

The African Union

Part A

Objectives

In this part of Unit 1 you will:

- ask and answer questions to find out about another person in your class
- talk about how you can do your best in Grade 11
- write and say the names of some countries and nationalities
- listen to a lecture about the African Union and take notes
- make passive and active sentences
- read about the African Union and answer questions
- make sentences expressing advantages and disadvantages
- discuss the advantages and disadvantages of different sites for a new clinic.

A1.1 Introduction: Getting to know you

- 1 Work on your own. In your exercise book make a list of six important or interesting pieces of information about yourself. The sentences in the box may help you.**

*I am the eldest of four brothers and four sisters.
I collect coins from other countries.
I like singing.
My mother is a midwife.
My bus journey to school takes nearly two hours.*

- 2 In your exercise book make a list of six questions that someone could ask you to find out this information.**

Example: *How many brothers and sisters do you have?*

- 3 Now find a partner. Choose someone you don't know, or don't know well.**

- Show each other your lists of questions.
- Ask your partner one of his / her questions and listen to the answer. Ask him / her a follow on question.
- Now your partner can ask you one of your questions and then a follow on question.
- Continue like this until you have finished your questions.

Example:

How many brothers and sisters do you have?

I have three brothers and four sisters and I am the eldest.

Really? So do you have a lot of responsibilities?

I have to look after my younger brothers and sisters and go to the market, and lots of other things.

- 4 Tell the other students in the class two or three interesting things about your partner.**

A1.2 Study skills: Looking forward to Grade 11

How do you feel about being in senior secondary school? You may feel a little nervous about the next two years. However, you know that others have got through it successfully and that you can too. As you begin, it is a good idea to think about what you can expect from your English course and what you should do to get the best from it. In this way you can all make a commitment to building a positive learning environment for the coming school year.

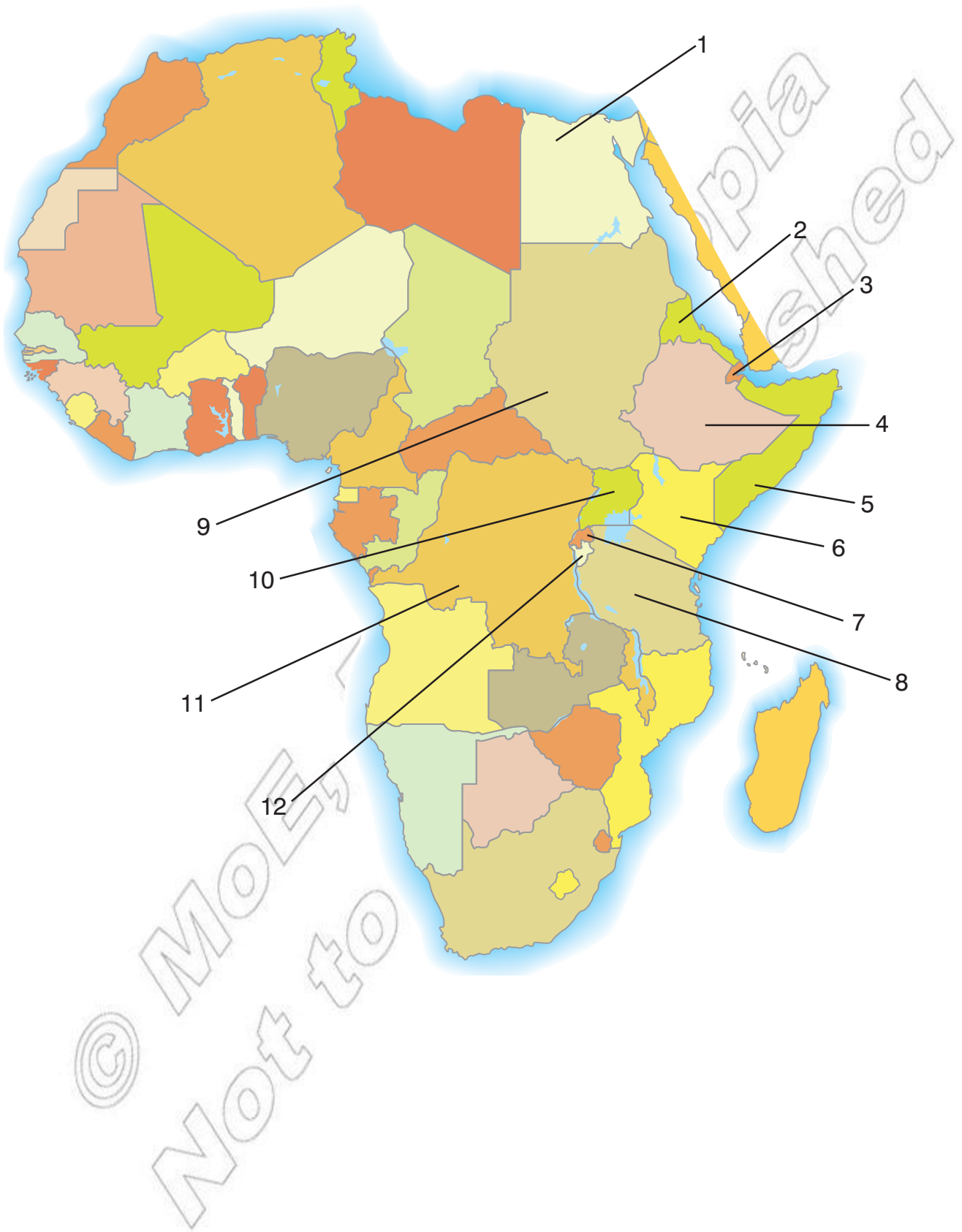
- 1 Look at this list of expectation statements with a partner.**
 - 1** Decide whether or not each of them is suitable for your class.
 - 2** Think of one or two other statements of your own.
 - a** We will have regular homework, but not after every lesson.
 - b** We will all do our homework on time.
 - c** We will record all the new words we learn in our vocabulary books.
 - d** We will have regular revision of new grammar and vocabulary.
 - e** We will be told in advance when there is a test.
 - f** We will all, students and teacher, arrive on time for class.
 - g** We will be quiet and listen when someone else is speaking.
 - h** We will speak only English in class.
- 2 You are now going to make a class contract in which rights and responsibilities are written down.**
 - 1** As a class decide which of the statements from the list above you want to include in your contract.
 - 2** Each pair should put forward their additional suggestions and the rest of class should decide if they want to include them.
- 3 Your teacher will now contribute to your discussion by adding some extra points.**
- 4 When you have a list of statements on the board that you are all happy with, write them in the front or at the back of your notebook. Think of a suitable heading.**
- 5 Choose some students to make a class poster of your contract.**
- 6 Keep the contract on the wall of your classroom if possible and look at it from time to time.**
 - If one of the rules is broken, any student in the class should draw attention to it.
 - You may need to add to it or change some of the points as the year progresses.

A1.3 Increase your word power: Nationalities

1 Work in a group. Do you know the countries near Ethiopia? Their names are given here, but you must complete them.

a		R _ _ _ d _ _	b		_ _ a _ _ z _ _ i _ _
c		_ _ o _ _ g _ _	d		S _ _ d a n
e		_ _ _ n y a	f		_ _ o m _ _ i _ _
g		E _ _ i _ p _ _	h		_ _ j _ _ b _ _ t _ _
i		_ _ _ n _ a	j		B _ _ _ u n _ _
k		E r _ _ _ r _ a	l		E _ _ _ p t

2 Match the names of the countries to the numbered arrows on the map.



3 Read the information in the box.**Nationalities**

The names for nationalities are similar to the name of countries. Usually it is the ending of the word which is different. Here are some rules, but note: they are often broken!

In Africa**-n**

Countries ending in **-a** or **-ia** simply add **-n** → **-an**, **-ian**

Example: *Ethiopian*

Some countries ending **-o**, cut off the **o** and add **-an**

Example: *Moroccan*

-i

Countries ending in **-i**, the nationality is often the same, so don't add or take off anything.

Example: *Djibouti*

Also, a few countries ending **-ia**, cut off the **-a** and the nationality ends **-i**

Example: *Somali*

-ese

Countries ending **-n**, add **-ese** for the nationality → **-nese**

Example: *Beninese*

Countries ending in **-o**, add **-lese** → **-olese**

Example: *Congolese (Democratic Republic of Congo)*

-abe

Only one nationality in Africa has this ending: Burkinabe, the nationality of people from Burkina Faso.

Other parts of the world

The same endings are also used in other parts of the world. There is also another ending, which is common in Europe:

-sh

Examples: *Britain* → *British*, *Denmark* → *Danish*, *Poland* → *Polish*, *Sweden* → *Swedish*

-ch

Examples: *France* → *French*

4 Make nationalities from the names of the twelve countries in Exercise 1 above.

Make a table in your exercise book and write the names of countries on the left and the nationalities on the right. Be careful with spelling! Check them with a partner.

Countries	Nationalities
Ethiopia	Ethiopian



A1.4 Speaking: Pronunciation – word stress

The nationality ETHIOPIAN has five syllables: E – THI – O – PI – AN.
The third syllable is stressed or stronger than the others: Ethi'Opian

Generally, the stress pattern of a nationality is the same as that of the country name. There are some exceptions, though!

1 Put the names of the twelve countries into groups according to which syllable is stressed.

Write them in a table like this, showing the stressed syllable.

1st syllable	2nd syllable	3rd syllable	4th syllable	5th syllable	6th syllable
	Rw'ANdan	Ethi'O pian			

2 Practise saying the words in each column. Say them several times until you can do it accurately and fluently.

3 Now say this sentence:

I am from Ethi'opia and I'm Ethi'opian.

Make similar sentences about the other countries and nationalities. Make sure you use the correct stress in both words.

Be careful! One of the countries has a different stress pattern from its nationality.

Example: *You're from Rw'anda and you're Rw'andan.*



A1.5 Listening: The African Union

1 Read the information in the box about note-taking.

Taking good notes

When you listen to a lecture or talk, or read a text book in order to get information, you need to write down some important points that you may need to use later on. What you write is only for you to read, so it doesn't need to be written in sentences and paragraphs. It must be clear, and easy to understand when you come back to it. This kind of writing is called 'notes' and note-taking is an important skill in senior secondary, and also at university.

Good notes have the following features.

- They are a summary of what you have heard or read. It is impossible and unhelpful to write down everything you hear and so only important information needs to be written.
- Underlined headings and numbered or bullet points are used. These make the important information stand out.
- Key words and phrases, abbreviations and incomplete sentences are used. These take up less space and are much quicker to write.

2 There are many commonly used abbreviations that can be used in English. Match the abbreviations on the left, with the full form of the word or phrase on the right.

a &	note well (this is a very important point)
b "	the opposite of
c etc	leads to, results in
d e.g.	and
e NB	ditto (the same as the line above)
f →	increase
g ↑	for example
h ↓	means, is the same as
i #	and so on
j =	decrease

3 You are going to practise your note-taking skills by listening to a short lecture about the African Union (the AU) and taking notes. Before you listen to the lecture, work in a small group and discuss what you already know about it.



The Headquarters of the African Union, Addis Ababa

4 Look at the table below. It shows the main points in the lecture.

- 1 Look at the table, your teacher is going to read the lecture. As you listen, take notes in the correct place in the table.

The African Union (The AU)

<p>History</p> <ol style="list-style-type: none">1 Reason for founding2 OAU3 AU
<p>Organs</p> <ol style="list-style-type: none">1 The Assembly2 Pan-African Parliament3 The Commission4 ECOSOCC5 NEPAD6 Peace and Security Council
<p>Planned institutions</p> <ol style="list-style-type: none">123
<p>Problems</p> <ol style="list-style-type: none">12
<p>Benefits</p>

5 Match the words from the lecture on the left, with their meanings on the right.

headquarters	a a meeting between the leaders of several governments
inspired	b led an event; provided the space, equipment etc
launched	c leaders of countries
hosted	d started something big or important
cooperation	e when there is not enough of something
integrated	f the main office of a large company or organisation
organ	g soldiers
summit	h when things are combined in a way that makes them more effective
governance	i encouraged something to take place
head of state	j when people work together to achieve something that they all want
troops	k an organisation that is part of a larger organisation
dispute	l the way in which government is carried out
lack	m a serious argument or disagreement



UN General Secretary Ban Ki-Moon and African leaders at the 16th African Union Summit in Addis Ababa

A1.6 Language focus: Active and passive sentences

Usually in English we use active sentences in which the subject of the sentence is the agent or doer of the verb:

The dog ate the bone.

Sometimes though, we need to use the passive form of verbs:

The bone was eaten.

The passive is used in the present, the past and the future:

The OAU was made up of 32 member states.

The Court of Justice will be set up.

We use the passive in these situations.

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

Compare:

i) *The Founders of the AU launched the AU at the Durban summit in 2002.*

ii) *The AU was launched at the Durban summit in 2002.*

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

- The person or thing that does the action (the agent) is obvious and does not need to be stated.

Coffee is grown in Ethiopia.

We know that the people who grow coffee are farmers.

- The agent is unknown.

My bag has been stolen.

- Sometimes the agent is given at the end of the sentence when it is introduced with 'by'.

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

1 Look at this extract from the Listening text and choose the correct alternative of the underlined verbs: active or passive.

The Assembly is the highest body of the AU and makes up / is made up of all the heads of state of the member nations. They meet / are met at regular summits in cities in different parts of Africa. The voice of the people of Africa hears / is heard at the Pan-African Parliament, which situates / is situated in South Africa. The members of this Parliament elect / are elected by the parliaments of the member states. The AU Commission, which situates / is situated in Addis Ababa carries out / is carried out the day to day running of the AU.

Listen to your teacher and check your answers.

2 Complete these sentences by putting the verbs in brackets in the correct form: active or passive.

Be careful to use the correct form of the active or passive: present or past.

- a** In the 1960s the newly independent nations of Africa _____ (face) many difficulties.
- b** The OAU _____ (inspire) by Kwame Nkrumah, the prime minister of Ghana.
- c** It _____ (set up) in 1963.
- d** The launch of the OAU _____ (host) by Emperor Haile Selassie.
- e** By the 1990s many Africans _____ (feel) that the OAU should do more work on issues of common interest throughout the continent.
- f** Colonel Muammar al-Qaddafi _____ (put forward) the idea of a more integrated African Union.
- g** Heads of state of the member nations _____ (meet) at regular summits in cities in different parts of Africa.
- h** The Headquarters of the AU _____ (situate) in Addis Ababa.
- i** Jean Ping of Gabon _____ (elect) Chairperson of the Commission of the AU in 2008.
- j** NEPAD _____ (become) part of the AU in 2004.



A1.7 Reading: The African Union

Symbols of the African Union

1 With a partner look at the new flag of the African Union.

The flag has a green background, a white sun and gold stars. Each of these has a special significance.

Which do you think represents:

- a** the member states of the AU
- b** the hope of Africa
- c** Africa's bright future?



The flag of the African Union

2 An anthem is a special song. Every country has a national anthem. It voices the country's history, its values, or hopes. This is the anthem of the African Union. Read it and answer the questions below.

Let us all unite and celebrate together
The victories won for our liberation.
Let us dedicate ourselves to rise together
To defend our liberty and unity.

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life.

Let us all unite and sing together
To uphold the bonds that frame our destiny.
Let us dedicate ourselves to fight together
For lasting peace and justice on earth.

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life.

Let us all unite and toil together
To give the best we have to Africa.
The cradle of mankind and fount of culture
Our pride and hope at break of dawn.

O Sons and Daughters of Africa
Flesh of the Sun and Flesh of the Sky
Let us make Africa the Tree of Life.

Unit 1 The African Union

- 1 Find lines or phrases in the song that mean the following:
 - a Africa was the place where thousands of years ago the first humans lived.
 - b All Africans have many common interests and feelings that link their lives and what will happen to them in the future.
 - c Many Africans had to fight for their independence from colonial powers.
- 2 The phrase 'Let us' is used several times in the anthem. This is a formal way in which a group, or a spokesperson for a group, can make a promise or pledge to do something important. Find the lines that begin 'Let us ...' and decide what promises or pledges the people of the African Union make as they sing the song.

2 Practise reading the anthem aloud as if it were a poem.

The vision of the AU

- 1 The anthem is a poetic expression of the hopes of the African Union. These are more formally stated in documents relating to the African Union's 'Vision and Mission' from which this text is taken. Read the text and answer the true / false questions that follow.



16th Ordinary Session of the Assembly of the African Union held in Addis Ababa, January 2011

Any institution must have a vision, that is, an idea of what it should be and how it should work. What is the vision of the AU?

*The Vision of the African Union is that of an Africa Integrated, **Prosperous** and Peaceful, an Africa Driven by its own Citizens, a Dynamic Force in the Global arena. An Africa **reconciled** with itself and with its **Diaspora**; an Africa using its own resources to play the major role that it can **legitimately** claim in a world in which there will be no place for the skeletons of the economic, political and ideological systems which characterised the previous century: these are the goals which the African Union is seeking to accomplish within the space of a generation.*

This vision is captured in eight key ideas which form the basis of the foundation of the AU:

- 1 Political integration leading in time to a federation of the United States of Africa.
- 2 **Substantial** economic development.
- 3 Empowerment of the states to allow them to drive their own economic development.
- 4 Recognition of the role of the people, leading in time to a democratic AU.
- 5 Recognition of the rights of women and those with **disabilities** in all policies and strategies.

- 6 Mobilisation** of youth to serve as a driving force in the attainment of the goals of the AU.
- 7** Mobilisation of the Diaspora to play a part in the successful management of AU programmes.
- 8** The situation of all integration policies within specific **time frames**.

Specifically the African Union has set for itself the ambition of building by the year 2030:

*“A united and integrated Africa; an Africa imbued with the ideals of justice and peace; an inter-dependent and **robust** Africa determined to map for itself an ambitious strategy; an Africa underpinned by political, economic, social and cultural integration which would restore to Pan-Africanism its full meaning; an Africa able to make the best of its human and material resources, and keen to ensure the progress and prosperity of its citizens by taking advantage of the opportunities offered by a globalised world; an Africa capable of promoting its values in a world rich in its **disparities**.”*

Adapted from: *STRATEGIC PLAN OF THE AFRICAN UNION COMMISSION Volume 1: Vision and Mission of the African Union May 2004. Prepared by the African Union Commission 2004.*

- 1** True or false?
 - a** Africa needs to work on its own, without the rest of the world.
 - b** The United States of America will play a part in the AU.
 - c** The AU will work to reduce poverty in Africa.
 - d** Ordinary people will play a part in the AU.
 - e** There will be equality for women in the AU.
 - f** Young people have an important role in the AU.
 - g** Africans who have left the Continent should not play a part in its development.
 - h** The goals of the AU must be achieved by 2030.

- 2** Some of the words in the text have been highlighted. Match each of the highlighted words to these definitions.
 - a** reasonably and legally
 - b** large in amount or number
 - c** encouragement to support something in an active way
 - d** strong and healthy
 - e** rich and successful
 - f** the period of time during in which you expect or agree that something will happen or be done
 - g** differences
 - h** permanent illnesses or injuries that make it difficult to do ordinary things such as seeing, walking, etc
 - i** the movement of people of African origin to other parts of the world
 - j** having a good relationship after having had difficulties or disagreements

- 3** With a partner, pick out four or five key words or phrases from the anthem and the Vision and Mission document which, in your opinion, express the goals of the African Union.

A1.8 Language focus: Discussing advantages and disadvantages

1 Read the dialogue. Four classmates are having a conversation during break.

Masantu: You know I think we've all done very well. We're in Grade 11, and we've finished our first week. Why don't we have a little party?

Abdisa: What do you mean?

Masantu: Well, a little party to welcome each other to the class. There are still people who I haven't spoken to.

Abdisa: Yes, that's true. So do you mean a class party?

Masantu: Mmm. I don't mean a really big party. Just a small, informal party here in the classroom. We could all bring something: soft drinks, snacks, music.

Betriya: That's a good idea. But when can we have it?

Masantu: What about on Saturday afternoon?

Wakene: Yes, there are only a few people around the school at that time, but on the other hand, I'm busy at home on Saturdays and for students who live a long way from the school, it's too far to travel. I think a weekday evening is a better idea.

Abdisa: I don't think that's a good idea. Although it's nice to have a party in the evening, we have homework to do and there's still the problem of those who have a long way to travel.

Masantu: I don't think our teacher would like it either. Despite the fact that I suggested the idea, I'm beginning to think it's not practical.

Betriya: Oh, it can be, we just need to think of a good time for it.

Abdisa: Although a big noisy party in the evening would be fun, you are right, it's not practical. Look, you said just a small, informal party. Something like that could be directly after class, say Friday afternoon? We can invite our class teacher.

Wakene: I think you're right.

Masantu: In that case, I agree.

Betriya: We'll suggest it to the others, then.

2 Answer these questions about the dialogue.

- Who suggests they should have a class party?
- Do the others agree?
- What is the reason for the party?
- What kind of party is it going to be?
- Where is the party going to be held?
- When is it?

3 Find expressions in the dialogue to express the following.

- To make a suggestion.
- To ask someone to explain something.
- To agree with what someone has said.
- To disagree with someone.

4 What are the advantages and disadvantages of having the party at these different times?

- On Saturday.
- On a weekday evening.

5 There are some special expressions in the dialogue to express advantages and disadvantages:

- Yes, there are only a few people around the school at that time, but on the other hand, I'm busy at home on Saturdays.
- Although it's nice to have a party in the evening, we have homework to do and there's still the problem of those who have a long way to come.
- Despite the fact that I suggested the idea, I'm beginning to think it's not practical.

Notice that each of these statements is in two parts:

(Advantage) *but on the other hand* (disadvantage)

Although, (advantage), (disadvantage)

Despite (advantage), (disadvantage)

Note:

- *although* and *on the other hand* are followed by clauses (noun + verb)
Although there aren't many books in the library, it's a quiet place to study.
There aren't many books in the library, but on the other hand it's a quiet place to study.
- *despite* is followed by a noun or noun phrase
Despite having few books, the library is a quiet place to study.
Despite the fact that the library has few books, it's a quiet place to study.

6 Look at this list of advantages (+) and disadvantages (-) of studying at home (rather than at school) and use these ideas to make three sentences with *although*, *despite* and *on the other hand*.

+	-
You can have drinks and snacks when you want.	There are too many distractions.
Your books are there.	You may be only person studying and feel lonely.
You can study at any time of day or night.	You may be disturbed by your brothers and sisters.

**A1.9 Speaking:** Discussion – where will the new health post go?**The situation**

The Regional Health Bureau in your area wants to construct a new health post. It will be fully equipped and will serve three villages. A map of the area is shown on the next page. A decision has to be made about where the health post will be located. Will it be in village A, B or C? An area meeting has been called at which representatives will state the case for having the health post in their village.

Village A

Population: 250

Mainly old people as the land is too poor to farm and there is no other work. Some children who go to school in the town.

Distance from main road:

6 kms

Access to main road:

A tarred road.

Other facilities in village:

Some small shops.

Village B

Population: 800

Mainly shop keepers and stall holders and their families. Children go to school in the town.

Distance from main road:

0 kms

Access to main road: On main road near bus stop.

Other facilities in village: A few shops, a market, a church.

Village C

Population: 1200

Mainly farmers and their families.

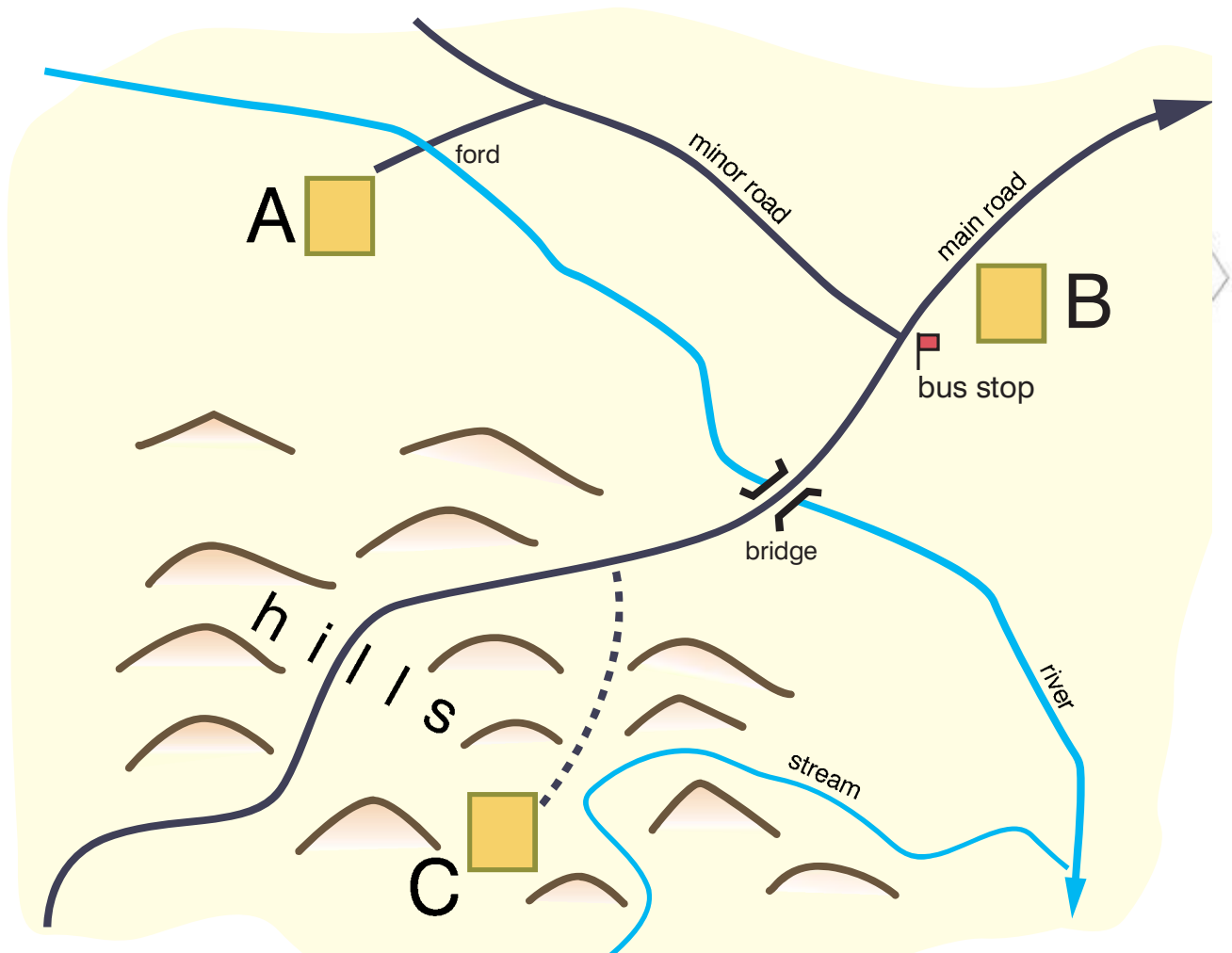
Distance from main road:

10 kms

Access to main road:

A track, very steep in places.

Other facilities in village: A few shops, a market, post office, primary school, a church.



Your teacher will tell you which village you represent. You must now prepare for the meeting.

- 1 Work with a partner. Study the information on page 15 and make a list of:**
 - the advantages and disadvantages of all the villages as sites for the new health post
 - why it is important for your village to have the health post.
- 2 Now get together with other students from your village.**
 - Think of a name for your village.
 - Compare your prepared lists of advantages and disadvantages and the reasons why you should have the health post.
 - Prepare a list of the best points to support your case to have the health centre.
 - Think of some ideas for overcoming the disadvantages.
 - Practise ways in which you can present your points. Use the language you have already practised to express advantages and disadvantages.
- 3 When you are ready, your teacher will organise a class discussion to decide where the new health post will go.**
 - Your teacher will ask for points to be made for and against each of the three villages.
 - You must then all try to reach an agreement.

Part B**Objectives**

In this part of Unit 1 you will:

- talk about strategies you can use to improve your English language skills
- read more about the African Union, take notes and write a summary
- make sentences in the present perfect and past simple and with *since*, *for* and *ago*
- write a report on the African Union
- practise the language of meetings
- take part in a formal discussion
- complete a questionnaire to find out your preferred learning style
- take part in an assessment activity.

B1.1 Study skills: What can you do to improve your English language skills?

By Grade 11, most of your school work is in English. How do you feel about your English language skills? Unless English is your mother tongue, there are always aspects that need to improve. So how can you improve your English?

1 Have a class discussion about what you can do to improve your English a) in class b) on your own outside class. Your teacher will put your ideas on the board.

2 Now read this text.

What good language learners do

We know that young children learn languages easily. As we grow older this ability seems to disappear. In fact, experts don't really understand the reason for this.

However, we do know that some people are more successful than others at learning new languages and studies have been made of why this is so. It seems that good language learners naturally do the same things to improve.

- 1** Good language learners use the language as much as possible. They look for opportunities to speak or listen to or read or write the language.
- 2** Good language learners experiment with the language, take risks, make guesses and aren't afraid to make mistakes.
- 3** Good language learners notice language patterns and the way words are used by good speakers of the language or in books or on the radio or in films.
- 4** Good language learners are active learners in class: they ask questions when they don't understand something.
- 5** Good language learners are independent and don't rely on their teachers to direct their learning.
- 6** Good language learners take time to memorise, repeat and revise new words.
- 7** Good language learners are realistic: they know that language learning takes time and continued effort and that progress is not always fast.

3 Work in a group. Go through the seven strategies used by good language learners and discuss to what extent:

- a** you do the things good language learners do
- b** you could start doing these things.

4 Share your ideas with the whole class.



B1.2 Reading: The African Union

You have already listened to and read quite a lot about how the AU was founded and its various institutions. A good question to ask is: 'What has it achieved?'

1 Look at this table.

The Achievements of the African Union

Greatest achievements 1 2 3
Work of the organs of the AU 1 2 3
Behind the scenes work 1 2

2 Read the text below and take notes on the main points in your table.

Look back at the Listening activity in A1.5 for guidance on note-taking. Note-taking from reading texts can be done in more or less the same way as listening and note-taking.

The Achievements of the African Union

The African Union as it is today has been in existence since 2002. Although it is a complex organisation with many constituent institutions, to many Africans, the AU is embodied by the six-monthly summits which **grab the headlines** in the various capital cities of Africa. However, there is a lot more to the AU than summits.

Greatest achievements

Its most important achievement is that the AU presents a united African front to the world in its response to the issues facing the continent. As such it has achieved international recognition, with **observer status** at the United Nations and a strong partnership with the European Union.

Also of great importance has been the establishment of the AU out of the OAU. The Sirte Declaration of 1999 at which the structure of the AU was proposed was a sign that African nations were ready to work more closely together and achieve greater integration.

The work of the AU

The Sirte Declaration reflects high **ideals**. While they are often far from the daily reality of life for many Africans, they are goals which give hope: good governance, democracy, economic development, human rights and equality for women. Thus we can say that the AU's institutions are a great achievement in themselves. It is hoped that they will in time make significant progress towards the achievement of their goals.

- The Pan-African Parliament is a recognition that directly elected representatives of the people should have a say in the affairs of the AU.
- The Commission of the African Union is a body which has to carry out the day-to-day work of the AU with limited funds, yet somehow it manages to do so.
- The AU peace-keeping troops have been present at many of the continent's most difficult conflicts. They lack funds to be as effective as they should be, but they are a **visible** sign of the continent's **commitment** to peace.

The AU has also been successful in its behind the scenes diplomacy, out of the glare of publicity. Examples include the part it played in bringing reconciliation rather than **confrontation** in Zimbabwe. Other useful work is going on to resolve many of Africa's other conflicts, as well as against enemies such as HIV / Aids, poverty and climate change.

3 Some of the words in the text have been highlighted. Match each of the highlighted words to these definitions.

- a** Standards that you would like to achieve.
- b** Able to be seen.
- c** A strong determination to achieve something.
- d** Be a big story in the news and radio and TV news.
- e** An argument or fight.
- f** As a non-member without permission to speak at meetings of the General Assembly of the UN, but with permission to attend and listen.

4 Write a summary of the information in the text in this way.

- 1** Using the information in your table only, write up your notes into sentences.
- 2** Write your sentences under the same headings and using the same numbering as in your table.

B1.3 Language focus: The present perfect

1 Choose the correct form of the verb in each of these sentences.

- a The African Union as it is today has been / was in existence since 2002.
- b The AU presents a united African front to the world. As such it achieved / has achieved international recognition.
- c The Sirte Declaration of 1999 at which the structure of the AU has been proposed / was proposed was a sign that African nations were ready to work more closely together.
- d The AU has also been / was also successful in its behind the scenes diplomacy, out of the glare of publicity.
- e Examples include the part it has played / played in bringing reconciliation rather than confrontation in Zimbabwe.

2 Read this information about the present perfect.

Form:

The present perfect is formed as follows:

Subject + *have* or *has* + the past participle of the main verb. (Regular verbs end with *-ed*.)

Examples:

The lesson has started.

We have started this exercise.

We can use the present perfect in the passive:

The Library has been painted.

Use:

We use the present perfect to show that an action is related to both the past and the present:

- The action started in the past and continues into the present.
I have been at this school for two years.
- The action was in the past but in a time which is related to the present.
I haven't seen Semhal today.
- The action was in the very recent past.
The President has opened a new hospital in our town.

The past simple shows that an action took place in the past. It has no relation with the present.

I went to the market yesterday.

3 Complete this text with the correct forms of the verbs.

Some of the world's top footballers _____ (be) in Rwanda this week to play a charity match in support of the country's genocide survivors. On Thursday night 20,000 football enthusiasts _____ (fill) Rwanda's Amahoro stadium. Tutsis, Hutus, the young, and the old _____ (cheer on) Rwanda's Amavubi Stars' victory against an All-Star team led by Cameroon and Barcelona striker Samuel Eto'o.

The idea of using football to help unify _____ (already prove) successful in Rwanda. Last October Rwanda's National Unity and Reconciliation Commission _____ (begin) reintegrating genocide perpetrators back into the same community. To help this process, they _____ (decide) to hold a series of football matches. Since then a number of matches _____ (take place) in various parts of urban Rwanda. Social events for the two sides _____ (follow) each match. "We _____ (start) to build trust," said a spokesman.

since, for and ago

The OAU was established half a century **ago**.

The OAU was in existence **for** almost 40 years.

The African Union has been in existence **since** 2002.

The African Union has been in existence **for** nearly a decade.

Notice how **ago**, **for** and **since** are used as time expressions.

- a period of time + **ago**
ago is used with verbs in the past simple
- **for** + a period of time
for can be used with verbs in any tense or form
- **since** + a point of time in the past
since is used with verbs in the present perfect

4 Complete these sentences using since, for or ago.

- I started school ten years _____
- We've lived in our house _____ five years.
- I haven't seen Kiros _____ Saturday.
- My older sister has worked in the bank _____ five years.
- I met my best friend seven years _____ at primary school.
- I haven't had anything to eat _____ six o'clock this morning.

5 Work with a partner. Make similar but true sentences about yourself.

Example:

I started school eight years ago.

Really? I started school eleven years ago.



B1.4 Writing: A report on the African Union

In this Unit you have listened to and read a lot of information about the African Union. Now you are going to write a report about it. You should work with a partner and divide up the work between you.

- Include information about the following:
 - departments
 - history
 - examples of its work
 - its successes
 - its future role.
- Write your report in a formal style.
- Divide it into sections. Each section must have a heading.
- Include a short introduction.
- Write about 350-400 words.
- Include illustrations (pictures or diagrams) if you wish.



Follow these steps.

- 1 Decide who you are going to work with and then with your partner spend some time brainstorming information to go in each section (look back at the notes you made on the listening activity and the reading text in A1.5 and the summary you made of the reading text in B1.2).
- 2 Discuss how you want to organise your report: which section headings you are going to use.
- 3 Decide how you are going to divide up the work between you.
- 4 Spend some time researching more information for your part of the report. You can use:
 - any information you can find in a library
 - any information you can find on the Internet
 - articles in newspapers about the African Union.Make notes from these sources of information and collect possible illustrations too.
- 5 With your partner, present the information you have found to each other and decide what you want to use. Be critical about what you have each found!
- 6 Write a first draft of your part of the report. Show it to your partner. Check each other's work for the quality of the information: suggest changes or cuts if necessary. Check grammar, spelling and punctuation as well.
- 7 Write up the final version of your report neatly and add your illustrations, if you have any.
- 8 Proofread your report carefully before presenting it to your teacher.

B1.5 Language focus: The language of meetings**The role of the chairperson**

A formal meeting is led (or 'chaired') by a chairperson. It is he or she who controls the meeting and makes sure the procedure is followed within the time allowed for it.

1 Match the responsibilities of the chairperson which are listed on the left with the language used for each of them, which is given on the right.

Note: One of the functions on the left has three examples of suitable language on the right and another has two.

- | | |
|---|---|
| a Get attention and start a meeting. | i <i>Have we reached agreement on this, then?</i> |
| b Announce the business of the meeting. | ii <i>I'd like to introduce the participants in today's meeting. First, ...</i> |
| c Remind the group of the important facts. | iii <i>Well, does anyone have anything else to say?</i> |
| d Introduce the participants. | iv <i>Right, now. Who would like to begin?</i> |
| e Invite someone to participate. | v <i>Please, don't all speak at once.</i> |
| f Begin the discussion. | vi <i>Ladies, and gentlemen! Can I have your attention please? It gives me great pleasure to welcome you to today's meeting.</i> |
| g Keep the discussion to the point (x 2). | vii <i>X would you like to say something about this?</i> |
| h Keep order (x 3). | viii <i>The issue we have to discuss today is ...</i> |
| i Lead the discussion to a conclusion. | ix <i>Perhaps we can discuss that at another time. Let's get back to the point.</i> |
| j Confirm there is agreement. | x <i>Please can I come to you when X has finished?</i> |
| k Close the meeting. | xi <i>Thank you, ladies and gentlemen for your valuable contributions. This meeting is now closed.</i> |
| | xii <i>As you know, ...</i> |
| | xiii <i>Please give X a chance to speak.</i> |

The other members of the meeting have to obey the chairperson and they must be polite to each other, even when feelings are high!

2 Complete this table with the language below.

The language of discussion

Express your opinion:	
Interrupt politely:	
Ask for clarification:	
Comment on what someone has said:	
Agree:	
Disagree:	

I totally agree. *I'm not sure.* *That's a good point.*

That's very interesting. *May I come in here, please?*

I think / feel / believe ... *I'm sorry I didn't follow what you said.*

Could you explain what you mean, please? *Excuse me, but can I just say ...*

I agree up to a point. *I just can't agree.* *I see your point.*

3 Work in a group of three or four students. Look at the list of opinions below. Discuss each one using the language of discussion in your table.

- 1 Africa's problems can only be solved by the African Union.
- 2 African Nations should be unified into one state.
- 3 Wars never solve anything.
- 4 Smoking is dangerous and should be illegal.
- 5 Mobile phones cause more problems than they solve.

Example:

I think people should be allowed to smoke if they want to. *I just can't agree. It's very bad for your health.*

Excuse me, but can I just say that smoking is expensive and some people can't afford to waste money.

I see your point, but I think people should be free to make up their own minds.

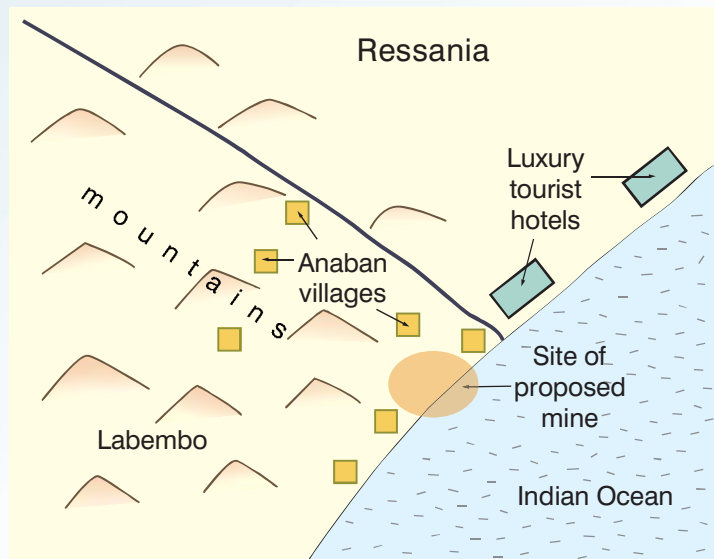


B1.6 Speaking: The coltan mine debate

Background to the meeting

The situation

The republic of Labembo is on the east coast of Africa. Most of the country is mountainous, except for a narrow coastal strip. It is a poor country with few natural resources and limited agriculture. Recently deposits of coltan have been found. This is a very valuable and rare mineral which is used in the manufacture of electronic goods such as mobile phones and digital cameras. The deposits are in the north-east of the country and extend under the sea. The Ministry of Natural Resources is planning



to construct a large mine on the coast, close to the border with Ressania, Labembo's bigger and richer neighbour. Ressania is unhappy about this as the mine is likely to cause pollution which will affect their own tourist beaches close by. Tourism is an important part of the Ressianian economy. Also, unhappy are the Anaban people who live on both sides of the border. They live by traditional fishing and fear that the mine will lead to a decrease in fish stocks. The matter is getting serious with Anaban rebels speaking of acts of sabotage and Ressania putting a lot of pressure on its poorer neighbour.

The matter has been taken up by the African Union which has organised a special meeting to try to resolve the matter.

Groups present at the meeting:

- The AU Commissioner's special representative who will chair the meeting
- Representatives of the Labemboan Ministry of Natural Resources
- Representatives of the Labemboan Ministry of Finance
- Representatives of the Ressianian Ministry of Tourism
- Representatives of the Anaban people
- Observers from other AU countries unaffected by the issue.

Agenda for the meeting

- 1 The Chairperson opens the meeting and gives a brief summary of the situation.
- 2 The Chairperson invites representatives of each group to state their case. They have two minutes to speak.
- 3 The Chairperson opens a general discussion at which any of the representatives and observers can speak or ask questions. During the discussion a solution to the problem should be agreed on.
- 4 The Chairperson closes the meeting.

Preparation for the meeting

- 1 Decide which group you are in and read through the instructions for your group (see below).
- 2 Discuss some more points that you can make, and questions that you can ask.
- 3 Think of some ideas for a solution to the problem.

The Chairperson: The AU Commissioner's special representative who will chair the meeting.

- Read through the section on the role of the chairperson in the language focus activity above.
- Decide on the order of the speakers who will present their case at the beginning of the meeting.
- During the general discussion, make sure everyone has an opportunity to speak, including the observers. Don't let any group dominate the discussion.
- Encourage the participants to come up with a solution that will please as many as possible.
- Make sure the meeting finishes at the appropriate time.

Representatives of the Labemboan Ministry of Natural Resources

- This mine is going to be very important both to Labembo and to the world, as there is a shortage of coltan.
- The site near the border is the best place for the mine as it is where the biggest deposits of the mineral are found.
- The mine is going to do as little damage to the environment as possible.

Representatives of the Labemboan Ministry of Finance

- Labembo is struggling with a large foreign debt.
- The country is undeveloped in every respect and is the poorest in the region. Unlike Ressania it has only a small agricultural sector.
- Revenues from exports of the mineral will be of huge benefit to Labembo.

Representatives of the Ressianian Ministry of Tourism

- Tourism is an important part of your country's resources.
- The mine will cause air pollution (from smoke) and water pollution (from waste water) this will be harmful for tourism as the famous white beaches and clear blue sea are what attract tourists.
- In your view, Labembo could develop its own tourism sector along the coast instead of the mine.

Representatives of the Anaban people

- Your people live a traditional life of fishing and subsistence farming.
- They also earn money by entertaining tourists at hotels in Ressania with traditional dancing.
- The mine will interfere with your traditional way of life. There will be few jobs as they will go to foreigners or people from the towns.
- The mine will scar your beautiful homeland and pollute the sea which you depend on for fishing.

Observers from other AU countries unaffected by the issue

- Decide which countries in Africa you represent.
- It is your job to listen to the different sides and help them to come to a fair solution to the problem. You should think of some questions before the meeting starts and during the meeting as you listen to different speakers.

After the meeting

- 1** Work in a small group made up of people who had different roles. Prepare a short oral report of the meeting to give to the press. Your report should consist of a sentence or two in summary form about each of the following:
 - a What was discussed in the meeting: *We discussed ...*
 - b The key issues that were identified: *We identified ...*
 - c The suggestions that were put forward: *We put forward ...*
 - d What all the different representatives agreed on: *We agreed ...*
 - e What all the different representatives disagreed on: *We disagreed ...*
 - f The final outcome: *We decided ...*

- 2** When you are ready, nominate someone in your group to present your report to your teacher and the rest of the class.

- 3** While you are listening to the reports of other groups, notice if they have reported the meeting differently and if you agree or disagree with the differences.

B1.7 Study skills: What kind of language learner are you?

Earlier in this Unit you have discussed how to improve your study habits and what good language learners do. Individuals are different, though, in the way they can adapt and apply these strategies.

- 1** On your own, look at these fourteen statements and think carefully about the extent to which they are true for you. Give those that are very true *******, those that are to some extent true ******, and those that are not true *****.

	***	**	*
1 I am better at history and social studies than science and maths.			
2 I have personal goals or ambitions that I think about a lot.			
3 I can work out how much change I will get when I'm shopping.			
4 I can see clear visual images of things in my head.			
5 I often hum, whistle or tap tunes.			
6 I like to do regular physical activity or sport.			
7 I hear words in my head before I speak or write them.			
8 I like taking photos or drawing.			
9 I don't like being alone.			
10 I can easily recognise tunes that I hear.			
11 I like being on my own (though not all the time).			
12 I like working with my hands.			
13 I like to know how things work.			
14 People come to me for advice.			

- 2** Interpret your score by turning to the end of this unit.

- 3** Work in a group. Discuss your results with some other students.
 - a Do you think they are true for you?
 - b How do you think you can adapt or apply these ideas?

B1.8 Assessment

1 Speaking and listening

Where should the new secondary school go?

The Ministry of Education has decided to open another secondary school in your region. Members of the public have been asked to give their opinions about where the new school should be located.

With a partner you must discuss some possible sites for the new secondary school and select one. You must consider the advantages and disadvantages of different locations. Bear in mind the following:

- how close it is to an area of large population
- how close it is to main roads, main bus routes and if relevant, a railway station
- if there is space for a sports field.

When you have chosen your location, be prepared to tell the rest of the class about it.

Before you start:

- Prepare for the activity carefully, as you have for the other discussion activities in this unit. Make a list of points to make.
- Look back at ways of expressing advantages and disadvantages in A1.8 and the language of meetings in B1.5. Try to include some of this language in your contributions.

2 Writing

Your teacher will assess the report on the African Union you wrote in B1.4.