

# Disability

## Part A

### Objectives

In this part of Unit 9 you will:

- discuss disability
- read a text about why disability is no obstacle to success
- learn some words about disability
- practise verb + verb patterns
- learn how to express ability
- administer a survey about disability
- write a survey report
- learn about phrasal verbs with *up* and *down*
- practise using affixes

### A9.1 Introduction: What is disability?

**disability** / dɪsə'biləti / *noun* [countable, uncountable] *plural disabilities*

a permanent illness or injury that makes it difficult for someone to do ordinary things such as seeing, walking etc:

**disabled** / dɪs'eɪbəld / *adjective* **1** someone who is disabled cannot use a part of their body properly; **2 the disabled** people who are disabled



Discuss the following questions.

- 1 There is a large range of disabilities, including the examples given in the definition above: not being able to see or walk. Think of some other examples and make a list.
- 2 Disability is considered by many people to be a 'life sentence'. In other words it is compared to being sent to prison for the rest of your life. However, most disabled people manage to make the best of their lives in a way that is an example to able-bodied people. Do you know or have you met any disabled people like this?



## A9.2 Reading: Disability is no obstacle to success

You are going to read about three people with disabilities who have achieved success and fame.

### 1 Skim each text to find out:

- a what disability each person has
- b why they have achieved fame.

### 2 Match a name to each of these questions.

You may need more than one name for some of the questions.

Who ...

- a was physically very fit?
- b experienced cruelty?
- c was saved by their education?
- d was given a scholarship?
- e ended their career because of an injury?
- f was first helped by their grandmother to develop their natural talent?
- g travelled round the world?
- h achieved a first for disabled people?
- i did more than one kind of job?
- j has lived in two different countries?
- k was a difficult child?
- l communicated by touch?
- m achieved international success in two different fields?

### 3 Find words and expressions with these meanings in the text.

- a long narrow pieces of wood or plastic that you fasten to boots so you can move across snow. (Kibuuka)
- b an international sports event for disabled people. (Kibuuka)
- c something that causes trouble or harm that has been brought about by an evil spirit. (Prudence)
- d when something or someone is not looked after well. (Prudence)
- e something that prevents danger, loss, or failure. (Prudence)
- f became very successful. (Prudence)
- g something that affects someone in an unpleasant way, and makes them suffer. (Helen)

### 4 Discussion questions

- a Why do you think Helen Keller thought deafness was more of an affliction than blindness?
- b Prudence's grandfather thought she was a curse when she was born. Have you come across similar attitudes to disability in your culture?
- c Have you ever watched or read about the Paralympic Games? What do you think able-bodied people can gain from watching them?
- d What do you think was the key event in the lives of each of these three people?
- e Which story do you find the most inspiring? Why?

## Kibuuka's fast track to fame

Tofiri Kibuuka was born in Uganda. Although blind his sporting prowess soon became apparent and he was given a place at the Outward Bound School in Kenya. In 1968, while still at the school, he was one of group of three who successfully climbed Africa's highest mountain, Mount Kilimanjaro in Tanzania, the first blind people in the world to achieve this feat. Afterwards he was invited to Norway to promote sport for the disabled and due to political problems back home in Uganda, he stayed there.

Being interested in all kinds of outdoor sports he took up the Norwegian national sport of cross-country skiing. This involves walking across snow-covered countryside on skis, sliding along where possible. His natural ability meant that soon he was entering competitions for the disabled and in 1976, representing Uganda, he was Africa's first competitor in the 1976 Winter Paralympic Games, in fact the first African in any Winter Olympic event. He competed again in 1980. Although never a medal winner, he achieved respectable times at various distances.

In spite of his success at cross-country skiing, when Kibuuka took Norwegian citizenship, he knew he would never be



picked for the national team, and so he went back to running and it was as a runner that he achieved extraordinary success. At the 1984 Summer Paralympic Games he took silver in three events: the 800 metres, 1,500 metres and 5,000 metres. Then in 1992 he achieved silver in the marathon. His astonishing Olympic career finished in 2000 when he had to retire from the marathon due to injury.

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Not to

## Prudence's song of success

Prudence Mabhena is Zimbabwean, born with a condition called arthrogryposis which has affected her legs so badly she can't walk. Her father's father, thinking she was a curse, wanted her dead and soon after her birth, she and her mother were thrown out of his house. Later, when she was scarcely five years old, her mother, too, abandoned her and she was brought up by her grandmother.

Her grandmother would take Prudence to the fields while she worked. As she worked, she sang, and Prudence would sing along with her in her childish way. These were happy days, but Prudence's grandmother didn't have enough money to send her to school, so

she sent the child back to her father, by now living with a new wife and children. Here Prudence experienced neglect and hatred: she had to crawl around on the floor by herself and was left dirty and unwashed.

Two years later, salvation came in the form of a scholarship to a school for children with physical disabilities. Here Prudence thrived. She was given a wheelchair and started singing in the choir. Before long, music took over her life and she formed an Afro-fusion group called Liyana, made up of eight disabled musicians. Her hard work and musical talent meant that a few years later she was appointed to the teaching staff at her school,



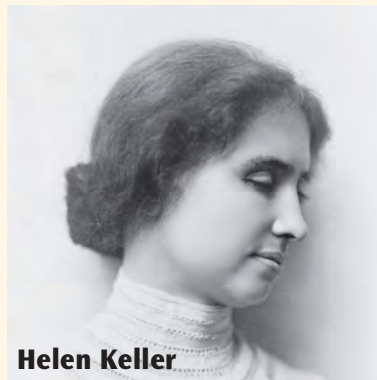
**Prudence Mabhena**

and now with a job, a salary, accommodation and the music she loves, she is a happy woman.

Prudence starred in a moving film about her life called 'Music by Prudence' which won an Oscar for best short documentary film in Hollywood in 2010.

## Helen Keller: conqueror of a dark and silent world

Helen Keller was probably the first disabled person to become internationally famous as a result of her inspiring story. She was born in the USA in 1880 and when she was only one year old illness took away her hearing and sight. She was an intelligent child, but unable to hear or see, she became wild and uncontrollable. Fortunately, when she was six years old her parents employed a woman called Anne Sullivan as her teacher. Anne stayed with Helen for the rest of her life. She worked patiently with



**Helen Keller**

her and taught her finger spelling: a technique whereby people spelled words with their fingers in Helen's hands, and she learned to do the same. Later, she learned to lip read by

touching people's lips as they spoke, and she herself learned to talk.

She was hungry to learn and succeeded in entering Radcliffe College, the foremost women's college in America at the time. She was the first deaf and blind person to be awarded a Bachelor of Arts degree. Later Helen toured the world, assisted by Anne, giving talks about her life and raising money for the blind. Famously, she once said that deafness was a greater affliction than blindness.

## A9.3 Increase your word power: Disability

- 1 Study the information in the box and discuss these various kinds of disability with a partner.

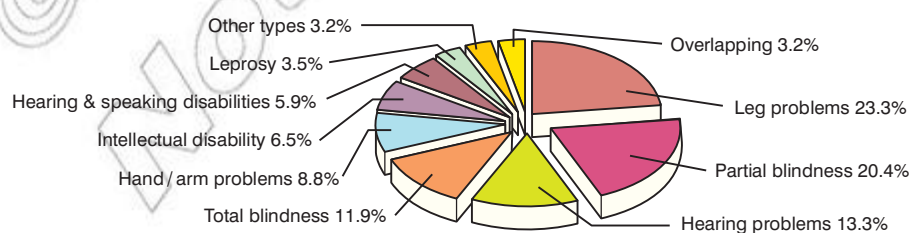
SOME EXAMPLES OF DISABILITY	
<b>Physical disability</b>	
<b>Paralysis:</b>	when you lose the ability to move your body or part of your body
<b>Amputation:</b>	when an arm or leg is cut off
<b>Sensory disability</b>	
<b>Deafness:</b>	inability to hear. Someone may be hearing impaired without being completely deaf
<b>Blindness:</b>	inability to see. Someone may be partially sighted rather than completely blind
<b>Mental disability</b>	
<b>Intellectual disability:</b>	a condition of incomplete mental development and abnormally low intelligence
<b>Dyslexia:</b>	a condition that makes it difficult for someone to read and spell
<b>Autism:</b>	a condition that makes people unable to communicate properly or to form relationships
<b>Schizophrenia:</b>	a serious illness in which someone thinks that imaginary events, conversations and ideas are really happening or true
<b>Depression:</b>	a condition that makes you have feelings of sadness and anxiety and unable to live a normal life
Note: When referring to people with a mental disability, it is no longer acceptable in English to use words like 'mad' or 'stupid'.	

- 2 The names of these conditions can have different grammatical forms. Complete these sentences with a suitable word in the correct form.

- a John is \_\_\_\_\_. Since birth he has been unable to see anything at all.
- b Rosa is \_\_\_\_\_. She can only hear you if you sit very close to her.
- c There are many \_\_\_\_\_ in countries where a lot of landmines were left behind after conflicts.
- d A spinal injury left my cousin \_\_\_\_\_ in both legs and unable to walk.
- e \_\_\_\_\_ children often seem lonely, but they can be loving to people they know well.
- f It is important to support those who are \_\_\_\_\_ and not to laugh at them or call them 'stupid'.

- 3 Study the graph about disability in Ethiopia and discuss the data it shows.

- a How do the categories of disability in the graph fit into those given in the table above?
- b What are the most common and least common types of disability?
- c What is your reaction to the statistics: are you surprised or not?



Types of disability in Ethiopia 1994

Source: World Bank Country Profile on Disability. Prepared by Wa'el International Business and Development Consultant 2000 [www.siteresources.worldbank.org/DISABILITY/Resources](http://www.siteresources.worldbank.org/DISABILITY/Resources)

## A9.4 Language focus: Verb + verb patterns

When one verb is followed by another, the form of the second verb may be in the *-ing* form or *to* + the infinitive. Which form is used depends on the first verb.

**1** Some verbs are always followed by the *-ing* form

*I enjoy playing cards.*

**2** Some verbs are always followed by *to* + the infinitive

*I've decided to study law at university.*

**3** Some verbs are followed by either form.

**a** With some verbs it doesn't make much difference which you use

**Example:** *prefer, continue, hate*

*The child continued to drink his milk.*

*The child continued drinking his milk.*

**b** With other verbs there is a difference in meaning depending on which form you use

**Example:** *stop, like, remember, try*

*I stopped to eat my lunch = I stopped what I was doing in order to do something else.*

*I stopped eating my lunch = I stopped this activity.*

**4** Some verbs are followed by an object and then the infinitive of another verb with or without *to*

**Example:** *Fertiliser helps farmers to grow more. Parents should make their children do their homework.*

### 1 Complete the sentences with a suitable verb in the correct form: *-ing* or infinitive

- 1 Do you mind \_\_\_\_\_ the window?
- 2 It's okay, I don't mind you \_\_\_\_\_ the window.
- 3 Where is Joe? He promised \_\_\_\_\_ early.
- 4 I hope \_\_\_\_\_ a doctor one day.
- 5 Please don't forget \_\_\_\_\_ your mother for the wonderful dinner.
- 6 Our teacher is trying \_\_\_\_\_ us read more outside class.
- 7 I want \_\_\_\_\_ home now.
- 8 My father has persuaded me \_\_\_\_\_ a sports club.
- 9 Do your parents let you \_\_\_\_\_ late at weekends?

### 2 Complete each of the sentences in each pair with the correct form of the verb in brackets.

- a** i) Please don't stop \_\_\_\_\_ (sweep), the floor is still dirty.  
ii) On the way home we stopped \_\_\_\_\_ (look) at the sunset.
- b** I like \_\_\_\_\_ (drink) water in the morning.
- c** I like \_\_\_\_\_ (listen) to the guitar.
- d** I remember \_\_\_\_\_ (see) this film before.
- e** Please remember \_\_\_\_\_ (lock) the door when you leave.

### 3 Identify a verb + *-ing* in the text about Prudence Mabhena and a verb + infinitive in the text about Helen Keller.

Which of the four groups in the box do these verbs belong to?

### 4 Complete these sentences so that they are true for you, then compare your sentences with your partner's.

- a** I hope \_\_\_\_\_ when I finish Grade 12.
- b** I like \_\_\_\_\_ when I get home from school.
- c** I don't enjoy \_\_\_\_\_.
- d** I stopped \_\_\_\_\_ when I started secondary school.

## A9.5 Language focus: Ability past, present and future

Two principal verb forms used for expressing ability are *can* and *able* to.

**Work with a partner and try to work out the rules for using these structures.**

**1 Study these sentences in which both these forms appear. Both forms are interchangeable in all the sentences except one. Which sentence is that?**

- a I can / am able to run a marathon.
- b I can / have been able to run a marathon for about two years.
- c I couldn't / wasn't able to run more than 5 or 6 km before that.
- d I couldn't / wasn't able to run the Abebe Bikila marathon last year.
- e I could / was able to run the Abebe Bikila marathon in 2hrs 55 mins last month.
- f It was wonderful! I could / was able to hear people cheering me all the way round.
- g I hope I can / will be able to do it in a faster time next year.

**2 Now complete these rules with 'can', 'could', 'able to' or 'was / were able to', and find examples of the rules in the sentences above.**

- a \_\_\_\_\_ and \_\_\_\_\_ are mostly interchangeable.
- b \_\_\_\_\_ is probably used more than \_\_\_\_\_.
- c \_\_\_\_\_ cannot be used after *to*, or after modals such as *must* or *should*. So we have to use \_\_\_\_\_ in these contexts.
- d Sometimes \_\_\_\_\_ is the past of can.
- e We can only use \_\_\_\_\_ for general ability, not to express what happened at a particular moment in the past. In this context we have to use \_\_\_\_\_.
- f However, \_\_\_\_\_ is possible in any situation in the past:
  - in the negative
  - with sense or perception verbs such as *see*, *hear*, *taste*, *feel*, *remember*, *understand*.

**3 Complete these sentences with *can*, *can't*, *could* or *couldn't* where possible. Where not possible use the correct form of *able to*.**

- a When my brother was a child he \_\_\_\_\_ turn upside-down and walk on his hands.
- b What \_\_\_\_\_ you see from your window?
- c I won't \_\_\_\_\_ finish my homework before tomorrow morning.
- d I \_\_\_\_\_ type without looking at the keyboard since I did a typing course.
- e There was a fire last night in our block, but everyone \_\_\_\_\_ escape from the building.
- f I used to \_\_\_\_\_ speak a little Oromo, but since we moved to Addis, I \_\_\_\_\_.
- g I'm tired today as I \_\_\_\_\_ sleep last night.
- h Last weekend I stayed at home and I \_\_\_\_\_ finish my essay.
- i The people in the next room were talking loudly and we \_\_\_\_\_ hear everything they said.

**4 Work in a small group. Discuss some of your personal abilities at these ages. Note: When talking about the future, you can begin your sentences with:**

*I think I ... or I expect I ...*

- 1-year-old
- 5-years-old
- 10-years-old
- 15-years-old
- your current age
- 25-years-old
- 50-years-old
- 70-years-old

**Example:** *At 10 years old I could read and write, I could dance and sing and play football. I couldn't swim at that age, or ride a bicycle.*



## A9.6 Speaking: A survey about disability

The United Nations Convention on the Rights of Persons with Disabilities recognises the rights of disabled people to live in the community, to marry and have children, to be educated, to employment, to take part in political life, to take part in the religious, social, cultural and sports life of the community. In other words to take a full part in the life of the communities they live in, rather than to be kept apart from the rest of society.

Of course, this is an ideal situation, and as yet in many societies these rights have not been fully recognised due to the negative attitudes of many able-bodied people.

- 1** How do you and the people in your community feel about the rights of disabled people? Work in a group of four or five students. Together you are going to carry out a survey into attitudes to disability rights. Read through the steps below before you start.

### Step 1: What do we want to find out about and how are we going to do it?

The survey is going to be about the rights of disabled people as laid down in the United Nations Convention, as outlined above.

One of the most common ways of obtaining information in a survey is through a questionnaire. A survey gives us information about a group of people, rather than one individual. The survey questionnaires are completed by individuals and then all the questionnaires are put together and the results of the survey collated.

### Step 2: Draw up your questionnaire

You need to draw up a list of closed questions so there is a limited choice of answers.

#### Example:

- 1 A disabled person is going to marry a member of your family.

This would be acceptable for someone with:

- |   |                       |       |      |
|---|-----------------------|-------|------|
| a | a physical disability | Yes ✓ | No ✗ |
| b | a sensory disability  | Yes ✓ | No ✗ |
| c | a mental disability   | Yes ✓ | No ✗ |

You should write a question of this type about each of the rights in the Convention.

### Step 3: Conduct the survey

How many people are you going to question in your survey? If you want the statistics to be easy to work out, aim for a total such as 20 or 25 people. Then divide that number between the number of people in your group. Each person in the group should make that number of copies of the questionnaire and ask the same number of people (not members of this class) to complete it. They may be friends or relatives or neighbours. Your completed surveys should be brought to your next English lesson.

### Step 4: Collate the results.

How the results are collated depends on the nature of the questionnaire. In the kind of questionnaire we are doing here, the scores should be totalled in this way:

Total number of people surveyed = 20

	Yes	No
Question 1		
a	12	8
b	15	5
c	4	16
Average	10	10



You can then convert each number to a percentage:

Total number of people surveyed = 20

	Yes	No
Question 1		
a	60%	40%
b	75%	25%
c	20%	80%
Average	50%	50%

## 2 Discuss these questions about your survey results.

- a What are the results for each question?
  - i) Do your survey group find disabled people as a whole acceptable in this situation?
  - ii) Which disability groups are most and least acceptable to your survey group in this situation?
- b Looking at the results of the whole survey:
  - i) In which situation are the survey group i) most and ii) least accepting of disabled people?
  - ii) Which disability groups are most and least acceptable to the survey group?
- c How do you feel about these results? Do they surprise you or not?
- d Do you think the results would be the same if you asked another group of people in a different part of Ethiopia?



## A9.7 Writing: A survey report

### 1 Study and discuss this information about writing a survey report

A survey report presents and analyses the information obtained through a survey. It is normally written in a formal style and divided into sections. Each section should have a heading.

The first section presents the purpose of the report (what was investigated) and how it was carried out (how many people were included in the survey, who they were and how the information was given, for example, by interview or by questionnaire).

*The aim of this report is to present the results of a survey into ...*

*Twenty people were given a questionnaire consisting of ... The results were then ...*

The body of the report presents the findings (information which has been found), clearly divided into topics. The facts are presented and may be commented on. The present tense is normally used to describe the findings. Facts should be presented in figures (*16 out of 20 think that...*) or as proportions (*the most acceptable situation is ...*), in rank order (*in 3rd position is*), as fractions (*about half of the people surveyed think*) or percentages (*54% believe ...*). Exact figures can be put in brackets after a broader statement of proportions.

*In terms of someone's relative marrying a person with a disability, on average there is an equal division between the people surveyed who find this acceptable and those who find it unacceptable, although there is a large gap between the acceptability of different disability groups. A good majority of those surveyed (60% and 75% respectively) are comfortable with the idea of someone with physical or sensory disability marrying into their family. However, mental disability is unacceptable to the vast majority (80%).*

The last section draws a conclusion from all the information presented and if appropriate, may make some recommendations.

*The survey indicates that the attitude of the survey group to ... is generally positive, although ... It shows that in future ...*

**2 In your group, now look back at the results of your survey and discuss how to organise your report.**

Make notes on the following.

- What are your headings going to be?
- How are you going to present the facts?
- What information do you need to include in the first section?
- What are you going to say in the last section?

**3 Now you should write a rough draft of the report on your own. Look at the checklist below for guidance.**

- a** My report has a title.
- b** It is clearly divided into sections and each section has a title.
- c** The first section describes the purpose of the report and how it was carried out. The body of the report presents the information which has been found, clearly divided into sections.
- d** The facts are presented and commented on where appropriate.
- e** The present tense is used to describe the findings.
- f** The last paragraph draws a conclusion from all the information presented.
- g** The language is quite formal.
- h** Spelling, grammar and punctuation are correct.
- i** My report is well-presented: it has a neat appearance and is clearly set out.

**4 Make any changes necessary to your report and then write your final, corrected version.**

**A9.8 Increase your word power:** Phrasal verbs with *up* and *down*

**More about phrasal verbs**

Many phrasal verbs have synonyms. Usually these are just one-word verbs. Compare these pairs of sentences.

*We were very surprised when Mulatu turned up on Saturday.*

*We were very surprised when Mulatu appeared on Saturday.*

*Shashitu is a good businesswoman. She has built up her business over the years and now she is very successful.*

*Shashitu is a good businesswoman. She has gradually increased her business over the years and now she is very successful.*

It is useful to know these synonyms so that you can make your writing more interesting by avoiding repetition of the same words.

**1 Put these sentences based on the reading text in A9.2 in order.**

- a** took cross-country up skiing Kibuuka.
- b** 2000 to He in up had give running.
- c** her Prudence's up grandmother brought.
- d** disabled Liyana Her eight of group made musicians was up.

**2 Identify the phrasal verbs in the sentences and then rewrite the sentences with these synonyms, instead of the phrasal verbs.**

composed raised stop started

**3 Rewrite these sentences using the phrasal verbs in the box instead of their synonyms.**

- You may need a dictionary to help you.
- Pay attention to the position of the direct object.

pick up   turn down   turn up   get down   let down  
do up   hold up   make up

- 1 We were very surprised when my uncle appeared last night.
- 2 My brother was offered a job in a factory but he refused it.
- 3 An accident delayed the traffic in town today.
- 4 I'm going to collect my new dress from the tailor when I go to town.
- 5 I must work hard so I don't disappoint my parents.
- 6 I don't believe what you say. You have invented it.
- 7 We must decorate the school hall for Speech Day.
- 8 My brother's wife annoys me as she is always asking me to do things for her.

#### 4 Work in a group.

- a Make up your own sentences with the phrasal verbs in exercises 2 and 3.
- b Read out your sentences to the rest of the class with a gap where the phrasal verb should be. The other students must guess which verb it is.

### A9.9 Increase your word power: Affixes

Affixes can be added to the beginning or ending of some nouns, verbs, adjectives and adverbs. Generally the rule is: prefixes change the meaning of the word, while suffixes change the form of the word, (although there are a few suffixes that change meaning).

#### 1 Prefixes

- 1 Match the meanings to these prefixes, then check your answers in B2.5, where you can find most of them.

anti-	against
dis-	the opposite of / not
extra-	beyond / outside / not included in something
fore-	middle
in-	bad / wrong
inter-	between or involving two or more things,
mid-	places or people
mis-	before or at the front of
multi-	many
over-	too much / across or above
pre-	before / earlier than
re-	again or back
self-	of or by your self
semi-	half
sub-	under or below
un-	not enough
under-	

## Unit 9 Disability

- 2 Complete these sentences by adding suitable prefixes to the words in brackets.
- a Let's have our meeting \_\_\_\_\_ (week), on Tuesday or Wednesday.
  - b My brother has a \_\_\_\_\_ (ability); he can't use his left arm.
  - c At choir we stand in a \_\_\_\_\_ (circle) in front of our choir-mistress.
  - d The OAU \_\_\_\_\_ (dated) the AU.
  - e I like playing \_\_\_\_\_ (active) games on a computer.
  - f When debating, make your points strongly; don't \_\_\_\_\_ (state) your side of the argument.
  - g The Institute has been at the \_\_\_\_\_ (front) of water conservation research.
  - h My brother's \_\_\_\_\_ (action) is always to say no when I ask him for something.
  - i I don't like people who are \_\_\_\_\_ (centred) and don't think of others.
- 3 With a partner, think of at least one new word with each of these prefixes, or look in a dictionary.

## 2 Suffixes

- 1 Look at these words and then match the suffixes to the meanings below

friendship childhood Communism  
Communist actor can opener fiftyish

-ship	abstract noun, used especially for family terms
-hood	adjective giving the word it is added to a less precise meaning
-ism	abstract noun for beliefs and sometimes a profession
-ist	a person with a belief and sometimes his or her profession
-or / -er	abstract noun, usually refers to status
-ish	a person or thing who / which does ... a particular job

- 2 Give the names of the following people or things.
- a A person who plays a guitar.
  - b A person who plays drums.
  - c A group of women, for example at university or college together.
  - d The state of being a mother.
  - e All the members of an organisation or club.
  - f Followers of Buddha.
  - g The profession of writing and / or presenting news stories for the media.
  - h To describe someone who looks as if they are approximately 20 years old.
- 3 With a partner, see how many other words you can think of with these endings.

**Part B****Objectives**

In this part of Unit 9 you will:

- listen to a talk about disability rights
- talk about how to help disabled people in different situations
- listen to short accounts from people with different disabilities
- discuss how we should support the disabled
- practise wh- questions + prepositions of time
- invent a gadget to help a disabled person
- read a poem
- do listening and reading assessment tasks

**B9.1 Listening:** Disability rights**1 Work with a partner. You are going to listen to a talk about disability rights.**

The talk covers a variety of topics. Key words about each topic are listed below.

Try to predict what each topic is, and what is said about it. You may need to check the meanings of some of the words or expressions.

- a** 600 million people, birth, meningitis, accidents, landmines
- b** access to buildings, flights of stairs, wheelchair ramps, lifts
- c** education, employment, reluctant, unable to cope, no limits
- d** independent, disability aids, technological aids, Braille
- e** acceptance, inferior, stared at, bullied,
- f** progress, change in attitudes

**2 Now listen to the talk and make notes about each topic.****3 Discuss with some other students the points made in the talk about each topic****B9.2 Speaking:** How can I help?

You have heard about the rights of disabled people. You also know that they face prejudice which makes it difficult for them to exercise those rights.

How can the able-bodied community make sure that those with disabilities of various kinds are given their rights? As Mahatma Gandhi said “You can judge a society by how they treat their weakest members”.

**1 Work in a group. Read each of the scenarios and discuss what you could do to assist. Try to reach a decision about the best course of action in each case.**

**Scenario 1**

You are at the local hospital. Another visitor in a wheelchair has arrived to visit her sister on the first floor. There is no lift.

**Scenario 2**

A student in a wheelchair has just started at your school. He can make his way around the ground floor with no problem, but some of the classrooms he uses are upstairs, and there is no lift.

**Scenario 3**

Your uncle is deaf and he needs to go to the Council to sort out a problem with a document about his land.

**Scenario 4**

One of your cousins, aged 12, is autistic and he doesn't like going to new places with crowds of people. His sister's wedding is next week and she very much wants her brother to be there.

**Scenario 5**

Your younger sister, aged 10, is dyslexic and she doesn't like reading, although she is very intelligent.

**Scenario 6**

A blind person who lives next door wants to fly to Nairobi to visit his relatives. He lives with his mother, who is very old and can't do much to help him.

**2 Spend a few minutes preparing a presentation to the rest of the class of your decisions.**  
Each member of the group should report back on one of the scenarios.



**B9.3 Listening:** Things that have changed my life

**1 You are going to listen to descriptions of things that have helped three disabled people to overcome specific difficulties.**  
**As you listen, make notes in the table.**

	Milliam, Uganda	Rachel, England	Stephen Hawking, England
a The nature of their disability			
b Career			
c The specific obstacle they faced			
d How they overcame it			

**2 Discussion questions**

- a** What are the disability rights issues involved in each of these cases?
- b** Talk about a disabled person you know, or who you have heard of, who has managed to overcome a difficulty.

**B9.4 Language focus: *When and if***

Both *when* and *if* are used to introduce a clause which is dependent on another clause.

**if** introduces a conditional clause:

*If it rains, I'll come home*

**when** introduces a situation that is definitely going to happen

*When it gets dark, I'll come home.*

Both have the same structure

*When/if* + subject + verb in present tense + subject + will + verb

**1 Complete this dialogue with *when* or *if***

**Fanta:** \_\_\_\_\_ are you going to Axum?

**Mossa:** I'm hoping to go on Saturday.

**Fanta:** How are you going to travel?

**Mossa:** I could go by car with my uncle, but he's leaving at 4 o'clock in the morning, or I can go by bus, about 9 o'clock. \_\_\_\_\_ I go by bus I should get there about midday.

**Fanta:** \_\_\_\_\_ you arrive, can you phone my cousin and ask him to phone my grandmother?

**Mossa:** Yes, no problem.

**Fanta:** \_\_\_\_\_ are you coming back?

**Mossa:** \_\_\_\_\_ I come back with my uncle, I'll be back on Sunday afternoon. \_\_\_\_\_ I take the bus, it will be Sunday night.

**Fanta:** What about your homework?

**Mossa:** I'll do it \_\_\_\_\_ I get back.

**2 Practise reading the dialogue with a partner.****B9.5 Speaking: How should we support the disabled?**

- 1** You are going to discuss the situation of disabled people in Ethiopia today. Study the language in the boxes before you start.

**When clauses**

To revise *when* clauses go to B9.4

**Example:** *When you see a blind person trying to cross a busy road, you should help them.*

Use this structure to put forward ideas about how to help people with disabilities.

**Hopes and fears**

To revise how to express hopes and fears go to B7.5

*I hope that people with disabilities will ...*  
*I'm optimistic that ...*

*I am worried that the government won't be able to ...*

*I am afraid that people with disabilities will ...*

Use these types of sentences to discuss points put forward in the discussion.

**2 Work in a group. Think about the actions by individuals, communities and the government that can support and assist people with disability.**

You can include:

- ideas you have listened to, read and discussed in this unit
- things that already exist or that people already do in your community.

To start you off, here are some points.

Disabled people generally depend on their families for support. Outside the family individuals can play their part as well as communities and the government.

*When someone sees a blind person trying to cross a busy road, they should help them.*

*When you go in a public building like a hospital with more than one floor, there should be a lift.*

*When someone in a wheelchair goes along a pavement in town, there should be wheelchair ramps on street corners.*

*If you have a neighbour with limited mobility, you should offer to run errands for them.*

*The school could hold a special event, like a concert, to raise money to provide a wheelchair or hearing aid for a disabled person.*

**3 Fill in this table with your ideas.**

You can include the ones given above if you want to.

<p>What the government should do</p>	<p>Provide a lift in all public buildings like hospitals with more than one floor.</p>
--------------------------------------	--



What communities should do	
What individuals should do	

**4 Compare your ideas with those of other groups in the class.**

**B9.6 Language focus:** Talking about time using *wh*- questions + prepositions

When we are talking about time, we can refer to *when* something happened or the *duration* of an event.

In the left hand column of the list below are *wh*- question words and expressions we can use to ask questions about time.

**1 Make logical questions from the list.**

- a When are you going to stay at school today?
- b What time is your birthday?
- c How long did you come to this school?
- d How long ago did you arrive here today?
- e How long do you think you will leave school?
- f What day do you normally do your homework?
- g What month were you born on?
- h What month have you lived in your present house?
- i What year do you go to bed?

**We use prepositions to introduce times: a point of time or a period of time.**

**during, while, for, since, ago + a period of time**

- *during* the holidays
- *while* I was at the market, *while* you were studying
- *for* three years, we have lived here *for* a long time
- three weeks *ago*

**in, at, on, by, until, before, after, when, from, to, in, since + a point of time**

- *at* six o'clock
- *on* Wednesday, *on* Saturday morning, *on* 4th July
- *by* five o'clock, *by* the time we left
- *until* midday, *until* I left primary school
- *before* we went home, *before* going to bed, *before* Thursday
- *after* lunch, *after* leaving, *after* we had eaten
- *when* we left, *when* we had left
- *from* 10 o'clock *to* 12 o'clock
- *in* February, *in* the holidays, *in* three days, *in* the afternoon, *in* 2003
- *since* the holidays, I have been here *since* John left

**2 Match the prepositions on the left to the times on the right. You will need to use some of the prepositions more than once.**

At	10 o'clock	ago.
	6 o'clock	
Since	2 hours	
	I was born	
On	Monday	
	August	
	2010	
In	two years time	

**3 Each of the prepositional phrases answers one of the questions in exercise 1. Match the answers to the questions.**

**4 With a partner ask and answer the same questions, but give answers which are true for you. Use any of the prepositions in the information box above.**

**5 Complete these sentences with suitable prepositions.**

- 1 Please come to my birthday party. It is \_\_\_\_\_ Saturday, \_\_\_\_\_ the afternoon \_\_\_\_\_ 5 o'clock. It will last \_\_\_\_\_ about 11 o'clock. My father wants everybody out of the house \_\_\_\_\_ midnight.
- 2 Rachel has been a nurse \_\_\_\_\_ four years. She qualified \_\_\_\_\_ 2006. She has wanted to be a nurse \_\_\_\_\_ she was a child. She hopes she will be able to work as a nurse \_\_\_\_\_ she reaches retirement age.
- 3 Our school opened \_\_\_\_\_ 1985. \_\_\_\_\_ then, there was no secondary school in this area. \_\_\_\_\_ it opened, the number of students has increased every year. Ten years \_\_\_\_\_ there were about 800. Now there are more than 1,500.
- 4 Nelson Mandela was President of South Africa \_\_\_\_\_ 1994 \_\_\_\_\_ 1999. He became president \_\_\_\_\_ the first democratic elections in South Africa, which were held four years \_\_\_\_\_ he was released from prison \_\_\_\_\_ 1990. He had been in prison \_\_\_\_\_ twenty-seven years.



## **B9.7 Speaking:** Invent a gadget for a person with a disability

**Work in a small group.**

### **1** What gadgets do you know of which enable people with disabilities to live independent lives?

In this unit we have already mentioned walking sticks, wheelchairs, hearing aids and glasses, as well as speech synthesisers, computers that respond to speech, Braille keyboards. Have you heard of any others?

### **2** You are now going to invent a gadget to assist people with a specific disability. Before you start, study the language in the boxes.

#### **Talking about advantages and disadvantages**

See A1.8

*On the one hand, a wheelchair can help people go along a road or a long corridor, but on the other hand it is difficult to use in a small room and it can't go up steps.*

**Use this language to evaluate gadgets.**

#### **Describing a gadget**

*Size: It's quite big, about 1m by 50 cm.*

*Shape: It's round / square, triangular.*

*Materials: It's made of wood, plastic, metal, leather.*

*Details: It has a handle and a switch to start it.*

*There is a handle sticking out of the top.*

**Use this language to present your gadget to the class.**

### **3** In your group think of a new gadget.

It can be a completely new idea or an adaptation of an existing gadget (for example, a special walking stick), and it can be simple, like a walking stick or technological, involving some kind of computer or cell phone device.

You must decide:

- What kind of disability your gadget can help.
- What it is.
- What it does.
- How it works.
- What it looks like
- Its name.
- Its cost.

### **4** Prepare to present your gadget to the rest of the class.

- Include the information you came up with in the previous exercise.
- Prepare an illustration of your gadget.
- Prepare your presentation: decide which members of the group are going to present different aspects of the gadget to the class.

### **5** Present your gadget to the class.

- Each group must now make their presentation to the class.
- After each one, the rest of the class can discuss the advantages and disadvantages of the gadget.
- When each group has presented its gadget, the class can choose the best.



## B9.8 Reading: Poem

**1** Read this poem written by an American girl with a disability.

Two Worlds...  
 Torn between the ears of  
 Sounds and Silent,  
 Uncertain, unable to join...  
 Tears flow...  
 Unknowingly both push away,  
 Rejected, made to feel  
 Unbelonging...  
 Tears flow...  
 'Cept certain hands,  
 Pulls, pushes, encourages,  
 Is Relentless...  
 Tears flow, a smile growing...  
 Still stuck between,  
 But Loved...  
 Sarah Leslie, 16, United States of America  
 From: *It's about ability*: A UNICEF publication

**2** Discuss with a partner:

- a What kind of disability does she have?
- b What is she saying about it?
- c Your feelings about the poem

## B9.9 Assessment

**1** Listening

Your teacher will read you a text about a South African athlete with a disability. As you listen complete the gaps in these sentences with one or two words.

- 1 When Oscar was a baby, both his \_\_\_\_\_ were amputated.
- 2 He was good at sport at school, especially water polo, \_\_\_\_\_ and \_\_\_\_\_.
- 3 At the Athens Paralympics in 2004, he won \_\_\_\_\_ in the 200 metres.
- 4 In 2005 he was first in the 400m at the South African Championships for \_\_\_\_\_ athletes.
- 5 Oscar runs on J-shaped blades made of \_\_\_\_\_.
- 6 In 2008 he was \_\_\_\_\_ from international athletics.
- 7 It was said that his blades gave him an unfair advantage over \_\_\_\_\_.
- 8 Oscar says that paralympic sport is about \_\_\_\_\_, while able-bodied sport is about \_\_\_\_\_.

**2 Reading**

Your teacher will give you a Fact Sheet prepared by the United Nations International Labour Office (ILO) on Disability in Ethiopia.

Skim read it and match the sections in the text to these sub-headings.

- a** The way forward
- b** Key ministries responsible for people with disabilities
- c** Current Situation
- d** Governmental support for people with disabilities
- e** Key international standards on disability and their status
- f** Organisations of persons with disabilities
- g** The role of the ILO

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# Revision 3 (Units 7–9)



## Listening

You are going to hear a talk about growing food crops versus cash crops.

- 1** Before you start, discuss the meanings of these three terms:

subsistence farmers   commercial farmers  
cash croppers

- 2** Now listen to the talk, take notes of the main points under the headings below. You will hear the talk twice.

1 Subsistence farmers	
2 Commercial farmers	
3 Cash croppers	
4 Advantages	
5 Disadvantages	
6 How we can grow more food	
7 The importance of cash crops	
8 What farmers should grow	



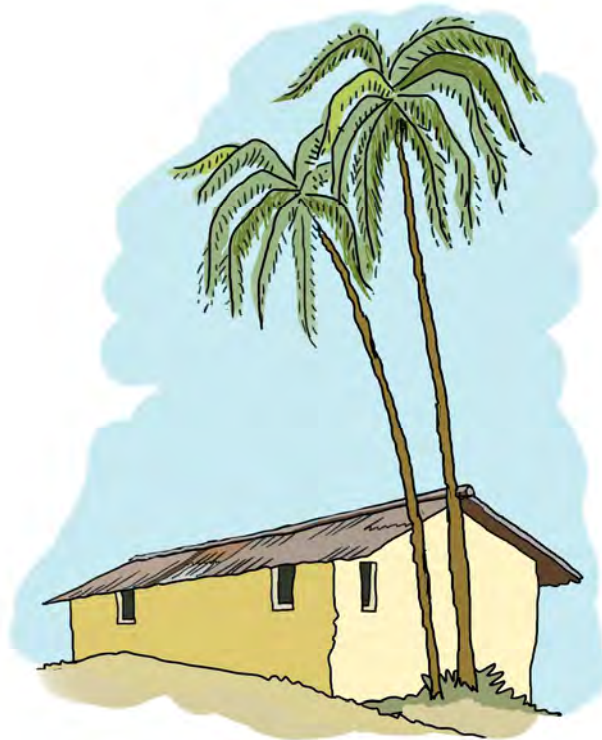
## Writing

Write a paragraph summarising the arguments for and against growing cash crops. Write about 120 words.



## Reading

Listen to your teacher reading this poem and then answer the questions below.



### PALM LEAVES OF CHILDHOOD

When I was very small indeed,  
 And Joe and Fred were six-year giants,  
 My father, they and I, with soil  
 Did mix farm-yard manure.  
 In this we planted coconuts, naming them by brothers' names.  
 The palms grew faster far than I,  
 And soon, ere I could grow a Man,  
 They, flowering, reached their goal!  
 Like the ear-rings that my sister wore  
 Came the tender golden flowers.  
 I watched them grow from gold to green;  
 The nuts as large as Tata's head.  
 I craved the milk I knew they bore.  
 I listened to the whispering leaves,  
 When night winds did wake.  
 They haunt me still in work and play:  
 Those whispering leaves behind the slit  
 On the cabin wall of childhood's  
 Dreaming and becoming.

*G. Adali-Mortti*

**1 Write answers to these questions**

**a** Who are Joe and Fred?

\_\_\_\_\_

**b** Were Joe and Fred older or younger than the poet?

\_\_\_\_\_

**c** What did they use for planting the trees?

\_\_\_\_\_

**d** What names were the coconut trees given?

\_\_\_\_\_

**e** Who reached maturity first; the poet or the coconut trees?

\_\_\_\_\_

**f** What appeared on the trees before the nuts?

\_\_\_\_\_

**g** Which part of the coconut did the writer want?

\_\_\_\_\_

**h** What happened when it was windy?

\_\_\_\_\_

**i** Nowadays does he remember the look or the sound of the trees?

\_\_\_\_\_

**j** Where was the poet when he heard the sound of the palm trees?

**2 Match these words from the poem on the left with the meanings on the right.**

a ere	i want very badly
b tender	ii had or carried
c crave	iii before
d bore (to bear)	iv a long thin hole in something
e haunt	v young and soft
f slit	vi stays in your thoughts – usually something sad or beautiful

**Pronunciation**

**1 Work with a partner. Practise reading the poem aloud. You should read one half each.**



**Speaking**

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

- a** Describe a sound that you remember from your childhood and what memories that sound has for you.
- b** The poet remembers planting the coconut palm with his father when he was a small child. Talk about a memory you have from when you were very small.



**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.
- My favourite food
  - What I like doing in my free time
  - A person I admire
  - A place I want to visit
  - Something I want to do
- 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.

**Dictation**

Listen to your teacher reading a short dictation passage and write it down.

**Vocabulary**

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

paralysed atmosphere cyclone aquifer hail partially sighted  
greenhouse effect hydrologist precipitation dyslexia carbon dioxide  
desalination depression fossil fuel dam mist

- a** Disability  
**b** Global warming  
**c** Water  
**d** Weather

- 2** Complete the crossword with words from Units 7-9.

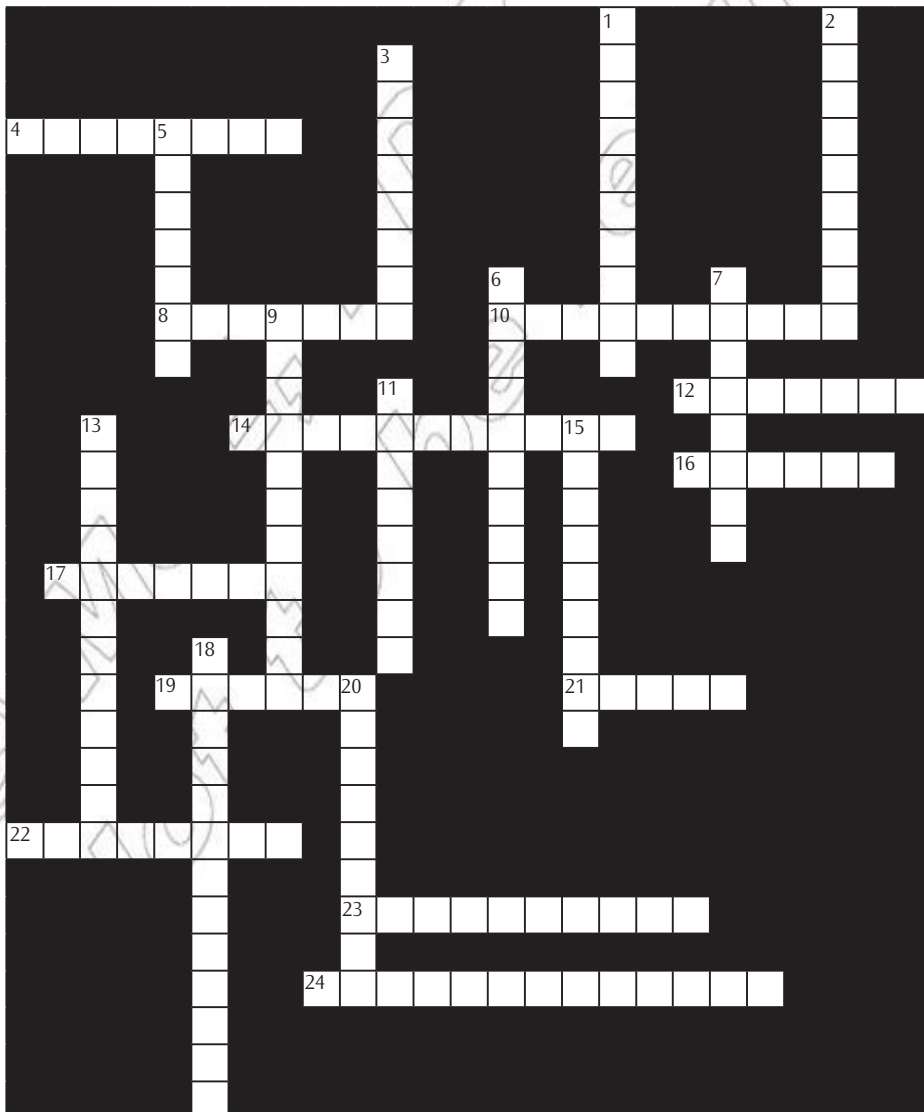
**Across**

- 4** A bomb hidden in the ground that explodes when someone walks or drives over it  
**8** An animal or plant that does not exist any more  
**10** A half of the earth  
**12** A long period of dry weather when there is not enough water for plants and animals to live  
**14** The scientific study of weather conditions  
**16** A small, useful, and cleverly-designed machine or tool  
**17** A small book or piece of paper advertising something or giving information on a particular subject  
**19** A gentle wind

- 21 To look at something or someone for a long time without moving your eyes
- 22 To make something longer
- 23 Physically strong and healthy, especially when compared with someone who is disabled
- 24 The cutting or burning down of all the trees in an area

**Down**

- 1 Believing that good things will happen in the future
- 2 A word that sounds the same as another but is different in spelling, meaning, or origin
- 3 A description of what is likely to happen in the future, based on the information that you have now
- 5 To make something slightly wet
- 6 A chair with wheels, used by people who cannot walk
- 7 A situation in which there is not enough of something that people need
- 9 A computer program, television system etc that allows you to communicate directly with it, and does things in reaction to your actions
- 11 Being on your own, without other people
- 13 Small drops of water that are formed when steam or warm air touches a cold surface:
- 15 Someone who plays the guitar
- 18 A gas, especially carbon dioxide that is thought to trap heat above the Earth and cause the greenhouse effect
- 20 To change a liquid into a gas



## Language Use

Choose the best option to complete each of the sentences.

- 1 Eating leaves can be ... if you don't know what they are.  
a harmful   b healthy   c healthily   d harmfully
- 2 My sister is foolish. When she has money she spends it ...  
a free   b extensive   c extensively   d freely
- 3 Abdisa plays ...  
a the guitar beautiful   b the guitar beautifully   c beautifully the guitar  
d beautiful the guitar
- 4 Helen sang ... in front of the whole school  
a confide   b confidently   c confident   d confidence
- 5 The concert had to be cancelled ... the fact that the star guest was ill.  
a In spite of   b due to   c so
- 6 I am a bit lazy and ... I don't do any sport.  
a because   b due to   c consequently
- 7 Please remember ... the stove.  
a turning off   b to turn off   c turn off
- 8 I don't remember ... your brother before.  
a to meet   b meeting   c meet
- 9 The speaker went on ... about his school days for half an hour!  
a talking   b to talk   c talk
- 10 The bus avoided ... the child who ran into the road.  
a hitting   b to hit   c hit
- 11 I wish we ... in the same town.  
a lived   b would live   c live
- 12 I wish I ... more time to write this essay!  
a have   b have had   c had
- 13 Look, if you pay for my drink, ... you one tomorrow.  
a I buy   b I am buying   c I'll buy
- 14 ... anything this evening. What about you?  
a I won't do   b I don't do   c I'm not doing
- 15 I promise ... you as soon as I get home.  
a I'm telephoning   b I'll telephone   c I'm going to telephone
- 16 Can we borrow your ladder please? ... the ceiling.  
a We're going to paint   b We will paint   c We will be painting
- 17 I feel awful! I think ... sick!  
a I'll be   b I am being   c I'm going to be
- 18 I ... now play three musical instruments: guitar, piano and drums.  
a could   b able to   c can
- 19 ... finish yesterday's test on time?  
a Were you able to   b Could you   c Can you
- 20 I ... go to Amina's party as I was ill.  
a couldn't   b can't   c will be able to
- 21 You ... go home now, class is over.  
a couldn't   b are able to   c may
- 22 My uncle is ... on my brother to manage one of his shops.  
a getting   b looking   c taking
- 23 What time are you ... out for the airport tomorrow?  
a getting   b setting   c taking
- 24 Everyone ... on our school principal as a great man who works hard for our community.  
a takes   b sets   c looks