

# Births, weddings and funerals

## Part A

### Objectives

By the end of this part of Unit 12 you will be able to:

- discuss what makes you happy and what makes you sad
- listen to a description of two African weddings
- describe pictures of different ceremonies
- discuss the secret of a good marriage
- use the passive tense
- discuss relationships and cultural differences
- read about ceremonies around the world
- write a description of a ceremony
- use *to get* in a number of patterns
- use appropriate expressions for congratulating, inviting, expressing sympathy
- role-play some short dialogues.

### A12.1 Introduction: Ups and downs

- 1 **There are many things in our daily lives that make us happy or sad. These may be small things or big things. Talk about the things in your life that can make you happy and the things that can make you sad.**
- 2 **What can you do when you are sad to make you feel better?**
- 3 **What kinds of things can you do for a friend who is sad?**



### A12.2 Listening: Weddings

Around Africa, there are many different marriage traditions. Marriage is extremely important, joining not just two people, but two families, and even two communities. There are traditions concerning how the arrangements for the wedding are made, whether or not a dowry or bride price is paid, how the ceremony is conducted and what happens afterwards.

- 1** Listen to your teacher reading a description of the wedding traditions of the Gikuyu of the Kenyan Highlands and the San Bushmen of the Kalahari Desert in southern Africa. As you listen, decide which of the traditions below apply to each culture. Copy the table into your exercise book before you start.

	Gikuyu	San Bushmen
1	✓	X
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

- 1 The marriage is arranged by elders from the groom's village and elders from the bride's village.
- 2 The marriage is arranged by the families of the bride and the groom.
- 3 On the wedding day the couple go to a hut which has been built for them.
- 4 No bride price or dowry is paid.
- 5 A bride price is paid.
- 6 On the wedding day, the groom goes to the bride's house.
- 7 A fire is made outside the hut with coals from both families' huts.
- 8 Women from the girl's village won't let the groom enter her house until he has given them the things they ask for.
- 9 There is a church ceremony, a reception, and an evening party.
- 10 The couple do not take part in the celebrations.
- 11 The couple live with the wife's family for a few years and then go to live with the husband's family.
- 12 The couple go to live in their own house after the wedding.

**2 Discussion questions.**

- 1 Which of these marriage traditions apply in your culture?
- 2 What other marriage traditions do you have in your culture?
- 3 In what way have your marriage traditions changed in modern times?



### A12.3 Speaking: Describing pictures

1



2



3



4



5



Look at these photographs of ceremonies from Ethiopia, India, Africa and Japan. Work in pairs to describe what you can see in each picture, then write 'thought bubbles' to describe what people in the pictures are thinking / saying.



**A12.4 Language focus:** Using the passive tense

In Unit 10, **B10.9** we looked at using the passive tense. Remember that we use the passive when *who* or *what* causes the action is not important or is not known, or when we want to focus on the action.

**Example:** *My bike was stolen.*

*Here the focus is on the fact that my bike was stolen.*

Sometimes a statement in the passive is more polite than using the active, as the following example shows:

**Example:** *A mistake was made.*

*In this case, the focus is on the fact that a mistake was made, but no-one is blamed (e.g. You have made a mistake).*

Remember:

- the object of the active sentence becomes the subject of the passive sentence
- the form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped).

**Write the following sentences in the passive.**

- 1 People give the married couple gifts and money.
- 2 The hosts distribute chocolates.
- 3 The woman is paid a dowry.
- 4 The family sends out invitations to the wedding.
- 5 The band plays traditional wedding songs.
- 6 The happy couple received many wedding gifts.

**A12.5 Increase your word power:** Relationships

- 1** What phrases do you know about relationships? Put the following phrases into an appropriate sequence, deleting any that do not occur in your culture and adding others to it.

marry  
go on a date  
divorce  
honeymoon  
have children  
fall in love

- 2** In your group, discuss how they might be re-ordered for a different culture, and discuss why and what the cultural differences might be. Use simple expressions to agree, disagree and express counter-arguments for this new listing.

**A12.6 Reading:** Ceremonies around the world

- 1** Skim through the following three texts to get the general idea, then read and make notes on the texts.

**Weddings**

Weddings in Europe and America are not arranged by the parents. The young people are free to choose their own partners and mark their agreement to marry by the gift from the man to the girl of an engagement ring. On the day of the wedding the girl dresses in white and is accompanied to the church by her bridesmaids wearing new dresses, often of the same colour. The bride carries a bouquet of flowers which the chief bridesmaid holds during the ceremony. The bride's father 'gives away' his daughter, and the best man hands the priest the wedding rings. The priest pronounces a blessing and slips the rings onto the fingers of the bride and groom. After the ceremony, there is a feast called a wedding breakfast, before the bride and groom leave the party to go on their honeymoon.

**Funerals**

When a death occurs in Chinese societies, all statues of deities in the house are covered with red paper and mirrors are removed from sight. A white cloth is hung across the doorway of the house and a gong placed on the left of the entrance if the deceased is male, and right if female. Before being placed in the coffin, the corpse is cleaned and completely dressed, then the corpse's face is covered. The open coffin is placed on its own stand with the head of the deceased facing the inside of the house, and wreaths, gifts and a portrait or photograph of the deceased are placed at the head of the coffin. Food is placed in front of the coffin as an offering to the deceased. During the wake, the family does not wear jewellery or red clothing. It is customary for blood relatives and daughters-in-law to wail and cry during mourning as a sign of respect and loyalty to the deceased.

At the wake, the family of the deceased gathers around the coffin, positioned according to their order in the family. The eldest son sits at the left shoulder of his parent and the deceased's spouse at the right. Later-arriving relatives must crawl on their knees towards the coffin. Joss paper and prayer money, to provide the deceased with sufficient income in the afterlife, are burned continuously throughout the wake. Funeral guests are required to light incense for the deceased and to bow as a sign of respect to the family. The wake is at least a day to allow time for prayers to be offered. When the prayer ceremonies are over the wailing of the mourners reaches a crescendo and the coffin is nailed shut. When the procession arrives at the graveside it is taken down from the hearse and all present turn away from the coffin when it is lowered into the grave. Family members and other relatives throw a handful of earth into the grave before it is filled. Although the funeral rites are now over, the period of mourning by the family continues for a hundred days.

*Adapted from <http://www.britishchineseonline.com/pages/culture/customs/funerals.html>*

**Birth**

There are many traditional rituals that surround the birth of a child in a typical Indian family. These rites aim at blessing the child to have a long, fulfilling life. In Hindu families it is culturally expected that the women stay away from home for six days after the birth. The mother and baby then usually go to stay with her mother for three months, as many Indian women live with their husband's families. During this time she is taught the art of baby massage with oils and the ritual of feeding and caring for babies.

One of the sacred Hindu ceremonies, known as *Mundan Sanskar* or the first haircut of the baby, has an important significance, when relatives and friends are invited to bless the child. The child usually receives his / her first *mundan* in either the first year or the third year of age. A priest is called to conduct the traditional rituals, and a barber is called to shave off the hair. The priest recites sacred hymns and chants and shaves part of the head. The barber then shaves the entire head, sometimes

leaving a clump of hair at the back. To cool down the head and to cure nicks and cuts, a paste of turmeric and sandalwood is sometimes applied on the entire head. There is a significant reason as to why the head is shaved in such an elaborate ritualistic way. According to the Hindu beliefs, the hair present at birth is supposed to represent unwanted traits from the past lives. In order to make sure that the child has no undesirable qualities of the past birth in this life, the hair is shaved off to ensure a new beginning and a fresh start. Some also believe that this gives the child a long life.

*Adapted from <http://www.iloveindia.com/indian-traditions/mundan.html>*

**2 Complete the following sentences.**

**Weddings**

- 1 Young people in the West can choose ...
- 2 An engagement ring marks ...
- 3 The bride is attended by ...
- 4 The groom is attended by ...
- 5 The bride is given away by ...
- 6 After the ceremony the happy couple ...

**Burials**

- 1 When a death occurs in China ...
- 2 The corpse is placed in ...
- 3 Mourners wail to show ...
- 4 During the wake, the son sits ...
- 5 Funeral guests are required to ...
- 6 When the hearse arrives at the cemetery ...

**Births**

- 1 After a birth, Hindu women ...
- 2 The *mundan* ceremony is when ...
- 3 During the ceremony the priest ...
- 4 The child's head is cooled down by ...
- 5 Hindus believe that the hair present at birth is ...
- 6 The child's head is shaved to ...

**3 Working in pairs, use contextual clues to infer the meanings of the following words. Check your answers in your dictionaries.**

- a wedding breakfast
- b mourning
- c deceased
- d wake
- e incense
- f crescendo
- g ritual
- h nicks
- i traits



**A12.7 Writing:** A description of a ceremony

**Write a description of two to three paragraphs about a ceremony you have attended, for example a school prize giving, a wedding, the presentation of a sports trophy, etc. then exchange your work with a partner. Your partner must check your paragraph and suggest improvements, for example by inserting an extra adverb or adjective, improving sentences and proofreading the work by checking the spelling and punctuation.**

## A12.8 Language focus: Using *to get*

The verb '**to get**' can be used in a number of patterns and has a number of meanings.

**TO GET + direct object** = to obtain, to receive, to buy:

**To obtain**

- *She **got** her driving licence last week.*
- *They **got** permission to live in Switzerland.*

**To receive**

- *I **got** a letter from my friend in Nigeria.*
- *He **gets** 10,000 birr a year from his father.*

**To buy**

- *She **got** a new coat from the market.*
- *We **got** a new television for the sitting room.*

**TO GET + place expression** = reach, arrive at a place:

- *We **got** to Addis Ababa around 6 p.m.*
- *What time will we **get** there?*
- *When did you **get** back from New York?*

**TO GET + adjective** = to become, show a change of state:

- *It's **getting** hotter.*
- *By the time they reached the house they were **getting** hungry.*
- *I'm **getting** tired of all this nonsense.*
- *My mother's **getting** old and needs looking after.*
- *It **gets** dark very early in the winter.*
- *Don't touch the stove until it **gets** cool.*

**TO GET + preposition / adverb** is used in many phrasal verbs.

Example: *This rain is really getting me down.*

**TO GET** has a number of other meanings:

- a *Do you get it?* (= understand)
- b *He's getting dinner tonight.* (= prepare a meal)
- c *I'll get the bill.* (= pay)
- d *That really gets me!* (= irritate, annoy)

Complete the following passage with the correct form of *get* and words or phrases from the box.

a divorce	very cold	enough money	hungry	light
married	annoyed	a meal	a job	

When I \_\_\_\_\_, I had to \_\_\_\_\_ because we hadn't really \_\_\_\_\_ to live on. I found a job as a night watchman, but in the early hours of the morning, just before it was \_\_\_\_\_, I usually \_\_\_\_\_ and could hardly feel my toes in my boots. My new wife always \_\_\_\_\_ with me when I came home in the morning as I also \_\_\_\_\_ after my night's work and want her to \_\_\_\_\_. Things eventually \_\_\_\_\_ to such a pitch that I eventually realized that I would have to \_\_\_\_\_.

## A12.9 Language focus: Congratulating, inviting, expressing sympathy and responding

**1** Look at these expressions and divide them into three groups: congratulating, inviting, expressing sympathy. Write them in the three groups in your exercise book.

- a Congratulations on your engagement!
- b Please come to my birthday party next Saturday.
- c Congratulations on your graduation!
- d We're having a party next week. Why don't you come along?
- e Please accept my warmest congratulations.
- f What about staying for dinner?
- g Happy birthday!
- h May I express my sincere condolences at this very sad time?
- i Many happy returns of the day!
- j Congratulations on your new job!
- k Well done! I'm very pleased for you!
- l I am so sorry to hear that you failed your exams!
- m Would you like to stay for dinner?

**2** Now match the expressions above with these responses. You can use some of the responses more than once. Write the pairs of sentences in your exercise book.

- 1 Thank you for asking me, but I can't.
- 2 Thanks. I'd like that.
- 3 You're very kind.
- 4 Sure!
- 5 Thank you, but unfortunately I can't.
- 6 Thank you.
- 7 That'll be great.
- 8 That's very kind of you.
- 9 I'm sorry, but I've got something else on.

**3** Which of the expression and responses in Exercises 1 and 2 are informal and which are quite formal?



## A12.10 Speaking: Role-plays

**1** Work with a partner. Practise reading this dialogue.

- B:** Hello! How are you?
- A:** Fine, not bad at all.
- B:** Happy birthday, by the way. It's today, isn't it?
- A:** Yes, that's right. Thanks very much.
- B:** Are you doing anything special?
- A:** Not really. My mum's making a cake this afternoon, so that will be nice.
- B:** Yes, enjoy it. See you soon.
- A:** Thanks a lot. Bye.



**2** Now make up similar dialogues for the situations below. One of you is A and the other is B. For each one, imagine that you meet the other person in the street. Decide what each of you is going to say, then practise the situations.

- 1 It is A's birthday today. B knows this and offers good wishes. A responds.
- 2 A looks sad and explains that s / he has failed his/her exams. B responds.
- 3 B looks happy. S / He explains that s / he has just got engaged. A responds.
- 4 A is having a birthday party next Saturday. S / He invites B. Unfortunately B can't go.
- 5 B's uncle has just died. A has heard the news and offers sympathy. B responds.
- 6 A has finished his/her exams with very good results. B offers congratulations. A responds.

## Part B

### Objectives

By the end of this part of Unit 12 you will be able to:

- listen to a dialogue between two grandmothers
- talk about ceremonies
- make generalisations and exceptions
- read three poems
- use the word *even* correctly
- revise the present perfect and past simple tenses
- use different past tenses
- write a letter to a friend
- discuss the learning strategies you have used this year
- complete a number puzzle.



### B12.1 Listening: Two grandmothers remember

Copy the table below into your exercise book. Listen as your teacher reads you a conversation between two grandmothers talking about the important events of their life, then complete the table.

	Jalene	Louam
Year of marriage?		
Age when married?		
Activities after marriage?		
Number of children?		
Number of grandchildren?		
Death of husband?		

**B12.2 Speaking:** Talking about ceremonies

- 1** What information or experience do you have about the following topics: births, weddings, funerals?  
Tell your teacher which of these ceremonies you have witnessed; you will then be divided into groups according to the ceremony you have information about.
- 2** In your group, ask and answer questions about the ceremony, then complete the following chart:

Kind of ceremony	
Clothes worn	
Gifts given	
Songs, plays or dances performed	
Food and refreshment eaten	
Regional / cultural differences	
Religious differences	

- 3** Now work in pairs to ask and answer questions about your completed chart, using the present perfect and past simple tenses.

**Examples:**

Have you ever attended a wedding ceremony? *Yes, I have.*

Did you take part in a dance? *No, I didn't.*

What did people eat and drink? *People ate tibs and drank fruit juice.*

**B12.3 Speaking:** Making generalisations

- 1** Look at these ways of making generalisations:  
As a rule ...  
In general ...  
Generally speaking ...  
Most of the time ...  
From time ...  
By and large ...  
In my experience ...  
In most cases...
- 2** Now work in pairs, each student listing what irritating habits they have – make these as humorous as possible!

- 3** Using the generalising phrases from the list above, explain to your partner why your habits are not suitable in married life or for sharing accommodation. Then use the above list to describe your irritating habits.

**Examples:**

*Most of the time, I sing very loudly in the bath.*

*As a rule, I don't go to bed until 3 or 4 in the morning.*

*From time to time I talk in my sleep.*

- 4** In your group, discuss what is the secret of a good marriage, and which of your known habits you would try to stop if you got married.



### B12.4 Speaking: Making exceptions

- 1** Look at these social expressions for making exceptions:

There are exceptions, of course ...

One exception is ...

But don't forget ...

Let's not forget ...

But what about ...?

- 2** Work in small groups to think of as many generalisations as you can from the list of topics in the box. One person should write them down, and the other person can read them out to the class.

teenagers	teachers	students	men	women	cars
actors	politicians	wild animals	money	foreigners	pop music

**Example:** Old people:

*In general, old people are very conservative. There are exceptions of course.*

*My grandmother started learning English when she was 80.*



### B12.5 Reading: Three poems

- 1** Working in groups, look at the pictures that illustrate each poem and predict what you think each one is about. Share your suggestions with other groups.

**Witness**

I witnessed yet again today  
 Something I wish I'd not say –  
 The lowering of a loved one  
 Into earth's deep belly  
 The deep dark grave like a cave.  
 The father sighed: tears long dry  
 The mother moaned: voice now hoarse  
 The grandfather swore to take  
 Deputation to him above  
 Brothers with soily hands, rubbed  
 Their ashen faces, sombre looks  
 Their tired eyes sinking deeper in their sockets  
 An aunt wrung out a shrill wail  
 For days unending refusing to be comforted –  
 Lower and lower it went  
 its sweet-nut yellow violently clashing with  
 the mean brownblack of the depths  
 It rested at the bottom of the pit  
 His spirits rock bottom:  
 Never shall we again re-witness  
 though many more we'll see  
 Into  
 The deep dark grave like a cave.



*Obyero Odhiambo (From An Anthology of East African Poetry, Longman, 1998)*

**Beloved**

So long as you are there  
 For the love that we share  
 I'll take my shield and spear  
 And life's battle continue without fear  
 When battleweary  
 Peace will I find always  
 In your love and quiet ways

Remember our dawn of love  
 Our struggles and how we grew  
 Through the entangled growth below  
 That abounds on the dark forest floor  
 Our vines have reached the light  
 Behold our golden fruits  
 True love's gracious gifts divine

So long as we are together  
 Your hands in mine again  
 We'll brave life's rough terrain  
 All set for exciting horizons after the noon of the day  
 We'll travel the sunset way  
 Behold the glory of a fulfilled day.



*E.H.S.Barlow (From An Anthology of East African Poetry, Longman, 1998)*



**Face downwards**

She hits the world.  
She cries at what she sees,  
Yet the mother suddenly smiles,  
Full of relief and pride  
That her baby has scored points of life.  
The infant seems to know and feel,  
And cries for leaving her inner world –  
A world of warmth and comfort,  
Where there is no work or struggle,  
But just to sail and kick at leisure;  
Where there is no hunger or anxiety,  
No tears or cause of pain,  
No spanking and no scolding!  
Then suddenly she hits the world  
And breathes the air that other mortals breathe.  
She makes a long shriek of regret,  
As if fearful of this other world;  
A world full of bondage and pain,  
A world full of lies and intrigue,  
A world full of flattery,  
A world of no love, but HATRED!

*Joyce Kigoonya*



**2 Read the poem *Witness* and answer these questions.**

- 1 What is the poet witnessing?
- 2 Why do you think the mother's voice was 'hoarse'?
- 3 What do you think the brothers do for a living?
- 4 What object is sweet-nut yellow?
- 5 What is the poet saying in the last four lines?

**3 Read the poem *Beloved* and answer these questions.**

- 1 What do you think is the man's main occupation?
- 2 Why do you think they had to struggle when they first met?
- 3 What does the man mean by 'golden fruits'?
- 4 What kind of life do you think the man would like to live?
- 5 What is the poet saying in the last three lines?

**4 Read the poem *Face downwards* and answer these questions.**

- 1 How does the baby feel when she arrives in the world?
- 2 How does her mother feel?
- 3 What does the baby miss about being inside her mother?
- 4 Why does she make 'a shriek of regret'?
- 5 What is she afraid of in the world she has come into?

- 5 Complete the following sentences with words from the box. All the words appear in one or other of the poems. If you are not sure of their meanings, look them up in your dictionary.**

scolding	moaned	hoarse	entangled	divine	bondage
ashen	relief	bellies	abound	terrain	intrigue
fulfilled	flattery	deputation			

- 1 At the end of the football match the man was \_\_\_\_\_ from cheering on his favourite team.
- 2 The children's \_\_\_\_\_ were swollen from hunger and lack of food.
- 3 The mother \_\_\_\_\_ from grief and pain.
- 4 The villagers sent a \_\_\_\_\_ to tell the local council about their concerns.
- 5 The farmers faces were pale and \_\_\_\_\_ from weariness.
- 6 The roots of the trees were all \_\_\_\_\_ and wound together.
- 7 The trees of the forest \_\_\_\_\_ with wild fruits.
- 8 We were so thirsty that the fresh lemonade tasted \_\_\_\_\_.
- 9 The weary soldiers stumbled over the rough \_\_\_\_\_.
- 10 Her ambitions were \_\_\_\_\_ when she was appointed the hotel manager.
- 11 Her \_\_\_\_\_ from the pain made her very happy.
- 12 My mother is always \_\_\_\_\_ me for not getting up on time.
- 13 The slave resented his \_\_\_\_\_ when he was captured.
- 14 The atmosphere was full of plots and \_\_\_\_\_ when my parents were planning my wedding.
- 15 Her boyfriend tried to persuade her by \_\_\_\_\_ to give in to him.

- 6 Explain to your partner which poem you like best and why.**

### B12.6 Language focus: Using *even*

The word **even** is used to show that something is surprising or unusual; it is more than we would expect.

- 1 Listen while your teacher models the following sentences and note where the stress falls.**

She likes chocolate so much that she **even** eats it for breakfast.

We couldn't find it – **even** using the map.

Everyone failed the test – **even** Melesse who usually passes.

- 2 Complete the following sentences with *even*.**

1 \_\_\_\_\_ my uncle can say thank you in English.

2 We \_\_\_\_\_ had chicken for lunch.

3 India is \_\_\_\_\_ hotter than Australia.

4 \_\_\_\_\_ Seble bought her a gift, although she never usually buys presents.

5 The film was \_\_\_\_\_ more interesting that I expected.

6 All my family enjoyed the party, \_\_\_\_\_ the youngest children.

### B12.7 Language focus: Present perfect and past simple tenses

In Unit 11, A11.10, we looked at using the present perfect to denote a period of time and the past simple tense to denote a particular time.

**Examples:**

*He's never been to Gonder. (present perfect)*

*He went to Axum in 1999. (past simple)*

The present perfect can also be used with *just* to show a completed action in the recent past.

**Example:** *She has just passed her final exams.*

**Work in pairs to make up conversations about the following people and the things they have lost.**



**Example:** *Mother talking to a policeman: her daughter / lost glasses / found at the bus station*

*Mother: My daughter has just lost her glasses.*

*Policeman: Here they are.*

*Mother: Thank you very much. Where did you find them?*

*Policeman: I found them at the bus station.*

- 1 Man talking to a policewoman: his brother / lost watch / found in the market
- 2 Girl talking to her teacher: teacher / lost car keys / found in the classroom
- 3 Woman talking to a policeman: my friend / lost her purse / found in a shop
- 4 Farmer talking to a friend: my father / lost goat / found in forest

### B12.8 Language focus Past verb forms

Look at this sentence:

*We were all looking for something that might be drinking at the waterhole and it was some time before we noticed that, behind us, a huge male lion had walked up to the bus and was looking at us suspiciously.*

Now look at the time lines. Which underlined action in the sentence is represented by A, which by B and which by C?

The past simple                      The past continuous                      Past perfect

\_\_\_\_\_ B \_\_\_\_\_ A \_\_\_\_\_ C \_\_\_\_\_

*We noticed* = an example of the past simple.

*We were all looking for something* = an example of the past continuous.

*A huge male lion had walked up to the bus* = an example of the past perfect.

We use these different verb forms to add interest to a story. If we used only one verb form all the time, for example when telling a story, it would be very dull.

The past continuous gives us information about what was going on in the background against which the events of the story happened.

**Complete this story by putting the verbs in brackets into either the past simple or the past continuous. Write your answers in your exercise book like this: 1 = went.**

My family and I (1) \_\_\_\_\_ (go) to visit one of my father's uncles. He lives in the countryside. We (2) \_\_\_\_\_ (leave) early in the morning. As we (3) \_\_\_\_\_ (bump) along the country roads, we (4) \_\_\_\_\_ (see) the sun rise. The bus journey (5) \_\_\_\_\_ (take) three hours and then we (6) \_\_\_\_\_ (walk) for about 45 minutes. Uncle's house was a small hut with a shamba. When we (7) \_\_\_\_\_, he (8) \_\_\_\_\_ (harvest) maize. He was very pleased to see us and (9) \_\_\_\_\_ (welcome) us warmly. It was a beautiful place – the shamba was full of vegetables and fruit. The air was fresh and everything was bright green. As we (10) \_\_\_\_\_ (sit) outside his hut under a mango tree, he (11) \_\_\_\_\_ (tell) us some stories. We (12) \_\_\_\_\_ (listen) so carefully that we (13) \_\_\_\_\_ (not notice) a snake which (14) \_\_\_\_\_ (make) its way into the compound. My mother (15) \_\_\_\_\_ (scream) and we all (16) \_\_\_\_\_ (jump) up. My uncle calmly (17) \_\_\_\_\_ (get) a stick and (18) \_\_\_\_\_ (start) beating a metal pot very loudly. The snake immediately (19) \_\_\_\_\_ (disappear). My uncle (20) \_\_\_\_\_ (run) after it, beating the pot loudly until he was sure it was a long way away.

### **B12.9 Writing:** A letter to a friend

**Write an informal letter to a friend about your experiences in Grade 10. Include information about your studies, learning strategies and goals during the year, and your hopes or fears for the next year.**

### **B12.10 Study skills:** Feedback and recommendations

- 1** Discuss as a class the different learning strategies suggested during the year, and talk about what worked or didn't work for you.
- 2** In your group, choose one skill area (writing, vocabulary, grammar, etc) and write a list of successful strategies on a poster to share with future Grade 10 students.



**B12.11 Fun with words:** Number puzzle

Match the clues below with the numbers in the puzzle. Write your answers in your exercise book like this:  $1 = d - 680$

	a	1	6	b	8	
		1		c	1	d
e	3	0				8
	6		f	5	0	0
	6		2			

- 1 A third of two thousand and forty.
- 2 The number of hours in a week
- 3 The number of toes on eleven children.
- 4 Ten times eight divided by five.
- 5 The number of days in a leap year.
- 6 The number represented by the Roman numeral D.
- 7 The number of weeks in a year.
- 8 The number of days in November.

Across: a = 2    c =    e =    f =  
 Down: a =    b =    d =    e =    f =

**Assessment**

**1 Writing**

Your teacher will ask you to write two to three paragraphs describing the life of your grandmother or grandfather.

**2 Listening**

Your teacher will read a dialogue about a wedding in Ethiopia. Listen, then complete the table below with brief notes about the events. You can supplement these notes with information you may have from your own experiences of an Ethiopian wedding.

First day	
Second day	
Third day	

# Revision 4 (Units 10–12)



## A Listening

- 1 Listen to your teacher reading a short passage and write it down.**
- 2 Listen to the passage your teacher will read you, then answer the following questions.**
  - 1 How long does a Somali wedding traditionally last?
  - 2 What happens during this period?
  - 3 What kind of food is served at the marriage feast?
  - 4 From whom do the bride and groom receive wedding presents?
  - 5 Describe what a bride wears at her wedding.
  - 6 Who arrives first during the wedding ceremony?
  - 7 Where do the bride and groom sit?
  - 8 What does the young couple exchange during the ceremony?

## B Vocabulary and spelling

Answer these questions with words from Units 10-12. Write them in your exercise book.

- 1 Give two examples of non-renewable energy.
- 2 What is meant by the term 'fossil fuels'?
- 3 What is a 'solar furnace'?
- 4 Name two advantages of solar energy.
- 5 How do human beings obtain energy to work?
- 6 What is meant by 'kinetic energy'?
- 7 What is meant by 'gravitational energy'?
- 8 What is meant by 'biomass'?
- 9 How do we store electrical energy?
- 10 How does a hydroelectric dam produce energy?
- 11 What is meant by the letters CV?
- 12 What is the money you receive from an employer called?
- 13 Give another word for 'arriving on time'.



## C Speaking

Work in pairs to role-play an interview for a job in the tourist industry.

## D Language use

### 1 Choose the best alternative to complete these sentences.

- 1 If I saw a snake I \_\_\_\_\_ for help.
  - a called
  - b had called
  - c will call
  - d would call
- 2 If Makeda studies hard enough she \_\_\_\_\_.
  - a would succeed
  - b will succeed
  - c shall succeed
  - d succeeded
- 3 If the level of the sea rises, villages by the sea \_\_\_\_\_ getting flooded.
  - a would not be
  - b had not been
  - c will not be
  - d will be
- 4 If there were no criminals, the police \_\_\_\_\_ nothing to do.
  - a would have had
  - b will have
  - c should have
  - d would have
- 5 Travelling from one place to another would have remained difficult if the motor car \_\_\_\_\_.
  - a had not been invented.
  - b had not invented.
  - c was not being invented.
  - d did not invent.
- 6 \_\_\_\_\_ no central government at that time, there would have been no peace in the land.
  - a There had been
  - b Should there be
  - c Had there been
  - d If there was
- 7 If you listen to the radio regularly, you \_\_\_\_\_ better informed.
  - a became
  - b will become
  - c had become
  - d would become
- 8 If the Italians had not been defeated, Ethiopia \_\_\_\_\_ independent.
  - a would have been
  - b would not be
  - c might not have been
  - d must

**2 Put these sentences into reported speech. Write them in your exercise book.**

1 The headmistress said, 'Speech Day will be in June.'

**Example:**

*The headmistress said that \_\_\_\_\_*

2 She asked, 'Are you ready for a lot of hard work?'

3 She said, 'Be ready to play your part!'

4 She asked, 'Will you stay after school to help with the preparations?'

5 She said, 'Don't wait for others to do all the hard work.'

**3 Choose the best option to complete the sentences. Write the answers in your exercise book.**

1 We must study hard \_\_\_\_\_ prepare for the exams.

- a for
- b so that
- c in order
- d to

2 We must study hard \_\_\_\_\_ the exams.

- a for
- b so that
- c in order
- d to

3 \_\_\_\_\_ win more matches, the team must practise more.

- a So that
- b In order to
- c So as
- d For

4 My parents both work very hard \_\_\_\_\_ all the children can go to school.

- a so that
- b so as to
- c for
- d to

5 My brother always walks to work \_\_\_\_\_ to save money.

- a for
- b in order
- c so as to
- d so that

6 If you heat water to 100 °C, it \_\_\_\_\_.

- a boils
- b is boiling
- c boiled
- d boil

7 If you want me to, I \_\_\_\_\_ home with you.

- a will walk
- b walk
- c am walking
- d walked

8 If I could be an animal, I \_\_\_\_\_ a lion.

- a am
- b will be
- c be
- d would be



- 9** We won't catch the bus \_\_\_\_\_ we leave now.
- a** if
  - b** if not
  - c** unless
  - d** when
- 10** \_\_\_\_\_ to go unless Abel comes with us.
- a** I want
  - b** I don't want
  - c** I wanted
  - d** I didn't want
- 11** \_\_\_\_\_ Grade 10 this year.
- a** We might be
  - b** We were in
  - c** We shall be
  - d** We won't be
- 12** \_\_\_\_\_ why you are very happy today. It's your birthday!
- a** I know
  - b** I will know
  - c** I knew
  - d** I am knowing
- 13** Please try to remember where you put your books. \_\_\_\_\_ them!
- a** You lose
  - b** You are losing
  - c** You are always losing
  - d** You were always losing
- 14** We're having another test \_\_\_\_\_.
- a** last week
  - b** every week
  - c** next week
  - d** a week ago
- 15** \_\_\_\_\_ hard for our next test.
- a** I study
  - b** I studied
  - c** I have studied
  - d** I'm going to study



## E Reading

### Read this passage from Ghana and answer the questions.

As many thoughts flashed through Owusua's mind she settled on one. A year ago a friend of hers, by the name of Fati, had been forced by her parents to marry a young man she didn't like. This young man, Fosu, was a great hunter who gave Fati's parents a lot of the meat they needed. In fact Fosu had given them so much meat that they felt obliged to reward him with their daughter as a wife. Fati for one reason or the other didn't like Fosu. He was not the type of man she wanted for a husband.

He had asked Fati for a kola nut and she had bluntly told him she would not give him one. He expected Fati to step aside when she met him on the wayside as a sign of love and respect for a future husband, but she would not. Instead of being shy, and hiding when Fosu brought firewood and meat to her mother's house at night, she would sit on a chair by her brother and try to converse as if there were no important stranger in the house.

All through the ceremonies, Fati had always been forced by her parents to accept the hunter. She had been forced to dip her hand and bangle into the wooden cask of oil during the bangle ceremony. All along, Fati's parents encouraged Fosu to visit them weekly, but the more he came, the more Fati grew to dislike him.

Fati's mother took note of what was happening, but privately told Fosu not to worry. She said Fati would have to marry him as ordained by the tradition of the tribe.

Finally the day when the marriage was to take place came. That night, as usual, Fosu brought his bundle of firewood and meat after the evening meal had been eaten and all was set for the ceremony. Fati's mother asked her to come over, but she retorted, 'Na, you know that this man is not my husband. How many times do you want me to tell you this?'

'My daughter,' replied her mother, 'Fosu is young and strong and many girls, except you, would like him for a husband.'

'If many girls want him for a husband, they can have him. I shall not be his wife,' Fati replied.

'All this time I have been begging you to accept the man your father and I know is good for you,' her mother continued. 'You have no choice, dear daughter. Our people say that a child only suffers when the mother is not there. I therefore cannot allow you to suffer while I am still alive and strong. You will talk no more.'

- 1 We can infer that Fati's parents wanted her to marry Fosu because:
  - a) they loved him.
  - b) Fati loved him.
  - c) Fati liked eating meat.
  - d) they had a lot of meat from him.
  - e) they knew that Fati secretly loved him.
- 2 Fati indicated her unwillingness to marry Fosu by:
  - a) hiding when he came to their house.
  - b) giving him a sign of respect and love.
  - c) saying he was not an important visitor.
  - d) ignoring him, and talking only to her brother.
  - e) not giving the traditionally recognised signals.
- 3 Fati's parents thought she would change her mind eventually when she realised that Fosu was:
  - a) useful to the family.
  - b) handsome.
  - c) the best hunter in the village.
  - d) generous.
  - e) good at bringing firewood.

- 4 Fati's mother told her that many girls would like Fosu for a husband in order to make Fati:
- a) hate the other girls.
  - b) accept him for a husband.
  - c) hate Fosu.
  - d) treat Fosu politely.
  - e) jealous.
- 5 Fati's mother is determined to:
- a) suffer for Fati.
  - b) shut Fati's mouth.
  - c) make Fati marry Fosu.
  - d) allow Fati to look for a different husband.
  - e) persuade Fosu to marry her daughter.



## F Writing

Write easy-to-follow instructions on how to light a fire.

# Appendix 1

## Verb forms

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

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

### Note:

- Forms 3 and the past participle in 5 are the same in regular verbs.
- Forms 3 and the past participle in 5 are the same in some irregular verbs.  
**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.  
**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  
burst  
buy  
catch  
choose  
come  
cost

### Form 3

*Past simple*

(Yesterday ...)

awoke  
bore  
became  
began  
bent  
bit  
bled  
blew  
broke  
brought  
built  
burnt, burned  
burst  
bought  
caught  
chose  
came  
cost

### Form 5

*Past participle*

(He has just ...)

awoken  
borne  
become  
begun  
bent  
bitten, bit  
bled  
blown  
broken  
brought  
built  
burnt, burned  
burst  
bought  
caught  
chosen  
come  
cost



**Form 1***Infinitive*

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  
ride  
ring  
rise

**Form 3***Past simple*

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  
rode  
rang  
rose

**Form 5***Past participle*

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  
ridden  
rung  
risen

**Form 1***Infinitive*

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*

ran  
sawed  
said  
saw  
sold  
sent  
set  
sewed  
shook  
shone  
shot  
shrank  
shut  
sang  
sank  
sat  
slept  
slid  
smelt  
spoke  
spent  
split  
spoil, 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*

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):

*Adem'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:

*Zebida 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:

*Martha 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:

*Surur and Tofik have fallen out because they both like Isha.*

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:

*Kedir 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:

*Zinet gets on really well with her stepmother.*

3 to succeed or make progress:

*How did Aziz 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:  
*Silas 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 Henry; 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:  
*Jonas 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:  
*Anwar has taken up marathon running.*
- try on: to see how well some clothing fits:  
*That dress you tried on first suits you best.*
- try out: to test:  
*This bike is very fast. Would you like to try it out?*



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

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

2 to change direction:

*You turn off at the second crossroads.*

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

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

wear out: to use something until unusable:

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

work out: to find the answer:

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

write back: to reply:

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

write down: to write on paper:

*Write down in your diary what happened.*

write in: to apply for:

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

write up: to make a report:

*Write up the results of your experiment.*

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# Appendix 3

## Vocabulary list

### Unit 1

achievement, allotted, athlete, athlete, athletics, boycott, carer, centre, collectively, compete, counterpart, diet, dominate, dribbling, enhancement, ensuring, equipment, exclusive, feat, finance, fitness, fluke, football, forward, foul, goal, health, hurdling, hygiene, jogging, marathon, medal, opponent, orphan, participate, penalised, potential, qualify, record, regulated, relay, restrictions, running, score, shooting, soccer, spectator, sport, steeplechase, substance, variations, violations

### Unit 2

accident, allergic, antiseptic, antiseptic, antiseptic acid, bandage, bleach, bleeding, blister, bruises, burn, casualty, circulatory, clinic, compresses, dressings, embedded, emergency, eye injury, fractures, germs, heart attack, immunise, injure, insect bite, medicine, nose bleed, nostrils, pills, poison, pus, recovery, shock, snake bite, splint, sprain, sprains, sting, strains, swell, swelling, swells, symptoms, symptoms, tablets, tetanus, treatment, tweezers, unconscious, victim, vomit, wound, wound

### Unit 3

body, cast, clue, cobbler, computer, cowboy, creation, crime, detective, dialogue, dye, gristle, gun, heroine, horse, kiss, modern, planet, poison, princess, romance, saddlebag, science fiction, space, spaceship, stranger, tannery, traditional, warder, wedding, western

### Unit 4

administered, admittance, agony aunt, apologise, bullying, cheating, contraception, criminal, crippled, cruelty, crutches, decay, defiling, emergency, extinguisher, inflicted, irresponsible, penetrate, perfume, pregnant, reap, regret, scattered, tangle, tyrant

### Unit 5

advertisement, associate, bill board, blunt, catchphrase, claims, clutter, commercialisation, consumption, copy, creativity, declining, delicious, discipline, display, diversity, effective, electronic media, elements, exceptional, excessive, exposure, fantastic, flexibility, gigantic, hilarious, iconic, illustration, impact, Internet, jingle, leaflet, lonely hearts, mandatory, manufacturer, media, memorable, monetary, on line, penetration, pharmacies, poster, product, programme, promotional, recognition, reproduction, reputable, ridiculous, second hand, shelf life, slogan, surgery, unique, vacancy, visible, visual, wordy

### Unit 6

abnormal, abscesses, abuse, addict, addiction, addictive, additives, alcohol, average, banned, barbiturates, barred, blurted, burdensome, cannabis, capability, capsule, chat, chemical, circulation, cocaine, combinations, complex, condom, consequences, constant, consumption, contaminated, converted, cope, cramps, craving, crime, criminal, crystalline, cultivated, dealer, debt, decrease, dependence, depressant, descendent, devastated, diagrams, dependency, drugs, embrace, enhance, excess, exhilarated, fines, forfeiture, global, glucose, graph, habit, hallucinogen, hash, hazard, heroin, hooked, hygiene, illegal, illicit, immune, increase, induce, infection, inject, injurious, intense, irrationally, jangling, khat, malnutrition, marijuana, morphine, misuse, offence, opiate, originates, overdose, paranoia, peer pressure, personality, pharmaceutical, pharmacist, potent, potentially, poverty, prescription, prone to, psychological, psychosis, quantity, reality, recreational drug, recruited, relax, resin, smuggled, snorted, specific, substance, supervision, symptoms, synthetic, syringe, tip-off, toxic, trafficking, tranquillise, turnover, unlawful, unpollinated, valid, withdrawal

**Unit 7**

aftershocks, assessed, authorities, avalanche, blizzard, bush fire, cascade, casualties, catastrophe, catastrophic, cholera, collapse, congestion, convulsing, cyclone, damage, devastation, disaster, drought, earthquake, epicentre, erosion, estimate, evacuate, facilities, flood, hampered, homeless, humanitarian, incessantly, infrastructure, inundated, looting, magnitude, morgue, personnel, priority, recorded, rubble, sanitation, shuddered, sporadic, submerged, surge, survivor, tornado, triggering, tsunami, turbulence, volcano

**Unit 8**

abusive, adopted, career, communities, compulsory, contribute, corporal punishment, cultural, curriculum, decentralised, discipline, distribution, duration, emphasise, enrolment, facilities, formal, illiteracy, imperial, implement, literate, lobbying, looting, malnutrition, nationalised, political, productivity, promoted, proportion, ragged, ratio, regime, sanitation, secular, shift, shortages, significant, statistics, survey, system, traditional, unified, visible

**Unit 9**

alkaline, alluvial, artificial, assess, atmosphere, benefits, brackish, canvas, capsized, cataracts, civilisations, clamber, clouds, clustered, compass, comrades, condense, construction, course, craft, decrease, dehydration, dejected, depended, deposited, deter, devise, devour, dredging, dynamite, endowed, evaporation, exposed, fishmonger, fragments, gangway, ground water, hazard, hull, hydro-electric power, ice, immeasurable, inedible, irrigate, jammed, lake, life raft, lucrative, lumbering, marine biologist, navigable, ocean, ordeal, pearl diver, polluted, precipitation, prow, rapids, reliable, resigned, resources, river, runoff, searing, shark, shipbuilder, smudge, snow, sodden, sombre, source, spar, sparingly, species, spring, subsided, sustenance, terrain, thwarts, troughs, turbines, turned turtle, unorthodox, vapour, vies with, waterway

**Unit 10**

atoms, battery, biomass, central heating, climate change, coal, convection, convert, crisis, dam, diesel, electricity, electromagnetic, electrons, energy, environment, firewood, fission, fossil fuels, furnace, fusion, gamma rays, gas, generate, gravitational, hydrogen, hydropower, kerosene, kinetic, longitudinal, mechanical, molecules, non-renewable energy, nuclear, orbit, panel, pollution, potential, power, radiant, renewable energy, replenished, reservoir, resource, satellites, solar power, sources, sunlight, technology, thermal, transform, uranium, vibration

**Unit 11**

ability, academic, achievements, acquire, advertisement, ambitious, applicant, application, attributes, candidate, career, clarify, clerical, crucial, CV (Curriculum Vitae), distinctions, employee, employer, experience, fluently, interview, minutes, motivated, negotiation, notions, optimist, personality, pessimist, prospects, prosperous, punctuality, qualifications, recruiting, referee, resignation, response, role, salary, secretary, self-motivated, typing, vacancies

**Unit 12**

abound, accommodation, ashen, bellies, best man, bondage, bouquet, bridesmaids, coffin, culture, deceased, deities, deputation, divine, divorce, engagement, entangled, flattery, fulfilled, gong, habits, hearse, hoarse, honeymoon, incense, intrigue, irritating, marriage, massage, moaned, mourning, polyandry, polygamy, relief, rites, ritual, ritualistic, scolding, terrain, traditions, traits, wake, wreaths

# Appendix 4

## Listening Texts

### UNIT 1

#### A1.3 Derartu Tulu

In the short history of women's Olympic distance running, Ethiopia's Derartu Tulu tonight became the first woman to win a gold medal at two separate Olympic Games when she defeated team mate Gete Wami in a magnificent 10,000 metres.

Tulu won a wonderfully symbolic 10,000 metres at the 1992 Games in Barcelona, defeating Elana Meyer of South Africa at the first Games since South Africa's readmission into the Olympic movement. Black and white African women embraced at the finish line, before sharing a lap of honour.

Tonight, Tulu took the lead at the bell and sprinted alone through the last 400 metres to win in Olympic record time of 30 minutes 17.49 seconds. Wami took second in 30:22.48 and the Atlanta champion, Fernanda Ribeiro of Portugal, gained the bronze in 32:22.88.

Afterwards, Tulu said the race had been a battle only between herself and Wami. "Fernanda and Tegla (Loroupe, of Kenya) were not in the competition. The competition was between the Ethiopians."

Comparing her two Olympic wins, she said: "In Barcelona, I was very young. Now I have a child and I'm very experienced."

#### B1.1 A great player

Edson Arantes do Nascimento, better known as Pelé, was born in Brazil in 1940. He was discovered at the age of 11 by one of Brazil's premier players, and at the age of 16 on his first appearance for the Santos FC junior team he scored a goal right away in a 7-1 friendly victory over Corinthians. He soon became the top scorer in the league and was called up to join the Brazil national team. He went on to play in four World Cups with Brazil's national team. During his career he scored 1,281 goals in 1,360 games, and an average of a goal in every international game he played. This total is the highest achieved by a professional footballer. Since his retirement in 1977, Pelé has been a worldwide ambassador for football, has written several best-selling autobiographies and starred in several documentary films, as well as doing extensive work for children's causes through UNICEF.

#### B1.4 Keeping fit

If you want to become a good athlete, you should follow a few basic rules to maintain your body in a healthy condition. First of all remember your body is like a machine. If you feed it regularly and drink enough water, it will function well and you will avoid falling ill. That means of course that you should also eat a balanced diet, with the correct types of food: energy-giving foods such as rice, maize, bananas and yam; body-building foods such as meat, milk, fish and eggs, and protective foods such as fruit and vegetables. You must also ensure that you give your body enough rest so that you build up your strength while you sleep and feel refreshed when you get up in the morning. And finally you should take regular exercise so that your body can function like a well-oiled machine and will not let you down when you want to take an active part in games and sports.

### UNIT 2

#### A2.3 Watch that baby!

Etenesh was cross. She wanted to go out with her friends, but Mother had told her she must stay in and look after the baby. "Why me?" Etenesh asked. "I always have to look after her."

Etenesh's family lived next door to my mother's friend Weizero Fetia. She is fat and laughs a lot and we all like her. She cooks good food and tells us funny stories, and she is always laughing. We call her Weizero Ha Ha. Her husband comes home at night and eats the food she cooks. He drinks a lot of coffee and laughs at the radio. We call him Ato Ha Ha. They have many children who are all fat too. The smallest is Baby Ha. She crawls around the house and laughs, but no one looks after Baby Ha.



Weizero Ha Ha's house is not clean. There are things all over the floor. There are cooking pots and knives on the floor, and chickens run around inside the house. Weizero Ha Ha cooks on a paraffin stove on the floor. She keeps the paraffin in a bottle which she puts on the floor, and she keeps the matches on the floor too.

My mother went to see Weizero Ha Ha. She told her, "Don't put things on the floor. They might cause an accident. Baby Ha might drink the paraffin or cut herself on the knives." But Weizero Ha Ha just laughed at her.

Near the house the grass is long, with broken bottles and rusty wire in it. Rats live in the grass and last week I saw a snake. My mother said to Ato Ha Ha, "Why don't you cut the grass? Baby Ha might have an accident or get bitten." Ato Ha Ha laughed at her. He just went into the house and played the radio and drank beer.

My mother said to me later, "Many children have accidents at home. Some get bitten by snakes, or get cuts on their feet and do not wash them. Then the cuts go bad and the children must go to hospital. Last year ten children in the village had burns from accidents from stoves and cooking fires, and two of them died."

Just then we heard a cry from next door "Waah! Waah...!" The chickens ran out of the house and I ran inside. Baby Ha was on the floor crying and crying. But that was not all. The paraffin stove was on its side on the floor. The hot cooking pot was on the floor beside it and the bed was on fire. Mother and Weizero Ha Ha ran into the house as well. We took Baby Ha outside, then I ran to fetch some water. In the end we put out the fire, and the house was saved.

"That's why you must look after your baby," Mother said to Abeba later on. "You see, accidents can happen only too easily."

### **A2.9 A nose bleed**

At the next meeting of the Health Club, the health worker told the members how to help someone with a nose bleed. She said the best thing was to tell the patient to sit down and breathe through the mouth. Then the patient should pinch the soft part of the nose, at the same time tilting the head forward and down. If the bleeding does not stop after 10 minutes, take the patient to the clinic.

### **B2.7 What would you do?**

One evening Gemechu and Makeda were getting water from the pump at the end of their street when they saw a bag lying by the side of the road. "I wonder what's inside that bag," said Gemechu. "Let's pick it up and see."

Inside the bag was a small box. Gemechu opened the box and said, "Look, there are sweets inside. Let's eat them. Here, you are, have one," and she offered the box to Makeda.

But Makeda said, "No, we shouldn't eat them. Firstly, they aren't ours. Secondly, we don't know what they are."

"Come on. Nobody will know that we found them, and they look nice," said Gemechu. "I'm going to have one."

"No, don't. Look, there's something printed on the box. It says 'Keep out of children's reach'," said Makeda.

"What should we do with them?" asked Gemechu. "Shall we throw them away?"

"No!" said Makeda. "We shouldn't throw them away. A baby, who can't read, might find them and eat them. They may be poisonous and would kill him. I think we ought to take them home and show them to Mother. She'll know what to do with them."

The two girls took the box home and showed it to their mother. She was shocked when she saw the box. "My goodness," she said. "These aren't sweets, they're pills. It's a good thing you didn't eat them."

Gemechu said, "Why, Mother?"

"Because they could make you very ill," Mother replied. "If you ever find anything and you don't know what it is, you shouldn't touch it. One of you should get help from an adult and the other one should stand some distance away from it and stop other children from touching it. Do you understand?"

"Yes, Mother," said the girls. "We promise that we'll never touch any strange thing again."

**UNIT 3****A3.2 Talking about stories**

- 1 I will always love you...
- 2 Long ago there was a king who had a beautiful daughter...
- 3 Lishan sucked in his breath in fear as a strange form gradually appeared out of the mist ...
- 4 The cowboy stood stock still in the sun, a gun in either hand...
- 5 Trees are the kindest things I know,  
They do no harm, they simply grow ...
- 6 The footprint in the mud and the broken glass were important clues ...
- 7 My blood ran cold as the killer approached our hiding place ...
- 8 Once upon a time Warthog and Lion were friends ...
- 9 The spaceship approached the strange planet ...
- 10 We knew we had to cross the river, but we had no way of knowing how deep it was or what we might find on the other side ...

**A3.5 Ben and the Devil**

On the spot where the hotel called 'The Disappearing Devil' is now, there used to be a tailor's shop. A man called Poor Ben lived and worked there with his wife. He was the son of a shoemaker and worked as a shoemaker himself before he became a tailor.

When Ben was 19 he got married and his wife never stopped complaining about how poor they were. On his 21st birthday Ben was very unhappy. Everything had gone wrong that day. His wife had not stopped crying. He needed money. "I'd sell my soul for a pot of gold," he cried.

Suddenly he saw a dark stranger standing in front of him. It was the Devil himself. "I'll give you your pot of gold, Ben," he said, "if in five years' time you give me your soul."

Ben needed the money so badly that he agreed. The Devil disappeared. Ben and his wife were very happy and they enjoyed spending the gold.

Five years passed. On the anniversary of the day that Ben had received the gold, the Devil reappeared. "I have come for your soul," he said.

"I am ready," said Ben. "But I want one more wish."

"All right," said the Devil, "but be quick. We have a long way to go."

Ben said, "I wish you were back in hell, never to return." The Devil immediately flew through the air on to the back of a goat and they never saw him again. Ben and his wife lived happily for many years.

**UNIT 4****A4.2 The story of an orphan**

Sometime in late 1995 I was sleeping in a hut with my grandmother. There was a noise in the compound. The door was forced open and torchlight flashed in my face.

Four men pulled me out of my bed. My grandmother pleaded with them to leave me since I was still quite young and an orphan. I struggled with them and tried to bite one of them. He gave me a strong blow on the back of my head as they pulled me outside. In the compound there were already a number of other children tied together with sisal ropes around their waists.

I was given a heavy load of groundnuts to carry with the warning that if it fell down, I would be killed. The following day, I was given mortar shells tied in a piece of cloth to carry. They were very heavy. I also feared that they might explode at any time. At the time there was a man with a gun following me and watching me closely so that I didn't throw down the shells. This quite frightened me.

As it approached evening time on the second day of my abduction we were walking in a single line. It was getting dark and rain clouds were starting to gather with thunder and lightning. I slid off the line and hid in an abandoned house near where we were passing. Luckily, the adult rebel in our group was still behind me and did not see me.

In the morning I tried to retrace my way back through the bushes. In the jungle I was alone, hungry and thirsty, with nothing to eat. For three days I was lost. I fed on wild fruits and drank stagnant water. I was eventually escorted home by some kind people I met on the road. I was sick for some days.

I still get bad dreams and wake up shaking and sweating. Even when I am not asleep I get bad dreams. I hear the rebels threatening to kill me. I see a long line of frightened children tied with ropes and hear rebels with guns and pangas ordering them to kill the children ... and I feel very frightened.

## UNIT 5

### A5.2 Match the products

#### 1 **Rainbow cars**

Reliable driver

Any distance, any destination

Business and pleasure

**Let Rainbow take the strain out of driving.**

#### 2 **Urgently required**

Male or female security staff

Good wages, reasonable hours

Contact the Personnel Manager,

Securico, P.O. Box 35, Addis Ababa

#### 3 Until three months ago these children were in mortal danger

They nearly lost their lives. They had not been vaccinated.

They could have caught every disease around. What a risk!

Ask your family and neighbours if their children have been vaccinated.

**ASK THEM TODAY!**

***Give the children a fair chance to live!***

#### 4 **Helping hands**

Domestic services

Weekly, Monthly and One Off Cleans

*All your domestic chores undertaken*

A Friendly, Professional and Reliable Service.

Call now for a very competitive quote!

#### 5 **SEAVIEW BUILDERS**

- Building services
  - Extensions and alterations
  - Kitchens and bathrooms
  - Brickwork & carpentry
  - Plastering and rendering
  - Windows and glass doors
  - Balcony re-builds & repairs
  - References on request
- For a FREE quotation call today.

#### 6 **ABEBE BEKELE**

Interior and Exterior Painting and Decorating

Reliable. Fast. Tidy.

Free estimates.

Don't delay! Phone today!

Shea butter has a number of valuable properties. It melts easily into the skin without leaving a greasy feeling. It can make your skin feel soft and smooth. It can be used in cooking, in hairdressing and in candle-making. Nigerians use it for medicinal purposes because it relaxes the muscles in the face and helps respiration.

### B5.1 Successful advertisements

Advertisements are easy to identify. Sometimes this is because they have big pictures and few words. But it is also because of the kind of language they use. They often use slogans: that is, a memorable phrase that is used in all advertisements for the same product, e.g. (an advertisement for a deodorant) *Stay cool with Stay Cool*. However the language of advertisements often gives an opinion rather than facts. When looking at an advertisement, it is important that we can tell the difference between facts and opinion.

The purpose of advertisements is to make us aware of a product or service and, more than that, it should make us choose it over other similar products. To do this, they sometimes contain information which may be misleading. It may create an impression which is not based on fact.

**Example:** *New improved Splash cleans better.*

Both *improved* and *better* are misleading. In what ways has the product been *improved*? In what ways does it *clean better*? Is it *better* than it was before or *better* than other products?

Also important are the images or pictures in advertisements. Advertisers often try to create a lifestyle that comes with a product. In advertisements, we don't see wrinkled old men advertising soap or a medicine being sold in a dirty shop.

## UNIT 6

### A6.3 “E” is for Empty

Daniel, 17, wanted graduation night to be special. So, he reached into his pocket and took out some Ecstasy pills. They looked harmless enough, but Daniel found out the hard way how dangerous Ecstasy can be. “My heart was racing so fast. I thought I was having a heart attack,” he said. A friend helped him to the party because his legs wouldn't stop trembling. Daniel tingled from head to toe. “Then I hit a peak,” he said. “I felt like a movie star.”

Later at a friend's house, Daniel crashed into gloom and confusion. He swallowed two more “E” pills. Taking multiple doses within a relatively short time multiplies the toxic risks of any drug. With Ecstasy, “stacking”, or doubling the dose, carries especially high risk. The level of Ecstasy builds up and the user's body can't keep up with the amount of the drug in his or her blood. That's what happened to Daniel. “I lay down on the bed for a few minutes and couldn't lift my head,” he said. “My legs were rocking back and forth.”

The following weekend, Daniel took “E” at a party where some 200 kids were dancing. Before long Daniel was selling the drug. “I'd walk into a party and yell ‘E’ and people would crowd around. I felt a sense of power.” With the profits, he bought more Ecstasy which he took often, always with other kids. “I did drugs so I didn't have to feel alone,” he said.

Soon Daniel was taking up to five “E” pills a day. Desperate to feed his habit, he started selling cocaine and methamphetamine as well as Ecstasy. “I was skinny. My skin was the colour of paper. My teeth were rotting and falling out,” Daniel said. “I would steal anything I could get my hands on. I stole money from my dad. I didn't see anything wrong with the way I was acting.”

Once, a friend's mother wanted to buy drugs from Daniel. When he delivered the bag of speed to the house, Daniel watched his friend's face crumple in sadness. “I felt really bad. I saw lives being destroyed because of what I was doing,” he said. “I'd see people get real bad with E. They'd sell the shirt off their backs. This guy once offered me his bicycle for 40 pills. People tried to give me watches and stuff that I knew they had stolen from their families. Another guy wanted to give me some women's jewellery and a 40-speed bike for a couple pills of E.”

On New Year's Eve, Daniel's girlfriend called him a “drug addict” and a “lowlife”. He ran out of her house. “Staring at the city hotels and gas stations, I thought I'm going to be living alone in the streets, and that scared the daylight out of me,” Daniel recalled. The next morning, he went to his father and said, “Dad, I need help.”

Now a resident of a drug-treatment centre in California, Daniel has been clean for six months. He's gained weight, and he cares about himself again. But he worries about Ecstasy's long-term effects. “I feel like I've suffered brain damage,” he said. “Sometimes I get stuck in conversations, because I can't find a word.” Other times he walks along the street and stops in horror, forgetting where he's going.

Daniel is trying to understand his past and piece his life back together. “I got into drugs because I felt like no one liked me. I didn't care about anyone or anything. I just cared about doing my own thing, selling and



partying. Then nobody wanted to be around me because of the drugs, I'd take out anyone who got in my way and I ended up completely alone," he said. "I feel like a new person now. I tell other kids who are using drugs "Get out while you can. It starts out as all fun, games and parties but it leads to real nasty things. You become your own worst enemy."

## UNIT 7

### A7.2 Floods in Bangladesh

The South-Asian country of Bangladesh is prone to the natural disaster of flooding, situated as it is on the Ganges Delta and its many tributaries which flow into the Bay of Bengal. 75% of Bangladesh is less than 10m above sea level and 80% is flood plain. Coastal flooding and the bursting of Bangladesh's river banks are common and severely affect both the landscape and Bangladeshi society.

Flooding, when about 26,000 square kms (about 18%) of the country are inundated, normally occurs every year during the monsoon season from June to September. The heavy rainfall of the monsoon is added to by enormous amounts of water from four major rivers: the Padma (Ganges), the Brahmaputra, the Jamuna and the Meghna. All are filled up from the melting snows in the Himalayas. During severe floods, the affected area can exceed 60% of the country. In 1998, over two-thirds of the total area of the country was flooded.

Small scale flooding in Bangladesh is required to sustain the agricultural industry, as sediment deposited by floodwaters fertilises fields. The water is needed to grow rice, so natural flooding replaces the need for artificial irrigation.

Floods in Bangladesh can be divided into four categories:

- Monsoon floods: seasonal floods which increase and decrease slowly, inundate vast areas and cause huge losses to life and property.
- Flash floods: where water increases and decreases suddenly. They generally happen in the valleys of the upland areas.
- Tidal floods: short-lasting and reach heights of generally 3-6m. They commonly block inland flood drainage. Storm surges caused by cyclones can swamp the low-lying coastal strip.
- Rainwater floods: the build up of rainwater in heavy storms can cause localised flooding.

During the major floods of 1988 and 1998 the waters inundated about 82,000 km<sup>2</sup> of land. In 2005 rainfall, together with very high flows of all the major rivers of the country, flooded dozens of villages when, in only three days, rain pushed the rivers of northwestern Bangladesh over their banks. The flood lasted 15 to 20 days and many crops were destroyed or damaged. 40% of the capital, Dhaka, the capital of Bangladesh, was underwater and aid agencies warned about water-borne diseases once the water finally receded.

While the monsoon season always brings flooding in Bangladesh, devastation on the current scale has recently been happening on a 10-year cycle. Deforestation may be partly to blame, causing soil erosion which reduces the ability of the land to absorb water. Irrigation for farming is a factor, because this causes river channels to silt up, reducing their capacity to hold flood waters. According to some experts, irrigation interferes with river drainage into the sea. Climate experts also believe global warming is partly to blame, by increasing monsoon rainfall and speeding up the melting of Himalayan snows.

## UNIT 8

### A8.2 Education in Ethiopia – Where is it going?

Education is the major agent for change leading to advanced and sustainable development in our country. It lays the foundation for a variety of positive initiatives, and helps create civilised and orderly citizens. In addition, education has the potential to empower women and make them a part of the global economy.

The status of education in Ethiopia has been affected by various factors, such as historical events, economic activity, political unrest and social acceptance. In Ethiopia, education is a recent phenomenon. The last emperor, Haile Selassie, introduced modern education in the late 1960s, but its impact was insignificant, and as a result the rate of illiteracy increased. Currently, the distribution and quality of education at every level is improving, although there is still much to be done with regards to building schools which provide an excellent education with adequate facilities.

The cost of education in Ethiopia varies according to the type and standard of schooling available. About 80 per cent of the population live in rural areas and are unable to meet the high costs of schooling. These

people lead lives which are mainly based on subsistence farming. The government therefore has introduced incentives aimed at helping the rural population of Ethiopia, which exempts them from paying tuition fees.

However, urban areas seem to enjoy a better quality of education, where schools benefit from experienced teachers and adequate educational materials. In 2006 primary education reached 89.41 per cent of children, and secondary level education reached 30.9 per cent. The technical and vocational education also showed an increase in students from 3,000 to 110,000. About 100,000 university students are currently enrolled in government institutions and 91,000 students are learning in private institutions.

One point worth noting is that the gap in the distribution of education among boys and girls has narrowed by 10 per cent, although the statistics project further development.

## UNIT 9

### A9.2 The Rift Valley lakes

The Great Rift Valley runs from north to south for around 6,400 kilometres, from northern Syria to central Mozambique in East Africa. Astronauts say it is the most significant physical detail on the planet that is visible from space. In Africa, the terrain ranges from salt flats more than 152 metres below sea level, to towering, snow-capped mountains. The Rift is known for its spectacular scenery and abundant, sometimes unique, wildlife. A series of some 30 lakes lies along its length. The African Rift Valley lakes include some of the oldest, largest, and deepest lakes in the world. Many are freshwater, while others are alkaline or soda lakes.

The Ethiopian Rift Valley forms the northernmost section of the African Rift Valley and splits the Ethiopian highlands into northern and southern halves. The Ethiopian Rift Valley lakes occupy the floor of the Rift Valley between the two highlands and most are alkaline. Most of the Ethiopian Rift Valley lakes do not have an outlet and as such form small pockets of water in the land which the local people have come to live off. Lake Abaya is the largest Ethiopian Rift Valley lake; Lake Shala is the deepest Ethiopian Rift Valley lake.

South of the Ethiopian highlands, the Rift Valley splits in two. The **Eastern Rift** is home to the Kenyan lakes, while most of the Central African Rift Valley lakes lie in the Western Rift. Lake Turkana is the largest of the Kenyan lakes, on the border of Kenya and Ethiopia. The Kenyan section is home to eight lakes, of which two are freshwater and the rest alkaline. Of the latter, the shallow soda lakes of the Eastern Rift Valley where crystallized salt turns the shores white, are famous for the large flocks of flamingo that feed on shellfish.

The lakes of the **Western** or Albertine Rift, together with Lake Victoria, the second-largest freshwater lake in the world, include the largest, deepest, and oldest of the Rift Valley lakes. The Western Rift Valley lakes are freshwater. They are also referred to as the Central African lakes. Lakes Albert, Victoria, and Edward are part of the Nile River basin.

The **Southern Rift Valley** lakes are like the Western Rift Valley lakes in that, with one exception, they are freshwater lakes.

A wide variety of fauna inhabit the Rift Valley. Those parts that are grasslands contain a greater concentration of wild animals than any other area of comparable size. Species unique to the Rift Valley include the mountain gorilla that is found on the forested slopes of the Virunga volcanoes and fish that dwell in the alkaline springs.

### B9.3 Lost at sea

On April 10th 1912 RMS *Titanic* set from Southampton for New York with more than 2,200 passengers and crew. Four days into its journey the Titanic struck an iceberg and sank at 2:20am on April 15th. 1,517 people died in the tragedy, most of them due to the fact that the ship only had enough lifeboats for 1,178 people.

The night of Sunday, 14 April 1912, was calm and clear, but the moon was not visible. The temperature was close to freezing, making icebergs a real threat; Captain Smith had altered the ship's course slightly to the south to allow for the warnings that had been issued. During the course of the day, two warnings, one from the steamer *Amerika*, told *Titanic* that large icebergs were in its path, but neither message was relayed to the captain on the bridge.

Around 23.40, the ship's lookout sounded the alarm, and telephoned the bridge with the warning, "Iceberg, right ahead!". The boat made a sharp turn to port (left), and the iceberg glanced along its starboard (right) side. There was damage to the hull in several places, including some below the waterline, and the ship began to take on water in its forward compartments. *Titanic* was designed to withstand some degree of

leaking; it had watertight doors to seal the water into the compartments. However, the damage stretched over 90 metres along the length of the ship and the weight of the water was too great for the ship to withstand.

The passengers and crew were unaware of the ship's predicament for a long time after the collision, and although Captain Smith stopped the ship and readied the lifeboats, passengers were reluctant to leave the *Titanic*. The first lifeboat was launched at around 00.40 with 28 people on board, even though it could have taken 65. Part of the problem was that many of the Third Class passengers were unable to find their way to the lifeboat deck through unfamiliar parts of the ship. Another problem was the "Women and children first" rule for loading lifeboats; men could board only to serve as oarsmen.

As the weight of the water in the front of the boat increased, it began to list forward and by 02:05, the entire bow had been pulled under water, causing the stern to rise up out of the water. The remaining passengers onboard the ship panicked and many jumped into the freezing sea to escape the tilting boat. The stress the *Titanic* was under finally caused it to break apart; the bow sank first, followed by the stern a few moments later at 02:20.

Several ships responded to the distress call sent out by the *Titanic*, but even the closest ship was 93 km away, and would have taken roughly four hours to reach the *Titanic* – too late to rescue all the passengers. Strangely, the lights of a nearby ship could be seen off the port side of the *Titanic* but it did not respond to wireless, Morse lamp signals or distress rockets.

## UNIT 10

### A10.2 Different forms of energy

#### What is energy?

Energy is the power needed for any activity. Nothing moves without some kind of energy.

#### What is energy used for?

Human beings need energy to stay alive and to move around. Energy is used for all activities that are basic to human survival such as cooking and pumping water. We also need energy to improve the quality of our lives: for transport, light, communications, refrigeration and so on. As a country develops still more energy is needed for industry and business, for schools and hospitals.

#### Where does energy come from?

Energy for our bodies comes from food. For other activities we use various sources of energy. These are either renewable or non-renewable. Renewable energy can be replaced or used again. Non-renewable energy cannot be used again.

Non-renewable energy includes oil, natural gas and coal. These are known as fossil fuels. They were formed in the Earth millions of years ago. Burning fossil fuels causes pollution. They are, however, the most common forms of energy. Oil accounts for 34.8 per cent of all the energy used in the world, coal makes up 23.5 per cent and natural gas 21.1 per cent.

Renewable energy includes water power or hydro-electric power (created by large dams), nuclear power, wood, solar power (from the Sun) and wind power. These forms of energy will not run out. Some of them have disadvantages, however. For example, the building of dams to make hydro-electric power takes away people's homes and land and destroys the natural habitats of many plants and animals. Nuclear power creates radioactive waste and the problem of what to do with this waste has not been solved. Using wood can be bad if too many trees are cut down, but if new trees are planted as older trees are cut down, this reduces the problem.

Renewable energy accounts for only a small amount of total world energy consumption. Nuclear energy makes up 6.8 per cent, hydro-electric power, 2.3 per cent, and wood 11.0 per cent. Other renewables, such as wind and solar power, which are clean and have little impact on the environment, account for only 0.5 per cent.



**What is the energy crisis?**

This is the fact that the world depends on non-renewable fossil fuels which are running out. It is estimated that by 2050 known supplies of oil will have finished. If this happened tomorrow, the world would come to a stop because we are dependent on oil, particularly for transport. There is not enough renewable energy at the moment to meet the world's energy needs.

**What can be done about the energy crisis?**

There are two things. Firstly, energy conservation, that is, to reduce the amount of fossil fuels that we use. This will mean that supplies will last longer. Conserving or saving energy is something we can all do in small ways. We can reduce the amount of electricity we use, by turning off lights and by making sure we close the door of the refrigerator and freezer quickly. People with cars can use them less and can use public transport, walk or cycle. This will reduce the amount of oil we use.

Secondly, we can use less fossil fuel by increasing the supply and use of renewable energy sources. This will be very expensive.

**What can developing countries do about the energy crisis?**

The developed countries use very large amounts of fossil fuels every day. The United States uses far more oil than any other country. In comparison the developing world consumes a small fraction of world energy. In these countries people depend on traditional energy sources, principally wood. This is because electricity is either too expensive or not available. The more a country develops, the more it depends on oil and other fossil fuels to provide energy for transport and for making electricity. This means that developing countries will also be affected by the energy crisis. Therefore we should reduce the amount of fossil fuels we use.

**UNIT 11****A11.2 What do employers expect?**

What do employers expect from a school leaver? The answer to this question is not easy, but in general employers seem to look for a number of qualities in job applicants.

In the first place, employers like would-be employees to know their own minds. They like applicants to be decisive – to have a clear idea of what they want to do in life, as well as realistic notions of what is involved in achieving their goals. Thus, applicants who are career conscious definitely stand a better chance than those who are indecisive.

Clearly, applicants can only show this quality if they have done some homework before the interview, to find out something about the organisation they are applying to join, and to understand the kinds of opportunity that might open up. They should also find out if possible about the history, aims and problems of the organisation; its products, if any; its training programmes; and the long-term job prospects. Showing evidence of your interest in the organisation will impress the interviewer. However, this does not mean that the applicant should try to appear a 'know-it all' at the interview. Far from it! While employers expect certain minimum academic achievements in their would-be employees, they are far more interested in whether the applicant is ready, willing and able to learn, often from fellow-workers who may, on paper, be far less well-qualified.

This last point is crucial. A new employee must have respect for those already employed in the organisation, even if the latter are less-qualified. There are plenty of older employees around who, when young, did not have the same educational opportunities as the present generation. There can be no future for those new employees who look down on any of their colleagues or senior officers on these grounds. On the other hand, employers do like their young workers to be reasonably ambitious. Organisations depend a great deal for their growth and prosperity on the willingness of their younger employees to improve themselves, and a spirit of friendly competition is usually highly desirable, provided it is carried on in a reasonable way.

However, ambition is not the same thing as greed. Many young people, when they first get a job, think that the world is at their feet. In their desire to impress their friends and relatives, they often bite off more than they can chew in terms of financial obligations. It is easier to apply for a car or motor cycle loan than



to make sure you have enough money left to pay off your debt. Employers lay great stress on new employees having a realistic judgement of their income, so that they can budget properly in their personal affairs.

One last point is worth mentioning: it pays to dress conventionally and smartly. It would be foolish to throw away your chance of a job, or of promotion once on the job, merely because of your clothes.

### **B11.1 Interview questions**

What subjects do you study?

Why do you think this job / course is right for you?

What do you know about this job / course?

Do you play any sport?

What other interests or hobbies do you have?

Have you any previous experience of this kind of work?

Do you speak any foreign languages?

What would you like to be doing in five years' time?

Do you have any computer skills?

What sort of salary are you looking for?

## **UNIT 12**

### **A12.2 Weddings**

#### **The Gikuyu**

When a Gikuyu man wants to marry a certain woman, he tells the elders of his village and they then go to meet the elders of the woman's village, taking small gifts with them. Eventually they begin negotiations over the bride price. The amount nowadays depends on the girl's education and social status. Once the bride price has been paid, the marriage can take place. On the wedding day, the groom goes to the bride's house in a group of cars. Their way is blocked by the women of the bride's village. They negotiate by song for gifts such as blankets, tea and sugar. The groom is then let in. The couple are usually married in a church, then there will be a large reception for the whole community in a nearby hall or field. Large amounts of food are served and gifts are given to the couple by the community. These may include furniture. Speeches are then made. In the evening there is a party which is usually held in a hotel. The couple open the party with a dance and then leave. They go and start their life together in their house. The guests stay on at the party, celebrating all night.

#### **San Bushmen of the Kalahari**

A San marriage is arranged by the parents of the boy and the girl. It may be arranged before the girl is even born. Traditionally, girls marry at the age of 12 or 13 while men are between 20 and 30. When the parents meet to arrange the marriage, there is an exchange of gifts, but no bride price or dowry is paid. The future bride's parents want a boy who is a good hunter. A hut is built for the couple and the girl lives in it before the wedding while the man sits outside. The wedding itself takes place when coals from the fires of both families are brought to the couple's hut and a fire is made. There are celebrations but the couple cannot take part in them. They are left in the hut. The couple live with the bride's family after the wedding and the groom hunts for them. They stay there until the young girl has matured and maybe has had two or three children. The couple then move to live with the groom's family. In the San culture monogamy is usual but polygamy – when a man has more than one wife, and polyandry – where a woman has more than one husband, both exist.

### **B12.1 Two grandmothers remember**

**Louam:** Hello my friend. It's a long time since we last met. How are you and your family?

**Jalene:** Very well, thank you. We are just celebrating the birthday of our third grandson.

How time flies! I remember when I was married 40 years ago. In those days girls were formally contracted in marriage as young as seven or eight; however, they had no sexual relations until they were at least 15 and strong enough to bear children.

**Louam:** Now, parents cannot afford to marry off their children at a young age; on the other hand, sexual relationships are beginning much earlier and young people are making their own choice of marital or sexual partner.

**Jalene:** Yes, I disapprove of this trend as several say that young people no longer listen to or obey their parents and children today lack respect for their elders.

**Louam:** I remember when I was married in 1970. I was 12 and my future husband Getahun was 24.

**Jalene:** I was married at the age of 10, and didn't go to school. Until I was married I helped my mother with the household chores. Then after marriage I lived in the house of my husband's parents and soon became pregnant.

**Louam:** Yes, it was important to have children in those days to help support the family. I had three, all very quickly after the wedding.

**Jalene:** Like you, I didn't go to school, but helped my husband in the field and went home earlier to prepare his food. Now my five children are all grown up and my grandchildren go to the new school built by the government.

**Louam:** How times have changed! But how is your husband?

**Jalene:** Sadly, he died last year. Relatives from the village announced his death to the community and summoned the villagers to the funeral.

**Louam:** Oh! I am sorry to hear your sad news. Fortunately my husband is well, though he suffers from pains in his back after the long years spent in the fields.

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# Appendix 5

## Writing a formal letter and CV

When you want to apply for a job, you need to write a curriculum vitae (CV).

This gives the person who interviews you a short summary of who you are and what experience you have.

The opposite page illustrates a sample CV and application letter for the job advertisement below.

### **Deep Purple – a top retail clothing outlet in Ethiopia – is offering exciting management trainee opportunities nationwide.**

On completion of your training, you will be able to:

- ★ Control **stock**
- ★ Manage staff effectively
- ★ Train and develop members of staff
- ★ Ensure customer satisfaction
- ★ Meet sales targets

The ideal candidate will need:

- ★ Computer **proficiency**
- ★ Good people skills
- ★ An ability to stay calm under pressure
- ★ A valid drivers' license
- ★ Some retail experience

To apply send your CV and application letter to: [recruitment@deeppurple.com](mailto:recruitment@deeppurple.com).

## Curriculum Vitae

Ayanttu Senait

### PERSONAL DETAILS:

Surname: Senait  
 First name: Ayantu  
 Address: 54 Milo Road Dire Dawa  
 Tel: 01-555-6786  
 E-mail: ayantu@yahoo.com  
 Age: 18  
 Marital status: Single  
 Driving licence: Yes

### FORMAL EDUCATION:

Grade 10

### WORK EXPERIENCE:

*Sept 2008 – Present: Express Clothing*

Duties include helping customers, working the cash register, maintaining stock

*May 2007- Aug 2008: On Point Promotions*

Duties included handing out flyers and making phone calls

### SKILLS:

Proficient in all MS Office programmes including: MS Word, Powerpoint, Excel

### REFERENCES:

Ibrahim Bontu – 01-555-8734  
 Store Manager, Express Clothing

### PERSONAL STATEMENT:

I believe I am a hard-working, motivated individual who enjoys a challenge. My goals are to gain a management position in the retail market where I can continue to develop. I am a patient person and good with people.

Dear Sir or Madam

I'm writing with reference to the job advertised in The Star. I have two years experience working part-time in the retail clothing industry and I have a real interest in gaining experience in retail management.

I feel I am an excellent candidate for this position.

I have just passed my driving licence and have completed senior secondary school. In addition, I am proficient in computers and am familiar with most MS word applications. (a) I believe I am good with people and have the ability to remain calm in stressful situations. (b)

I would welcome the opportunity to be interviewed for this position. (c)

I look forward to hearing from you. (d)

Yours faithfully

*Ayanttu Senait*

Ayanttu Senait

- (a) Mention your specific experience in the field in which you are applying.
- (b) What characteristics make you good for the job.
- (c) Request an interview.
- (d) Commonly used as a closing line when you are expecting a reply.