

A7.4 Increase your word power: Adjectives with the suffixes *-ful* and *-less*

Read these definitions of the suffixes *-ful* and *-less*.

-ful /fəl/suffix [in adjectives]

1 full of something: *an eventful day*

2 having the quality of something or causing something: *Restful colours / Is it painful?*

-less /ləs/suffix [in adjectives]

1 without something: *I felt powerless / A childless couple*

2 not doing or using something: *You're too careless*

3 not possible to treat or affect in a particular way: *On countless occasions*

-ful and *-less* are often used with the same words to form opposites. However, this is not always the case, for example, 'awful' but not 'awless'.

1 Which of the words in the box can take both suffixes *-ful* and *-less*? Which of these words can only take one of them? Add the appropriate suffix to each word and put them in the relevant column of your table.

Note: When making the adjective form you may have to change the form of the base word.

awe beauty care colour dread forget fruit grace gratitude hope
job joy pain play power spite sun tact thought use wonder

Both <i>-ful</i> and <i>-less</i> (write both forms)		<i>-ful</i> only	<i>-less</i> only
<i>-ful</i>	<i>-less</i>		
careful	careless	awful	sunless

2 Which of the words in this box can take *-ful* or *-less* and other adjective suffixes? Add appropriate suffixes and put them in the correct column of the table below.

cheer cooperate fantasy help home logic peace rely resource virtue

<i>-ful</i>	<i>-less</i>	other adjective suffixes

3 Complete the sentences with suitable adjectives from the table in exercise 1.

- 1 Standing on top of a high mountain and looking at the view is a _____ experience.
- 2 To drive on some of the unmade roads in the countryside, you need a _____ 4×4 car.
- 3 I am so _____! I came out without my key today.
- 4 Christmas has been _____ for us this year as we are still getting over the death of my grandfather.
- 5 I often make _____ mistakes in my homework because I don't spend enough time checking my work before I hand it in.
- 6 The hunt for the dangerous criminal who escaped from police custody has been _____ so far.
- 7 So far in Grade 12 I have received good grades so I'm _____ that I will do well in the exams.



A7.5 Listening: An employer talks

1 You are going to listen to an employer talking about recruiting sales and marketing staff. The company is a multinational, based in Japan, which manufactures office copying and printing machines. Before you listen, work with a partner and discuss the kind of work you think sales and marketing staff do and the skills necessary for the job.

2 Listen to the text and make notes in the table.

Qualifications	Skills and personal qualities needed	Benefits offered

- 3 Compare notes with your partner.**
- 4 Listen to the text again and add more details to your notes.**
- 5 Compare your predictions about what is required for the job with what the employer said.**
- 6 Discuss the meanings of these phrases and expressions from the text:**
 - a *a degree is a starting point*
 - b *solutions-focused people*
 - c *multi-level engagements*
 - d *to come on stream*

A7.6 Language focus: Defining relative clauses

Relative clauses

What is a defining relative clause?

- *Our sales and marketing people work with large companies and organisations which operate in many different areas.*

The relative clause in this sentence tells us exactly which kinds of companies their sales and marketing people work with. The relative clause serves to define or make clear what the sentence is about. We call this kind of relative clause a defining relative clause.

We can use defining relative clauses to give definitions.

For example:

- *An x-ray machine is a piece of equipment which uses radiation to photograph the inside of someone's body.*
- *A surgeon is someone who performs operations.*

Non-defining relative clauses

Non-defining relative clauses, on the other hand, add extra information which is not essential in identifying what or who is being talked about.

For example: *My sister, who always wears bright colours, wants to design clothes.*

Commas

Commas are used in a sentence containing a non-defining relative clause but not in a sentence containing a defining relative clause.

Who, which or that?

We can replace *which* or *who* with *that* in a defining relative clause.

- *Our sales and marketing people work with large companies and organisations that operate in many different areas.*

We cannot use *that* in non-defining relative clauses.

Omitting who, which or that

In defining relative clauses where *which*, *who* or *that* are the object and not the subject of the clause, we can omit the relative pronoun.

For example:

- *I like the dress (which) you were wearing yesterday = we can omit *which*.*
- *I spoke to the woman who was wearing a black dress = We cannot omit *who*.*

Reduced relative clauses

In this kind of defining relative clause, where the pronoun is the object of the clause we can sometimes remove the verb too.

- After *be* as a main verb, if it is followed by a prepositional phrase.
For example: *The book which is in your hand is mine./The book in your hand is mine.*
- After *be* as an auxiliary, either in the progressive form.
For example: *The boy who is playing football is my cousin./The boy playing football is my cousin.*
- Or the passive: *The book which was presented to me as a prize is very useful./The book presented to me as a prize is very useful.*
- After other forms of the verb which are changed to the present participle: *The man who lives next door is a policeman./The man living next door is a policeman.*
- *Our sales and marketing people work with large companies and organisations operating in many different areas.*

1 Add commas where necessary in the sentences below:

- 1 Some of the banana trees which grow behind our house are diseased.
- 2 My brother who works on the radio is my favourite of all my brothers.
- 3 The girl in my class who resembles my sister is in fact a distant relative.
- 4 Our speaker who had travelled to many parts of the world gave an interesting talk.
- 5 The moon which moves around the Earth once in about 29 days is about 384,000 kilometres from us.
- 6 I am just finishing this exercise which is very easy.

2 Omit the relative pronoun or make a reduced relative clause where possible in the sentences below:

- 1 Wole Soyinka, who is Nigerian, was awarded the Nobel Prize for literature.
- 2 I'm part of a team which prepares budgets and sales targets.
- 3 The food, which is prepared in the school, is very good.
- 4 I've bought a suitcase which is made from a very light material.
- 5 I've never read a job advert which asks for someone with my skills.
- 6 I want a job which is well paid.
- 7 I'm in a band which is playing in a concert tonight.
- 8 I'm going to eat the chicken which is in the fridge, if no-one minds.

3 Make sentences from the table below about the kind of person the employer you heard in the listening text is looking for.

He is looking for someone ...	who	has will have is will be	in touch with the working environment. pride and enthusiasm in their work. passionate about our products. a degree. solutions focused. some ability with numbers.
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4 With a partner, discuss why these qualities and skills are important for this job.

Example: *He's looking for someone who has a degree because that demonstrates that you have some ability. I suppose he means that it shows you have a certain level of intelligence and that you are able to work hard.*

5 Discuss with your partner whether or not this job would suit you. Begin like this:

This job would (not) suit me as I am (not) someone who ...

A7.7 Increase your word power: Skills and personal qualities

1 Work with a partner. Look at the qualities and skills listed below. Write the adjective form of as many of these as possible. Discuss the meanings of the words as you work through the list. Use a dictionary if necessary.

Nouns	
an eye for detail	multi-tasker
communicator	numeracy
confidence	passion
determination	patience
discretion	problem-solving skills
dynamism	punctuality
experience	reliability
friendliness	resourcefulness
gentleness	self-motivator
independence	team-player
intelligence	technical know-how
level-headedness	trustworthiness
loyalty	wit

2 Practise the pronunciation of the nouns and adjectives. Mark the stressed syllables in each word.

3 Go through the list and discuss the extent to which you possess each of these skills and qualities. Also discuss what sorts of jobs these qualities would be useful for, such as doctor, teacher and so on.

Example:

Student A: I don't really have an eye for detail. I often overlook things and make silly mistakes.

Student B: Do you think you could train yourself to be good with details?

Student A: Maybe, to some extent. But I think I'm better at seeing the bigger picture.

A7.8 Speaking: Qualifications and skills for different jobs

Study the language in this box:

Making generalisations	Making exceptions
<ul style="list-style-type: none"> As a rule you would need to be ... Generally you would have to be ... Most of the time you wouldn't need to be very would be an essential/a must. 	<ul style="list-style-type: none"> There are exceptions of course, for example, when you would need to have ... Occasionally you would have to ... and this would require ...

1 Work in a group and look at the four job advertisements below. Choose a range of qualities and skills needed for each one (use the list above in A7.7 and/or your own ideas). Use the language in the box above to discuss each job. Think about the qualifications required. Make lists of between five and ten qualities and skills for each job.

Job A**Airline pilots needed****Job B**

Personal assistant to the Managing Director of an international company required

Job C

We are looking for a customer relations manager for our luxury hotel

Job D**Grendles Bank** is looking for an IT manager at its head office

- 2** Work in your group to rank the qualities and skills you have chosen for each job in order of priority. Study the language in the box before you start.

Comparing qualities and skills

Use this language when prioritising qualifications, qualities and skills needed for each job.

- *Good keyboard skills would be more important than the ability to speak French.*
- *You need to be more diplomatic as a cabin attendant than as a pilot.*
- *For a pilot, the most important skill is the ability to fly, rather than being diplomatic. You must have your pilot's licence.*

- 3** Compare your rankings with those of other groups. Be prepared to justify your decisions.

**A7.9 Writing: A profile**

- 1** Write a profile of a company or an occupation you would like to work in. For example, perhaps you would like to work in medicine or for a specific company. Your profile should be organised in sections. See the profile structure and the advice below:

Company profile:

- Name of company
- Location(s)
- Products or services
- Graduate employment possibilities
- Advantages and disadvantages of working for this company

Occupational profile:

- Name of occupation
- Organisations within this area and their locations
- Activities
- Graduate employment possibilities
- Advantages and disadvantages of working in this field

How to write your profile:

- Research your information.
- Write a first draft.
- Check it carefully and ask another student to check it and make suggestions for improvements.
- Write a final neat version.

- 2** Display your profile on the class wall and read the profiles by other students. Ask questions about the other profiles.



A7.10 Reading: A poem

- 1** Many jobs involve risk. Why are people prepared to risk their lives for their jobs? In this poem we find out a taxi driver's answer to that question. Read the poem then answer the questions below.

A taxi driver on his death

When with prophetic eye I peer into the future
I see that I shall perish upon this road
Driving men that I do not know.
This metallic monster that now I dictate,
This docile elaborate horse,
That in silence seems to simmer and strain,
Shall surely revolt some tempting day.
Thus shall I die; not that I care
For any man's journey,
Nor for proprietor's gain,
Nor yet for love of my own.
Not for these do I attempt the forbidden limits,
For these defy the traffic-man and the cold cell,
Risking everything for the little little more.
They shall say, I know, who pick up my bones,
"Poor chap, another victim to the ruthless machine" –
Concealing my blood under the metal.

Timothy Wangusa

- 1 What is the taxi driver's prediction about his death?
- 2 What metaphors does he use to describe his taxi?
- 3 Why does the taxi driver think he is likely to die?
- 4 What three factors do not influence the taxi driver's decision to *attempt the forbidden limits*?
- 5 What is the reason he does this job?
- 6 Who and what does he defy when doing this?
- 7 How will the person who finds his body feel about the taxi driver's death?
- 8 Explain the meanings of these words and expressions as they are used in the poem.
 - docile
 - simmer and strain
 - proprietor
 - ruthless
- 9 What do you think is the poet's purpose in writing the poem?

- 2** With a partner, practise reading the poem aloud.

- 3** Discuss the following questions with your partner:

- 1 What is your opinion of the poem? Do you think it can persuade taxi drivers to drive more carefully?
- 2 Why do you think taxi drivers drive so fast?
- 3 What problems do taxi drivers face in their jobs?

Part B**Objectives**

In this part of Unit 7 you will:

- talk about the process of applying for a job
- read texts used when applying for a job
- revise question forms
- extend your knowledge of the present perfect
- take part in a chain job interview
- write a letter of application
- look at ways of developing your reading
- do a listening and speaking assessment task.

**B7.1 Speaking:** Applying for a job**Work in a group and discuss these questions together:**

- 1** Where can you find information about job vacancies?
- 2** What should you do if you want to apply for a job?
- 3** If you are a school leaver, what kinds of things can you include in your CV that an employer may be interested in knowing about?
- 4** What are employers looking for in a school leaver?
- 5** What are the stages involved in getting a job? Put these in the order in which they usually happen.
 - a** Receive a letter or telephone call offering you the job.
 - b** Go for an interview.
 - c** You are invited for interview/or rejected.
 - d** Send your letter and CV to the relevant person or department.
 - e** Write a CV.
 - f** See a job advertisement or hear about a vacancy.
 - g** Write a letter or make a phone call accepting the job.
 - h** Your referees are contacted.
 - i** Write a letter of application and/or fill in an application form.



B7.2 Reading: A CV

1 Read this CV and answer the questions below.

CV

FULL NAME Hadas Gurmu

AGE 19

ADDRESS 37 Market Road,
Bishoftu

SEX Female

DATE OF BIRTH 1st March 1994

HOME TELEPHONE 64567

FATHER'S NAME Ato Gurmu Demmellash

MOTHER'S NAME Weizero Gete Ejigu

EDUCATION

Valley Primary School 1998–2006

Bishoftu Secondary School 2006–2010

EXAMS TAKEN

Certificate of Secondary Education 2010

SUBJECTS PASSED

English

Mathematics

Geography

Civics

History

Biology

WORK EXPERIENCE

For the last two years I have worked in my uncle's shop serving customers on Sundays and in school holidays.

INTERESTS

Netball (member of school team 2006–2007)

Learning languages

Teaching reading to children at our church

- 1 Where does Hadas live?
- 2 How old was she when she started primary school?
- 3 How old was she when she left secondary school?
- 4 How many subjects did she pass in her school certificate?
- 5 What kind of work experience does she have?
- 6 What does she like doing in her free time?
- 7 What do you think of her CV?
 - Is it well-organised?
 - Do you think she has given enough information about herself?

2 Look at these job advertisements and, with your partner, decide which one is the most suitable for Hadas.

Vacancy

Front office staff for new resort hotel.

Must have School Certificate, good knowledge of English, lively and pleasant personality.

Apply: The Director of Personnel, Palm Tree Hotels Corporation, PO Box 43, Lalibela

Vacancy

Busy international trading company requires a registry assistant for general office work.

Ability to use a computer and foreign languages an advantage.

Write to: The Manager, Mountain Trading Ltd, PO Box 12 Adama

Vacancy

Kitchen assistant needed in lively restaurant in city centre. No previous cooking experience required. Suit school leaver.

Apply: The Manager, Half Moon Restaurant Box 34 Addis Ababa

Urgently required

Male and female security staff for office building.

Contact: The Personnel Manager, Securico, PO Box 35, Dire Dawa

Looking for a career?

National Airlines has vacancies for technical and non-technical ground staff and cabin crew.

Apply with full details of yourself to the Chief Personnel Officer, PO Box 96 Addis Ababa

We are recruiting ...

A junior reporter for our newspaper. Please write with a full CV to The Editor, The Gazette, PO Box 51, Addis Ababa

Urgently required

General office assistant. Good English and Kiswahili needed. Write to: Weizero K. Wanambwa, Cross Border Trading PO Box 12



B7.3 Reading: A letter of application

1 Read the different parts of the letter Hadas wrote to apply for one of these jobs.

<p>Part A</p> <p><i>I am 19-years-old and I left Bishoftu Secondary School last year with Certificate of Secondary Education passes in six subjects.</i></p>		<p>Part B</p> <p><i>Hadas Gurmu</i> (signature)</p>
<p>Part C</p> <p><i>I have enclosed my CV which gives full details of my background and my referees who have said they will be glad to answer any further enquiries about me. If you would like to contact them, they are: my former headmistress Mrs Selassie of Bishoftu Secondary School PO Box 3456, DBishoftu; and my uncle who employed me in his shop, Mr Gessesse Ejigu, Market Stores and Trading, PO Box 4789, Bishoftu.</i></p>		
<p>Part D</p> <p><i>Enc: CV</i></p>	<p>Part E</p> <p><i>4 Market Road, Bishoftu</i></p>	<p>Part F</p> <p><i>I have seen your advertisement in The Citizen newspaper and I would like to apply for the post of junior registry assistant.</i></p>
<p>Part G</p> <p><i>15th March 20- -</i></p>	<p>Part H</p> <p><i>MountainTrading Ltd, PO Box 12, Adama</i></p>	
<p>Part I</p> <p><i>I would like to work in an office as I think I am suited to working with people and keeping records, writing letters, keeping accounts and so on. I have some experience of dealing with customers and keeping stock records as I have worked in my uncle's shop on Sundays and in school holidays for the last two years. I am interested in learning languages and in addition to Amharic, I speak Afan Oromo, English and a little French. These may be useful in your office. I do not have any computer skills but I am very keen to learn.</i></p>		
<p>Part J</p> <p><i>Yours faithfully</i></p>	<p>Part K</p> <p><i>Re: The post of junior administrative assistant in your company.</i></p>	<p>Part L</p> <p><i>Dear Sir/Madam</i></p>
<p>Part M</p> <p><i>I look forward very much to hearing from you.</i></p>	<p>Part N</p> <p><i>Meseret Gurmu</i></p>	<p>Part O</p> <p><i>The Manager,</i></p>

2 Work with a partner and discuss what order the different parts of the letter should go in and how they should be laid out on the page.

3 Write the complete letter out in your exercise book.

- 4** What do you think of the letter? Do you think Hadas would be invited for interview on the basis of this letter? Can you suggest any improvements?

B7.4 Language focus: Different types of questions

- 1** Look at this list of interview questions and identify the question types used.

- 1 You are an Afan Oromo speaker, aren't you?
- 2 How long have you been working for your uncle?
- 3 Do you live in the city?
- 4 Would you mind telling me when you were born?
- 5 Haven't you ever used a computer?
- 6 Tell me about your interests.
- 7 You obtained your School Certificate last year?

- 2** Work with a partner and answer these questions about the interview questions.

- 1 What kind of questions do we ask when we know the answer, but are just checking?
- 2 What kind of question do we ask when we want to find out something personal or when we want someone to do something for us?
- 3 Which of these questions can be answered by a simple yes or no?
- 4 What kinds of questions do we ask when we want more than a one word answer?

B7.5 Language focus: Present perfect

- 1** Look at the list of interview questions in the previous section. Which verb form is used in each question?

- present tense
- past simple
- present perfect

- 2** Explain why each of these verb forms is being used in these questions.

- 3** What is the difference between the verb forms used in questions 2 and 5? Why is each of them being used in these questions?

We use the *present perfect continuous* to talk about things that have been happening and are still going on.

For example:

- *School has been going quite well.*
- *I've been working quite steadily all year.*

It emphasises that something is still going on.

It is a bit different from the structure which is used to talk about things that have happened – that have been completed at some point before the present time: the *present perfect simple*.

For example:

- *I've learned a number of skills working in my uncle's shop.*
- *I'm quite pleased with what I've achieved this year.*

4 Complete these sentences with the correct form of the verb in brackets: *has/have/ been doing or has/have done*. Note: You will need the negative form in places.

- 1 The drama club _____ a new play for the end of term. (rehearse)
- 2 We _____ the first exercise. (already, finish)
- 3 I _____ my brother since yesterday afternoon. (not see)
- 4 My father _____ in another part of the country for a few weeks. (work)
- 5 I _____ been out much as I _____ a lot recently. (not go out) (study)
- 6 I _____ in the school choir since Form 1. (sing)
- 7 I _____ much today. (not eat)
- 8 I _____ malaria. (never)

5 Think of some more questions to ask at a job interview:

- in the present (for example: *Are you ...?*)
- in the past simple (for example: *When did you ...?*)
- in the present perfect simple and continuous (for example: *Have you ...? How long have you been ...?*)

B7.6 Language focus: Verb + to infinitive

1 When some verbs are followed by another verb, the second verb is the *to* infinitive, **for example**

*I can't **afford to go out**.*

*Let's **agree to differ**.*

*I've **decided to finish** my essay tonight.*

*I **want to go home now**.*

2 Some verbs are followed by an object before the *to* infinitive.

*I've **invited all my friends to come** to the house.*

*Our teacher **warned us not to give** in our homework late.*

*We must **ask someone to help** us.*

*I **want my employees to speak** foreign languages.*

Note: *want* is a verb that goes in both group 1 and group 2.

Change the given sentences in the way indicated so they include a verb + to infinitive with or without an object.

- 1 Please come to my party.
I want *you to come to my party*.
- 2 This bag is very heavy. I can't carry it on my own.
Please can you help ...
- 3 My mother must not know about this.
I don't want ...
- 4 My boss said I would lose my job if I was late again.
My boss warned ...
- 5 I'm interested in engineering.
I want ...
- 6 The hotel says its staff must look smart.
The hotel requires ...
- 7 The company is looking for a person who can answer the phone.
The company wants ...
- 8 Remember you must go to the post office after school.
Don't forget ...

**B7.7 Speaking:** Chain interview

- 1** With a partner, make a list of about 12 questions that the Manager of Mountain Trading Ltd could ask Hadas.
 - Choose suitable question types. For example, any questions that you ask about information that is given in Hadas's CV should be *checking* questions because the Manager should already have her CV.
 - Use a variety of question types and verb forms.

- 2** Think about how to ask these questions. For example, which questions should take a rising intonation at the end and which questions should take a falling intonation at the end? Mark the intonation on your questions and practise reading the questions aloud.

Example:
What other languages can you speak? (falling intonation)

- 3** With your partner, ask and answer the questions: one of you should play the role of Meseret and the other plays the role of the Manager of Mountain Trading.
 - Use the information in Hadas's CV.
 - Make up any other information.

- 4** Work in a large group of between eight to ten people and sit (or stand) in a circle.
 - The first person asks one of his/her interview questions and the next person on the right has to answer as if they were Hadas.
 - That same student now chooses one of his/her questions and asks the next person sitting on the right, who then has to answer.
 - Continue in this way going round the circle.
 - Anyone in the group can interrupt when one of the questions or answers is ungrammatical or inappropriate in some way, or includes incorrect information about Hadas.

**B7.8 Writing:** A letter of application**How to write a letter of application for a job**

When you apply for a job, you have to *sell* yourself. Every aspect of the letter is important: neat writing and appearance, clean paper, good use of English and correct spelling, all the necessary information, the correct length, polite in tone, a formal lay-out and style.

Follow these steps:

- Begin the letter by referring to the advertisement and the name of the newspaper where you saw it.
- Give necessary information about yourself: age, schools attended, examinations passed, subjects taken, languages spoken and so on.
- Give any other useful information such as relevant experience, posts of responsibility inside or outside school; if possible say why you think you may be suitable for this post.
- Include the names of two referees who are willing to answer questions about you. These should be responsible and respected people who are not related to you.

Unit 7 Finding a job

1 Look at Hadas's letter in B7.3 and identify the expressions that do the following:

- refer to where she saw the advertisement
- explain the reason for her letter
- introduce relevant experience
- introduce her referees
- close the letter

2 Work on your own. Choose one of the jobs described in the advertisements in B7.2 that you would like to apply for and do the following tasks:

- 1 Write your own CV using Hadas's CV as a model. Give as much information as you can about your experiences, achievements, interests and responsibilities both in school and outside.
- 2 Write a letter of application for the job. You can use Hadas's letter as a model.

B7.9 Study skills: Focus on reading

A Predicting

Thinking about what a text is going to be about is a very useful way of helping you to understand it. For example: just looking at the title, the way the text is organised and any sub-headings can give you a good idea of the content. In addition, predicting is something you can do as you read each paragraph and each sentence.

1 Work on your own and predict possible endings for these sentences.

- 1 Here is the weather forecast. It is likely to be hot and sunny in the east, but ...
- 2 Nairobi is the capital and largest ...
- 3 When the world price for coffee fell by 50 per cent, farmers ...
- 4 Not only has the scheme resulted in improved maternal health but infant mortality ...
- 5 The common cold is a contagious disease which infects the ...

2 Compare your sentence endings with one or two other students and discuss the clues that enabled you to complete them.

3 Working together, write the ending of this paragraph in your exercise book.

Cell phones were first developed in 1979 by the Swedish company Ericson. Initially they were large and heavy, but by the mid-1990s developments in the technology meant that small devices that could be easily held in the palm of the hand were available to the mass market. Over a decade later, the cell phone ...

B Guessing the meaning of unknown words

When you come across a word you don't know, what can you do to try to understand it, without looking it up in a dictionary or asking someone else to explain it?

There are some important features of the word that can help us to work out what it means:

- 1** Its context (what's the meaning of the rest of the sentence?)
- 2** Its grammar (what part of speech is it? Noun, verb, adjective? Does it look like a plural noun? What tense is it if it's a verb?)
- 3** Its construction (Does it have any prefixes or suffixes you recognise? Do you recognise its base? Is it compound? Do you recognise either part?)
- 4** Its similarity to a word in another language you know.

1 Look at these words. Single words do not give you any contextual clues, but see if you can identify features 2–4 listed above.

- blunt
- unicycle
- malodorous
- wobbly
- understate

2 Now look at the words in a context. Does it help you to understand them?

- 1** This knife is blunt and won't cut anything.
- 2** A malodorous presence greeted them as they opened the door, which made them gasp and cover their noses in horror.
- 3** You understate the massive scale of the disaster by saying that it has caused a few problems.
- 4** The circus clown made everyone laugh as he rode backwards and forwards on top of his unicycle, looking as though he would fall off at any moment.
- 5** Don't sit on that chair, it's unsafe. One of the legs is wobbly and could come off at any moment.

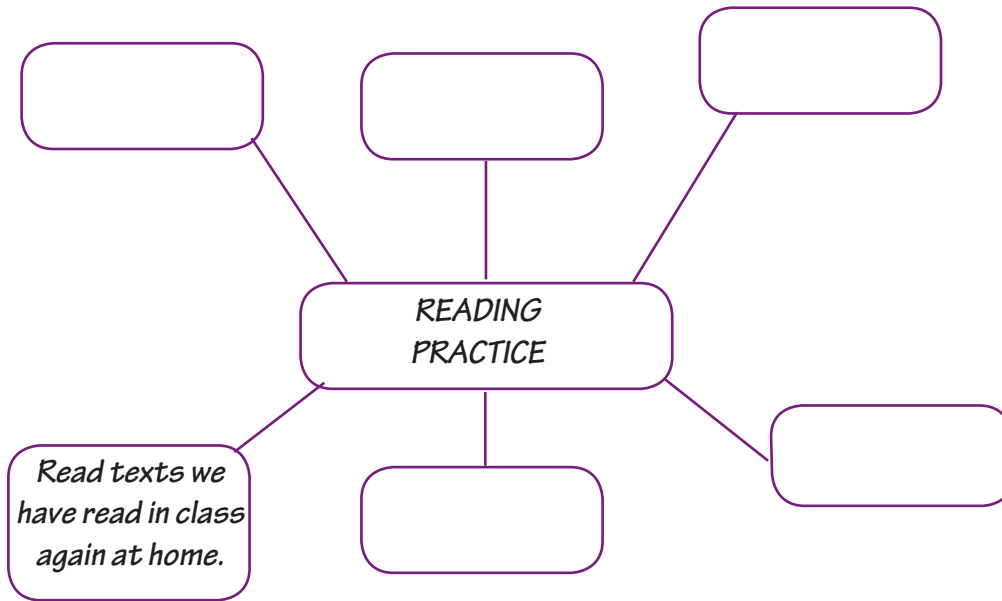
3 This paragraph contains a number of nonsense words. Identify them and replace them with real words that fit the context.

Water is vital for life. It is two-thirds of our body's schlophen and 90 per cent of its volume. When we are ppitke it satisfies us, it kllrths our clothes when they are dirty and it modrties our crops. Every person needs four litres of water a day for cooking and drinking and at least another twenty litres to stay clean and healthy. However, water can carry xelops like bilharzia, malaria, dysentery and diarrhoea. The World Health Organization estimates that 80 per cent of all disease can be attributed to poor water and wethres. As many as 50,000 people lkel every day from diseases associated with dirty water. A further 1,500 million are awfthng from these diseases on that same day.

C Reading practice**1** The best way to improve your reading is to read more. How can you do this? Have a class discussion of ways you can read more in English everyday. For example, read one or two articles in a newspaper.

Unit 7 Finding a job

2 Add the methods of reading practice that appeal to you to this mind map.



3 Set yourself a goal for doing these things regularly throughout the remainder of Grade 12.

Example: *I'm going to do one of these reading practice ideas every week.*

B7.10 Assessment

1 Listening and speaking

In B7.2 and B7.3 you looked at a CV and a letter of application for a job. Now your teacher will 'interview' you for this job.

- You can have your CV in front of you while you are being interviewed.
- Prepare some answers to likely questions before you start.

2 Writing

Your teacher will assess the letter of application for a job you wrote in B7.8.

Part A

Objectives

In this part of Unit 8 you will:

- talk about what happened at different points in the timeline of life on Earth
- read about the story of life on Earth
- revise how to use the past simple and past perfect
- speak about the development of Man
- consolidate your knowledge of how to express ability
- listen to a lecture on Dinkinesh and Selam
- extend your ability to express past probability and possibility with modal verbs
- re-tell the story of Dinkinesh and Selam
- discuss the issue of *history* versus *herstory*.

A8.1 Introduction: A timeline of life on Earth

1 The story of life on Earth goes back not just millions but billions of years. What do you know about this story? Work in a group and see if any of you know the answers to the following questions:

- 1 When did humans first appear on Earth?
- 2 What kind of life was present on Earth before humans?
- 3 When did our planet first take shape in the solar system?
- 4 How many zeros are there in a million and a billion?

2 Look at the timeline on the next page. Match the dates and events in the timeline. Write the events next to the relevant dates. Look up any unfamiliar words in a dictionary.

- Homo habilis first appeared
- the first vertebrates appeared on land
- Homo sapiens first appeared
- the first unicellular organisms appeared
- the last dinosaurs disappeared
- the formation of the Earth
- multicellular organisms appeared
- the first vertebrates appeared
- the oceans formed
- the first mammals appeared
- the first hominids: Australopithecines appeared

Unit 8 Human development

4.5 billion years ago	
3.8 billion years ago	
1 billion years ago	
550 million years ago	
4,300 million years ago	
200 million years ago	
80 million years ago	
3.5 million years ago	
2.5 million years ago	
250 000 years ago	

3 Compare your timeline with those of others in the class.



A8.2 Reading: The story of life on Earth

1 Read the text below to discover how correct your timeline is.

Geologists have evidence that our planet was formed about 4.5 billion years ago. As it developed into a lump of rock, it is believed that the oceans first appeared about 4 billion years ago. The oceans allowed the earliest unicellular life forms to develop, about 3.8 billion years ago. Some of these evolved into complex cells and then a billion years ago there is evidence of the first multicellular organisms. Gradually, these evolved into different beings and half a billion years ago there is evidence of the first vertebrates. However, it was not until over a hundred million years later that vertebrates stepped out onto dry land. These early land vertebrates evolved into many different forms including dinosaurs and eventually, 200 million years ago, the first mammals. The last dinosaurs disappeared 80 million years ago.

For the story of human development, we move forward to relatively recent history. Among the animal species developing at the time were early apes. Around 6 million years ago, it is believed that two distinct branches appeared in the ape family tree which is thought to correspond to the formation of the rift valley in East Africa. To the west of the rift valley, apes continued to live in wet forests and developed into the apes we know today; while to the east, the apes had to adapt to the drier climate of the savannah. Over time these apes

in the east grew into upright and larger-brained beings, known as hominids. The earliest known hominids are Australopithecines, something between apes and humans. Hominids are thought to have appeared about 3.5 million years ago. Lucy (or Dinkinesh, as she is called in Ethiopia) and Selam, both from Hadar, are the most complete skeletons of this early human to have been found.

The first member of the genus homo is believed to be *Homo habilis*, or *handy man*, so-called because of his ability to make stone tools. The ability to walk on two legs freed the arms and hands of early humans for other activities. This was about 2.5 million years ago. *Homo sapiens*, or *thinking man*, appeared 250,000 years ago, by which time it is believed that language had already started to develop.

2 Decide if these statements are true or false according to the text.

- 1 The earliest life forms on Earth appeared before the oceans.
- 2 The first vertebrates on land appeared less than 500 million years ago.
- 3 Vertebrates disappeared with the last dinosaurs 80 million years ago.
- 4 Apes appeared after the East African rift valley had formed.
- 5 Australopithecines walked upright and made stone tools.
- 6 *Homo habilis* was able to use his hands to make things.
- 7 Language had already started to develop before *Homo sapiens* appeared.

3 Discuss the meanings of these words with a partner.

geologist unicellular multicellular organism vertebrate mammal hominid

A8.3 Language focus: Past simple and past perfect

1 Look again at the true and false statements above and answer these questions.

- 1 Can you identify two or three verbs in the past simple and the past perfect in the text in the previous section?
- 2 Which of these verb forms is most commonly used?
- 3 Which of these events happened first?
 - *Homo sapiens* appeared.
 - Language started to develop.
- 4 Which of these verb forms is used for each of the following?
 - To describe past events one after another.
 - To refer back from one past event to another event which occurred earlier.

• In some situations, particularly if two past events occurred close in time or are closely connected, we can use either the past simple or past perfect. So we can say:

Homo sapiens appeared after language had started to develop. or
Homo sapiens appeared after language started to develop.

• The continuous form of the past perfect emphasises that a past perfect action was continuous or repeated. For example:

While earlier ancestors of man had been walking around on four legs, hominids had the ability to walk on two legs.

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

- 1 By the time our team _____ (score) a goal, the other team _____ (score) three.
- 2 Alfa eventually _____ (find) a job she wanted, although she _____ (graduate) three years earlier.
- 3 The car I _____ (just buy) was no longer _____ (park) in front of the house.
- 4 My brother _____ (be) delighted with our present. He _____ (say) he _____ (want) a new watch for months.
- 5 My mother _____ (explain) to me about five times how to lock up the house even though I _____ (understand) her perfectly the first time.
- 6 When I _____ (turn) up, my friends _____ (tell) me they _____ (wait) at the bus stop for half an hour.

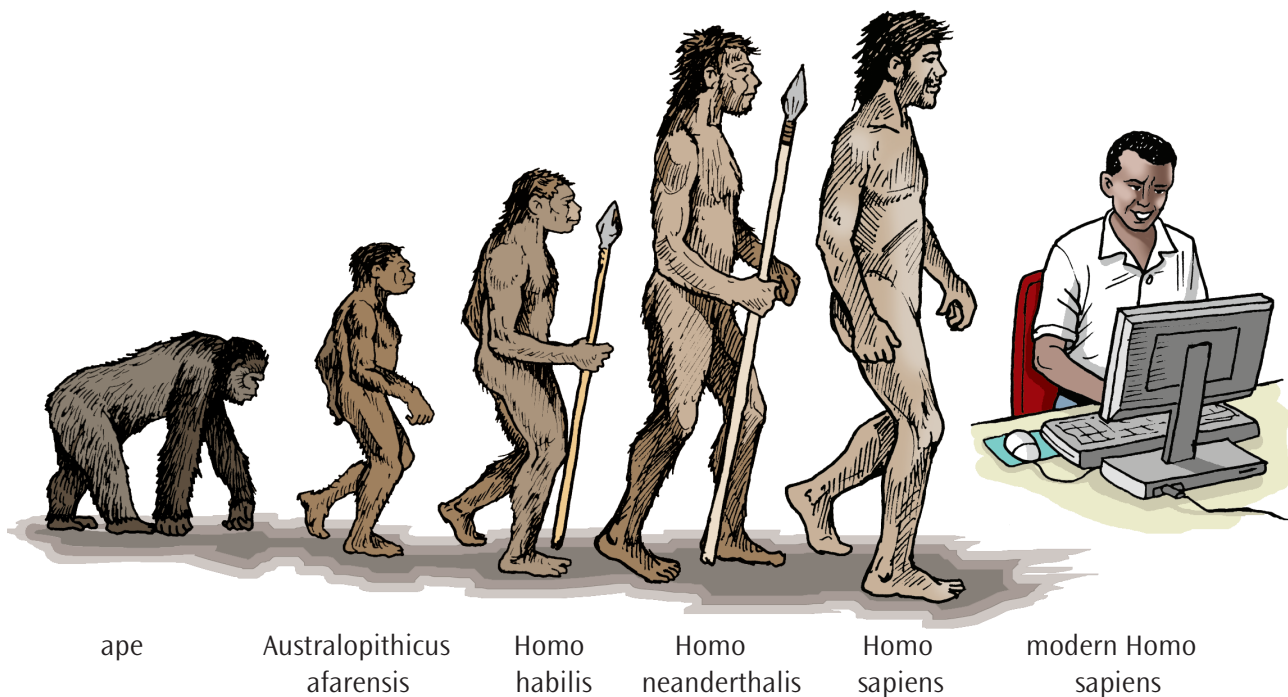
3 Complete these sentences about the history of life on earth. Include a verb in the past perfect.

- 1 By the time unicellular life forms began to develop, the oceans ...
- 2 When the last dinosaurs disappeared, mammals ...
- 3 By the time Dinkinesh was born, the ape family ...
- 4 It is thought that by the time Homo habilis was making tools, *Australopithecines* ...



A8.4 Speaking: The development of Man

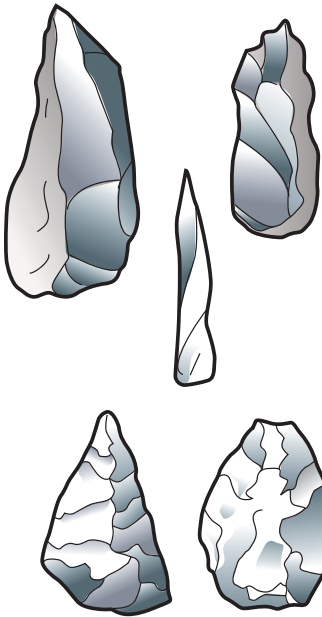
Stages in the development of man



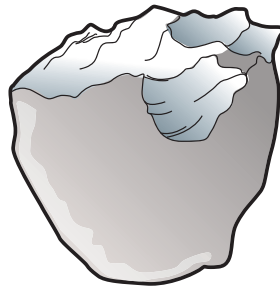
1 Work in a group and discuss these questions.

1 Discuss which tools were probably used at the different stages in the development of man.

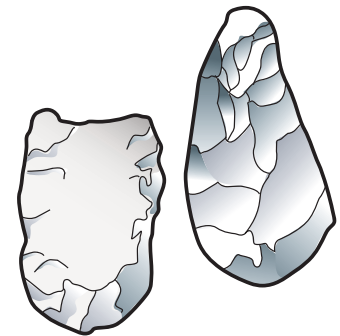
1 ape (on all fours)	a well-made flake tools
2 Australopithicus afarensis (upright)	b simple stone choppers and scrapers
3 Homo habilis	c sophisticated flake tools and later on metal tools
4 Homo neanderthalis	d no tools
5 Homo sapiens	e sticks and stones



Well-made flake tools



Simple stone choppers and scrapers



Stone hand axes and cleavers

2 What do you think you could be done with these tools?

3 In what ways has man developed since the ape?

- Mention physical development (size, skull shape, limb length and shape)
- Mention abilities (such as standing upright and the kinds of tools early men made and used)
- Look at the language in the box before you start.

Expressing difference

We can express difference between things by comparing them, for example:

More:

- More X ... than Y
- X is more ... than Y
- X is ... er than Y *Apes are hairier than hominids.*
- X has more ... than Y *Hominids were more upright than apes.*

Less:

- There is less X than Y *Hominids were less hairy than apes.*
- X has less ... than Y
- There are fewer X than Y
- X has fewer ... than Y

The best/the most:

- The best X is ... *Apes have the best limbs for climbing trees.*
- The most ... is

As many/As much/not as:

- As many X ... as Y
- X has as many ... as Y
- X is as ... as Y
- As much X than Y
- X has as much ... as Y
- X was not as ... Y *Homo neanderthalis* was not as tall as *Homo sapiens*.

We can contrast two different but equal ideas with words and phrases such as: *whereas, while, on the one hand, on the other hand*. For example:

- *Apes and humans are very different. On the one hand apes live in trees. On the other hand humans live on the ground.*
- *Apes and humans are very different. Whereas/While apes live in trees, humans live on the ground.*
- *Apes and humans are very different. Apes live in trees, whereas/while humans live on the ground.*
- *Apes and humans are very different. On the one hand, whereas/while apes live in trees, humans live on the ground.*

Putting *on the one hand* and/or *on the other hand* with *whereas* or *while* brings out the difference more strongly.

A8.5 Language focus: Ability**Can and able to**

- *Can* and *able to* are both used to express ability.
- *Can* and *able to* are mostly interchangeable.
- *Can* is probably used more than *able to*.
- *Can* cannot be used after *to*, or after modals such as *must* or *should*. So we have to use *able to* in these contexts.
- Sometimes *could* is the past of *can*.
- We can only use *could* for general ability, not to express what happened at a particular moment in the past. In this context we have to use *was/were able to*.
- However, *couldn't* is possible in any situation in the past:
 - in the negative
 - with sense or perception verbs such as *see, hear, taste, feel, remember, understand*.

1 Study these sentences in which both these forms appear. In which sentences are both forms correct? In which sentences is one form incorrect?

- 1 Human beings *can/are able to* run fast for long distances on two legs.
- 2 Early hominids *could/must have been able to* run long distances on two legs too.
- 3 Apes *couldn't/weren't able to* run far on two legs.
- 4 I *can/have been able to* run a marathon for about two years.
- 5 I *could/was able to* run the Abebe Bikila marathon in 2 hours and 55 minutes last month.
- 6 It was wonderful! I *could/was able to* hear people cheering me all the way round.
- 7 I hope I *can/will be able to* do it in a faster time next year .

- 2** Make sentences about your ability to do these things with *can*, *can't*, *could* or *couldn't* where possible. Where these forms are not possible, use the correct form of *able to*.

Example: *Swim = I can swim quite well. I've been able to swim since I was about seven-years-old*

- 1 play basketball
- 2 meet your best friend for a chat tomorrow
- 3 hear when you woke up this morning
- 4 finish your homework last night
- 5 speak Amharic
- 6 play a musical instrument

- 3** Make five sentences about the abilities of the different species in the development of man, using *can/ can't, could, couldn't, able to*.



A8.6 Listening: Dinkinesh and Selam

- 1** In the reading text about the story of life on Earth, you heard about Dinkinesh and Selam.

- a** Can you remember:
- where and when they were found?
 - their species name?
 - when they lived?
- b** Why do you think Ethiopia is called 'the cradle of civilisation'?



a A portrait of how Selam probably looked.



b The reconstructed skeleton of Dinkinesh.

- 2** You are going to listen to a lecture about the discovery of Dinkinesh and Selam. Before you listen, try to predict information in the lecture by thinking of a way to complete each of the sentences that follow these discourse markers from the listening text. Write your predictions in your exercise book.

To review discourse markers see B1.6.

Unit 8 Human development

- 1 In the early 1970s ...
- 2 After three weeks careful excavation ...
- 3 This means ...
- 4 Although Dinkinesh ...
- 5 Nowadays Dinkinesh ...
- 6 Twenty-six years on ...
- 7 Along with Selam ...
- 8 Although Selam ...
- 9 Thus Selam ...

3 Put these discourse markers into the following groups:

- To add information to what has been said:
- To introduce a statement that was the cause or effect of another
- To sequence events or list points
- To indicate the time of an event

4 Listen to the lecture and make notes next to each of the discourse markers.

5 Compare your notes with your partner's.

6 Listen to the lecture again and write short answers to these questions.

- 1 When, where and by whom was Dinkinesh found?
- 2 What parts of her skeleton were found?
- 3 How old was it?
- 4 What did she look like?
- 5 What was the significance of her discovery?
- 6 When, where and by whom was Salem found?
- 7 What parts of her skeleton were found?
- 8 What was found with her?
- 9 How old were the remains?
- 10 What was the significance of her discovery?

7 Use your answers to complete your notes in exercise 2.

A8.7 Language focus: Expressing probability and possibility with modal verbs

- We can talk about things that are probable and possible in the present using modals.
For example:
You must be tired. You have been working very hard.
You can't be hungry. You have just eaten a large meal.
Your answer might/may/could be right, but I'm not sure.
We might not/may not see anything we want to buy at the market.
- We can express past probability using *must have*, *can't have* and *couldn't have*.
For example: *Selam can't have been Dinkinesh's daughter as the sediment she was found in dates her as being 200,000 years older.*
- We can express past possibility using *may have*, *might have*, *could have* and *might not have*.
For example: *The adult remains found with Selam might have been her mother or father.*

- These expressions can also be used to talk about things that were possible in the past but didn't happen.
For example: *If Selam had not been buried in sediment, so much of her skeleton might not have survived.*
- We can also use expressions like *probably*, *perhaps* and *maybe* in the past.
For example: *Selam probably drowned in a flood.*

1 Rewrite these sentences in your exercise book using *must*, *can't*, *may*, *might* or *could*.

Example: *You are probably tired after your long journey = You must be tired after your long journey.*

- 1 I'm not sure but I think Hiresso has TB.
- 2 You are completely wet. You are probably feeling very cold.
- 3 That isn't Zeleke at the door, I'm almost certain. He told me yesterday he was going away today.
- 4 Perhaps Nejaha is at her aunt's. She often goes there.

2 Match the pairs of sentences and write them out in your exercise book.

- | | |
|--|---|
| 1 There is no-one at the bus stop. | a I couldn't have left it at school. |
| 2 I am not good at maths. | b I may not have passed the exam. |
| 3 You have eaten all the injera! | c They might not have finished football practice. |
| 4 Why didn't your friend come to the party? | d The bus must have left. |
| 5 Where is my key? I had it to open the door this afternoon. | e He may have forgotten about it. |
| 6 The boys are late home today. | f You must have been very hungry. |

3 Complete these sentences with a modal and the verb in brackets. Use the correct form: present or past.

Example:

- *You have lived here all your life. You must know this town very well. (know)*
 - *Simon goes to the school farm every day. He must have learned a lot about farming. (learn)*
- 1 I haven't seen that dress before. It _____ a new one. (*be*)
 - 2 I _____ my maths exam. I could only answer a few of the questions. (*pass*)
 - 3 The bus is late today! It _____. (*break down*)
 - 4 It _____ four o'clock already! The time has gone very quickly this afternoon. (*be*)
 - 5 It was stupid of you to put your hand in the engine while it was running. You _____ it very badly. (*injure*)
 - 6 Your family _____ asleep. There are no lights in the house. (*be*)
 - 7 Rosa _____ at school yesterday. My mother told me she saw her in town. (*be*)

4 Work with a partner. Discuss the facts below and write a sentence for each one containing *must have*, *can't have*, *couldn't have*, *might/might not have*, *may*, *may not have* or *could have*.

- 1 Homo habilis made scraping tools, not tools for killing animals. He probably scavenged dead animals killed by lions or hyenas.
Homo habilis must have scavenged dead animals killed by lions or hyenas.
- 2 Scavenging is difficult, so Homo habilis probably ate a lot of other things too.
- 3 A small bone in the jaw indicates that Homo habilis possibly spoke.
- 4 Dinkinesh's leg and knee bones enabled her to walk upright.
- 5 Dinkinesh's small teeth which were all more or less the same size, enabled her to eat lots of different things, like us.

**A8.8 Speaking:** Re-tell the story of Dinkinesh and Selam

- 1** Work with a partner, re-tell the story of the discovery of Dinkinesh and Selam and what they tell us about man's ancestors.
 - Refer back to your notes.
 - Practise your re-telling of the story a few times.
 - Include verbs in the past simple and past perfect (see A8.3) and modal verbs for expressing past probability and possibility.
- 2** Team up with another pair and tell your version of the story to each other. Listen out for and identify differences and similarities in your versions of the story.

**A8.9 Speaking:** *History or herstory?*

Although Dinkinesh and Selam were both female, history is often told from a male point of view.

- We talk about the development of *Man* and *humans*.
- In English the word *history* looks and sounds very much like *his story*.

In response to this some women have put forward the idea of *her story*, in other words, the story of women through the ages: their role in society and important historical events.

You are going to discuss these issues.

Before you start, go back to B2.3 to revise language for asking for clarification and correcting yourself/explaining what you mean.

I'm sorry I'm not quite with you ...

etc

What I'm trying to say is ...

etc

Use this language in your discussion.

- 1** Revise language in B2.3 for asking for clarification and explaining what you mean.
- 2** Work in a group and spend about five minutes discussing each of these questions. Try to use language for clarification and explaining what you mean.
 - 1** What is meant by the term *Man*?
 - 2** When you read a history book most of the people mentioned are men.
 - Why do you think this is?
 - What has been the role of women in history?
 - 3** Look at this quotation: *Behind every great man there's a woman*.
 - What does it mean?
 - Do you agree with it?
 - 4** Think of some famous women, both in history and the modern world.
 - Who are they?
 - What do they do?
 - Do you think there is a man behind them?
 - 5** Do you think women will play a more prominent role in historical events in future? Why? Why not?
- 3** Representatives from each group should report back a summary of your discussion of each question.

Part B**Objectives**

In this part of Unit 8 you will:

- read about three African civilisations
- discuss development and civilisation
- read a poem
- learn about weak vowels and weak forms
- learn about adjectives and dependent prepositions
- discuss human achievements
- write an essay
- think about how to improve your listening skills
- do speaking and reading assessment tasks.

**B8.1 Reading:** Three African civilisations

- 1** Work in a group of three people and try to identify the places shown in the pictures and locate them on the map of Africa.
- 2** Each person in the group must read one of the texts and then answer the questions below on their own.

Text A: The Mwanamutapa Kingdom of Zimbabwe

Between 1000 and 1600 AD a number of states developed in east and central Africa. One of these was the Mwanamutapa kingdom of Zimbabwe whose centre was the magnificent ancient **citadel** of Great Zimbabwe, in the south of present-day Zimbabwe. There are many reasons why this empire became so important. Firstly the people were able to expand their territory as the population grew. The people of Zimbabwe also had gold, and this was one of the most important reasons for the rise of the kingdom. Some 7,000 ancient mines have been discovered in the area of which Great Zimbabwe was one centre.

The traders on the east coast of Africa wanted gold and other products from the interior, such as **ivory**, which they exported to India and other countries around the Indian Ocean. This brought wealth and power to Zimbabwe. The long trade routes had to be protected. The Zimbabweans were able to do this as they knew how to make iron; they used iron to manufacture weapons to defend themselves and drive away those who didn't have the same level of technology.

There is historical evidence that the kingdom of Zimbabwe existed by 950 AD when Al Masudi, an Arab writer, visited and wrote about it. The ancient citadel of Great Zimbabwe was built later. Its ruins are among the most impressive in Africa, south of the Sahara. It was a great walled city, built of stone, the walls rising about nine-metres-high. Though the builders of Great Zimbabwe did not use **mortar**, they were able to construct the huge walls because the stones were cut so skilfully. At first, Europeans could not believe that Africans had built Great Zimbabwe. They said it must have been the work of outsiders. However, modern archaeologists confirm that Great Zimbabwe is an African achievement. They have dated the earliest stone buildings to 1200 AD, long before the first Europeans reached central Africa.

In the 1400s, Zimbabwe developed into one of the largest of the ancient kingdoms of tropical Africa. Its rulers were called Mwanamutapa. The first ruler was called Mutata. Under his son, Mutope, who died around 1480, it covered nearly all modern Zimbabwe, as well as parts of Mozambique. However, by this time people no longer lived in Great Zimbabwe and the centre of the empire had moved to the north east, of present-day Zimbabwe.

Text B: Ancient Egypt

Ancient Egypt was an ancient civilisation concentrated along the lower reaches of the River Nile. Around 3150 BC it emerged as a single kingdom when King Menes of Upper Egypt (the southern part) defeated his rivals in Lower Egypt. He then became the first **pharaoh** of united Egypt. Over the next three thousand years it was the major civilisation in the world. The rule of the pharaohs officially ended in 31 BC when the early Roman Empire conquered Egypt and made it a province.

The ancient Egyptians demonstrated considerable resourcefulness and invention. One of the main reasons for their success was the ability to **harness** the seasonal floods of the River Nile for agricultural purposes. They developed irrigation systems and the naturally fertile soil allowed them to produce **surplus** crops. These in turn gave them the resources for social and cultural developments. It also meant that the population grew, making the Nile Valley the most populated region in the world at the time. As well as agriculture, the ancient Egyptians also mined and worked minerals and traded with other civilisations.

The Ancient Egyptian state was controlled exclusively by the Pharaoh and administered by a bureaucracy of **scribes**. It is no accident that the first writing system developed in Egypt as it was needed to keep records. As well as writing, they developed systems of mathematics and medicine.

However, Ancient Egypt's most enduring legacy is the pyramids. These extraordinary constructions, built as the resting place for the **mummified** pharaohs, involved thousands of labourers and sophisticated engineering. Even in the modern age, 4,000 years after their construction, they are an awe-inspiring sight.

Text C: The East African City States

Many hundreds of years ago, there were a number of independent cities along the East African coast peopled by the Swahili. The Swahili language and people were, and are, African. They had lived in the interior, but they moved to the coast well over a thousand years ago. Like most other African people, the Swahili were farmers and many continued to be so. But on the coast they began to trade as well.

What made the Swahili different from other African people who lived in the interior was that they used boats. A trader could move little more than 10 km a day on foot, whereas in their small sailing ships, they could move up and down the coast travelling 50 km a day, protected from the great waves and storms of the Indian Ocean by a number of **coral reefs** and islands. Bigger ships could cover 150 km a day, crossing the ocean to India in two to three weeks.

Traders from Arabia, Persia and India bought goods which Swahili traders had collected from the interior and from other places along the coast. These included: gold, ivory, **mangrove** poles, tortoise shells, **cowrie** beads, shells and slaves. In return, the Swahili traders bought cloth and glass beads from India, pottery from China and Persia. But it was not only goods that were exchanged. The Swahili language was carried all along the east coast. Later on the religion of Islam spread down the coast as people from Arabia and Persia came to live in the East African cities.

The cities where the traders lived had **harbours** and **warehouses**. They contained large houses made of coral for the rich merchants, many of which can still be seen. Farms around the cities produced fruit, vegetables and meat for the residents of the cities and the visiting traders. The earliest of these cities was Manda, an island in the north of Kenya, which dates back to the ninth century. In the 12th century the biggest and most important city was Kilwa, an island in the south of Tanzania. Both Manda and Kilwa were later abandoned and are now in **ruins**. Other important trading cities such as Mogadishu in Somalia, Mombasa in the south of Kenya and Zanzibar off the coast of Tanzania continued to develop and are important cities today.

3 Identify which of these statements applies to the society you have read about.

- 1 Mining was a very important activity.
- 2 It became rich through trading.
- 3 It produced an agricultural surplus.
- 4 It built very high walls without mortar.
- 5 Its way of life depended on seasonal floods.
- 6 It had an efficient bureaucracy.
- 7 The dead bodies of the rulers were preserved.
- 8 It depended on boats.
- 9 It bought and sold goods that it didn't produce itself.
- 10 It still survives today.

4 Make short notes in the table about your text.

	Great Zimbabwe	Ancient Egypt	East African City States
1 Details of its location			
2 Period of prominence			
3 Why it was able to develop			
4 Its achievements			
5 Its legacy to modern times			

5 Identify the meanings of the highlighted words or phrases in your text.

- 1** A strong fort built in the past as a place where people could go for safety if their city was attacked.
- 2** Lines of hard rocks formed by hard red, white, or pink substance formed from the bones of very small sea creatures. They are found in warm sea water that is not very deep.
- 3** A small shiny shell that was used in the past as money in parts of Africa and Asia.
- 4** Man-made or natural enclosed areas of water next to the land where the water is calm, so that ships are safe when they are inside it.
- 5** To control and use the natural force or power of something.
- 6** The hard smooth yellowish-white substance from the tusks of an elephant.
- 7** A tropical tree that grows in or near water and grows new roots from its branches.
- 8** A mixture of cement and sand and water, used in building for holding bricks or stones together.
- 9** Preserved by putting special oils on it and wrapping it with cloth.
- 10** A ruler of ancient Egypt.
- 11** The parts of a building that is left after the rest has been destroyed.
- 12** People in the past whose job was to make written copies of official documents.
- 13** More than what is needed or used.
- 14** Large buildings for storing large quantities of goods.

6 Work with your fellow group members to find out about the other civilisations that you did not read about. Ask and answer questions together in order to repeat the tasks above for the other texts.

7 Discuss the three civilisations with your group.

- 1** What have you found out about these civilisations that you didn't already know?
- 2** In what ways were these civilisations similar and different?
- 3** Which of these civilisations do you find most interesting? Justify your answer.
- 4** Which of these civilisations would you have liked to live in yourself? Justify your answer.

**B8.2 Speaking:** Development and civilisation**Work in a small group.****1 Look at these definitions.****developed** /dɪ'v'ləpɪd/ *adjective*bigger, better, stronger, or more advanced than before or than others: *a developed country / a fully-developed adult frog***civ'ilised** /'sɪvəl ɪzd/ *adjective* a civilised society is well organised and developed, and has fair laws and customs: *Such things should not happen in a civilised society.***2 Discuss these questions. Try to develop your answers with examples.**

- 1 To what extent were hominids like Dinkenesh, Homo habilis and Homo neanderthalis and early Homo sapiens:
 - a developed?
 - b civilised?
- 2 To what extent can we apply these two terms to:
 - a Ancient Egypt?
 - b Great Zimbabwe?
 - c The East African city states?
- 3 In the modern world:
 - a what do these two words mean?
 - b is it possible to be developed without being civilised or civilised without being developed?

**B8.3 Reading:** Poem – *Vultures*

- 1 Look at the picture. What do you know about these birds?
- 2 Read the poem on the next page by the famous Nigerian writer, Chinua Achebe, and answer the questions that follow it. Consult the glossary, if you need to.



VULTURES

In the greyness
and drizzle of one despondent
dawn unstirred by harbingers
of sunbreak a vulture
perching high on broken
bones of a dead tree
nestled close to his
mate his smooth
bashed-in head, a pebble
on a stem rooted in
a dump of gross
feathers, inclined affectionately
to hers. Yesterday they picked
the eyes of a swollen
corpse in a water-logged
trench and ate the
things in its bowel. Full
gorged they chose their roost
keeping the hollowed remnant
in easy range of cold
telescopic eyes...

Strange
indeed how love in other
ways so particular
will pick a corner
in that charnel-house
tidy it and coil up there, perhaps
even fall asleep – her face
turned to the wall!

...Thus the Commandant at Belsen
Camp going home for
the day with fumes of
human roast clinging
rebelliously to his hairy
nostrils will stop
at the wayside sweet-shop
and pick up a chocolate
for his tender offspring
waiting at home for Daddy's
return...

Praise bounteous
providence if you will
that grants even an ogre
a tiny glow-worm of
tenderness encapsulated
in icy caverns of a cruel
heart or else despair
for in the very germ
of that kindred love is
lodged the perpetuity
of evil.

by Chinua Achebe

Glossary

drizzle: soft, light rain

harbinger: a sign that something is going to happen soon

nestled: moved into a comfortable position by pressing your head or body against someone

bowel: the intestines inside the abdomen

roost: a place where birds rest and sleep

charnel-house: a place where bodies and bones of dead people are stored

Belsen Camp: a Second World War concentration camp where Jews were forcibly kept and many were put to death

offspring: someone's child or children

bounteous providence: heaven, good luck

ogre: evil monster

glow-worm: an insect that gives off light in the dark

kindred: related, family members

perpetuity: forever, for all future time

- 1 How does the poet describe
 - a the tree where the vultures are roosting?
 - b the male vulture?
- 2 What words does the poet use to describe the love between the vultures?
- 3 What does the poet contrast the birds' love with?
- 4 In the poet's description of the Commandant at Belsen Camp:
 - a how does the poet make him seem evil?
 - b how does the poet then do the opposite?
- 5 In what ways is the poet telling us there is a parallel between the vultures and the Commandant at Belsen Camp?
- 6 At the end of the poem, the poet suggests there are two ways we can react to the vultures.
 - a What are these two ways?
 - b Which way does the poet himself choose?
- 7 In verse 2 love is *personified*, in other words, given human qualities. In what ways does love behave like a human? What is the poet's message here?
- 8 What is your feeling about the poem?
 - a Do you think the poet's comparison between the natural behaviour of vultures and the commandant of a concentration camp is fair? Justify your answer.
 - b Do you agree with the poet's conclusion in the last 5 lines?
 - c What is your overall reaction to the poem?



B8.4 Speaking: Weak vowels and weak forms

Weak vowels

Sometimes unstressed syllables are very weak. The vowel is weakened to either /ɪ/ or /ə/. For example: the *u* in *minute* is pronounced /ɪ/ and the first *a* and the last *a* in *banana* are pronounced /ə/.

1 Repeat these words after your teacher.

/ɪ/	/ə/
minute	banana
women	woman
orange	garden
cabbage	colour
begin	sugar
reaches	police

2 Add these words to the lists according to the pronunciation of the weak vowel sounds in the unstressed syllables.

figure market reaches wanted metre doctor success lettuce
husband open salad visit language surplus reaches

3 Work with a partner and practise pronouncing the words in the two lists.

Weak forms

In connected speech, some words in an unstressed position become very weak and the vowel changes its pronunciation, generally to /ə/. Words which do this are usually structural words, such as prepositions and auxiliaries.

Compare the two pronunciations of *do* in this sentence:

What do you want to do now?

The first *do* is weak (it is an auxiliary) the second *do* is strong (it is the main verb).

4 With a partner, pronounce each of these pairs of sentences and decide whether the underlined words:

- are in a stressed or unstressed position
- have a weak or strong pronunciation.

- 1 a** I don't want to go home yet.
b But I want to.
- 2 a** I've done the exercise that teacher gave us.
b I haven't done that one.
- 3 a** Can you swim?
b Yes I can.
- 4 a** Have you seen my watch?
b Yes, I have.
- 5 a** Look at that man.
b Which man are you looking at?
- 6 a** What's that knife for?
b It's for cutting fish.

5 Practise saying the sentences, using the strong and weak forms as naturally as possible.

B8.5 Increase your word power: Adjectives + dependent prepositions

- 1** After many adjectives there are particular prepositions that must be used. For example, *depend + on*.
- 2** Some adjectives can be followed by different prepositions. Sometimes each has a different meaning, for example, *frightened + of/by*. In other cases they are interchangeable with no change of meaning, for example, *surprised + at/about*.
- 3** When a preposition is immediately followed by a verb, the verb takes an *-ing* ending. For example:
 - *I'm good at swimming.*
 - *Are you interested in seeing the new film at the cinema?*
- 4** Dependent prepositions are usually unstressed. When this happens the vowels may be weakened to /ə/.

1 Decide which preposition goes with all the adjectives in each group.

- 1** angry annoyed excited happy sorry worried
- 2** bad good hopeless shocked surprised
- 3** famous responsible
- 4** afraid capable frightened suspicious tired
- 5** disappointed surprised frightened

- 6 good kind nice polite similar
- 7 angry bored disappointed happy pleased satisfied
- 8 dependent keen
- 9 interested
- 10 different

2 Identify the adjectives in the list above which can be followed by more than one preposition.

- 1 In which case is the meaning or use different with each preposition?
- 2 In which case is the meaning the same with both prepositions?

3 Supply the missing prepositions in these questions.

- 1 Who are you envious _____?
- 2 What or who are you scared _____?
- 3 Is there anyone in your family you are similar _____?
- 4 Have you ever been rude _____ anyone?
- 5 What do you often get annoyed _____?

4 Supply the missing preposition in these questions

- 1 What are you keen _____ doing at weekends?
- 2 Is there anything in your life you are ashamed _____?
- 3 Is there anything in your life you are proud _____ doing?
- 4 What are you good _____ doing?

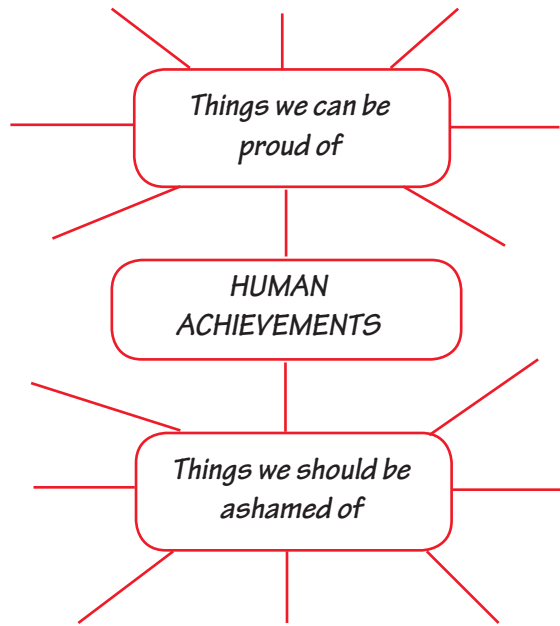
5 Practise the pronunciation of the questions in exercises 3 and 4, paying attention to the weak vowels.

6 With your partner, ask and answer the questions in exercises 3 and 4.



B8.6 Speaking: Human achievements

- 1 Looking back from the beginnings of human development to the present day, work in a group and discuss the things that we humans beings can be proud of and ashamed of. You can think of events in history, social and political systems, science and technology, and the arts.
- 2 When you have brainstormed some ideas, complete the mind map on the next page.
- 3 Present your mind map to the class and explain why you have included each of the things on it.



B8.7 Writing: An essay

- 1** You are going to write an essay. Can you recall the seven stages of essay writing? If not refer to A2.12.
- 2** Following these seven stages, write an essay with this title:
Do human beings have more to be proud of than ashamed of?

B8.8 Study skills: Focus on listening

A Preparing and predicting

- 1 Dictation 1**
 - 1** Your teacher will read you a short dictation text. You will hear each section twice. Write what you hear during the dictation.
 - 2** Your teacher will give you a copy of the dictation script. Check your work and see how well you have taken down the dictation.
- 2 Dictation 2**
 - 1** Your teacher is going to read another dictation text. Before you begin, look at the title and discuss what you know about this topic: Land mines
 - 2** Predict some key words that may appear in the text. Write them in a list in your note book.
 - 3** Listen to your teacher reading the text and tick the words in your list that you hear.
 - 4** Now your teacher will dictate the text. You will hear each section twice. Write down the dictation.
 - 5** Your teacher will give you a copy of the dictation text. Check your work and see how well you have done.

- 3** Which dictation did you score better in: the first or the second? If you found the second easier, why do you think that was?

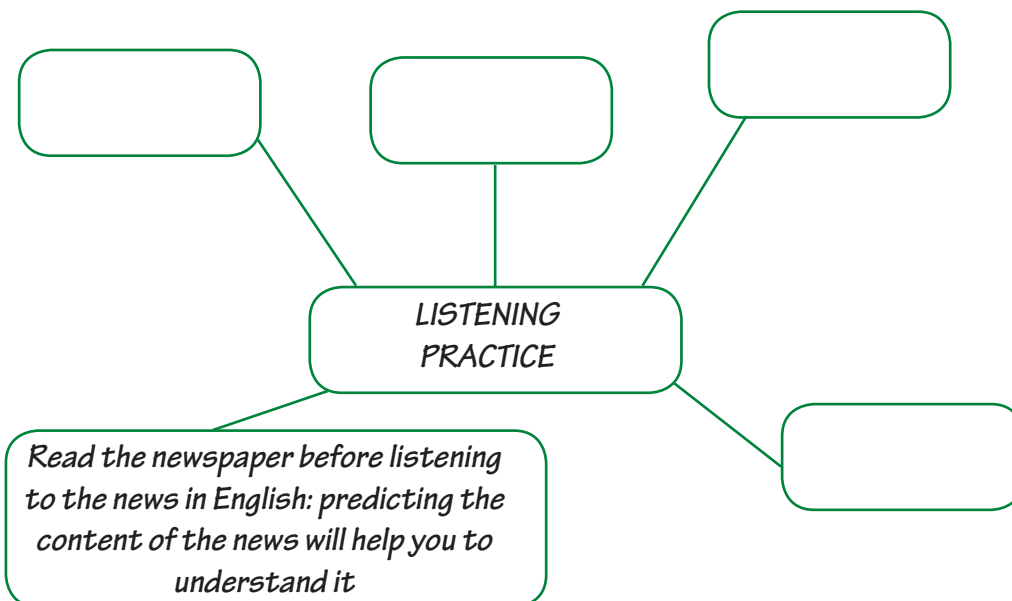
In B7.8 we looked at how you can predict the way a paragraph is going to develop and how a sentence is going to end by picking up clues. These can involve applying your knowledge of the world to the meaning of the sentence, and also language clues such as those provided by discourse markers.

- 4** Your teacher will read the first part of some sentences. You must predict the ending and write it.

B Listening practice

- 1** The best way to improve your listening skills is to listen more. How can you do this? Have a class discussion of ways in which you can listen to more English every day.

- 2** Add the ways that appeal to you to this mind map.



- 3** Set yourself a goal for doing these things regularly throughout the remainder of Grade 12.
Example: *I'm going to do one of these listening practice ideas every week.*

B8.9 Assessment

1 Speaking

Work in a small group. Discuss each of the statements below. You must agree or disagree with each one. Whether you agree or disagree, you must justify your answer.

- Before you start, spend some time thinking about what you are going to say and revising the language of discussion in A1.8

Unit 8 Human development

- You should spend a few minutes discussing each statement.
- 1** Primates (monkeys, apes and humans) are very similar to other animals.
- 2** Humans are very similar to apes.
- 3** We cannot call humans civilised until they lived in cities, as in Ancient Egypt.
- 4** Human development has been the greatest and at the same time the most disastrous phenomenon in the history of our planet.
- 5** The modern world is highly developed, but not civilised.

2 Reading

Your teacher is going to give you a text about some of Ethiopia's most famous archaeological remains: the stelae of Axum.

Read the text and make outline notes. Note: Your notes must be drawn from the text – not from your own knowledge of the topic.

Tradition versus progress

Part A

Objectives

In this part of Unit 9 you will:

- read about traditional values
- listen to a lecture entitled: Ethiopia must move forward
- discuss these two approaches to Ethiopia's development
- listen to some short conversations in which this topic is discussed
- practise stress and intonation
- extend your knowledge of words to do with change
- write a report
- think about grammatical facts, patterns and choices.

A9.1 Introduction: Traditional values

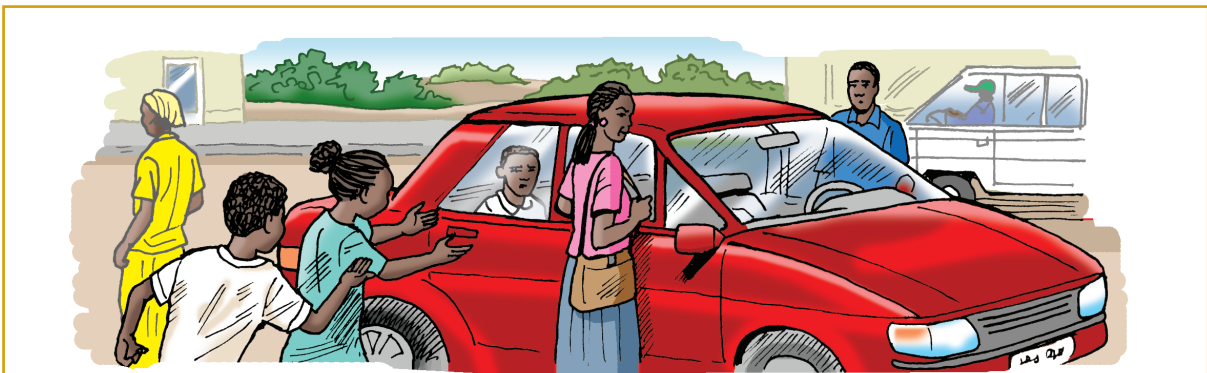
1 Work in a group of four and discuss what you understand by the terms

- Traditional African society
- Modern Western society

2 You are now going to read a text by the first president of Zambia, Dr Kenneth Kaunda. In it he describes traditional values and compares them with those of modern Western society. Survey the text, and then answer the questions below, referring back to the text to find your answers.

1 The traditional community was an accepting and inclusive community. It did not take account of failure in an absolute sense. The slow, the less able, and the incapable were accepted as any other member in community life provided that they were socially well-behaved. Social qualities weighed much heavier in the balance than individual achievement. In the best tribal society people were valued not for what they could achieve but because they were there. Their contribution, however limited, to the material welfare of the village was acceptable, but it was their presence not their achievement which was appreciated.





2 Take, for instance, the traditional African attitude to old people. Here it should be pointed out how horrified an African is, in most cases, on the first occasion of his acquaintance with the Western phenomenon of old people's homes. In traditional societies, old people are respected and it is regarded as a privilege to look after them. Their counsel is sought on many matters and, however infirm they might be, they have a valued and constructive role to play in teaching and instructing their grandchildren. Indeed, to deny a grandparent the joy of the company of his grandchildren is a terrible sin. The fact that old people can no longer work, or are not as alert as they used to be, or even have developed the handicaps of old age in no way affects our regard for them. We cannot do enough to repay them for all they have done for us.

3 The experts have all kinds of standards by which they judge the degree of civilisation of a people. In the African traditional society the test is this. How does that society treat its old people and, indeed, all its members who are not useful and productive in the narrowest sense? Judged by this standard, the so-called advanced societies have a lot to learn that the so-called backward societies could teach them.

4 The traditional society was an inclusive society. In other words, the web of relationships which involved some degree of mutual responsibility was widely spread. One could describe industrial society as an exclusive society because its members' responsibilities are often confined to the immediate family, and it may be noted that the family circle may be a self-entire little universe, preventing the acceptance of wider commitments.

5 Here is an example of the inclusiveness of the traditional society. An African does not restrict the title 'father' to his male parent. He also addresses his father's brothers as 'father'. And he calls his mother's sisters 'mother' also. Only his father's sisters would be addressed as 'aunt' and his mother's brothers as 'uncle'. 'Brothers' would include not only the male children of his father but also certain cousins and even members of the same clan who have no blood relationship in the Western sense. Now, to the eastern mind, this confusing state of affairs is not merely a matter of terminology. These are not just courtesy titles. With the title of 'father', for example, goes all the responsibilities of parenthood and in return all the 'fathers' receive parental devotion. Hence, no child in a traditional society is likely to be orphaned. Should his literal parents die then others automatically assume the responsibility for his upbringing. By the same token no old person is likely to end his days outside a family circle. If his own offspring cannot care for him then other 'children' will accept the duty and privilege.

6 The extended family provides for richness in knowledge and experience for those fortunate enough to be part of it. Granted, the characteristics of small-scale societies have been described and it could be argued that such a scheme would not work where hundreds of thousands of people are gathered together in cities and towns. But the attitudes to human beings as described above are not solely a function of social organisation. They are now part of the African psychology.

From Kenneth Kaunda: *Humanism in Zambia*

3 Choose the best option to complete the sentences.

- 1 In paragraph 1, this accepting and inclusive community regarded its less able members as ...
 - a equally valuable however they behaved.
 - b failures even if they fitted into society well.
 - c inferior because their contributions were limited.
 - d equals as long as they obeyed the rules of society.
- 2 The writer suggests in paragraph 1 that the members of a tribe ...
 - a believe that all members should make equal contributions to material welfare.
 - b believed that all members were equal, and ought to be equally valued in every way.
 - c did not have enough respect for individual achievement, and undervalued success.
 - d respected good members equally without regard to the size of their contributions.
- 3 In paragraph 2 the writer states that an African is horrified by the idea of old people's homes because Africans ...
 - a think they are a Western idea.
 - b respect the old as valuable members of the community.
 - c find old people useful for educating their grandchildren.
 - d believe that people were wiser in the past than they are now.
- 4 It is clear that the writer believes that old people lead happier lives in ...
 - a Western societies, where they are less infirm and do not develop the handicaps of age.
 - b European societies, because they have no responsibilities and are provided with homes.
 - c African societies, where their wisdom is respected and they play a useful part in family life.
 - d African societies, provided they are well enough educated to teach and instruct their grandchildren.
- 5 According to the writer, the degree of civilisation of a society is best judged by ...
 - a how useful and productive most of its members are.
 - b experts who have all kinds of standards to judge by.
 - c how many of its members are useful and productive.
 - d how well it treats the young, the old and the handicapped.
- 6 The writer refers to *so-called backward societies* and *so-called advanced ones* because he ...
 - a agrees with what the experts call them.
 - b agrees that they are the right labels for them.
 - c thinks that they are the wrong labels for them.
 - d thinks that no societies should be labelled in this kind of way.
- 7 No child in a traditional family is likely to be orphaned because ...
 - a brothers (and sisters) share each other's duties to their parents.
 - b no old person is likely to end their days outside a family circle.
 - c a child calls their father's brothers 'uncle' and their mother's sisters 'aunt'.
 - d the titles 'father' and 'mother' are not only used by the child's biological parents.
- 8 We may deduce from this text that the extended family social security scheme may be particularly appropriate ...
 - a in rural societies with rich governments.
 - b in rural societies with poor governments.
 - c in urban societies with rich governments.
 - d in urban societies with poor governments.

4 Comment on what the author means by these phrases:

- a *socially well-behaved* (paragraph 1)
- b *old people's homes* (paragraph 2)
- c *the handicaps of old age* (paragraph 2)
- d *the so-called advanced societies* (paragraph 3)
- e *literal parents* (paragraph 5)

5 Explain the following in your own words.

- a *horrified* (paragraph 2)
- b *acquaintance* (paragraph 2)
- c *counsel* (paragraph 2)
- d *infirm* (paragraph 2)
- e *alert* (paragraph 2)



A9.2 Listening: Ethiopia must move forward

1 You are now going to listen to a lecture which puts forward a very different point of view to Doctor Kaunda's.

- 1 Listen and take outline notes.
- 2 Compare your notes with those of another student.
- 3 Listen again and add more information to your notes.



A9.3 Speaking: Choosing the best way forward

1 Work in a group of four and discuss these questions.

- 1 In Dr Kaunda's text (A9.1) he describes how African values govern societies such as those in Zambia. Do these values also apply to Ethiopia?
- 2 Dr Kaunda sets out his argument in favour of the extended family system, but in the last paragraph he states: *such a scheme would not work where hundreds of thousands of people are gathered together in cities and towns*. Does this mean that the extended family is unsuited to the modern world?
- 3 Do you agree with the speaker in the lecture (A9.2) that *we must move away from our great historical heritage which, in truth, has become a burden*? Support your answer with examples.
- 4 The speaker's proposals are, to quote: *drastic, some would say too extreme*. Do you agree?
- 5 Which of these statements do you agree with?
 - a We must hang on to our traditions and values which define us as a nation and as a continent.
 - b The only way forward is to adapt to the modern world and reject the past
 - c There is a middle way, a modern way but a uniquely African way, which we can follow to progress to a better future.

2 Work with a partner. You are going to role-play a discussion or an argument between two people. Follow these steps.

- a Student A should argue the importance for Ethiopia of keeping its traditional culture and values. Student B should argue the case for Ethiopia becoming more modern and Western.
- b Decide what the relationship is between you, for example:
Student A: religious elder/Student B: business person
Student A: parent/Student B: ambitious teenager.
- c Create your discussion. It should continue for a few minutes. Use points from the text and the lecture, and also add your own ideas.
- d Practise the role-play a few times and then perform your role play for other students in the class.
- e After each performance the class should decide which person was the most persuasive.



A9.4 Listening: Short conversations

1 You are going to hear four short conversations in response to the two viewpoints expressed in Dr Kaunda’s text and the lecture. As you listen, make notes in the table.

	Do the two participants agree or disagree?	What are A’s main points?	What are B’s main points?
Conversation 1			
Conversation 2			
Conversation 3			
Conversation 4			

- 2** Check your notes with your partner.
- 3** Listen to the conversations again and add more information to the table.
- 4** Work with a partner and discuss which of the viewpoints you agree with.



A9.5 Speaking: Stress and intonation

1 Work with a partner. Your teacher will read the conversations from A9.4 again. As you listen describe the emotions of each of the speakers about what they are saying. Make notes in the table.

	A’s feelings	B’s feelings
Conversation 1		
Conversation 2		
Conversation 3		
Conversation 4		

- 2** Discuss how these feelings add meaning to what they are saying.
- 3** Look at the listening script for A9.4 conversation 1 at the back of this book. Work out the main sentence stress in each sentence: the word or words in each sentence which should be stressed more than others. Decide with your partner where the sentence stresses should go and mark them.

Remember:

- words in a sentence which convey the most important meaning are stressed
- when a one-syllable word is stressed, the whole word is stressed
- When a word with more than one syllable is stressed, you only stress the syllable that is normally stressed in that word.

Example: Give me the 'money.

4 Now think about the intonation. To revise intonation see B2.8. Look at the notes you made in the table above about feelings and decide what the intonation should be. Remember: The stronger the feeling, the higher and lower the rises and falls.

5 Practise reading the conversation with the sentence stress and intonation patterns you have discussed.

6 Repeat exercises 3–5 with the other conversations.

A9.6 Increase your word power: Change

1 Look at the words in the box. They are all in some way connected to the word *change*.

adjust alter amend bring about conserve develop effect exchange grow
 implement innovate keep make modify move away from move on preserve radical
 rearrange remain the same revolutionise sea significant small transform vary

2 Work with a partner and put the words into groups according to their connection with the word *change*. For example, synonyms, verbs that can be used with *change*.

3 Try to add more words to each group.

4 Add suffixes or prefixes to as many of the words as you can, for example *changeable*, *unchangeable*.

5 Make eight sentences with different words from the box about any changes in your local region.



A9.7 Writing: A report

1 You are going to write a report on a situation that needs to be changed. Work with a partner and read the background to the situation. List the problems you can see in the picture.

Example: *Students are using the lab to meet their friends for a chat.*

You are a new science teacher in Valley High School. You have become aware that basic safety rules are being broken in the science laboratory on a regular basis. You are very disturbed and have decided to write a report for the Head of the Science Department. Your report will contain information about what is wrong and some recommendations for improving safety.

The picture shows the kind of student behaviour you have witnessed in the science laboratory.



2 Discuss what needs to be done to improve the situation. You could also make suggestions for how to enforce the rules.

Example: *A list of safety rules need to be displayed in the lab and publicised.*

3 Write your report by following these steps.

- Write your report on your own.
- The report should be at least 500 words in length.
- Use the ideas from your discussion.
- Divide your report into these sections:
 - a** Background (why you are writing this report)
 - b** The current situation
 - c** Conclusion and recommendations
 - d** Appendix (You could include a suggested list of safety rules for the science lab.)
- Follow the usual seven stages for producing a piece of written work. Refer to A3.3 *Written assignments* and B5.12 *How to write a report*.

4 Present your report to the rest of the class.

A9.8 Study skills: Focus on grammar

Someone once said: You can't say anything without vocabulary but you can't say much without grammar.

So what is grammar and why do we have to learn it when we are learning a language? Grammar is about how words are sequenced. Language proceeds sequentially both in speech and writing. Whatever the meaning we wish to convey, the grammar we use is prescribed according to certain facts and patterns but there are also choices involved.

For example, have you ever started to say something quite complex and then stopped because you realised the way you started the sentence was incorrect? This was because the sentence pattern you began with could not convey the meaning you wanted, and so you had to start again in another way.

Grammatical facts and patterns

There are some facts about grammar that we have to accept: there is no choice involved.

- 1 Plural forms are fixed: if we want to speak about more than one of something we have to use a plural form. Plural nouns are formed in various ways. See these examples:

Rules for plurals:

Regular plurals: -s, -ies, -ves,

Irregular: *children, feet, teeth, men*

book = books, baby = babies, church = churches, tomato = tomatoes, piano = pianos,

shelf = shelves, child = children, woman = women, tooth = teeth, sheep = sheep

- 2 Sentence patterns are fixed: we have no choice, we have to use them.

Grammatical choices

In some cases we have a choice when selecting grammatical forms or patterns. This is when there are two possible forms which both have the same meaning.

1 What are the plural forms of these words?

school bus mango radio foot knife fish species person

2 Many verbs are irregular in the way they form the past tense and past participle. Think of some examples.

3 Think of different sentence patterns that begin in these ways.

- 1 I want ... *I want my lunch. / I want to have lunch. / I want you to have lunch.*
- 2 Do you ...?
- 3 I slept ...
- 4 I eat ...
- 5 What ...?
- 6 I love ...
- 7 Don't ...!

4 Work with a partner. Study the examples of grammatical choice below and discuss the difference between the sentences in each pair. Think of other examples of each of the grammatical patterns.

- 1** **a** I gave the book to Taytu.
b I gave Taytu the book.
- 2** **a** The picture was painted by a famous artist.
b A famous artist painted the picture.
- 3** **a** I've lived here since I was a child.
b I've been living here since I was a child.
- 4** **a** She always loses her keys.
b She's always losing her keys.
- 5** **a** She stopped talking to me.
b She stopped to talk to me.
- 6** **a** We've eaten cake.
b We've eaten the cake.

Part B

Objectives

In this part of Unit 9 you will:

- talk about the pros and cons of living in a rich country
- read two newspaper articles about *Broken Britain*
- extend your knowledge of noun and adjective suffixes
- learn how to highlight information in a sentence
- discuss Ethiopia's strengths and weaknesses
- read a poem entitled *Western Civilisation*
- revise *make* and *let*
- discuss which of Ethiopia's traditions to preserve and abolish
- write an opinion essay
- do a speaking assessment task.



B9.1 Speaking: The pros and cons of living in a rich country

- 1** Work in a group and think of ideas about the pros and cons of life in a rich, developed country.
- 2** Make a list of pros and cons in two columns on a piece of paper. One person in the group should act as the secretary and write what others say.
- 3** Each group should present their list to the rest of the class.



B9.2 Reading: Broken Britain

Great Britain is a developed country and yet it faces many social problems. Hence Broken Britain has become a popular slogan in the newspapers.

- 1** Work in a small group. Your teacher will tell you if you are group A, B or C. When you know which group you are, do the relevant task for your group. Do ONLY your task, not the other two.
Before you start, you will need two whole pages in your exercise book, or two sheets of paper. Write 'Text 1' at the top of one page, and 'Text 2' at the top of the other page.

Group A: Task

Read Text 1 and Text 2 below. Answer the questions below for each article under your headings 'Text 1' and 'Text 2'. Leave enough space on your page to add more information later.

- 1** What is the main issue in the article?
- 2** What is the impact on society of this issue?
- 3** What are the possible reasons behind this issue?
- 4** Find four new words from the article and describe their meanings.

Group B: Task

Read Text 1 and Text 2 below. Answer the questions below for each article under your headings 'Text 1' and 'Text 2'. Leave enough space on your page to add more information later.

- 1 What are the facts of the story?
- 2 Give your opinions or comment on the facts.
- 3 What is the journalist's purpose?
- 4 What is your response to this story?
- 5 Find four new words from the article and describe their meanings.

Group C: Task

Read Text 1 and Text 2 below. Answer the questions below for each article under your headings 'Text 1' and 'Text 2'. Leave enough space on your page to add more information later.

- 1 Which aspects of the story could occur in Ethiopia?
- 2 Which aspects of the story are unlikely to occur in Ethiopia?
- 3 What does this story tell us about Western society?
- 4 Find four new words from the article and describe their meanings.

Text 1

ONLY MARRIAGE CAN MEND BROKEN BRITAIN, SAYS TOP JUDGE IN ATTACK ON 'PASS THE PARTNER' SOCIETY

By Tim Shipman

Marriage should be promoted by the Government to end the 'social anarchy' of family breakdown, a senior judge said last night.

Mr Justice Coleridge accused mothers and fathers who fail to commit to each other of engaging in a game of 'pass the partner' that has left millions of children 'scarred for life'. In a hard-hitting speech he called for a change of attitude that would attach a 'stigma' to those who destroy family life and said a National Commission should be established to devise solutions for the 'epidemic' of broken homes. He said: 'The reaffirmation of marriage as the gold standard would be a start.'

Currently, one in three marriages ends in divorce. One in ten children lives with cohabiting parents and a quarter live with a single parent. Children from single-parent families are far more likely to do badly at school, suffer poor health, fall into crime, drug abuse, binge drinking and teenage pregnancy.

Sir Paul Coleridge, 60, who is married with three adult children, is a leading family judge. In his speech to the Family Holiday Association charity, of which he is a patron, Mr Justice Coleridge said: 'I am drawing attention to the endless game of "musical relationships", or "pass the partner", in

which such a significant portion of the population is engaged.' Condemning the 'endless and futile quest for a perfect relationship', he said many parents were in 'a complete and uncontrolled free-for-all where being true to oneself and one's needs is the only yardstick for controlling behaviour'. He added: 'The children are caught up in the conflict of their parents' unresolved relationship issues and it can leave them scarred, sometimes severely scarred, for life.'

The judge also said government should support 'those who chose not to marry but live a committed life with a partner', since they provide stability for children. Calling for 'a fundamental change in individual attitude and behaviour', he said: 'What is a matter of private concern when it is on a small scale becomes a matter of public concern when it reaches epidemic proportions. 'I am not suggesting that all relationship breakdown and termination can be avoided in all cases. Of course it cannot.' But he concluded: 'The time has come for a major examination of all the issues surrounding family life, its support and maintenance, and especially the mechanisms and laws for its termination.'

Source: *Daily Mail*, 17th June 2009 www.dailymail.co.uk

Text 2

Broken Britain: Boy, 14, beaten to the brink of death for his iPod

By Claire Ellicott

Surrounded by tubes and medical technology, a 14-year-old boy clings to life in intensive care. Tyler Molloy was beaten nearly to death by a gang of teenagers after they stole his iPod. He was in a coma for two days and will not be able to return to school until September at the earliest.

Last night his mother called for action on the gang culture. ‘One of the worst mistakes this Government has ever made was taking away the rights of parents to chastise their children,’ said Jerry Molloy, from Clapham, south-west London.

‘Maybe if there was more discipline and better parenting, these children wouldn’t end up in gangs, destroying people’s lives.’

Tyler, who hopes to study medicine, was chatting with three female friends in a park in nearby Balham after school on Wednesday when they were approached by ten boys aged around 15. They demanded Tyler’s belongings, and he handed over his iPod, his mobile phone, his bank card and his jacket straight away, telling them he did not want any trouble.

Then one boy punched him, knocking him unconscious. As he lay on the ground the gang repeatedly kicked him in the stomach and stamped on his head. Two of the girls ran for help while the other screamed at the gang to leave him alone.

He suffered a ruptured spleen and other severe internal injuries and was put on a life support machine. He is now stable.

Police are treating the attack as attempted murder.



Tyler Molloy and his mother Jerry in 2006

2 Reform into new groups so that you are working with people who have worked on different tasks. Your new group should be made up of people from Groups A, B and C.

3 Each member of the group should report to the other group members what they have found out about the texts. As you listen to each group member, make notes under the headings Text 1 or Text 2.

4 In your group, discuss the findings from each of the texts and reflect on:

- what the texts tell us about life in developed countries
- what developing countries, like Ethiopia, can learn from such stories.

B9.3 Increase your word power: Word building – adjectives and nouns

- 1** Work with a partner and look at the words below. They are all related to problems of developed societies. Find out what the words mean; use a dictionary if necessary.

Noun	Adjective	Noun	Adjective
alcoholism		drug dependency	
binge drinking		materialism	
chastisement		parenting	
cohabitation		promiscuity	
deprivation		stability	
disaffection		violence	
discipline			

- 2** All of the words are nouns. Make adjective forms of these words and add them to the table.
- 3** Work with a partner and practise the pronunciation of these words and mark the stress, for example, 'alcoholism, alco'holic.
- 4** The nouns listed also have recognisable noun suffixes. Think of some other nouns with these suffixes: *-ism/-ity/-ment*.

B9.4 Language focus: Highlighting information in a sentence

Look at these questions and answers:

Question: *What do you do at weekends?*

Answer: *What I do at weekends is relax!*

Question: *How do you prepare for exams?*

Answer: *How I prepare for exams is first of all I make a revision timetable.*

- We can see here that *what* and *how* are being used in two different ways.
 - In the questions, they are used as question words.
 - In the answers they are being used as pronouns meaning *the thing that ... or the things that ...*. All *wh-* words can be used in this way.
- When we use *wh-* words in this way, we are highlighting the information that comes after the *wh-* phrase, for example:

Answer: *What I do at weekends is relax!*

Answer: *How I prepare for exams is first of all I make a revision timetable.*

- 1** Underline the highlighted information in these sentences.
- Who I really like listening to is Whitney Houston.
 - Where I'd like to live is in a big house with a garden.
 - When I'm at my best is early in the morning.

Unit 9 Tradition versus progress

2 Add suitable *wh-* words to these sentences.

- 1 _____ I would never wear is torn jeans.
- 2 _____ I like to study is in the library.
- 3 _____ I haven't seen for a long time is your brother.
- 4 _____ I'd like to practise our song is tomorrow afternoon, after school.
- 5 _____ I managed to get here on time is by getting a taxi.
- 6 _____ I spend my Saturdays is at home with my family.

3 Complete these sentences so they are true for you.

- 1 What I like to eat after school is ...
- 2 How I come to school is ...
- 3 When I do my homework is ...
- 4 Who I spend most of my free time with is ...
- 5 Where I would like to visit is ...
- 6 How much I would pay for a pair of shoes is ...

4 Transform these sentences in the way indicated.

Example: *Everything they said was true* → *What they said was true*

- 1 Everybody was surprised that Kahsay got the job. *What everyone ...*
- 2 I think Ethiopia should modernise. *What I think ...*
- 3 Anane feels very disappointed. *Who feels ...*
- 4 The book is about the Nigerian Civil War. *What ...*
- 5 I didn't come to school because I had malaria. *Why ...*
- 6 The President is opening the new school. *Who ...*



B9.5 Speaking: Ethiopia's strengths and weaknesses

1 Work in a group of three. Discuss the positive and negative aspects of Ethiopia: its strengths and weaknesses. Try to use the sentence pattern you have just looked at in B9.4.

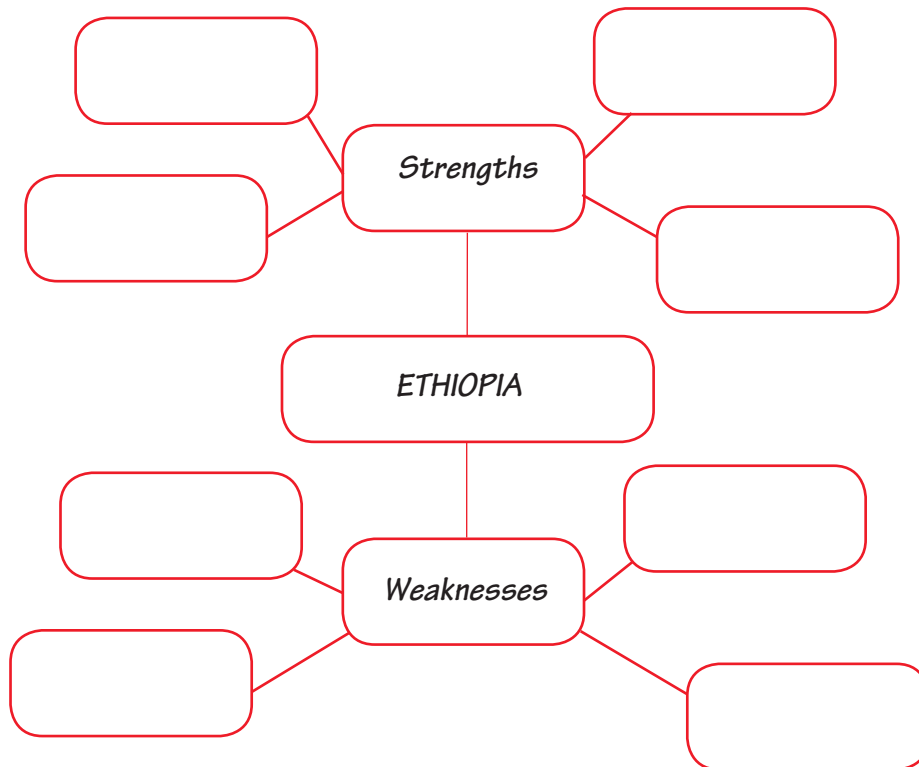
Example:

- *What I think is good about Ethiopia is the people.*
- *What's good about the people is they are very warm and friendly.*
- *What concerns me about Ethiopia is that there are too many people.*

2 Look at the mind map on the next page. In your group you must complete it as follows:

- Select four main positive points, for example the landscape, the people, and add them to the four upper ovals.
- Select four main negative points and add them to the four lower ovals.
- Think of some examples or extensions of the main points and put them around the main points.

3 Create a class mind map on the board, using ideas that have majority agreement. Discuss the points on the mind map together.



B9.6 Reading: A poem

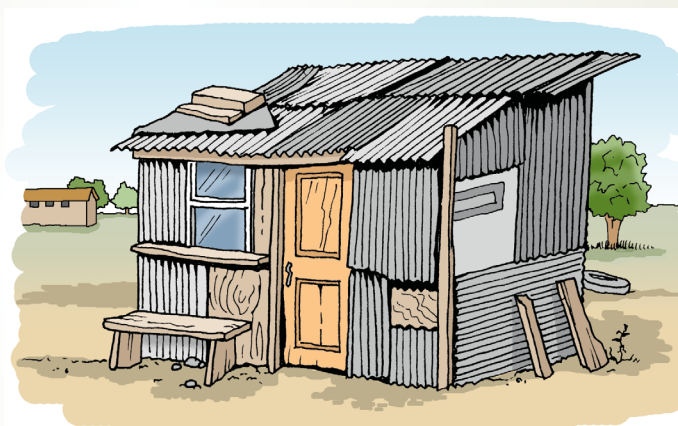
1 This poem is by an Angolan poet, who was also his country’s first president. Read it and answer the questions below.

Western Civilisation

Sheets of tin nailed to posts
driven in the ground
make up the house.
Some rags complete
the intimate landscape.
The sun slanting through cracks
welcomes the owner.
After twelve hours of slave
labour
breaking rock
shifting rock
breaking rock
shifting rock
fair weather
wet weather
breaking rock
shifting rock

Old age comes early.
A mat on dark nights
is enough when he dies
gratefully
of hunger.

Agostinho Neto
Translated by Margaret Dickinson



Unit 9 Tradition versus progress

- 1 Why do you think the poet calls the poem *Western Civilisation*? Whose life is it describing?
- 2 Describe in your own words the man's house.
- 3 What work does the man do?
- 4 Explain and comment on these lines:
 - *Old age comes early*
 - *He dies gratefully*
- 5 Practise reciting the poem with a partner. Pay attention to
 - the stress pattern of long words
 - the rhythm of the lines
 - your intonation so that it does not sound flat and uninteresting.

B9.7 Increase your word power: Revision – *make* and *let*

make

One meaning of *make* is to force someone to do something or cause something to happen

Examples:

- *My mother makes me eat breakfast even though I'm not hungry in the morning.*
- *The film made me cry it was so sad.*
- *My brother can make almost any broken car work.*
- *Our teacher doesn't make us do our homework; we do it because it's important.*

Note the structure:

Subject + *make* + person or thing + infinitive without *to*.

let

The verb *let* can be used in this way, with the meaning of *allow*:

- *I'm letting my hair grow.*
- *The librarian lets us study in the library until seven p.m.*
- *The librarian doesn't let us bring food into the library.*

The structure is the same as *make*:

Subject + *let* + person or thing + infinitive without *to*.

1 Complete these sentences with the correct form of *let*, *don't let* or *make*.

- 1 Mother _____ father smoke in the house.
- 2 The police officer _____ us show him our documents.
- 3 My parents _____ me go out at night on my own.
- 4 Please _____ me help you.
- 5 His white hair _____ him look older than he is.
- 6 Please _____ me forget to give you back the money I owe you.
- 7 Sad films _____ me cry.
- 8 What you have said _____ me think I should change my mind.

2 Complete these sentences in a logical way with *make*, *let* or *doesn't let*.

- 1 Hot weather ...
- 2 My mother ...
- 3 My father ...
- 4 Lack of exercise ...
- 5 Our teachers ...
- 6 Will your parents ... ?
- 7 Cutting up onions ...
- 8 A mobile phone ...

3 Compare your sentences with those of other students.

B9.8 Speaking: Preserve it or abolish it?

The theme of this unit is tradition versus progress. We have looked at the values of our traditions and the need to adapt to the modern world. We have also looked at some of the risks of development. In order to reconcile the old with the new we are now going to look critically at our traditions.

1 Work in a group and list some of your local traditional practices and customs.

2 Discuss which of these traditional practices and customs should be preserved or should be abolished. Before you start, look at the language in the box.

The passive infinitive	Make and let	Asking for explanations and giving reasons
<p><i>be</i> + past participle</p> <p>This is used after modals, like <i>must</i>, and other structures like <i>going to</i>, <i>have to</i>, <i>would like to</i>.</p> <ul style="list-style-type: none"> Some traditions <i>must be</i> preserved Some customs <i>should be</i> abolished. 	<p>see B9.7</p> <ul style="list-style-type: none"> <i>We must let girls make</i> their own decisions about when they want to get married. <i>We mustn't make girls stay</i> at home when they want to go to school. 	<p>To revise this go to B6.8</p> <ul style="list-style-type: none"> <i>Can you tell me why</i> you think early marriage should be abolished? <i>The main reason is because</i> it's cruel

Use this language in your discussion.

Examples:

- I think early marriage should be abolished because it's cruel and doesn't let women make their own decisions about their future.*
- We should definitely keep our tradition of respect for the elderly and let them continue to make a valuable contribution to society.*

3 In your group make a two-column list of points you agree on.

4 Create a class two-column list on the board, using ideas which have majority agreement.

5 With a partner, use the class list to make sentences about how each of the proposals would help Ethiopia. Use both of these second conditional structures:

- If we abolished early marriage, more girls would be able to stay on at school.*
- Abolishing early marriage would enable more girls to stay on at school.*

6 With your partner, role-play this situation:

You are now living in the future, 25 years from now. Customs have been preserved or abolished according to what your class decided in exercise 4.

Student A: You are 25 years older. You must tell your grandmother/grandfather about the changes that have been made and justify them.

Student B: You are Student A's grandmother/grandfather. You must react to these changes and question Student A about them.

Practise your role-play and be prepared to perform it for other students.

One important change that has taken place is that early marriage has been abolished. Girls now cannot marry before the age of 14.

Do you mean to say that 12-year-old girls cannot be married now? Why is that?

Well, it's because ...



B9.9 Writing: An essay

1 You are going to write an essay in which you argue a point of view. You should plan and write this essay on your own.

Choose one of these essay titles.

- a Ethiopia should do everything it can to preserve its culture and traditions.
- b Increased wealth will not mean a happier Ethiopia.
- c The rest of the world has much to learn from Ethiopia.
- d Ethiopia must find its own way to develop and not use Western countries as a model.

2 Follow these steps:

- 1 **Brainstorm ideas.** Make notes of some ideas in favour or against the title you have chosen, depending on your point of view.
- 2 **Select your points.** It is generally better to make a few good points (say, two or three) and to support each one very briefly 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.
- 3 **Make a plan.** Make an outline plan that has this basic structure.

<p>Introduction</p> <hr/> <hr/> <hr/> <p>Main points</p> <p>I _____</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>II _____</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>III _____</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>Conclusion</p> <hr/> <hr/> <hr/>
--

- 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. Note: this is a formal essay, so use a fairly formal style and tone.
- Now think about how you are going to conclude your essay. You can state your viewpoint and summarise briefly the points you have made.

- 4 Write your first draft.** Once you have written your plan, you can write your first draft. Don't forget to put your essay title at the top of the page.
- 5 Check and edit your essay.** When you have finished, check your first draft thoroughly for ideas, accuracy, and length.
- 6 Ask someone else to read your essay critically.** Make any changes they suggest, if you agree with them!
- 7 Write a neat, final version of your essay.** Underline your title, and make sure there is a clear break between one paragraph and another.

B9.10 Assessment

1 Speaking

Work in a group of four to five people. Choose one of the essay topics in B9.9 about the development of Ethiopia to discuss. Don't choose a topic which more than one person chose for their essay.

- You should discuss the pros and cons of your topic and try to reach a consensus.
- Your discussion should last for a minimum of 10 minutes.
- Each person should contribute to the discussion.
- To review the language of discussion look back at A1.8 before you start.

2 Writing

Your teacher will assess the essay you wrote in B9.9 in which you argued your point of view about the development of Ethiopia.

Revision 3 (Units 7–9)



Listening

You are going to hear an account by a woman called Semira of her life in London. As you listen, make notes on the following topics:

- a Semira's background
- b Reasons for going to London
- c Her present situation
- d Advantages of her life there
- e Disadvantages of her life there
- f Her future plans



Speaking

1 Discussion

Work in a group and discuss these questions

- a What do you think of Semira's experience?
- b Foreigners often experience prejudice when they live in another country. Has Semira suffered from this?
- c What kind of experience do foreigners have when they come to live in Ethiopia?
- d Do you want to stay in your area or would you like to move away in the future? Give reasons for your answer.
- e If you could live anywhere in the world, where would you choose? Why?

2 Role-play

Work in a small group of three or four people. Create a role-play on the theme of 'tradition versus progress' in which there is a conflict of some kind. For example:

- A daughter refuses to leave school and marry
 - A son wants to leave the land and work in the city
 - A company wants to open a factory in a place of natural beauty
- a Brainstorm some ideas until you have chosen something you all want to do
 - b Plan your role-play. It should last for 3–5 minutes
 - c Practise your role-play
 - d Be ready to perform it for another group



Reading

The following text is an extract from a novel by a Senegalese writer. Survey the text and then answer the questions below.

The letter-writer translated into Wolof as he read. A beggar with watery eyes came up, led by a child, repeating all the time, “Ngir Yallah, by the grace of God.”

The letter-writer handed the letter back and said:

“Fifty francs.”

Dieng hunted. He had only ten francs left. His fare, along with Gorgui Massai’s, had reduced what money he had by forty francs.

“I’ll cash my money-order and come back and pay you.”

“What do you think I live on?” asked the letter-writer. He eyed his customer with suspicion.

Dieng held out the advice-note for him to see.

“All right, I’ll wait,” he said, convinced.

In the post office Dieng had to wait behind a fat woman who was at the window. She eventually left, muttering about wasting her time, even though she had got what she came for.

Dieng went up to the window. The post-office clerk extracted a slip and compared it with the advice-note.

“Ibrahim Dieng, your identity card.”

“Man, I haven’t got any identity card. I have my tax receipt and my voter’s card.”

“Is there a photo?”

“No...No.”

“Give me something with a photo on it. Driving licence, military service certificate.”

“I have nothing like that.”

“Well, go and get an identity card, then.”

“Where from?”

All that could be seen above the window was an oval black ball, out of all proportion with the *tubercular* shoulders upon which it rested. At the question “Where from?” the clerk looked up at Dieng. It was a closed face. From the neck upwards, it was all severity. Dieng was cowed.

“I’ve got an identity card,” intervened Gorgui Massai, stretching his arm out with his card held between thumb and index finger, and looking at the clerk.

“Is the money-order in your name?”

Gorgui Massai did not reply. He held his arm out for a few seconds, then withdrew it.

“Get away from here,” thundered the clerk.

“Ibrahim Dieng, are you going to give me your identity card or not?”

“Man, I have no card,” Dieng replied in a quavering voice.

“Go and get one.”

“Where from?”

They looked at each other. Dieng thought he saw a look of contempt appear in the civil servant’s eyes. He suffered. He came out in a cold sweat of humiliation. *He felt as if a painful bite had been taken out of his flesh.* He said nothing. There came into his mind the saying that circulated among all the ordinary people of Dakar: “*Never upset a civil servant. He has great power.*”

“Go and ask the police in your quarter,” advised the clerk at last, returning Dieng’s advice-note.

“The money-order will remain here for two weeks.”

From *The Money-Order* by Sembene Ousmane

Choose the best option

- 1 What did the letter-writer do for Dieng?
 - a He wrote a letter for him in Wolof.
 - b He read a letter for him in Wolof.
 - c He translated a letter for him into Wolof.
 - d He wrote a letter for him, then translated it into Wolof as he read it aloud.
- 2 Was Dieng expecting the letter-writer to charge him fifty francs?
 - a Yes, because he had a money-order that he could cash.
 - b No, because he had only ten francs left.
 - c Yes, because he planned to come back and pay the letter-writer.
 - d No, because his money had been reduced by forty francs.
- 3 Why was the letter-writer convinced by the advice-note that Dieng showed him?
 - a The advice-note was proof of Dieng's money-order.
 - b The advice-note was a statement of Dieng's bank balance.
 - c The advice-note was a written agreement between Dieng and the letter-writer.
 - d The advice-note was proof of Dieng's identity.
- 4 What was the fat woman complaining about?
 - a She hadn't got what she had asked for.
 - b The post-office clerk had asked for her identity card.
 - c She had spent a lot of time in the post-office.
 - d She had got what she had come for.
- 5 What did the post-office clerk require from Dieng?
 - a A tax receipt.
 - b An official document with his photograph on it.
 - c A voter's card.
 - d An identity card.
- 6 Why would the post-office clerk not accept Gorgui's identity card?
 - a The post-office clerk was not serving him.
 - b The post-office clerk did not believe it was Gorgui's identity card.
 - c The post-office clerk was too angry to look at it.
 - d The money-order was not Gorgui's.
- 7 Why did the post-office clerk look at Dieng with contempt when Dieng asked where he could get an identity card from?
 - a He thought that Dieng was foolish for not knowing where to go.
 - b He didn't want to waste more time telling Dieng where to go.
 - c He didn't think it was his duty to advise Dieng where to go.
 - d He was a powerful man who did not advise people on such small matters.
- 8 The underlined saying in the passage, "Never upset a civil servant. He has great power," suggests that the people of Dakar:
 - a Respect a civil servant.
 - b Fear a civil servant.
 - c Obey a civil servant.
 - d All of the above (a, b, and c).
- 9 In the passage, the underlined word, "tubercular," means:
 - a The clerk's shoulders were strong.
 - b The clerk's head was small.
 - c The clerk's shoulders were thin.
 - d The clerk's head was large.

- 10** The underlined sentence in the passage, “He felt as if a painful bite had been taken out of his flesh,” indicates that:
- Dieng felt very hurt.
 - Dieng felt very embarrassed.
 - Dieng felt very afraid.
 - Dieng felt very anxious.

Pronunciation

With a partner, choose an extract from the reading text above. It should be about 15 lines. Practise reading it aloud. Divide it up so that you each read half of your chosen text.

Punctuation

Write this short passage with correct punctuation.

the solution to the problem is simple the government must provide funds for a new hospital immediately however that begs the question where is the government to find this money



Writing

- 1 Write a paragraph of no more than 150 words summarising Dieng’s encounters with the letter-writer and the post-office clerk in the reading text.**
- 2 Write an essay for or against this point of view:**

As a country develops, the traditional culture, skills and way of life die out. There is no point trying to keep them alive.

- Use an appropriate structure for this kind of essay.
- Follow the usual seven stages of writing an essay.

Vocabulary

- 1** Identify 12 words in this word search puzzle which are characteristics employers often look for when employing someone, particularly in a position with responsibility. The words are arranged horizontally and vertically.

d	t	d	e	r	w	k	o	p	n	b	v	c	d	e	w	t	a
e	h	e	g	w	r	k	e	d	a	s	d	g	j	o	i	u	r
l	e	v	e	l	h	e	a	d	e	d	s	e	r	f	t	h	d
n	o	g	j	c	o	o	p	e	r	a	t	i	v	e	h	n	t
p	k	y	k	d	d	w	t	g	h	n	m	v	n	d	e	x	r
r	l	m	l	g	a	s	d	f	g	e	n	v	x	z	w	d	u
o	r	n	m	c	z	s	e	r	d	y	n	a	m	i	c	y	s
b	e	b	u	s	o	i	y	h	t	e	f	g	h	j	k	u	t
l	s	o	l	u	t	i	o	n	s	f	o	c	u	s	e	d	w
e	o	c	t	w	d	e	r	c	v	o	j	k	l	b	n	e	o
m	u	t	i	o	w	d	r	f	t	r	y	u	i	r	c	t	r
s	r	u	t	k	s	f	g	k	j	d	i	s	c	r	e	e	t
o	c	w	a	p	c	o	p	t	o	e	w	y	a	e	i	r	h
l	e	e	s	l	d	i	x	g	l	t	e	h	s	r	o	m	y
v	f	s	k	y	e	u	b	h	k	a	d	n	d	t	l	i	o
e	u	t	e	t	t	y	m	j	j	i	c	o	f	u	k	n	e
r	l	q	r	k	l	o	e	r	v	l	r	e	o	k	l	e	m
v	e	w	g	s	e	l	f	m	o	t	i	v	a	t	e	d	n

2 Crossword competition

- Work in a group of 2, 4 or 6 people and divide into two teams: A and B.
- Each team will be given a crossword grid in which half the words have been written in the grid. Team A will look at grid A and Team B at grid B. The two halves make the completed puzzle. The aim is for one team to complete their grid before the other team.
- You must not let the other team see your grid so each team must sit facing each other, not next to each other or in a circle
- Each team takes it in turns to ask a question of the other in order to try to complete their grid.
For example:
Team A: What is 15 across, please?

The other team must give a definition of the word or an example WITHOUT saying the word. For example:

Team B: It's a building where young people go to study

Team A: Is it a library?

Team B: No!

Team A: Is it a school?

Team B: Yes!

- If one team can't answer the question, you must leave it and move on and go back to it later on. The other team should not give the answer.
- Team A your grid is on page 282.
Team B your grid is on page 285.
Do NOT look at each other's grids!

Language use

1 Identify the mistakes in these sentences and then write them correctly

- What am I doing this evening is staying at home and taking it easy.
- Prolonged water shortage could be a threat to stable in the future.
- Western society is too materialism, and not spiritual enough.
- My mother makes me to clean my room on Saturdays.
- She doesn't make me see my friends until my homework is finished.
- You should always be polite for older people.
- I am not keen to eat fish.
- I could go to the match yesterday as I was given a free ticket.

2 Choose the best option to complete the sentences.

- What _____ is calm down.
A do I think you should do B I think you should do C I think should you do D I should think you do
- Why _____ the film is because it's far too long.
A didn't I enjoy B I not enjoy C did I not enjoy D I didn't enjoy
- How _____ the guitar was through my brother's best friend.
A I came to learn B did I come to learn C did I learn D come to learn
- I _____ play the piano since I was about six years old.
A I could B I was able to C am able to D have been able to
- Hominids _____ use some kind of primitive language.
A might be able to B can C might have been able to D are able to
- I'm sorry but I _____ come to your party as we have a family wedding on that day.
A won't B won't have been able to C wouldn't be able to D won't be able to
- The library doesn't have _____ I am looking for.
A the book B the book of which C the book, which D the book, that
- The company is looking for _____ can operate and maintain the photocopier.
A somebody, that B somebody C somebody that D somebody which
- The playwright's _____ is currently being performed, is set in the 1930s.
A latest work, which B latest work C latest work that D latest work
- By the time I got home, everyone _____ to bed.
A has gone B had gone C goes D went
- As soon as the man had given the police his name and address, he _____ to go home.
A had been allowed B was allowed C has been allowed D allowed

Revision 3 (Units 7–9)

- l** My hands are dirty because _____ my bicycle.
A I've repaired **B** I repaired **C** I've been repairing **D** I was repairing
- m** A flood warning _____ for the south-western region earlier today.
A was issued **B** issued **C** had been issued **D** has been issued
- n** Tahir said he was definitely coming to the party, but he didn't come. He _____ ill.
A must be **B** can't be **C** can't have been **D** must have been
- o** We don't know how the thief broke into our house. He _____ to open a window.
A could have **B** may be able **C** may have been able **D** could be able
- p** Kemal isn't answering his phone. He _____ it at home.
A may have left **B** may leave **C** could leave **D** may have been left

Part A

Objectives

In this part of Unit 10 you will:

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

A10.1 Introduction: Here is the news

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



Unit 10 Future threats

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

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

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

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

- magnitude
- aftershock
- rubble
- seismologist
- fault line

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

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

8 Check your notes with those of a partner.

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

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

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

I've done some courses in running a business.

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

Would you like some more soup?

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

Have you done any courses in running a business?

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

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

Any is also used in negative statements:

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

Any usually follows a negative word or form.

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

He didn't want any help from anyone.

He wanted no help from anyone.

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

I have done no courses in running a business.

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

There are no free rides.

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

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

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

None of my friends is here today.

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

None of my friends are here today.

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

1 She's already taken some medicine (any).

She hasn't taken any medicine yet.

2 There were a lot of people queuing for oranges. I managed to buy some. (any)

3 I was unlucky this year. I didn't get anything for my birthday. (some)

4 We haven't met any of our neighbours since we moved here. (none)

5 Have you seen my glasses? I can't find them anywhere. (no)

6 I want some more soup. (any)

7 I haven't told your secret to any of your friends. (none)

8 There is no-one outside. (some)

both, neither, either

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

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

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

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

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

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

little, a little, few, a few

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

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

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

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

4 Choose the correct alternatives to complete the following.

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

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

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

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

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

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

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

A10.3 Language focus: Narrative tenses

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

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

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

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

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

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

The present perfect is also sometimes used in a narrative:

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

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

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

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

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

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

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

**A10.4 Speaking:** The Haiti earthquake

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

**A10.5 Writing:** A description

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

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

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

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

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

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

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

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

hang clear look pull own speak stay mess

- 1 Please _____ up, we can't hear what you are saying.
 - 2 On the night of the party, we _____ up until six o'clock in the morning.
 - 3 I'm afraid I was so angry that I _____ up without saying goodbye.
 - 4 We don't know who _____ up the school hall. The head teacher is waiting for someone to _____ up so they can _____ it up.
 - 5 Look! A car has _____ up in front of the house.
 - 6 Don't keep _____ up words in a dictionary. Try to work out what they mean.
- 5** Write the sentences in exercise 4 without the phrasal verbs, substituting a synonym, or paraphrase.
- Example:** Please *talk more loudly*, we can't hear what you are saying.
- 6** With a partner, write a short paragraph containing six phrasal verbs with *up*. Read out your paragraph to the rest of the class with gaps where the phrasal verbs should be. The other students must guess what the verbs are.



A10.7 Writing: A report

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

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

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

Source: USGS National Earthquake Information Center

Table 2: Incidents of terrorism worldwide

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

Source: US State Department 2009

Table 3: Road traffic fatalities actual and predicted

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

- 2** Discuss the following with your partner:

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

Describing changes or trends

Verbs

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

Adverbs

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

Nouns

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

Adjectives

sharp/dramatic/significant
steady/gradual/slight

Comparing and contrasting

Comparatives and superlatives

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

Linking words and expressions

Contrast:

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

Concession:

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

Other words

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

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

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



A10.8 Writing: A formal letter

Work in a small group.

1 Read this extract from a formal letter and answer the questions below.

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

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

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

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

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

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

Thank you very much for your attention.

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

2 Discuss the content of the letter.

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

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

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

A10.9 Study skills: Exam strategies – part 1

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

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

Drawing up a revision timetable

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

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

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

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

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

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

REVISION TIMETABLE

WEEK 1 START DATE:

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

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

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

How to revise

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

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

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

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

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

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

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

Part B

Objectives

In this part of Unit 10 you will:

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

B10.1 Speaking: Threats to our future

Work in a small group.

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

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

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

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

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

Threats to the world

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

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

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



B10.2 Listening: Future threats

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

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

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

B10.3 Language focus: The passive

Uses of the passive

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

Compare:

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

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

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

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

Coffee is grown in Ethiopia.

We know that the people who grow coffee are farmers.

- When the agent is unknown:

My bag has been stolen.

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

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

Forms of the passive

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

The door must be locked.

Sports clothes cannot be worn in class.

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

I enjoyed eating your birthday cake with you.

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

It is believed that climate change is man-made.

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

1 Write these sentences in the passive.

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

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

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



B10.4 Writing: Graffiti posters

Work in a small group.

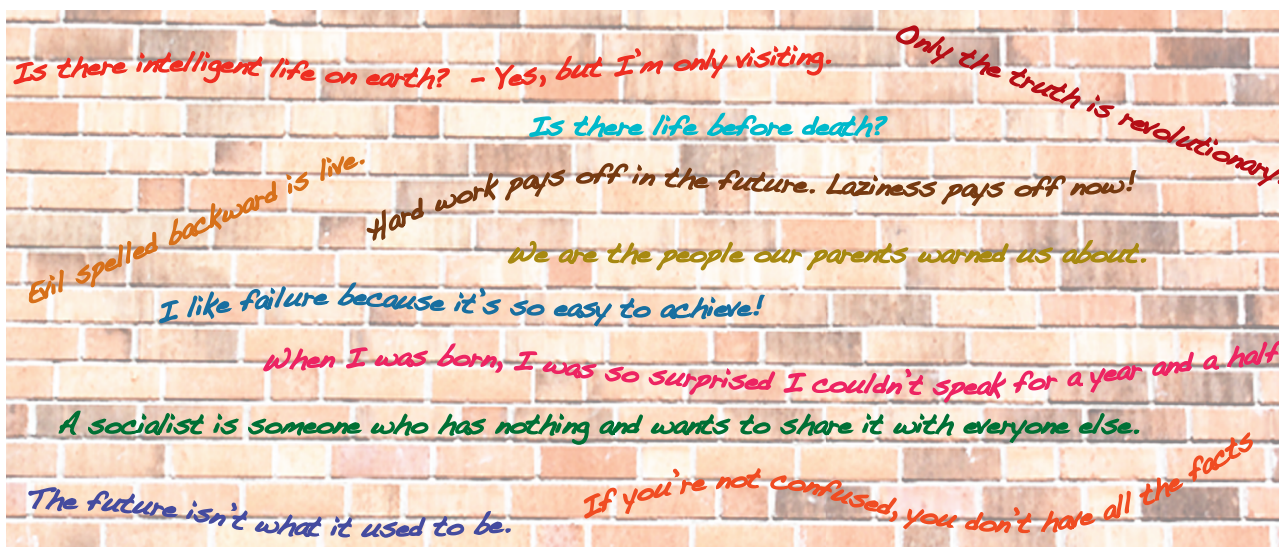
1 Discuss what graffiti is and try to come up with a definition.

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

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

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

4 Read and discuss these graffiti.



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



B10.5 Reading: Markos' world

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

Welcome to Markos' world

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



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

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

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

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

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

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

- 7** What are your own views about this article? Has the writer convinced you and achieved his/her purpose?
- 8** Discuss these questions with a partner:
- 1 Why do you think Markos' family stay in the shanty town and don't return to the countryside?
 - 2 Think of some reasons why Markos' family should return to the countryside they originally came from.
 - 3 Can anything be done to slow down the movement of people to the cities?
 - 4 What more should be done to improve life in shanty towns?

B10.6 Speaking: The Earth colony debate

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

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



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

What I mean is ...

What I meant was ...

Let me put it another way.

etc.

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

2 Review these conditional structures:

First conditional structures express something probable or likely:

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

Second conditional structures express something unlikely

How would a musician contribute to the colony?

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

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

3 You should now be in a group made up of different professions: you must not have more than one person representing any one profession. You must now decide who can escape to Mars and who is the one person who must stay on Earth.

- Each person must defend their profession: convince the others that they are vital to the success of the new Earth colony on Mars.
- You can also mention why some of the other professions are less important than yours.

4 At the end of the discussion, you must vote to decide which professional must stay behind, based on the strength of the speaker’s reasoning.



B10.7 Writing: 10 rules for a new society

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

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

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

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



B10.8 Speaking: A presentation and a speech

1 With a partner, discuss the difference between a presentation and a speech. Look at the points and put them in two lists under the headings *A presentation/A speech*. You can put some of the points in both columns, if you wish.

- On a specific topic which has been researched by the speaker
- Usually quite formal
- May be part of an academic programme
- Given on specific occasions, such as a wedding or Speech Day or by a politician
- Audience may interrupt with questions or ask questions at the end
- Not read, but speaker has notes to refer to
- Can be read, particularly longer speeches
- Often accompanied by pictures, diagrams or slides.

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

Follow these steps.

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

Tips for giving a presentation

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

Cue cards

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

Presentation: The greenhouse effect Card 2:

1 What causes the greenhouse effect ?

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

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

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

1 Read this speech and answer the questions below.

Mr Gebremedhin on behalf of my fellow students and our teacher, Mr Alemseged, I would like to thank you for giving us an interesting tour of your farm. We have all very much enjoyed our visit.
We know that you are very busy and so we are grateful to you for taking so much time to explain to us what you do and to show us the different aspects of the work of your farm.
We now have a much better understanding of the process of producing a commercial crop and an appreciation of the challenges you face.
Once again, thank you very much and we wish you a good harvest later on this year.

- a Was this speech given before or after an event?
 - b Who gave the speech?
 - c What was the event?
- 2 Now study this useful language for giving formal speeches and decide which phrases would be appropriate for your speech.

<p>Opening greeting</p> <ul style="list-style-type: none">• Honourable and distinguished guests• Your excellency• Mr President• Madam Guest of Honour• Sir, Guest of Honour• Dear parents and students• Distinguished teachers• Madam Minister• Mr Gebremedhin• My fellow students	<p>Beginning your speech</p> <ul style="list-style-type: none">• On behalf of ...• It gives me much pleasure to ...• May I take this opportunity to ...• I have great pleasure in ...• It is a great honour for me to ...• May I begin by ... <p>Closing your speech</p> <ul style="list-style-type: none">• I would like to close by ...• Finally may I say ...• It has been a great honour for me to be here today.• Thank you for your attention.
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- 3 Your teacher will tell you the names of the students you will have to thank and their topic. Now write your thank you speech. Note:
- You can make a last-minute change to your speech directly after the presentation has been given.
 - Although the speech is short, you and your partner should divide it between you.
 - When you have written it, practise reading it a few times: Go slowly, pausing between each sentence.
- 4 Now you should be ready to give your speech and your presentation. Make sure you and your partner have:
- a copy of your speech
 - your cue cards and any pictures etc that you are going to use for your presentation.
- 5 After each presentation, be ready to ask questions.

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

B10.9 Assessment

1 Speaking

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

2 Reading

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

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

Part A

Objectives

In this part of Unit 11 you will:

- extend your knowledge of words about the film industry
- listen to a talk about the Ethiopian film industry
- write a summary of the talk
- listen to an interview with a film-maker
- learn about how to express past intentions
- read an interview with a film star
- extend your ability to report what someone has said
- write a dialogue
- learn some more exam strategies.

A11.1 Introduction: The film industry

Work in a small group. You probably watch films sometimes.

What do you know about the film industry?

- Brainstorm what you know. Think about: the film production process, jobs in the film industry. One person in the group should act as your secretary and write down your ideas.
- Look at your ideas and discuss ways you can divide them into groups.
- Create a mind map using this oval as your starting point.

THE FILM INDUSTRY



A11.2 Listening: The Ethiopian film industry

- 1 Do you watch Ethiopian films? Which ones have you particularly enjoyed? What do you know about the film industry in this country?**
- 2 You are going to listen to a talk about the Ethiopian Film Industry. As you listen, make outline notes. To review how to make outline notes, see A3.3.**
- 3 After the first listening, check your notes with a partner. Listen to the text again and add more information to your outline.**



A11.3 Writing: A summary

Use your notes from the previous section to write a summary of the talk.

- Write in full sentences, without abbreviations.
- When you have finished writing, check your summary carefully. Swap it with a partner's summary and give each other tips on how to improve it.
- Make any necessary changes.

To review how to write a summary, see B6.6.



A11.4 Listening: An interview with a film-maker

1 You are going to listen to an interview with Haile Gerima, who talks about his life and his film *Teza*.

- 1 Work in small group and discuss what you know about this film-maker.
- 2 Listen to your teacher reading the first question and discuss what you think the answer will be and make notes in the table. Then, listen to the actual answer and make notes on it. Continue in this way with the remaining questions.



A moment with ... Haile Gerima

	Your predicted answer	Mr Gerima's answer
Question 1		
Question 2		
Question 3		
Question 4		
Question 5		

- 3 When your notes are complete, discuss your impression of Haile Gerima from this interview and your opinion of his ideas.

A11.5 Language focus: Past intentions

We can talk about our past intentions – things we planned for the future to do at a past time – using *was/were going to*.

This structure usually indicates that the planned event or activity did not happen, for example:

I was going to go out last night, but it started raining, so I stayed at home.

1 Write what you think was planned in each of these sentences.

- 1 We _____, but we changed our minds and took a taxi instead.
- 2 I _____ at university but now I've decided to do economics.
- 3 My brother hates his job. He _____, but decided it was better to stay until he can find another one.
- 4 It's my birthday tomorrow. I _____, but we decided it would be too expensive.
- 5 My friends and I _____ at the stadium, but there were so many people, we decided to watch it on television instead.
- 6 I _____, but I didn't have enough money.

2 Write sentences about these situations using was/were going to.

- 1 Something you were going to wear today but couldn't.
- 2 An arrangement you have made recently that you had to change.
- 3 A profession you once thought would be the one for you, which you have changed your mind about.
- 4 Haile Gerima studied drama in order to become an actor, but what happened?



A11.6 Reading: An interview with a film star

1 Work in a group and discuss what you know about Kate Winslet. Then read the text below.

Kate Winslet looks like a typical mum out shopping in New York. She's wearing jeans and her hair is tied back and she is carrying shopping bags in both hands. She is due to pick up her children from school in an hour. She begins by telling me she was born in England where all her family are involved in the theatre, and she misses them a lot. She says that most people think *Titanic* was her first film, but she explains she had played many roles in TV drama and in the theatre and **starred** in two films, before *Titanic*. But she concedes that *Titanic* was her first really big role. "It was a totally different experience for me and nothing could have prepared me for it. We were really scared about the whole adventure. Jim Cameron is a **perfectionist**, a real genius at making movies." Against all expectations the film went on to become the **highest-grossing film** of the century, grossing more than \$2.6 billion in **box-office receipts** worldwide, and it transformed Winslet into a commercial movie star. For the first time she could pick her roles and choose when she wanted to work. "It gave me this incredible freedom of choice. Now that I'm a mother, I'm in a position where I can choose to work or not to work."



Winslet is a **multiple award winner**. She is the youngest person to have received six **Academy Award nominations**, including one for her performance in *Titanic*. She finally won an Academy Award in 2008 for *The Reader*. She is acclaimed for the range of her work: from serious drama, romantic

lead to comedy, in multi-million dollar Hollywood productions to **low budget small independent films**.

Winslet doesn't act like your average celebrity, although she says she enjoys walking **the red carpet** and going to fashion shows, "but I don't want to do it every week of my life. I mean, it's just not real." And there is a downside: paparazzi. When she's alone she doesn't mind their endless snapping, but not when she's with her kids. She says it just isn't healthy for them. A further burden are the questions she is always asked about her weight. When she starred in *Titanic*, she was accused by many of being too curvy. She herself is relaxed about her **body image** and complains that there are too many **size zero** Hollywood actresses. In fact she thinks she's become a role model because of her size. "I came out and said, 'Hey, I've got a normal shape.' ...It's important for me to stand by the fact that I eat real food and am not on a diet every day."

For all her success, she has known unhappiness in her life, such as the death of her first love from bone cancer, and two divorces, but her positive attitude keeps her going. "I think **heartbreak** is something that you learn to live with as opposed to learn to forget. And I would never want to forget anything that I've experienced. It's a part of life, and it's a part of who I am. But I don't believe in regretting anything either. I'm not a person who harbours regret or has one foot in the past. I'm very much a forward thinker."

2 Read the text and look at the highlighted words and phrases. Match them to these definitions.

- 1 The short-list of actors and film-makers for different prizes at the Oscars in Hollywood.
- 2 This leads from the road to the entrance to a building where an important occasion is taking place, attended by important people or celebrities; they are photographed as they walk along it.
- 3 Great sadness
- 4 Was one of the main characters in film.
- 5 Money taken from ticket sales at cinemas.
- 6 Someone who has won many prizes for their performances.
- 7 The film which made the most money.
- 8 Photographers who follow celebrities and wait outside their houses.
- 9 Someone who is not satisfied with anything unless it is perfect.
- 10 Films made by small studios, which don't cost much to make, not by big Hollywood companies.
- 11 How a person feels about their looks.
- 12 The smallest size in women's clothes, indicating that someone is very slim.

3 Discuss what these words and phrases tell us about Kate Winslet's life.**A11.7 Language focus: Reported speech****Tense changes in reported speech**

In reported speech, the tenses used can vary according to when something is reported, for example:

- *Hirut said, "I like ice-cream".*
This is always true so we can report it: *Hirut said she likes ice-cream.*
- *Sefanit said yesterday "I am going to town later."*
The event has now past so we report it: *Sefanit said yesterday that she was going to town later.*

1 Put these sentences into reported speech.

- 1 Yesterday, our teacher said, "I am pleased with your progress."
- 2 He also said, "You have all worked hard this year."
- 3 He asked us, "Will you promise to keep cool heads during the exams?"
- 4 He then finished by saying, "Don't disappoint me!"

2 Discuss the rules for reporting the following:

- 1 A statement made in the present tense. For example, *I live near the school.*
- 2 A statement made in the past tense. For example, *I went out last night.*
- 3 Pronouns. For example, *I, you, he.*
- 4 Words like *this, here, now, today.*
- 5 A question beginning *What.*
- 6 A question beginning *Do.*
- 7 An instruction or order. For example, *Open the door.*

3 Imagine the following statements were said by members of your class yesterday. Put them into reported speech as if it was the next day. The first one has been done for you.

- 1 Almedi said, "I think we are all making good progress."
Almedi said he thinks we are all making good progress.
- 2 Mekibib said, "Our examinations start next month."
- 3 Meaza said, "I've been revising geography all week."

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- 4 Our teacher said, "The headmaster always insists on politeness."
- 5 My teacher said, "I am pleased with the work you have done today."
- 6 Aret said, "Although I can run fast, I couldn't be an athlete as the training is too hard."
- 7 Asgede said, "We watched the race last night on Galore's TV."
- 8 Ebise said, "I think everyone has done well to reach the end of Form 4."
- 9 Anane said, "You will be sorry if you leave all your revision to the night before your exams."
- 10 Our teacher said, "I will have marked your compositions by lunchtime."

Reporting verbs

When we report what someone has said, we have to use a reporting verb. The most common reporting verb is *say*, which is used when we report exactly what someone has said:

- *The teacher said, "Ongaye is the youngest of you all, and he has done a beautiful piece of work."*
- *The teacher said that Ongaye was the youngest of them all and he had done a beautiful piece of work.*

There are many other reporting verbs, for example *request*, *order*, *invite*, *suggest* and so on. These are used in the following ways:

- *The teacher said, "Ongaye, come here."*
The teacher ordered Ongaye to go to the front of the classroom.

In this pattern a direct object (Ongaye) must go after the reporting verb.

- *The teacher said, "Ongaye please could you come to the front of the class."*
- *The teacher requested that Ongaye should go to the front of the class.*

In this pattern no direct object can go after the reporting verb.

There is another pattern which is used with certain verbs:

- *Ongaye said, "Let's play football."*
- *Ongaye suggested playing football.*
- *Mother said, "You must not go out!"*
- *Mother prevented us from going out.*

- 4** Look at the sentences about Ongaye in the box above. Decide which of the following verbs can replace *ordered* and which of them can replace *requested*.

invite, tell, demand, encourage, answer, suggest, argue, force

- 5** Choose the best alternative:

- 1 Our teacher told ... our books.
 - a to open
 - b us open
 - c us to open
 - d opening
- 2 The examiner invited ... writing.
 - a to start
 - b that we start
 - c us that we start
 - d us to start
- 3 The ticket inspector requested ... our tickets
 - a us that we should produce
 - b to produce
 - c us produce
 - d that we produce

- 4 The student denied ... in the exam.
- to cheat
 - us that he cheat
 - us to cheat
 - cheating
- 5 My brother encouraged ... more confident about my chances.
- to be
 - me to be
 - me that I am
 - that I am
- 6 Our teacher suggested ... some vocabulary for homework.
- that we should revise
 - us to revise
 - to revise
 - us revising
- 7 John asked ... on the geography he had just revised.
- me to test him
 - to test him
 - me test
 - that I test him
- 8 The police prohibited ... the building.
- the public from entering
 - the public not to enter
 - that the public enter
 - entering
- 9 Jemila suggested ... basketball the night before the exams started.
- to play
 - us playing
 - playing
 - us to play
- 10 The thief forced ... the keys.
- the car driver to give him
 - the car driver giving him
 - that the car driver to give him
 - giving the car driver



A11.8 Writing: A dialogue

Go back to the interview with Kate Winslet. Write the dialogue between her and the journalist.

- Only include what was said in the interview – not the background information the journalist gives about Kate Winslet.
- Some of her words are in reported speech in the text and some are in direct speech. You must write her all her words in direct speech in the dialogue.
- The journalists questions are all reported, so you must change them to direct speech.
- You may have to make up some missing questions.

Begin like this:

J: Could you begin by telling me where you originally come from?

KW: Yes, I was born in England and I grew up there.

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J: What do your parents do?

KW: All my family are involved in the theatre in England.

J: Do you miss them now that you live in New York?

KW: Very much.

A11.9 Study skills: Exam strategies – part 2

1 In A10.9 you looked at how to draw up a revision timetable and were given the task of drawing up your own revision timetable for English.

Work in a small group and

- compare your revision timetables and discuss how practical they are
- describe how you have been getting on with your revision so far.

2 We are now going to look at reading comprehension. The reading comprehension section of the exam consists of one or more reading texts with comprehension questions. Here is some advice about this part of the exam.

Reading comprehension

- 1 Look at the title and any illustrations and spend a few moments thinking about the topic and predicting what the text is about.
- 2 Survey the text in 2–3 minutes and reflect briefly on what aspects of the topic it covers.
- 3 Having had a look at the text, your next priority is to answer the comprehension questions, so you should now read the questions: they will probably be multiple choice.
- 4 Generally the questions follow the order of the text, which means that the first question is usually answered in the first part of the text and so on. What you can do now is to look through the text, noting where the answers to the questions can probably be found. Don't attempt to answer them at this stage.
- 5 Now it is time to answer the questions. Go back to the first question and try to answer it, then, go to the place in the text where it can be answered and check or find the answer.
- 6 Note: in the examination time is your enemy! Begin by answering all the questions you can answer. Don't spend too long puzzling out a question you find difficult, leave it and move on to the next.
- 7 When you have tried to answer all the questions, go back to the ones you couldn't do and have another try. Again, don't spend too long on them.
- 8 Go on to the other sections of the exam and complete them. Leave yourself enough time at the end to go back to have another look at the questions you couldn't answer. If you still can't answer them, make a guess rather than leaving a blank.

1 Put these strategies in the order in which you should use them in the examination, according to the advice given above.

- | | |
|---|---|
| a Survey text | b Find answers in the text |
| c Go back again and guess answers you still can't do | d Go back to questions you couldn't do and try again |
| e Predict answers | g Read questions |
| f Predict topic | |

- 2 Work in a small group. Discuss which of these strategies you are already using when doing a reading comprehension task.

3 We are now going to look at multiple choice questions. Even though they look easy, they can be tricky! Here are some strategies that may help you.

How to answer multiple choice questions

1 As we have said above, when doing reading comprehension, you should read the questions after surveying the text. It is important to read the instruction. It may say:

a Choose the correct option to answer the question.

Or

b Choose the best option to answer the questions.

What's the difference? In the case of **a** only one option will be correct. In the case of **b** more than one option will contain information that seems to be correct but only one will have all the information to give the best answer. In other words some of the options may be correct but incomplete.

2 A multiple choice question consists of a question or statement. This is called the stem. Then there are usually four options, though there may be more or less than that. The options consist of one correct answer and some detractors.

3 It is important to read all the options carefully. Sometimes the correct answer may be obvious; usually though it is hidden amongst the detractors. There are some techniques that can help you spot the correct answer.

a The correct answer may be *hidden* because it is worded differently from the way it is written in the text. Detractors are more likely to contain words that have been lifted straight from that part of the text where the right answer is to be found. They are there to tempt you!

b Grammar can often help: for example look carefully at the tense. A detractor may look like the right answer but is in the wrong tense.

c Also, a detractor may look correct because it is the right answer, but written in the negative or vice versa. Be careful with negatives.

d Look carefully for modifying words like *always, never, very, quite* and also words like *all* or *none*. These can make a big difference to whether the answer is right or wrong.

e Even if you think you know the correct answer, it is always a good idea to identify why the other options are wrong. Also, if you can't find the correct answer, eliminating the wrong options may be a way of helping you to arrive at the right one.

4 Some questions – usually just one or two – may be inference questions. This means that from evidence in the text, you have to make a logical assumption about the author's meaning. While sometimes an inference question may simply apply to a part of the text, often they require understanding of the whole text.

5 Don't spend too long in the exam puzzling over a single question. If, after a few minutes you can't answer it, leave it and go on to the next. Go back to it when you've answered all the other questions and then again at the end of the exam. Note: it is always important at the end of the exam to allow yourself time to go back through and check your paper. If there is a question you still can't answer, make a guess. A guess has a 1 in 4 chance of being correct!

Discuss the extent to which you can use the strategies you looked at above when answering listening comprehension questions.

4 We are now going to look at ways of working within the exam time-limit.

Exam time-limits

In A10.10 you worked out how much time you have in the exam for each section in the paper. It is very important that when you do your revision, you include timed practice. You must get used to working within the time allowed in the exam.

- 1 With a partner discuss how much time you should allow for the following:
 - planning an essay
 - reading a text and answering comprehension questions
 - answering ten grammar multiple choice questions.
- 2 Write an outline plan for these essays. Your teacher will time you for each one.
 - a Violence is never justified. Do you agree or disagree with this opinion?
 - b Statistics show that countries develop more rapidly and their population grows at a slower rate when women are educated. How can we increase the education of women in Ethiopia?
 - c Write a letter to a large company in Ethiopia asking them to interview you. You must state what kind of work you think you would be suited to and sell yourself to the company.
- 3 Now write one of the essays above to time. Your teacher will tell you which essay to do and how much time you have to write it.
- 4 Read this text and answer the questions below. Use the strategies discussed above. Your teacher will tell you how much time you have.

How the continents have changed

Geology is the study of rocks, soil, minerals and how they have changed over time. Geological history goes back millions of years to the very beginnings of our planet. Geologists believe the way the Earth looks today is very different from how it was millions of years ago. To appreciate how it has changed, it is necessary to understand the structure of the inside of the Earth. It is made up of layers of magma, a kind of rock. The centre is a solid core, but nearer the surface it is molten or liquid. Because it is very hot, this molten magma moves and this has caused the surface of the earth, which is a thin layer or crust, to crack. The areas between the cracks are called plates which float. This movement of the plates is constant. Geologists believe that they move between 1.3 and 10 centimetres per year. Earthquakes and volcanic eruptions result from this movement. Geologists also think it has caused the continents to move about and break up over geological history. This is called the theory of continental drift.

250 million years ago there was only one huge continent, called Pangaea. This super continent was set in a huge ocean called Panthlassa. Within Pangaea, many of our present day continents were in very different places from where they are today. For example North America was much further south and the sub-continent of India was separated from the rest of Asia. Evidence for this comes from fossils (or rocks showing the shapes of long-dead plants and animals). In what is now Greenland and the northern parts of North America, fossils of tropical plants and animals have been found, indicating that at one time these areas were situated nearer the Equator.

Moving forward to 200 million years ago, the super continent Pangaea, split in two, due to the movement of the plates. This produced two new continents: Laurasia and Gondwanaland. Laurasia was made up of present-day North America, Europe and Asia. Gondwanaland consisted of present day Antarctica, Australia, Africa, South America and the subcontinent of India. At this time, Arabia, began to separate from East Africa, forming the Red Sea. Also starting to appear were the Atlantic, Indian, Arctic and Pacific Oceans. We know about these momentous changes because rocks on the eastern shores of South America and the western part of West Africa are of the same age and mineral composition, proving that they were formed at the same place and at the same time.

In the millions of years since that time, the continents that we know today have moved into place and the oceans and seas have been established. The Indian sub-continent has moved thousands of kilometres north to join the continent of Asia. In fact the impact of the collision that resulted from this movement caused the formation of the Himalayan mountains, the highest mountain range in the world.

In more recent years, geologists say the Atlantic Ocean has been getting bigger, while the Pacific Ocean has been decreasing in size as North and South America move further west. They predict that in the next few million years the west coast of the United States will separate and move north. They believe that East Africa will split down the Rift valley and drift away from the rest of Africa and West Africa will move north to join up with Europe. On the other side of the world, Australia will move north into the tropical zone and New Zealand will move south. These predictions are by no means certain. We cannot be sure that movements will continue at the same speed as they are currently happening and also, we cannot know for sure in what direction they will take place, or whether they will take place at all.

- a** According to the text in what order in geological history should the two maps be put?
 Map 1 = _____ and Map 2 = _____



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- b** Choose the best option to complete these statements according to the text:
- i)** Geological history shows us that over millions of years ...
- a** the inside of the Earth has changed.
 - b** the Earth's surface has changed a lot.
 - c** the structure of the inside of the Earth has changed.
 - d** the Earth's surface is not very different from how it was.
- ii)** Plates are ...
- a** made up of molten magma.
 - b** situated below the Earth's crust.
 - c** the cracks that cover the Earth's crust.
 - d** the cracked pieces making up the Earth's surface.
- iii)** Panthlassa was ...
- a** the first ocean.
 - b** made up of fossils.
 - c** one large super continent.
 - d** an ocean that existed after Pangaea split in half.
- iv)** Evidence that North America has moved comes from ...
- a** India.
 - b** fossils.
 - c** the Equator.
 - d** plants and animals.
- v)** 200 million years ago ...
- a** Arabia had separated from Africa.
 - b** Laurasia and Gondwanaland appeared.
 - c** the Oceans we know today had already appeared.
 - d** South America and West Africa separated from each other.
- vi)** In more recent times ...
- a** India has moved a long way.
 - b** East Africa has drifted away from Africa.
 - c** the West coast of America has moved north.
 - d** the Himalayas have changed their position.
- vii)** Geologists say ...
- a** Europe will move north.
 - b** Australia will move south.
 - c** there may be more movements in the position of the continents.
 - d** more changes in the position of the continents will definitely take place.

Part B**Objectives**

In this part of Unit 11 you will:

- practise indirect or embedded questions
- role-play a TV talk show
- write a review of a TV show
- read about the making of a blockbuster
- learn about short responses
- read a review of *Titanic*
- learn about phrasal verbs with *away*
- revise ways of changing the subject and returning to the subject
- find out how to write different kinds of formal letters
- do listening and writing assessment tasks.

B11.1 Language focus: Indirect or embedded questions

When asking for information, particularly when it is of a personal nature, we often use indirect or embedded questions.

Compare these pairs of questions:

- *How old are you?* (*wh-* question)
Could you tell me how old you are?
- *Are your parents still living?* (Yes/No question)
Would you mind telling me if your parents are still living?

Other polite requests we can use in indirect questions are:

- *Do you mind telling me ...?*
- *Would you tell me ...?*
- *May I ask you ...?*

Note:

- the actual question doesn't look like a question as the word order is the same as that of a statement,
- the whole sentence is introduced by a polite request which is in the form of a question.

1 Make these questions indirect by writing them in the way indicated:

- 1 How old are you?
(Begin *May* ...)
- 2 Do you earn a lot of money?
(Begin *Would* ...)
- 3 Are you planning to get married?
(Begin *Could* ...)
- 4 What marks did you get in the test?
(Begin *Do you mind* ...)

2 Work with a partner.

Student A: Think of a well-known person you admire and take the role of that person. Or, it could be an imaginary person who is famous for some reason.

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- You must answer the questions Student B asks while in your role.
- If you think some of the questions are too personal, you can say:
I'd rather not answer that, if you don't mind.

Student B: You are a journalist. Interview Student A in their role as a famous person.

- Ask a range of very personal questions, some of which Student A may not want to answer.
- Use a range of indirect question forms.

3 Practise your role-play interview a few times and then perform it for another pair of students.



B11.2 Speaking: Talk show

1 Work in a group of four or five people and have a discussion about talk shows: Do you ever watch talk shows on television? If so, which ones? What is the format? Do you like them?

2 You are going to create a talk show for the rest of the class to watch.

Follow these steps:

- 1 Choose two or three celebrity guests, and two hosts to introduce the show and interview the guests.
- 2 Each person should then prepare their role.

Celebrity guests: Make up these details about your life story:

- name
- job
- age
- where you come from and details about your family
- why you are famous
- how you started your career
- your present activities
- your future plans.

Hosts: Plan your roles together and think about:

- which of you is going to interview each guest and introduce and close the show
- the introduction to the show
- your introduction to each guest
- four or five questions to ask each of the guests (they should be different for each person)
- the ending of the show.

- 3 Practise your show once or twice. It should last about 10 minutes.
- 4 As each group perform their talk show, the rest of the class should act as the audience.



B11.3 Writing: A review of a television show

Write a review of your talk show. Imagine it is for a newspaper or magazine and use this structure:

- Mention what kind of programme it is.
- Give a brief description of the format and the names of the hosts and the guests.
- Comment on the performances (of the hosts and the guests).
- Make a general comment on the show and say who it will appeal to.
- Plan your review and write it following the seven stage approach to writing tasks (see A3.3)

**B11.4 Reading:** The making of a blockbuster

blockbuster /blɒk'bʌstə / noun [countable] informal
a film or book that is very exciting and successful: *the latest Hollywood blockbuster*

Blockbusters are usually visual spectacles with amazing special effects that cost millions of dollars to make. The production company usually makes much more money than this, though, from box office receipts around the world.

- 1** Work in a group. Talk about any blockbusters you have seen.
- 2** The text below is about the making of one Hollywood blockbuster. Skim read it for one minute and then guess the name of the film.

In 1997 James Cameron was given the green light to make a blockbuster disaster movie based on the true story of a great ocean liner. He wanted to make an exact **replica** of the “unsinkable” ship in order to best recreate the terrifying final hours to make filmgoers believe they were actually there at the time of the tragedy.

As there was no film studio big enough to accommodate the model, one had to be specially built. Twentieth Century Fox film studios bought forty acres of oceanfront property in Baha, Mexico, thirty minutes drive from California and built a US\$ 25 million facility called “the 100 day studio” because it was to take a hundred days to shoot the film.

Construction crews built two huge water tanks. One was 30m deep and over 300m wide in which the model could slowly sink into sixty-eight million litres of water fed directly from the Pacific Ocean. The second tank was 10m deep. It contained twenty million litres of water and housed the elegant first class dining saloon and the **three-storey** Grand Staircase.

Working from the original **blueprints** of the company that built the ship, Harland & Wolff, the replica was 90% the size of the actual ship and constructed in such detail as to include her four 20m funnels. Since she was built near the coast, there was a constant ocean horizon which added to the effect of being onboard a ship at sea.

The furnishing details of the model were not based on the real ship, but her sister ship, the Olympic. This was because having sunk on her **maiden voyage** not many photographs existed. Internal views and contents photographs were used by the craftsmen to reproduce the **lavish** interiors once enjoyed aboard both ships. The set creators reproduced the First Class Reception Rooms, Smoking Room, Promenade, Palm Court Café and the Deluxe State Rooms. The third-class berths were also reproduced with great accuracy.

Computer-generated special effects were used throughout to sharpen the film’s appeal. The scene at the dock where onlookers wave goodbye to the departing ship was shot using computers. The ship and the passengers were all digitised.

To recreate the final few moments of the disaster, the model of the ship was separated into two pieces with the front half sunk in 13m of water in the large tank using a powerful hydraulic jack. The **aft** section at the back of the ship was moved onto a special tilting platform like a giant **seesaw** built next to the tank. It is understood that in the making of the last few scenes, when the ship finally disappears below the water, a few **extras** were injured.

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3 Choose the best option.

- 1** James Cameron's plan was to make a model of the ship that was:
 - a** identical to the original in every detail.
 - b** almost identical to the original ship in most details.
 - c** good enough to make people believe it was the original.
- 2** The production company spent US\$25 million:
 - a** building a suitable place to shoot the film.
 - b** buying land which was close to the ocean.
 - c** to rent a well-positioned facility for 100 days.
- 3** Two tanks were constructed:
 - a** for the replica of the ship at different stages of the story.
 - b** one for the entire ship one for part of it.
 - c** one for the exterior of the ship and one for the interior scenes.
- 4** The replica ship was furnished:
 - a** in an identical way to the original ship.
 - b** according to photographs of the original ship.
 - c** in the same way as a similar ship of the same period.
- 5** In the scene where the ship is leaving port, computer images:
 - a** of the people waving goodbye are used.
 - b** of the people on the ship are used.
 - c** were used for the only time in the film.
- 6** The shooting of the scene in which the last part of the ship sinks:
 - a** required a special platform for the forward section of the ship.
 - b** involved tilting the ship like a giant seesaw.
 - c** was extremely dangerous.

4 Match the meanings of the words on the left, which are taken from the text, with the definitions on the right.

1 replica	a Plans showing how to build something.
2 storey	b Expensive or impressive.
3 blueprints	c At the back of something, for example a ship.
4 maiden voyage	d People employed to play minor non-speaking roles in films.
5 lavish	e An exact copy of something.
6 aft	f A piece of equipment children play on outdoors; made of a board balanced in the middle so that when one end goes up, the other end goes down.
7 seesaw	g A level of a building.
8 extras	h The first trip made by a ship.

5 Discuss these questions in a group:

- 1** Do you think the hard work and large amounts of money that went into make the sinking of the ship convincing were worthwhile?
- 2** Often high budget films with amazing special effects have weak plots. Is this important to you? Would you prefer to see one with a convincing and worthwhile plot but no special effects?

B11.5 Language focus: Short responses**Short answers**

We can answer *Yes/No* questions with short answers, which use this structure: Subject + auxiliary verb.

For example:

- *Do you speak Arabic?*
No, I don't
- *Have you seen Burayu today?*
No I haven't.

When the question uses the verb *to be* as the main verb, we can use it in a short answer.

For example:

- *Are you thirsty?*
No, I'm not

When we give a short answer, the stress pattern is:

'Yes I 'do, 'No I 'don't, 'Yes I 'am, 'No, I'm 'not

1 Work with a partner and follow the instructions for the activity.

- **Student A: Ask Student B the questions below.**
- **Student B: Close your book. You should answer Student A's questions with short answers, using the correct auxiliary verbs and stress patterns.**

Student A: Ask these questions to Student B

- 1** Did you go to school yesterday?
- 2** Do you like drinking cola?
- 3** Can you swim?
- 4** By the time you went to bed last night, had you finished all your homework?
- 5** If you won a lot of money, would you give some of it away?
- 6** Will you be at school tomorrow?
- 7** Are you over 18?
- 8** Are you planning to go to university?

- **Now swap roles: Student B should ask Student A these questions. Student A close your book and answer the questions with short answers, using the correct auxiliary verbs and stress patterns.**

Student B: Ask Student A these questions

- 1** Are you enjoying this exercise?
- 2** Have you ever met a famous person?
- 3** Are you going to study this evening?
- 4** Would you like to be a teacher?
- 5** At this time tomorrow, will you be sitting in this same classroom?
- 6** Would you have preferred to have left school before doing Grade 12?
- 7** If you borrow something, do you always give it back?
- 8** Did you have something to eat before you came to school today?

So do I/Neither do I

We use these forms to agree with someone else’s statement about themselves or another person. We use auxiliary verbs in the same way as in short answers.

- *I like drinking lots of water.*
So do I. (= I like drinking lots of water)
- *I don’t like food with too much salt; it’s not healthy.*
Neither do I. (= I don’t like food with too much salt)
- *I like tea with lots of sugar.*
Oh, I don’t. (=I don’t like tea with lots of sugar)
- *I don’t like coffee at all.*
Oh, I do. (=I like coffee)

Note: In informal speech, you can say *Me too* or *Me neither* instead. These are simpler structures as no auxiliary verb is used.

The stress patterns for these structures are:
'So do 'I, 'Neither do 'I, 'I 'do, 'I 'don't

2 Work with a partner. Respond to each of the statements together.

- 1 I think Ethiopia is the most beautiful country in the world.
- 2 I don't like hip hop.
- 3 I didn't finish all my homework yesterday.
- 4 I hope I pass all my exams.
- 5 I would like to run my own business.
- 6 Haile Gerima was born in Gondar.
- 7 I'm hungry.
- 8 I have never been stung by a scorpion.
- 9 I went to bed very late last night.
- 10 I've got a bad memory for people's names.

3 Work in a group and sit or stand in a circle. Follow these instructions:

- Student 1: Make a statement about yourself.
- Student 2: Respond with *So do I/Neither do I*. Then make a statement about yourself.
- Student 3: Respond and then make a statement about yourself.
- Continue in this way going round the circle for a few minutes.



B11.6 Reading: A review of *Titanic*

- 1 Have you seen the film *Titanic*? What did you think of it? If not, would you like to see it? Share your thoughts on this film with a partner.
- 2 Read the review of the film and answer the questions that follow.



Titanic is an epic film on a grand scale. The most expensive film of the 20th century and without major stars, it seemed doomed to sink like the great ocean liner whose story it tells.

Faced with the fact that everyone knows what happened to the Titanic, the so-called unsinkable ship, which sank on its maiden voyage, director James Cameron wisely chose to start the film in the present day with divers investigating the wreck. However, the story is focused on one couple who meet on the ship and fall in love. Drama is added to their relationship as they are separated by their social class: she is in the first class section of the ship, the daughter of a rich family about to be married to someone she doesn't love, while he is a third class passenger, hoping to find work in America. As they fall in love, members of her family and her fiancé do what they can to keep them apart, but everything is changed when the ship hits an iceberg. The whole of the second half of the film, is devoted to what happens as the ship sinks and passengers and crew struggle to save themselves. That the story is true makes the selfishness of some and the kindness of others even more affecting. In the midst of it all the love affair is played out.

The Titanic was a great ship, except for its rivets, which failed, and caused it to sink. The film too has a major weakness and that is the story of the two lovers. It is too contrived and while Leonardo Di Caprio and Kate Winslet are convincing, as a young couple in love, the romance is overplayed and Di Caprio's character has little depth. However, the film does not sink. The scale of the disaster comes across and the faithful recreation of the ship and of the events of that fateful day are breathtaking. It is impossible not to be swept away by the film or touched by the final tragedy.

- 1 What does the writer think of *Titanic*? Support your answer with quotations from the review.
 - 2 Identify words and phrases that convey the writer's opinion; and words and phrases that convey facts.
 - 3 In your own words, paraphrase what the writer likes and dislikes about the film.
- 3 What do you think of this review?**
- a Do you agree with the writer?
 - b Do you think the points made are fair?

B11.7 Increase your word power: Phrasal verbs with *away*

To review what phrasal verbs are and how they behave see B1.3.

- 1 Look at these sentences and underline the phrasal verbs.**
 - 1 It is impossible not to be swept away by the film.
 - 2 When we saw a scorpion crawling into the house, we backed away from it in horror.
 - 3 We were shocked when my aunt told us that my uncle had passed away in hospital.
 - 4 Don't chew gum in school. Throw it away immediately.
 - 5 Thieves broke into a bank last night and got away with millions of birr.
- 2 Which of these phrasal verbs:**
 - consists of three words?
 - takes a direct object?
 - doesn't take a direct object?
 - can be separated?
 - can't be separated?

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When *away* is used as a particle of a phrasal verb, it has the meaning of movement from something or someone.

3 Complete these sentences with six of the verbs in the box in the correct form.

break look blow give go put take make

- 1 The heavy rain caused rocks to _____ away from the mountainside and fall down to the ground.
- 2 My mother is always telling me to _____ my things away instead of leaving them around the house.
- 3 When I took some notes out of my purse, the wind _____ them away.
- 4 The school is asking us to bring in clothes so they can be _____ away to some poor families.
- 5 Waiter! Please can you _____ these dirty plates away?
- 6 My mother suffered from a strange illness which the doctor couldn't identify, but after a few weeks it _____ away.

4 Write the sentences in exercise 3 without the phrasal verbs, substituting a synonym, or paraphrase.

5 Work with a partner and write a short paragraph containing six phrasal verbs with *away*.

6 Read out your paragraph to the rest of the class with gaps where the phrasal verbs should be. The other students must guess which verb it is.

B11.8 Language focus: Revision – changing the subject

1 In A4.2 you looked at language we can use for changing the subject and coming back to the subject. Complete the expressions in the box, without looking back at that Unit.

Changing the subject	Coming back to the subject
1 Talking _____ films, have you seen ...?	1 _____ to what we were saying, do you think ...?
2 That _____ me of a film I've seen recently	2 Anyway, as I was _____, so you think ...?
3 By the _____ have you seen ...?	3 Can I just _____ back to ...?
4 Before I _____, have you seen ...?	
5 To change the _____ for a moment, have you seen ...?	

2 Work with a partner and play the following speaking game. You are going to take it in turns to raise a number of discussion questions. Look at your role cards.

Student A go to page 285.
Student B go to page 288.

**B11.9 Writing:** Formal letters

1 The bodies of some letters are given below. Match each one to its function in this list.

- a** A response to an enquiry.
- b** An enquiry about a product.
- c** A complaint.
- d** A rejection.
- e** A request for information.

1

Thank you very much for your order. **We look forward to being able to** supply you with office furniture. However, I am afraid that your order form was incomplete.

Please could you let us know the model number and colour of the shelving units you require. As soon as we have this information we will be able to dispatch your order immediately.

We are very grateful for your interest in our products.

2

With reference to the above mentioned order, on Monday, April 7th I telephoned your company on 0840 4440 to ask for the small shelf bolts. These were missing from the consignment of shelving units which had arrived that same morning. I was assured by your operator they would be sent immediately.

Unfortunately, since my phone call five days ago they have not arrived. As it is impossible for us to assemble the shelving units without them, and as the shelving units are required now, unless I receive them by Tuesday, April 22nd, **I will have to** return the consignment to you.

3

Thank you very much for attending for interview yesterday. I regret to inform you that we are unable to offer you a post at this time.

The interviewing panel felt that the skills you have to offer are not what we are looking for at the moment.

We would like to thank you for your interest in our company.

4

I am writing to ask if you would be able to furnish a new office due to open in Addis Ababa in January, with a staff of approximately 50 people.

If you feel you would be able to supply an order of this size within this deadline, **please could you** send me a catalogue and price list for your Ergo range of office furniture.

I look forward to hearing from you.

5

With reference to our phone conversation yesterday, I am **writing to confirm that** we can provide lunch for 50 people in our banqueting suite at midday on Thursday, June 1. I enclose two alternative menus with prices, and **I would be very grateful if you could let me know** which you would prefer at your earliest convenience.

If you have any further queries, please do not hesitate to contact me.

I look forward to hearing from you.

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2 Complete this table with highlighted phrases from the letters.

a Starting a correspondence	
b Referring back to a previous contact	
c Making a request	
d Introducing bad news	
e Making a complaint	
f Making a threat	
g Enclosing documents	
h Expressing thanks	
i Offering future help	
j Referring to future contact	

3 You are going to write a formal letter. Read the information in the box and then follow the instructions below.

You have seen an advertisement in the *Daily Nation*, a Kenyan newspaper, for a business training institute in Nairobi, Kenya which runs courses in marketing. You are interested in a six-month introductory course suitable for school leavers, but you don't know if the institute runs such a course.

- Write to the Institute asking for relevant information.
- Decide what information you want to know about the course.
- Write to: Admissions officer, Karen Business Institute, PO Box 156678, Nairobi, Kenya.
- Include addresses, opening salutation and so on, not just the body of the letter.
- Lay out your letter using the usual conventions. To review the lay out of formal letters see B1.5
- Use language from the table above.

B11.10 Assessment

1 Listening

Your teacher will read you an interview with a film critic about the effect of films on society. As you listen, decide if each of these statements is true or false according to what the film critic says. Write T or F next to each statement.

- 1 Plato argued that poetry is harmful to society.
- 2 Aristotle argued that the arts have a positive impact on society.
- 3 Seeing a film in a cinema has a corrupting impact on the viewer.
- 4 The problem with the violence in many films is that it is shown as something ordinary.
- 5 Western films are not popular in other parts of the world.
- 6 In Africa, Asia and the Middle East people do not like children to talk back to their parents.
- 7 All films show us how human beings can overcome difficulties.
- 8 Great films have many beneficial effects.

2 Writing

Write a short report on the harmful and beneficial effects of film on society using the ideas in the listening text.

Part A

Objectives

In this part of Unit 12 you will:

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

A12.1 Introduction: A magazine cover

WEEKEND LIFE

Issue 78 Friday, September 30th

AN INTERVIEW WITH ...

The Minister of Health on HIV/Aids,
child health and jogging.

TEEN WORLD

Dating & studying: do they mix?

COOKERY

Coconut and
banana cream cake – Yummy!

WEEKEND LIFE

Have you ever tried whitewater rafting?

FASHION & BEAUTY

Short hair is IN again



LIFESTYLE

Stay-at-home dads

FICTION

Another complete story for you to enjoy

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

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

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



A12.2 Reading: Extracts from magazine articles

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

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

Article A

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

Article B

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

Article C

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

Article D

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

Article E

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

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

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

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

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

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

Eat right!

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

Get moving!

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

Don't overdo it!

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

'I feel good!'

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

2 Decide whether these statements are true or false:

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

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

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

4 Explain the meanings of these expressions as they are used in the text.

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

**A12.4 Listening:** Magazine jobs

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

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

2 What is paraphrasing? Read this definition.

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

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

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

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

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

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

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

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

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

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

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

For example: *Amina saw Fatima.*

a *Who did Amina see?*

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

b *Who saw Fatima?*

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

3 Make subject questions from this table:

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

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

Example:

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

How old were you when you started work?

- 1 I've lived in Addis Ababa for five years.
- 2 I was born in Axum.
- 3 I go back to Axum twice a year or so.
- 4 My most famous poem was written ten years ago.
- 5 My favourite goal is the one I scored in the championship final, two minutes from the final whistle.
- 6 In my free time I like playing my guitar.
- 7 The most important influence on my life is my mother.
- 8 What happened after I was sacked from my job, was I vowed I would never work for anyone else again.

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

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

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



A12.6 Listening: The magazine production process

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

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

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

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

A12.7 Study skills: Exam strategies – part 3

1 Work in a group and discuss these questions:

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

2 Read this text:

HOW TO TAKE EXAMS SUCCESSFULLY

1 The week before the exam

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

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

2 The night before the exam

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

3 In the examination room

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

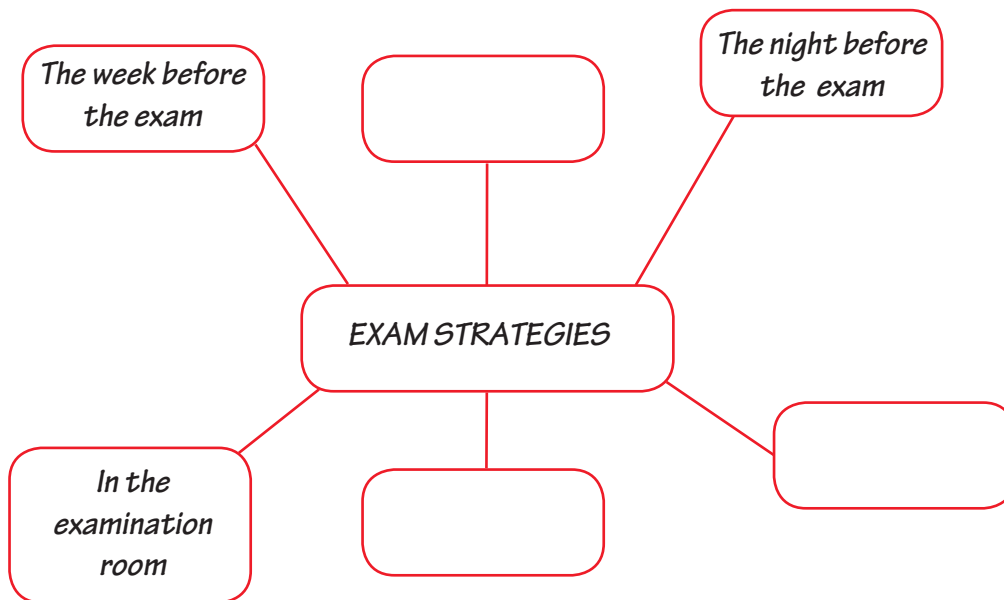
The first thing to do when you are told to start, is to read through the whole paper. If you can choose some of the questions, make your choice. Decide how much time you have for each section.

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

3 In your group, discuss these questions:

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

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



Part B**Objectives**

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



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



VOICES – The magazine of Grade 12



The whole class is going to create a class magazine.

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

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

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

Good idea. What about our local MP?

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

Unit 12 Class magazine

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

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

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

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

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

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

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

3 Schedule: Discuss with your teacher a suitable schedule for producing your magazine. Take into account how long it will take to write the articles, design them, edit them, get advertisers and so on.

4 Producing the magazine: As each team gets on with their work, it is a good idea to refer to some published magazines to give you an idea of the kind of language and look you should be trying to achieve.



B12.2 Speaking: Reviewing your work

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

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

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

For Example:

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

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

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

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

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

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

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

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

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

B12.3 Assessment

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

Revision 4 (Units 10–12)



Listening

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

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



Reading

Survey the text and then answer the questions below.

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

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

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

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

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

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

1 Choose the correct options.

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

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

2 Answer these questions in complete sentences.

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

Pronunciation

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

Speaking

1 Discussion

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

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

2 One minute talks

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

Punctuation

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

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

**Writing**

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

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

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

Vocabulary

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

- a e_____
- b p_____r
- c sc_____r
- d st_____n
- e di_____r
- f a_____
- g c_____op_____

2 Complete these words to make jobs in magazines.

- a fr_____r
- b pr_____r_____r
- c s__e_____r
- d a__d_____r
- e e_____r
- f ad_____d_____r
- g pr_____n m_____r

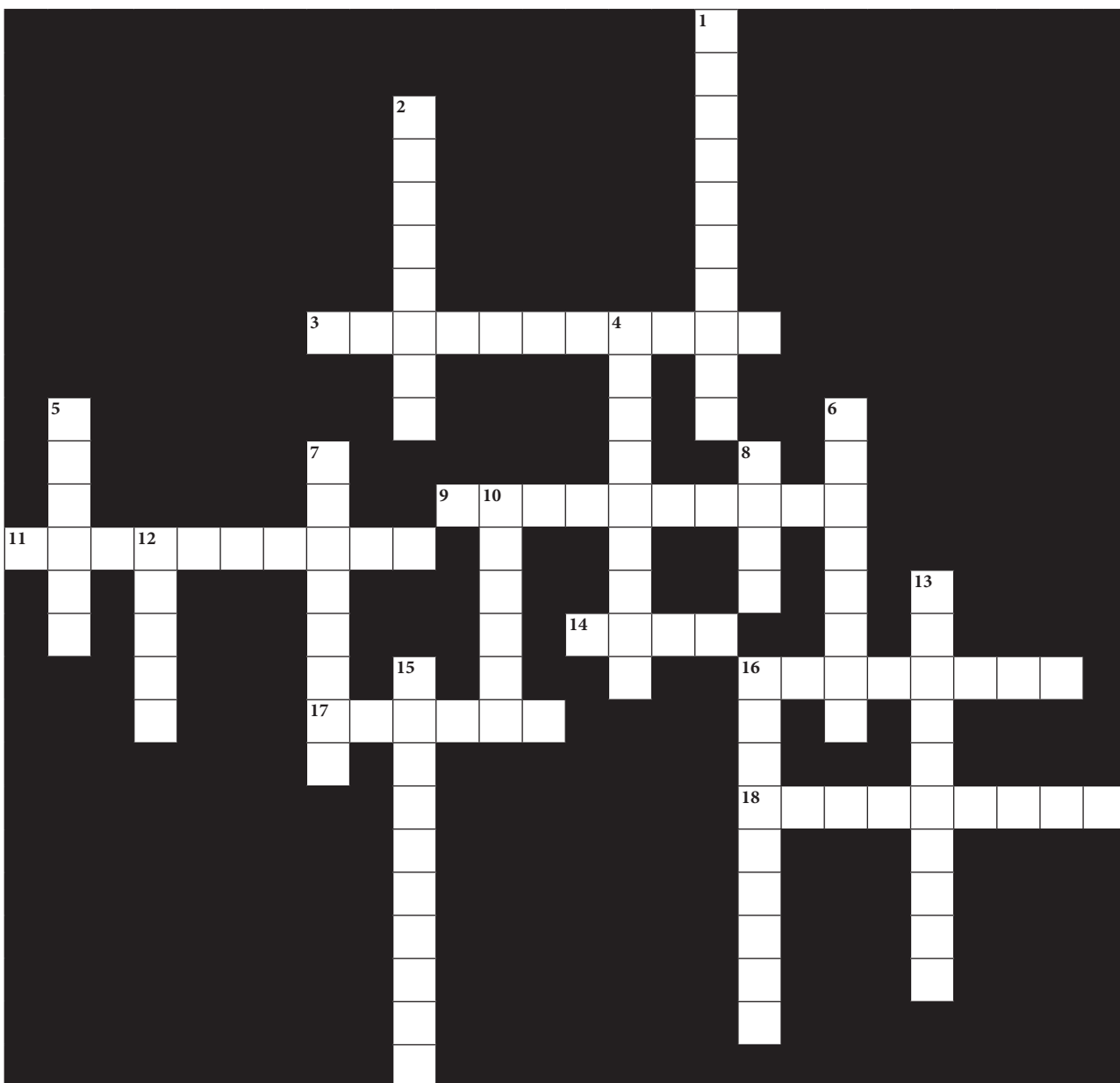
3 Complete the crossword on the next page with words from units 10–12.

Across

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

Down

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



Language use

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

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

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

2 Choose the best option to complete the sentences.

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

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

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

Conversation 2

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

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

Talk about the following topics:

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

a Begin by introducing your first topic.

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

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

d Repeat step C with your last topic.

Remember: you must allow other people to speak.

A5.3

Student A

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

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

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

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

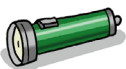
B6.12 What's the word?

Team A

1.



2.



3.



4. exhausted

5. impossible

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

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

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

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

Stage 2

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

Your three secret topics are:

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

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

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

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

Conversation 2

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

A4.2 Changing the subject

Role card

Student C

Talk about the following topics:

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

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

Remember: you must allow other people to speak.

B6.12 What's the word?

Team B

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



A5.3

Student B

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

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

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

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

Revision 3 Crossword A

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

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

Your three secret topics are:

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

Stage 2

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

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

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

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

Talk about the following topics:

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

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

Remember: you must allow other people to speak.

A1.7 Self-analysis

Score yourself:

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

Interpret your score:

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

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

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

A4.2 Changing the subject

Role card

Student D

Talk about the following topics:

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

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

Remember: you must allow other people to speak.

Revision 3 Crossword B

Appendix 1

Verb forms

Regular verbs

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

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

Note:

- Forms 3 and the past participle in 5 are the same in regular verbs.
- Forms 3 and the past participle in 5 are the same in some irregular verbs.

For example:

Form 3 *I felt ill yesterday.* (past simple)

Form 5 *I have felt ill today as well.* (past participle)

- However, Forms 3 and the past participle in 5 are different in some irregular verbs.

For example:

I went to the market yesterday. (past simple)

They have just gone to the market. (past participle)

- The verb *to be* has more than five forms:

be am are is were been

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

Irregular verbs

Form 1

Infinitive

(As listed in the dictionary)

awake

bear

become

begin

bend

bite

bleed

blow

break

bring

build

burn

Form 3

Past simple

(Yesterday ...)

awoke

bore

became

began

bent

bit

bled

blew

broke

brought

built

burnt, burned

Form 5

Past participle

(He has just ...)

awoken

borne

become

begun

bent

bitten, bit

bled

blown

broken

brought

built

burnt, burned

Form 1*Infinitive*

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

Form 3*Past simple*

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

Form 5*Past participle*

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

Form 1
Infinitive

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

Form 3
Past simple

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

Form 5
Past participle

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

Appendix 2

Some important phrasal verbs

be afraid of; to be frightened by:

People have always been afraid of lions.

ask for; to request:

Ask him for some money.

break down: 1 to cry:

I broke down at my uncle's funeral.

2 to stop working (of machinery):

The car broke down outside Harar.

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

Thieves broke into the house.

break up; 1 to smash into pieces:

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

2 to end or separate (of marriage):

Tesfahun's marriage broke up after five years.

3 to stop an activity:

The police broke up the fight.

call for; to collect someone:

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

call on: to visit someone:

Hanna called on me last week.

carry on: to continue:

Carry on reading your book.

check in: to register at a hotel or airport:

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

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

My parents checked out of their hotel on Wednesday.

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

Have you checked up on your friend since his illness?

come across: to find unexpectedly:

We came across our friend in town.

come down: to reduce in price:

The price of shoes has come down in the sale.

count up: to find the total number:

Every day the miser would count up his savings.

cross out: to remove from a list:

If you make a mistake, cross it out.

cut back: to reduce expenses:

He cut back on the money he spent on food.

cut down; 1 to make smaller:

The farmer cut down two trees.

2 to use less of:

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

cut up: to divide into small pieces:

Hadas cut up the banana so Baby could eat it.

do without: to manage without:

He did without breakfast.

draw out: to remove:

We drew some money out of the bank.

draw up to prepare in writing:

He drew up a report of the meeting.

fall behind: to drop back or be overtaken:

The bus fell behind the car.

fall out: to stop being friends:

Zeleke and Hiresso have fallen out because they both like Nejaha.

feel like: to be in the mood for:

I feel like playing football.

fill in: to complete a form:

My sister is filling in a job application.

get across: to communicate:

Some advertisers are very clever at getting their message across.

get at: to reach:

Put the food where we can get at it

get away with: to escape proper punishment:

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

get down: to alight from:

He got down from/off the bus.

get in/into: 1 to enter:

We got in the train.

2 to become involved in:

Don't get into trouble!

get on: 1 to board:

He got on the bus.

2 to be good friends:

Taytu gets on really well with her stepmother.

3 to succeed or make progress:

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

get out of: 1 leave:

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

2 avoid:

We managed to get out of doing homework.

get over to recover from an illness:

It took Mother three weeks to get over the flu.

get through: to pass a test:

He got through the driving test.

give back: to return something:

That is not your pen. Give it back.

give out: to distribute:

The teacher gave out the books.

give up: to stop doing something:

The enemy soldiers gave up fighting.

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

Appendix 2

This bike is very fast. Would you like to try it out?
turn off: 1 to stop, or switch off, a machine or device:

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

2 to change direction:

You turn off at the second crossroads.

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

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

wear out: to use something until unusable:

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

work out: to find the answer:

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

write back: to reply:

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

write down: to write on paper:

Write down in your diary what happened.

write in: to apply for:

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

write up: to make a report:

Write up the results of your experiment.

Appendix 3

Vocabulary list

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Unit 5

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

Unit 6

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

Unit 7

Appendix 3

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

Unit 8

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

Unit 9

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

Unit 10

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

Unit 11

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

Unit 12

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

Appendix 4

Listening texts

UNIT 1

A1.2

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

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

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

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

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

A1.5

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

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

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

UNIT 2**A2.3**

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

A2.8

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

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

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

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

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

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

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

B2.6

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

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

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

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

UNIT 3

A3.1

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

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

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

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

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

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

B3.1

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

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

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

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

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

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

UNIT 4

B4.2

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

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

B4.6

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

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

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

UNIT 5**A5.2**

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

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

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

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

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

B5.2**Project 1**

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

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

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

Project 2

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

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

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

Project 3

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

Project 4

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

B5.4

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

UNIT 6

A6.5

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

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

B6.5

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

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

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

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

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

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

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

Unit 7

A7.3

A

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

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

B

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

C

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

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

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

A7.5

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

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

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

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

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

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

Unit 8

A8.6

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

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

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

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

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

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

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

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

B8.7

Dictation script 1

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

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

Dictation script 2

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

UNIT 9

A9.2

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

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

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

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

A9.4 Short conversations

Conversation 1

A: So how do you think Ethiopia can progress?

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

A: But that's not a development issue.

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

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

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

Conversation 2

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

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

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

Conversation 3

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

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

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

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

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

Conversation 4

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

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

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

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

UNIT 10

A10.1

Listening script 1

Here is the news at 10 o'clock.

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

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

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

Listening script 2

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

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

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

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

B10.2

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

1. Asteroid collision

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

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

2. Global pandemic

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

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

3. Global warming

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

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

4. The eruption of a super volcano

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

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

5. The deployment of nuclear weapons

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

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

B10.4

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

UNIT 11**A11.2**

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

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

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

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

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

A11.4

Could we start by talking about your background?

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

What kind of plays did your father write?

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

When did you leave Ethiopia?

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

How did you get into movies?

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

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

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

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

UNIT 12

A12.4

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

A12.6

1. Content

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

2. Flat planning

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

3. Commissioning

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

4. Researching and writing

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

5. Sub-editing

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

6. Production

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

7. Proofreading

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

8. Printing

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

9. Distribution

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



