

Part A

Objectives

In this part of Unit 12 you will:

- talk about a magazine cover
- read extracts from magazine articles
- read a magazine article
- listen to descriptions of magazine jobs
- revise *wh-* questions
- listen to a description of the magazine production process
- find out about more exam strategies.

A12.1 Introduction: A magazine cover



1 Work in a small group and look at the magazine cover. Identify the following:

- the title
- issue number
- date
- cover lines.

- 2 With your group discuss what kind of magazine this is. Who would be likely to read it? How are you able to tell this from the cover?
- 3 Would you like to read this magazine? Which of the articles would you be interested in?



A12.2 Reading: Extracts from magazine articles

- 1 Skim read the extracts from magazine articles below and complete the table.

	A	B	C	D	E
Kind of article					
Topic					
Type of reader					
Purpose					
Effect on reader					

Article A

At school I was frequently bullied by the other children and they wouldn't make friends with me. They thought I was some kind of evil spirit. I think we have a lot to teach kids about tolerance but it's done by example: if they see their parents laughing at or being scared of someone just because they look different from everyone else that's a bad example. I often wonder if those bullies watch me on TV today and what they think.

Article B

You can enjoy this delicious dessert for a few days by keeping it in the refrigerator, but do not reheat it.

Article C

What makes him great is that unlike many strikers he is more concerned about winning than scoring goals. So he is always ready to pass the ball for someone else to finish it off. In fact last season he didn't score a lot but seemed content to be part of the team of which he is no doubt the star player. How long he'll stay is another matter.

Article D

To give your look an elegant African touch, add a few beads. Choose colours that co-ordinate with your outfit and attach each one to a few strands of hair. Ask a friend to help you.

Article E

I want to thank you for your article 'Getting real in a relationship' in last week's issue. It really helped me to think about the problems I face with my fiancé who doesn't seem to think about my future at all, only his own. I have broached the subject with him and I think he will be more open to discussion on this topic. Thank you so much and keep up the good work.

- 2 Which of these articles would you like to read in full? Why?

**A12.3 Reading:** Magazine article**1** Read this article and identify the same features as in the table above.**This week *Teen World* looks at how you can be healthy and feel good!****STAY HEALTHY!***by Miriam Gessesse***Why stay healthy?**

Will I pass my exams? Will my parents let me stay on at school? Why have I got to look after my little brother and sister? Does my girl/boyfriend think I'm attractive or does he/she really prefer my more attractive friend? Have I got the right clothes for the party on Saturday? Why did I play so badly in the football match yesterday? Have I got enough money to buy beer when I go out with my friends this evening?

How many of these questions do you ask yourself? What else do you worry about? Nobody ever said being a teenager was easy! Eventually all the questions find their answers one way or another, for good or ill. Along the way you have to cope as best you can. Staying healthy helps you cope with all this pressure. It can also help you make the right decisions. As the saying goes, healthy body, healthy mind.

Most teenagers don't think much about health. You can usually rely on your bodies to function reasonably well – as long as you have enough to eat and you haven't got HIV. But even with HIV you can live a healthy life. In fact there are even more good reasons to do so if you are living with the virus as healthy living can slow down the appearance of Aids. So let's examine what being healthy means.

Eat right!

First let's look at what you eat. You have probably studied nutrition at school so you know the different food groups. Teenagers are still growing so you need foods that help you grow. You need proteins, which you can find in things like meat, fish, beans, groundnuts, and milk. Teenagers use lots of energy, so carbohydrates, which give you energy are important, that means cereals like injera, maize, rice and roots like cassava and potatoes. Oil also gives you energy. Then, too, you need food which protects you against disease and helps you make blood and bones. In other words, vitamins and minerals which are mainly found in fruits and vegetables but also in other things like meat, fish and beans. It is complicated keeping track of all the things in your diet so the rule you should follow is: eat enough of lots of different kinds of food. Avoid filling yourself up with sugary, fatty food so that you don't want to eat other more nutritious food. Drink plenty of clean water too. For girls it is especially important to eat well to make sure you have strong bones to bear children and to stop you feeling weak during your monthly periods.

Get moving!

What about exercise? Many teenagers love playing football, basketball, athletics and other sports and that is good. It strengthens your muscles, your heart and lungs. Also, exercise releases chemicals in the brain which give you a natural 'high', without the use of drugs or alcohol. If you do very little sport and very little walking your muscles become weak and you don't feel good. At the other extreme, of course, there is too much physical activity.

Don't overdo it!

Getting enough rest is important too. You probably already know how bad you feel when you stay out late and have to get up early the next morning, so rest is also important. Teenagers need a lot of sleep not just because you won't be at your best if you feel sleepy but also because you are growing and that makes you tired. Of course, many teenagers have to work and this can be harmful if it cuts into your rest and relaxation time. Some kinds of work like carrying heavy loads can damage your muscles and make you very tired.

'I feel good!'

As you go out into the world you will meet dangers and risks that may seem tempting. Things like smoking, taking drugs, getting drunk, having sex with several partners and without protection. Most teenagers confront these at some point. Your religion, your family, your school or your youth group can give you support in overcoming these dangers. But in the end it is you who has to make the decisions, and feeling good will help you to make the right ones. A healthy lifestyle will give you confidence and make you a stronger person inside and out.

2 Decide whether these statements are true or false:

- 1 It is hard being a teenager.
- 2 Teenagers worry about their health.
- 3 You can't have a healthy lifestyle if you are HIV positive.
- 4 Sugary foods are very nutritious.
- 5 Walking is good for you.
- 6 Carrying heavy loads is good exercise.
- 7 Teenagers need to rest.
- 8 If your body feels good it can help you to live a better life.

3 Match the words from the text given on the left, with the definitions on the right. Use a dictionary if necessary.

<ol style="list-style-type: none"> 1 eventually 2 cope 3 nutrition 4 confront 5 overcoming 	<ol style="list-style-type: none"> a the kind of food we eat and how it benefits us b being able to solve a problem c at some point in the future d to face a problem that you have to deal with e to be able to do things even when the situation is difficult
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4 Explain the meanings of these expressions as they are used in the text.

- 1 one way or another, for good or ill
- 2 along the way
- 3 healthy body, healthy mind
- 4 a natural 'high'

**A12.4 Listening:** Magazine jobs

1 Look at this list of job titles of people who work in the magazine industry. What do you think are the responsibilities of each of these people?

- The editor
- The production manager
- Section editor
- Art director
- Advertising/sales director

2 What is paraphrasing? Read this definition.

par·a·phrase 'pærəfreɪz/ v [T] to express in a shorter, clearer, or different way what someone has said or written: *To paraphrase Finkelstein, mathematics is a language, like English.*

3 Now listen to people with each of these jobs describing their responsibilities.

- Work with a partner and paraphrase what those responsibilities are.
- Write a sentence or two next to the relevant job titles above.

4 Discuss each of these jobs with a partner. Which one do you think you would enjoy most?

A12.5 Language focus: Revision – *Wh-* questions

- There are a number of *wh-* words and phrases that are used in questions. Not all of them begin with *wh-*.
- Other *wh-* words and phrases consist of two or more words and are used to inquire about more specific information.

1 Make a list of the six basic *wh-* words that do the following:

- 1 ask for information about something
- 2 ask for information about someone
- 3 ask for information about place
- 4 ask for information about time
- 5 ask for information about reason
- 6 ask for information about method or process.

2 Match the *wh-* words and expressions on the left with their uses on the right. Write them out in your exercise book, for example: *How much? = Price*

Which?	Person (objective formal)
Whose?	Quantity (countable)
Whom?	Duration
How much?	Age
How many?	Frequency
How long?	Distance
How often?	Price, amount (uncountable)
How old?	Choice of alternatives
How far?	Description
What kind of ...?	Possession

Some *wh*- words can be used in subject questions, which means the interrogative or question form of the auxiliary and verb is not used.

For example: *Amina saw Fatima.*

a *Who did Amina see?*

Here, *who* is the object of the sentence and the question behaves like a normal question with *did*.

b *Who saw Fatima?*

Here *who* is the subject of the sentence and the question does not contain *did*.

3 Make subject questions from this table:

What	saw the accident?
Which bus	stung you?
What kind of insect	happened last night?
How many people	goes to the market?

4 Make questions to find out the underlined information in these sentences.

Example:

I started work at the age of nine when I began working in my father's shop.

How old were you when you started work?

1 I've lived in Addis Ababa for five years.

2 I was born in Axum.

3 I go back to Axum twice a year or so.

4 My most famous poem was written ten years ago.

5 My favourite goal is the one I scored in the championship final, two minutes from the final whistle.

6 In my free time I like playing my guitar.

7 The most important influence on my life is my mother.

8 What happened after I was sacked from my job, was I vowed I would never work for anyone else again.

5 Work with a partner. Imagine you are going to interview a famous Ethiopian sports star. Decide which sports star it is and prepare a list of eight to ten questions to ask him/her.

6 With your partner, think of a story that has been in the local, national or international news recently.

a Think of about six *wh*- questions to ask about it.

b When you have your list of questions, team up with another pair of students. Now you become reporters and must ask your questions about this event, which the other pair must try to answer.



A12.6 Listening: The magazine production process

1 Work in a small group and discuss how you think a magazine is produced. Discuss what you think are the stages involved in getting it to the news-stands where you buy it.

2 Listen to a description of the magazine production process and make outline notes as follows.

- Listen the first time and note down the names of each stage.
- Listen again and write a few notes and key words about what happens at each stage.

- 3 Check your notes with the rest of your group.**
- 4 Listen a third time and add more information to your notes.**

A12.7 Study skills: Exam strategies – part 3

1 Work in a group and discuss these questions:

- What is your revision strategy for the period leading up to your exams? How well-prepared will you be when they begin?
- How calm and organised will you be during each exam? What will be your strategy when you hear the words *You may start writing now?*

2 Read this text:

HOW TO TAKE EXAMS SUCCESSFULLY

1 The week before the exam

In A10.9 we talked about the importance of starting your exam revision well in advance of the exam itself. A week or so before the exams begin, you should have completed your revision. Now is the time to do the following:

- Exam practice: this is useful so that you are prepared for the kinds of questions you will have to answer and also to get used to answering the questions within the time limit allowed in the exam. Your teachers will give you this kind of practice, but you can also do extra timed practice at home without looking in your books for help with the answers.
- Review your revision notes: you can do this on your own or with another student. You can test each other on different topics. If necessary refer back to your exercise book or a text book, but you shouldn't need to do this too much.

2 The night before the exam

On the day before an exam, don't do too much. You can look through your revision notes for the last time and you should make sure everything is ready: your pen or pencil (make sure you know what you have to write with), a rubber, a ruler, a pencil sharpener. Also, remember to take a watch. This is important so that you can keep an eye on the time as you write.

3 In the examination room

Try to stay calm. Take deep breaths as the papers are being given out. Make sure you know exactly what to do: how much time you have, exactly what time the exam will finish. If you have a watch, check that it shows the same time as the clock in the examination room.

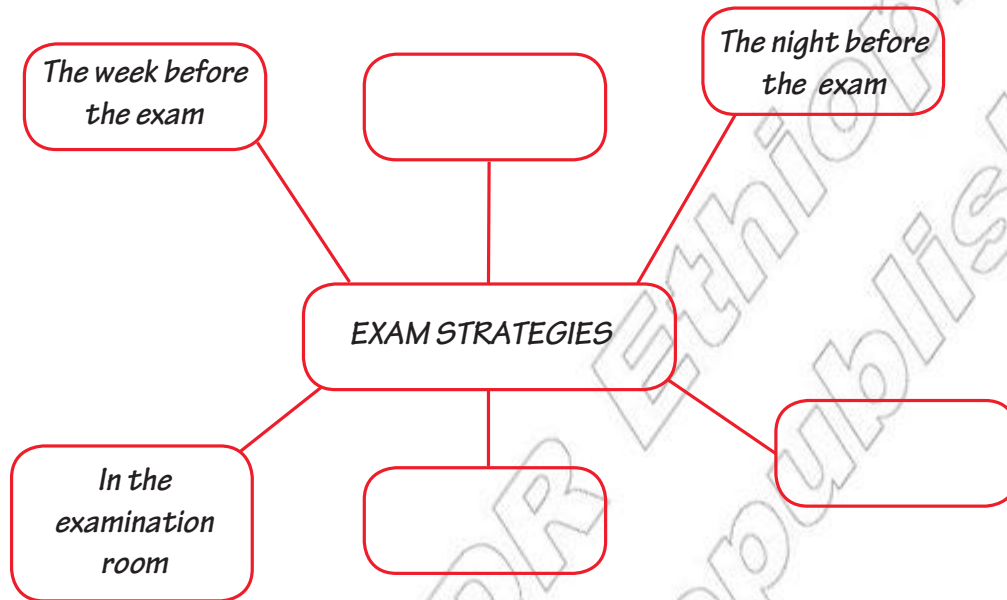
The first thing to do when you are told to start, is to read through the whole paper. If you can choose some of the questions, make your choice. Decide how much time you have for each section.

Do the easy questions first; if you have to think too much about the answer, leave it and move on. If you have time at the end of the section, you can go back to the questions you were unsure about. Be strict with time. Don't spend a long time on one section and then a very short time on others. Questions generally have equal marks and you won't get more than the maximum for one very good answer and you could easily fail the others due to lack of time; this could mean that you fail the whole exam.

3 In your group, discuss these questions:

- Which of the ideas in the text are similar to strategies you already use?
- Which of the ideas in the text do you think are particularly useful?

4 Create a mind map of exam strategies, such as the one below. Add the strategies that you should use leading up to and during your exams. Include some or all of the ideas from the text above and your own ideas.



Part B**Objectives**

In this part of Unit 12 you will plan, prepare and produce a class magazine, and then review it.



B12.1 Speaking and writing: Planning, preparing and producing a class magazine



VOICES – The magazine of Grade 12



The whole class is going to create a class magazine.

- 1 Planning the content:** You have already seen that there are different kinds of magazines. Your class magazine is for the students in your school – and possibly from other schools too. Follow the instructions below to help you plan your magazine:

- All the class should brainstorm ideas for the content of the magazine, for example: what kinds of articles you would like to include and some specific ideas, for example:

Why don't we have an interview with a local celebrity?

Good idea. What about our local MP?

- Somebody in the class should write all the ideas that come up on the board.
- Think of as many ideas as you can.

- When you have run out of ideas, choose a final list of articles and features, bearing in mind your audience.
- Make a flat plan on the board of each page in the magazine. A flat plan usually includes:
 - the front cover
 - the first inside page
 - the other inside pages
 - the back cover
 While doing this you must decide how long each article or feature will be: one page or more?
- You also need to think of a title for your class magazine.

2 Distribution of roles: Now it is time to decide what everybody is going to do. You must decide on a small team of people for each of these roles:

Writers: There should be a number of writers or writing teams. Each one should take responsibility for one article or feature. Plan your article, do your research and then write it. You need to discuss with the editors how long your article should be.

Illustrators: There should be a few people allocated to provide the illustrations. These will accompany some or all of the articles and features. They can be drawn by hand, or you can use photographs.

Designers: You are responsible for the layout and overall look of the magazine. You must provide titles for all the articles and arrange them on each page with the illustrations. You must also design the cover and the contents page.

Editors: You are responsible for the written content of the magazine. You must check each article as it is written and make any necessary changes. In addition, one editor must write a short introduction to the magazine and one editor should also take responsibility for the overall schedule and for printing and collating the magazine.

Advertising managers: To cover the cost of printing the magazine, you could try to get some advertising or sponsorship from local shops or companies. If you would like to do this, choose a couple of advertising managers who will take responsibility for finding advertisers or a sponsor.

3 Schedule: Discuss with your teacher a suitable schedule for producing your magazine. Take into account how long it will take to write the articles, design them, edit them, get advertisers and so on.

4 Producing the magazine: As each team gets on with their work, it is a good idea to refer to some published magazines to give you an idea of the kind of language and look you should be trying to achieve.



B12.2 Speaking: Reviewing your work

1 Think about the contribution of your team to the magazine. Discuss your progress, your end result and complete the table below:

	Yes ✓	To some extent?	No X
1 Our contribution was as good as we could have made it.			
2 We completed our work on time.			
3 We each contributed equally.			
4 We are all satisfied with what we have achieved.			

- 2** Work in your team and make a short list of the things you had to do. Discuss each item on your list and decide if you are satisfied with the way you did it, or if next time you would do it differently.

For Example:

***I am pleased** with the interview I did with our MP.*

*The artwork I did for the cover **works very well**.*

***I should have** spent more time planning my article about music.*

***I could have** included some illustrations in the article about our favourite food.*

***I wish I had** chosen a different topic to write about.*

- 3** Report the results of your feedback to the rest of the class.

- 4** Now review the magazine as a whole. Everyone in the class should discuss how to complete this checklist.

	Yes ✓	To some extent?	No X
1 The front cover is attractive and makes people want to read the magazine.			
2 There is a clear table of contents.			
3 There is a suitable editorial.			
4 Each article is clearly and attractively laid out.			
5 The art work is suitable and of a fair quality.			
6 The articles are interesting.			
7 The level of language is good throughout.			
8 The production process went smoothly.			
9 The magazine is as good as we can make it.			

- 5** Discuss how you could improve the magazine if you did it again.

B12.3 Assessment

Your teacher will assess each person's contribution to the class magazine.

Revision 4 (Units 10–12)



Listening

Listen to a talk about volcanoes. As you listen, make notes on each of the topics in the table. Write down only the key words, not sentences.

Topic	Notes
1 Who volcanoes are named after	
2 What a volcano is	
3 The material that is brought to the surface by a volcano	
4 Different kinds of volcanoes.	a) b) c)
5 Where they are found	
6 The largest volcano in the world	
7 The effects of volcanic eruptions	
a) An example of what a volcanic explosion can do	
b) The effects of an undersea eruption	
c) The effects of a lava flow	
d) The effects of an ash cloud	
e) The landscape after an eruption	
f) Positive effects of an eruption	a) b) c) d) e) f)
8 Signs that help us to predict when a volcano is going to erupt	
a) Volcanic activity	
b) Changes in the shape of the mountain	
c) Animal behaviour	a) b) c)



Reading

Survey the text and then answer the questions below.

My name is Ayisha. I am 28 years old and I work as a legal assistant in a firm of advocates. A typical day in my life starts at about 6:00am, when I have my morning devotions. After that I get myself ready for work. I try to look chic and presentable yet comfortable and corporately dressed. As lawyers, we can wear any colour for work, as long as it does not scream at anybody. Personally red is my colour, but for work I wear grey, black, dark green or brown. Around 7:15am I head for work.

I have breakfast at around 9:00am at my place of work. The kind of breakfast I have depends on my mood. I prefer taking water or yogurt and anything ranging from a hot samosa, chapatti to katogo. Rarely do I take tea.

My day depends on what is to be done; I am supposed to be at work by 8:00am. The first thing I do is update myself; I read the papers and then dive straight into my work. It involves drafting court papers, writing letters, meeting clients etc. There is an assortment of things to do in the legal profession. I deal with court cases, but I am not allowed to argue in court because I am not yet enrolled.

I work through lunchtime especially when I am very busy. I like eating fruits at my desk for lunch and only eat food when I'm very hungry. My day usually ends at 5:30pm, but when I have a deadline to meet, I stay at work till late. I am a perfectionist. I keep cross-checking. It is just the satisfaction that I have done something to the best of my ability. Sometimes I cannot avoid taking work home if it is needed the following day.

My work is challenging and I love it. I am comfortable when a task is difficult because the sense of accomplishment is so much greater. But if it is too easy, I feel cheated, as though I am just sitting on all my potential. There is something new to learn everyday about the law. The fact that I am gaining experience keeps me going. It is nice to be a lawyer – it is a decent and cool profession. It involves helping people and I love it.

Out of work, I love reading novels, religious literature and anything that can give me a good laugh, watching movies and surfing the Internet.

1 Choose the correct options.

- 1 What colours are the clothes she wears to work?
 - a her favourite colour
 - b any colour she likes
 - c colours that are not bright
 - d red

- 2 What does she have for breakfast?
 - a always the same thing
 - b tea
 - c something hot
 - d different things
- 3 What does her work involve?
 - a a lot of court work
 - b going to court with clients
 - c doing an assortment of things in court
 - d arguing cases in court
- 4 at lunchtimes ...
 - a she doesn't eat anything
 - b she usually eats fruit
 - c she sometimes eats something
 - d she is always hungry
- 5 She likes her work to be ...
 - a not easy
 - b not difficult
 - c cross-checked
 - d decent and cool

2 Answer these questions in complete sentences.

- 1 From the passage can we assume that Ayisha has much free time? Why? Why not?
- 2 Do you think Ayisha is ambitious? Why/why not?
- 3 Find a quotation which tells us that Ayisha likes to know the latest news.
- 4 Explain the meanings of these words and quotations as they are used in the passage:
 - a I am not yet enrolled (line 15)
 - b perfectionist (line 20)
 - c potential (line 25)
 - d cool (line 27).

Pronunciation

With a partner, choose an extract from the reading text above. It should be about 10 lines. Practise reading it aloud. Divide it up so that you each read half of your chosen text.

Speaking

1 Discussion

Work in a small group. Discuss this quotation from the text and the extent to which you want a job that is challenging.

My work is challenging and I love it. I am comfortable when a task is difficult because the sense of accomplishment is so much greater. But if it is too easy, I feel cheated, as though I am just sitting on all my potential.

2 One minute talks

- a** Work in a group of three or four people. Choose one person to start. That person must choose one of these topics.
- A famous person I admire
 - A magazine or newspaper I read regularly
 - An experience I have had of very bad weather
 - A film I have seen
 - My future plans
- b** When your teacher says 'start', speak for one minute on that topic.
- Do not pause!
 - Do not go off the topic and start talking about something else.
 - The other people in the group must listen and not interrupt you.
 - Try to keep talking for one minute – until your teacher says 'Stop!'
- c** You can get a maximum of three points:
- If you keep going for one minute = one point
 - If you keep talking and don't pause = one point
 - If you keep to your subject = one point
- d** Now choose another person in your group to have a turn. Each person must choose a different topic.

Punctuation

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

the room was a mess such a mess that it was difficult to know where to start the bed had been pulled out and the mattress was lying half on and half off it the book shelves had been pushed over and books files papers old newspapers and magazines were scattered everywhere a sickly sweet smell pervaded the room and amina soon saw what it was a bottle of perfume lay smashed on the floor, where its contents lay in a small pool

Writing

- 1** Using the notes you made during the listening activity, write a summary of the information you have obtained about volcanoes.
- 2** You are going to write a formal letter. Read the information in the box and then follow the instructions below.

You have booked and paid for a place on a six-month marketing course to be run at a business training institute. You have just received a letter cancelling your place because you have not paid for it.

- Write a letter of complaint to the Institute, explaining that you have already paid, and asking them to either guarantee your place or reimburse you. Explain that you have proof that payment was made as you have a receipt from your bank.
- Write to: Admissions officer, Acme Business Institute, PO Box 156678, Addis Ababa.
- Include addresses, opening salutation etc, not just the body of the letter.
- Lay out your letter using the usual conventions.

Vocabulary

1 Complete these words to make jobs in the film industry.

- a e _____
- b p _____ r
- c sc _____ r
- d st _____ n
- e di _____ r
- f a _____
- g c _____ op _____

2 Complete these words to make jobs in magazines.

- a fr _____ r
- b pr _____ r _____ r
- c s _____ e _____ r
- d a _____ d _____ r
- e e _____ r
- f ad _____ d _____ r
- g pr _____ n m _____ r

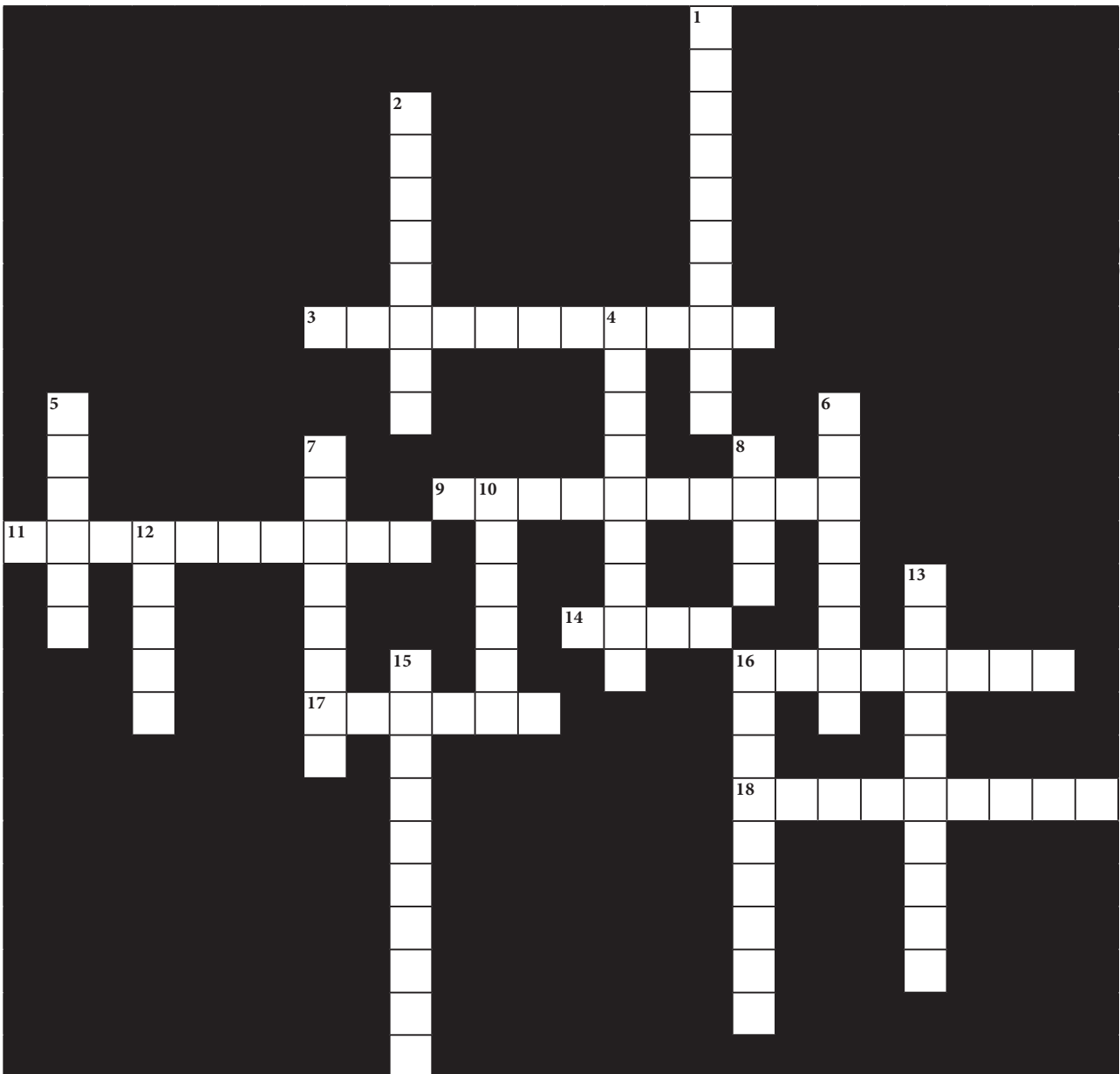
3 Complete the crossword on the next page with words from units 10–12.

Across

- 3 A book or film that is very good or successful
- 9 An area of small, roughly built huts made from thin sheets of wood, tin plastic etc that very poor people live in:
- 11 To express in a shorter, clearer, or different way what someone has said or written
- 14 All the actors in a film or play
- 16 A disease that affects people over a very large area or the whole world
- 17 A group of singers, actors, dancers etc who work together
- 18 Make a bad situation, an illness, or an injury worse

Down

- 1 Great sadness
- 2 One of the many very small planets or pieces of rock that move around the Sun
- 4 Made so excited that you do not think clearly or you forget about other things
- 5 The level of confidence and positive feelings that people have, especially people who work together, who belong to the same team
- 6 Deal with something very difficult or unpleasant in a brave and determined way
- 7 Rude, humorous, or political writing and pictures on the walls of buildings, trains etc.
- 8 Succeed in dealing with a difficult problem or situation
- 10 Finish a telephone conversation
- 12 Avoid or prevent
- 13 Someone who works independently for different companies rather than being employed by one particular company
- 15 Synonym of 'on the other hand'
- 16 Photographers who follow famous people in order to take photographs they can sell to newspapers



Language use

1 Write sentences beginning in the way indicated but keeping the same meaning as the given sentence.

- a** People say my youngest brother is a brilliant footballer with a great future.
It is _____.
- b** The fire destroyed a large section of the town.
A large section of the town _____.
- c** My father had a place at secondary school but he didn't attend because his family couldn't afford it.
My father was _____.
- d** "Don't look at your friends during the exam," said our teacher.
Our teacher told _____.
- e** "Why don't we go to the park?" said Almedi.
Almedi suggested that _____.

- f** Please tell me your name.
Would you mind _____?
- g** Where were you born, please?
Could _____?
- h** When something goes wrong, my father relies on me to sort it out.
If _____.

2 Choose the best option to complete the sentences.

- 1** _____ of the rooms in our house has been painted for a long time
a None **b** No **c** Any **d** Some
- 2** Have you seen _____ Berhe or Fikirte today?
a neither **b** both **c** either **d** nor
- 3** _____ the new road will be built next year.
a It says that **b** It thinks that **c** It is said that **d** It believes that
- 4** By the time the staff arrived, the thief _____ the building.
a had entered **b** enters **c** entered **d** had been entering
- 5** We _____ a class picnic today, but we can't because it's raining too hard.
a were having **b** are going to have **c** are having **d** were going to have
- 6** We _____ the film on TV last night, but our set broke down.
a are going to watch **b** were going to watch **c** are watching **d** were watching
- 7** My sister begged me _____ mother what she had done.
a not tell **b** not to tell **c** not told **d** didn't tell
- 8** Would _____ telling me the way to the bus station?
a you mind **b** you **c** you please **d** mind
- 9** "I don't think I'll go to the party tonight."
" _____."
a So will I **b** Neither I will **c** So I won't **d** Neither will I
- 10** "I thought our first exam was on Tuesday."
" _____."
a So do I **b** So did I **c** So was I **d** So me too
- 11** _____ biology, did you know that our biology teacher's brother is married to my cousin?
a To talk of **b** Talking **c** Talk of **d** Talking of
- 12** Anyway, _____, I have been revising biology for the past two days.
a like I said **b** as I was saying **c** like I was saying **d** as I say
- 13** _____ insect stung your arm?
a What kind of **b** Which kind of **c** How was the **d** What was the
- 14** Please put your money _____. I am paying for our tea today.
a in **b** away **c** out **d** up
- 15** No-one has owned _____ to taking the money.
a out **b** in **c** after **d** up
- 16** Please clean _____ after making a mess.
a off **b** on **c** up **d** down

B2.3 Game – Sorry, what do you mean?**Student A****Conversation 1**

Talk about something you enjoy doing for one minute. You must not smile at all while you are talking.

Conversation 2

Listen to B but don't look at him/her or ask any questions.

A4.2 Changing the subject**Role card****Student A**

Talk about the following topics:

- A film you have seen.
- Your last holiday.
- What you did last weekend.

- a** Begin by introducing your first topic.
- b** You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.
- c** Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.
- d** Repeat step C with your last topic.

Remember: you must allow other people to speak.

A5.3

Student A

- You must ask questions to complete the gaps. For example, for gap number (1) you should ask: *When was the UN established?*
- Sections of the text in **bold** are information you must give in answer to Student B's questions.

The UN was established on (1)_____ with **51** founding members. Now the number of member states is (3)_____. The list of rules and regulations of the UN is called **the UN Charter, which came into effect on 26 June 1945**, signed by representatives of the founding member states. Its opening words are 'We the peoples of the United Nations'. The aims of the UN are (5)_____.

There are three central bodies of the UN: Firstly, the Secretariat which is responsible for **the administration and co-ordination of the work of the UN**. Secondly, the General Assembly, which is made up of (7)_____. Thirdly, the Security Council which is made up of **15 members: 5 permanent members and 10 non-permanent members**. All members can vote, but the permanent members have the power of veto. The difference between the work of the General Assembly and the work of the Security Council is that the General Assembly (9) _____ while the Security Council **discusses issues of peace and security**.

The official languages of the UN are (11)_____. The title of the chief officer of the UN is **the Secretary General**. There have been seven holders of this office in total. The name and nationality of the current holder of this position is (13)_____. The previous holder of the office was **Kofi Annan from Ghana**. Currently around the world the UN employs (15)_____. The headquarters of the UN is in **New York City, USA**.

B6.12 What's the word?

Team A

1.



2.



3.



4. exhausted

5. impossible

B11.8 Changing the subject**Student A****Stage 1**

Ask student B his/her views on these discussion topics.

- Try to discuss each one for a couple of minutes.
- If B changes the subject, you should bring the subject back to your discussion topic.

- 1 Do you think the government should provide money for film makers in Ethiopia or should it be a low priority?
- 2 Does violence in films have a bad effect on children?
- 3 Should films which contain nudity be shown in Ethiopia?
- 4 Do films generally do more good than harm?

Stage 2

Student B is going to ask you your views on some discussion topics. You must discuss them with Student B but also try to change the subject to your three secret topics, as often as you can.

Your three secret topics are:

- the film *Titanic*
- another film you have seen and liked
- your family.

Use relevant language for changing the subject and coming back to the subject.

B2.3 Game – Sorry, what do you mean?**Student B****Conversation 1**

Listen with interest: look at A and ask some questions as you go along.

Conversation 2

Talk naturally about something that interests you. Look at A and smile while you are talking.

A4.2 Changing the subject

Role card

Student C

Talk about the following topics:

- A radio or television programme you like.
- What you are planning to do next weekend.
- Your favourite film.

- a Begin by introducing your first topic.
- b You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.
- c Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.
- d Repeat step C with your last topic.

Remember: you must allow other people to speak.

B6.12 What's the word?

Team B

1. 2. 3. 4. orchestra 5. disgusted



A5.3

Student B

- You must ask questions to complete the gaps. For example, for gap number (2), ask: *How many founding members were there?*
- Sections of the text in **bold** are information you must give in answer to Student A's questions.

The UN was established on **24 October 1945, after the Second World War** with (2) _____ founding members. Now the **number of member states is 192**. The list of rules and regulations of the UN is called (4) _____ signed by representatives of the founding member states. Its opening words are 'We the peoples of the United Nations'. The aims of the UN are **to maintain international peace and security and to promote social progress, better living standards and human rights**.

There are three central bodies of the UN: Firstly, the Secretariat which is responsible for (6) _____. Secondly, the General Assembly, which is made up of **all the UN member states**. Thirdly, the Security Council which is made up of (8) _____. All members can vote, but the permanent members have the power of veto. The difference between the work of the General Assembly and the work of the Security Council is that the General Assembly: **discusses and makes recommendations on any matter** while the Security Council (10) _____.

The official languages of the UN are **Arabic, Chinese, English, French, Russian and Spanish**. The title of the chief officer of the UN is (12) _____. There have been seven holders of this office in total. The name and nationality of the current holder of this position is **Ban Ki-Moon from South Korea**. The previous holder of the office was (14) _____. Currently around the world the UN employs **40 000 people**. The headquarters of the UN is in (16) _____.

Revision 3 Crossword A

B11.8 Changing the subject

Student B

Stage 1

Student A is going to ask you your views on some discussion topics. You must discuss them with Student A but also try to change the subject to your three secret topics, as often as you can.

Your three secret topics are:

- a film star you admire
- an Ethiopian film you have seen
- a television programme you like.

Stage 2

Ask Student A his/her views on these discussion topics.

- Try to discuss each one for a couple of minutes.
 - If Student A changes the subject, you should bring the subject back to your discussion topic.
- 1** Do you think watching violent films makes people violent?
 - 2** Do you think watching Western films corrupts young people in Ethiopia and other parts of Africa?
 - 3** Do you think traditional values can survive in the modern world?
 - 4** Does the internet do more good than harm?

Use the relevant language for changing the subject and coming back to the subject.

A4.2 Changing the subject

Role card

Student B

Talk about the following topics:

- A book you have read.
- Your favourite food.
- What you did yesterday after school.

a Begin by introducing your first topic.

b You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.

c Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.

d Repeat step C with your last topic.

Remember: you must allow other people to speak.

A1.7 Self-analysis

Score yourself:

	Yes	Maybe	No
Question 1	1	2	3
Question 2	3	2	1
Question 3	1	2	3
Question 4	3	2	1
Question 5	1	2	3
Question 6	3	2	1
Question 7	1	2	3
Question 8	3	2	1
Question 9	1	2	3
Question 10	3	2	1
Question 11	1	2	3
Question 12	3	2	1

Interpret your score:

25–36 You like taking risks, so you probably speak quite fluently. However, you probably make mistakes and to overcome these takes a lot of hard work. You need to build up your knowledge of the language and this means using your dictionary, learning rules and lists of words.

19–24 You are a combination of a risk-taker and an orderly learner. You like to study the language: you have an organised and determined approach, but at the same time you take risks and try out new things. You have a good approach to improving your English.

12–18 You approach learning a language in a careful way; you don't like taking risks. You only like to do things that you feel you know how to do. You are prepared to put in the study time and build up your knowledge of the language, which is good, but you should also think about taking more chances and trying out new things to see if they work. Try talking more without worrying about making mistakes.

A4.2 Changing the subject

Role card

Student D

Talk about the following topics:

- The clothes you like.
- Your family.
- What you are going to do after school today.

- a** Begin by introducing your first topic.
- b** You must allow the other students to interrupt you once or twice but then you must try to bring the subject back to your topic.
- c** Then, change the subject to your next topic. Again, allow the other students to change the subject, but then you must try to bring the subject back to your topic.
- d** Repeat step C with your last topic.

Remember: you must allow other people to speak.

Revision 3 Crossword B

The crossword puzzle grid contains the following filled words:

- 1: (Vertical)
- 2: (Vertical)
- 3: (Horizontal)
- 4: M (Vertical)
- 5: M O D I F Y (Horizontal)
- 6: (Vertical)
- 7: (Vertical)
- 8: W (Vertical)
- 9: U (Horizontal)
- 10: C H A S T I S E (Horizontal)
- 11: (Vertical)
- 12: D (Vertical)
- 13: O (Horizontal)
- 14: S (Vertical)
- 15: (Horizontal)
- 16: I (Horizontal)
- 17: R E V O L U T I O N I S E (Horizontal)
- 18: (Horizontal)
- 19: (Vertical)

Appendix 1

Verb forms

Regular verbs

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

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

Note:

- Forms 3 and the past participle in 5 are the same in regular verbs.
- Forms 3 and the past participle in 5 are the same in some irregular verbs.
For example:
Form 3 I felt ill yesterday. (past simple)
Form 5 I have felt ill today as well. (past participle)
- However, Forms 3 and the past participle in 5 are different in some irregular verbs.
For example:
I went to the market yesterday. (past simple)
They have just gone to the market. (past participle)
- The verb *to be* has more than five forms:
be am are is were been

A large number of commonly used verbs are irregular. Some of them are listed below.

Irregular verbs

Form 1

Infinitive

(As listed in the dictionary)

awake
bear
become
begin
bend
bite
bleed
blow
break
bring
build
burn

Form 3

Past simple

(Yesterday ...)

awoke
bore
became
began
bent
bit
bled
blew
broke
brought
built
burnt, burned

Form 5

Past participle

(He has just ...)

awoken
borne
become
begun
bent
bitten, bit
bled
blown
broken
brought
built
burnt, burned

Form 1*Infinitive*

burst
buy
catch
choose
come
cost
creep
cut
dig
do
draw
dream
drink
drive
eat
fall
feed
feel
fight
find
fly
freeze
get
give
go
grind
grow
hang
have
hear
hide
hit
hold
hurt
keep
kneel
know
lay
lead
lean
leap
learn
leave
let
lie (meaning to *lie down*)
light
lose
make
mean
meet
pay
read

Form 3*Past simple*

burst
bought
caught
chose
came
cost
crept
cut
dug, digged
did
drew
dreamed
drank
drove
ate
fell
fed
felt
fought
found
flew
froze
got
gave
went
ground
grew
hung, hanged
had
heard
hid
hit
held
hurt
kept
knelt
knew
laid
led
leant, leaned
leapt, leaped
learnt, learned
left
let
lay
lighted, lit
lost
made
meant
met
paid
read

Form 5*Past participle*

burst
bought
caught
chosen
come
cost
crept
cut
dug
done
drawn
dreamt
drunk
driven
eaten
fallen
fed
felt
fought
found
flown
frozen
got
given
gone
ground
grown
hung, hanged
had
heard
hidden
hit
held
hurt
kept
knelt
known
laid
led
leant, leaned
leap, leaped
learnt, learned
left
let
lain
lighted, lit
lost
made
meant
met
paid
read

Form 1*Infinitive*

ride
ring
rise
run
saw
say
see
sell
send
set
sew
shake
shine
shoot
shrink
shut
sing
sink
sit
sleep
slide
smell
speak
spend
split
spoil
spring
stand
steal
stick
sting
strike
swear
sweep
swim
swing
take
teach
tear
tell
think
throw
tread
wake
wear
weave
weep
win
wind
write
wet

Form 3*Past simple*

rode
rang
rose
ran
sawed
said
saw
sold
sent
set
sewed
shook
shone
shot
shrank
shut
sang
sank
sat
slept
slid
smelt
spoke
spent
split
spoilt, spoiled
sprang
stood
stole
stuck
stung
struck
swore
swept
swam
swung
took
taught
tore
told
thought
threw
trod
woke
wore
wove
wept
won
wound
wrote
wet

Form 5*Past participle*

ridden
rung
risen
run
sawn, sawed
said
seen
sold
sent
set
sown
shaken
shone
shot
shrunk
shut
sung
sunk
sat
slept
slid
smelt
spoken
spent
split
spoilt, spoiled
sprung
stood
stolen
stuck
stung
struck
sworn
swept
swum
swung
taken
taught
torn
told
thought
thrown
trodden
woken
worn
woven
wept
won
wound
written
wet

Appendix 2

Some important phrasal verbs

be afraid of; to be frightened by:

People have always been afraid of lions.

ask for; to request:

Ask him for some money.

break down: 1 to cry:

I broke down at my uncle's funeral.

2 to stop working (of machinery):

The car broke down outside Harar.

break in; to get inside a building by damaging a door or window:

Thieves broke into the house.

break up; 1 to smash into pieces:

They are going to break up the old chairs for firewood.

2 to end or separate (of marriage):

Tesfahun's marriage broke up after five years.

3 to stop an activity:

The police broke up the fight.

call for; to collect someone:

The taxi called for my parents to take them to the airport.

call on: to visit someone:

Hanna called on me last week.

carry on: to continue:

Carry on reading your book.

check in: to register at a hotel or airport:

My parents checked in at Addis in time for their flight.

check out: to leave a hotel and pay the bill:

My parents checked out of their hotel on Wednesday.

check up: to make sure that something is correct, or that someone is well:

Have you checked up on your friend since his illness?

come across: to find unexpectedly:

We came across our friend in town.

come down: to reduce in price:

The price of shoes has come down in the sale.

count up: to find the total number:

Every day the miser would count up his savings.

cross out: to remove from a list:

If you make a mistake, cross it out.

cut back: to reduce expenses:

He cut back on the money he spent on food.

cut down; 1 to make smaller:

The farmer cut down two trees.

2 to use less of:

We must try to cut down on the wood we use.

cut up: to divide into small pieces:

Hadas cut up the banana so Baby could eat it.

do without: to manage without:

He did without breakfast.

draw out: to remove:

We drew some money out of the bank.

draw up: to prepare in writing:

He drew up a report of the meeting.

fall behind: to drop back or be overtaken:

The bus fell behind the car.

fall out: to stop being friends:

Zelege and Hiesso have fallen out because they both like Nejaha.

feel like: to be in the mood for:

I feel like playing football.

fill in: to complete a form:

My sister is filling in a job application.

get across: to communicate:

Some advertisers are very clever at getting their message across.

get at: to reach:

Put the food where we can get at it.

get away with: to escape proper punishment:

Kahsay cheated in his exams, but no one saw him so he got away with it.

get down: to alight from:

He got down from/off the bus.

get in/into: 1 to enter:

We got in the train.

2 to become involved in:

Don't get into trouble!

get on: 1 to board:

He got on the bus.

2 to be good friends:

Taytu gets on really well with her stepmother.

3 to succeed or make progress:

How did Tahir get on in/at his job interview?

get out of: 1 leave:

We all got out of the house before the fire burned it down.

2 avoid:

We managed to get out of doing homework.

get over to recover from an illness:

It took Mother three weeks to get over the flu.

get through: to pass a test:

He got through the driving test.

give back: to return something:

That is not your pen. Give it back.

give out: to distribute:

The teacher gave out the books.

give up: to stop doing something:

The enemy soldiers gave up fighting.

- go after: to pursue:
The police went after the thief.
- go on: to continue:
Your singing is lovely. Do go on.
- go out: to stop burning:
The fire will go out if it rains.
- hand in: to submit:
Hand in your papers at the end of the exam.
- handout: to distribute:
The teacher handed out the exam papers.
- hang on: to wait:
I'm not ready to leave yet. Hang on a minute.
- hang up: to end a telephone conversation:
When I asked if I could borrow his car, he hung up on me.
- join in: to participate:
We all joined in the game.
- keep on: to continue:
Don't keep on complaining.
- keep up with: to go at the same rate:
The dog kept up with the horse.
- let down: 1 to lower:
We let the bucket down the well on a rope.
2 to disappoint:
If you don't pass your exam, you will let your parents down badly.
- let in: to permit entry:
Please let me in out of the rain.
- let out: to release:
When will they let him out of prison?
- look after: to care for:
Doctors look after their patients.
- look for: to try to find:
Please help me to look for the money I have lost.
- look out: be watchful or careful:
Look out! There's a car coming!
- look up: to try to find:
Look up new words in a dictionary.
- pay back: to return money:
Thank you for lending me the money. I shall pay you back next week.
- pay in: to put money in a bank account:
My sister paid her first wages in to her new savings account.
- pay off: to pay a debt:
Kemal has finally paid off that loan from his father.
- pick out: to select something:
Pick out something nice in the shop for your birthday.
- pick up: 1 to lift something:
Pick up that bucket by the handle.
2 to give a ride:
My uncle picked us up in his new car.
- pull down: to demolish:
They pulled down our old house.
- pull out: to extract:
The dentist pulled out one of my teeth.
- pull up: to stop moving:
The car pulled up at the traffic lights.
- put aside: to save:
Each week he put money aside for a new bicycle.
- put down: to write down:
Be sure to put your answers down neatly.
- put forward: to offer:
He put his name forward for chairman.
- put off: to delay:
I am so frightened of the dentist that I keep putting off going, even though my tooth hurts.
- put in: to submit:
The parcel was damaged so he put in a claim to the Post Office.
- put on: to dress:
She put on a new skirt for the dance.
- put over/across: to explain:
The teacher put over/across the lesson very well.
- ring up: to telephone somebody:
I must remember to ring Nejat up on her birthday.
- ring off: to end a telephone call:
I must ring off now; it's lunchtime.
- run away: to escape:
The animals have all run away from the zoo.
- run into: 1 to collide with:
I saw the lorry run into the bus.
2 to meet:
My mother and my aunt ran into each other in the market.
- run over: to knock down with a vehicle:
Poor Anwar; he was run over by a car.
- send for: to order:
I'll send for a new copy of this book.
- set off: to begin a journey:
We set off for Addis in the pouring rain.
- show in: to let somebody in:
Show him in to the office.
- sit for: to take an exam:
Zewdu sat for a place at university last week.
- take away: to subtract or remove:
Waiter! Take away those dirty plates.
- take down: 1 to record in writing:
The police took down the names of the men in the fight.
2 to take to pieces:
The builders have taken down the old bridge.
- take off: 1 (of an aeroplane) to rise from the ground:
Our flight took off at three o'clock.
2 to remove some clothing:
I took off my jacket when I got to work.
- take over: to take control of something:
My father has taken over the manager's job.
- take up: to begin to study or practise something:
Semira has taken up marathon running.
- try on: to see how well some clothing fits:
That dress you tried on first suits you best.
- try out: to test:

This bike is very fast. Would you like to try it out?

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

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

2 to change direction:

You turn off at the second crossroads.

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

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

wear out: to use something until unusable:

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

work out: to find the answer:

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

write back: to reply:

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

write down: to write on paper:

Write down in your diary what happened.

write in: to apply for:

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

write up: to make a report:

Write up the results of your experiment.

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Appendix 3

Vocabulary list

Unit 1

as regards, in addition, such as, whereas, abortion, bargain, better off, blare, bow, cast my gaze, concerning, consequently, dawn, distract, even though, expand, filthy, fine (n), frowned upon, furthermore, jabber, likewise, materially, mere, murmur, nevertheless, nonetheless, offended, on the other hand, pessimist, plentiful, portion, potential, prerogative, presided, rate, rebuked, regarding, reprimanded, risk, roots, salutation, sarcastically, slender, strict, thus, tractor, trader, transgression, values, warrior

Unit 2

amazed, analog, angry, binary, bored, clarification, communications satellite, contentment, depressed, digital, disagree, disbelieve, disconnect, engagement, enthusiastic, flag, frustrated, illegal, immature, immobile, impossible, indifferent, inspired, intercultural, irrelevant, irritated, jealous, landline, mass media, mishandled, misheard, misinformed, misjudged, mismanaged, misplaced, misread, mistreated, mistrusted, misunderstood, misused, nervous, nod, non-verbal, optimistic, outline, passionate, pessimistic, postage stamp, proud, regretful, remorseful, self-confident, shrug, signal, stereotype, subscriber, surprised, terrified, tone, unable, undress, unfair, unhappiness, unheard, uninformed, unmanaged, unmarried, unplaced, unread, untreated, unused, unzip

Unit 3

campus, compulsory, drop out, editing, filler, generalisation, graduate, mind map, pre-school, pressure, register, strategy

Unit 4

action-packed, animated, appeal, arrogant, author, belated, biographer, collate, columnist, comedy, copywriter, courageous, critic, denigrate, downbeat, drama, editor, energetic, even-tempered, extravagant, faculties, faded, fantasy, fitting, flashing, flowing, foolish, forging, gangster, get on with, get over, go through, grace, hard-hitting, historical, horror, hot-tempered, humble, journalist, look on, manicured, masterly, medium-height, musical, novelist, playwright, poet, polished, ready-made, reporter, reviewer, wrinkled

Unit 5

abuse, accountable, affiliated, agencies, aggressive, boyhood, censor, charismatic, charter, chip, citizenship, combat, consultative, contravene, convention, co-ordination, counter-terrorism, decisive, dictator, diplomatic, disarmament, dispute, diversity, eliminate, elimination, empower, empowerment, eradicate, eradication, governance, halt, humanity, inclusive, issue, landlocked, living standard, media-friendly, millennium, monitor, monitoring, obelisk, objective, opinionated, ownership, palindrome, participatory, partnership, peacekeeping, popular, priesthood, relief, replicate, replication, resilient, rights, road map, scheme, strategy, sustain, sustainability, target, terrorism, transparent, trusting, trustworthy, underscore, well-liked

Unit 6

advertising, assembly line, behind the scenes, break even, competition, cost price, creditworthy, distribution, duty, energise, exchange rate, export, finance, free market, freight, globalisation, grants, headquartered, import, infant mortality, labour force, licence, loss, low income, macroeconomic, manufacture, marketing, mark-up, memorise, metric tonne, middle income, multilateral, multinational, overheads, packaging, personnel, processing, profit, promotion, raw materials, sales, shipping, source, sovereignty, speciality, stabilise, subsidy, trademarking, transport, treaty, unaccountable

Unit 7

awesome, blunt, budget, cheerful, cheerless, cooperative, counterparts, customer relations, determined, determination, discreet, discretion, docile, donor, draw up, dynamic, dynamism, eye for detail, fruitless, homeless, joyless, know-how, level headed, level-headedness, liaison, malodorous, multi-level, multi-tasker, numeracy, numerate, on stream, passion, passionate, peaceful, problem-solver, proprietor, referee, resourceful, resourcefulness, ruthless, sanitation, schedule, self-motivated, self-motivator, simmer, solutions-, focused, starting point, team-player, trustworthiness, trustworthy, understate, unicycle, wit, witty, wobbly

Unit 8

bowel, charnel house, chopper, citadel, coral reefs, cowrie, drizzle, flake, glow-worm, harbinger, harness, hominid, hostilities, installations, ivory, kindred, land mine, mangrove, monument, mortar, multicellular, mummified, offspring, ogre, organism, perpetuity, pharaoh, primate, providence, roost, ruins, scraper, scribes, stele, surplus, unicellular, vertebrates, vulture, warehouses

Unit 9

acquaintance, adjust, alcoholic, alcoholism, alert, alter, amend, binge drinking, bring about, chastised, chastisement, chastising, cohabitation, cohabiting, conserve, counsel, deprivation, deprived, disaffected, disaffection, discipline, disciplined, drug dependency, drug dependent, handicap, implement, infirm, innovate, materialism, materialistic, modify, move away from, move on, parenting, preserve, promiscuity, promiscuous, radical, rearrange, revolutionise, so-called, stability, vary

Unit 10

asteroid, avert, civic, collision, concession, contraceptive, confront, conversely, cue, distinguished, exceed, family planning, fatalities, graffiti, greenhouse effect, hang up, keep up with, latrine, made up of, magnitude, mess up, morale, nuclear weapons, pandemic, pull factor, pull up, push factor, shanty town, speak up, stay up, super volcano

Unit 11

above mentioned, affecting, aggravate, back away, blockbuster, blueprint, cast, consignment, demonise, director, dislocation, doomed, extras, get away with, gross, heartbreak, lavish, location, mainstream, nomination, overplay, paparazzi, pass away, perfectionist, pitching, premier, producer, racist, release, screenplay, screenwriter, seesaw, set, shooting, sound track, special effects, star, storey, stuntmen, swept away, throw away, troupe

Unit 12

commission, confront, cope, eventually, flat plan, freelancer, graffiti, groundnuts, illustrator, lay-out, nutrition, overcome, overdo, paraphrase, proofread, striker, sub edit

Appendix 4

Listening texts

UNIT 1

A1.2

My daughter is intelligent, like her mother, and she has great potential. All through school I have encouraged her to get a good education then she will get a good job, marry well and have a good life in the future.

It was different when I was young. My father would not allow my sisters to go to school and they were all married by the age of 15. My girl is different and she will have a different life. But she has her own mind. She goes to school in the town and she's picking up ideas there that I don't like. She talks of going to university in Addis Ababa. She has no elder brothers there to look after her. I don't mind her going to college in our town, but not all the way to Addis. She must stay at home until she gets married. When she gets a job, we will find her a good husband.

Well, that is my idea, but I have heard that she is seeing a boy, another student at her school. Our neighbour saw them in a café together. When I asked her about it she said she had done nothing wrong. She kept silent when I asked her if he was her boyfriend. What will she do next? If she has boyfriends it will distract her from her studies, she may get pregnant, and then we won't be able to arrange a good marriage for her.

Then there is my son. He is younger than his sister, but also intelligent. He says he will be a businessman. He has no time for school. He wants to leave after Grade 10. He works at weekends with his uncle, my wife's brother. He is a trader. My son says he will help his uncle expand the business. If he works hard, he will make a good life for himself. But he wants money now: he wants a motorcycle, he wants smart shoes, he wants so many things. Things he sees on TV. He is also picking up ideas I don't like. It worries me because he doesn't seem to have any real values. Our traditions don't mean anything to him. He doesn't want to live as he was brought up. He says he will live in the city. The countryside is not enough for him. Our family have lived here for generations. He must have his roots here. Without roots you are no-one.

There are so many bad influences today: the music the young people listen to, especially the imported music is shocking and the films and TV programmes are worse. How can our children stay on the right road with all these things around them? Our ways seem old-fashioned to them. There is a right road but it is narrow and easy to take the wrong turning. Will my children understand before it's too late?

A1.5

My husband worries about our two eldest children. He is a pessimist and thinks the worst will happen. But I trust them to do the right thing. I support my daughter absolutely. When I was 15 my father made me leave school and I was married two years after that. I want her to do the best she can.

She talks of becoming a lawyer. That would be an incredible thing. No-one in our family has been to the university in Addis Ababa. She is a bright girl and I know she wants to make a good life for herself. I tell her 'don't rely on anyone else for your future. Even when you're married, make sure you'll be able to look after yourself, because you never know what the future holds.' I know she has a boyfriend but she tells me she is not going to do anything that will get in the way of her plans. I trust her.

As for my son, yes, he wants money and he'll do his best to get it. I'm glad he wants to work with my brother. He'll make sure my son keeps his feet on the ground. My boy is not afraid of hard work and I know he has a good heart. He'll never forget his family, even if he does go to the city. Sooner or later he'll want a wife and a family and he'll want them to have a good life. His life will be different from ours, but I think that in his heart he has the same values as his father. His father forgets that he was once a young man with big plans. The older you get, the wiser you become.

UNIT 2**A2.3**

1. I have to make sure I understand exactly what our customers want and sometimes they don't make that very clear, then I have to try to carry it out. If it doesn't work, if the line is bad or someone is not available, I have to try to keep them happy. They love to complain but they never say 'well done'! I have discovered that people can be cruel and unkind for no reason.
2. I'm not trying to communicate anything precise, but I make a composition with colour and shapes and I hope people will get different things from it. Sometimes I don't know myself what it is I am saying through my work and I am surprised when people tell me what it has communicated to them. Most people though don't even try. They look at it and say why can't you do something we can recognise! It makes me laugh really.
3. It's a funny thing but I communicate with people who don't speak my language. The whole sound that I make gets through to people somehow and they respond. People in other countries love me! I once asked an English woman what she thought one of my songs was about and she said: 'I don't know, but for me, it's about my home, the people and the things I love'. I was surprised, because it is about first love: the joy and the pain.
4. We're introducing a new device which people will love, because it will mean they can do more or less everything they want on the move. They'll be able to read and send email and SMS texts, they'll be able to surf the Internet. If they want, they can read a book, they can watch a movie, or listen to the radio or they can work on a document. It's the future and it's happening now.
5. When I tell people what to do, they have to obey! And it's all done by gestures. We are taught how to do it and I can tell you it's not as easy as it looks. Sometimes your mind wanders and then you're in trouble and chaos ensues. Some people ignore me and that makes me angry I can tell you, but I take their number and often follow it up. It's important work, lives depend on it and sometimes I enjoy it, but it can be boring and with all the pollution, it's not good for our health.
6. I use words, of course, but more like a painter would. Of course they have meanings, but they also have sounds and shapes. I use all of those aspects in my work. I hope it communicates what I want it to. I am very grateful that people find something gets through to them in my work. It's not just about intellectual meaning, it's also about emotional meaning, and even if they can't explain it makes something happen inside them.

A2.8

Much has been written about how to be an effective communicator. In this quiz we are looking at just a few aspects of communication.

Strong emotions, particularly anger and hurt can often cause problems between people. Generally speaking it is better to express the reason for your anger calmly, rather than the anger itself. If you have made this mistake, however, and said something angry or unkind to someone, don't rush to say sorry. Take some time to think about why you were angry and wait until you are able to do this calmly. Then, you can go and apologise for your anger and explain the reason for it. If the other person has upset you in some way, you should let them know what it is.

On the other hand if someone is unkind or angry with you, and they don't react in this way, it is a mistake to ignore it as you will be left with hurt feelings. You should go and talk to them calmly and ask them to explain the reason for their anger. This also applies to dealing with children: they should be told if they are doing something wrong or annoying, but if you get angry with them, you will lose their respect and gain their fear instead.

Good communication involves being a good listener. We all know how good we feel if someone seems interested in what we are saying. If they remain silent it may be a sign that they are bored, or not listening. So a good listener asks questions and repeats or paraphrases what you are saying and a lot of the time is quietly listening to you while looking at you and smiling.

A mistake many people make is thinking that others will be impressed by how much they know. If you want my advice about something, you want to hear ideas that are relevant. It may be a matter that you don't want to talk about, so what you don't want is a lot of questions.

A real test of communication skills is explaining something complicated. After your explanation, asking the question “Do you understand?” is not very effective as people often say yes, they do because they don’t want to appear stupid. It is also unrealistic to expect someone to repeat what you have said. It is much more effective to ask some specific questions about your explanation to see what parts of it have been understood and what parts haven’t, so that you can explain them again.

We have covered only a few topics but the principles underlying them apply to many different situations. You can keep them in your mind and you may find they help in a variety of day to day situations.

B2.6

One of the most obvious barriers newcomers may face is a language barrier, if they don’t speak the same language as their hosts, or even if they speak a different dialect of the same language. This can lead to misunderstandings and a feeling that the newcomer is somehow not very intelligent because he or she can’t communicate as easily with the hosts as they can amongst themselves. The newcomer on the other hand can feel excluded and frustrated at not being able to interact fully with the host community.

Newcomers also face being judged according to stereotypes that the host community has about people from their background. Stereotypes are beliefs that members of a particular race, nationality or cultural group have certain qualities or abilities. Stereotypes may be partly based on fact but may stem from personal beliefs and fears. If you hold a stereotypical view of a person from a certain background, you are going to judge them according to that, regardless of what they do or say.

There are certain types of behaviour that stem from a newcomer’s cultural background, which may mean that he or she stands out. Different ways of dressing can seem strange as can different ways of eating. Eye contact too is an interesting phenomenon. “He didn’t look me in the eye” is a strong criticism in some cultures where failure to have eye contact with someone you are talking to gives the impression that you are lying or being disrespectful. In other cultures “He looked me in the eye” is a strong criticism, implying that the person was impolite and disrespectful to an elder or a member of the opposite sex.

These and other factors can mean that newcomers are not being judged fairly and as a result they feel excluded and unwelcome. In the modern world we can all face this treatment as so many of us are likely to find ourselves among people who are different from us. It is therefore important that we try to understand and accommodate difference and communicate directly to the people underneath the difference.

UNIT 3

A3.1

I have come to talk to you today as future students of higher education. It takes hard work and sacrifice to get to university and yet a high percentage of those who make it leave without graduating. This is bad for the individual students, bad for the universities and bad for the country. By sharing with you the reasons why students drop out I hope you will be able to avoid doing so yourselves when you enter university.

Some students drop out because they develop a medical condition which incapacitates them so they are unable to continue. That is unavoidable. Emotional problems can also be a factor. Students studying away from home may suffer homesickness so badly it develops into depression. Or they may find it difficult to make friends in another part of the country. Students can help themselves in these situations by joining religious, social or sports societies on campus which will help them to enjoy student life.

Of course some students drop out because they cannot cope with the work. At university you have to manage your own studies: your relationship with your teachers is more distant and if you are living away from home you don’t have your mother chasing after you to make sure you do your homework. So students may do badly simply because they don’t know how to manage their study time, or because the course is too tough. In the latter case, this can be helped by going to see one of your teachers and asking what you need to do to catch up. It may be that you are not suited to your course, in which case you should change to another one. Being on the wrong course is in fact another reason why students drop out. It is very important that you choose a subject that you are suited to and interested in, rather than one that you think is a good idea or has high status.

By far the most common reason for dropping out is finance. It is expensive to study and the money may simply run out. I do urge you to make sure your finances are in place before you start. Some students work

and study at the same time. This is a difficult balance and it is extremely difficult to do a demanding full-time job and a full-time university course at the same time.

Let me end on a more positive note: some students drop out because they are offered good jobs before graduating. If this is the case then it is understandable. A famous example is Bill Gates, the founder of Microsoft who dropped out of Harvard University to work for IBM. His case was exceptional, and if you do this you should be sure that the job you are being offered is secure and will lead to as good a career as you could have with your degree.

B3.1

Hi! My name's Mekibib and I'm a doctor. It hasn't been an easy journey and I have learned a lot of lessons. Maybe you can learn from my experience.

In my first year, I was so nervous about failing that I studied all the time. This was not good. I was exhausted and I knew it wasn't getting anywhere. The reason? I wasn't studying smart and the key to this is organisation, planning and prioritising. A friend of mine who was doing business management showed me how to make a study timetable every week and stick to it. I also realised that the bright students asked questions in class and I did the same to fill in the gaps in my knowledge. When our teachers told us to read something, I read it on my own after class. These things really helped me to keep on top of every topic we studied.

There are lots of other study tips I picked up too: about the importance of planning, researching and drafting your assignments, about taking notes of the important points in lectures, of preparing for exams and tests well in advance and again, of asking for help when you need it.

You have to be organised about the university regulations too. I was often late for classes or even missed classes in my first year because I didn't know where they were. I made the mistake of waiting to be told what to do, but in fact it is up to you to find out where you have to be and when you have to be there, when your deadlines are, when your exams are etc etc.

Organising my study time meant I could allow myself some time off. After quite a lonely first year, I made some friends and without my family around me, they were essential. I went to them when I was feeling down and they came to me when they needed support. Meeting people is part of university life and in fact it is a great time to network: the people you meet may be useful to you in your future career.

Somehow I also found time to be in the university netball team. One year, in fact, I was captain and that took up quite a lot of time. I had to give it up in my 4th year when the work was piling up: I knew what had to come first. You have to keep your goal in your mind and not let other things get in the way of that.

UNIT 4

B4.2

Newly recruited to the British Secret Service MI6, James Bond goes on his first ever mission as an 007 or secret agent. This takes him to Uganda where he is to spy on a known terrorist. Things don't go according to plan, and Bond decides to track down the rest of the terrorist cell. This leads him to the beautiful Bahamas in the Caribbean, where he learns that Le Chiffre, banker to the world's terrorists is participating in a poker game at the Casino Royale in Montenegro. Le Chiffre must win back his money, in order to stay safe among the terrorist market. The boss of MI6, known simply as M sends Bond, along with beautiful fellow MI6 agent Vesper Lynd to attend this game and prevent Le Chiffre from winning. At first doubtful of what value Vesper can provide, Bond's interest in her deepens as they brave danger together and even torture at the hands of Le Chiffre. The marathon game proceeds with dirty tricks and violence but Bond outwits Le Chiffre to win the game and in doing so destroying Le Chiffre's organisation. Bond knows that his life is now in danger but he wants to start a new life with Vesper. His cover is blown in a mountain hideaway and in the action-packed finale ...

(Note: film = British English, movie = American English)

B4.6

Casino Royale is the latest offering in James Bond series and the first to star Daniel Craig, as British secret agent 007. Many had doubts that Craig would pull it off, but what we get is a hard-hitting thriller unlike any other Bond movie.

Based on the first of Ian Fleming's original Bond books, thoroughly updated to the present day, Bond is newly recruited to the British Secret Service MI6. His boss M played by Judi Dench in another masterly performance in the role, sends Bond to find and kill the evil Le Chiffre who supplies money to terrorists. Bond eventually finds his man in a casino where they play an exclusive game of poker. By this time, Vesper, a beautiful accountant, played with intelligence and grace by Eva Green, is on the scene as his love interest. As the hunt goes on in locations in various corners of the globe, Bond himself is in danger and after some tense, sweaty action there is an action-packed and unusually downbeat conclusion in Venice.

The film shows us there is more to the life of a secret agent than thrills and romance. It is dirty and involves killing people, which is bad for your soul. Glamorous, yes, action-packed, yes but this is a thoughtful Bond who is not entirely convinced by what he is doing. Bond fans may want more of the usual dry humour and the ingenious gadgets that have long been Bond stand-bys, but the film will appeal to those who want something more than an action hero.

UNIT 5**A5.2**

I would like to talk to you today about the United Nations. I'm sure you are all familiar with the blue flag of the UN and with the names of some of its agencies which operate here in Ethiopia. Today I'm going to tell you a little bit about why it was set up, its structure and the nature of its work.

Let's start with why it was established. The United Nations was founded in 1945 after the Second World War by 51 countries with 4 aims: to maintain international peace and security, to develop friendly relations among nations in order to avoid any future global conflagrations, to promote social progress, better living standards and human rights and to be a centre for harmonising the actions of nations. Today, nearly every nation in the world belongs to the UN: membership totals 192 countries.

So how is the United Nations structured? Well, the United Nations is not a world government so it doesn't have a president or a parliament which makes laws. Nevertheless, due to its unique international character, and the powers vested in its founding Charter, the Organization can take action on a wide range of issues, and provide a forum or meeting place for its member States – large and small, rich and poor, with differing political views and social systems. The UN System is made up of 30 affiliated organisations including the General Assembly, the Security Council, The Secretariat, the Economic and Social Council and other bodies and committees as well as the specialised agencies, funds and programmes such as UNDP, Unicef, WHO etc.

The work of the UN is central to global efforts to solve problems that challenge humanity and it reaches every corner of the globe. Although best known for peacekeeping and humanitarian assistance, there are many other ways the United Nations and its system affect our lives and make the world a better place. Examples of its areas of activity are: sustainable development, refugee protection, disaster relief, disarmament, promoting health, expanding food production and human rights. The aim of this work is to coordinate efforts for a safer world for this and future generations.

So to sum up, the UN exists as a free association of member states to help make our world a safe and decent place for everyone to live in. Its effectiveness depends on the co-operation of its member states and ultimately, that of the individuals within those states.

B5.2**Project 1**

In Amhara; Oromia; Southern Nations, Nationalities and Peoples Region; and Tigray, IFAD working with the Ministry of Agriculture and Rural Development has a programme to improve food security, family nutrition and incomes of poor rural households by developing irrigation schemes for small-scale farmers in areas that are prone to drought and food insecurity. Many of the farmers cultivate plots of less than 1 hectare.

The programme represents an important opportunity to reform small-scale irrigation development

approaches and practices in Ethiopia. The irrigation schemes developed under the programme will provide a model to be scaled up and replicated across the country. To ensure sustainability and the full participation of local community members, farmers will own and manage the irrigation systems through their own water users' associations. The programme will also train participants to take charge of the development process and it will encourage women to join the decision-making bodies of water users' associations.

Project 2

An IFAD supported Community Initiatives and Resource Management Project in the village of Mabahin in the Philippines is a marine paradise. Its coral reefs teem with brightly coloured fish, and plentiful shrimp and crab shelter in its mangrove forests.

Just five years ago, Mabahin looked quite different. Harmful practices such as overfishing and blast fishing, which uses explosives to kill a large number of fish, had virtually destroyed the coral reefs, seagrass meadows and mangroves, and had drastically reduced the catch. For local people, who rely mainly on fish and sea food for their sustenance and livelihoods, this was disastrous.

Now, Mabahin fishers catch as much as 10 kilos of fish after just one hour at sea, compared to an average catch of only 2 kilos in 2005. Live coral growth has increased by more than 21 per cent, and the number of butterfly fish has doubled. The project has helped local people work together to create a sustainable coastal management programme and a community-based monitoring system.

Project 3

The Global Initial Teacher Education scheme is a three-year education project which aims to enable trainee teachers in three teacher-education institutes in India, Kenya and England to link local and global social issues to each other, and relate them to the school curriculum. The aim is to promote a global perspective on citizenship education. Integral to the vision of global citizenship is gender equality, together with a respect for ethnic, cultural and religious diversity. The project leaders in each country are women academics, as is the project adviser, and there is a preponderance of women students involved in the project. This gives women a voice in a vitally important area of international curriculum development. The project is supported by Oxfam.

Project 4

Low immunisation coverage in Nigeria has meant an increase in death of susceptible children before age 5 from diseases like measles. Despite radical reforms at the national level, funding for routine immunisation in Kebbi state remained far from adequate. Since June 2004 a European Union funded project has supported the government in improving management of vaccination in the state by, for example, providing equipment for immunisation and funding for distribution of vaccines as well as the training of staff such as cold chain officers, responsible for this work. This has resulted in a phenomenal increase in routine immunisation from 1.7% to above 80% in Kebbi state.

B5.4

In 2010 an assessment of the progress of the MDGs warned that despite many successes, most of the targets will not be met by 2015. The targets most at risk are those of reducing hunger and improving maternal health. There has, though, been some progress in education, gender equality, child mortality and HIV.

UNIT 6

A6.5

Asgede is very pleased with his expensive new jeans. They are a famous brand that is designed in the USA, but they aren't made there. They are made in Tunisia, Italy, Germany, France, Northern Ireland, Pakistan, Turkey, Japan, Namibia, Benin, Australia and Hungary. The blue denim is made in Italy using cotton from Benin and a special synthetic indigo blue dye from Germany. This is taken to a factory in Tunisia where the jeans are cut and then sewn with different kinds of threads from Northern Ireland, Turkey, Hungary and Spain. The zip is manufactured in Japan. The brass buttons are made in Germany using zinc from Australia and copper from Namibia. The soft cotton for the pockets comes from Pakistan. After being sewn, the jeans are stonewashed, using pumice from a volcano in Turkey, then they are dried and pressed. In the factory the workers work an eight and a half hour day, with a break for lunch. They earn about 2200 birr per month, or more if they meet

their targets. The cost of producing the jeans is 100 birr per pair, and then it costs only 1 birr to transport them to a warehouse in France by truck and ship. However, in shops in France they sell for anything between 600 and 1000 birr. Large numbers are exported from France to other parts of Europe and beyond. John's pair was sent in a large container by ship to Dubai and from there by air to Nairobi, where an Addis Ababa trader bought several pairs to sell in his shops, including the one where Asgede bought his, for 950 birr.

B6.5

There are few places in the world where the logos of global multinationals like Coca Cola or Toyota are not recognised. However, globalisation isn't just about business. It is also manifest in mass air travel, the huge increase in both tourism and migration as well as the spread of culture, language and political ideas.

Globalisation may be part of our lives, but have we thought enough about the consequences? Let's look first of all at the multinationals. They are so powerful they can pressurise governments, particularly of less developed countries to do what they want. For example a government may be forced to allow a multinational to open factories where it wants them. The factories may then produce polluting chemicals. Although they provide jobs for local people, they are often very poorly paid and offer no hope of promotion in the company. Furthermore, the opening of the factory may lead to the closure of a locally-owned factory which can't compete. The profits from the company all go back to its headquarters in USA, Europe, Japan or China. Then, when it no longer suits the company to be in that country, it simply closes down its operation and moves on to another place.

Another point involves the emerging global culture. Young people in particular all wear the same global fashion of baseball caps, t-shirts and jeans. There is also global music, global films and so on. Along with these come ideas and values often at odds with those of traditional societies, and this can lead to conflict between generations within families. It also means that local traditions are disappearing, and as world languages, particularly English take a dominant role and are seen as more progressive, local languages are at risk of dying out.

There is, though, another side to globalisation. Statistics show that in the less developed countries in the last twenty years poverty has decreased, as have illiteracy, infant mortality and child labour. There has been a similar increase in access to clean water and electricity. These positive developments are said to be due to the increase in world trade and the movement of money around the world. This has meant that less money is concentrated in the rich world and more people in less developed countries have benefitted from it.

This is demonstrated when a multinational opens a factory. It employs people to build it and then work in it. While the top manager may be a foreigner, local managers are also needed because of their local knowledge. These people earn money that is spent in local markets and shops, thus benefits the whole community.

Even the spread of global culture has not been entirely negative. With global communications, people are more aware of what is going on in other parts of the world and are now more critical of conditions in their own countries. They know their rights and are less tolerant of injustices and corruption.

Of course, from the earliest times people have travelled from one part of the globe to another. What is different nowadays is the amount of contact people have with other countries through air travel, satellite TV and internet communications. Globalisation, whether we like it or not, is probably here to stay. We must therefore learn to live with it. In Africa especially it is up to all of us to try to make it a force for good and to limit its negative impacts as much as possible.

Unit 7

A7.3

A

When I left school, I got a job in my uncle's hotel in Lalibela where I worked as receptionist and then front office manager for about six years. This was useful experience as I learnt the basic skills of hotel management. Then I enrolled in a 3-year course in hotel management at the Catering and Tourism Training Institute. I was lucky enough to do the practical part of the course in a chain of luxury hotels where I worked as a front office assistant manager. It was on completion of this course that I got the job as manager here in one of our national parks. We cater mainly for foreign tourists. It is quite small, we only have 40 rooms, and I have to do

everything! Marketing, bookings, guest relations, arranging tours and excursions for the guests, food ordering, accounts, personnel management and anything else that comes up! I live in the hotel, in a small house in the gardens with my wife and we have one child. My work is always interesting and everyday there is a new challenge. Living here in this beautiful place, far from the city I'm very lucky, but it's a hard, twenty-four hour job. I always have my mobile phone switched on, wherever I am so that staff can call me if there's a problem. The main qualities you need are the ability to be calm in a crisis! Also, you mustn't get angry with guests, even when they are being difficult, and you have to find solutions to problems that seem impossible.

B

I left school after Grade 10 but found it difficult to get a job. I knew I wanted to do something practical and in the end I got a job at a garage. I was employed to serve petrol and then I started helping the mechanics and eventually I was made a full-time mechanic. I was determined to improve my situation and studied in my spare time. I joined evening classes at the Drivers and Mechanics Training Center, and after completing a basic course for auto mechanics, I went on to do a specialist course in motor engines. This meant I could apply for jobs requiring qualifications. I'm now chief mechanic in a regional branch of a large plant hire company. I am responsible for all the construction equipment. As well as supervising the servicing and repair of the equipment, my job involves keeping records of jobs done, parts that have been used and so on. The firm is very strict about record keeping. I don't have a supervisor on site, but the company trusts me to do my job thoroughly and honestly and I can see that this is the way to get on. Once you start trying to trick the company, and I've seen others do it, that's a fast track to nowhere. I'm thinking about doing a degree in mechanical engineering which would mean I could apply for the job of national plant manager and be in charge of all the equipment country-wide. That would be a very responsible job and the salary would be much better than the one I have now, which actually isn't too bad. I've worked hard to get where I am and I still have a way to go to get where I want, and there are no free rides; I have to put in the time and effort. I'm married and I've got a son and a daughter, who are both at primary school. My wife also works in the company, but in a different department.

C

I work for a company which publishes educational books. What do I do? Well, it's difficult to say exactly. I usually tell people that I'm the one who keeps the company going! Most of the work that is done here lands on my desk at some time or other. For example invoicing, either sending out invoices or paying them, they come to me first. I am also responsible for receiving and passing on book orders to our warehouse and then checking that they have been sent and also for sending out samples. If any problems come up, the director relies on me to sort them out. I have to supervise all the administrative staff: the receptionists and the secretaries. If we need to recruit staff I have to deal with job adverts and the application process. There are other things as well, but I hope I've given you some idea of the variety of things I do.

The job is never done! When I leave the office everyday, there is always a pile of things waiting for the next day. Obviously the job requires good organisational skills and you have got to be able to deal with the employees kindly but firmly. It is very stressful at times but I have learnt to be calm in a crisis and polite to our customers even when they are being unreasonable. On the other hand, the salary is fair for the type of work I do and I have very little time to feel bored!

I left school with the certificate of secondary education and then did a degree in Business Administration for three years. After graduating, I got a job in a small office where I had to do more or less all the administrative work and that was good preparation for this job, I've been doing for three years. I am not married but I'm engaged and hope to get married soon. I will definitely continue my job when I am married. In my free time I like emailing my friends and surfing the Internet.

A7.5

We are a market leader in copying, scanning and printing machines. So with top-quality products we are looking for top-quality staff. We know exactly what we are looking for in a candidate. Actually their background doesn't matter. Obviously a degree is a starting point because of what it demonstrates and some ability with numbers is important.

We also generally like people with some work experience as that gives them an insight into the work environment here. Other than that it is the kind of people they are that matters most. We look for solutions-

focused people. With a brand like ours, it's not just about selling a machine, it's looking at the clients' problems and how best we can solve them, with our portfolio of products.

Excellent communication skills are vital. Our sales and marketing people work with large companies and organisations that operate in many different areas and have a variety of needs. So one day they'll have multi-level engagements within some of the large accounts, dealing with IT people, finance directors, office managers, administrators, HR managers but the next day they may be going to see a school administrator or someone who is running their own company more or less on their own. So they need to be adaptable to their audience.

Of course one of the big challenges in the electronic consumer industry is how fast new products come on stream to keep pace with technological developments. The life cycle for some of our products is quite short. But we are passionate about our products. As brand leaders we have pride, enthusiasm, product knowledge and a commitment to getting it right by selling the right product to every client. As new products come on-stream twice a year we have to constantly update ourselves and come up with new ideas for marketing them and at the same time still deliver the old ones with conviction.

Working for a large, well-established international company gives opportunities for career development and employees effectively become members of a global extended family. There is a lot of support, training and development for staff. It's a well-run company and the culture encourages people to work together. People are loyal to the business because the business is loyal to them. It's the Japanese way and we find it works well all over the world.

Unit 8

A8.6

In the early 1970s a team of international palaeontologists and anthropologists known as the Afar Research Institute began to survey Hadar for fossils and other artefacts related to the origin of humans. In 1974 two members of this group, Donald Johanson and Tom Gray, both Americans, made a discovery in a small gully near the Awash River.

After three weeks' careful excavation they had 300 fragments from a single skeleton, which represents 40 per cent of the total skeleton. The pelvic bone indicated that the skeleton was female. She was 1.1 metre tall and would have weighed 29 kilograms. In appearance she would have been like a chimpanzee from the waist up but her pelvis and leg bones were almost identical to those of modern humans. This means that she undoubtedly walked upright, unlike chimpanzees. The team working on the site, called her Lucy, after a popular song of the time, and that is the name by which she is referred to around the world, except in Ethiopia, where she is known as Dinkinesh.

Although Dinkinesh belonged to the species *Australopithecus afarensis* and was not human, she was an ancestor of human beings. She is extremely important as she shows that bipedalism – walking on two legs – preceded an increase in human brain size, the next key step in human evolution. Dinkinesh's skeleton has been dated to just under 3.18 million years old.

Nowadays, Dinkinesh is stored in the Paleoanthropology Laboratories of the National Museum of Ethiopia in Addis Ababa. On display in the museum is one of the casts of the original skeleton.

Twenty-six years on from the discovery of Dinkinesh, Ethiopian Zeresenay Alemseged, of the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany led a team excavating in the Dikika region, not far from the Awash River where Dinkinesh was found. In a block of sandstone he discovered the almost complete fossilised skeleton of an infant girl, like Dinkinesh, *Australopithecus afarensis*. The remains consisted of a skull, shoulders, part of the vertebral column, knees, leg bones, right arm and some ribs. She was given the name Selam and is also in the National Museum of Ethiopia in Addis Ababa.

Along with Selam were found the lower jaw and teeth of an adult and the remains of several animals: an early elephant, an otter and a hippo. Unerrupted teeth still in the jaw were revealed by CT scans, which indicate that she may have been about three years old when she died. The skeleton is so well preserved that it is thought that the body was quickly buried by sediment in a flood.

Although Selam is often referred to as Dinkinesh's daughter, the sediment in which she was found dates the remains as 200,000 years older than Dinkinesh. Thus Selam now occupies the position of oldest human-like remains known to science.

Optional activity: If you think your class will respond well to this idea, ask students to work in pairs and role-play interviews between a modern day journalist and Dinkinesh. Brainstorm with the class possible topics for questions, such as: *Where do you live? Who do you live with? What do you eat?*

B8.7

Dictation script 1

Malaria has been known to man from ancient times. Records exist from the fifth century BC of fevers resembling malaria. Although it was not until 1898 that three Italian scientists discovered that the disease was spread by mosquitoes, a treatment using quinine, derived from the cinchona tree, had already been in use since 1700.

Today more drugs are available for the prevention of the disease and for its treatment, but none is completely effective. In recent years, scientists have been trying to find a vaccine against the disease, and some are already being tested on animals. (96 words)

Dictation script 2

A mine is a kind of bomb which can be exploded electrically from far away or when touched or passed over. Some mines are placed in the sea to destroy passing ships and others, land mines, are placed just below the surface of the ground. In war, mines have many uses: they protect installations from enemy attack; delay enemy movements; interrupt the enemy's communications and supply routes; and also demoralise the enemy and civilian populations. The major disadvantage of mines is that when hostilities have ended, the danger from them remains until they have been removed. (96 words)

UNIT 9

A9.2

Ethiopia has much to be proud of. A land of great beauty; the cradle of humankind; one of the oldest countries in the world; an independent nation since ancient times with a magnificent archaeological and historical heritage. A land of so many cultures we almost can't count them. And yet to most people in the world nowadays Ethiopia is a land of hunger, poverty and war. I am not going to focus today on why that is, but rather on what we can do to move forward to a place in the world that would make our ancestors proud.

In fact the first point I want to make is that we must move away from our great historical heritage which, in truth, has become a burden. We must leave it behind. What do I mean by this? Firstly we have to throw away the vestiges of the past. Many Ethiopians are proud of the fact that we have our own calendar and our own clock. But in the era of globalisation this cannot continue. Yes, the church can carry on with them, but in schools, offices and in business they must go. By the same token, Amharic and other local languages have to be taken out of schools and workplaces and replaced with English. In order to take our place in the modern world we must not only be able to speak but also use a world language. I know these changes will be painful at first, but it is only by recognising that we have to adapt to life in the 21st century that we can truly progress.

My next point concerns an institution which has been the foundation of society in Ethiopia, in Africa and in many other parts of the world: the extended family. It is a wonderful thing in many ways: it gives us roots and supports us throughout our lives, but it is also a burden. I am not saying get rid of families, but we have to say our responsibilities start and end with our immediate family. Any young person with promise has so many expectations placed upon them by distant relatives that it is often intolerable. Once they get a good job, everyone has a stake in their good fortune: uncles, aunts, cousins, brothers and sisters with their own families. It is too much: it stifles careers, and is one of the major causes of corruption, which in turn is one of the root causes of our underdevelopment.

What I am proposing today is drastic, some would say too extreme. Yet the problems as we face cannot be solved easily, everyone recognises that. It is time to face up to the reality of what is holding us back.

A9.4 Short conversations

Conversation 1

A: So how do you think Ethiopia can progress?

B: Actually what concerns me most is peace in the region.

A: But that's not a development issue.

B: But can't you see? Without peace we can't make real progress.

A: Well, peace is a good idea in theory, but in practice how are you going to achieve it?

B: That's a fair point, but I wish people would see that all our problems are related and war and conflict is at the heart of them.

Conversation 2

A: I really think the point about giving up our local languages is ridiculous! They are part of our culture

B: I agree. There are plenty of other countries in the world that speak their own languages. Like China and India. Two big countries where lots of minority languages are spoken.

A: I just can't imagine how any Ethiopian could suggest such a thing!

Conversation 3

A: Extended families! Hmm my mother would be happy if she didn't have to look after my father's parents!

B: But you can't leave them on their own.

A: I know, but it would be nice if my aunt could share some of the responsibility. She has a big house and no elderly relatives staying with her.

B: But that's not how it works, you know that.

A: All I'm saying is that I think the system is basically okay, but it could be a bit more flexible.

Conversation 4

A: To be honest. This kind of discussion doesn't interest me. I say look after yourself. Who cares about developing the country? Everything is here if you have money, so that's what I'm going to focus on.

B: You are so selfish! You have been given so many chances and you just don't care about anyone else.

A: That's right. And in my opinion if people only worried about themselves and didn't interfere in other people's lives, we would have fewer problems.

B: That's nonsense! If nobody thought about other people we wouldn't get very far.

UNIT 10

A10.1

Listening script 1

Here is the news at 10 o'clock.

1. A massive 7.0-magnitude earthquake has struck the Caribbean nation of Haiti. Although details are still unclear, according to the Red Cross, up to 3 million people are affected by the earthquake and it is feared thousands of people may have died. This makes it Haiti's worst quake in two centuries. It hit the south of the capital Port-au-Prince on Tuesday, destroying large areas of the city, including the presidential palace, UN Head Quarters and other buildings. The tremor hit at 16:53 (21:53 GMT) on Tuesday.
2. It was revealed on Tuesday that research by the Overseas Development Institute and the UN Millennium Campaign shows that Ethiopia is one of the leading 20 countries making most progress on Millennium Development Goals. Over half of the countries also in this category are some of the poorest countries in Africa. In fact half of the countries on the continent of Africa are on track to halve poverty by 2015. Salil Shetty, Director of the Campaign said yesterday: "This study decisively establishes with hard evidence that much of the negative reporting on progress on the Millennium Development Goals is misleading."
3. Robbers have got away with two hundred thousand US dollars in notes after a bank raid this morning. Six armed men entered Grendle's bank in First Street in the capital at about ten o'clock. Over fifty customers were in the bank at the time either waiting in lines or being served at cash desks. No-one was hurt. Witnesses were unable to describe the men who, they said, had been wearing masks. Serial numbers of the notes were known to the bank, which will be publicising the numbers and shop-keepers have been asked to inform the police of anyone offering these notes for payment.

4. A crocodile believed to be responsible for the deaths of 83 people in the Lake Chamo area over the last twenty years has been captured. A team led by wildlife officials and including local fishermen, caught the five-metre male crocodile with nets when they managed to track it down to a swamp. It was then tied up with ropes and transported to a crocodile farm. A spokesperson for the Wildlife Authority said that local people wanted them to kill the crocodile but they had not done so as the population of crocodiles in the area was unusually low. However, as it had developed a taste for humans, they had removed it from the wild and taken it to a crocodile farm where it could be used for breeding purposes.
5. A woman believed to be the oldest person in the world celebrated her 130th birthday yesterday. Maria Olivia da Silva lives in a wooden hut in the state of Parana, Brazil. In good physical and mental health, she has outlived most of her ten children.

That's it for now. Your next news is at midday.

Listening script 2

A massive 7.0 magnitude earthquake has struck about 15 kilometres south-west of the Haitian capital Port-au-Prince, quickly followed by two strong aftershocks of 5.9 and 5.5 magnitude. As yet there is no official word on casualties, though the Red Cross has said the number could run into thousands with 3 million people directly affected by the quake. The US Geological Survey said the tremor hit at 16:53 (21:53 GMT) on Tuesday. Phone lines to the country failed shortly afterwards. Last night the city was in total darkness with thousands of people sitting in the streets or wandering around, shocked and confused with nowhere to go, while others were desperately trying to dig victims out of the rubble by flashlight. Most of those with houses still standing slept in the street, fearing more aftershocks would hit.

As dawn broke this morning, the extent of the devastation became apparent. Much of the city is now in rubble, including the presidential palace, UN Headquarters and other buildings. The UN has reported a large number of its personnel missing. China, Jordan and Brazil too have said that members of their peace keeping forces are missing and feared dead. The manager of the Hotel Montana, popular with tourists, told the French news agency that 200 guests and staff are unaccounted for.

The earthquake was not a surprise to seismologists who had predicted for years that the fault line, which cuts through the island, would give way and result in a high magnitude quake. However what they had not been able to predict was exactly when this would happen.

Haiti is the poorest country in the Americas and has suffered a number of recent disasters, including four hurricanes and storms in 2008 that killed hundreds.

B10.2

How and when the world is going to end has been the source of endless speculation over the centuries. Geologists have predicted that our 5 billion year old planet would, of its own accord probably disappear in another 5 billion years. However, there are some serious threats that even if they didn't destroy the planet itself, could wipe out humanity.

1. Asteroid collision

Collision with an object in space is a threat to our planet, especially if it is of a significant size. An asteroid is a large piece of rock or metal in space orbiting the Sun. In geological history they have been known to collide with the Earth. If it happened in the modern era it could have a serious impact: changing landscapes and climate in such a way that it is possible humanity would not survive.

To avoid such a catastrophe, scientists have proposed so-called asteroid mitigation strategies. These involve sending a device such as a very large nuclear bomb to the approaching asteroid to blow it up or deflect it from its course. Another idea is a kind of tractor made up of powerful space craft that could pull it away from the Earth before it reaches us. In other words, it is possible that human ingenuity will enable us to defeat this threat.

2. Global pandemic

An epidemic occurs when a large number of cases of a disease occur at the same time. A pandemic is when this happens on global scale. With the speed at which people move around the world, it is feared that a global pandemic of a yet unknown killer disease could occur on such a scale that huge numbers of people would die.

It has to be remembered, however, that no pathogen, in other words a bacteria or virus, affects everybody as some people will always have natural immunity. Nonetheless medical researchers have to be aware of possible threats and develop ways of fighting them, such as vaccines or medication, in advance of their occurrence.

3. Global warming

Climate change is a long-term significant change in normal weather pattern. Over the last 20 years populations in different parts of the world have experienced storms, hurricanes, flooding and drought with unprecedented frequency. Some climate scientists have suggested that if global warming continues and intensifies it could make the planet uninhabitable.

Some people argue that global warming is man-made. If this is the case, we need to stop the activities that are causing it and be able to prevent it from spiralling out of control. However, the whole basis of our global economy is growth, which to a large extent involves the depletion of natural resources, the clearing of forests and massive carbon emissions. To persuade people and governments to find other ways of living is an immense challenge.

4. The eruption of a super volcano

A super volcano is a large area capable of producing volcanic eruptions. There are six known super volcanoes around the world. The last one erupted 74,000 years ago in Indonesia. The super volcano under Yellowstone National Park in the USA is due for an eruption. If that happened, the immediate effect would be the deaths of millions of people in North America. In addition the gases released could lead to a huge and sudden increase in global warming, and the dust and debris in the atmosphere could block the Sun and cause a worldwide volcanic winter, such as is believed to have happened at other times in the Earth's history. These events would inevitably lead to millions of deaths worldwide.

Unfortunately no technology exists to avert a volcanic eruption of any kind, least of all that of a super volcano. All that can be done is for scientists to gain detailed knowledge of what exactly we can expect and when it is likely to happen. Another possibility is to make provision for mass migrations to areas far from the eruption, or the construction of huge underground shelters where populations could live while the effects of the eruption make life impossible above ground.

5. The deployment of nuclear weapons

Since the Second World War arsenals of nuclear weapons have existed and these pose a threat to the existence of humanity. They belong to the small club of nuclear nations such as USA, Russia and China and are targeted at nations that are seen as particular threats. The danger of nuclear weapons lies in their accidental deployment, their use in a regional conflict, for example in the Middle East, or by a terrorist organisation. A nuclear attack would lead to millions of deaths and a quantity of atmospheric dust that would produce a dramatic cooling of temperatures across large parts of the globe.

To rid the world of the threat posed by nuclear weapons, world governments must limit their proliferation and ensure that they do not get into the hands of terrorists. Furthermore, it could be argued that the world should be working towards the abolition of all nuclear weapons.

B10.4

Graffiti can take the form of images or writing on public property, particularly the outsides of buildings. It is done informally and in many countries is a crime for which you can be punished. Some people think it is disrespectful and spoils the appearance of public places. Others, however, love it and say it is creative and gives a voice to those who have no other way of expressing themselves to a large audience. Graffiti has existed since ancient times, with examples that go back to Ancient Greece and the Roman Empire. Nowadays, some city councils provide graffiti spaces: blank walls where people can draw or write whatever they want.

UNIT 11**A11.2**

Ethiopians love watching films. Many of us rent DVDs or videos or go to cinemas to watch the latest American, European, Indian and Arabic films. More and more, however, we are able to see Ethiopian-made films.

Film-making has been going on in this country for a long time, but independent film-making didn't take off until after 1992, when the Association of Film Makers of Ethiopia was founded. This organisation aims to improve the quality of domestic films by running training programmes here and abroad. Inevitably there is a lack of money and resources both for film training and making. Thus many Ethiopian films have been made by Ethiopians who trained and live abroad. For example, Gondar-born Haile Gerima, who made the acclaimed films *Sankofa* (1993) and *Teza* (2008) has been based in the USA since 1967. Solomon Bekele, was trained in France, but returned to Ethiopia and in 1992 made the popular and award-winning film *Aster: a love story*. He teaches film at the University of Addis Ababa.

Making films here is a challenge explains Ermias Woldeamlack, director of *The Father* (2001), an internationally acclaimed film which recreates the Mengistu era. To shoot the film he says he had to dust off the old equipment that belonged to the Cinema Corporation of Ethiopia. It had been kept in a cellar and was rotting away.

In the last few years there has been an increase in domestic film production, which has been made possible due to the rise of video production and digital film-making. Typical of the new generation are Teworos Teshome, who writes, acts in and directs his own films, such as *Cold Flame* (2003) and *Red Mistake* (2006). He also owns his own cinema, which shows only Ethiopian films. Serawit Fikre's films are entirely his own work, too. His most famous work is *The Blue Horse* (2006). Netsanet Kidane Mariam is a maker of full-length animated films and Tikeher 'Jah' Teffere is an Oscar-nominated documentary film maker.

Ethiopians have many stories to tell; they have the creativity and skill to make films that can be enjoyed both at home and the world over. Only with more training facilities and better funding can this be done on a larger scale.

A11.4

Could we start by talking about your background?

Well, I was the fourth of ten children and my parents were both teachers, but my father, Tafeka Gerima, was also a playwright and founded a theatre troupe that I often performed with.

What kind of plays did your father write?

He wrote original and often historical drama, always submersed in the genuine culture of Ethiopia. This was different from what I learned in school. My sister and I were the first in our family to go to a so-called modern school where American teachers taught me to spell Connecticut, but taught me nothing about my own country and people.

When did you leave Ethiopia?

In 1967. I was part of the generation of students that left Ethiopia in the 1960s and 70s, and through their political activities, radically altered the course of Ethiopian history. In a sense, *Teza* is a memoir of that experience.

How did you get into movies?

I was studying in California with students from Brazil and Mexico. We shared a collective rage. We realised we had been betrayed by the movies. Once you see all these Hollywood movies you have two demonised populations of America: black people and Native Americans, and you're scared of them. Blacks were criminal, always, constantly, and violent, and will kill you to rob you. If you saw those movies when you were a kid it aggravates your consciousness. I decided to make movies that told the truth.

You spent 14 years working on Teza. What inspired it?

There is this phantom story for Africans; that they go abroad, study, and become somebody. My generation was the most hit by this mythology. But it also has to do with a story I heard as a kid. There was an Ethiopian who went abroad from Gondar and was thrown off a building by racists in America. He came back in a casket. I can't tell you that this was its inception, since it's fuzzy in my head, but basically it was this idea of

dislocation. That from the countryside to the city, from the city to Europe or America, you are in search of this ideal that is imposed on you: to look as good as those who come from abroad, because you think they are happy. But happiness is relative. Those who came from abroad, are they happy?

UNIT 12

A12.4

1. I am one of the people who work closely with the editor to decide what is going into the magazine each week. I then go away and work on my part of the magazine. The magazine I work on is quite small so I write articles myself or, if we want a specialist article, I commission someone to write it for us. I also have to decide on the photographs we want to support our articles.
2. My job is not about the content of the magazine but the process of producing it. I have to build up the magazine piece by piece. I see what the editorial staff are working on and help with lay-out as each page is completed and accepted. I have to make sure deadlines are kept and put pressure on the staff if they are falling behind. I am the link between the editorial staff and the printers.
3. In any magazine there is a lot of advertising to help us cover all our costs and allow the owner to make money. I maintain contacts with long-standing advertisers and also try to make contact with new ones. Advertisers play an important role in what the magazine looks like. They often dictate where in the magazine their advertisement goes, and the size of it. This can have an impact on our articles, so I work closely with the editor.
4. Each week I have to make sure that we fulfil the magazine's mission so that our readers are not let down. That means making sure the editorial staff are doing their jobs in the right way and making the final decisions about content and lay-out. Completed articles are given to me and I go through them, check them, make changes if I think they are necessary and I often have to cut them so they fit the page. So the job is essentially about making decisions and also, quality control. Producing a magazine is a collaborative process but if there is a boss, I guess it's me.
5. I am not concerned with what you read in the magazine, but what it looks like. I am present at the editorial meeting where we decide what is going in the magazine, and I have to decide on the overall look and the front page, which the editor then has to approve. I also advise section editors about photographs and lay-out. We do a lot of our own photography, so I have to organise that as well, which means visiting locations, or arranging sets in our studio and commissioning models.

A12.6

1. Content

The process begins with a meeting of the editorial team, led by the editor. They make decisions about the content in the edition: the topics to be covered in articles and photos. The editor may put forward a theme and then the section editors will come up with ideas for their section of the magazine within that theme. Alternatively one of the departmental editors may put forward a theme for their section, which the editor has to approve.

2. Flat planning

The editor then has to produce a flat plan: this is a single sheet of paper on which small oblongs are drawn representing each page of the magazine. Details of the article, photos and/or advertising that appear on that page are given. The editor uses this to design the magazine. Sometimes a department editor will argue with the advertising sales editor about space and position in the magazine. When each page is complete and has been proof read, a diagonal line is drawn across it on the flat plan.

3. Commissioning

After the editorial meeting, the editor may commission free lance writers to write articles which are too specialist for the staff writers. Photographs are also commissioned if there are no in-house photographers.

4. Researching and writing

Immediately after the editorial meeting, the section editors and staff writers get busy with researching their articles: this involves arranging interviews, or searching the Internet. Then, when they have their information they write their articles. At the same time the art director is working with photographers and layout designers.

5. Sub-editing

This is done by the editor or in a large publication, sub-editors. It involves checking use of language, making sure the points made are clear and cutting down the article to fill the space available.

6. Production

When all the articles, photographs and advertisements are ready, the final lay-out is done, supervised by the art director and under the overall direction of the editor. This is now done digitally on computer.

7. Proofreading

Each page is printed as it is completed for a final proofreading before the pages are sent to the printers.

8. Printing

The printers normally generate a single copy for checking by the editor. Then copies of the magazine are printed.

9. Distribution

Copies are packaged and sent to a warehouse prior to being distributed and sold.

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