

Part A**Objectives**

In this part of Unit 3 you will:

- listen to a speech about dropping out of university
- discuss why students drop out
- read some notes on an aspect of study skills and make a poster about it
- carry out a self-assessment exercise and then write a report about your own strengths and weaknesses as a student
- read a problem page in a university newspaper or magazine.

A3.1 Introduction: A speech**1 Work in a small group and discuss these questions.**

- 1 How many universities are there in Ethiopia?
- 2 What are universities for in general terms? What do people gain from going to them?

2 Every year many students drop out of university, which is cause for concern. Your teacher is going to read a speech by the dean of a university on this topic.

Before you listen, discuss the differences between these pairs of words:

- To drop out (verb) A drop out (noun)
- To graduate (verb) A graduate (noun)

3 Now listen to the speech and do the following activities.

- 1 What is the topic of the speech?
 - a How the drop out rate varies between courses and universities.
 - b The reasons why students drop out.
 - c What schools can do to prevent students dropping out.
- 2 Identify the main points in the speech and write them down in note-form. Leave enough space so you can add more details later.
- 3 Listen to the speech again and add more details to your list of main points.
- 4 Check your notes and points with a partner.

**A3.2 Speaking:** Why students drop out

- 1 **Work with a partner or in a small group. Complete the table with your own views about why so many students drop out of university in their first year. You can use some of the points from the dean's speech if you wish, but try to include some new points as well.**

Problems	Reasons	Recommendations
Students don't understand the lectures.	Low level of English.	Additional pre-university programmes in August and September.

- 2** Prepare a short oral presentation of your points with your group. Each person in the group should take part in the presentation. Make sure you allow plenty of time to practise your presentation.
- 3** Team up with another group and give your presentations to each other. While listening to the other group, think of some questions to ask or points to raise at the end of their talk.
- 4** Team up with a different group and repeat the previous step.



A3.3 Reading: Notes on study skills

- 1** Work in a small group. In your group you are going to read one of the texts below on an important area of study skills. Your teacher will tell you which text to read.
- 2** Discuss the text in your group.
 - Did you understand all the points in the text?
 - Can you think of a practical example of how you could apply what you have read?

Study the language in the box below before starting your discussion

Use this language to discuss useful points in your text:

- *This would be useful for ...*
- *I'd find this good for...*
- *I could use this to ...*
- *I'd find this helpful when ...*

- 3** In your group, take a large sheet of paper and make a poster of the ideas in your text.
 - Discuss the information you want to include and how you wish to arrange it.
 - Make a rough plan of your poster before writing the final version.
- 4** Display your group's poster and view all the posters made by the class. Discuss the points you think would be particularly useful.

Text A: Note-taking

Note-taking is an important skill at senior secondary level, and also at university.

Why take notes?

When you listen to a lecture or talk, or read a textbook in order to get information, you should write down some important points in note-form. Notes give you a written record, which you can refer to at a later date. You may need them a few weeks later when writing an essay or even a few months later when revising for an exam.

What should you write down?

Notes are a summary of what you are reading or listening to. It isn't possible to write down everything so you should only make notes on the key information: the main points and the important details.

Supporting details may appear in the form of an explanation; a description; an example; an evaluation; or a contrasting idea. You need to distinguish between major and minor points. This is a difficult skill that requires practice.

How should you write notes?

Using an outline is a good method of note-taking. An outline is a list of main ideas; the main ideas are followed by a list of supporting details.

Main ideas are underlined and numbered; bullet points are used for the supporting details. This helps to highlight the important information. Key words and phrases, abbreviations, symbols and incomplete sentences can be used. These take up less space and are much quicker to write. Here are some examples of abbreviations and symbols used in note-taking:

&	and
"	ditto (the same as the line above)
etc	and so on
e.g.	for example
NB	Note well (this is a very important point)
→	leads to, results in
↗	increase
↘	decrease
#	the opposite of
=	means, is the same as

Text B: Written assignments

Whatever kind of writing assignment you have to do; whether it is an essay, a report or even a story, you need to approach it in the same way and go through the same process. It is useful to use the seven-step process as outlined below.

The seven-step process

- Step 1: Choose your topic and brainstorm ideas.
- Step 2: Research information: find the information you need on the Internet, in the library and in your own notes.
- Step 3: Make a plan (in the form of an outline).
- Step 4: Write a first draft.

- Step 5: Check your first draft for errors in grammar, spelling, punctuation and so on. You can also ask a classmate, friend or family member to read your text to see if your ideas are clearly presented.
- Step 6: Revise your first draft in light of any feedback you receive.
- Step 7: Write your final version and then check it.

The planning stage

- Start your planning with a mind map of the main points you would like to include.
- Write an outline of the main points. An outline is a list of main ideas; each main idea is followed by a list of supporting details. Main ideas are underlined and numbered; bullet points are used for the supporting details.
- Each main idea can represent a paragraph in a short assignment, or a section, in a longer project.
- The main points in your outline show the order in which they will be presented in your assignment.
- A well-structured outline gives you the guidance needed to write your assignment.

The writing stage

- When embarking on the actual writing of the assignment, make sure you follow your outline.
- Think about how to put your ideas into words, for example, the language and style to be used. These should be appropriate to the kind of text you are writing.
- Leave a margin on the left-hand side of the page.
- Make sure the layout is appropriate for the task.
- If using paragraphs, make sure they are clearly separated.
- Make sure your piece of writing is the required length.
- If you have consulted sources of information, list them at the end of your piece of writing in a bibliography. Give the name of the author; the title of the book (or website); the date it was published and the publisher.
- Make sure your handwriting is neat and clearly legible in the final version.

The editing stage

During the first stage of the editing process look at the content of your assignment and check to make sure:

- it makes sense
- all the information you want to include is there
- there is no unnecessary repetition of ideas.

Secondly, check for errors of:

- style
- punctuation
- spelling
- grammar (verb forms, subject-verb agreement, *a/an* and *the* and so on)
- word order
- use of words (vocabulary)

After editing your assignment, write a clean, final version.

Text C: Active participation

Some students make the mistake of thinking that going to class is a passive process and that all you have to do is sit at your desk and listen to your teacher. This is not the case; a classroom is a place for learning and learning is an active process.

When listening to your teacher, become an active listener by:

- identifying the points being made and noting them down
- putting a question mark (?) next to points that you do not understand
- putting a star (*) next to points for which you have your own view or have something to add
- asking your questions and/or making your points to your teacher.

When answering questions:

- don't answer just for the sake of speaking
- ask for clarification if you don't understand a question
- don't be afraid of giving half an answer; other class members may be able to contribute to the rest of the answer
- don't be afraid of answering a question if you are not 100 per cent sure it is correct; you and others can learn from your mistake, if it is wrong.

When asked for your thoughts on something:

- relate the issue to something you have already learned or a previous experience
- don't be afraid to disagree with an opinion that your teacher or others in the class hold; but be open to having your opinion challenged by good arguments.

When working in a group:

- discuss the task with the other group members
- if you don't understand the task, ask your teacher or another group member for help
- make sure you complete the task as instructed by your teacher; don't cheat or find an easy way
- don't dominate the group and don't let anyone else dominate it
- if you finish early, use the extra time to discuss the task with your group and relate it to other areas or topics you have studied.

Be well-prepared before class by:

- reading around the topic of your next class and noting down some key points
- preparing some questions about the topic to help clarify anything you do not understand.

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Text D: Mind mapping

What is mind mapping?

Mind mapping is a method of putting ideas on paper and linking information together.

Why use mind mapping?

- Mind mapping is an alternative to writing notes in a linear fashion on paper.
- When we are not sure of the order or priority of our ideas, a mind map is a good way of jotting them down.
- Mind maps are perfect for:
 - brainstorming ideas for an essay, talk or a story
 - revising the main points of a topic you have studied.

How to create a mind map

There are two possible methods:

1 Using lines

- Take a clean sheet of paper, or a new page in your book.
- Start at the centre and write the name of your topic or essay title.
- For each main idea, draw a branch from the centre using a different colour.
- Write key words about the idea along the branch, using capital letters for clarity.
- Now add smaller branches to the main branches to represent linked ideas. Use the same colour as the main branch.

2 Using balloons (for example, see A2.1)

- Take a clean sheet of paper, or a new page in your book.
- Start at the centre and write the name of your topic or essay title in a balloon.
- For each main idea, draw a branch from the centre leading to a balloon.
- Write each main idea in its own balloon.
- Now add smaller balloons to your main ideas to represent linked ideas.

Keep your mind map simple by using key words to represent your ideas; don't clutter the mind map with too many words.

The advantages of a mind map:

- A mind map is circular. It shows the connections between a central topic and the ideas around it.
- Links and associations are shown visually rather than in words. Visual signs and key words are easier to remember than linear notes.
- The non-linear arrangement can stimulate your brain and help you to come up with ideas.
- It is organised and at the same time creative.
- It is compact and can summarise several pages of notes on one page.
- Information can be easily reviewed.

Text E: Time management

In senior secondary school, going to class is not enough. You also have to study independently. Many students find this difficult, so it is a good idea to think carefully about what you should be doing and how to organise your study time.

1 What should you do in independent study time?

Homework

- It is important to do your homework. If you do it, you will keep up with the work and the marks given will indicate your progress.
- Don't leave homework to the last minute.

A review of lessons

- Read through your notes and the relevant sections of your textbook every evening.
- Add new words to your vocabulary notebook.
- Re-do exercises on subjects or points that you still do not understand.

Private study

- Do extra exercises from another textbook (borrow one from the library).
- Read chapters in your textbook and in other books.
- Focus on the language areas you need to improve.

2 How much time should you allow for independent study?

- Ask your teacher how much time should be spent on homework per week. For example, in Grade 12 it may be ten hours per week.
- Aim to spend a few extra hours reviewing your lessons and doing private study. This may be another five or ten hours per week.
- Whenever you study, set a realistic time limit for how much you are going to do each day.
- When it comes to exam time you may have to increase your study hours.

3 When should you do independent study?

What are the options:

- Before school. Get up early and do a couple of hours of study.
- After School. After school you could go straight to the library, or study as soon as you get home.
- In the evening, after your meal. However, don't leave it too late.
- At weekends. Limit your study time and allocate specific times, for example on a Saturday afternoon.
- Spare moments during the day, such as on the bus going to school, during the lunch break and so on.

4 Make a study timetable

- Every week you should make a list of tasks you need to do for each subject; include homework tasks, reviewing and private study.
- Estimate the time you need for each activity.
- Make a schedule for the week. Include everything on your list.
- When exams or tests are approaching, include some revision time in your timetable at least a month before they start.

Text F: *Study conditions*

Where do you study?

Where you choose to study will depend on where you can study best. Some students find the library is a good place to study. If you choose to study at home, you need a regular space of your own, somewhere you can keep your books and not be disturbed, for example in your bedroom. Make sure your family understand and respect your need for a quiet space.

If possible, study at a table and keep your books and study materials on it. Otherwise keep them on a shelf, or even in a cardboard box. Do not leave your materials all over the house. If you don't have a table, sit on your bed and use a piece of wood to rest your books on.

Who do you study with?

There are some occasions when it is helpful to study with someone else, for example:

- to discuss a text you have read
- to discuss a new topic that you don't understand very well
- to test each other, for example reviewing a unit in your text book.

Important: When studying with a friend, set a time limit and focus on your work during that time. Don't spend your time chatting!

What resources should you use?

The following resources can help you with your studies:

- your teachers
- your classmates
- books such as textbooks, dictionaries, grammar books, novels, encyclopaedias
- the Internet (either at home, school, or at an Internet café)
- relevant media, such as newspapers, television and radio programmes (such as documentaries and news bulletins, if relevant to the topic).



A3.4 Writing: Self-assessment

- 1** Think about your own study skills and fill in the survey below. Work independently and choose a score for each of the statements in the survey, according to how well you can do each task. Be honest, don't over- or under-estimate what you can do!

5 = very well 4 = quite well 3 = more or less 2 = just a little 1 = not at all

Self-assessment survey	5	4	3	2	1
Reading					
1 I can skim a text in two or three minutes and get some idea what it is about.					
2 I can answer multiple choice questions on a text.					
3 I can explain the meaning of a word as it is used in a text.					
4 I can make notes of the key points in a text.					
Writing					
5 I can follow the seven steps necessary to produce a good piece of writing.					
6 I can write different kinds of texts: an essay, a report, a formal and informal letter.					

Listening				
7 I can listen to someone speaking and understand the gist of what they are saying.				
8 I can listen to someone speaking and take outline notes.				
Speaking				
9 I ask questions in class				
10 I give my opinion and justify it in class.				
11 I agree and disagree politely with other students in the class.				
12 I can give a short presentation in class.				
Independent study				
13 I always do my homework.				
14 I always review my lessons.				
15 I do extra reading and other work that teachers haven't told us to do.				
16 I organise my study time so that I can fit in all my work and other aspects of my life.				

2 Review your scores and identify your own strengths and weaknesses. If possible, list at least three strengths and three weaknesses.

3 Exchange your self-assessment survey with a partner. Study his/her scores carefully.

- Look at your partner's scores. Do you think the scoring is fair?
- Think of some advice for your partner about how to improve their weaknesses.
- Write some notes of your advice, for example: before writing an essay, use a mind map to help you plan.

4 With your partner, interview each other about your respective scores.

Ask questions, such as: What do you think are your main strengths and weaknesses? What are the reasons for your weaknesses? How do you think you could improve? Say whether you agree or disagree with the scores and give the advice you have written down.

5 After the interview, write a short self-assessment report on your own study skills.

- Use or copy the report outline below.
- Use the information from your self-assessment form.
- Use the advice given to you by your partner.
- Use bullet points if you wish.

SELF-ASSESSMENT REPORT	Student name:
Strengths:	Advice given:
Areas for development:	Targets set:



A3.5 Reading: Problem page

Most universities and colleges have a student newspaper or magazine. One of the most popular features in the newspaper is the problem page. Students like to read other people's problems as they are often similar to their own.

- 1** Skim through the following problem page letters and identify what each one is about. Write a short sentence summarising each problem.

Are you worried about something? Unhappy for some reason and unable to talk to anyone about it? Ask Sefanit. She is here every week to cast light on your problems.



Problem A: *I can't cope*

I am a law student half way through the first term of my first year and I am very unhappy. I am finding the work very difficult. I don't understand the lectures; the law books frighten me and everyone else seems to be getting along fine. I did well at school and didn't think university would be so hard. I spend all of my time studying, but I don't seem to achieve much as I am trembling most of the time and can't concentrate.

Problem B: *Hidden love*

I am 21 and in my last year and I have a boyfriend. We see each other on campus and we go out once or twice a week. My parents, though, don't know about our relationship and if they did, they would make me leave and go home immediately. But my boyfriend and I love each other and at the same time we are both serious about our studies. In fact we study together in the university library and help and encourage each other. I think when we have graduated and found jobs we will get engaged. I hate deceiving my family and at the same time I am terrified that someone from my home region will see us together and tell them. What can I do?

Problem C: *Worried about my friend*

Recently I have become suspicious that my best friend is taking drugs. We are both in our second year. In the last few months he has been spending less time with me and more time alone. He is no longer interested in playing football, he is often absent from lectures and sometimes when we talk he becomes bad tempered for no reason. His appearance has changed too; he looks tired and red-eyed and his clothes are a mess. He is very

intelligent and before this started he was doing well. I am very worried about him and I don't know what to do for the best. If I talk to him he will deny there is a problem, if I tell his parents he will never speak to me again.

Problem D: *Pressure from parents*

I'm a second year medical student. My parents have put a lot of pressure on me to become a doctor, like my father, but I hate my course; I should never have enrolled. I'd much rather be doing journalism or politics, but my parents won't listen to me. Recently I've been drinking heavily and it's interfering with my studies. I used to drink only on Saturdays with my friends, but now I'm going out to bars secretly instead of staying in my room and studying. I know I'll never pass my exams if I go on like this, but the more I think about that, the more depressed it makes me and the more I want to drink and forget my problems.

Problem E: *Room mate trouble*

Please help me! My room mate is driving me mad! We are both in our first year and share a room. I didn't know him before and he is a nice enough person except that he never stops talking. When I open my books he sits by me and asks me what I'm studying and then takes the subject back to his own affairs. If we go to bed at the same time, he won't let me sleep as he wants to talk all night. The only solution is for me to stay out late and then come back when he is asleep. The problem with that is that our room is a long walk from the main campus and I don't like walking back in the dark. I've already mentioned to him politely that I need to study and sleep, but after five minutes of quiet, he just starts again!

2 Work with a partner to discuss each of the problems. Consider the following questions:

- How do you feel about each problem?
- Do you sympathise with the writers?
- How would you feel in their situation?

3 With your partner discuss the advice you would give to each of the writers. Write a short paragraph summarising your advice. Before you start, study the language in the box and use it to help clarify your advice.**Giving advice**

- *If I were him, I would ...*
- *She really must ...*
- *I think she should ...*
- *If he ..., then will ...*
- *In order to she should ...*

4 Read the replies to each of the problem letters below.

Match each reply to the relevant problem.

Answer A

If the situation is as bad as you say it is, then strong action is called for. A polite word is not enough. Have a firm word with your room mate and tell him how serious it is for you and him. Explain that you need to have several hours of quiet time for study every day and that you need to get enough sleep at night. Tell him you enjoy your chats and look forward to having a cup of tea together most days, but there are times when chatting is off-limits. The next time he interrupts your study or sleep, remind him of what you have said and cut the conversation short. There is no need to get angry with him or shout, but you must be firm. The alternative is to find somewhere else to live.

Answer B

You are drinking because you are unhappy with your situation. You are obviously not suited to your course, and in the case of studying medicine, which is a long stretch and requires dedication, this is a serious matter. It seems to me that you have to talk to your parents about changing your course. Quietly find out about changing courses, for example if and when you can do it. You could also find out about your career possibilities with the kind of degree you want to take. Then your parents must be informed. Go and confront them with the reality; you are not coping and if you don't change your situation you will probably fail. They must be made aware of how serious this is. Perhaps you could talk to another relative first, who is likely to be sympathetic and he or she could help you talk to your parents. Drinking, of course, will not solve your problems, and you must be strong and stop it. If you don't, you'll face a lifetime of misery. So stop going out during the week and get back to your studies. I'm sure your parents don't want to make you unhappy.

Answer C

From the description of your friend's behaviour it is likely that he is taking drugs of some kind. If so, then he has a very serious problem. Not only will his health suffer, but so will his studies; this could have consequences for his future career and affect the rest of his life. Usually young people start experimenting with drugs because of pressure from their friends. A normal, well-balanced young person can resist the pressure, but if they have problems of some kind in their lives, they may turn to drugs as a way of escaping them. You may feel unqualified to help your friend at this difficult time, but rather than ignoring the problem, I suggest you talk to one of your friend's older relatives about your fears. This should be someone he can talk to and will listen to; possibly an older brother or if he is a long way from home maybe there is a counsellor, priest or imam who can help.

Answer D

Fear is taking over your life. You passed the exams to get onto a law course, which is not an easy task; you have what it takes. But settling into university is not easy – the confident faces of your colleagues are probably concealing a lot of nerves and uncertainty. You have to calm down and be kinder to yourself. Sitting in front of a book all the time but not taking anything in is not doing you any good. A better approach is to start planning your time: make a weekly timetable of your classes and other commitments and then list the things to do in your study time such as what assignments you have to do, what reading you should do and so on. Then work out when you are going to do all of this. You also need a social life; is there a club you could join, some friends you could visit? Why not make friends with someone on your course? You could approach difficult areas of your subject together. At the moment the problem is your emotions and these are preventing your intellect from engaging with the work of the law course.

Answer E

You have a new life and are embracing new values and habits that are different from the ones you were brought up with. From what you say, your relationship with your boyfriend is healthy and sensible. Many parents would be happy for their daughter in such a situation. However, in your case, you know your parents would be very upset. You should, though, tell them what is going on and hope they will trust you. It might be better to get someone else involved; maybe your older brother or sister, or an uncle or aunt, someone who will understand your situation. Or perhaps they could meet your boyfriend. In the end, though, you are now an adult and living away from home. You have to make your own decisions about your life; but be aware of the consequences of what you decide.

- 5** With your partner discuss the advice given and compare it with the suggestions you made.
- 6** On your own, identify five words that are new to you in the problem-page letters and replies.
 - 1** Find out what the words mean. Do this by guessing the meaning from the context and then checking in a dictionary.
 - 2** Teach the new words to your partner and learn the words he or she has identified.

7 Think of another problem that a university student might face and write your own letter to Sefanit. Your letter should have the following structure:

- Introduction to who you are and your problem
- More details about the problem
- Your feelings about the problem
- Your request for help/advice.

Put your name on your letter.

8 Your teacher will collect in the problem-page letters and then redistribute them. Write a reply to the letter you are given in the style of Sefanit's.

Your letter should have the following structure:

- A reassuring comment on the situation
- Several points giving advice or making suggestions
- An explanation of advice given.

Put your name on your letter.

9 Give your reply to the person who wrote the problem-page letter.

Read the reply to your letter and evaluate the advice given.

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Part B

Objectives

In this part of Unit 3 you will:

- listen to a successful graduate talking about her time at university
- practise language for talking about problems
- extend and consolidate your ability to talk about the future
- write an essay
- learn about register and how to use fillers
- do speaking and reading assessment tasks.



B3.1 Listening: A successful graduate speaks

- 1** Your teacher is going to read a text by a successful graduate about the problems she faced at university.

As you listen, note down each of the problems. These will form the main points in an outline, so leave a space under each problem.

- 2** Listen again and under each of the problems, make notes of the strategies she recommends to overcome them to complete your outline.

- 3** Compare your notes with a partner's, and the way you have organised your outlines.

- 4** Discuss the problems and the advice given.

- To what extent do you follow this advice now, in Grade 12?
- Do you think you will follow the advice given at university?

B3.2 Language focus: Dealing with problems

- 1** We can talk about problems using **find it + adjective**.

With a partner, make sentences from the table.

Find it + adjective			
Mekibib found	it	tiring difficult hard lonely	to study all day. to organise her time. to be away from her family.
	the campus university life	confusing. lonely.	

- 2** There are many verbs we can use to describe how we deal with a problem.

With your partner now make sentences from this table.

Solving problems			
Mekibib	faced up to dealt with found a solution to sorted out solved	the problem by	drawing up a study timetable. joining the netball club.

3 There are several expressions we can use to talk about what we generally do and what we occasionally do.

With your partner make sentences from the table below.

Generalising and making exceptions	
As a rule I ...	see if I can find something helpful on the Web. phone my brother. wait a few days for it to sort itself out.
Generally I ...	
Most of the time I ...	
Quite often I ...	
Just occasionally I ...	
But every so often I ...	
There are exceptions of course, for example ...	

Note: When we are making generalisations about the things we do, we often use *will* or the shortened form *I'll* even though we are not talking about the future.

Example: *As a rule I'll wait a few days for it to sort itself out, but just occasionally I'll phone my brother and ask him what he thinks I should do.*

4 Talk about what you generally do in these situations: Try to use *I'll*.

- 1 When you run out of money.
- 2 When you have forgotten or lost your key.
- 3 When you haven't done your homework.
- 4 When it starts to rain and you haven't got an umbrella.
- 5 When you have homework that you don't know how to do.

5 Complete these sentences with suitable words from this section.

- 1 As a _____ I don't waste money on snacks.
- 2 However, just _____ when I am hungry I'll buy myself some chips.
- 3 I _____ it useful to keep a small dictionary in my bag.
- 4 Every so _____ I come across a word I don't understand
- 5 I used to find _____ difficult to take notes in lectures..
- 6 I _____ the problem by always reviewing my lecture notes afterwards in order to add headings and numbering.
- 7 _____ so often I get a low grade for my work.
- 8 I _____ with it by reading through my work and checking the comments by my teacher.



B3.3 Speaking: Dealing with problems in Grade 12

Work in a small group and use language from the section above in your discussion.

- 1 Talk about problems many students face in Grade 12. Make a list of as many as you can.
- 2 Discuss ways in which the problems you have talked about can be solved.
- 3 Share your problems and solutions with other groups in the class.

Many students find the work in Grade 12 very difficult. You can solve this problem by studying more and asking more questions in class.

B3.4 Language focus: Talking about the future

1 We can use the following verbs to talk about the future:

- *I hope I'll ...*
- *I think I'll ...*
- *I expect I'll ...*
- *I intend to ...*
- *I aim to ...*
- *I'd like to ...*
- *I have decided that I ...*

Divide the verbs in the box into these two groups:

Sure about the future	Not sure about the future

2 With a partner, discuss which is the best verb to complete these sentences.

- 1 The sky is so dark I expect/hope there'll be a storm.
- 2 I don't know if I have done enough work but I expect/hope I'll pass my exams.
- 3 If I pass my exams I hope/intend to study mechanical engineering.
- 4 Galore said he has a lot of things to do today so I expect/hope he'll be late.
- 5 I've bought some blue cotton cloth and I expect/intend to make a dress.

3 With your partner, discuss ways to complete these sentences.

- 1 This evening I aim to ...
- 2 Next weekend I'd like to ...
- 3 I hope I'll finish ... by ...
- 4 This week I don't intend to ...
- 5 After school today I think I'll ...
- 6 When I get home I expect I'll ...

4 The verbs you have been using in this section are just one way of talking about the future. There are several verb structures as well.

- 1 Read this dialogue aloud with a partner.

Hirut: How are you feeling about the exams?

Meaza: I think I'm going to be alright. They begin in four weeks' time, but I will have finished all my revision in three weeks and after that I'll just be looking through my revision notes. What about you?

Hirut: I'm not at all confident! I know I'll be so nervous on the day, that I'll forget everything I've learned. So I'll probably fail badly!

Meaza: Oh come on, you'll be fine. You always do well in tests and you've passed your end of year exams so far.

Hirut: Hmm I'm not so optimistic.

Meaza: Look, I'm meeting Sefanit this afternoon and we're going to revise some English vocabulary together. Would you like to join us? It will be useful and fun!

Hirut: Yes! That ll be great! And maybe three heads will be better than two!

2 All the future verb forms in the dialogue are underlined. Match each of them to the following list of forms and functions.

A = present simple (used to express events that are timetabled to happen)

B = present continuous (to express a fixed future plan)

C = going to (*to express a future intention*)

D = *will* (to express a future prediction)

E = *will have done* (to express something that will be completed by a point of time in the future)

F = *will be doing* (to express an expected future event)

5 Complete this dialogue choosing the best of the underlined options.

Ali: Are you burning/Will you be burning the midnight oil tonight revising for the exams?

Jimmy: Hmm. We take/We will take the first one in four weeks' time, so I will have started/I'm going to start my revision in three weeks' time.

Ali: So is that your plan?

Jimmy: Yes. If I start revising now, I'm forgetting/I'll have forgotten everything by the time the exams begin.

Ali: I don't like revising. I don't really know what to do, so I haven't done much yet. But I'm good at exams so I'm just doing/I'll just do my best on the day.

6 Circle the best option to complete these sentences.

1 There _____ a thunderstorm later. Look at those clouds!

- a is
- b will have been
- c is going to be

2 _____ anything this evening. What about you? Do you want to come round?

- a I won't do
- b I don't do
- c I'm not doing

3 This time next month _____ our exams!

- a we do
- b we'll be doing
- c we will do

4 _____ you as soon as I get home.

- a I'm telephoning
- b I'll telephone
- c I telephone

5 What time _____ in the morning?

- a will your bus have left
- b does your bus leave
- c will your bus leave

6 Can we borrow your ladder please? _____ the ceiling.

- a We're going to paint
- b We will paint
- c We paint

7 I feel awful! I think _____ sick!

- a I am being
- b I will have been
- c I'm going to be

- 8 Can I borrow some money for the bus? _____ you back tomorrow.
- a I'm going to pay
 - b I pay
 - c I'll pay
- 9 When you read this letter _____ my exams!
- a I will finish
 - b I am going to finish
 - c I will have finished
- 10 _____ on a school trip after the exams, our teacher has promised.
- a We'll be going
 - b We go
 - c We will have gone



B3.5 Speaking: My future plans

Work in a small group and discuss these questions. Use the language for talking about the future you practised in the previous section.

- 1 Are you planning to go to university or not?
- 2 What course and which university are you aiming to go to?
- 3 If you don't go to university, what will you do?
- 4 What does your family think of your plans?
- 5 What are your long-term plans for your life?



B3.6 Writing: An essay

- 1 Work on your own. Think about what going to university would mean to you and consider the following questions.
- 1 What do you hope to gain from university? For example, knowledge; the chance to meet new people; independence, better career, and so on.
 - 2 What fears do you have? For example, the work would be too difficult; missing your family.
 - 3 What pressures do you think you will be under? For example, worries about money; having enough time to study and balancing your studies with family chores and duties.
- 2 Make a rough drawing of yourself like the one below and put your feelings about going to university in each of the thought bubbles.



3 Compare your thought bubbles with those of some other members of your class.

4 Use the ideas in your thought bubbles to write an essay about going to university.

- The title of the essay should be *What going to university would mean to me*.
- Use the ideas you have read or listened to and discussed in this unit.
- Follow the seven steps for writing an essay given in A2.12 and A3.4.
- If you already have a guaranteed place at university, express your ideas using future forms such as *will* and *going to*,
for example: *I hope I will be able to ...*
- If you are still not sure that you are going to university use *would*,
for example: *I hope I would be able to ...*
- Your essay should be 250–300 words in length.

B3.7 Study skills: Focus on speaking

A Register

The word *register* has several meanings. This is one of them:

register /'regɪstə/ n LANGUAGE STYLE [C,U] the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing.

1 Work with a partner and read the two short dialogues below and compare them.

Dialogue 1

Student A: Hi! You okay?

Student B: Yeah, I'm okay. And you?

Student A: Yeah, fine. But I've got to go now. Bye.

Student B: See you.

Dialogue 2

Student A: Good morning! How are you today?

Student B: I'm very well thank you, and you?

Student A: I'm fine too, thank you very much. I'm sorry but I'm in a terrible hurry, will you excuse me?

Student B: Yes, of course. I hope I'll see you again soon.

2 What is the register of the two dialogues above?

- Polite and formal used between people who are not on socially familiar terms.
- Informal used between people who are on socially familiar terms.
- Neutral

3 Think of situations when people choose:

- a *formal register*, for example when talking to an older person, when giving a formal speech
- an *informal register*, for example when talking to a close friend
- a *neutral register*, which can be used in any situation.

4 Complete this table with suitable expressions for the different registers.

Formal	Neutral	Informal
Introducing yourself		
Asking someone to be quiet		
Inviting someone to a party		
Offering someone a drink		

5 With your partner write a very short role-play for one of the situations you thought of in exercise 3.

- Write the role-play using a suitable register.
- Practise your role-play.
- Perform your role-play for another pair, who must identify the register.
- Write another short role-play, this time using a different situation and register.

B Fillers

Look at these expressions:

<i>Er ...</i>	<i>Wait a moment ...</i>	<i>Let me think ...</i>	<i>You know, ...</i>
<i>Ummm ...</i>	<i>May I think about that for a moment?</i>		<i>Hang on ...</i>
<i>You see ...</i>	<i>Oh, I don't know ...</i>	<i>How shall I put it? ...</i>	<i>What's it called?</i>
<i>Well umm ...</i>	<i>Well actually ...</i>	<i>Ah yes, now ...</i>	<i>Well as far as I can see ...</i>

These expressions are called *fillers*. They are called this because we use them to fill the spaces when we are thinking about what to say or the words to use.

Example: *Student A: What's the capital of India?*

Student B: Er... Let me think. Umm... It's umm... Mumbai, no it isn't! Umm. It's ... What's it called? I know... it's Delhi! Yes, Delhi!

1 Choose the most appropriate filler for the dialogues below. The fillers are underlined.

Dialogue 1: Two friends are talking:

Person A: Where's the stop for the airport bus?

Person B: Um, hang on, oh yes / Um, may I think about that for a moment? It's the one over there, in front of the bank.

Dialogue 2: In a job interview:

Person A: Could you tell me what qualities you can bring to this position?

Person B: Well, first of all, I'm well-qualified, as an economics graduate, and secondly, how shall I put it? / umm, well, you see, I know how to deal with people.

2 Work in a small group (maximum four people). You are going to give one-minute talks.

Follow these steps.

- Choose one person to start. That person must choose one of these topics:
 - mountains
 - the ocean
 - the desert
 - farms
 - school compared to university

- your favourite school subject
 - your dream job
 - bad behaviour.
- 2** When your teacher says ‘Start!’ speak for one minute on that topic:
 - Do not pause! If you need time to think, use a filler from the box above.
 - Don’t 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!
 - 3** 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.
 - 4** Choose another person in your group to have a turn. Continue until everyone in the group has had a turn. Each person must choose a different topic.

B3.8 Assessment

1 Speaking

Work in a group with two or three other students. Look at the list of questions about the future below. You must discuss each one.

- Your teacher will tell you how long you have to discuss each question.
- Each person in the group should contribute to the conversations.
- Before you start, spend a few minutes preparing for your discussion on your own. Look back at the language for expressing the future you practised in B3.4 and think about what you are going to say in answer to each question: you must try to give as full an answer as possible.

- 1** What career do you eventually hope to have?
- 2** What career plans do other members of your family have?
- 3** Where do you think you will be living in ten years’ time?
- 4** Do you think daily life for most Ethiopians will be the same in 20 years or so?
- 5** Do you think an African team will win the Football World Cup within the next 20 years?

2 Reading

Your teacher will give you a text describing the education system in Britain.

- 1** The text is made up of five sections; however, they are not in the correct order. You must decide on a logical order for the sections and write the letter of each section next to each of these section numbers.

Section 1:

Section 2:

Section 3:

Section 4:

Section 5:

- 2** Write a suitable heading for each section.

Section 1:

Section 2:

Section 3:

Section 4:

Revision 1 (Units 1–3)



Listening

In modern times there have been great changes to traditional ways of life. You are going to hear one person's views about a modern development which has had a big impact.

1 Listen to your teacher and decide which of the following is being talked about.



mobile phones

computers

satellite TV

climate change

girls' education

2 Listen again and complete the gaps in the sentences with a word or phrase.

- a Before, if you lived in a _____ you could get TV, but in _____ you couldn't get a signal at all.
- b Also, you could only watch the _____ stations.
- c Now people in _____ can get a dish and watch _____.
- d _____ used to take weeks to get to some parts of the country but that has changed.
- e However, not many people can _____ it.



Reading

Survey the text and then answer the questions below.

The English say that the darkest hour comes before the dawn, and certainly that was true of my school life. The year I spent in Standard 2 was as unlike that of Standard 1 as it is possible to be. My new teacher was an easygoing man with a real affection for children. He seemed to like us as we were, not only for what he could make of us. He was especially gentle with me. The other children, so used to my father's rule, took advantage of his leniency and the standard of work went down. It did not, however, have that effect on me. At first I kept up my standard of neatness, accuracy and attention, because my father kept a watchful eye on my progress and behaviour, although I was no longer in his class, and he inspected my exercise books regularly. But soon I was doing my best simply to please my teacher, and to win his praise. In a few weeks I soared up to the top of the class and began to enjoy school.

I remember vividly the first time I was called up to the front of the class, not to be punished, but to be praised. The teacher entered the room, picked out an exercise book from the pile on his table, and said, "Kofi, come here." The room swam before my eyes, I felt sick, I could not move. How often during the year before had I heard those words. They were always the prelude to misery. I felt again in imagination the stare of forty pairs of self-righteous eyes; heard again the cold, cutting voice of my father reciting my disobedience or stupidity to forty pairs of ears; felt again the cut of the cane, and heard my own voice sob and gasp, although I had vowed to myself that this time I would make no sound.

But I was bewildered. I had nothing on my conscience. The exercise book which my teacher held contained nothing but my most painstaking work. I forced myself to my feet. Well, this teacher's worst punishments were light to anyone who had been in Standard 1. But my heart cried out, "Not from you, not from you."

Out in the front of the class I raised my eyes slowly to my teacher's face. He was smiling. He put a hand on my shoulder and turned me to face the class. "Look," he said, "Kofi is the youngest of you all, and he has done a beautiful piece of work. Can you all see?" he asked, holding my opened exercise book towards them. "Not a single mistake, beautiful figures, straight lines drawn with a ruler, proper spacing. Very good indeed, Kofi. Children, give him a clap."

The class burst into applause. The same children who had so often watched my humiliation. Here, in the place that had held so much terror for me, I was actually being praised. The delightful experience was too wonderful for me to bear. I burst into tears, grabbed my exercise book from my astonished teacher, and ran back to my desk, amid the amazed exclamations and laughter of my friends.

But my teacher was a wise man. He made no comment, but refrained from praising me in front of the class for the next few weeks. Instead he gave me a quiet "Well done" as he passed me in my desk. Later he called me out to work on sums on the blackboard, or to point out places on a map until I forgot that the front of the class was ever an undesirable place to be.

From *'The Narrow Path'* by Francis Selormey

Write your answers in full sentences.

- 1 Who had been the class teacher in Standard 1?
- 2 From the text, what kind of teacher can we deduce he was?
- 3 How was the writer's behaviour in Standard 2 different from that of his classmates?
- 4 How did his motivation for hard work change?
- 5 How did he react the first time he was called to the front of the class? Why was this?
- 6 In what two ways was his work praiseworthy?
- 7 Why was the teacher surprised at the boy's reaction when the rest of the class applauded?
- 8 In what way was the teacher 'a wise man' after this incident?
- 9 From your understanding of the story, explain the meaning of the English proverb given in line 1.
- 10 Explain in your own words the meanings of these words as they are used in the text.
 - a easygoing (line 3)
 - b leniency (line 5)
 - c soared (line 10)
 - d prelude (line 14)
 - e self-righteous (line 15)
 - f painstaking (line 20)
 - g humiliation (line 28)
 - h refrained (line 33)

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 are the advantages and disadvantages of having your father or mother as one of your teachers?
- b "The other children, so used to my father's rule, took advantage of his leniency and the standard of work went down." Do you think students work harder if they are treated harshly or if they are praised?
- c What do you think are the characteristics of a good teacher?

2 Role-play meeting

Scenario

An NGO is offering to buy a satellite TV for a remote mountain village where the people have never had TV before. The satellite TV would be kept in the primary school building and would be available for the community to watch in the evenings.

The villagers are holding a meeting to discuss whether or not they want this TV.

Present at the meeting

Representatives of the NGO offering to donate the satellite TV

Village elders

The village teacher

Villagers

- Work in a group of 4–6 people.
- Each person should choose a role
- Think about your view of the new TV and make a list of points to make at the meeting.
- When you are ready, the discussion should begin. Aim to discuss the topic for 10–15 minutes.
- Before you start, go back to A1.8 to review the language of discussion.

Punctuation

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

dear sir or madam I am writing about my recent order which contained several mistakes please find enclosed a list of the problems which I should be very grateful if you could attend to as soon as possible yours faithfully



Writing

What change or invention do you think has had the most important impact on modern life? Write an essay giving your opinion on this question.

- Your choice can be anything you like.
- You must think of the reasons for your choice. Choose 3–5 main reasons and then think about how you are going to support each one with more details, examples or explanations.
- Before you start, go back to A3.3 to review the seven stages of writing an essay.

Vocabulary

1 Complete the crossword with words from units 1–3.

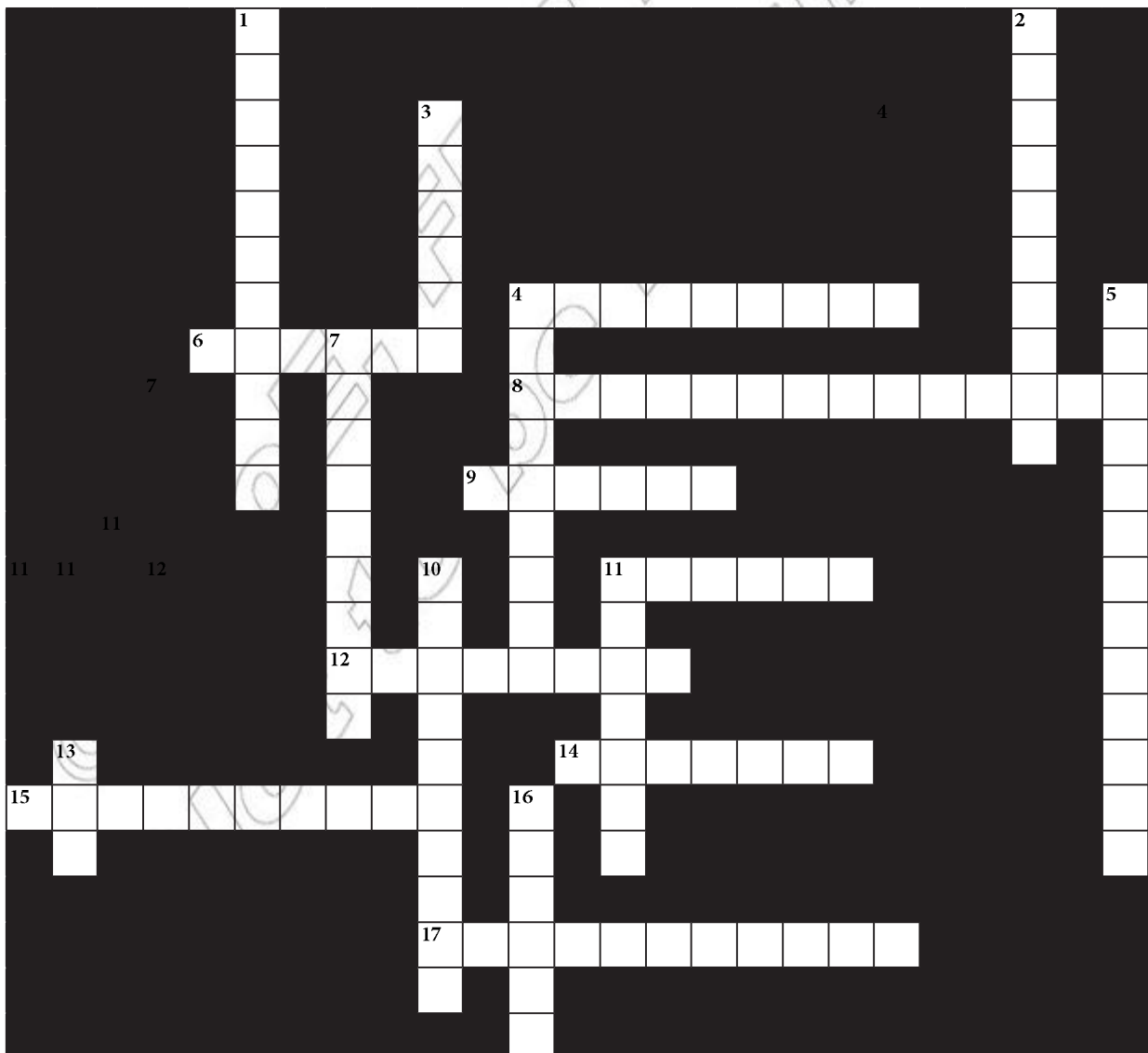
Across

- 4** Abilities or qualities that may make someone or something very successful in the future
- 6** To say something in a soft quiet voice that is difficult to hear clearly
- 8** Sure that you can do things well, that people like you etc
- 9** Very dirty
- 11** A system of counting, used in computers, in which only the numbers 0 and 1 are used

- 12 Not fully formed or developed
- 14 A soldier or fighter who is brave and experienced – used about people in the past:
- 15 Not using words
- 17 To be told officially that something you have done is very wrong

Down

- 1 Disapproved of someone or something, especially someone’s behaviour
- 2 Someone who pays money, usually once a year, to receive copies of a newspaper or magazine, or a service of some kind
- 3 Someone who buys and sells goods
- 4 Someone who always expects that bad things will happen
- 5 Between people of different cultures
- 7 All the people and organisations that provide information and news for the public, including television, radio, and newspapers
- 10 Must be done because it is the law or because someone in authority orders it
- 11 To discuss the conditions of a sale, agreement etc, for example to try and get a lower price
- 13 To bend the top part of your body forward in order to show respect for someone important, or as a way of thanking an audience
- 16 The land and buildings of a university or college, including the buildings where students live



Language use

Choose the best option to complete the sentences.

- 1 My father _____ I will take over his business.
a intends b hopes c wants d aims
- 2 If you _____ a lot of children, you have less money to educate them.
a had b will have c have d have had
- 3 When I _____ married I will have only two children.
a will be b was c am d will
- 4 My sister sings _____. She has a lovely voice.
a as a bird b like a bird
- 5 I'm going to do _____ suggested and study law.
a like my teacher b as my teacher
- 6 This coffee is horrible. It tastes _____.
a as water b like water
- 7 _____ think your ideas are good.
a Personally b Personally, I c I'm afraid I d For me personally
- 8 I'm _____ I see things differently from you.
a afraid b think c personally d respectfully
- 9 With respect _____ you have said, I think you are right.
a of what b to what c for what d what
- 10 Long before _____ a postal service, rich people used pigeons to carry messages.
a it was b it had c there was d there is
- 11 The Internet _____ invented without satellites.
a couldn't be b might not be c could not have been d might have been
- 12 Once personal computers _____ widespread, letter writing declined.
a become b have become c are becoming d had become
- 13 Why is that man waving at us?
I think his car _____ down.
a could break b might be c might have broken d couldn't have broken
- 14 Why is there no-one in the stadium?
It looks _____ the match has been cancelled.
a as b if c as if d like as if
- 15 Where is Bekele?
I don't know, he _____ at home.
a might have been b could be c might d couldn't
- 16 I feel very tired this morning. I wish _____ out last night.
a to have gone b to not have gone c I hadn't gone d I didn't go
- 17 _____ my homework, I could have gone to the match last night.
a If I had b If not c But not for d But for
- 18 If you worked harder, you _____ well.
a did b will do c would do d do

- 19** When I am feeling depressed, I _____ and visit my grandmother. She is always kind to me.
a often went **b** will often go **c** would often go **d** often have gone
- 20** As a _____ I am a happy person.
a respect **b** normal **c** usually **d** rule
- 21** I _____ secondary school very difficult at first.
a think **b** found **c** find **d** thought
- 22** I found _____ hard to live away from my family.
a it'll be **b** it was **c** it **d** very
- 23** I expect _____ study maths at university.
a I **b** I'll **c** it'll **d** to be
- 24** I intend _____ train to be an accountant after doing a degree.
a I **b** I'll **c** to **d** to be

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