

Poverty and development

Part A

Objectives

In this part of Unit 10 you will:

- read about the development of South Korea
- learn some synonyms of 'rich' and 'poor'
- revise the past or 3rd conditional
- revise how to use linking words and expressions
- identify and practise silent consonants
- read a poem
- talk about strategies you can use to improve your reading.

A10.1 Introduction: The Miracle on the Han River

- 1** Do you recognise these logos? What do these companies have in common? Have you seen any of their products?



- 2** Now read this text about a country which is considered to have experienced an economic miracle.

- 1 US President Barak Obama's favourite success story is South Korea. He has commented "When my father first came to the States to study (in the 1950s), Kenya was a more affluent country than South Korea. At that time, Kenya's per capita GDP was more than that of South Korea. But South Korea is now a developed and affluent country, while Kenya still remains in severe poverty. There is no reason African countries cannot do what South Korea did". The facts President Obama was referring to are: in the 1960s, Kenya's per capita GDP was US\$130, while South Korea's was US\$87. In 2009, Kenya's was US\$1,600, while South Korea's was US\$28,000.
- 2 In 1960 South Korea was emerging from ruins. In 1948, after 35 years of Japanese occupation it was divided by the Soviet Union and the United States into communist North Korea and capitalist South Korea. Then in the 1950s, when North Korea invaded South Korea, it went through the savage Korean War. Its success story since that time is called the Miracle on the Han River, which refers to the river which flows through the capital Seoul.



*The Han River
in Seoul, South
Korea*

- 3 So what is South Korea's secret? There are a number of factors. Firstly, security. In spite of being at the frontline of the Cold War between the communist East and capitalist West, South Korea has done its best to maintain peaceful relations with its neighbours, North Korea, China and Japan, with the protection of the USA. In addition it has had strong, efficient governments. Leaders have come and gone, but they have all been focussed on economic growth. Most notably President Pak Chung Hee, who led the country in the 1960s and 70s, and was determined to make it self-reliant. Under his leadership everyone's living standards improved, not just those of the elite.
- 4 During Pak's presidency, the slogan 'export or die' summed up the country's economic approach. Imports were kept to a minimum, and were largely made up of raw materials which were then manufactured into finished products such as electronics, textiles, ships, automobiles, and steel. These were then exported. In more recent years the country has embraced technology and is now at the forefront of innovation in computing and cell phones. Cheap borrowing facilitated setting up a business and paved the way for global multinationals such as Samsung, LG and Hyundai-Kia.
- 5 An educated work force has been recognised as essential. Not only has the government invested in well-equipped schools and well-trained teachers, but Korean parents too have been willing to make significant sacrifices for the sake of their children's education. Also important is the fact that the government has reversed the brain drain by encouraging overseas-trained scientists to go back home.
- 6 The Miracle on the Han River has been due to a combination of good governance and the hard work of the Korean people themselves. A fact President Obama pointed out to American students when he urged them to study harder, like Korean students. There is, however, a downside as South Korea's success has come at the cost of environmental degradation and many social problems. Are they paying a price other developing countries are prepared to pay for the 'good life'? Is the South Korean model the best way to develop?

3 List the factors that have contributed to South Korea's success.

4 Find words and expressions in the text with these meanings.

- a** rich (paragraph 1)
- b** the total value of all the goods and services produced in a country in one year divided by the number of people who live there. (paragraph 1)

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- c in an early state of development. (paragraph 2)
- d the place where fighting happens in a war. (paragraph 3)
- e able to do things by itself without depending on other countries. (paragraph 3)
- f a group of people who have power and money (paragraph 3)
- g a large company that has offices and factories in many different countries. (paragraph 4)
- h all the people who are available to work in a country. (paragraph 5)
- i the movement of highly skilled or professional people from their own country to a country where they can earn more money. (paragraph 5)
- j the process by which something changes to a worse condition. (paragraph 6)

5 Discussion questions

- a President Obama compared the economic progress of Kenya and South Korea between 1960 and 2009. Can you compare Ethiopia's economic progress over that period?
- b Look back at the factors you listed in exercise 3 and consider;
 - To what extent do these exist in Ethiopia?
 - Which of them do you think Ethiopia needs to develop?
- c Try to answer the two questions posed at the end of the text.

A10.2 Increase your word power: Rich and poor

There are many words we can use to describe whether or not someone or something is rich or poor.

- 1 Your teacher will dictate a list of adjectives. Write them in the correct column of the table.

Rich		Poor	
Adjective	Noun	Adjective	Noun
rich		poor	

All of these adjectives can be used as nouns when referring to a group of people.
The rich get richer, the poor get poorer.

Many of them have a separate noun form to refer to a state or condition.
He is a poor man. He lives in poverty.

- 2 Put the noun form of as many of the adjectives in the table as you can.

- 3 Work in a small group.

- a One of you should be a secretary and write down what the others agree.
- b Your teacher will read out one of the words from the table and give you just four minutes to make a sentence for each form of the word.
- c Your teacher will select groups to read out their sentences.

Example: *Poor*

A poor man lives in my street.
The poor face a lifetime of hardship.
Many people live in poverty in Africa.

A10.3 Language focus: Revision**1 Past or third conditional**

You have already studied how to make past or third conditional sentences to talk about events that didn't happen in the past. See B3.6.

1 Work with a partner. Make four sentences about South Korea using the third conditional like this.

- South Korea wouldn't have developed so rapidly if it hadn't had a good education system.
- South Korea would still be a poor country if its government had been corrupt.

Go back to the text for some ideas for your sentences.

2 Now make four sentences about Kenya or Ethiopia in a similar way.

- Kenya would have developed more rapidly if business people had been able to borrow money cheaply.

3 Now practise reading your sentences. Make sure you contract the auxiliary verbs linking words and expressions, which you have already practised, see B3.7**2 Linking words and expressions**

You have already studied how linking words and expressions can be used as discourse markers – see A7.6, to express contrasting ideas – see B8.5, and to express advantages and disadvantages – see A1.8.

1 Work with a partner. Discuss how to complete the sentences from the reading text, without looking back at it.

- South Korea is now a developed and affluent country, _____ Kenya still remains in severe poverty.
- In 1948 Korea was divided by the Soviet Union and the United States into communist North Korea and capitalist South Korea. _____ in the 1950s, when North Korea invaded South Korea, it went through the savage Korean War.
- _____ being at the frontline of the cold war between the Communist East and capitalist West, South Korea has done its best to maintain peaceful relations with its neighbours. _____ it has had strong, efficient governments. Leaders have come and gone, but they have all been focused on economic growth.
- Korean parents too have been willing to make significant sacrifices for the sake of their children's education. _____ the government has reversed the brain drain by encouraging overseas-trained scientists to go back home.

2 Now discuss how to complete these sentences using ideas from the reading text.

- Countries in Africa have not developed as rapidly as South Korea. An illustration of this ...
- Whereas South Korea focused on manufacturing and exports, ...
- South Korea has made rapid economic progress in the last 50 years. In fact ...
- As far as education is concerned ...
- Due to the fact that South Korea has focussed on economic growth ...



A10.4 Speaking: Pronunciation – Silent consonants

1 In many words the letters, *h, w, g, k, t, b, p* are silent. Identify the words containing silent letters in these groups. (Not all of them do!)

- 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 and repeat these words after your teacher. Then, practise them with a partner.

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

island, hymn, iron, biscuit, muscle, calm, Wednesday, leopard, handsome, walk

4 Listen and repeat these words after your teacher. Then, practise them with a partner.



A10.5 Reading: A poem

1 Read this poem from Malawi.

WHY THE OLD WOMAN LIMPS

Do you know why the old woman sings?
She is sixty years old with six grandchildren to look after
While her sons and their wives are gone south to dig gold.
Each day she milks the goat, sells the milk to buy soap,
Feeds and washes the children, and tethers the goat.
In the evening she tells all stories of old at the fireside:
I know why the old woman sings.

Do you know when the old woman sleeps?
She rests with the dark, at night she thinks of
Tomorrow: she's to feed the children and graze the goat.
She's to weed the garden, water the seedling beans,
The thatch has to be mended, the barnyard cleared.
Maize pounded, chaff winnowed, millet ground, fire lit ...
I do not know when the old woman sleeps.

Do you know why the old woman limps?
She goes to fetch water in the morning
and the well is five miles away,
Goes to fetch firewood with her axe
and the forest is five miles the other way,
Goes to the fields to look for pumpkin leaves
leaving the goat tethered to the well tree
And hurries home to the children to cook:
I know why the old woman limps.

Lupenga Mphande



- 2** Make a list of all the jobs the old woman has to do.
- 3** Explain why the old woman has to look after her sons' children.
- 4** ... *the well is five miles away*. How many kilometres is five miles?
- 5** List the types of food mentioned in the poem.
Example: *milk*
- 6** List the places mentioned in the poem.
Examples: *south*
the fireside
- 7** Find words in the poem that mean the following:
 - a** to tie an animal to a tree or post so that it can't escape
 - b** the eating of living grass by cows, sheep etc
 - c** to repair
 - d** to reduce something to very small pieces by hitting it hard many times, usually in preparation for cooking (there are two words which mean this)
 - e** the outer part of a seed (e.g. maize or rice) which has to be separated before it is used
 - f** the process of separating the chaff from the seed
 - g** to go and get something
 - h** a deep hole in the ground where you can find water
 - i** an abnormal way of walking when one leg is injured
- 8** With a partner, practise reading the poem aloud.
- 9** Discussion questions
 - a** To what extent are there people in Ethiopia who live similar lives to this old woman?
 - b** What is your opinion of the poem?

A10.6 Study skills: Focus on reading

In A8.8 we focused on reading. We looked at your attitude to reading, your reading speed and different reading skills and when we use them. You set one of these skills as a reading goal for last week. What progress have you made with it?

- 1** Assess your progress with your reading goal.
 - 1** Work with a partner and discuss the following.
 - a** What was your goal?
 - b** What work did you do to try to achieve it?
 - c** What is the outcome of this work? Which of these statements reflects how you now feel?
 - I worked hard and feel more confident about this reading skill.
 - I worked hard and have made some progress, but I still need to work on this skill.
 - I did a little work and made a little progress, but I still need to work on this skill.
 - I did very little work on this skill and have not made any significant progress.
 - 2** Set yourself another reading goal for this week and next. You can choose:
 - to continue working on the same reading skill you were focussing on last week
 - to focus on another of the reading skills in A8.8.
 Write your goal in your notebook or study journal.

2 Strategies for improving your reading.

Setting a reading goal each week is a useful strategy for improving your reading. There are other things you can do as well.

- 1 With your partner, study this mind map and discuss:
 - which of these strategies you already use regularly or occasionally
 - which of these strategies you don't use but which are a good idea
 - any other ideas for strategies for improving your reading.
- 2 Make your own mind map of reading strategies that you think will work for you.



Part B**Objectives**

In this part of Unit 10 you will:

- discuss poverty
- listen to a lecture on development and take notes
- revise prefixes
- talk about how to improve your listening
- revise ways of expressing cause and effect
- revise unreal conditionals
- discuss development priorities for Ethiopia
- write an essay
- do a speaking assessment task.

**B10.1 Speaking:** Discussion – Poverty

Work in a group and discuss these questions.

- 1** We often talk about poor people and the need to eradicate (or get rid of) poverty. What is your definition of poverty?
- 2** The United Nations definition of poverty is given in exercise 3. Look at it and try to complete the gaps.
- 3** Listen to your teacher reading the definition and complete the gaps.

“Fundamentally, poverty is a denial of choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society

- 1** It means not having enough to _____ and _____ a family.
- 2** Not having a _____ or _____ to go to.
- 3** Not having the land on which to _____ one’s food or a _____ to _____ one’s living.
- 4** Not having access to _____.
- 5** It means _____ and exclusion of individuals, households and communities.
- 6** It means susceptibility to _____.
- 7** It often implies living on marginal or fragile _____, without access to _____ or _____.”

UN Statement, June 1998 – signed by the heads of all UN agencies

- 4** Read the definition carefully and discuss the extent to which it describes people in your region.



B10.2 Listening: A lecture on development

LISTENING AND NOTE-TAKING

When?

Listening and note-taking is an important skill. There are many situations in which we have to do it: on the phone taking a message for someone else, at a meeting, during a speech, at a university lecture.

Why?

Notes give us a written record which we can refer to at a later date. For example, if you take notes in a lecture, you may need them a few weeks later when writing an essay or even a few months later when revising for an exam. Thus, notes should be set out clearly and be easily readable.

What?

Obviously when we are listening to someone and taking notes we can't write down everything they say and it wouldn't be helpful if we could. What we need to do is take down the key information: the main points and the important details. Supporting details may be in the form of: an explanation, a description, an example, an evaluation, a contrasting idea. To be able to do this you need to be able to distinguish major from minor points and the relationship between them. This is a difficult skill that requires practice.

How?

A good way of listening and note-taking is by means of an outline. An outline is a list of main ideas and each main idea is followed by a list of supporting details. As with all note-taking, you don't have to write in complete sentences and you can save time by using single words or phrases, abbreviations and symbols.

For more information on note-taking see A1.5.

1 Work in a small group. Discuss these questions.

- a Do you have to listen and take notes in other subjects?
- b How well can you listen and take notes?
 - Can you usually pick out main points and supporting details?
 - Do you organise your notes in the form of an outline?



- 2** You are going to listen to a talk about development. As you listen, complete these outline notes with supporting details.

- | | |
|---|--|
| 1 | What is development about?
= <i>helping poor improve their lives.</i> |
| 2 | Does rich = developed? |
| 3 | The aim of development |
| 4 | The Millenium Development Goals |
| 5 | Agents of development |
| 6 | Sustainable development |

- 3** Compare your notes with your partner's. You may wish to add to or change your own notes.
- 4** Listen to the lecture again to check your notes.
- 5** With the other members of your group, use your notes to re-tell the lecture.

B10.3 Increase your word power: Revision – Prefixes

We have already looked at prefixes in B2.5 and A9.9. Many prefixes give the opposite meaning to the word they are put in front of and others change the meanings of the words they are added to in a variety of ways.
Here we are going to focus on prefixes which give a word the opposite meaning.

1 What are the rules?

- a** Add the prefixes on the left to the words on the right.

un-	honest
in-	patient
im-	responsible
il-	legal
ir-	happy
dis-	complete

- b** Now complete these rules.

- un-*, *in-*, *dis-* can be added to many adjectives.
- in-* changes to *im-* before adjectives beginning with _____ or _____.
- in-* changes to *ir-* before adjectives beginning with _____.
- in-* changes to *il-* before adjectives beginning with _____.

2 Add prefixes to these words to give them the opposite meaning.

All the words – with or without prefixes – have been used in the reading and listening texts in this unit.

- | | |
|-----------------------------|----------------------------|
| a agree _____ | k essential _____ |
| b available _____ | l expected _____ |
| c co-operative _____ | m important _____ |
| d developed _____ | n information _____ |
| e divided _____ | o literacy _____ |
| f economic _____ | p mortality _____ |
| g efficient _____ | q significant _____ |
| h employment _____ | r successful _____ |
| i equality _____ | s sustainable _____ |
| j equipped _____ | t trained _____ |

3 Work in groups of four or five people and play this game.

- Student 1 chooses one of the words in the box and makes a sentence with it.
- If the other members of the group think it is a good sentence, Student 1 gets one point. If not, they change the sentence so that it is correct and no-one gets a point.
- Another person in the group (it can be anyone) must contradict Student 1 by saying ‘No’ followed by the same sentence but with a suitable prefix in front of the word.
- If the rest of the group think the prefix is correct, that person also gets a point.
- The next person chooses another word in the box etc.
- When you have finished playing, see who has got the most points.

legal relevant encourage polite interesting similar sustainable
visible regular legible satisfied able tidy patient

Example: *Student 1: employed – most people in this town are employed.*

Other students: Good, that’s one point.

Student 2: No! Most people in this town are unemployed.

Other students: That’s one point, too.

4 Add prefixes to the adjectives in the box and use them to complete the sentences below.

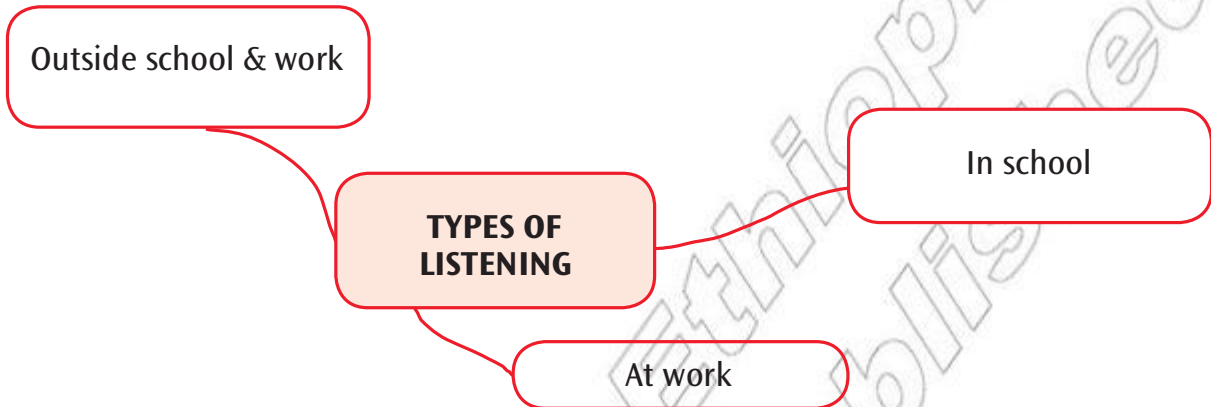
fortunate possible informed convenient honest probable
logical comfortable replaceable active

- 1 Our forests are an _____ resource which we must protect and preserve.
- 2 It is _____ that lack of funds means the new bridge project cannot go ahead.
- 3 Many people feel _____ about giving personal information on the Internet.
- 4 Don’t set goals which will be _____ to achieve as you will feel a sense of failure.
- 5 Even a small _____ act will leave you with a sense of shame.
- 6 Many find the treatment for TB long and _____, but it is essential that it is continued for the necessary number of months.
- 7 I’m afraid you have been _____: the lecture is tomorrow, not today.
- 8 Your story about seeing a ghost is highly _____. I don’t believe it.
- 9 Most of the volcanoes in East Africa are _____.
- 10 I can’t understand the point you are making in this paragraph. It is _____.

B10.4 Study skills: Focus on listening**1 When do you listen to English?**

- 1** Work in a small group. Think about the situation when you listen (in both English and other languages) in school and outside school, and also, in what situations people have to listen at work.

Discuss your ideas and then complete the mind map



- 2** Which of the types of listening on your mind map, do you do, or could you do in English? Write 'E' next to them.
- 3** Compare your mind map with those of some other groups and add any new ideas to yours.

2 How do you feel about listening?

- a** Read these sentences and decide if you agree (A) or disagree (D) with each one.

- 1** When I listen, all the words roll together and I just hear sound.
- 2** I get worried when I can't understand everything.
- 3** I just listen to pick up the main ideas.
- 4** Native English speakers speak much faster than Ethiopians.
- 5** When I listen to native English speakers, I miss a lot of words.

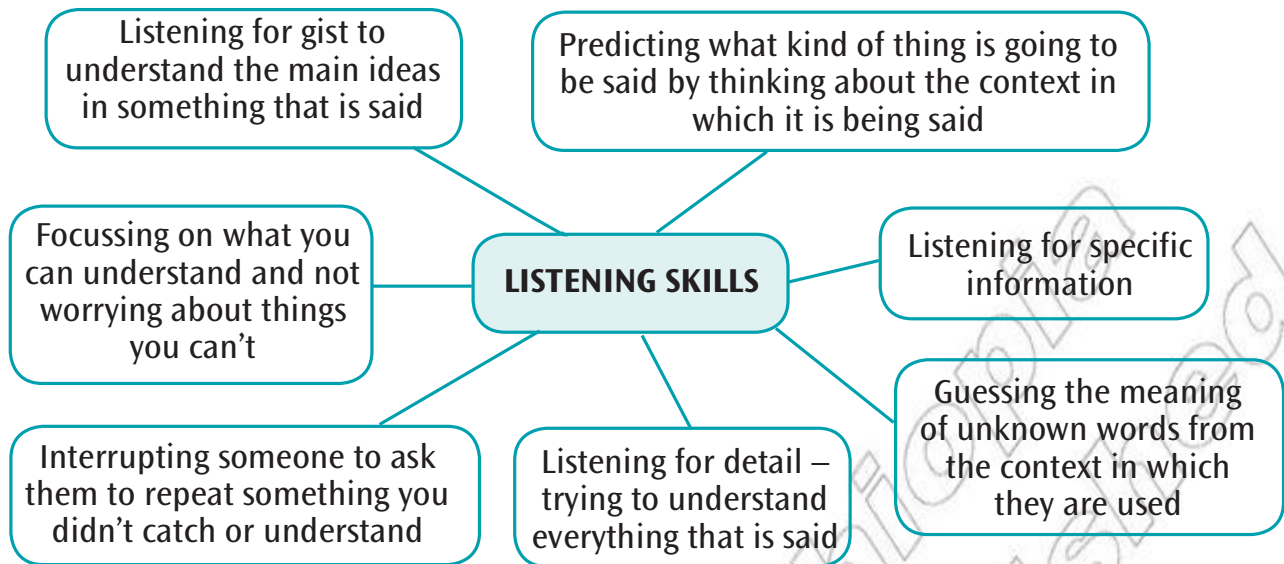
- b** Now work in a small group and compare your answers. Justify your choices.

3 Listening skills

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

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

- 1** Listening to airport announcements to find out if the flight you are waiting for is going to arrive soon.
- 2** Listening to a story.
- 3** Listening to a lecture and taking notes.
- 4** Listening and writing down someone's address and phone number.
- 5** Listening to someone you are having a conversation with.



b Now discuss how well you are able to employ each of these skills.

4 Check your listening

1 Listen to a story, Follow these steps.

- a** Look quickly at the six pictures.
- b** Listen to your teacher and decide on the correct order of the pictures according to the story.
- c** Listen again and note down the words which helped you to decide the order of the pictures.
- d** Think about which listening skills you were using to do this task.
- e** Compare your responses to exercise b) and c) with your partner's.



2 With your partner, look back at the notes you made when you listened to the lecture, B10.1.

Discuss these questions.

- a** How well did you do the first time you heard the lecture?
- b** Did you improve with the second listening?
- c** What did you find difficult? Why?
- d** On the whole, do you think you managed the task quite well, or not?

5 Set a listening goal

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

Example:

My listening goal for next week

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

B10.5 Language focus: Revision**1 Cause and effect**

We have already looked at cause and effect, which can also be referred to as reason and result.

See A7.7

We can link these two ideas by means of a linking word or expression, or a verb.

Cause**Effect**

Money alone does not lead to development.

Effect**Cause**

Development is not due to money alone.

1 In the following pairs of ideas, identify which describes a cause and which an effect.

Write C or E next to each.

- a** i) Over irrigation
ii) Depletion of aquifers
- b** i) In South America there is a huge demand for grazing land.
ii) Large areas of forest are lost every year.
- c** i) There has been population growth, climate change and mismanagement of resources in many parts of Africa.
ii) There is serious water shortage.
- d** i) Some oil-rich countries are under-developed.
ii) The financial gain has not been shared by the population as a whole.
- e** i) Water shortage in many places.
ii) Over-consumption and waste.

2 Now combine the ideas to show the cause and effect relationship.

- Keep the same order of ideas.
- Use a variety of linking words, expressions or verbs.

3 Discuss with a partner how to complete these sentences using any of the words or expressions you have used in this lesson.

- a** Achieving the Millennium development goals ...
- b** Giving more people access to education ...
- c** Providing cheap loans to people with small businesses and farmers ...
- d** Sustainable development ...

2 Unreal conditionals

- We can use the unreal or second conditional to express something which is not the case or unlikely to be the case.

If we grew more food, we would have more money to spend on other things. (= We don't grow enough food)

This structure can have a present or future meaning

Notice what happens in unreal conditionals: the tense of the verb in the conditional clause changes, but that does not mean the time has changed. It means that the verb is expressing something unreal.

Example: *If we grew more food ...* is talking about the present, not the past.

We also use verbs in the same way when using other structures which describe unreal situations such as *I wish*

- We can also use *but for* to introduce a conditional noun phrase with a similar meaning.

But for the weather, we would go for a picnic (= we aren't going for a picnic)

1 Make an *if* sentence about each of these situations.

Example: *There is a beautiful bicycle on sale in the shop. I don't have enough money to buy it.*

If I had enough money, I would buy the beautiful bicycle on sale in the shop.

- Not many children go to school, and that's why we don't have a skilled work force.
- You don't play netball well enough, so you can't be in the team.
- The goalkeeper played well at our last match, and that's why we won.
- Semhal can't come to the film as she hasn't got any money.

2 Make a *but for ...* sentence about each of these situations.

Example: *I didn't pass my exam because I had a bad headache.*

But for my headache, I would have passed my exam.

Or *But for the fact that I had a headache, I would have passed my exam.*

- I want to go with you to the film, but I can't because my mother is ill.
- We had a drought last year and there isn't much food around.
- Ali's height prevents him from being a really good basketball player.
- We have a primary school in our village. That's why most people can read and write in this area.

3 Discuss with your partner how to complete these sentences.

- If we had more schools ...
- But for the support of NGOs ...
- If there were fewer conflicts in Africa ...
- But for the level of corruption ...



B10.6 Speaking: How can our country develop?

You are going to discuss the factors that can contribute to the development of Ethiopia and countries like it.

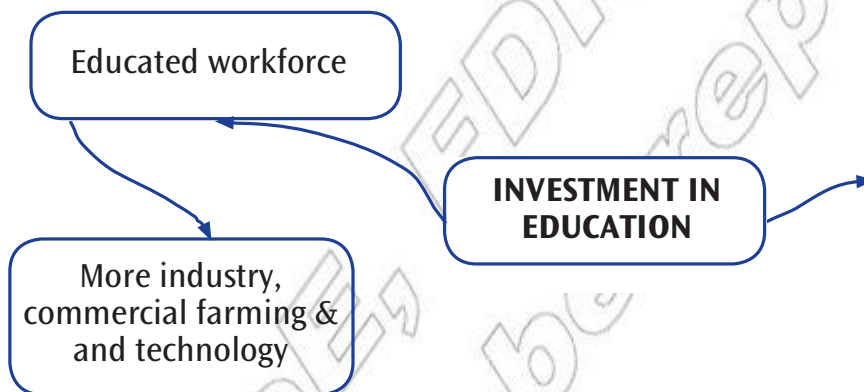
Before you start, revise the language in the boxes, which you will need to use in this discussion.

The language of meetings	Interrupting	Turn-taking
To revise the special language used in meetings as well as the language of discussion see B1.5	To revise how to interrupt someone and return to the topic you were talking about see B8.6	To revise how to take turns in a conversation see B5.2

Phase 1: Group discussion – What are the factors that contribute to development?

- a** On your own look back at the list you made in A10.1 on the factors that contributed to South Korea's development and the notes you made in B10.1 on development.
- b** Work in a group. Together, make a list of factors that contribute to development: include some of your own ideas as well as those that have been mentioned in this unit.
- c** Present your list to the rest of the class.
- d** Each group in the class should now select one of the factors that has been mentioned so far.
- e** In your group, discuss
 - i)** the contribution your factor makes to development
 - ii)** how it could help Ethiopia's development.
- f** Make a simple mind map of your ideas about the factor you have been discussing.
- g** Everyone in the group must have a copy of the mind map and be able to defend the points the group has made.

Example:



Phase 2: Role-play meeting – What are our priorities?

Now you need to form new groups. Make sure that in your new group there is a representative from each of the groups in phase 1, plus another person who will be the Chairperson. Each group is going to hold its own meeting, independently.

a Background to the meeting:

The situation

The Ministry of Planning has called a meeting to discuss development priorities for the government. A number of priority factors are to be considered and at the end a decision will be taken as to which two the government will focus on in the next five years.

Present at the meeting

The Chairperson – a senior figure at the Ministry of Planning

Departmental chiefs – each representing a different development priority

Agenda for the meeting

- 1 The Chairperson opens the meeting and gives a brief introduction.
- 2 Each departmental chief is then invited to present their priority factor.
- 3 There follows a general discussion to decide which of the factors presented are the most urgent priorities.
- 4 The Chairperson asks the participants at the meeting to vote on the two they think the country should focus on for the next five years.

b Preparation for the meeting

- The Chairperson: Read through the notes for the chairperson in B1.5. You are in charge of the meeting so make sure you get through all the points in the agenda. Don't rush the discussion. At the general discussion stage of the meeting, you can participate with your own ideas.
- Departmental chiefs: Prepare to present the mind map and ideas you discussed in Phase 1. At the general discussion stage, have an open mind about the most urgent priorities. Choose other factors if you think they are more urgent than the one you presented.
- When everyone is ready, the meeting can begin.

c After the meeting

The Chairperson of each group should report back to the class which two priorities their group chose.



B10.7 Writing: An essay

You are going to write an essay on an aspect of development.

- 1 **Think about a topic you are interested in writing about. Here are some examples. Think of some others.**

Why education is the key to development

Corruption is the enemy of development

What is good governance in a developing country?

What (the name of your town / village / region / country) needs to develop.

Is sustainable development possible?

Development priorities for Ethiopia.

- 2 **Follow these steps.**

- a Brainstorm some possible points to include in your essay. Think about;
 - some kind of definition of your topic (what)
 - points to support your point of view (why).
- b Select the most convincing 3–5 main points and think of some supporting details for each one. Make an outline of your plan in B10.2.
- c Your introduction should introduce the topic and comment on the present situation.
- d Each main point should be presented in a paragraph.
- e In your conclusion, sum up the points you have made and make a concluding remark about the general impact your ideas will have.
- f Write a first draft and then check it carefully: both your ideas and use of language.
- g Make any necessary changes to your essay and write your final version.

B10.8 Assessment**1 Speaking**

Work in a small group. Your teacher will give you some statements to discuss on the topic of aid and development.

- You will have five minutes to discuss each statement
- Try to include the language you have practised in this unit on cause and effect in B10.5, and unreal conditionals in B10.6, as well as the language of discussion.

2 Writing

Your teacher will assess the essay you wrote on an aspect of development in B10.7.

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