

Trade and globalisation

Part A

Objectives

In this part of Unit 6 you will:

- read about the global village of 100 people
- practise expressing percentages and proportions
- learn some words about manufacturing and trade
- describe a manufacturing process
- listen to a description of the manufacture of a pair of jeans
- read about coffee production
- write a leaflet on Fair Trade.

A6.1 Introduction: The global village

If we could reduce the world's population to a village of precisely 100 people, with all existing human ratios remaining the same, how many people in the village would be women? How many would be African? In other words, what percentage of the world's population is women? What percentage is African?

1 Work in a small group and try to predict the numbers in the text below. A few have been done for you.

- The global village would have
 _____ Asians,
 _____ Africans,
 _____ Europeans,
 _____ Latin Americans,
 _____ from the USA and Canada,
1 from the South Pacific.
- 51 would be male, 49 would be female.
- _____ would be non-white _____ white.
- _____ villagers have access to a source of safe drinking water. _____ would not, and would have to spend a large part of the day just getting safe water.
- Only _____ people would always have enough to eat. _____ would be severely malnourished
 _____ would be dying of starvation.
- _____ people in the global village would have electricity. _____ would not.
- _____ people would have 80 per cent of the global village's wealth. The other _____ villagers would have to share the remaining 20 per cent.
- _____ villagers would survive on less than 2 US dollars a day. _____ villagers would earn less than 1 US dollar and would be in extreme poverty.

- _____ people would have access to the Internet.
- ¹_____ would be unable to read.
- _____ would have a university education.
- _____ would be HIV positive.
- _____ would be near birth; _____ near death.

- 2 Listen to your teacher who will now give you the figures.**
- 3 Discuss the figures in your group. How accurate were your predictions? Do any of the figures surprise or disturb you?**
- 4 If we represented Ethiopia as a village of 100 people in this way, do you think the figures would be very different? Explain your reasons.**

A6.2 Increase your word power: Percentages and proportions

- 1 Match the equivalents in the table. Write them in your exercise book like this: $\frac{3}{4} = 75\% = .75$**

| Fractions | Percentages | Decimals |
|-----------|-------------|----------|
| 1/5 | 75% | .6 |
| 1/4 | 80% | .5 |
| 1/3 | 50% | .2 |
| 1/2 | 33.3% | .75 |
| 2/3 | 25% | .3 |
| 3/4 | 20% | .25 |
| 4/5 | 66.67% | .8 |

- 2 Work with a partner and read out your equivalents to each other, without showing your lists.**
- 3 With your partner, think of a reasonable equivalent percentage figure for each of these proportions. One has been done for you.**
 - Less than half = 45%
 - More than a third
 - The majority
 - A small minority
 - A small majority
 - The vast majority
 - Just under four fifths
 - About half
 - Almost all/everyone
 - A very small number
 - Less than one person per hundred.

4 Make six sentences from this table using proportions, percentages and fractions.

Example: *Meat products were less than a quarter the value of oil seeds and less than a sixth of the volume.*

Ethiopia's exports 2009

| | Metric tonnes | US\$ 000 |
|-----------------------------------|----------------------|-----------------|
| Oil seeds | 323,609 | 4 448 75 |
| Coffee | 128,044 | 4 225 06 |
| Khat | 28,804 | 2 014 53 |
| Flowers | 32,550 | 1 749 27 |
| Other agricultural products | 194,370 | 1 461 90 |
| Precious metals and stones | 69,710 | 1 080 25 |
| Meat products | 51,240 | 1 026 23 |
| Hides, skins and leather products | 25,208 | 502 41 |
| Textiles/Garments | 13,015 | 370 68 |
| Prepared foods and drinks | 4,9166 | 228 46 |
| Minerals and chemicals | 3,213 | 153 24 |
| Spices | 1,569 | 140 68 |

<http://www.2merkato.com/>

A6.3 Increase your word power: Manufacturing and trade**1** Work with a partner. Add the words in the box to the relevant ovals in the mind map. Use a dictionary if necessary.

advertising assembly assembly-line competition cost price design duty export fair trade freight import labour force licence loss manufacturing mark-up overheads packaging pay personnel processing profit promotion raw materials sales shipping source sweatshop transport wage warehouse

2 Put the nouns you have used above into the table. Then, add verb forms of the nouns where possible.

| Compound nouns | Words which are nouns and verbs | Nouns | Verbs |
|----------------|---------------------------------|-------------|-----------|
| assembly-line | design | advertising | advertise |
| | | | |

3 Work with a partner and practise the pronunciation of the words in the table and mark the stressed syllable in each.

Example: a'ssembly 'line

A6.4 Language focus: Describing a manufacturing process

The manufacture of clothing is a complex operation. For example, if we take this expensive pair of imported stone-washed jeans, there are a number of steps from the original design to their sale in a shop.



Work in a small group and work out the stages involved in the manufacture and selling of a pair of imported jeans.

- Use some of the vocabulary from the table in the previous section, for example, design, source.
- You may also add words specific to the manufacture of stone-washed jeans, such as: materials: denim cloth, cotton cloth, thread, zip, buttons, cutting, sewing, stone washing, pressing.
- Make sentences about each of the stages.
- Before you start, look at the language in the box below:

| The passive | Sequencing words |
|--|--|
| Use this language to describe the stages in the manufacturing process: <ul style="list-style-type: none"> • <i>The jeans are designed by ...</i> • <i>The materials are sourced from ...</i> | Use this language to link the stages in the manufacturing process: <ul style="list-style-type: none"> • <i>First, ...</i> • <i>After that, ...</i> • <i>Then, ...</i> • <i>Next, ...</i> • <i>At the same time, ...</i> • <i>Meanwhile, ...</i> • <i>Finally, ...</i> |



A6.5 Listening: Asgede's jeans

- 1** The pair of jeans you described in the exercise above belong to Asgede. Asgede's jeans are truly global. Listen to a description of how they have been manufactured and sold and check to see if the stages you predicted are correct.
- 2** Make notes on the contribution made by each of the countries and cities on the map.



- 3** Listen again and make notes on the materials used in making the jeans.
- 4** Listen to the text a third time and make notes on the production costs, transport costs and sale price. Then calculate the profit.
- 5** In your group, discuss what the different profits mean for the various people involved in producing the jeans.
- 6** Work in a small group and discuss a manufacturing or production process that takes place here in Ethiopia.
 - Make notes on the stages of the process. Remember to include any materials that have to be imported.
 - Be prepared to describe the process to the rest of the class.



A6.6 Reading: Coffee production

1 Work in a group and discuss what you know about how coffee is produced.

- 1 Which country did coffee originally come from?
- 2 What is the name of the tree that coffee originally came from?
- 3 Which areas of Ethiopia produce some of the best speciality coffees in the world?
- 4 What happened to world coffee prices in the early years of this century?

2 Now read the text to check your answers.

Coffee historians agree that coffee was first discovered in Ethiopia by a goat-herder who noticed that his goats were energised when they ate the berries of the Arabica tree. Today coffee remains one of the most important sources of export income for the East African nations of Uganda, Ethiopia, Kenya, and Tanzania.



Ethiopia, though, is Africa's largest coffee exporter and around 5th in the world. Coffee accounts for over 50 per cent of its exports, generating income for its population of over 80 million. It produces around 400,000 tonnes of coffee a year. Approximately 1.2 million smallholder farmers are engaged in production, and these smallholders produce about 90 per cent of Ethiopia's coffee.

The average farm is about two hectares in size and produces around 400kg of coffee per year. The work is done by family members except at peak periods such as harvest when members of different families traditionally help each other without payment to keep costs down.

This dependence on coffee has its risks, most notably when there is a fall in the world commodity price, as happened in the late 1990s and early years of this century, and again in 2008. These falls can have a serious effect on farmers' incomes and that is why Ethiopia's Oromia Coffee Farmers' Cooperative Union (OCFCU) was set up. It protects small-scale coffee farmers from such variations by taking advantage of the Fair Trade coffee market.



Fair Trade guarantees farmers a minimum sale price for coffee and access to credit at fair prices. Part of the profit from the Fair Trade coffee market is invested in community developments, such as health care and schools. Fair Trade also promotes environmentally sustainable techniques of producing coffee. There is no doubt that Fair Trade has benefited smallholders in co-operatives such as the OCFCU by providing them with up to three times the average income.

In recent years a new tactic has been introduced which allows farmers to sell their coffee at even higher prices. This is known as trademarking; it means international trademarks have been obtained for speciality coffee grown in Harar, Yirgacheffe, and Sidamo. This allows the coffee growers to decide which distributors they will grant licences to, and what terms they must abide by in order to sell their specialty coffee. However, trademarking is not without its problems. It has faced opposition from some international distributors, who prefer to use their own trademarks. It also makes high demands on the coffee producers to ensure quality control is maintained; the government is also required to enforce minimum standards in coffee production processes. In addition, skilful marketing is required to make the trademarked coffee brands known in the developed world. Nonetheless, it is hoped that trademarking will earn Ethiopia an extra US\$ 88 million per year.

Taking control of what happens to their product after it has been exported, seems to be the only way for Ethiopian coffee farmers to receive a fairer share of the profits made from their crop as it passes along the long chain from grower to drinker.

3 Read the text again and on your own answer these questions.

- 1 How does Ethiopia rank as an international coffee producer?
- 2 How important is coffee to the country's economy?
- 3 Why is the importance of coffee to Ethiopia's economy a risk?
- 4 Explain the following terms in your own words:
 - Fair Trade
 - trademarking.

4 Find words in the text with these meanings.

- 1 owners of a small piece of land used for farming (para 2)
- 2 the busiest times (para 3)
- 3 a loan from a bank (para 4)
- 4 a method that you use to achieve something: (para 5)
- 5 a special name, sign, or word that is marked on a product to show that it is made by a particular company, that cannot be used by any other company (para 5)
- 6 the practice of checking goods as they are produced to be sure that they are good enough (para 5)

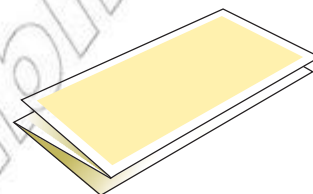


A6.7 Writing: A leaflet on Fair Trade

Fair Trade is a way in which Ethiopian coffee growers can get a fair return for their product. Write a leaflet about Fair Trade. The aim of the leaflet is to persuade customers in Western countries (for example, USA and UK) to buy Ethiopian Fair Trade coffee. Follow the instructions below to help you write the leaflet. You may use the Fair Trade Fact Sheet below to help you with information.

Plan your leaflet

- You can plan your leaflet with a partner, but you should write the leaflet on your own.
- The leaflet should have at least five sections.
- Think about the information you are going to include in your leaflet.
- Find the information you need for the topic (see the Fact Sheet on Fair Trade below and the text in A6.6 or look up the information on the Internet).
- Don't copy information word for word; read and take notes but write the text in your own words.
- If possible, find some photographs and other illustrations to put in your information leaflet.
- What section headings are you going to use? In what order are you going to put them? For example: Why buy Ethiopian Coffee? What is Fair Trade? How our farmers benefit and so on.
- Decide whether you want to use bullet points or write in paragraphs.



Write your leaflet

- Start writing a first draft of your leaflet and working on its presentation. Write your text on a folded piece of A4 paper as shown. It will give you six slim pages: three at the front and three at the back. Use the first page as the front page.
- When you have finished your first draft, check it carefully.
- Decide if you are satisfied with the content, or if you need to change, take out or add anything.
- Ask a partner to assess your leaflet and make some suggestions for improving it.
- When you are satisfied with your content, write a final neat version of your leaflet.

Fair Trade Fact Sheet

What Is Fair Trade?

Fair trade connects producers and consumers in more equitable, more meaningful and more sustainable ways. Fair Trade is based on seven principles as quoted by the Fair Trade Federation (FTF), the largest association of fair trade organisations.

Fair wages

Paying fair wages does not necessarily mean that products cost the consumer more. Since Fair Trade Organizations bypass exploitative middlemen and work directly with producers, they are able to cut costs and return a greater percentage of the retail price to the producers.

Cooperative workplaces

Fair Trade Organizations work primarily with small businesses, worker owned and democratically run cooperatives and associations which bring significant benefits to workers and their communities.

Consumer education

Fair Trade Organizations educate consumers about the importance of purchasing fairly traded products which support living wages and healthy working conditions.

Environmental sustainability

Fair Trade Organizations encourage producers to engage in environmentally friendly practices which manage and use local resources sustainably.

Financial and technical support

Small-scale farmers and artisans in the developing world lack access to affordable financing, impeding their profitability. FTF members that buy products directly from producers often provide financial assistance either through direct loans, prepayment or by linking producers with sources of financing.

Respect for cultural identity

Fair Trade Organizations encourage the production and development of products based on producers' cultural traditions adapted for Western markets.

Public accountability

FTF members' finances, management policies, and business practices are open to the public and monitoring by the Fair Trade Federation.

Who Benefits?**The Farmer**

- Fair Trade increases annual incomes of small farmers.
- Fair Trade helps put in place tools for self-sufficiency.
- Fair Trade assists small farmers to stay out of high interest debt.
- Fair Trade helps build infrastructure in farmers community.

The Consumer

- Fair Trade lets consumers have a clear conscience about their purchases.
- Fair Trade lets consumers assist and empower others with their buying power.
- Fair Trade lets consumers be part of a social justice movement through a simple action.
- Fair Trade allows consumers to initiate a chain of responses that will positively impact the lives of poor coffee farmers and their families.

The Environment

- Small farmers use organic methods, which are more environmentally friendly and sustainable.
- Small farmers disperse their plants throughout a region, a more environmentally friendly method.
- Small farmers plant shade grown coffee which is key to protecting certain species of birds.
- The existence of small farmers helps prevent the clear-cutting of larger estates.



Part B

Objectives

In this part of Unit 6 you will:

- talk about how global you are in your class
- practise the pronunciation of words with silent letters and silent sounds and syllables
- read about four multilateral organisations
- listen to a text about the pros and cons of globalisation and take notes
- write a summary of a text
- revise ways of expressing advantages and disadvantages
- revise ways of asking for explanations, giving reasons and making suggestions
- extend your knowledge of the structure *I wish*
- have a class discussion of whether globalisation is good or bad
- write a business letter
- learn some ways of working with words in order to remember them and how to explain what you mean when you don't know the word you want to use
- do a listening assessment task
- do a reading and speaking assessment task.



B6.1 Speaking: How global are we?

Work in a small group and discuss these questions.

- 1 Where do the things we use come from?
 - Look at the labels in the clothes you are wearing. Where were they made? Where do you think the fabric comes from?
 - Look at things around you: the things on your desk, the furniture in the room and so on. Where were they made? Where did the materials come from?
- 2 What family connections do you have in other parts of the world? Do you have any relatives in other countries? If so where? How long have they lived there?
- 3 How many foreign nationals are there in your school or in your town? Where do they come from? What are they doing here? How long have they been here?
- 4 How connected are we to the rest of the world? How many people in your class:
 - watch satellite TV?
 - use the Internet?
 - know the latest international news?
- 5 Name some multinational companies that operate in Ethiopia. They could be oil companies, banks, manufacturing companies and so on. Do you know where these companies' headquarters are?



B6.2 Speaking: Play Show and Tell

- 1 **Work in a group. Look at the objects below. How much can you say about each one in 30 seconds? Take it in turns so that each member of the group has a chance to describe these objects. For each one think about:**
 - What it is
 - Its brand name
 - Its origins (show where it comes from on the map)
 - What it is made of

- What it looks like
- Any other details.

Before you start, look at the language in the box

Describing objects

Use this language to describe objects

- *It's made of plastic*
- *It seems to be made of metal*
- *It was made in Korea*
- *It was probably made in China*
- *It's got a black plastic case*
- *It's quite small*
- *It's used to play music*
- *You can use it to ...*



2 Bring in one or two everyday objects from home to your next lesson in order to play *Show and Tell* with your group.

- They can be very simple objects.
- Try to find out where they come from and what they are made of before the lesson.
- Be prepared to talk about each object for 30 seconds.
- Be prepared to answer questions about your objects.

3 Each person in the group must talk about their object and show where it was made by referring to the map. After each description, the other group members should ask some questions about the object.





B6.3 Speaking: Silent letters, sounds and syllables

1 In many words the letters, *h, w, g, k, t, b* are silent. Identify the words containing silent letters in these groups:

1 h – what, perhaps, hotel, hour, rhyme, who, honour, vehicle

2 w – two, whole, answer, wish, wrong, somewhere, few, fewer

3 g – walking, gate, song, gnat, foreign, signature, sign, gnaw

4 k – work, talk, knife, know, kiss, king, clock, knee

5 t – whistle, faster, fasten, listen, ten, western, industry, often

6 b – climb, number, debt, comb, submarine, combination, beef, thumb

7 p – petrol, swept, psychology, receipt, pneumonia, psalm, shop, important

2 Listen to your teacher pronounce the words above and repeat them. Then practise pronouncing them with a partner.

3 Other letters in English can be silent in certain words. Identify the silent letter in each of these words:

- 1 island
- 2 hymn
- 3 iron
- 4 biscuit
- 5 muscle
- 6 calm
- 7 Wednesday
- 8 leopard
- 9 handsome
- 10 walk

4 Listen to your teacher pronounce the words above and repeat them. Then practise pronouncing them with a partner.

Silent sounds and syllables

- In natural spoken English, some sounds and syllables seem to disappear.
For example: *comfortable, interesting* (the letters that are not underlined are silent)
- This generally happens in unstressed syllables.

Contracted verbs and auxiliaries behave in the same way.

For example: *He isn't going, she's going instead.*

Note: Sounds and syllables that disappear in this way can be said in their full form, whereas silent letters are always silent.

5 Underline the spoken parts of these words (so that the silent part is not underlined)

- 1 chocolate
- 2 courageous
- 3 different
- 4 extraordinary
- 5 fashionable
- 6 favourite
- 7 restaurant
- 8 temperature

6 Listen to your teacher reading a list of ten words and write them down.

Practise saying the words with a partner. Pay attention to word stress and make sure one sound or syllable is silent.

**B6.4 Reading: Multilaterals**

A multilateral organisation is one which is set up by and includes several countries. There are a number of multilateral organisations that affect people's lives in Ethiopia. We looked at the biggest of all, the United Nations in Unit 5. You are now going to find out about the World Bank, The International Monetary Fund, the European Union and the African Union.

1 Work in a group of four people. Each person must read one of the texts below and then answer the questions below on their own.**Text A: The African Union (AU)**

In 1963 a group of 32 African countries, inspired by Prime Minister Krame Nkumah of Ghana met in Addis Ababa to found the Organisation of African Unity. Its aim was to promote co-operation between African states, many of which were newly independent and faced enormous challenges. Just under 40 years later, Colonel Khaddafi of Libya proposed a more **integrated** union and so the OAU was reborn as the closer-knit African Union, of 53 member states. Like the United Nations and the European Union, the African Union has a structure consisting of: an **assembly**, the Pan-African Parliament, which gives a voice to the people of Africa, and the **Commission**, based in Addis Ababa, which does the day-to-day work, and a number of other bodies.

Despite shortage of funds, the AU gives Africa a united voice on the world stage. Best known perhaps for its peace-keeping **operations** in troubled parts of the continent, the AU also engages in behind the scenes **diplomatic** work to achieve solutions to **political** problems. It is also working to bring African solutions to many common problems such as achieving sustainable development and combating HIV/AIDS.

The AU has been criticised for lack of effective action against member states guilty of crimes against its own people or neighbouring countries.



Text B: The International Monetary Fund (IMF)

The International Monetary Fund (IMF) has its **headquarters** in Washington DC, USA. It was created after the Second World War in 1944, originally with 45 members. Its purpose was to stabilise **exchange rates** and assist the **reconstruction** of the world's international payment system. Countries contribute to a **pool**, which can be borrowed from, on a temporary basis. The IMF now has a near-global membership of 186 countries. It tracks global economic trends and performance, alerts its member countries when it sees problems on the **horizon**, provides a forum for **policy** dialogue, and passes on knowledge to governments of how to tackle economic difficulties.

The IMF provides policy advice and financing to members in economic difficulties and also works with developing nations to help them achieve **macroeconomic** stability and reduce poverty.

The IMF has been subject to much criticism, particularly over the conditions of its loans. Countries are often forced to accept economic policies as a condition of being granted a loan. In some cases, notably in Africa, this has been disastrous: many countries have suffered job losses and falls in **GDP** as a result of applying the **market forces** the IMF has insisted upon.



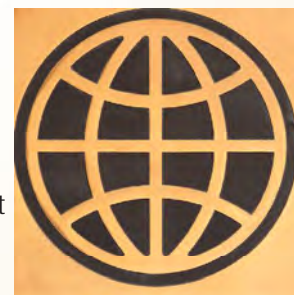
Text C: The World Bank (WB)

The World Bank was established in 1944 and has its headquarters in Washington, D.C, USA. It has more than 10,000 employees in more than 100 offices worldwide.

It is not a bank for individuals but is made up of two unique development **institutions** owned by 186 member countries: the International Bank for Reconstructions and Development (IBRD) and the International Development Association (IDA). The IBRD aims to reduce poverty in **middle-income** and **credit-worthy** poorer countries and the (IDA) focuses on the world's poorest countries.

The World Bank is a source of financial and technical assistance to developing countries around the world. It provides low-interest loans, interest-free credit and **grants** for a wide range of purposes that include: investments in education, health, public administration, **infrastructure**, financial and private sector development, agricultural, environmental and natural resource management.

The World Bank has been criticised for representing Western business interests and, like the IMF, for forcing **free market** reforms on countries that were not ready for them. In addition, it was slow to recognise the need for environmental sustainability.



Text D: The European Union (EU)

The European Union was set up in the **aftermath** of the Second World War to bring peace, stability and **prosperity** to Europe. It was founded by the Treaty of Rome in 1957 and at the time consisted of six member states, with France and West Germany at its **core**. It has enlarged over the years to its present membership of 27 countries.

The EU, like the UN, consists of a number of bodies with a Parliament and Commission at its centre. These are based in Brussels in Belgium.

In order to become a member, a country has to meet various criteria, which include a stable democracy with human rights and the rule of law; and a free market **economy**. Once a country is accepted into the European Union, the benefits are great: it allows the free **export** and **import** of goods within the EU, the free movement of labour, generous **subsidies** for farmers and for social and infrastructure development. In 2002, 16 member states joined the European Monetary Union with the Euro as its **currency**.

The EU has a Commissioner for foreign affairs and a foreign policy that allows the member states to have a more powerful say in world affairs. It also has a significant budget for aid to developing countries.

Common criticism of the EU is that it is too **bureaucratic** and **unaccountable**. Some members fear it is drifting towards greater integration and that will mean individual states will lose their **sovereignty**.

**Glossary****TEXT A**

closer-knit = more integrated

shortage of funds = insufficient money

peace-keeping operations = military forces sent to other countries to keep the peace

behind the scenes = not in public or reported by the media

TEXT B

stabilise exchange rates = keep the rates at which money is exchanged into another currency at more or less the same levels

macroeconomic = the study of large economic systems such as those of a whole country or area of the world

the market forces = the way that the behaviour of buyers and sellers affects the levels of prices and wages, without any influence from the government

TEXT C

middle-income = at a medium economic level, with enough to eat, housing etc but not rich

creditworthy = able to pay your debts and therefore can be given a loan

grants = gifts of money for a particular purpose

TEXT D

free market economy = an economic system in which companies are not controlled by the government but decide what they want to produce or sell, based on what they believe they can make a profit from

subsidies = money that is paid by a government or organisation to make prices lower by reducing the cost of producing goods

bureaucratic = involving a lot of complicated official rules and processes

unaccountable = not having to explain your actions or decisions to anyone else

sovereignty = the power that an independent country has to govern itself

2 Identify which of these statements apply to the organisation you have individually read about.

- 1 It's made up of 53 members.
- 2 It provides loans.
- 3 It has its own currency.
- 4 It helps both middle income and very poor countries.
- 5 It has its Commission in Ethiopia.
- 6 It was established by a treaty signed in Rome.
- 7 It is made up of 186 member states.
- 8 It provides both financial and technical assistance.
- 9 It is best known for peace-keeping operations.
- 10 It advises only on economic affairs.
- 11 It has a commission and a parliament.
- 12 It is made up of 27 members.
- 13 It was formed out of an earlier organisation.
- 14 It requires countries to meet certain criteria before becoming members.
- 15 It is headquartered in the United States.
- 16 It suffers from lack of money.
- 17 It keeps an eye on the world economy.
- 18 It was set up in 1944.
- 19 It has its Commission in Belgium.
- 20 It is made up of two organisations.

3 Make short notes in the table about your text.

| | Activities | Criticism |
|------------|------------|-----------|
| AU | | |
| IMF | | |
| World Bank | | |
| EU | | |

4 Work with your fellow group members to find out about the other organisations.

- Ask and answer questions in order to complete the missing information in your table.
- Listen to the answers rather than copying what each member of the group has written about their text.

5 Discuss the four organisations within your group and answer the following questions:

- 1 What new information have you found out about these organisations?
- 2 What do you think of the activities of these organisations? Do you think they are important?
- 3 What do you think of the criticism leveled at these organisations? Is it fair?



B6.5 Listening: The pros and cons of globalisation

1 You are going to listen to a text about the pros and cons of globalisation. Before you listen, make your own list of points on the subject.

2 Listen and write outline notes in your exercise book.

3 Check your notes with those of a partner. Listen to the text again and add more details if necessary.

4 When your notes are complete, discuss:

- how the list compares with the one you made in exercise 1
- whether or not you agree with the points made in the listening text.

**B6.6 Writing:** A summary**How to write a summary**

There are two kinds of summaries:

- 1** A general summary of what has been said or written.
- 2** A short statement of what is said or written about a particular subject.

When you are asked to write a summary, it is helpful to divide the main text into five stages.

1 Understand

Read the text quickly to get a good general idea of what it is about.

**2 Choose**

Choose the key points in the text. (If the book is your own, you can mark the relevant parts with pencil.) You should not include anecdotes or too many examples.

**3 Make notes**

Make notes of the relevant points in your own words – don't just copy from the text.

**4 Rough draft**

Write out a rough draft of your answer by putting your notes together in full sentences. If you have been given a word limit, make sure you have not written too much or too little. Check your draft and edit it.

**5 Final version**

Write out your final version and then check it for any errors. If there is a word limit, count the number of words and write the total at the end of your summary.

Write a summary of the notes you made on the pros and cons of globalisation in B6.5.

- Begin at stage 4 in the 5 stages given above. (You did stages 1–3 in the listening section above).
- Write this summary in bullet points. You must use your own words and write in full sentences.
- Give your summary a heading.

B6.7 Language focus: Advantages and disadvantages

There are some special expressions we can use to express advantages and disadvantages:

- (state an advantage), *but on the other hand* (state a disadvantage).
- *Although* (state an advantage), (state a disadvantage).
- *Despite the fact that* (state an advantage), (state a disadvantage).

Note:

In all the examples above, the disadvantage can also be stated before the advantage. *Although* and *on the other hand* are followed by clauses (noun + verb).

- *Although globalisation has several disadvantages, it has some advantages too.*
- *Globalisation has some advantages but on the other hand it also has several disadvantages.*

Despite is followed by a noun or noun phrase:

- *Despite having some disadvantages, globalisation has some advantages.*
- *Despite the fact that globalisation has some advantages, it also has several disadvantages.*

Look at this list of advantages (+) and disadvantages (-) of globalisation. Use these ideas to make three logical sentences with *although*, *despite* and *on the other hand*. Write the sentences in your exercise book.

| + | - |
|--|---|
| 1 Multinational companies provide jobs for local people when they open an operation in another country | it means that local cultures and languages are at risk of disappearing. |
| 2 Global communications allow people to be more aware of what is going on in other parts of the world | they are poorly paid and may not offer promotion. |
| 3 Young people around the world can enjoy the same global music and films | along with these come ideas and values often at odds with those of traditional societies. |

B6.8 Language focus: Making suggestions, giving reasons and asking for explanations

There are many phrases you can use to make suggestions, ask for explanations and give reasons. Look at the language below:

| Making suggestions | Asking for explanations | Giving reasons |
|---|---|--|
| <ul style="list-style-type: none"> • I suggest that you • I think we should • You could or you might • Why don't you • Alternatively you could | <ul style="list-style-type: none"> • Can you tell me why ...? • Can you explain why ...? • Why is it that ...? • How come ...? (informal) | <ul style="list-style-type: none"> • The main reason is ... • It's because ... • The thing is ... • Besides that ... • What's more ... • Furthermore ... |

1 Study this short dialogue:

Person A: *I think* the Government should encourage more multinationals to come to Ethiopia.

Person B: *Can you explain why?*

Person A: *The main reason is* that it would provide jobs.

2 Write similar dialogues, using these suggestions and the expressions in the table.

- 1 The Government should not allow any multinationals in the country.
- 2 The Government should control the films that come into the country, particularly from Western countries.
- 3 The Government should make sure each school has a computer room.
- 4 The Government could insist that all agricultural exports are Fair Trade.

B6.9 Language focus: *I wish***Language we use to express our wishes.**

a To express your wishes for the present and future:

- *I wish I were good at maths.* (But I am not good at maths.)
- *I wish I could be a doctor.* (I'm going to do something else as this is not possible.)
- *I wish my school were nearer my house.* (My school is a long way from my house.)

b To express a wish about something that you want to stop or change in some way:

- *I wish you would stop watching TV and come out.*
- *I wish you wouldn't have your hair cut so short.*

c To express your wishes and regrets about the past:

- *I wish I had studied harder for the test.* (But I didn't study hard.)
- *I wish our teacher hadn't given us so much homework.* (But he gave us a lot of homework.)

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

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

Note:

- We usually say *I wish I were ...* but we can also say *I wish I was* (This is also the case in some conditional sentences: *If I were you I wouldn't do that.*)
- In all of the sentences above we can substitute *If only* and the meaning remains the same.

For example: *If only I had studied harder for the test.*

1 Complete these sentences with a suitable verb in the correct form.

Example 1 I wish I *didn't have* a headache today.

- 1 I wish our house _____ a garden.
- 2 I wish my brother _____ loud music late at night.
- 3 I wish I _____ the bus home yesterday instead of walking in the rain.
- 4 I wish people _____ litter in our garden as they walk past.
- 5 I wish I _____ it easier to make friends.
- 6 I wish Ethiopia _____ a coastline.

2 Now complete these sentences about your own wishes.

I wish I could _____

I wish I didn't have _____
I wish the government would _____
I wish I hadn't _____



B6.10 Speaking: Is globalisation good or bad?

1 Work in a group of five or six people and discuss these questions.

- In your answers, use the language for expressing advantages and disadvantages, asking for explanations, giving reasons, making suggestions, and expressing wishes (given in the previous sections).
 - Draw on the ideas you have read about, listened to and discussed in parts A and B of this Unit.
- 1 Can you think of any *imported* modern ideas or customs that go against the values of Ethiopian culture?
 - 2 How do you feel about the multinationals that operate in this country? Do you think they have a positive or negative impact?
 - 3 In the conclusion of the listening text in B6.5, this comment is made about globalisation: *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.* Can you think of any ways in which we can do this?
 - 4 Study the situation described in the box and discuss what the Government should do:
 - Should it allow the project to go ahead? Justify your answer.
 - If so, what conditions should it place on the company? Justify your answer.
 - Try to reach a group decision about the project and be prepared to present it to the class.

A large foreign-owned clothing manufacturing company, Tiger Fashions, wants to open a factory in your local region. Here are some background facts about the project:

- There are already some smaller, locally owned clothing manufacturing companies in the region, which some people fear may have to close if the new factory opens as they won't be able to compete with the prices of goods sold by the large manufacturing company.
- The factory will employ 400 people.
- The managers will come from abroad.
- Some locally produced cotton cloth will be used by the factory along with other imported textiles.
- A lot of the clothing will be exported.
- The factory will need a lot of electricity, which would require the Government to improve the local power station. The company would subsidise this.

2 Have a class discussion on the topic: *Is globalisation a good thing for the people of Ethiopia?* Spend some time thinking about your opinion and draw up a list of points to make in the discussion before you start.



B6.11 Writing: A business letter

You have seen that Fair Trade helps producers to get a fair price for their goods. Imagine that you have heard that a food processing company in the UK is using Ethiopian sesame seeds in the manufacture of tahini (a product similar to peanut butter but made with sesame seeds). It is not Fair Trade, however. Write a letter to the Managing Director to persuade him/her to participate in a Fair Trade scheme for the purchase of sesame seeds.

- Discuss with a partner the possible points you can make in your letter. For example:
 - Persuade the Managing Director that it would benefit his company as they could use the fact that the ingredients in their product are Fair Trade in their marketing.
 - Mention the benefits to the growers here.
 - For more information on Fair Trade, refer to A6.6 and A6.7
- To review how to write a formal letter refer to B1.7
- To review the seven stages of writing refer to A3.3
- Write a first draft on your own and then ask your partner to comment on your letter and make suggestions for improving it.
- Edit your draft before writing your final version
- Address your letter to:

The Managing Director
Tahini products
Unit F
Hadstock Industrial Estate
Brighton
B54 7PK
UK

B6.12 Study skills: Focus on vocabulary

A

Word associations

A common memorisation technique involves associating a new word with something familiar. This can be another word or several words, or a mental image. The associated word or image should be vivid or exaggerated to make it memorable. For example:

- 1 Substitute one word for another. This can be done either in English or Amharic or your first language.
For example: *Source* = hot sauce
- 2 Break up the word and substitute parts of it for other words.
For example: *Licence* = lie, tell a lie, *sense* = feel, see, hear, touch
- 3 Make an acronym.
For example: *Arabica* = Arab iced coffee always
- 4 Substitute the word with a mental image or picture.

For example: small holder =



- 1 Choose a word from the vocabulary lists for Units 1–5 at the back of the book to memorise in the four ways described in the box.
- 2 Look at the vocabulary list for this Unit at the end of the book. Choose ten new words to memorise using the techniques described in the box.
- 3 At the end of the class, or in your next lesson, look at the words and recall their meanings. Did the word association methods help you to remember the words? Discuss with a partner.

B

Grouping words

Another way of working with words is to sort them into meaning groups.

For example: words about business, words about health

- 1** Work on your own and put the words in the box into meaning groups. You must choose the criteria for your groups.

freight tail metre beak lintern wing hectare library truck
port litre encyclopaedia milligram shipping claw dictionary

- 2** Compare your groups with those of some other students.
- 3** Look at the vocabulary lists for Units 5 and 6. Make as many groups as you can with the words.

C

What's the word?

Often we can find ourselves in a situation when we simply don't know the word we want to use. There are various strategies we can use in this situation:

- 1 Use a bilingual dictionary.
- 2 Use a word in another language that you know and see if it is in any way similar to the one you want.
- 3 Mime the word.
- 4 Use a general word like *thing* or *stuff*.
- 5 Give a definition.

- 1** Work in a group and discuss each of these methods and their limitations.
- 2** Play the following game 'What's the word?'. In your group, you must divide into two teams: **Team A and Team B. Follow the instructions below:**
- Each team is going to take it in turns to explain a word to the other team, without saying the word.
 - You will have a maximum of two minutes to explain each word.
 - You can use any of the methods above which do not involve translation.
 - If the team guesses the word, they gain a point, if they don't guess it correctly, they don't get a point.
 - When you have finished, the winning team is the one with the most points.
 - Team A, your words are on page 284
 - Team B, your words are on page 286

B6.13 Assessment**1 Listening**

- 1** Your teacher will read a description of Total, the large multinational petroleum company. As you listen make notes in the table.

| | |
|----------------------|--|
| 1 Site of HQ | |
| 2 Where it operates | |
| 3 Date established | |
| 4 Primary activities | |
| 5 Petrochemicals | |
| 6 Alternative energy | |
| 7 Controversies | |

- 2** Listen again and add more details to your notes.

2 Reading

Your teacher will read you a text about an NGO project which is helping businesses in Ethiopia. Read the text and then with a few other students discuss these questions.

- 1** SNV is involved with agricultural projects which involve 'value chain development'. Explain this in your own words.
- 2** Which agricultural sectors has SNV chosen to work with?
- 3** Match the action SNV is taking with the relevant agricultural sector in which it is doing it. Note: there may be more than one action in each sector; each action may apply to more than one sector.

| | |
|---|------------|
| a developing different stages in the supply and production process | pineapples |
| b developing laboratory procedures | apples |
| c finding land | milk |
| d getting bank loans | oilseeds |
| e improving business methods | honey |
| f improving growing methods | mangoes |
| g national and international marketing | |
| h providing information about markets | |
| i training of producers | |

- 4** Identify sentences in the last paragraph of the text which describe:
 - a** what SNV does
 - b** a direct effect of its work
 - c** an indirect effect of its work
- 5** Now discuss these questions.
 - a** How useful do you think this project is? Why?
 - b** Do you think the government should encourage more international NGO support of this kind? If so, think of other sectors that would benefit from this kind of support and give specific examples of the kind of help that could be given.

Revision 2 (Units 4–6)



Reading

This text is about traditional building techniques used by the Baganda people in Uganda. Survey the text and then answer the questions below.

Floor making was a special occupation among the Baganda; the earthen floor was first dug up and levelled; next good earth was carried in; trodden down and stamped, then beaten with short sticks, and rubbed and beaten from time to time with young shoots of plantain-trees, so that the sap from the stem moistened the earth, and enabled the men to obtain a perfectly hard and smooth surface.

On the outside of the house, all round it, a ridge of earth was made, 30 centimetres high, and 25 centimetres thick at the base, tapering to a thin edge at the top. These ridges were beaten by men who stood on one foot and stamped with the other, until the earth was beaten well against the thatch where it came to the ground, and formed a hard substance to carry off the water from the roof and prevent it from running into the house. The workmen made a polished surface to the beaten earth with their iron hoes, used as trowels, and at the doorway they made a ridge, which tapered from both sides upwards, so that it was a high rim to a saucer, and kept any water from running into the house during rainstorms.

As soon as the earth of the floor dried and cracked, the men beat it again until all the cracks were filled up, and finally they smeared the whole with a mixture of clay and cow dung, which made an excellent floor. The thatch over the doorway was neatly cut back by the thatcher; it was the custom to cut the under part long and the upper part shorter, the exact opposite to the English method. The floor-beaters for the king each received a hoe when the work was finished; but if they had also to level the courtyard in which a house stood, the king gave them a goat in addition to the hoe; this they killed and ate on the spot before anyone went to live in the house. When chiefs wanted these men to work for them, they paid them heavily, the price being sometimes as high as a cow for making one floor.

The door was made of reeds by another set of workmen who were the king's door-makers. The door-maker measured the height and breadth of the doorway with a reed, and then carried the measurements to his own house, where he made the door. He used three and sometimes four long sticks which he placed one near the top of the door, another near the bottom and one between them; to these he stitched reeds of the necessary length, and when he had completed one side with one layer of reeds, he turned the door over and stitched a second layer to the opposite side. When the door was made for the king, the stitching had to be done with cane, but for ordinary houses bark was used. The reeds were trimmed off at the ends when the door was finished, so that it might be the right length; these doors were always made larger than the opening, so that, when they were put up, the opening was well covered both at the top and on either side.

1 Choose the best option

- 1 The reason plantain shoots were used to beat the new floor was ...
 - a to moisten the earth.
 - b to make the earth hard.
 - c to obtain a smooth surface.
 - d to obtain a perfectly hard surface.
- 2 The thatch of the building ...
 - a was mixed with earth.
 - b formed a hard substance to carry off the water.
 - c touched the ground to prevent water going into the house.
 - d was stuck to an earth ridge around the outside of the house.
- 3 What kept water from running into the house during rain-storms?
 - a thatch.
 - b an earth ridge.
 - c iron hoes, used as trowels.
 - d a polished surface made by workmen.
- 4 In what way was the method of cutting thatch over the door different from the English method?
 - a There was no difference.
 - b The thatch over the doorway was neatly cut back.
 - c The under part was longer and the upper part shorter.
 - d The under part was shorter and the upper part longer.
- 5 cane stitching on doors was done ...
 - a for the king's house.
 - b where bark could not be used.
 - c where two layers were required.
 - d where the door was to be stitched on both sides.
- 6 The doors were made larger than the opening ...
 - a and then trimmed off.
 - b at the top and the bottom.
 - c to give good coverage to the reeds.
 - d to prevent gaps between the door and the walls.
- 7 With regard to the walls of Baganda houses, from the text ...
 - a we can assume they are made of mud.
 - b we are not told what they are made of.
 - c we can assume they are made of reeds.
 - d we know for certain they are made of thatch.

2 Write your answers to these questions in full sentences.

- 1 Why might we assume from the text that a floor-beater would prefer to work for a chief than the king?
- 2 Name three specialist workmen involved in building these houses.
- 3 Explain these words and expressions in your own words as they are used in the text.
 - a sap (line 4)
 - b tapering (line 7)
 - c smeared (line 15)
 - d hoe (lines 11 and 18)
 - e reed (line 24)

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 group and discuss these questions.

- a What kinds of traditional houses are there in your region? What are they made of and how are they constructed? Are they still commonly used by ordinary people or do they have special functions? If so what?
- b What are the advantages and disadvantages of:
 - i traditional houses?
 - ii houses made of modern materials such as corrugated iron, glass and cement.

2 Describing a process.

- a Work with a partner. Choose a plant that you both know something about e.g. maize, cassava, coffee or beans and talk about it together. Talk about:
 - where it can be grown.
 - how the soil is prepared (digging, fertilising etc)
 - what is planted (seeds? a cutting?)
 - how the young plant is looked after (watering, fertilising, weeding etc.)
 - how long it takes to mature
 - when and how it is harvested
- b Now work with another pair of students. Tell them how your plant is grown.

Punctuation

Write this short passage with correct punctuation.

go away screamed the girl I dont want to talk to you but youve made a mistake said the man please I want to help you



Writing

1 Using the information in the reading text above, write two short summaries in a few sentences of each of the following.

- a The method by which the floors of Baganda traditional houses were made.
- b The method by which the doors of Baganda traditional houses were made.

2 Your school is raising money to buy 12 computers. To do this a committee has been formed. You are on this committee and one of your responsibilities is to contact companies and organisations and ask them to sponsor a series of sports and cultural events to be held at the school.

Write a letter to the Manager of a local trading company to persuade him/her to sponsor 200 T-shirts for a 10-K race.

- Your letter must be laid out in a formal style
- The name of the trading company is 'Star Trading International'. Supply a suitable address in your area.
- You must write as 'Secretary of the Computer Fund-Raising Committee' and use the address of your school.

Vocabulary

1 Put the words in the box into the four groups below. Be prepared to justify your choice.

charter action-packed export animated fantasy
 peace-keeping gangster comedy duty columnist freight
 novelist monitoring playwright editor
 exchange-rate copywriter agencies licence disputes

- a** films or movies
- b** jobs in the arts and media
- c** trade
- d** The United Nations

2 Answer these questions with words from Units 4–6.

- a** What e ... describes someone who spends too much money?
- b** What b ... is someone who writes someone else's life story?
- c** What c ... is someone who writes reviews of films, plays or TV programmes in a newspaper or magazine?
- d** What h ...-t ... describes someone who becomes angry very easily?
- e** What w ... describes the face of an older person which is covered in lines?
- f** What c ... is to examine books, films etc and remove anything that is offensive, politically dangerous etc?
- g** What m ... is a period of 1000 years, or the time when a new 1000-year period begins?
- h** What b ... e ... is to neither make a profit nor lose money?
- i** What g ... is the process by which people, trade, travel to and operate in countries all over the world?
- j** What m ... is a large company that has offices in many different countries?
- k** What r ... m ... are substances that can be processed and then used to manufacture products?
- l** What s ... is money that a government or organisation pays to help with the cost of something?

Language use

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

- a** Will your brother arrived home by the time we arrive?
- b** I'll seeing you tomorrow at the meeting.
- c** I'm taking the bus so as not be late.
- d** It's about time I get a new pen. This one keeps leaking ink.
- e** Anyway, I was saying, I'm revising every evening this week.
- f** To change subject for a moment, have you thought about what you're going to do after the exams?

2 Put the words in order to make logical sentences.

- a leather was an She handbag expensive-looking carrying black
- b bus stop off must aunt with I to go the see my to her
- c off What your does plane take time?
- d market bag I time me That the my when of reminds in lost the
- e party our started It's term about we thinking end high of time
- f study try Why plan making don't a you?

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

- a It is important to educate young people about HIV/Aids.
Young people should be educated about HIV/Aids.
- b If you want to sleep well, you shouldn't eat just before going to bed.
In _____
- c I will finish my homework before six o'clock.
By six o'clock I _____
- d You keep copying my work and I don't like it.
I wish you _____
- e I studied all evening because I wanted to be ready for the test.
I studied all evening so _____
- f In the future machines are likely to do a lot of the work people do today.
In the future machines will _____
- g It's midnight so you must go to bed.
It's midnight so it's time _____
- h It's my uncle's funeral tomorrow, so I won't be at school.
I'll _____
- i Although I arrived late, I was able to take the test.
Despite _____
- j People drop litter on the ground and I don't like it.
I wish _____
- k Although Addis is the city where everything happens, it is too big, noisy and crowded.
Addis is on the one hand _____
- l I usually write new words in my vocabulary book because I want to find them easily.
I usually write new words in my vocabulary book so _____