

## Part A

## Objectives

In this part of Unit 8 you will:

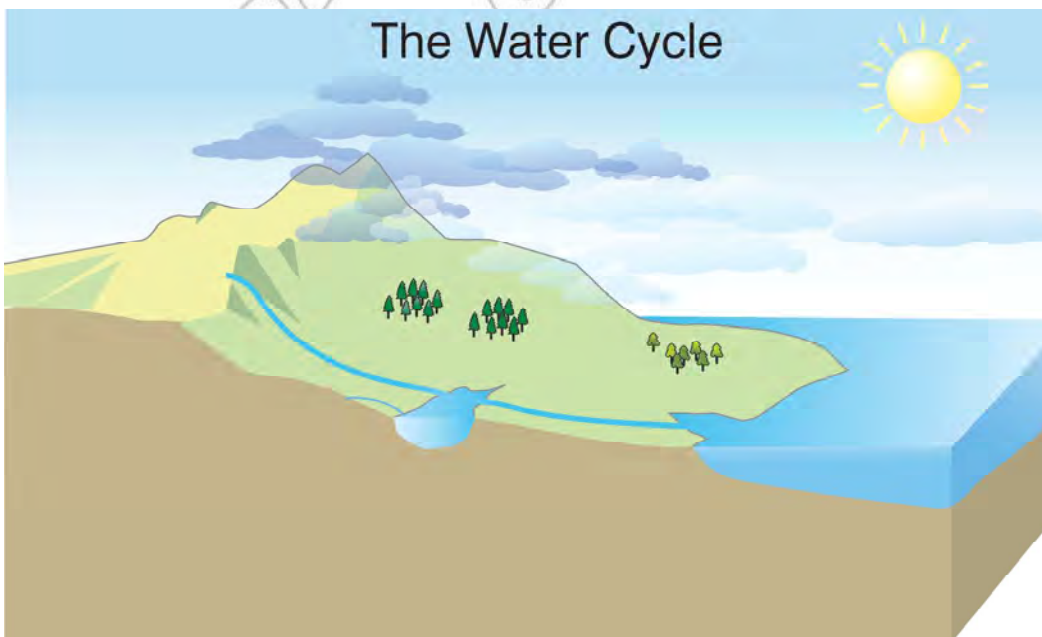
- listen to a description of the water cycle
- read a story
- learn some words about water
- talk about water
- learn about some word building patterns
- learn about *like* and *as*
- talk about strategies you can use to improve your vocabulary
- talk about how to improve your reading.

## A8.1 Introduction: The water cycle

**1** Work in a small group. You are going to listen to a description of the water cycle. Before you listen, discuss what you understand by these terms.

- a** evaporation
- b** transpiration
- c** convection
- d** condensation
- e** advection
- f** precipitation

**2** Now listen to your teacher describing the water cycle and as you listen, use arrows and words to illustrate the process on this diagram.



- 3** Go back to exercise 1 and write definitions of words a to f.
- 4** With a partner, describe the water cycle from memory.
  - Go back to A6.6 and revise sequencing words and expressions.
  - Take it in turns to describe the water cycle to each other from memory.
  - As you listen to your partner, you can look at the diagram to check if what s / he is saying is accurate.



## A8.2 Reading: The tale of a tap

When faced with a text to read, an important first step is to survey it BEFORE you actually start reading it. This will give you useful information about what kind of text it is and what it is about which in turn will help you to understand it better when you read it in detail.

### 1 Read this information about how to survey a text.

#### How to survey a text

- 1** Look at the title and pictures, if any.
- 2** Quickly look over – or survey – the first couple of paragraphs without carefully reading every word; just run your eye over each line. Then, survey the first line or two of the other paragraphs.  
DO NOT start at the beginning of the text and read each line carefully and slowly trying to understand it in detail. This is not an efficient way to begin a reading comprehension task.
- 3** While you are surveying the text, you can ask yourself these questions, depending on what kind of text it is:

#### Fiction

- a** Where is it set At home? Another country? In Africa? In a town? In the country?
- b** What is happening?
- c** Who are the people?
- d** What is the tone? Is it sad, humorous?

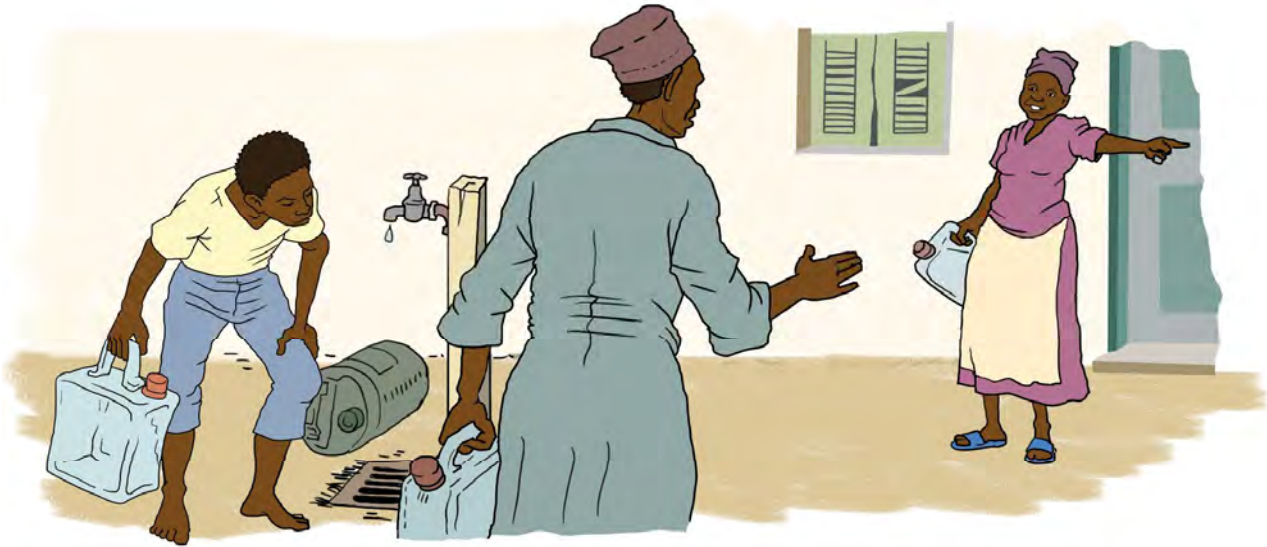
#### Non-fiction

- a** What is the subject of the text? People? Places? Things?
- b** What school subject is it related to? Biology? History? Geography?
- c** Where does it come from? A newspaper? A magazine?
- d** What is the writer telling us, what is his or her purpose?

These steps enable you to see the text as a whole before you start to read it in detail, and if it is a reading comprehension task, before you answer the questions; only when you have quickly surveyed the text should you start to answer the questions.

- 2** Survey the reading text below. Try to do it in two minutes only.
- 3** Discuss with a partner what you have found out about it.

Now read the text and answer the questions below.



## The tale of a tap

1 A few weeks ago I woke in the morning as usual with a light heart and a foggy head and, as usual sang out for my cup of tea.

My wife sang out equally cheerfully that sorry, this morning there was to be no tea because there was no water.

5 “What?” I said.

“There is hardly any water anywhere,” she said. “Not in the whole town. According to the radio, the pipes have burst.”

Determined to do something about the situation, I phoned the water department and after a lot of humming and hawing, I was told that there was still some water in taps at ground level, but that there would not be sufficient pressure to take the water up to us on the second floor.

10 There was a tap in our yard. “Quickly,” I told my wife, “bring out all the jerry cans and buckets we have got.” She stood there staring at me with a hard look. “What jerry cans are you talking about? As for buckets, the only bucket we have has a hole in the bottom because you insist on playing the drums on it.” So I dashed off to the hardware store to buy three large jerry cans and rushed home.

15 I went straight back to the yard tap which had been left open and was now trickling precious water away. Out of the corner of my eye I saw Third Floor bearing down like an angry buffalo, eyes fixed on the tap and water containers banging about his knees.

20 We were on a collision course but there was nothing we could do. We closed like a couple of old tankers and both of us went down in a tangle of arms and legs, our utensils going everywhere. By the time we had disentangled ourselves, sorted out our containers and tossed for first go at the tap, the stream of water had died down to a trickle. When we reached the tap, it gave a gurgle and then a hiss. Fortunately, before we could leap at each other’s throats, a friendly woman looked into the yard and told us that water could be had from the well in the mosque nearby. The only trouble with this news, as with all news, is that by the time it reaches me, it has already reached half the town.

25 The mosque was packed with sweating, bad-tempered humanity armed with a variety of containers and utensils. The focus of everybody’s attention was the solitary tap connected to the well and the large, scowling individual who had control over the hose pipe that was fitted to it. He was directing this hose pipe to a gross or so of debes that his helpers kept bringing up to be filled.

30 We were all waiting for him to finish filling his containers before making an assault on the hose pipe. The chance came sooner than I expected. One of his helpers had been filling his debe without undoing the top and the scowling man, noticing this, let go the hose pipe to personally unscrew the top.

40 I dived for the pipe. So did all the other human beings. Somehow I survived and what is more, me out of the crush still clutching the hose pipe. I stuffed the end into the first opening. This ppened to be my neighbour's open mouth but fortunately I realised my mistake before I had ooperly drowned him.

45 Eventually, after a fierce struggle and a rich harvest of bruises, I pulled myself from the mass with erry can full of water and directly proceeded home with it. I laid the full can proudly before my fe and still breathing heavily from the experience, waited for her praise.

“Only one little can! Why it's not enough to fill the basin and wash the children's clothes with,” were the sweet words which greeted my triumph.

50 “Oh it is,” I said, getting heated. “It's enough to fill three basins, four basins if you like . . .” and demonstrate my point, I tipped the water into the sink. “Stop!” screamed my wife, “the plug isn't

All the water is going down the drain!” It was too late. Three-quarters of the water was gone. I : myself on the head with the can and the rest of the water gushed out leaving me drenched me to y shoes.

55 “You are wasting all the water,” said the woman I am married to. I didn't say anything. I just ared at her and then we kissed and made up; but from the day the water stopped flowing, we have ver again taken anything for granted.

From a story by Malimoto in *Drum* magazine.

**4 Choose the best answer to each of the following.**

- 1 From this text we can tell that the writer;
  - a lives in a hut.
  - b lives in a house.
  - c lives in a block of flats.
  - d lives on the ground floor.
- 2 The writer went to the tap in the yard because;
  - a the well in the mosque was too crowded.
  - b it was the nearest available water supply.
  - c he wanted to get there before his neighbour.
  - d there would not be any water upstairs for a short time.
- 3 The writer didn't want to go to the well in the mosque because;
  - a it was too far away.
  - b it was far too crowded.
  - c he wasn't a Moslem, and felt he could not use it.
  - d he was afraid of the large man in charge of the hose-pipe.
- 4 When the large, scowling man dropped the hose pipe;
  - a everyone tried to grab it at once.
  - b the writer's neighbour got it first.
  - c the writer immediately picked it up.
  - d the writer was unable to get hold of it.
- 5 When he got home with a jerry can full of water, his wife;
  - a greeted him triumphantly.
  - b was very happy to see him.
  - c was very pleased to see that he had managed to get some water.
  - d was disappointed at the small amount of water he had obtained.

**5 Write clear, brief but complete, answers to the following questions. Do not write notes; write in full sentences.**

- 1 Who was 'Third Floor' and why does the writer compare him to an 'angry buffalo'.
- 2 Explain in one sentence how the writer managed to get the hose pipe from the 'large, scowling individual'.
- 3 Find three expressions in paragraphs 3-7 that mean 'to move quickly'.

**6 Explain the following in your own words.**

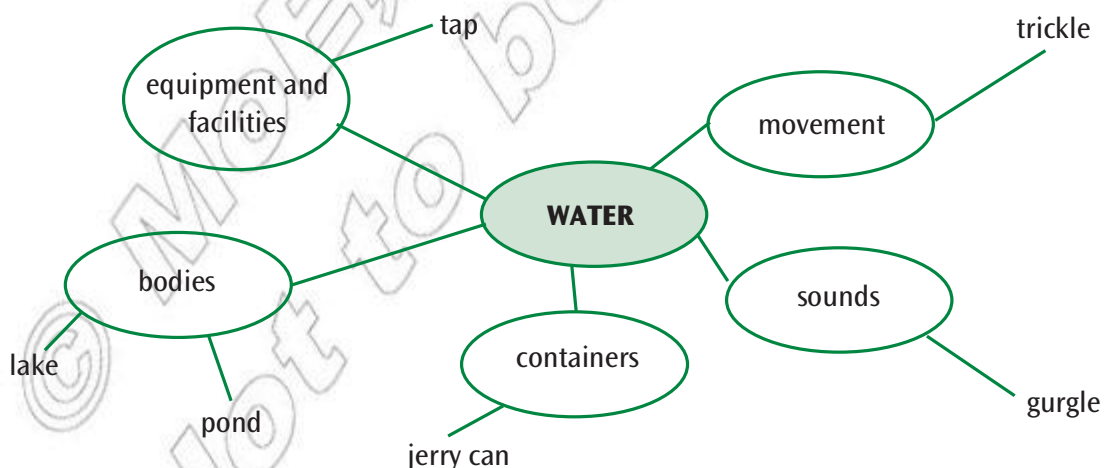
- 1 a light heart (line 1)
- 2 a foggy head (line 1)
- 3 humming and hawing (line 9)
- 4 out of the corner of my eye (line 19)
- 5 on a collision course (line 21)
- 6 tossed for first go (line 24)
- 7 gurgle (line 25)
- 8 humanity (line 29)
- 9 the crush (line 39)
- 10 taken anything for granted (line 55)

**6 Discussion questions**

- 1 How well did the people in the story behave? Do you think the writer has exaggerated or in your experience do people in this situation usually behave in this way?
- 2 What would you do if you had been in the writer's situation?
- 3 Do you find the story amusing? Give reasons for your answer.
- 4 What serious point is the writer making in this otherwise humorous story?

### A8.3 Increase your word power: Water

**1 Complete this mind map with the words in the box. You can use a dictionary, if you want. Some of the words are in the text.**



flow ocean shower well bucket sink gush jerry can lake bottle tinkle pipe  
gourd bath river flood lap pump flush toilet gush pond tap  
swimming pool gurgle barrel puddle wash basin trickle stream

- 2 Add some more words to your mind map, if you can.
- 3 Work in a small group. Make five sentences, each one containing words from as many of the groups in your mind map as possible.  
**Example:** *At night I can hear the trickle of the stream as it flows past our house and down to the river.*



### A8.4 Speaking: All about water

Work in a small group and discuss your answers to these questions

- 1 What is water used for? Make a list of as many uses as you can think of, not just the kinds of things you and your family use it for, but how it is used in agriculture, industry and so on.
- 2 How much water has everyone in your group used so far today?  
**Work it out in this way:**
  - Each of you should think about what you have used water for today.
  - You then calculate the total number of litres you think you have used: one bucket = approximately 20 litres, one average glass = 300 millilitres.
  - Add each of your totals together and work out the average quantity that each person has used.**When you have finished, compare your answers with those of other groups.**
- 3 True or false?
  - a Water is made up of hydrogen and oxygen.
  - b You can drink sea water.
  - c Sea water makes up 97 per cent of the world's water.
  - d Waste water from homes can be reused.
  - e One litre of water is used to make one litre of beer.

### A8.5 Increase your word power: Word building

Recognising words that belong to the same family can really increase your word power! For example, if you know the word: *photograph*, you should be able to recognise that *photographic* and *photographer* are part of the same family.

If you recognise the word endings, that will tell you what kind of word it is and help you to understand how it is being used.

-ic: many adjectives end with this suffix

-er: is often added to verbs to describe someone who does this action

- 1 Try to complete the words in the table (white parts only). They all appear in this unit in the form in which they are given in the table.

Verb	Noun	Adjective	Adverb
	atmosphere		
	breathing	breathing	
	condensation		
connect	connection		
	container	contained	
continue			
	convection		
demonstrate			
	evaporation		
expect			
			fortunately
		invisible	
		moist	
			personally
precipitate	precipitation		
			properly
	pride	proud	proudly
realise			
		solitary	
struggle	struggle	struggling	
	transpiration		
triumph			

**2** Pronounce each family of words in the table. Pay attention to the stressed syllable; it maybe be different in some forms of the words. Mark the stressed syllable in each word.

**3** Complete each of these sentence pairs with two forms of the words in brackets. Note: You may have to make further changes to some of the words.

- a** (personal) The President made a \_\_\_\_\_ visit to the scene of the accident.  
Students are \_\_\_\_\_ responsible for the payment of their fees.
- b** (condensation) I am fond of putting \_\_\_\_\_ milk in my tea.  
It is so hot in the kitchen that \_\_\_\_\_ is running down the walls.
- c** (moist) You need to \_\_\_\_\_ very dry clothes before you iron them.  
Not a single drop of \_\_\_\_\_ was left in the river during the drought.
- d** (atmosphere) Planes should only fly in good \_\_\_\_\_ conditions.  
When I entered the classroom the \_\_\_\_\_ was not good. I quickly realised that someone was being punished.
- e** (solitary) There is a \_\_\_\_\_ tree in our garden.  
Sometimes I enjoy \_\_\_\_\_.
- f** (expect) The audience waited \_\_\_\_\_ for the concert to start.  
\_\_\_\_\_ mothers should stay calm and rest as much as possible.

**4** Make your own sentence pairs with four other words (not ones you used in the previous exercise).

## A8.6 Language focus: *like* and *as*

*Like*, of course, is a verb, but it also has another use which is similar way to the meaning of *as*.

### 1 Try to identify rules of use for the words *like* and *as* by answering the questions.

#### Sentences 1-4: Same meaning, different grammar

- 1 It's raining again. It's been like this every day for a week.
- 2 As we expected, the rains are early this year.
- 3 I want to be a doctor, like my brother.
- 4 The government did as they promised and built a new school.

- a Which meaning do *like* and *as* express: similarity or purpose?
- b Which word is used as a preposition before a noun: *like* or *as*?
- c Which word is used as an adverb before a subject and verb: *like* or *as*?

#### Sentences 5-9: Different meaning, same grammar

- 5 My father uses this room as an office.
- 6 My bedroom is like an office with all my books and papers everywhere.
- 7 My father used to work as a nurse.
- 8 Some parts of the country, like the south-west, receive a lot of rain.
- 9 Rainwater flows over the ground as surface run-off.

- d What is the meaning of *like* and *as* in these sentences? Match the sentences to each of these meanings;
  - i) for example =
  - ii) in the position of =
  - iii) in the form of
  - iv) for this purpose =
  - v) similar to =
- e Are *like* and *as* used as:
  - i) a preposition before a noun?
  - ii) as an adverb before a subject and verb?

Note: In the USA and UK *like* is often used in everyday conversation, especially by young people, in these non-standard ways:

- i) to introduce a subject and verb (instead of the more standard *as*);
 

**Example:** *The government did like they promised and built a new school.*  
*Nobody sings like she does.*
- ii) to report what someone has said;
 

**Example:** *I asked my brother to lend me some money, and he's like, 'how much do you want?'*

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

- a I want to join the army \_\_\_\_\_ an officer.
- b The garden looks \_\_\_\_\_ a jungle. We must tidy it.
- c I usually wear light colours \_\_\_\_\_ white, pink or yellow.
- d My eldest sister is \_\_\_\_\_ a boss at home.
- e \_\_\_\_\_ the oldest child, she has a lot of responsibilities.



- f** Your idea is good. I'll do \_\_\_\_\_ you suggest.
- g** Mimi came first in the test, \_\_\_\_\_ we all knew she would.
- h** \_\_\_\_\_ you know, term finishes in three weeks.
- i** When water evaporates it rises into the air \_\_\_\_\_ water vapour.

**3 Complete these sentences from A8.2 Reading text *The tale of a tap*.**

- a** A few weeks ago I woke in the morning \_\_\_\_\_ usual.
- b** The only trouble with this news, \_\_\_\_\_ with all news, is that by the time it reaches me, it has already reached half the town.
- c** I saw Third Floor bearing down \_\_\_\_\_ an angry buffalo.
- d** We closed \_\_\_\_\_ a couple of old tankers.

### A8.7 Study skills: Focus on vocabulary

B7.11 focused on vocabulary: we looked at your attitude to vocabulary, what knowing a word means and the difference between your active and passive vocabulary. We also looked at some strategies for extending your vocabulary. You set one of these as a vocabulary goal for last week. What progress have you made with it?

**1 Work with a partner and discuss the following.**

- a** What was your goal?
- b** What work did you do to try to achieve it?
- c** What is the outcome of this work? Which of these statements reflects how you now feel?
- I have been using this strategy and I think it is helpful.
  - I have been using this strategy and I think it is quite helpful.
  - I have been using this strategy but I don't think it is helpful for me.
  - I didn't use this strategy at all.

**2 Set yourself another vocabulary goal for this week and next. You can choose:**

- to continue working on the same strategy you were focusing on last week
- to focus on another of the strategies see B7.11.

**Write your goal in your notebook or study journal.**

### A8.8 Study skills: Focus on reading

**1 How do you feel about reading?**

- a** Read these sentences and decide if you agree (A) or disagree (D) with each one.
- 1** I don't enjoy reading. I only read English because I have to.
  - 2** Reading English is slow and boring. I'm always having to look words up in a dictionary.
  - 3** I love reading in my free time.
  - 4** Reading really helps me improve my English.
  - 5** When I read I underline words I don't know.
  - 6** English spelling is very difficult. It doesn't follow any rules.
- b** Now work in a small group and compare your answers. Justify your choices.

**2 How fast do you read?**

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

**a** Do you read faster in English or in your mother tongue?

Here is a list of reasons why many people read slowly. Which of them do you do? Do you do them when reading in both English and your mother tongue?

- Stopping to try to understand every word
- Saying the words aloud or in your head.
- Using a dictionary a lot.

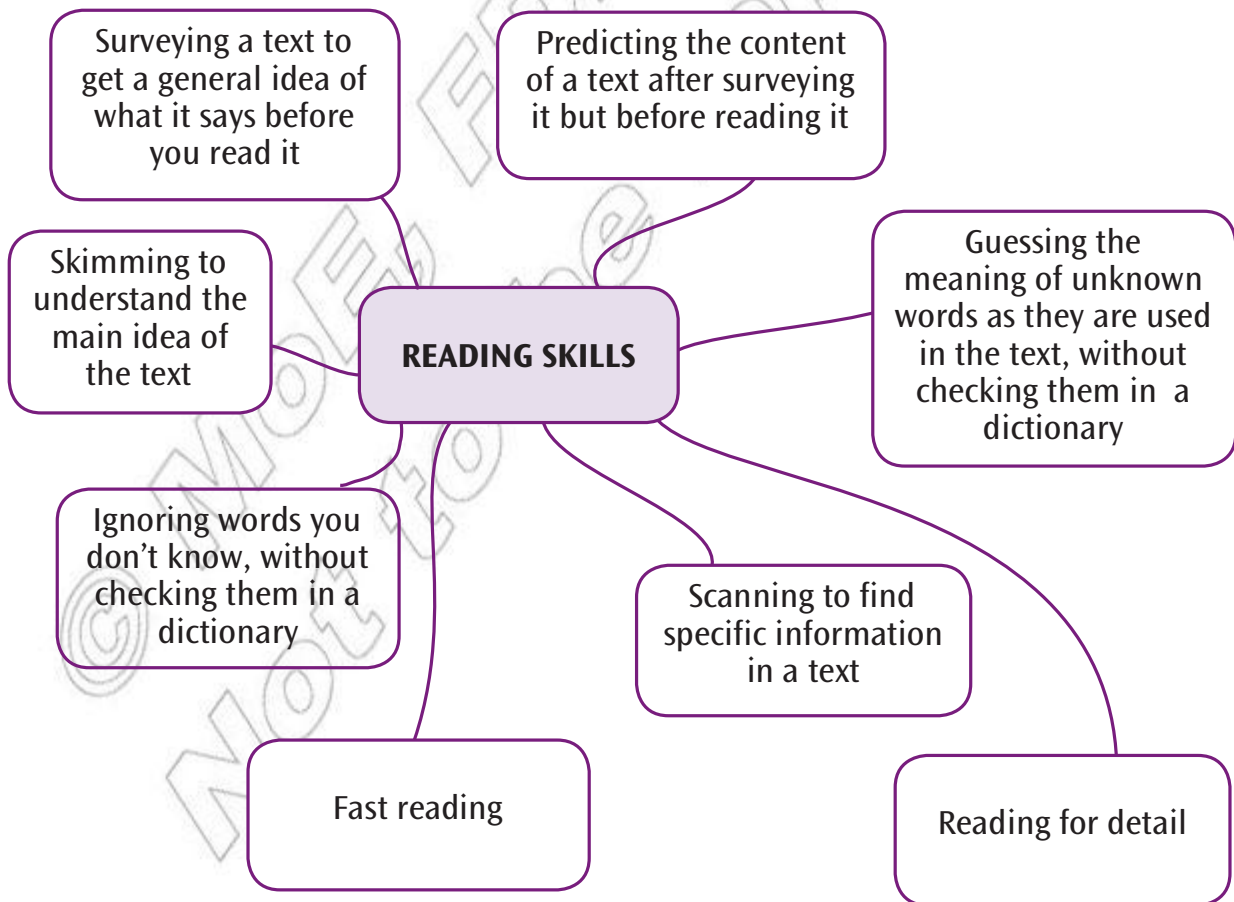
**b** How can you improve your reading speed? Make a list of possible ways.

**3 Reading skills**

Different reading skills are used for different kinds of reading tasks and hence for different kinds of texts.

**With your partner, study this list of reading tasks and decide which of the skills in the mind map would be most appropriate for each one. You can choose more than one skill for any of the tasks.**

- a** Reading a menu in a restaurant to find out what is served.
- b** Finding information on a specific topic in an encyclopedia or website.
- c** Reading the information you want in an encyclopedia or website.
- d** Looking to see what's in the newspaper.
- e** Reading a newspaper article.
- f** Reading a text and answering comprehension questions about it.
- g** Reading a novel.



#### 4 Check your reading speed

To find out your reading speed, you are going to read this short extract from *The African Child*, the autobiography of Camara Laye which is about his childhood in Guinea Conakry, West Africa in the 1930s. It is about the time when he went to help his relatives with the rice harvest.

Follow these instructions:

- Don't start reading until your teacher tells you to.
- Read the text.
- Read the ten statements below. Decide if each one is true or false according to the text. Write T or F next to each one.
- Look up to see how long it has taken you.

When the toms-toms sounded, the reapers set out. With them I marched along to the rhythm of the tom-tom. The young men threw their sickles into the air and caught them as they fell. They shouted and danced as they followed the tom-tom players. My grandmother had warned me not to be too friendly with these players. But it would have been impossible for me to tear myself away from their spirited music, from their sickles flashing in the rising sun and the sweetness of the air.

When they reached the first field the men lined up naked to the loins with their sickles ready. My uncle Lansana or some other farmer – for the harvest threw people together and everyone helped everyone else – signalled that the work was to begin. Immediately, the black torsos would bend over the great golden field, and the sickles begin to cut. Now it was not only the morning breeze which made the field tremble, but also the men working.

The movement of the sickles as they rose and fell was astonishingly rapid and regular. They had to cut off the stalk near the last joint and the last leaf at the same time that they stripped the leaf. They almost never missed. This was largely due to the way the reaper held the stalks so as to cut them. Each man made it a point of honour to reap as regularly and rapidly as possible. As he moved across the field he had a bundle of stalks in his hand. The other men judged him by the number and size of these bundles.

My young uncle was wonderful at rice cutting, the very best. I followed him proudly, step by step, he handing me the bundles of stalks as he cut them. I tore off the leaves, trimmed the stalks and piled them. Since rice is always harvested when it is very ripe, and if handled roughly, the grains drop off, I had to be very careful. Tying the bundles together was man's work, but, when they had been tied, I was allowed to put them on the pile in the middle of the field.

From *The African Child* by Camara Laye

a True or false?

- 1 Tom-tom players went with the reapers to the fields.
- 2 The writer's grandmother didn't want him to make friends with the tom-tom players.
- 3 The men wore a lot of clothes as they worked.
- 4 The men worked slowly.
- 5 They usually cut a stalk with a single cut.
- 6 Each man tried to cut more stalks than the other men.
- 7 The writer's uncle wasn't a very good reaper.
- 8 The writer was allowed to do some of the work.
- 9 The rice was not completely ripe when they cut it.
- 10 It was difficult for a child to tie the bundles of rice stalks.

- b** When you have checked your answers, in a small group, discuss how well you did.
- 1** Did you survey the text first?
  - 2** Did you try to guess the meanings of any words you didn't understand, or did you ignore them?
  - 3** How many questions did you get right?
  - 4** How fast was your reading speed?
  - 5** Do you need to work on improving your reading speed? If so, how are you going to do it?

**5 Set a reading goal**

You have already set goals for improving your writing and vocabulary. You can also do this for improving your reading skills. Choose one of the skills in your mind map to focus on next week and write it in the form of a goal in your notebook or study journal.

**Example:** *My reading goal for next week*

*I am going to focus on ignoring words I don't know in the text, and concentrate on getting a good understanding of the text without knowing every single word. If there are some new words which seem to be key to getting a general understanding of the text, I'll try to guess their meaning from context.*

**Part B****Objectives**

In this part of Unit 8 you will:

- listen to a text about the global water shortage
- learn about adverbs
- discuss water shortage
- practise using *I wish*
- learn how to express contrast
- take part in a speaking game
- take part in a role-play
- read about how the world is dealing with water shortage
- write some paragraphs about how we can save water in Ethiopia
- do a speaking assessment task.

**B8.1 Listening:** The global water shortage

- 1** Work in a small group. Look at the pictures and discuss what they tell us about water shortage.



Women have to walk long distances to collect water in many parts of Africa.



In some desert and semi-arid regions of the United States golf courses are kept green by regular watering.

- 2** Now listen to your teacher reading a text about water shortage and take notes on the key facts about the topics in the box.

**1 How water is used around the world**  
 Domestic use:  
 Agricultural use:  
 Industry:

**2 Reasons for the water crisis**  
 Increase in water use over the past 300 years:  
 Natural factors:  
 Human factors:

**3 How different parts of the world are affected.**  
 Number of countries affected:  
 Most seriously affected areas:  
 Regions in Africa seriously affected:

**4 Outlook for 2025:**

- 2** In your group, discuss the information in your notes.
- a** Which of the facts are you already aware of and which are new?
  - b** Which, if any, do you find surprising?

**B8.2 Language focus: Adverbs**

Work with a partner.

- 1** What is the difference between an adjective and an adverb? Discuss this and then look at the table.

**Adjectives and adverbs**  
 Compare these two sentences;  
*The captain of the team was so efficient that everyone admired him.*  
*The captain led his team so efficiently that everyone admired him.*

Adjectives can be used before a noun, They can also be used after certain verbs These are link verbs (verbs which refer back to the subject) for example;

<b>Subject</b>	<b>link verb</b>	<b>adjective</b>
He	became	famous
She	was	rich
They	ended up	successful

Adjectives can also be used after verbs of feeling and appearance

<b>Subject</b>	<b>verb</b>	<b>adjective</b>
She	looked	beautiful
The ugali	tasted	delicious
The room	smelt	horrible

After most verbs, though, you must use an adverb, not an adjective.

Subject	verb	adverb
The children	ate	quickly
Her clothes	fit	beautifully
She	speaks	well

These are adverbs of manner, and they usually look similar to their related adjectives as they are made up as follows:

adjective + *ly*

**Example:** *quickly*

However:

- i)** Many adjectives do not have corresponding adverbs. **Example:** *old, little*
- ii)** Some adjectives can be used as adverbs without change. **Example:** *hard, late*
- iii)** Some adjectives look like adverbs, but they aren't. **Example:** *friendly, cowardly*
- iv)** Some adverbs are completely irregular. **Example:** *good – well*

- 2** Complete this table with the correct forms of the missing adjectives or adverbs. Note: some of the adjectives don't have adverbs.

adjective	adverb	adjective	adverb
childish	childishly	hopeful	
	easily	cowardly	
good			early
fast		friendly	
angry		late	
	probably	slow	

- 3** Complete these sentences with the adjective in brackets, using the adverbial form where necessary. Then write an ending for the sentence.

- a** The (friendly) crowds welcomed the competitors ...  
*The friendly crowds welcomed the competitors into the stadium with cheers and whistles.*
- b** The policeman shouted (angry) at ...
- c** The teacher looked so (angry) that ...
- d** Juma played very (bad) and ...
- e** The weather was so (bad) ...
- f** Swimming is a (healthy) activity that ...
- g** The athlete ran (fast) and ...
- h** The striker kicked the ball so (hard) that ...

In the comparative form, adverbs behave in a similar way to adjectives

*Aberash's singing is beautiful.* (adjective)

*It is more beautiful than her sister's.* (comparative adjective)

*It is the most beautiful singing I have ever heard.* (superlative adjective)

*Her guitar playing is as beautiful as her singing.* (adjective)

*Aberash sings beautifully.* (adverb)

*She sings more beautifully than her sister.* (comparative adverb)

*She sings the most beautifully of anyone I know.* (superlative adverb)

*She plays the guitar as beautifully as she sings.* (adverb)

One-syllable adverbs are the same as adjectives in the comparative form.

**Example:** *fast – faster – fastest*

*Travelling by motorcycle is faster than by bus.* (comparative adjective)

*A motorcycle travels faster than a bus.* (comparative adverb)

*A car travels as fast as a motorcycle.* (adverb)

**4 Complete these sentences with the correct form of the words in brackets. Where necessary add *than, the* or *as* and make any necessary spelling changes.**

- a** Nujuma studies \_\_\_\_\_ anyone else in the class. I think she is \_\_\_\_\_ working student in the school. (hard)
- b** The rains have arrived much \_\_\_\_\_ we expected this year. (early)
- c** Generally dogs live \_\_\_\_\_ cats. (long)
- d** Our new pump works \_\_\_\_\_ the old one. (efficient)
- e** My younger brother behaves far \_\_\_\_\_ I did at his age. (bad)
- f** I can't speak Swahili \_\_\_\_\_ I should after living in Mombasa for several years. (fluent)
- g** This afternoon the Ethiopian team played \_\_\_\_\_ they normally do. (good)

**5 Work with a partner.**

- Discuss how well you can do each of the activities in the list.
- Decide who can do each one better than the other.

Sing

Run

Dance

Play football / basketball / netball

Write an English composition

Do a maths equation

**Example:**

*I can sing quite well.*

*I can't sing at all.*

*So I can sing much better than you?*

*Yes!*



**B8.3 Speaking: Water shortage**

**You are going to discuss the water shortage issue that you heard about in B8.1. Study the language in the boxes before you start.**

**Describing causes and effects**

To remind yourself of how to do this see A7.7

**Comparative adverbs**

Look back at the previous section see B8.2

**The future passive**

- Our future will be affected by climate change
- To revise how to make passive sentences see A1.6

**Making suggestions**

To revise how to make suggestions see B5.2



- 2** Work in a group. Read these sentences from the listening text and discuss the questions below.

Today the world is facing a water deficit and many countries are already water-stressed, which means they do not have enough freshwater to meet the needs of their population.

- a** How badly have these places been affected by water shortage? Think of some reasons why?  
**Example:** Europe and North America.  
*Europe is not as badly affected as North America. This may be because Europe is not as badly affected by climate change as North America. There are large deserts in North America too, so it's probably much drier than Europe.*
- i)** Lake Tana and Lake Chad
  - ii)** North America, North Africa, China, the Middle East, and the Indian Subcontinent
  - iii)** North Africa and Southern Africa
  - iv)** North Africa and West Africa
  - v)** East Africa
  - vi)** Ethiopia
- b** Thinking back to some of the reasons for water shortage mentioned in the listening text, and from your own knowledge, discuss whether any of them relate to:
- i)** your region of the country
  - ii)** any other region of the country.
- c** Can you think of any ways to improve the water shortage situation in your region and the rest of Ethiopia.
- d** Prepare a short summary of the ideas that have come up in your discussion and be ready to present it to the rest of the class. Each person in the group should present one part of your report.

### B8.4 Language focus: *I wish*

- 1** Study the language we use to express our wishes.

#### I wish

- a** To express your wishes for the present and future

*I wish I were good at maths (but I am not good at maths).*

*Don't confuse wishes and hopes. Hopes are possibilities, while most wishes are impossibilities.*

Compare:

*I hope I become a doctor. (It may be difficult, but I may do it)*

*I wish I could be a doctor. (I'm going to do something else as this is not possible).*

- b** To express your wishes and regrets about the past

*I wish I had studied harder for the test. (but I didn't study hard)*

When we express a wish, we are talking about an unreal or even impossible situation. For this reason, the tense of the verb changes, but that does not mean the time has changed. It means that the verb is expressing something unreal.

Example, *I wish I were good at maths* is talking about the present, not the past.

Note: We usually say *I wish I were ...* but we can also say *I wish I was*. (This is also the case in some conditional sentences: *If I were you I wouldn't do that.*)

- 1 Make sentences in the way indicated so that they have the same meaning as the original sentences.

**Example:** *It's raining, so we can't go to the match.*

*I wish it weren't raining so we could go to the match.*

- a It's a pity there is no secondary school in my village.  
I wish ...
- b We don't have enough time to prepare for the exam.
- c We don't see each other very often because you don't live near my house.
- d I can't watch TV because I've got too much homework to do.
- e I didn't go to your party.
- f I haven't finished my homework so I can't go out.
- 2 Work with a partner.
- a Make three wishes for your own life.

**Example:** *I wish I were taller.*

- b Make three wishes for Ethiopia.
- c Express three regrets about your past.

## B8.5 Language focus: Contrasting ideas

- 1 We have already looked at some words and expressions which can link contrasting sentences and contrasting ideas in a discourse. Study these ways of introducing contrasting ideas.

There are two kinds of contrast and two kinds of words and expression which are used to link sentences that express them.

### 1 Clauses of concession

Concession means that you accept one idea and at the same time you put another idea against it. Concession can be expressed by means of a word or phrase.

**Example:** *Although, even though, however, despite, in spite of*

These have similar meanings but behave slightly differently.

Although / even though *some parts of the country receive a lot of rain, other parts receive very little.*

*Although / even though* introduce a clause. *Even though* is stronger and more emphatic than *although*.

Despite / in spite of the fact that *some parts of the country receiving a lot of rain, other parts receive very little.*

*Despite / In spite of the fact that* introduce a noun phrase

*Some parts of the country receive a lot of rain. However, other parts receive very little.*

*However* introduces a sentence.

### 2 Clauses of difference

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

- *The twins are very different. On the one hand Tefere is outgoing and lively and on the other hand Selam is shy and quiet.*
- *The twins are very different. Whereas / While Tefere is outgoing and lively, Selam is shy and quiet.*
- *The twins are very different. Tefere is outgoing and lively, whereas / while Selam is shy and quiet.*
- *The twins are very different. On the one hand, whereas / while Tefere is outgoing and lively, Selam is shy and quiet.*

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

**2** Join these pairs of sentence using a suitable linking word or phrase.

- **Decide which kind of link is needed.**
- **Decide if you need one sentence or more**
- a** He is a rich man. He is not generous.
- b** He did not steal the money. He was sent to prison.
- c** Neither of my parents is from Addis. My mother is from Dire Dawa. My father is from Harar.
- d** I'm not sure what I want to do. I would like to be an accountant. My mother thinks I should be a lawyer.
- e** My sister is bossy. She has a very kind heart.
- f** I listen to all kinds of music. I like our traditional music. I like hip hop.
- g** There are two seasons in inland South Africa. October to April is hot and wet. April to September is cool and dry.
- h** It was raining yesterday. We played the match.

**3** Complete these sentences about water shortage using a suitable clause of contrast.

- a** Building a dam is complicated. On the one hand it provides cheap, renewable energy in the form of electricity \_\_\_\_\_.
- b** Although climate change is one of the causes of water shortage \_\_\_\_\_.
- c** Despite the fact that \_\_\_\_\_, electric pumps can cause depletion of aquifers.
- d** Powerful water pumps \_\_\_\_\_. However, at the same time \_\_\_\_\_.

**B8.6 Speaking:** May I interrupt?

Work in a group.

**1** In B1.5 you practised the language of discussion. Can you remember some of the expressions you can use to interrupt someone in a discussion?

Make a list.

**2** When someone interrupts you, it may just be to say one thing, then you have the opportunity to continue what you were talking about. Sort the expressions in the box into the two groups below.

- Excuse me for interrupting, but ...
- Anyway, ...
- To get back to ...
- I'd like to comment on that.
- May I say something?
- As I was saying ...
- Sorry, but ...
- Where was I?

Interrupting	Returning to the topic
Excuse me for interrupting, but ...	

**3 In your group, you are now going to play an interrupting game. Follow these instructions.**

- a** One student chooses a topic from the list below and starts talking about it.
- b** The other students in the group have to interrupt, using a suitable expression and also something relevant to the discussion.
- c** The original speaker has to try to return to the topic.
- d** After two minutes, another student chooses another topic.
- e** Continue in this way until all the topics have been used.

Topics:

- The African Union
- The education system in Ethiopia
- African music
- Climate change
- Fashion
- The best way to study
- Tourism in Ethiopia
- Learning a language
- The River Nile
- The Gibe III dam



**B8.7 Speaking:** Role-play – the Ola Dam meeting

You are going to take part in a role-play meeting to discuss the building of a large dam.

**1 The situation**

As demand for water increases in regions of water shortage this has the potential to cause disputes between communities and between nations. Over fifty countries around the world are already in a situation where there is potential for conflict unless they are able to establish agreements on the sharing of water resources in rivers, lakes and aquifers.



In the mountains of Elvira, on the River Ola, the government is planning to build the huge Bassa dam. It will cost over US\$2 billion and will produce a massive 1,800 megawatts of electricity. However, the dam will flood a large section of the Upper Ola valley and in the Lower valley within Elvira and across the border in Keira inhabitants are faced with an uncertain future. Moreover, water levels in Lake Tougan in Keira are expected to drop.

There has been a lot of discussion about the dam on both sides of the border and so the Elviran Ministry of Power and Water has called a meeting for concerned groups.

**2 Groups present at the meeting**

Representatives from the Elviran Ministry of Power and Water.

Representatives from the Government of Keira.

Representatives of the dam construction company Maseretti.

Representatives of local residents living upstream of the dam.

Representatives of local residents living downstream of the dam.

Representatives from Lake Tougan in Keira.

**3 Agenda for the meeting**

**1** A representative from the Elviran Ministry of Power and Water opens the meeting and gives a brief summary of the situation from the Ministry's point of view.

**2** Other representatives are then invited to give their point of view.

**3** There follows a general discussion at which any of the representatives can speak or ask questions.

**4** When the discussion has finished, the Representative from the Elviran Ministry of Power and Water closes the meeting.

**4 Preparation for the meeting**

**a** Get together with other students playing the same role as you and read through the instructions for your group (see below).

**b** Discuss some more points that you can make, and questions that you can ask.

**c** Study the language in the boxes before you start.

**The language of discussion**

Expressing your opinion

Commenting on what someone has said

Asking for clarification

Agreeing

Disagreeing

Interrupting

To remind yourself of this see B1.5

**Turn-taking**

To revise how to take turns in a conversation see B5.3

**Giving reasons**

*The reason I don't want to ... is...*

*Above all ...*

*And besides ...*

*And another thing ...*

*Not to mention the fact that ...*

*Plus the fact that ...*

**Expressing contrast**

See B8.4

**Representatives of local residents living upstream of the dam**

The lake created by the dam will mean that you are forced to move. This will mean abandoning your houses, land, villages, schools and so on. The government has promised to give you land elsewhere, but you don't want to move.

**Representatives of local residents living downstream of the dam**

Damming the river means that you won't be able to depend on it in the same way as you do now. There will be less water most of the year and on the other hand when there is too much rain upstream, the dam will have to be opened and this will cause flooding.

**Representatives from Lake Tougan in Keira**

You have been told that the dam will mean a significant drop in the level of water in the lake, which is already falling due to climate change and during particularly dry years it is very serious as it destroys the breeding grounds for fish. The dam could mean that the lake will practically disappear. You depend on fishing and this has been your way of life for centuries. Without the lake your way of life will be destroyed.

**Representatives of the dam construction company Maseretti**

You are a European company and you have built many dams in different parts of the world. You think that there have been too many rumours going around about the dam that are not based on fact. It will bring huge benefits to Elvira in terms of electricity generation and the farmers downstream will have year round controlled irrigation.

**Representative from the Elviran Ministry of Power and Water**

This is a very big and expensive project for the country and you are aware that some people will suffer, particularly those living upstream of the dam who will be displaced by the lake it will create. On the other hand these disadvantages are outweighed by advantages: Elvira will be able to generate 1,800 megawatts of electricity: enough to develop its economy to earn money from exporting electricity to neighbouring countries. This will significantly reduce the country's dependence on imported petrol. In addition, those living downstream, including those over the border, will have water for year-round irrigation, and you will be able to sell electricity to the government of Keira.

**Representatives from the Government of Keira**

You are not convinced that the dam will bring benefits to Keira, in spite of what the government of Elvira says. Environmentalists say that the water level of Lake Tougan will drop significantly and this will be disastrous for the people who live around it and depend on it. It could make your government very unpopular with the people in that part of the country.

**5 After the meeting**

Out of your roles, discuss the following.

- a What were the most important points about the dam that were made in your discussion?
- b Is it clear whether or not the dam should be built, or is there a difference of opinion?
- c Did everyone participate equally in the meeting?
- d Were people able to develop the ideas given here about each role and add some of their own ideas?



**B8.8 Reading:** How the world is dealing with water shortage

- 1 a Survey the reading text below. Try to do it in two minutes only.
- b Discuss with a partner what you have found out about it.



**(1)** A third of the world's population is living in areas where water supplies are insufficient for their needs. With population growth and climate change it is estimated that this proportion could increase to half. Yet a 2006 United Nations report states "There is enough water for everyone" and "Water scarcity is often due to mismanagement and a shortage of investment". The two key issues to be addressed in order to ensure sufficient water supplies for the world's growing population in an era of climate change are improved management and the reduction of waste and over-consumption.

**(2)** Since agriculture consumes 70 per cent of the world's freshwater, at a time when growing populations require more food, the challenge is to find efficient irrigation systems which reduce demand. Some hydrologists believe that wasteful irrigation would be reduced if farmers paid for the amount water they use, or the amount of time their pumps run. Currently in many parts of the world, farmers pay a flat rate per annum and this encourages them to over-irrigate.

**(3)** There are many other imaginative ideas that are helping farmers in different parts of the world to both increase yields and at the same time limit depletion of rivers and aquifers. A small-scale community level solution in India is the revival of an ancient tradition of building small dams to create reservoirs for collecting rainwater to serve single villages. Another scheme in parts of Bangladesh and Zambia involves the use of treadle pumps. These allow farmers to transfer shallow groundwater to fields by stepping up and down on pedals that drive a pump. Cheap to buy, they cost nothing to run. Moreover, the effort required is enough to discourage over-pumping.

**(4)** At the other end of the scale, many commercial farmers in semi-arid zones are abandoning techniques such as flooding and the use of sprinklers which involve high levels of evaporation loss. Instead, they are turning to drip irrigation by which systems of perforated tubes are laid along rows of plants. Each plant then receives a steady flow of drips. Although high-tech and expensive to install, drip irrigation uses between 30 per cent to 70 per cent less water than traditional methods and produces better yields.

**(5)** Apart from agriculture, there are water savings to be made in urban areas. Often, systems are poorly maintained resulting in leaks and inefficient plumbing systems. Faced with this problem, officials in Durban, South Africa undertook a programme of repair and replacement to stop leaks and installed water meters and more efficient toilets and taps in houses. In addition water tanks were installed in each house to provide 200 litres of water a day free of charge. As a result, daily water consumption in the city was cut significantly, by as much as half in some parts, and the scheme paid for itself within a year.

**(6)** Recycling waste water is another important conservation method. This is done by filtering waste water through sand and carbon, treating it with ozone and adding chlorine. In Durban, for example, the quality of recycled water is high and it has reduced the city's demand for groundwater by 5 per cent.

**(7)** Desalination of sea water can increase water supply in coastal areas with little or no groundwater. However, it is extremely energy inefficient, which is why it is currently used chiefly in energy-rich Middle Eastern countries. Because of the world crisis in energy supplies as well as water, it is unlikely that the use of desalination will become widespread.

**(8)** Ideas like these show that human beings have the necessary skills and creativity to come up with ways of reducing water consumption that involve managing water more effectively so that it is used less wastefully. It is up to governments to motivate their populations to adapt to these new ways of using water.

**2** The text covers the following topics. Match each one to the relevant paragraphs.

- a Outlook for the future.
- b Water conservation in urban areas.
- c Reasons for the water shortage.
- d Promoting water conservation by farmers.

**3** Now read the text. Make notes on water conservation methods in each of the sections mention above.

**4** Find words in the text with these meanings:

- a The use of money to make a business activity successful, or the money that is used. (paragraph 1)
- b The study of the movement, distribution, and quality of water throughout Earth. (paragraph 2)
- c The reduction of the amount of something that is present or available. (paragraph 3)
- d A piece of equipment used for scattering water on grass or soil. (paragraph 4)
- e Using advanced technology. (paragraph 4)
- f The pipes that water flows through a building and the sinks, baths and toilets that use the water. (paragraph 5)
- g The process of removing salt from sea water so that people can use it. (paragraph 7)



### B8.9 Writing: Saving water in Ethiopia

Write two to three paragraphs (not more than one side of a page) about the best water conservation method or methods;

- EITHER for your region or town
- OR for Ethiopia as a whole.
- Draw on the information in the Reading text B 8.8 and work you have done in this unit on water shortage.
- You can also draw on other sources and your own ideas, if you wish.
- Describe the method or methods you are recommending and explain why they will bring benefits.
- Make a plan of your main points and supporting points.
- Write a first draft and check it carefully before writing a final version.

### B8.10 Assessment

**1** Speaking and listening

You are going to discuss this question:

*What is the water situation in your area and how can it be improved?*

- 1 Before you start, on your own spend a few minutes preparing for the discussion.
  - You can draw on ideas presented in this unit and your own knowledge of your local area.
  - Use language you have practised in this unit, including interrupting, returning to the topic in B8.7 and the language of discussion, turntaking and giving reasons in B8.8.
- 2 When you are ready, form a group with a few other students and begin your discussion.

**2** Writing

Your teacher will assess the 2–3 paragraphs you wrote on how we can save water in Ethiopia in B8.9.