberschoolbus briefing paper* [www.un.org](http://www.un.org)

**Unit 5** The United Nations

**Complete these sentences with words from the text (one word per gap).**

- 1 Institutions (such as parliament) and processes (such as elections) must be \_\_\_\_\_ i.e. not susceptible to corruption in international business transactions, and are \_\_\_\_\_ to the people, allowing them to participate in decisions that affect their lives.
- 2 The authority of the Government must be based on the \_\_\_\_\_ of the people and be \_\_\_\_\_ to them.
- 3 Government and Governmental institutions must be \_\_\_\_\_, promoting the sustainable human \_\_\_\_\_ of all citizens.
- 4 The greatest threats to good governance today come from \_\_\_\_\_, violence and poverty, all of which undermine transparency, security, \_\_\_\_\_ and fundamental \_\_\_\_\_.

**3 Work with a partner and discuss the meanings of these words and phrases in the context of good governance.**

- transparency
- accountability
- the will of the people
- corruption
- participation
- fundamental freedoms

**4 Work in a small group and discuss these questions:**

- Why is good governance difficult to achieve in developing countries?
- “Everyone (should) enjoy his/her civil and political rights, as well as his/her economic, social and cultural rights.” Do you agree?

**B5.8 Increase your word power: Suffixes**

- *Suffixes* can be added to many base words to change their grammatical form. For example: we can add *-ion* and *-ment* to some verbs to make nouns such as *discussion*, *improvement*.
- *-hood* and *-ship* can be added to some nouns to make abstract nouns, such as *childhood*, *membership*
- *hood* is often used with family terms
- *ship* is often used to describe status

**1 Put the words from the box into the correct column according to which suffixes they take. Write them with their suffixes, paying attention to any spelling changes.**

-ship	-hood	-ion	-ment	other noun suffixes

admit arrange boy brother censor champion citizen complex dictator  
 father forgetful independent inform leader Marx mother nation  
 neighbour owner partner photograph priest relation

**2 Complete these sentences with suitable words from the table.**

- 1 With independence in 1962, Kenya achieved \_\_\_\_\_.
- 2 My cousin who lives in New York, now has American \_\_\_\_\_.
- 3 During his \_\_\_\_\_ Nelson Mandela looked after cows.
- 4 The \_\_\_\_\_ of the land next to our house is disputed. We say it is ours, but our neighbours are building on it.
- 5 My cousin is very religious and he has decided to enter the \_\_\_\_\_.
- 6 The government is working in \_\_\_\_\_ with the UN to achieve the MDGs.

**3 Make sentences with six other words ending *-ship* and *-hood*. Write the sentences in your exercise book.**

**B5.9 Language focus: *Expressing strong ideas***

**A Certainty and conviction**

When we are certain or uncertain about something we can introduce it with these expressions:	
<i>I am sure that ...</i>	<i>most of the MDGs will be achieved by 2015.</i>
<i>I am certain that ...</i>	<i>the United Nations does useful work.</i>
<i>I'm convinced that ...</i>	<i>the UN Convention on the rights of the child protects many children.</i>
<i>There's no doubt that ...</i>	<i>there would be more wars without the UN.</i>
<i>I am not sure that ...</i>	<i>the rest of the academic year will be tough.</i>
<i>I am not certain that ...</i>	<i>we will all do well in our exams.</i>
<i>I am not convinced that ...</i>	
<i>I doubt that ...</i>	

**1 With a partner, make true sentences from the table, according to what you believe.**

**2 With your partner, respond to the following statements with your own opinion using expressions from the table.**

**For example:** *Ethiopian coffee is the best in the world.*

- *I am sure that Ethiopian coffee is the best in the world.*
- *Well, I'm not sure it's the best, but there's no doubt it's one of the best.*

- 1 The Gibe dam project is very important for the development of Ethiopia.
- 2 Ethiopia needs more educated people to develop its economy.
- 3 In 20 years' time, Africa will be much more developed than it is now.
- 4 Corruption is a major issue which is holding up the progress of many developing countries.
- 5 Africa needs to find its own solutions to its problems and not be told what to do by Western countries.
- 6 Development is a mixed blessing.

**B It's time**

*It's time I left* (= we haven't left, we are still here, but we should leave now)  
*It's time* + subject + verb in past simple  
*It's time* is an expression used to introduce an unreal situation, so the tense of the verb changes in the second part of the clause. That does not mean the time has changed; it means that the verb is expressing something unreal.  
 We can modify the expression with *high* or *about*.  
*It's high time ...*  
*It's about time ...*

## Unit 5 The United Nations

### 1 Make a sentence with *it's time* in response to these situations.

- We must go now. *It's time we went.*
- I think you should go to bed, it's 11 o'clock.
- We must start planting soon. The rain is coming.
- Everyone will be home soon. I must start cooking.
- It's nearly dark. You must come inside now.

### 2 Now add your own *it's time* sentence in response to these situations.

- The exams will be here soon.
- It's late.
- There are some things I need to buy.
- My bicycle has been broken for over a month.
- You have been sitting around doing nothing all day!

### 3 Make your own sentences about things you need to do urgently. Use *It's high time*.



## B5.10 Speaking: The New United Nations

The General Assembly has decided by unanimous vote that the problems of the world are so great that a new United Nations is needed, which has power over national governments, in other words it will be the government of the world. In practice this will mean that the United Nations will make laws not simply recommendations.

However, the current UN structure is not suitable for world government and so special committees in different parts of the world have been set up to make recommendations to the General Assembly for the creation of a new United Nations. The General Assembly will then choose the best one.

Note: Currently the structure of the upper levels of the UN is:

- the Security Council (with permanent and rotating members)
- the General Assembly (representatives from each country)
- the Secretariat (permanent employees)
- the Secretary General (chosen by the Security Council and confirmed by the General Assembly)

See A5.3 for more information about how the UN works.



### Work in a group.

#### 1 Imagine that your group is one of the committees set up to design the New United Nations. Your task is to prepare the outline of a new charter in which the basis of the new United Nations is set out. The charter must include details of the following:

- The structure of the new system. For example: will there be a president and a parliament of some kind?
- How people will be chosen for the new bodies. For example: Will they be elected? If so by whom? By the government of each member state or directly by the people in each member state?
- How a new law will be enforced if a member state refuses to accept it.

- 1** Before you start, study the language in the box below.

Making suggestions

- *Could we ...*
- *Perhaps we could ...*
- *We must ...*
- *We really should ...*
- *I suggest we ...*

Use this language when discussing what the New United Nations should be like.

- 2** **Prepare an outline of your plan for the New United Nations.**

Think of some of the pressing issues that the New United Nations needs to deal with. These can be political, economic and humanitarian. Try to use sentences with *it's time ...* (see B5.9) when putting forward points. Make a list of your ideas.

- 3** **Prepare a short presentation of your plans for the New United Nations.**

Try to include as many members of the group as possible in your presentation. When everyone is ready, each group should give their presentation to the class.

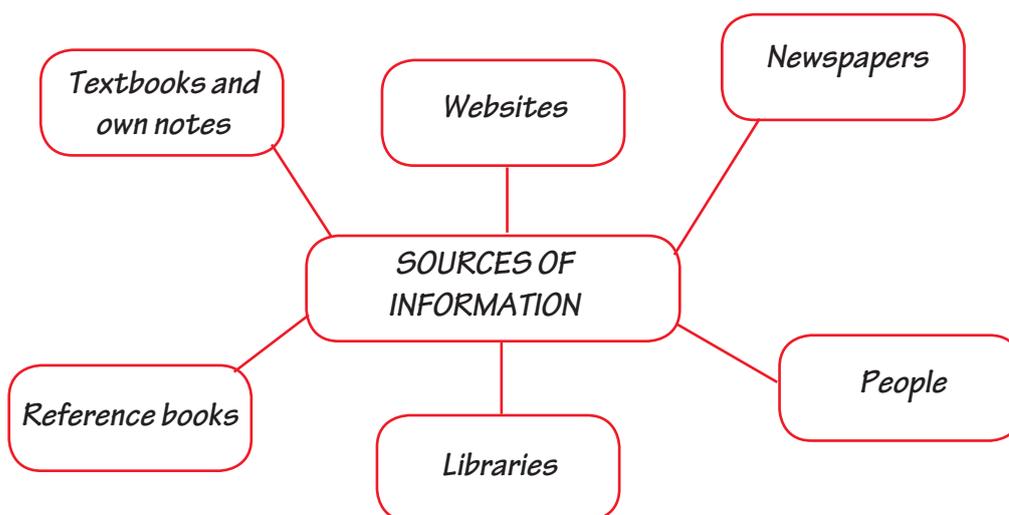
## B5.11 Study skills: Research skills

Nowadays people say there has been an *information revolution* because so much information is available to us in many different formats. For students, it is sometimes difficult to know where to start looking when we want to find out something.

**Work in a small group.**

- 1** **Look at the mind map.**

- Discuss how you can use these sources of information, what kind of information they offer and how easily you can access them.
- Add any other information sources you can think of.



Question	Possible information source(s)	Answer	Details of source(s) used: Where you found it. Title, author, page number. Year of publication.	How long it took to find the answer	How reliable you think your answer is: very, fairly or not very
1 Who was the first Secretary-General of the UN?					
2 Where and when was the first marathon run and how long it was?					
3 What are the names of the five member states of the African Union whose official language is Portuguese?					
4 Who was Martin Luther King?					
5 What is the phone number of the UNDP office in Addis Ababa?					
6 What is the meaning of 'palindrome'?					
7 What is Eyjafjallajökull and what did it cause?					
8 What rock are the stone obelisks of Axum made of?					

**2 In your group you are going to go on an information treasure hunt. Your aim is to complete the table on the next page as fully and as quickly as you can.**

- It is a good idea to discuss where and how you are going to find the necessary information.
- Divide up the search between different members of the group.
- When you have found the information you need, present it to the group.
- Finally, fill in the table.

**3 Compare your completed table with those of other groups.**



## **B5.12 Writing:** A report

**You are going to write a report on an aspect of the United Nations.**

- Your report must be 400–500 words in length.
- You can choose any UN-related topic. Here are some examples:
  - the work of one of the UN agencies
  - the work of the UN (or one of its agencies) in Ethiopia
  - a specific UN project
  - how the Security Council and General Assembly have dealt with a particular world issue
  - proposals to reform the Security Council
  - an international issue
  - working for the UN
- You can use the information in this Unit and also research other sources of information.
- If you wish, you can work with a partner in choosing your topic and researching it, but you must write the report on your own.
- Follow the guidelines in the box.

### **How to write a report**

#### **What is a report?**

A report is generally a formal document that gives information on a specific topic. It may be *descriptive* (simply describe the topic), or it may *evaluate* a topic (look at it to decide how good, useful or successful it is).

#### **What does a report contain?**

A report is organised in *sections*. Each section should have an underlined heading and should be numbered. The report should include each of the following:

- 1** The introduction: this introduces the topic of the report and gives some general information about it.
- 2** Middle sections: these vary according to the kind of report you are writing. This report will be descriptive so each section should be about a different aspect of the topic according to the information you want to include.
- 3** Closing section(s): this may just be a general conclusion about the topic. This is where you sum up all of the information, and possibly state your opinion. In some reports you may be asked to include a separate section of recommendations.

#### **How should a report be written?**

A report is a factual document and so it should be written in a formal, and impersonal style. The introduction and middle sections should not contain opinions, only facts. Your opinions can be given in the conclusion/recommendations.

## B5.13 Assessment

### 1 Speaking

Work in a group with two or three other students. Look at the list of questions about the United Nations below. You must discuss each one.

- Your teacher will tell you how long you have to discuss each question.
  - Each person in the group should contribute to the conversations.
  - Before you start, spend a few minutes preparing for your discussion on your own. Look back at the language of discussion in A1.8 and think about what you are going to say in answer to each question: you must try to give as full an answer as possible.
- a Do you think the United Nations is important? Why/why not?
  - b What aspect of the United Nations' work do you particularly admire?
  - c How do you think Ethiopia benefits from the United Nations?
  - d Do you think it is right that five countries in the world have permanent seats on the Security Council and the right to veto resolutions voted by the ten non-permanent members?
  - e What is your opinion of the MDGs?
  - f In what ways do you think the United Nations could be better?

### 2 Writing

Your teacher will assess the report you wrote in B5.12 on an aspect of the work of the United Nations.

## Part A

## Objectives

In this part of Unit 6 you will:

- read about the global village of 100 people
- practise expressing percentages and proportions
- learn some words about manufacturing and trade
- describe a manufacturing process
- listen to a description of the manufacture of a pair of jeans
- read about coffee production
- write a leaflet on Fair Trade.

## A6.1 Introduction: The global village

If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, how many people in the village would be women? How many would be African? In other words, what percentage of the world's population is women? What percentage is African?

**1** Work in a small group and try to predict the numbers in the text below. A few have been done for you.

- The global village would have  
\_\_\_\_ Asians,  
\_\_\_\_ Africans,  
\_\_\_\_ Europeans,  
\_\_\_\_ Latin Americans,  
\_\_\_\_ from the USA and Canada,  
1 from the South Pacific.
- 51 would be male, 49 would be female.
- \_\_\_\_ would be non-white \_\_\_\_ white.
- \_\_\_\_ villagers have access to a source of safe drinking water. \_\_\_\_ would not, and would have to spend a large part of the day just getting safe water.
- Only \_\_\_\_ people would always have enough to eat. \_\_\_\_ would be severely malnourished \_\_\_\_ would be dying of starvation.
- \_\_\_\_ people in the global village would have electricity. \_\_\_\_ would not.
- \_\_\_\_ people would have 80 per cent of the global village's wealth. The other \_\_\_\_ villagers would have to share the remaining 20 per cent.
- \_\_\_\_ villagers would survive on less than 2 US dollars a day. \_\_\_\_ villagers would earn less than 1 US dollar and would be in extreme poverty.

**Unit 6** Trade and globalisation

- \_\_\_\_\_ people would have access to the Internet.
- 1 would be unable to read.
- \_\_\_\_\_ would have a university education.
- \_\_\_\_\_ would be HIV positive.
- \_\_\_\_\_ would be near birth; \_\_\_\_\_ near death.

- 2 Listen to your teacher who will now give you the figures.**
- 3 Discuss the figures in your group. How accurate were your predictions? Do any of the figures surprise or disturb you?**
- 4 If we represented Ethiopia as a village of 100 people in this way, do you think the figures would be very different? Explain your reasons.**

**A6.2 Increase your word power:** Percentages and proportions

**1 Match the equivalents in the table. Write them in your exercise book like this:  $\frac{3}{4} = 75\% = .75$**

Fractions	Percentages	Decimals
1/5	75%	.6
1/4	80%	.5
1/3	50%	.2
1/2	33.3%	.75
2/3	25%	.3
3/4	20%	.25
4/5	66.67%	.8

- 2 Work with a partner and read out your equivalents to each other, without showing your lists.**
- 3 With your partner, think of a reasonable equivalent percentage figure for each of these proportions. One has been done for you.**
  - Less than half = 45%
  - More than a third
  - The majority
  - A small minority
  - A small majority
  - The vast majority
  - Just under four fifths
  - About half
  - Almost all/everyone
  - A very small number
  - Less than one person per hundred.

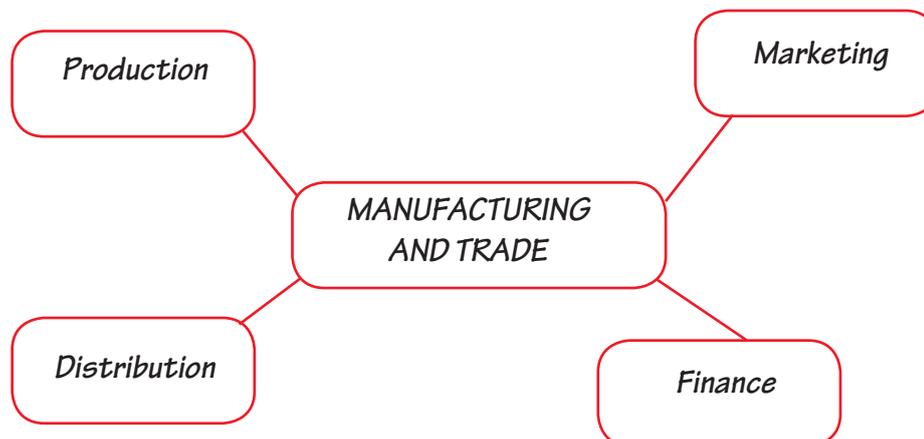
**4** Make six sentences from this table using proportions, percentages and fractions.

**Example:** *Meat products were less than a quarter the value of oil seeds and less than a sixth of the volume.*

**Ethiopia's exports 2009**

	Metric tonnes	US\$ 000
Oil seeds	323,609	4 448 75
Coffee	128,044	4 225 06
Khat	28,804	2 014 53
Flowers	32,550	1 749 27
Other agricultural products	194,370	1 461 90
Precious metals and stones	69,710	1 080 25
Meat products	51,240	1 026 23
Hides, skins and leather products	25,208	502 41
Textiles/Garments	13,015	370 68
Prepared foods and drinks	4,9166	228 46
Minerals and chemicals	3,213	153 24
Spices	1,569	140 68

<http://www.2merkato.com/>

**A6.3 Increase your word power:** Manufacturing and trade**1** Work with a partner. Add the words in the box to the relevant ovals in the mind map. Use a dictionary if necessary.

advertising assembly assembly-line competition cost price design duty export fair trade freight import labour force licence loss manufacturing mark-up overheads packaging pay personnel processing profit promotion raw materials sales shipping source sweatshop transport wage warehouse

2 Put the nouns you have used above into the table. Then, add verb forms of the nouns where possible.

Compound nouns	Words which are nouns and verbs	Nouns	Verbs
assembly-line	design	advertising	advertise

3 Work with a partner and practise the pronunciation of the words in the table and mark the stressed syllable in each.

Example: a'ssembly 'line

**A6.4 Language focus:** Describing a manufacturing process

The manufacture of clothing is a complex operation. For example, if we take this expensive pair of imported stone-washed jeans, there are a number of steps from the original design to their sale in a shop.



Work in a small group and work out the stages involved in the manufacture and selling of a pair of imported jeans.

- Use some of the vocabulary from the table in the previous section, for example, design, source.
- You may also add words specific to the manufacture of stone-washed jeans, such as: materials: denim cloth, cotton cloth, thread, zip, buttons, cutting, sewing, stone washing, pressing.
- Make sentences about each of the stages.
- Before you start, look at the language in the box below:

The passive	Sequencing words
Use this language to describe the stages in the manufacturing process: <ul style="list-style-type: none"> <li>• <i>The jeans are designed by ...</i></li> <li>• <i>The materials are sourced from ...</i></li> </ul>	Use this language to link the stages in the manufacturing process: <ul style="list-style-type: none"> <li>• <i>First, ...</i></li> <li>• <i>After that, ...</i></li> <li>• <i>Then, ...</i></li> <li>• <i>Next, ...</i></li> <li>• <i>At the same time, ...</i></li> <li>• <i>Meanwhile, ...</i></li> <li>• <i>Finally, ...</i></li> </ul>



### A6.5 Listening: Asgede's jeans

- 1** The pair of jeans you described in the exercise above belong to Asgede. Asgede's jeans are truly global. Listen to a description of how they have been manufactured and sold and check to see if the stages you predicted are correct.
- 2** Make notes on the contribution made by each of the countries and cities on the map.



- 3** Listen again and make notes on the materials used in making the jeans.
- 4** Listen to the text a third time and make notes on the production costs, transport costs and sale price. Then calculate the profit.
- 5** In your group, discuss what the different profits mean for the various people involved in producing the jeans.
- 6** Work in a small group and discuss a manufacturing or production process that takes place here in Ethiopia.
  - Make notes on the stages of the process. Remember to include any materials that have to be imported.
  - Be prepared to describe the process to the rest of the class.



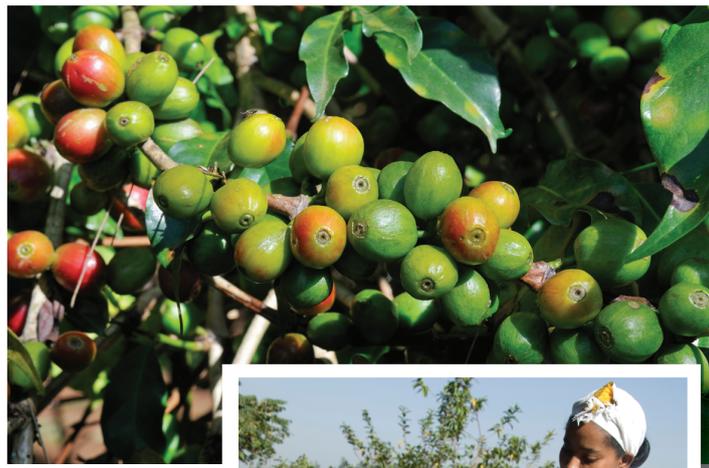
## A6.6 Reading: Coffee production

### 1 Work in a group and discuss what you know about how coffee is produced.

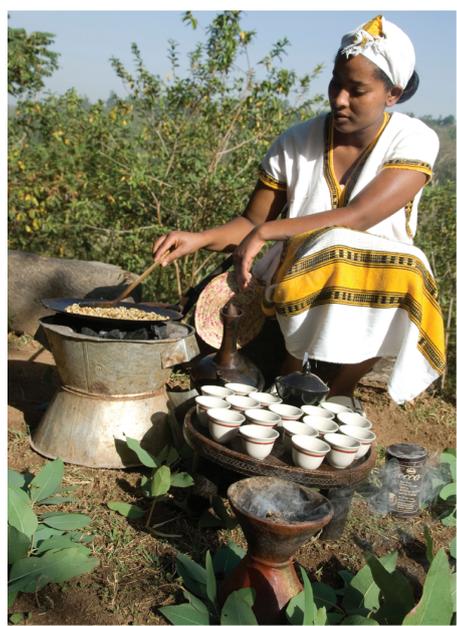
- 1 Which country did coffee originally come from?
- 2 What is the name of the tree that coffee originally came from?
- 3 Which areas of Ethiopia produce some of the best speciality coffees in the world?
- 4 What happened to world coffee prices in the early years of this century?

### 2 Now read the text to check your answers.

**Coffee historians** agree that coffee was first discovered in Ethiopia by a goat-herder who noticed that his goats were energised when they ate the berries of the Arabica tree. Today coffee remains one of the most important sources of export income for the East African nations of Uganda, Ethiopia, Kenya, and Tanzania.



Ethiopia, though, is Africa's largest coffee exporter and around 5th in the world. Coffee accounts for over 50 per cent of its exports, generating income for its population of over 80 million. It produces around 400,000 tonnes of coffee a year. Approximately 1.2 million smallholder farmers are engaged in production, and these smallholders produce about 90 per cent of Ethiopia's coffee.



The average farm is about two hectares in size and produces around 400kg of coffee per year. The work is done by family members except at peak periods such as harvest when members of different families traditionally help each other without payment to keep costs down.

This dependence on coffee has its risks, most notably when there is a fall in the world commodity price, as happened in the late 1990s and early years of this century, and again in 2008. These falls can have a serious effect on farmers' incomes and that is why Ethiopia's Oromia Coffee Farmers' Cooperative Union (OCFCU) was set up. It protects small-scale coffee farmers from such variations by taking advantage of the Fair Trade coffee market.

Fair Trade guarantees farmers a minimum sale price for coffee and access to credit at fair prices. Part of the profit from the Fair Trade coffee market is invested in community developments, such as health care and schools. Fair Trade also promotes environmentally sustainable techniques of producing coffee. There is no doubt that Fair Trade has benefited smallholders in co-operatives such as the OCFCU by providing them with up to three times the average income.

In recent years a new tactic has been introduced which allows farmers to sell their coffee at even higher prices. This is known as trademarking; it means international trademarks have been obtained for speciality coffee grown in Harar, Yirgacheffe, and Sidamo. This allows the coffee growers to decide which distributors they will grant licences to, and what terms they must abide by in order to sell their specialty coffee. However, trademarking is not without its problems. It has faced opposition from some international distributors, who prefer to use their own trademarks. It also makes high demands on the coffee producers to ensure quality control is maintained; the government is also required to enforce minimum standards in coffee production processes. In addition, skilful marketing is required to make the trademarked coffee brands known in the developed world. Nonetheless, it is hoped that trademarking will earn Ethiopia an extra US\$ 88 million per year.

Taking control of what happens to their product after it has been exported, seems to be the only way for Ethiopian coffee farmers to receive a fairer share of the profits made from their crop as it passes along the long chain from grower to drinker.

**3 Read the text again and on your own answer these questions.**

- 1 How does Ethiopia rank as an international coffee producer?
- 2 How important is coffee to the country's economy?
- 3 Why is the importance of coffee to Ethiopia's economy a risk?
- 4 Explain the following terms in your own words:
  - Fair Trade
  - trademarking.

**4 Find words in the text with these meanings.**

- 1 owners of a small piece of land used for farming (para 2)
- 2 the busiest times (para 3)
- 3 a loan from a bank (para 4)
- 4 a method that you use to achieve something: (para 5)
- 5 a special name, sign, or word that is marked on a product to show that it is made by a particular company, that cannot be used by any other company (para 5)
- 6 the practice of checking goods as they are produced to be sure that they are good enough (para 5)

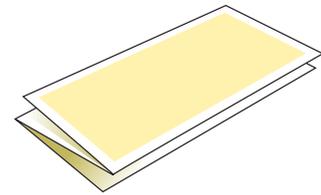


## A6.7 Writing: A leaflet on Fair Trade

Fair Trade is a way in which Ethiopian coffee growers can get a fair return for their product. Write a leaflet about Fair Trade. The aim of the leaflet is to persuade customers in Western countries (for example, USA and UK) to buy Ethiopian Fair Trade coffee. Follow the instructions below to help you write the leaflet. You may use the Fair Trade Fact Sheet below to help you with information.

### Plan your leaflet

- You can plan your leaflet with a partner, but you should write the leaflet on your own.
- The leaflet should have at least five sections.
- Think about the information you are going to include in your leaflet.
- Find the information you need for the topic (see the Fact Sheet on Fair Trade below and the text in A6.6 or look up the information on the Internet).
- Don't copy information word for word; read and take notes but write the text in your own words.
- If possible, find some photographs and other illustrations to put in your information leaflet.
- What section headings are you going to use? In what order are you going to put them? For example: Why buy Ethiopian Coffee? What is Fair Trade? How our farmers benefit and so on.
- Decide whether you want to use bullet points or write in paragraphs.



### Write your leaflet

- Start writing a first draft of your leaflet and working on its presentation. Write your text on a folded piece of A4 paper as shown. It will give you six slim pages: three at the front and three at the back. Use the first page as the front page.
- When you have finished your first draft, check it carefully.
- Decide if you are satisfied with the content, or if you need to change, take out or add anything.
- Ask a partner to assess your leaflet and make some suggestions for improving it.
- When you are satisfied with your content, write a final neat version of your leaflet.

## Fair Trade Fact Sheet

### What Is Fair Trade?

Fair trade connects producers and consumers in more equitable, more meaningful and more sustainable ways. Fair Trade is based on seven principles as quoted by the Fair Trade Federation (FTF), the largest association of fair trade organisations.

### Fair wages

Paying fair wages does not necessarily mean that products cost the consumer more. Since Fair Trade Organizations bypass exploitative middlemen and work directly with producers, they are able to cut costs and return a greater percentage of the retail price to the producers.

### Cooperative workplaces

Fair Trade Organizations work primarily with small businesses, worker owned and democratically run cooperatives and associations which bring significant benefits to workers and their communities.

**Consumer education**

Fair Trade Organizations educate consumers about the importance of purchasing fairly traded products which support living wages and healthy working conditions.

**Environmental sustainability**

Fair Trade Organizations encourage producers to engage in environmentally friendly practices which manage and use local resources sustainably.

**Financial and technical support**

Small-scale farmers and artisans in the developing world lack access to affordable financing, impeding their profitability. FTF members that buy products directly from producers often provide financial assistance either through direct loans, prepayment or by linking producers with sources of financing.

**Respect for cultural identity**

Fair Trade Organizations encourage the production and development of products based on producers' cultural traditions adapted for Western markets.

**Public accountability**

FTF members' finances, management policies, and business practices are open to the public and monitoring by the Fair Trade Federation.

**Who Benefits?****The Farmer**

- Fair Trade increases annual incomes of small farmers.
- Fair Trade helps put in place tools for self-sufficiency.
- Fair Trade assists small farmers to stay out of high interest debt.
- Fair Trade helps build infrastructure in farmers community.

**The Consumer**

- Fair Trade lets consumers have a clear conscience about their purchases.
- Fair Trade lets consumers assist and empower others with their buying power.
- Fair Trade lets consumers be part of a social justice movement through a simple action.
- Fair Trade allows consumers to initiate a chain of responses that will positively impact the lives of poor coffee farmers and their families.

**The Environment**

- Small farmers use organic methods, which are more environmentally friendly and sustainable.
- Small farmers disperse their plants throughout a region, a more environmentally friendly method.
- Small farmers plant shade grown coffee which is key to protecting certain species of birds.
- The existence of small farmers helps prevent the clear-cutting of larger estates.



## Part B

## Objectives

In this part of Unit 6 you will:

- talk about how global you are in your class
- practise the pronunciation of words with silent letters and silent sounds and syllables
- read about four multilateral organisations
- listen to a text about the pros and cons of globalisation and take notes
- write a summary of a text
- revise ways of expressing advantages and disadvantages
- revise ways of asking for explanations, giving reasons and making suggestions
- extend your knowledge of the structure *I wish*
- have a class discussion of whether globalisation is good or bad
- write a business letter
- learn some ways of working with words in order to remember them and how to explain what you mean when you don't know the word you want to use
- do a listening assessment task
- do a reading and speaking assessment task.



### B6.1 Speaking: How global are we?

**Work in a small group and discuss these questions.**

- 1 Where do the things we use come from?
  - Look at the labels in the clothes you are wearing. Where were they made? Where do you think the fabric comes from?
  - Look at things around you: the things on your desk, the furniture in the room and so on. Where were they made? Where did the materials come from?
- 2 What family connections do you have in other parts of the world? Do you have any relatives in other countries? If so where? How long have they lived there?
- 3 How many foreign nationals are there in your school or in your town? Where do they come from? What are they doing here? How long have they been here?
- 4 How connected are we to the rest of the world? How many people in your class:
  - watch satellite TV?
  - use the Internet?
  - know the latest international news?
- 5 Name some multinational companies that operate in Ethiopia. They could be oil companies, banks, manufacturing companies and so on. Do you know where these companies' headquarters are?



### B6.2 Speaking: Play *Show and Tell*

- 1 **Work in a group. Look at the objects below. How much can you say about each one in 30 seconds? Take it in turns so that each member of the group has a chance to describe these objects. For each one think about:**
  - What it is
  - Its brand name
  - Its origins (show where it comes from on the map)
  - What it is made of

- What it looks like
  - Any other details.
- Before you start, look at the language in the box

**Describing objects**

Use this language to describe objects

- *It's made of plastic*
- *It seems to be made of metal*
- *It was made in Korea*
- *It was probably made in China*
- *It's got a black plastic case*
- *It's quite small*
- *It's used to play music*
- *You can use it to ...*



**2 Bring in one or two everyday objects from home to your next lesson in order to play Show and Tell with your group.**

- They can be very simple objects.
- Try to find out where they come from and what they are made of before the lesson.
- Be prepared to talk about each object for 30 seconds.
- Be prepared to answer questions about your objects.

**3 Each person in the group must talk about their object and show where it was made by referring to the map. After each description, the other group members should ask some questions about the object.**





### B6.3 Speaking: Silent letters, sounds and syllables

**1** In many words the letters, *h, w, g, k, t, b* are silent. Identify the words containing silent letters in these groups:

- 1 h – what, perhaps, hotel, hour, rhyme, who, honour, vehicle
- 2 w – two, whole, answer, wish, wrong, somewhere, few, fewer
- 3 g – walking, gate, song, gnat, foreign, signature, sign, gnaw
- 4 k – work, talk, knife, know, kiss, king, clock, knee
- 5 t – whistle, faster, fasten, listen, ten, western, industry, often
- 6 b – climb, number, debt, comb, submarine, combination, beef, thumb
- 7 p – petrol, swept, psychology, receipt, pneumonia, psalm, shop, important

**2** Listen to your teacher pronounce the words above and repeat them. Then practise pronouncing them with a partner.

**3** Other letters in English can be silent in certain words. Identify the silent letter in each of these words:

- 1 island
- 2 hymn
- 3 iron
- 4 biscuit
- 5 muscle
- 6 calm
- 7 Wednesday
- 8 leopard
- 9 handsome
- 10 walk

**4** Listen to your teacher pronounce the words above and repeat them. Then practise pronouncing them with a partner.

#### Silent sounds and syllables

- In natural spoken English, some sounds and syllables seem to disappear.  
**For example:** *comfortable, interesting* (the letters that are not underlined are silent)
- This generally happens in unstressed syllables.

Contracted verbs and auxiliaries behave in the same way.

**For example:** *He isn't going, she's going instead.*

Note: Sounds and syllables that disappear in this way can be said in their full form, whereas silent letters are always silent.

**5 Underline the spoken parts of these words (so that the silent part is not underlined)**

- 1 chocolate
- 2 courageous
- 3 different
- 4 extraordinary
- 5 fashionable
- 6 favourite
- 7 restaurant
- 8 temperature

**6 Listen to your teacher reading a list of ten words and write them down.**

Practise saying the words with a partner. Pay attention to word stress and make sure one sound or syllable is silent.

**B6.4 Reading: Multilaterals**

A multilateral organisation is one which is set up by and includes several countries. There are a number of multilateral organisations that affect people's lives in Ethiopia. We looked at the biggest of all, the United Nations in Unit 5. You are now going to find out about the World Bank, The International Monetary Fund, the European Union and the African Union.

**1 Work in a group of four people. Each person must read one of the texts below and then answer the questions below on their own.****Text A: The African Union (AU)**

In 1963 a group of 32 African countries, inspired by Prime Minister Krame Nkumah of Ghana met in Addis Ababa to found the Organisation of African Unity. Its aim was to promote co-operation between African states, many of which were newly independent and faced enormous challenges. Just under 40 years later, Colonel Khaddafi of Libya proposed a more **integrated** union and so the OAU was reborn as the closer-knit African Union, of 53 member states. Like the United Nations and the European Union, the African Union has a structure consisting of: an **assembly**, the Pan-African Parliament, which gives a voice to the people of Africa, and the **Commission**, based in Addis Ababa, which does the day-to-day work, and a number of other bodies.

Despite shortage of funds, the AU gives Africa a united voice on the world stage. Best known perhaps for its peace-keeping **operations** in troubled parts of the continent, the AU also engages in behind the scenes **diplomatic** work to achieve solutions to **political** problems. It is also working to bring African solutions to many common problems such as achieving sustainable development and combating HIV/AIDS.

The AU has been criticised for lack of effective action against member states guilty of crimes against its own people or neighbouring countries.



**Text B: The International Monetary Fund (IMF)**

The International Monetary Fund (IMF) has its **headquarters** in Washington DC, USA. It was created after the Second World War in 1944, originally with 45 members. Its purpose was to stabilise **exchange rates** and assist the **reconstruction** of the world's international payment system. Countries contribute to a **pool**, which can be borrowed from, on a temporary basis. The IMF now has a near-global membership of 186 countries. It tracks global economic trends and performance, alerts its member countries when it sees problems on the **horizon**, provides a forum for **policy** dialogue, and passes on knowledge to governments of how to tackle economic difficulties.

The IMF provides policy advice and financing to members in economic difficulties and also works with developing nations to help them achieve **macroeconomic** stability and reduce poverty.

The IMF has been subject to much criticism, particularly over the conditions of its loans. Countries are often forced to accept economic policies as a condition of being granted a loan. In some cases, notably in Africa, this has been disastrous: many countries have suffered job losses and falls in **GDP** as a result of applying the **market forces** the IMF has insisted upon.



**Text C: The World Bank (WB)**

The World Bank was established in 1944 and has its headquarters in Washington, D.C, USA. It has more than 10,000 employees in more than 100 offices worldwide.

It is not a bank for individuals but is made up of two unique development **institutions** owned by 186 member countries: the International Bank for Reconstructions and Development (IBRD) and the International Development Association (IDA). The IBRD aims to reduce poverty in **middle-income** and **credit-worthy** poorer countries and the (IDA) focuses on the world's poorest countries.

The World Bank is a source of financial and technical assistance to developing countries around the world. It provides low-interest loans, interest-free credit and **grants** for a wide range of purposes that include: investments in education, health, public administration, **infrastructure**, financial and private sector development, agricultural, environmental and natural resource management.

The World Bank has been criticised for representing Western business interests and, like the IMF, for forcing **free market** reforms on countries that were not ready for them. In addition, it was slow to recognise the need for environmental sustainability.



**Text D: The European Union (EU)**

The European Union was set up in the **aftermath** of the Second World War to bring peace, stability and **prosperity** to Europe. It was founded by the Treaty of Rome in 1957 and at the time consisted of six member states, with France and West Germany at its **core**. It has enlarged over the years to its present membership of 27 countries.



The EU, like the UN, consists of a number of bodies with a Parliament and Commission at its centre. These are based in Brussels in Belgium.

In order to become a member, a country has to meet various criteria, which include a stable democracy with human rights and the rule of law; and a free market **economy**. Once a country is accepted into the European Union, the benefits are great: it allows the free **export** and **import** of goods within the EU, the free movement of labour, generous **subsidies** for farmers and for social and infrastructure development. In 2002, 16 member states joined the European Monetary Union with the Euro as its **currency**.

The EU has a Commissioner for foreign affairs and a foreign policy that allows the member states to have a more powerful say in world affairs. It also has a significant budget for aid to developing countries.

Common criticism of the EU is that it is too **bureaucratic** and **unaccountable**. Some members fear it is drifting towards greater integration and that will mean individual states will lose their **sovereignty**.

**Glossary****TEXT A**

**closer-knit** = more integrated

**shortage of funds** = insufficient money

**peace-keeping operations** = military forces sent to other countries to keep the peace

**behind the scenes** = not in public or reported by the media

**TEXT B**

**stabilise exchange rates** = keep the rates at which money is exchanged into another currency at more or less the same levels

**macroeconomic** = the study of large economic systems such as those of a whole country or area of the world

**the market forces** = the way that the behaviour of buyers and sellers affects the levels of prices and wages, without any influence from the government

**TEXT C**

**middle-income** = at a medium economic level, with enough to eat, housing etc but not rich

**creditworthy** = able to pay your debts and therefore can be given a loan

**grants** = gifts of money for a particular purpose

**TEXT D**

**free market economy** = an economic system in which companies are not controlled by the government but decide what they want to produce or sell, based on what they believe they can make a profit from

**subsidies** = money that is paid by a government or organisation to make prices lower by reducing the cost of producing goods

**bureaucratic** = involving a lot of complicated official rules and processes

**unaccountable** = not having to explain your actions or decisions to anyone else

**sovereignty** = the power that an independent country has to govern itself

**2 Identify which of these statements apply to the organisation you have individually read about.**

- 1 It's made up of 53 members.
- 2 It provides loans.
- 3 It has its own currency.
- 4 It helps both middle income and very poor countries.
- 5 It has its Commission in Ethiopia.
- 6 It was established by a treaty signed in Rome.
- 7 It is made up of 186 member states.
- 8 It provides both financial and technical assistance.
- 9 It is best known for peace-keeping operations.
- 10 It advises only on economic affairs.
- 11 It has a commission and a parliament.
- 12 It is made up of 27 members.
- 13 It was formed out of an earlier organisation.
- 14 It requires countries to meet certain criteria before becoming members.
- 15 It is headquartered in the United States.
- 16 It suffers from lack of money.
- 17 It keeps an eye on the world economy.
- 18 It was set up in 1944.
- 19 It has its Commission in Belgium.
- 20 It is made up of two organisations.

**3 Make short notes in the table about your text.**

	Activities	Criticism
AU		
IMF		
World Bank		
EU		

**4 Work with your fellow group members to find out about the other organisations.**

- Ask and answer questions in order to complete the missing information in your table.
- Listen to the answers rather than copying what each member of the group has written about their text.

**5 Discuss the four organisations within your group and answer the following questions:**

- 1 What new information have you found out about these organisations?
- 2 What do you think of the activities of these organisations? Do you think they are important?
- 3 What do you think of the criticism leveled at these organisations? Is it fair?



**B6.5 Listening:** The pros and cons of globalisation

- 1 You are going to listen to a text about the pros and cons of globalisation. Before you listen, make your own list of points on the subject.
- 2 Listen and write outline notes in your exercise book.
- 3 Check your notes with those of a partner. Listen to the text again and add more details if necessary.

**4 When your notes are complete, discuss:**

- how the list compares with the one you made in exercise 1
- whether or not you agree with the points made in the listening text.

**B6.6 Writing: A summary****How to write a summary**

There are two kinds of summaries:

- 1** A general summary of what has been said or written.
- 2** A short statement of what is said or written about a particular subject.

When you are asked to write a summary, it is helpful to divide the main text into five stages.

**1 Understand**

Read the text quickly to get a good general idea of what it is about.

**2 Choose**

Choose the key points in the text. (If the book is your own, you can mark the relevant parts with pencil.) You should not include anecdotes or too many examples.

**3 Make notes**

Make notes of the relevant points in your own words – don't just copy from the text.

**4 Rough draft**

Write out a rough draft of your answer by putting your notes together in full sentences. If you have been given a word limit, make sure you have not written too much or too little. Check your draft and edit it.

**5 Final version**

Write out your final version and then check it for any errors. If there is a word limit, count the number of words and write the total at the end of your summary.

**Write a summary of the notes you made on the pros and cons of globalisation in B6.5.**

- Begin at stage 4 in the 5 stages given above. (You did stages 1–3 in the listening section above).
- Write this summary in bullet points. You must use your own words and write in full sentences.
- Give your summary a heading.

### B6.7 Language focus: Advantages and disadvantages

There are some special expressions we can use to express advantages and disadvantages:

- (state an advantage), *but on the other hand* (state a disadvantage).
- *Although* (state an advantage), (state a disadvantage).
- *Despite the fact that* (state an advantage), (state a disadvantage).

Note:

In all the examples above, the disadvantage can also be stated before the advantage. *Although* and *on the other hand* are followed by clauses (noun + verb).

- *Although globalisation has several disadvantages, it has some advantages too.*
- *Globalisation has some advantages but on the other hand it also has several disadvantages.*

*Despite* is followed by a noun or noun phrase:

- *Despite having some disadvantages, globalisation has some advantages.*
- *Despite the fact that globalisation has some advantages, it also has several disadvantages.*

**Look at this list of advantages (+) and disadvantages (-) of globalisation. Use these ideas to make three logical sentences with *although*, *despite* and *on the other hand*. Write the sentences in your exercise book.**

+	-
1 Multinational companies provide jobs for local people when they open an operation in another country	it means that local cultures and languages are at risk of disappearing.
2 Global communications allow people to be more aware of what is going on in other parts of the world	they are poorly paid and may not offer promotion.
3 Young people around the world can enjoy the same global music and films	along with these come ideas and values often at odds with those of traditional societies.

### B6.8 Language focus: Making suggestions, giving reasons and asking for explanations

There are many phrases you can use to make suggestions, ask for explanations and give reasons. Look at the language below:

Making suggestions	Asking for explanations	Giving reasons
<ul style="list-style-type: none"> <li>• I suggest that you</li> <li>• I think we should</li> <li>• You could or you might</li> <li>• Why don't you</li> <li>• Alternatively you could</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell me why ...?</li> <li>• Can you explain why ...?</li> <li>• Why is it that ...?</li> <li>• How come ...? (informal)</li> </ul>	<ul style="list-style-type: none"> <li>• The main reason is ...</li> <li>• It's because ...</li> <li>• The thing is ...</li> <li>• Besides that ...</li> <li>• What's more ...</li> <li>• Furthermore ...</li> </ul>

**1 Study this short dialogue:**

Person A: *I think* the Government should encourage more multinationals to come to Ethiopia.

Person B: *Can you explain why?*

Person A: *The main reason is* that it would provide jobs.

**2 Write similar dialogues, using these suggestions and the expressions in the table.**

- 1 The Government should not allow any multinationals in the country.
- 2 The Government should control the films that come into the country, particularly from Western countries.
- 3 The Government should make sure each school has a computer room.
- 4 The Government could insist that all agricultural exports are Fair Trade.

**B6.9 Language focus: *I wish*****Language we use to express our wishes.**

**a** To express your wishes for the present and future:

- *I wish I were good at maths.* (But I am not good at maths.)
- *I wish I could be a doctor.* (I'm going to do something else as this is not possible.)
- *I wish my school were nearer my house.* (My school is a long way from my house.)

**b** To express a wish about something that you want to stop or change in some way:

- *I wish you would stop watching TV and come out.*
- *I wish you wouldn't have your hair cut so short.*

**c** To express your wishes and regrets about the past:

- *I wish I had studied harder for the test.* (But I didn't study hard.)
- *I wish our teacher hadn't given us so much homework.* (But he gave us a lot of homework.)

When we express a wish, we are talking about an unreal or even impossible situation. For this reason, the tense of the verb changes, but that does not mean the time has changed. It means that the verb is expressing something unreal.

**For example:** *I wish I were good at maths* is talking about the present, not the past.

Note:

- We usually say *I wish I were ...* but we can also say *I wish I was* (This is also the case in some conditional sentences: *If I were you I wouldn't do that.*)
- In all of the sentences above we can substitute *If only* and the meaning remains the same.

**For example:** *If only I had studied harder for the test.*

**1 Complete these sentences with a suitable verb in the correct form.**

**Example 1** I wish *I didn't have* a headache today.

- 1 I wish our house \_\_\_\_\_ a garden.
- 2 I wish my brother \_\_\_\_\_ loud music late at night.
- 3 I wish I \_\_\_\_\_ the bus home yesterday instead of walking in the rain.
- 4 I wish people \_\_\_\_\_ litter in our garden as they walk past.
- 5 I wish I \_\_\_\_\_ it easier to make friends.
- 6 I wish Ethiopia \_\_\_\_\_ a coastline.

**2 Now complete these sentences about your own wishes.**

I wish I could \_\_\_\_\_

## Unit 6 Trade and globalisation

I wish I didn't have \_\_\_\_\_  
I wish the government would \_\_\_\_\_  
I wish I hadn't \_\_\_\_\_



### B6.10 Speaking: Is globalisation good or bad?

#### 1 Work in a group of five or six people and discuss these questions.

- In your answers, use the language for expressing advantages and disadvantages, asking for explanations, giving reasons, making suggestions, and expressing wishes (given in the previous sections).
  - Draw on the ideas you have read about, listened to and discussed in parts A and B of this Unit.
- 1 Can you think of any *imported* modern ideas or customs that go against the values of Ethiopian culture?
  - 2 How do you feel about the multinationals that operate in this country? Do you think they have a positive or negative impact?
  - 3 In the conclusion of the listening text in B6.5, this comment is made about globalisation: *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.* Can you think of any ways in which we can do this?
  - 4 Study the situation described in the box and discuss what the Government should do:
    - Should it allow the project to go ahead? Justify your answer.
    - If so, what conditions should it place on the company? Justify your answer.
    - Try to reach a group decision about the project and be prepared to present it to the class.

A large foreign-owned clothing manufacturing company, Tiger Fashions, wants to open a factory in your local region. Here are some background facts about the project:

- There are already some smaller, locally owned clothing manufacturing companies in the region, which some people fear may have to close if the new factory opens as they won't be able to compete with the prices of goods sold by the large manufacturing company.
- The factory will employ 400 people.
- The managers will come from abroad.
- Some locally produced cotton cloth will be used by the factory along with other imported textiles.
- A lot of the clothing will be exported.
- The factory will need a lot of electricity, which would require the Government to improve the local power station. The company would subsidise this.

- #### 2 Have a class discussion on the topic: *Is globalisation a good thing for the people of Ethiopia?* Spend some time thinking about your opinion and draw up a list of points to make in the discussion before you start.



### B6.11 Writing: A business letter

**You have seen that Fair Trade helps producers to get a fair price for their goods. Imagine that you have heard that a food processing company in the UK is using Ethiopian sesame seeds in the manufacture of tahini (a product similar to peanut butter but made with sesame seeds). It is not Fair Trade, however. Write a letter to the Managing Director to persuade him/her to participate in a Fair Trade scheme for the purchase of sesame seeds.**

- Discuss with a partner the possible points you can make in your letter. For example:
  - Persuade the Managing Director that it would benefit his company as they could use the fact that the ingredients in their product are Fair Trade in their marketing.
  - Mention the benefits to the growers here.
  - For more information on Fair Trade, refer to A6.6 and A6.7
- To review how to write a formal letter refer to B1.7
- To review the seven stages of writing refer to A3.3
- Write a first draft on your own and then ask your partner to comment on your letter and make suggestions for improving it.
- Edit your draft before writing your final version
- Address your letter to:  
The Managing Director  
Tahini products  
Unit F  
Hadstock Industrial Estate  
Brighton  
B54 7PK  
UK

## B6.12 Study skills: Focus on vocabulary

### A

#### Word associations

A common memorisation technique involves associating a new word with something familiar. This can be another word or several words, or a mental image. The associated word or image should be vivid or exaggerated to make it memorable. For example:

- 1 Substitute one word for another. This can be done either in English or Amharic or your first language.  
**For example:** *Source* = hot sauce
- 2 Break up the word and substitute parts of it for other words.  
**For example:** *Licence* = lie, tell a lie, *sense* = feel, see, hear, touch
- 3 Make an acronym.  
**For example:** *Arabica* = Arab iced coffee always
- 4 Substitute the word with a mental image or picture.

**For example:** small holder =



- 1 Choose a word from the vocabulary lists for Units 1–5 at the back of the book to memorise in the four ways described in the box.
- 2 Look at the vocabulary list for this Unit at the end of the book. Choose ten new words to memorise using the techniques described in the box.
- 3 At the end of the class, or in your next lesson, look at the words and recall their meanings. Did the word association methods help you to remember the words? Discuss with a partner.

**Unit 6** Trade and globalisation

**B**

**Grouping words**

Another way of working with words is to sort them into meaning groups.

**For example:** words about business, words about health

- 1** Work on your own and put the words in the box into meaning groups. You must choose the criteria for your groups.

freight tail metre beak linternet wing hectare library truck  
port litre encyclopaedia milligram shipping claw dictionary

- 2** Compare your groups with those of some other students.
- 3** Look at the vocabulary lists for Units 5 and 6. Make as many groups as you can with the words.

**C**

**What's the word?**

Often we can find ourselves in a situation when we simply don't know the word we want to use. There are various strategies we can use in this situation:

- 1** Use a bilingual dictionary.
- 2** Use a word in another language that you know and see if it is in any way similar to the one you want.
- 3** Mime the word.
- 4** Use a general word like *thing* or *stuff*.
- 5** Give a definition.

- 1** Work in a group and discuss each of these methods and their limitations.
- 2** Play the following game 'What's the word?'. In your group, you must divide into two teams: **Team A and Team B. Follow the instructions below:**
- Each team is going to take it in turns to explain a word to the other team, without saying the word.
  - You will have a maximum of two minutes to explain each word.
  - You can use any of the methods above which do not involve translation.
  - If the team guesses the word, they gain a point, if they don't guess it correctly, they don't get a point.
  - When you have finished, the winning team is the one with the most points.
  - Team A, your words are on page 284
  - Team B, your words are on page 286

## B6.13 Assessment

### 1 Listening

- 1 Your teacher will read a description of Total, the large multinational petroleum company. As you listen make notes in the table.

1 Site of HQ	
2 Where it operates	
3 Date established	
4 Primary activities	
5 Petrochemicals	
6 Alternative energy	
7 Controversies	

- 2 Listen again and add more details to your notes.

### 2 Reading

Your teacher will read you a text about an NGO project which is helping businesses in Ethiopia. Read the text and then with a few other students discuss these questions.

- 1 SNV is involved with agricultural projects which involve 'value chain development'. Explain this in your own words.
- 2 Which agricultural sectors has SNV chosen to work with?
- 3 Match the action SNV is taking with the relevant agricultural sector in which it is doing it. Note: there may be more than one action in each sector; each action may apply to more than one sector.

a developing different stages in the supply and production process	pineapples
b developing laboratory procedures	apples
c finding land	milk
d getting bank loans	oilseeds
e improving business methods	honey
f improving growing methods	mangoes
g national and international marketing	
h providing information about markets	
i training of producers	

- 4 Identify sentences in the last paragraph of the text which describe:
  - a what SNV does
  - a direct effect of its work
  - an indirect effect of its work
- 5 Now discuss these questions.
  - How useful do you think this project is? Why?
  - Do you think the government should encourage more international NGO support of this kind? If so, think of other sectors that would benefit from this kind of support and give specific examples of the kind of help that could be given.

# Revision 2 (Units 4–6)



## Reading

**This text is about traditional building techniques used by the Baganda people in Uganda. Survey the text and then answer the questions below.**

Floor making was a special occupation among the Baganda; the earthen floor was first dug up and levelled; next good earth was carried in; trodden down and stamped, then beaten with short sticks, and rubbed and beaten from time to time with young shoots of plantain-trees, so that the sap from the stem moistened the earth, and enabled the men to obtain a perfectly hard and smooth surface.

On the outside of the house, all round it, a ridge of earth was made, 30 centimetres high, and 25 centimetres thick at the base, tapering to a thin edge at the top. These ridges were beaten by men who stood on one foot and stamped with the other, until the earth was beaten well against the thatch where it came to the ground, and formed a hard substance to carry off the water from the roof and prevent it from running into the house. The workmen made a polished surface to the beaten earth with their iron hoes, used as trowels, and at the doorway they made a ridge, which tapered from both sides upwards, so that it was a high rim to a saucer, and kept any water from running into the house during rainstorms.

As soon as the earth of the floor dried and cracked, the men beat it again until all the cracks were filled up, and finally they smeared the whole with a mixture of clay and cow dung, which made an excellent floor. The thatch over the doorway was neatly cut back by the thatcher; it was the custom to cut the under part long and the upper part shorter, the exact opposite to the English method. The floor-beaters for the king each received a hoe when the work was finished; but if they had also to level the courtyard in which a house stood, the king gave them a goat in addition to the hoe; this they killed and ate on the spot before anyone went to live in the house. When chiefs wanted these men to work for them, they paid them heavily, the price being sometimes as high as a cow for making one floor.

The door was made of reeds by another set of workmen who were the king's door-makers. The door-maker measured the height and breadth of the doorway with a reed, and then carried the measurements to his own house, where he made the door. He used three and sometimes four long sticks which he placed one near the top of the door, another near the bottom and one between them; to these he stitched reeds of the necessary length, and when he had completed one side with one layer of reeds, he turned the door over and stitched a second layer to the opposite side. When the door was made for the king, the stitching had to be done with cane, but for ordinary houses bark was used. The reeds were trimmed off at the ends when the door was finished, so that it might be the right length; these doors were always made larger than the opening, so that, when they were put up, the opening was well covered both at the top and on either side.

**1 Choose the best option**

- 1 The reason plantain shoots were used to beat the new floor was ...
  - a to moisten the earth.
  - b to make the earth hard.
  - c to obtain a smooth surface.
  - d to obtain a perfectly hard surface.
- 2 The thatch of the building ...
  - a was mixed with earth.
  - b formed a hard substance to carry off the water.
  - c touched the ground to prevent water going into the house.
  - d was stuck to an earth ridge around the outside of the house.
- 3 What kept water from running into the house during rain-storms?
  - a thatch.
  - b an earth ridge.
  - c iron hoes, used as trowels.
  - d a polished surface made by workmen.
- 4 In what way was the method of cutting thatch over the door different from the English method?
  - a There was no difference.
  - b The thatch over the doorway was neatly cut back.
  - c The under part was longer and the upper part shorter.
  - d The under part was shorter and the upper part longer.
- 5 cane stitching on doors was done ...
  - a for the king's house.
  - b where bark could not be used.
  - c where two layers were required.
  - d where the door was to be stitched on both sides.
- 6 The doors were made larger than the opening ...
  - a and then trimmed off.
  - b at the top and the bottom.
  - c to give good coverage to the reeds.
  - d to prevent gaps between the door and the walls.
- 7 With regard to the walls of Baganda houses, from the text ...
  - a we can assume they are made of mud.
  - b we are not told what they are made of.
  - c we can assume they are made of reeds.
  - d we know for certain they are made of thatch.

**2 Write your answers to these questions in full sentences.**

- 1 Why might we assume from the text that a floor-beater would prefer to work for a chief than the king?
- 2 Name three specialist workmen involved in building these houses.
- 3 Explain these words and expressions in your own words as they are used in the text.
  - a sap (line 4)
  - b tapering (line 7)
  - c smeared (line 15)
  - d hoe (lines 11 and 18)
  - e reed (line 24)

## 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 group and discuss these questions.

- a What kinds of traditional houses are there in your region? What are they made of and how are they constructed? Are they still commonly used by ordinary people or do they have special functions? If so what?
- b What are the advantages and disadvantages of:
  - i traditional houses?
  - ii houses made of modern materials such as corrugated iron, glass and cement.

### 2 Describing a process.

- a Work with a partner. Choose a plant that you both know something about e.g. maize, cassava, coffee or beans and talk about it together. Talk about:
  - where it can be grown.
  - how the soil is prepared (digging, fertilising etc)
  - what is planted (seeds? a cutting?)
  - how the young plant is looked after (watering, fertilising, weeding etc.)
  - how long it takes to mature
  - when and how it is harvested
- b Now work with another pair of students. Tell them how your plant is grown.

## Punctuation

Write this short passage with correct punctuation.

go away screamed the girl I dont want to talk to you but youve made a mistake said the man please I want to help you



## Writing

### 1 Using the information in the reading text above, write two short summaries in a few sentences of each of the following.

- a The method by which the floors of Baganda traditional houses were made.
- b The method by which the doors of Baganda traditional houses were made.

### 2 Your school is raising money to buy 12 computers. To do this a committee has been formed. You are on this committee and one of your responsibilities is to contact companies and organisations and ask them to sponsor a series of sports and cultural events to be held at the school.

**Write a letter to the Manager of a local trading company to persuade him/her to sponsor 200 T-shirts for a 10-K race.**

- Your letter must be laid out in a formal style
- The name of the trading company is ‘Star Trading International’. Supply a suitable address in your area.
- You must write as ‘Secretary of the Computer Fund-Raising Committee’ and use the address of your school.

## Vocabulary

**1 Put the words in the box into the four groups below. Be prepared to justify your choice.**

charter    action-packed    export    animated    fantasy  
 peace-keeping    gangster    comedy    duty    columnist    freight  
 novelist    monitoring    playwright    editor  
 exchange-rate    copywriter    agencies    licence    disputes

- a** films or movies
- b** jobs in the arts and media
- c** trade
- d** The United Nations

**2 Answer these questions with words from Units 4–6.**

- a** What e ... describes someone who spends too much money?
- b** What b ... is someone who writes someone else’s life story?
- c** What c ... is someone who writes reviews of films, plays or TV programmes in a newspaper or magazine?
- d** What h ...-t ... describes someone who becomes angry very easily?
- e** What w ... describes the face of an older person which is covered in lines?
- f** What c ... is to examine books, films etc and remove anything that is offensive, politically dangerous etc?
- g** What m ... is a period of 1000 years, or the time when a new 1000-year period begins?
- h** What b ... e... is to neither make a profit nor lose money?
- i** What g ... is the process by which people, trade, travel to and operate in countries all over the world?
- j** What m ... is a large company that has offices in many different countries?
- k** What r ... m ... are substances that can be processed and then used to manufacture products?
- l** What s ... is money that a government or organisation pays to help with the cost of something?

## Language use

**1 Identify the mistakes in these sentences and then write them correctly.**

- a** Will your brother arrived home by the time we arrive?
- b** I’ll seeing you tomorrow at the meeting.
- c** I’m taking the bus so as not be late.
- d** It’s about time I get a new pen. This one keeps leaking ink.
- e** Anyway, I was saying, I’m revising every evening this week.
- f** To change subject for a moment, have you thought about what you’re going to do after the exams?

**2 Put the words in order to make logical sentences.**

- a leather was an She handbag expensive-looking carrying black
- b bus stop off must aunt with I to go the see my to her
- c off What your does plane take time?
- d market bag I time me That the my when of reminds in lost the
- e party our started It's term about we thinking end high of time
- f study try Why plan making don't a you?

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

- a It is important to educate young people about HIV/Aids.  
*Young people should be educated about HIV/Aids.*
- b If you want to sleep well, you shouldn't eat just before going to bed.  
In \_\_\_\_\_
- c I will finish my homework before six o'clock.  
By six o'clock I \_\_\_\_\_
- d You keep copying my work and I don't like it.  
I wish you \_\_\_\_\_
- e I studied all evening because I wanted to be ready for the test.  
I studied all evening so \_\_\_\_\_
- f In the future machines are likely to do a lot of the work people do today.  
In the future machines will \_\_\_\_\_
- g It's midnight so you must go to bed.  
It's midnight so it's time \_\_\_\_\_
- h It's my uncle's funeral tomorrow, so I won't be at school.  
I'll \_\_\_\_\_
- i Although I arrived late, I was able to take the test.  
Despite \_\_\_\_\_
- j People drop litter on the ground and I don't like it.  
I wish \_\_\_\_\_
- k Although Addis is the city where everything happens, it is too big, noisy and crowded.  
Addis is on the one hand \_\_\_\_\_
- l I usually write new words in my vocabulary book because I want to find them easily.  
I usually write new words in my vocabulary book so \_\_\_\_\_

# Finding a job

## Part A

### Objectives

In this part of Unit 7 you will:

- talk about the future career you would like to have
- learn some verbs to describe actions at work
- listen to three employees talking about their jobs
- extend your knowledge of adjective suffixes
- listen to an employer talking about the kinds of employees he wants
- extend your knowledge of defining relative clauses
- learn some words to describe personal qualities and skills
- discuss the qualifications and skills needed for different jobs
- write a profile of a company or field you would like to work in
- read a poem.

### A7.1 Introduction: Your future career

**1** Have you decided on your future career yet? Work in a small group and discuss whether you agree or disagree with these statements. Make notes of your own answers.

- 1 I like the idea of working with people.
- 2 I think I would prefer to work alone.
- 3 I like to be challenged.
- 4 I don't like to be challenged. I prefer to feel secure and comfortable.
- 5 I think I can lead people and motivate myself.
- 6 I like to be led and told what to do.
- 7 I am a practical person. I need to work with my hands.
- 8 I am an ideas person. I can work with words or numbers.
- 9 I am interested in making money. That is the most important thing.
- 10 I want a reasonably good salary but I want the work itself to interest and motivate me.
- 11 I am prepared to travel away from home for my work if necessary.
- 12 I don't want to travel.

**2** Discuss what each person's answers say about the kind of career that would suit them.

### A7.2 Increase your word power: Actions at work

**1** Work with a partner and look at the verbs in the table. They all describe actions that people in different jobs have to do. Think of some jobs in which each of these actions is required and give the details required. One has been done for you.

Note: There is generally more than one possibility for each action: you must write at least one for each.

**Unit 7** Finding a job

Action	What or who is involved	Job
Advise (who?)	patients clients	doctor lawyer
Attend (what?)		
Do/carry out (what?)		
Draw up (what?)		
Entertain (who?)		
Implement (what?)		
Interview (who?)		
Liaise (with whom?)		
Make (what?)		
Negotiate (what?)		
Operate (what?)		
Plan (what?)		
Prepare (what?)		
Raise (what?)		
Report (to whom?)		
Respond to (what?)		
Take (what?)		
Train (who?)		
Write/write up (what?)		

- 2** Compare your answers with those of the rest of the class.
- 3** Work with your partner and discuss which of these actions you think you would be good at.

**A7.3 Listening:** Three employees talk

**1** You are going to listen to three people talking about their work. Before you listen, copy the table below into your exercise book and discuss how to complete it.



Job	Training and qualifications	Personal qualities and skills	Duties	Salary (low, moderate, or high)
Chief mechanic				
Office manager				
Hotel manager				

- 2** Listen to the descriptions and write brief notes in the table. Make sure you write your notes in the correct place as you will hear the job descriptions in a different order from that in the table.
- 3** Compare your notes with your partner.
- 4** Listen to the descriptions again and add more details to your notes.
- 5** Discuss the meanings of these words and expressions from the listening texts:
  - plant hire
  - a fast track to nowhere
  - there are no free rides
  - invoice
  - samples
  - recruit.

- 6** Answer these questions about the listening texts:
  - 1** Using your notes, describe what each job involves.  
**For example:** *The chief mechanic's job involves supervising ...*
  - 2** What are the advantages and disadvantages of each of these jobs?
  - 3** What do you think is the reason why each of them has succeeded?
  - 4** Which of these three jobs would you a) most like to have b) least like to have? Give reasons for your choice.