

Human development

Part A

Objectives

In this part of Unit 8 you will:

- talk about what happened at different points in the timeline of life on Earth
- read about the story of life on Earth
- revise how to use the past simple and past perfect
- speak about the development of Man
- consolidate your knowledge of how to express ability
- listen to a lecture on Dinkinesh and Selam
- extend your ability to express past probability and possibility with modal verbs
- re-tell the story of Dinkinesh and Selam
- discuss the issue of *history* versus *herstory*.

A8.1 Introduction: A timeline of life on Earth

1 The story of life on Earth goes back not just millions but billions of years. What do you know about this story? Work in a group and see if any of you know the answers to the following questions:

- 1 When did humans first appear on Earth?
- 2 What kind of life was present on Earth before humans?
- 3 When did our planet first take shape in the solar system?
- 4 How many zeros are there in a million and a billion?

2 Look at the timeline on the next page. Match the dates and events in the timeline. Write the events next to the relevant dates. Look up any unfamiliar words in a dictionary.

- Homo habilis first appeared
- the first vertebrates appeared on land
- Homo sapiens first appeared
- the first unicellular organisms appeared
- the last dinosaurs disappeared
- the formation of the Earth
- multicellular organisms appeared
- the first vertebrates appeared
- the oceans formed
- the first mammals appeared
- the first hominids: Australopithecines appeared

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4.5 billion years ago	
3.8 billion years ago	
1 billion years ago	
550 million years ago	
4,300 million years ago	
200 million years ago	
80 million years ago	
3.5 million years ago	
2.5 million years ago	
250 000 years ago	

3 Compare your timeline with those of others in the class.



A8.2 Reading: The story of life on Earth

1 Read the text below to discover how correct your timeline is.

Geologists have evidence that our planet was formed about 4.5 billion years ago. As it developed into a lump of rock, it is believed that the oceans first appeared about 4 billion years ago. The oceans allowed the earliest unicellular life forms to develop, about 3.8 billion years ago. Some of these evolved into complex cells and then a billion years ago there is evidence of the first multicellular organisms. Gradually, these evolved into different beings and half a billion years ago there is evidence of the first vertebrates. However, it was not until over a hundred million years later that vertebrates stepped out onto dry land. These early land vertebrates evolved into many different forms including dinosaurs and eventually, 200 million years ago, the first mammals. The last dinosaurs disappeared 80 million years ago.

For the story of human development, we move forward to relatively recent history. Among the animal species developing at the time were early apes. Around 6 million years ago, it is believed that two distinct branches appeared in the ape family tree which is thought to correspond to the formation of the rift valley in East Africa. To the west of the rift valley, apes continued to live in wet forests and developed into the apes we know today; while to the east, the apes had to adapt to the drier climate of the savannah. Over time these apes

in the east grew into upright and larger-brained beings, known as hominids. The earliest known hominids are Australopithecines, something between apes and humans. Hominids are thought to have appeared about 3.5 million years ago. Lucy (or Dinkinesh, as she is called in Ethiopia) and Selam, both from Hadar, are the most complete skeletons of this early human to have been found.

The first member of the genus homo is believed to be *Homo habilis*, or *handy man*, so-called because of his ability to make stone tools. The ability to walk on two legs freed the arms and hands of early humans for other activities. This was about 2.5 million years ago. *Homo sapiens*, or *thinking man*, appeared 250,000 years ago, by which time it is believed that language had already started to develop.

2 Decide if these statements are true or false according to the text.

- 1 The earliest life forms on Earth appeared before the oceans.
- 2 The first vertebrates on land appeared less than 500 million years ago.
- 3 Vertebrates disappeared with the last dinosaurs 80 million years ago.
- 4 Apes appeared after the East African rift valley had formed.
- 5 Australopithecines walked upright and made stone tools.
- 6 *Homo habilis* was able to use his hands to make things.
- 7 Language had already started to develop before *Homo sapiens* appeared.

3 Discuss the meanings of these words with a partner.

geologist unicellular multicellular organism vertebrate mammal hominid

A8.3 Language focus: Past simple and past perfect

1 Look again at the true and false statements above and answer these questions.

- 1 Can you identify two or three verbs in the past simple and the past perfect in the text in the previous section?
- 2 Which of these verb forms is most commonly used?
- 3 Which of these events happened first?
 - *Homo sapiens* appeared.
 - Language started to develop.
- 4 Which of these verb forms is used for each of the following?
 - To describe past events one after another.
 - To refer back from one past event to another event which occurred earlier.

• In some situations, particularly if two past events occurred close in time or are closely connected, we can use either the past simple or past perfect. So we can say:

Homo sapiens appeared after language had started to develop. or

Homo sapiens appeared after language started to develop.

• The continuous form of the past perfect emphasises that a past perfect action was continuous or repeated. For example:

While earlier ancestors of man had been walking around on four legs, hominids had the ability to walk on two legs.

2 Put the verbs in brackets in the correct past form.

- 1 By the time our team _____ (score) a goal, the other team _____ (score) three.
- 2 Alfa eventually _____ (find) a job she wanted, although she _____ (graduate) three years earlier.
- 3 The car I _____ (just buy) was no longer _____ (park) in front of the house.
- 4 My brother _____ (be) delighted with our present. He _____ (say) he _____ (want) a new watch for months.
- 5 My mother _____ (explain) to me about five times how to lock up the house even though I _____ (understand) her perfectly the first time.
- 6 When I _____ (turn) up, my friends _____ (tell) me they _____ (wait) at the bus stop for half an hour.

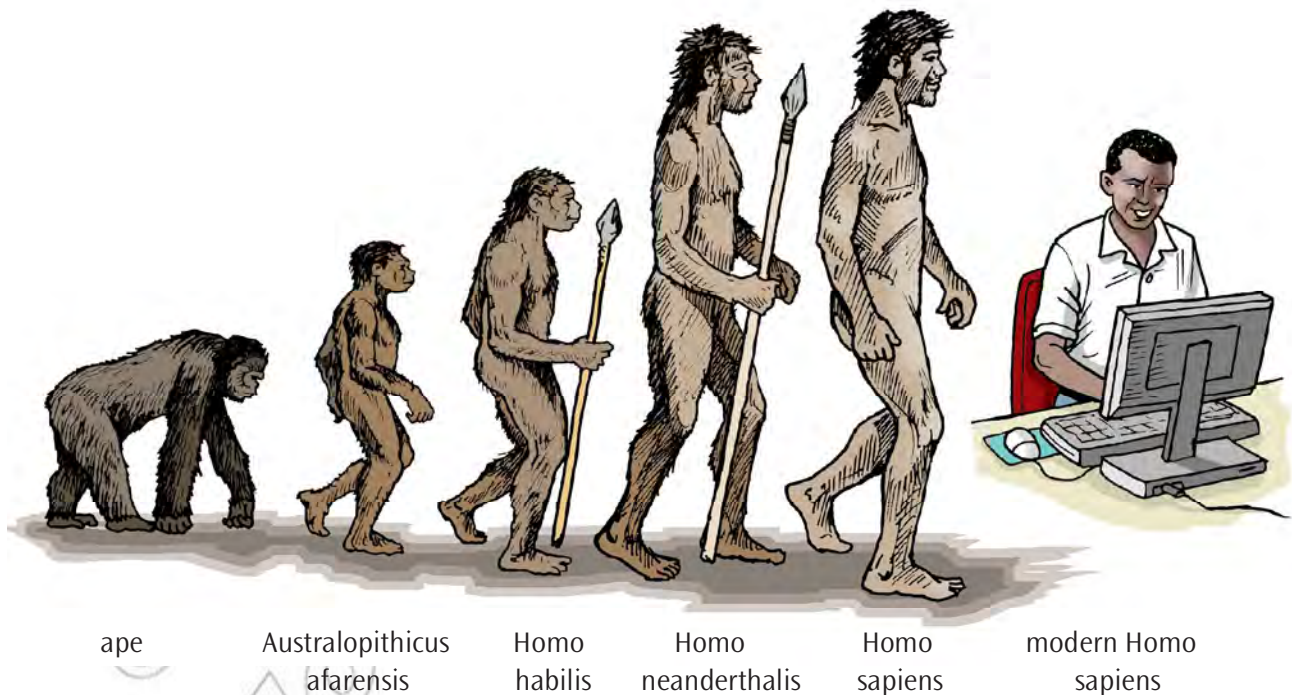
3 Complete these sentences about the history of life on earth. Include a verb in the past perfect.

- 1 By the time unicellular life forms began to develop, the oceans ...
- 2 When the last dinosaurs disappeared, mammals ...
- 3 By the time Dinkinesh was born, the ape family ...
- 4 It is thought that by the time Homo habilis was making tools, *Australopithecines* ...



A8.4 Speaking: The development of Man

Stages in the development of man



ape

Australopithecus
afarensis

Homo
habilis

Homo
neanderthalis

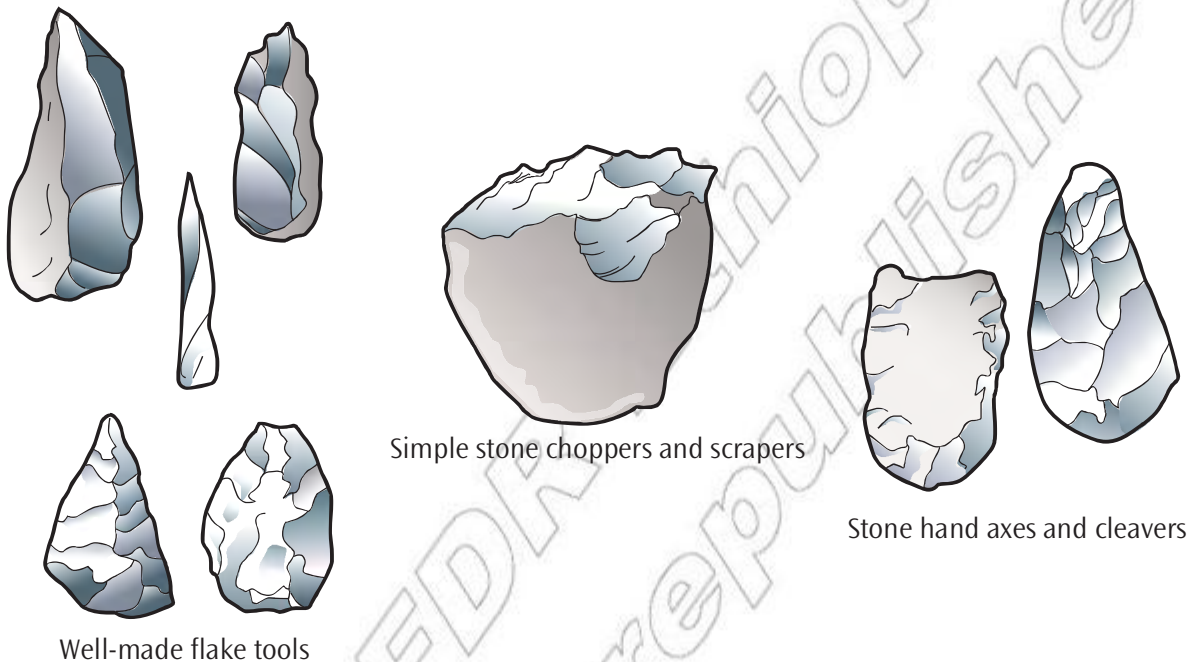
Homo
sapiens

modern Homo
sapiens

1 Work in a group and discuss these questions.

1 Discuss which tools were probably used at the different stages in the development of man.

1 ape (on all fours)	a well-made flake tools
2 Australopithicus afarensis (upright)	b simple stone choppers and scrapers
3 Homo habilis	c sophisticated flake tools and later on metal tools
4 Homo neanderthalis	d no tools
5 Homo sapiens	e sticks and stones

**2 What do you think you could be done with these tools?**

3 In what ways has man developed since the ape?

- Mention physical development (size, skull shape, limb length and shape)
- Mention abilities (such as standing upright and the kinds of tools early men made and used)
- Look at the language in the box before you start.

Expressing difference

We can express difference between things by comparing them, for example:

More:

- More X ... than Y
- X is more ... than Y
- X is ... er than Y *Apes are hairier than hominids.*
- X has more ... than Y *Hominids were more upright than apes.*

Less:

- There is less X than Y *Hominids were less hairy than apes.*
- X has less ... than Y
- There are fewer X than Y
- X has fewer ... than Y

The best/the most:

- The best X is ... *Apes have the best limbs for climbing trees.*
- The most ... is

As many/As much/not as:

- As many X ... as Y
- X has as many ... as Y
- X is as ... as Y
- As much X than Y
- X has as much ... as Y
- X was not as ... Y *Homo neanderthalis was not as tall as Homo sapiens.*

We can contrast two different but equal ideas with words and phrases such as: *whereas, while, on the one hand, on the other hand*, For example:

- *Apes and humans are very different. On the one hand apes live in trees. On the other hand humans live on the ground.*
- *Apes and humans are very different. Whereas/While apes live in trees, humans live on the ground.*
- *Apes and humans are very different. Apes live in trees, whereas/while humans live on the ground.*
- *Apes and humans are very different. On the one hand, whereas/while apes live in trees, humans live on the ground.*

Putting *on the one hand* and/or *on the other hand* with *whereas* or *while* brings out the difference more strongly.

A8.5 Language focus: Ability**Can and able to**

- *Can* and *able to* are both used to express ability.
- *Can* and *able to* are mostly interchangeable.
- *Can* is probably used more than *able to*.
- *Can* cannot be used after *to*, or after modals such as *must* or *should*. So we have to use *able to* in these contexts.
- Sometimes *could* is the past of *can*.
- We can only use *could* for general ability, not to express what happened at a particular moment in the past. In this context we have to use *was/were able to*.
- However, *couldn't* is possible in any situation in the past:
 - in the negative
 - with sense or perception verbs such as *see, hear, taste, feel, remember, understand*.

1 Study these sentences in which both these forms appear. In which sentences are both forms correct? In which sentences is one form incorrect?

- 1 Human beings *can/are able to* run fast for long distances on two legs.
- 2 Early hominids *could/must have been able to* run long distances on two legs too.
- 3 Apes *couldn't/weren't able to* run far on two legs.
- 4 I *can/have been able to* run a marathon for about two years.
- 5 I *could/was able to* run the Abebe Bikila marathon in 2 hours and 55 minutes last month.
- 6 It was wonderful! I *could/was able to* hear people cheering me all the way round.
- 7 I hope I *can/will be able to* do it in a faster time next year .

- 2** Make sentences about your ability to do these things with *can*, *can't*, *could* or *couldn't* where possible. Where these forms are not possible, use the correct form of *able to*.

Example: *Swim = I can swim quite well. I've been able to swim since I was about seven-years-old*

- 1 play basketball
- 2 meet your best friend for a chat tomorrow
- 3 hear when you woke up this morning
- 4 finish your homework last night
- 5 speak Amharic
- 6 play a musical instrument

- 3** Make five sentences about the abilities of the different species in the development of man, using *can/ can't, could, couldn't, able to*.



A8.6 Listening: Dinkinesh and Selam

- 1** In the reading text about the story of life on Earth, you heard about Dinkinesh and Selam.

- a** Can you remember:
- where and when they were found?
 - their species name?
 - when they lived?
- b** Why do you think Ethiopia is called 'the cradle of civilisation'?



a A portrait of how Selam probably looked.



b The reconstructed skeleton of Dinkinesh.

- 2** You are going to listen to a lecture about the discovery of Dinkinesh and Selam. Before you listen, try to predict information in the lecture by thinking of a way to complete each of the sentences that follow these discourse markers from the listening text. Write your predictions in your exercise book.

To review discourse markers see B1.6.

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- 1 In the early 1970s ...
- 2 After three weeks careful excavation ...
- 3 This means ...
- 4 Although Dinkinesh ...
- 5 Nowadays Dinkinesh ...
- 6 Twenty-six years on ...
- 7 Along with Selam ...
- 8 Although Selam ...
- 9 Thus Selam ...

3 Put these discourse markers into the following groups:

- To add information to what has been said:
- To introduce a statement that was the cause or effect of another
- To sequence events or list points
- To indicate the time of an event

4 Listen to the lecture and make notes next to each of the discourse markers.

5 Compare your notes with your partner's.

6 Listen to the lecture again and write short answers to these questions.

- 1 When, where and by whom was Dinkinesh found?
- 2 What parts of her skeleton were found?
- 3 How old was it?
- 4 What did she look like?
- 5 What was the significance of her discovery?
- 6 When, where and by whom was Selam found?
- 7 What parts of her skeleton were found?
- 8 What was found with her?
- 9 How old were the remains?
- 10 What was the significance of her discovery?

7 Use your answers to complete your notes in exercise 2.

A8.7 Language focus: Expressing probability and possibility with modal verbs

- We can talk about things that are probable and possible in the present using modals.
For example:
You must be tired. You have been working very hard.
You can't be hungry. You have just eaten a large meal.
Your answer might/may/could be right, but I'm not sure.
We might not/may not see anything we want to buy at the market.
- We can express past probability using *must have*, *can't have* and *couldn't have*.
For example: *Selam can't have been Dinkinesh's daughter as the sediment she was found in dates her as being 200,000 years older.*
- We can express past possibility using *may have*, *might have*, *could have* and *might not have*.
For example: *The adult remains found with Selam might have been her mother or father.*

- These expressions can also be used to talk about things that were possible in the past but didn't happen.
For example: *If Selam had not been buried in sediment, so much of her skeleton might not have survived.*
- We can also use expressions like *probably*, *perhaps* and *maybe* in the past.
For example: *Selam probably drowned in a flood.*

1 Rewrite these sentences in your exercise book using *must*, *can't*, *may*, *might* or *could*.

Example: *You are probably tired after your long journey = You must be tired after your long journey.*

- 1 I'm not sure but I think Hiesso has TB.
- 2 You are completely wet. You are probably feeling very cold.
- 3 That isn't Zeleke at the door, I'm almost certain. He told me yesterday he was going away today.
- 4 Perhaps Nejaha is at her aunt's. She often goes there.

2 Match the pairs of sentences and write them out in your exercise book.

- | | |
|--|---|
| 1 There is no-one at the bus stop. | a I couldn't have left it at school. |
| 2 I am not good at maths. | b I may not have passed the exam. |
| 3 You have eaten all the injera! | c They might not have finished football practice. |
| 4 Why didn't your friend come to the party? | d The bus must have left. |
| 5 Where is my key? I had it to open the door this afternoon. | e He may have forgotten about it. |
| 6 The boys are late home today. | f You must have been very hungry. |

3 Complete these sentences with a modal and the verb in brackets. Use the correct form: present or past.

Example:

- *You have lived here all your life. You must know this town very well. (know)*
 - *Simon goes to the school farm every day. He must have learned a lot about farming. (learn)*
- 1 I haven't seen that dress before. It _____ a new one. (*be*)
 - 2 I _____ my maths exam. I could only answer a few of the questions. (*pass*)
 - 3 The bus is late today! It _____. (*break down*)
 - 4 It _____ four o'clock already! The time has gone very quickly this afternoon. (*be*)
 - 5 It was stupid of you to put your hand in the engine while it was running. You _____ it very badly. (*injure*)
 - 6 Your family _____ asleep. There are no lights in the house. (*be*)
 - 7 Rosa _____ at school yesterday. My mother told me she saw her in town. (*be*)

4 Work with a partner. Discuss the facts below and write a sentence for each one containing *must have*, *can't have*, *couldn't have*, *might/might not have*, *may*, *may not have* or *could have*.

- 1 Homo habilis made scraping tools, not tools for killing animals. He probably scavenged dead animals killed by lions or hyenas.
Homo habilis must have scavenged dead animals killed by lions or hyenas.
- 2 Scavenging is difficult, so Homo habilis probably ate a lot of other things too.
- 3 A small bone in the jaw indicates that Homo habilis possibly spoke.
- 4 Dinkinesh's leg and knee bones enabled her to walk upright.
- 5 Dinkinesh's small teeth which were all more or less the same size, enabled her to eat lots of different things, like us.



A8.8 Speaking: Re-tell the story of Dinkinesh and Selam

- 1 **Work with a partner, re-tell the story of the discovery of Dinkinesh and Selam and what they tell us about man's ancestors.**
 - Refer back to your notes.
 - Practise your re-telling of the story a few times.
 - Include verbs in the past simple and past perfect (see A8.3) and modal verbs for expressing past probability and possibility.
- 2 **Team up with another pair and tell your version of the story to each other. Listen out for and identify differences and similarities in your versions of the story.**



A8.9 Speaking: History or herstory?

Although Dinkinesh and Selam were both female, history is often told from a male point of view.

- We talk about the development of *Man* and *humans*.
- In English the word *history* looks and sounds very much like *his story*.

In response to this some women have put forward the idea of *her story*, in other words, the story of women through the ages: their role in society and important historical events.

You are going to discuss these issues.

Before you start, go back to B2.3 to revise language for asking for clarification and correcting yourself/explaining what you mean.

I'm sorry I'm not quite with you ...

etc

What I'm trying to say is ...

etc

Use this language in your discussion.

- 1 **Revise language in B2.3 for asking for clarification and explaining what you mean.**
- 2 **Work in a group and spend about five minutes discussing each of these questions. Try to use language for clarification and explaining what you mean.**
 - 1 What is meant by the term *Man*?
 - 2 When you read a history book most of the people mentioned are men.
 - Why do you think this is?
 - What has been the role of women in history?
 - 3 Look at this quotation: *Behind every great man there's a woman*.
 - What does it mean?
 - Do you agree with it?
 - 4 Think of some famous women, both in history and the modern world.
 - Who are they?
 - What do they do?
 - Do you think there is a man behind them?
 - 5 Do you think women will play a more prominent role in historical events in future? Why? Why not?
- 3 **Representatives from each group should report back a summary of your discussion of each question.**

Part B**Objectives**

In this part of Unit 8 you will:

- read about three African civilisations
- discuss development and civilisation
- read a poem
- learn about weak vowels and weak forms
- learn about adjectives and dependent prepositions
- discuss human achievements
- write an essay
- think about how to improve your listening skills
- do speaking and reading assessment tasks.

**B8.1 Reading:** Three African civilisations

- 1** Work in a group of three people and try to identify the places shown in the pictures and locate them on the map of Africa.
- 2** Each person in the group must read one of the texts and then answer the questions below on their own.

Text A: The Mwanamutapa Kingdom of Zimbabwe

Between 1000 and 1600 AD a number of states developed in east and central Africa. One of these was the Mwanamutapa kingdom of Zimbabwe whose centre was the magnificent ancient **citadel** of Great Zimbabwe, in the south of present-day Zimbabwe. There are many reasons why this empire became so important. Firstly the people were able to expand their territory as the population grew. The people of Zimbabwe also had gold, and this was one of the most important reasons for the rise of the kingdom. Some 7,000 ancient mines have been discovered in the area of which Great Zimbabwe was one centre.

The traders on the east coast of Africa wanted gold and other products from the interior, such as **ivory**, which they exported to India and other countries around the Indian Ocean. This brought wealth and power to Zimbabwe. The long trade routes had to be protected. The Zimbabweans were able to do this as they knew how to make iron; they used iron to manufacture weapons to defend themselves and drive away those who didn't have the same level of technology.

There is historical evidence that the kingdom of Zimbabwe existed by 950 AD when Al Masudi, an Arab writer, visited and wrote about it. The ancient citadel of Great Zimbabwe was built later. Its ruins are among the most impressive in Africa, south of the Sahara. It was a great walled city, built of stone, the walls rising about nine-metres-high. Though the builders of Great Zimbabwe did not use **mortar**, they were able to construct the huge walls because the stones were cut so skilfully. At first, Europeans could not believe that Africans had built Great Zimbabwe. They said it must have been the work of outsiders. However, modern archaeologists confirm that Great Zimbabwe is an African achievement. They have dated the earliest stone buildings to 1200 AD, long before the first Europeans reached central Africa.

In the 1400s, Zimbabwe developed into one of the largest of the ancient kingdoms of tropical Africa. Its rulers were called Mwanamutapa. The first ruler was called Mutata. Under his son, Mutope, who died around 1480, it covered nearly all modern Zimbabwe, as well as parts of Mozambique. However, by this time people no longer lived in Great Zimbabwe and the centre of the empire had moved to the north east, of present-day Zimbabwe.

Text B: Ancient Egypt

Ancient Egypt was an ancient civilisation concentrated along the lower reaches of the River Nile. Around 3150 BC it emerged as a single kingdom when King Menes of Upper Egypt (the southern part) defeated his rivals in Lower Egypt. He then became the first **pharaoh** of united Egypt. Over the next three thousand years it was the major civilisation in the world. The rule of the pharaohs officially ended in 31 BC when the early Roman Empire conquered Egypt and made it a province. The ancient Egyptians demonstrated considerable resourcefulness and invention. One of the main reasons for their success was the ability to **harness** the seasonal floods of the River Nile for agricultural purposes. They developed irrigation systems and the naturally fertile soil allowed them to produce **surplus** crops. These in turn gave them the resources for social and cultural developments. It also meant that the population grew, making the Nile Valley the most populated region in the world at the time. As well as agriculture, the ancient Egyptians also mined and worked minerals and traded with other civilisations.

The Ancient Egyptian state was controlled exclusively by the Pharaoh and administered by a bureaucracy of **scribes**. It is no accident that the first writing system developed in Egypt as it was needed to keep records. As well as writing, they developed systems of mathematics and medicine.

However, Ancient Egypt's most enduring legacy is the pyramids. These extraordinary constructions, built as the resting place for the **mummified** pharaohs, involved thousands of labourers and sophisticated engineering. Even in the modern age, 4,000 years after their construction, they are an awe-inspiring sight.

Text C: The East African City States

Many hundreds of years ago, there were a number of independent cities along the East African coast peopled by the Swahili. The Swahili language and people were, and are, African. They had lived in the interior, but they moved to the coast well over a thousand years ago. Like most other African people, the Swahili were farmers and many continued to be so. But on the coast they began to trade as well.

What made the Swahili different from other African people who lived in the interior was that they used boats. A trader could move little more than 10 km a day on foot, whereas in their small sailing ships, they could move up and down the coast travelling 50 km a day, protected from the great waves and storms of the Indian Ocean by a number of **coral reefs** and islands. Bigger ships could cover 150 km a day, crossing the ocean to India in two to three weeks.

Traders from Arabia, Persia and India bought goods which Swahili traders had collected from the interior and from other places along the coast. These included: gold, ivory, **mangrove** poles, tortoise shells, **cowrie** beads, shells and slaves. In return, the Swahili traders bought cloth and glass beads from India, pottery from China and Persia. But it was not only goods that were exchanged. The Swahili language was carried all along the east coast. Later on the religion of Islam spread down the coast as people from Arabia and Persia came to live in the East African cities.

The cities where the traders lived had **harbours** and **warehouses**. They contained large houses made of coral for the rich merchants, many of which can still be seen. Farms around the cities produced fruit, vegetables and meat for the residents of the cities and the visiting traders. The earliest of these cities was Manda, an island in the north of Kenya, which dates back to the ninth century. In the 12th century the biggest and most important city was Kilwa, an island in the south of Tanzania. Both Manda and Kilwa were later abandoned and are now in **ruins**. Other important trading cities such as Mogadishu in Somalia, Mombasa in the south of Kenya and Zanzibar off the coast of Tanzania continued to develop and are important cities today.

3 Identify which of these statements applies to the society you have read about.

- 1 Mining was a very important activity.
- 2 It became rich through trading.
- 3 It produced an agricultural surplus.
- 4 It built very high walls without mortar.
- 5 Its way of life depended on seasonal floods.
- 6 It had an efficient bureaucracy.
- 7 The dead bodies of the rulers were preserved.
- 8 It depended on boats.
- 9 It bought and sold goods that it didn't produce itself.
- 10 It still survives today.

4 Make short notes in the table about your text.

	Great Zimbabwe	Ancient Egypt	East African City States
1 Details of its location			
2 Period of prominence			
3 Why it was able to develop			
4 Its achievements			
5 Its legacy to modern times			

5 Identify the meanings of the highlighted words or phrases in your text.

- 1** A strong fort built in the past as a place where people could go for safety if their city was attacked.
- 2** Lines of hard rocks formed by hard red, white, or pink substance formed from the bones of very small sea creatures. They are found in warm sea water that is not very deep.
- 3** A small shiny shell that was used in the past as money in parts of Africa and Asia.
- 4** Man-made or natural enclosed areas of water next to the land where the water is calm, so that ships are safe when they are inside it.
- 5** To control and use the natural force or power of something.
- 6** The hard smooth yellowish-white substance from the tusks of an elephant.
- 7** A tropical tree that grows in or near water and grows new roots from its branches.
- 8** A mixture of cement and sand and water, used in building for holding bricks or stones together.
- 9** Preserved by putting special oils on it and wrapping it with cloth.
- 10** A ruler of ancient Egypt.
- 11** The parts of a building that is left after the rest has been destroyed.
- 12** People in the past whose job was to make written copies of official documents.
- 13** More than what is needed or used.
- 14** Large buildings for storing large quantities of goods.

6 Work with your fellow group members to find out about the other civilisations that you did not read about. Ask and answer questions together in order to repeat the tasks above for the other texts.

7 Discuss the three civilisations with your group.

- 1** What have you found out about these civilisations that you didn't already know?
- 2** In what ways were these civilisations similar and different?
- 3** Which of these civilisations do you find most interesting? Justify your answer.
- 4** Which of these civilisations would you have liked to live in yourself? Justify your answer.



B8.2 Speaking: Development and civilisation

Work in a small group.

1 Look at these definitions.

developed /dɪ'v'ləpɪd/ *adjective*

bigger, better, stronger, or more advanced than before or than others: *a developed country / a fully-developed adult frog*

civilised /'sɪvəl ɪzd/ *adjective* a civilised society is well organised and developed, and has fair laws and customs: *Such things should not happen in a civilised society.*

2 Discuss these questions. Try to develop your answers with examples.

- 1 To what extent were hominids like Dinkenesch, Homo habilis and Homo neanderthalis and early Homo sapiens:
 - a developed?
 - b civilised?
- 2 To what extent can we apply these two terms to:
 - a Ancient Egypt?
 - b Great Zimbabwe?
 - c The East African city states?
- 3 In the modern world:
 - a what do these two words mean?
 - b is it possible to be developed without being civilised or civilised without being developed?



B8.3 Reading: Poem – *Vultures*

1 Look at the picture. What do you know about these birds?

2 Read the poem on the next page by the famous Nigerian writer, Chinua Achebe, and answer the questions that follow it. Consult the glossary, if you need to.



VULTURES

In the greyness
and drizzle of one despondent
dawn unstirred by harbingers
of sunbreak a vulture
perching high on broken
bones of a dead tree
nestled close to his
mate his smooth
bashed-in head, a pebble
on a stem rooted in
a dump of gross
feathers, inclined affectionately
to hers. Yesterday they picked
the eyes of a swollen
corpse in a water-logged
trench and ate the
things in its bowel. Full
gorged they chose their roost
keeping the hollowed remnant
in easy range of cold
telescopic eyes...

Strange
indeed how love in other
ways so particular
will pick a corner
in that charnel-house
tidy it and coil up there, perhaps
even fall asleep – her face
turned to the wall!

...Thus the Commandant at Belsen
Camp going home for
the day with fumes of
human roast clinging
rebelliously to his hairy
nostrils will stop
at the wayside sweet-shop
and pick up a chocolate
for his tender offspring
waiting at home for Daddy's
return...

Praise bounteous
providence if you will
that grants even an ogre
a tiny glow-worm of
tenderness encapsulated
in icy caverns of a cruel
heart or else despair
for in the very germ
of that kindred love is
lodged the perpetuity
of evil.

by Chinua Achebe

Glossary

drizzle: soft, light rain

harbinger: a sign that something is going to happen soon

nestled: moved into a comfortable position by pressing your head or body against someone

bowel: the intestines inside the abdomen

roost: a place where birds rest and sleep

charnel-house: a place where bodies and bones of dead people are stored

Belsen Camp: a Second World War concentration camp where Jews were forcibly kept and many were put to death

offspring: someone's child or children

bounteous providence: heaven, good luck

ogre: evil monster

glow-worm: an insect that gives off light in the dark

kindred: related, family members

perpetuity: forever, for all future time

- 1 How does the poet describe
 - a the tree where the vultures are roosting?
 - b the male vulture?
- 2 What words does the poet use to describe the love between the vultures?
- 3 What does the poet contrast the birds' love with?
- 4 In the poet's description of the Commandant at Belsen Camp:
 - a how does the poet make him seem evil?
 - b how does the poet then do the opposite?
- 5 In what ways is the poet telling us there is a parallel between the vultures and the Commandant at Belsen Camp?
- 6 At the end of the poem, the poet suggests there are two ways we can react to the vultures.
 - a What are these two ways?
 - b Which way does the poet himself choose?
- 7 In verse 2 love is *personified*, in other words, given human qualities. In what ways does love behave like a human? What is the poet's message here?
- 8 What is your feeling about the poem?
 - a Do you think the poet's comparison between the natural behaviour of vultures and the commandant of a concentration camp is fair? Justify your answer.
 - b Do you agree with the poet's conclusion in the last 5 lines?
 - c What is your overall reaction to the poem?



B8.4 Speaking: Weak vowels and weak forms

Weak vowels

Sometimes unstressed syllables are very weak. The vowel is weakened to either /ɪ/ or /ə/. For example: the *u* in *minute* is pronounced /ɪ/ and the first *a* and the last *a* in *banana* are pronounced /ə/.

1 Repeat these words after your teacher.

/ɪ/	/ə/
minute	banana
women	woman
orange	garden
cabbage	colour
begin	sugar
reaches	police

2 Add these words to the lists according to the pronunciation of the weak vowel sounds in the unstressed syllables.

figure market reaches wanted metre doctor success lettuce
husband open salad visit language surplus reaches

3 Work with a partner and practise pronouncing the words in the two lists.

Weak forms

In connected speech, some words in an unstressed position become very weak and the vowel changes its pronunciation, generally to /ə/. Words which do this are usually structural words, such as prepositions and auxiliaries.

Compare the two pronunciations of *do* in this sentence:

What do you want to do now?

The first *do* is weak (it is an auxiliary) the second *do* is strong (it is the main verb).

4 With a partner, pronounce each of these pairs of sentences and decide whether the underlined words:

- **are in a stressed or unstressed position**

- **have a weak or strong pronunciation.**

1 a I don't want to go home yet.

b But I want to.

2 a I've done the exercise that teacher gave us.

b I haven't done that one.

3 a Can you swim?

b Yes I can.

4 a Have you seen my watch?

b Yes, I have.

5 a Look at that man.

b Which man are you looking at?

6 a What's that knife for?

b It's for cutting fish.

5 Practise saying the sentences, using the strong and weak forms as naturally as possible.

B8.5 Increase your word power: Adjectives + dependent prepositions

1 After many adjectives there are particular prepositions that must be used. For example, *depend + on*.

2 Some adjectives can be followed by different prepositions. Sometimes each has a different meaning, for example, *frightened + of/by*. In other cases they are interchangeable with no change of meaning, for example, *surprised + at/about*.

3 When a preposition is immediately followed by a verb, the verb takes an *-ing* ending. For example:

- *I'm good at swimming.*
- *Are you interested in seeing the new film at the cinema?*

4 Dependent prepositions are usually unstressed. When this happens the vowels may be weakened to /ə/.

1 Decide which preposition goes with all the adjectives in each group.

1 angry annoyed excited happy sorry worried

2 bad good hopeless shocked surprised

3 famous responsible

4 afraid capable frightened suspicious tired

5 disappointed surprised frightened

- 6 good kind nice polite similar
- 7 angry bored disappointed happy pleased satisfied
- 8 dependent keen
- 9 interested
- 10 different

2 Identify the adjectives in the list above which can be followed by more than one preposition.

- 1 In which case is the meaning or use different with each preposition?
- 2 In which case is the meaning the same with both prepositions?

3 Supply the missing prepositions in these questions.

- 1 Who are you envious _____?
- 2 What or who are you scared _____?
- 3 Is there anyone in your family you are similar _____?
- 4 Have you ever been rude _____ anyone?
- 5 What do you often get annoyed _____?

4 Supply the missing preposition in these questions

- 1 What are you keen _____ doing at weekends?
- 2 Is there anything in your life you are ashamed _____ ?
- 3 Is there anything in your life you are proud _____ doing?
- 4 What are you good _____ doing?

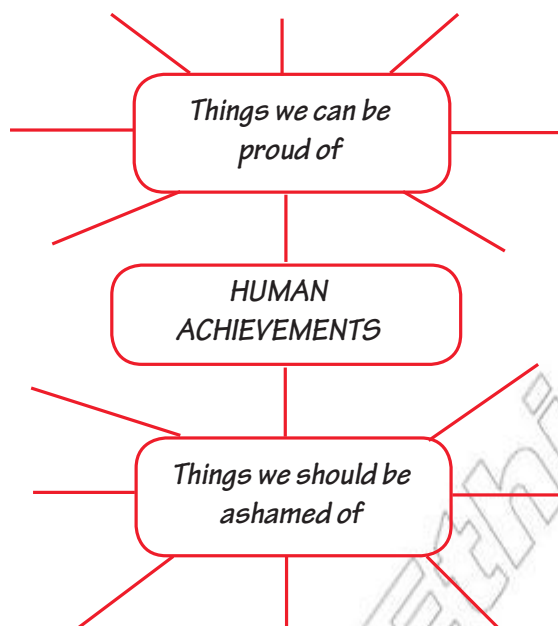
5 Practise the pronunciation of the questions in exercises 3 and 4, paying attention to the weak vowels.

6 With your partner, ask and answer the questions in exercises 3 and 4.



B8.6 Speaking: Human achievements

- 1 Looking back from the beginnings of human development to the present day, work in a group and discuss the things that we humans beings can be proud of and ashamed of. You can think of events in history, social and political systems, science and technology, and the arts.
- 2 When you have brainstormed some ideas, complete the mind map on the next page.
- 3 Present your mind map to the class and explain why you have included each of the things on it.



B8.7 Writing: An essay

- 1** You are going to write an essay. Can you recall the seven stages of essay writing? If not refer to A2.12.
- 2** Following these seven stages, write an essay with this title:
Do human beings have more to be proud of than ashamed of?

B8.8 Study skills: Focus on listening

A Preparing and predicting

- 1 Dictation 1**
 - 1** Your teacher will read you a short dictation text. You will hear each section twice. Write what you hear during the dictation.
 - 2** Your teacher will give you a copy of the dictation script. Check your work and see how well you have taken down the dictation.
- 2 Dictation 2**
 - 1** Your teacher is going to read another dictation text. Before you begin, look at the title and discuss what you know about this topic: Land mines
 - 2** Predict some key words that may appear in the text. Write them in a list in your note book.
 - 3** Listen to your teacher reading the text and tick the words in your list that you hear.
 - 4** Now your teacher will dictate the text. You will hear each section twice. Write down the dictation.
 - 5** Your teacher will give you a copy of the dictation text. Check your work and see how well you have done.

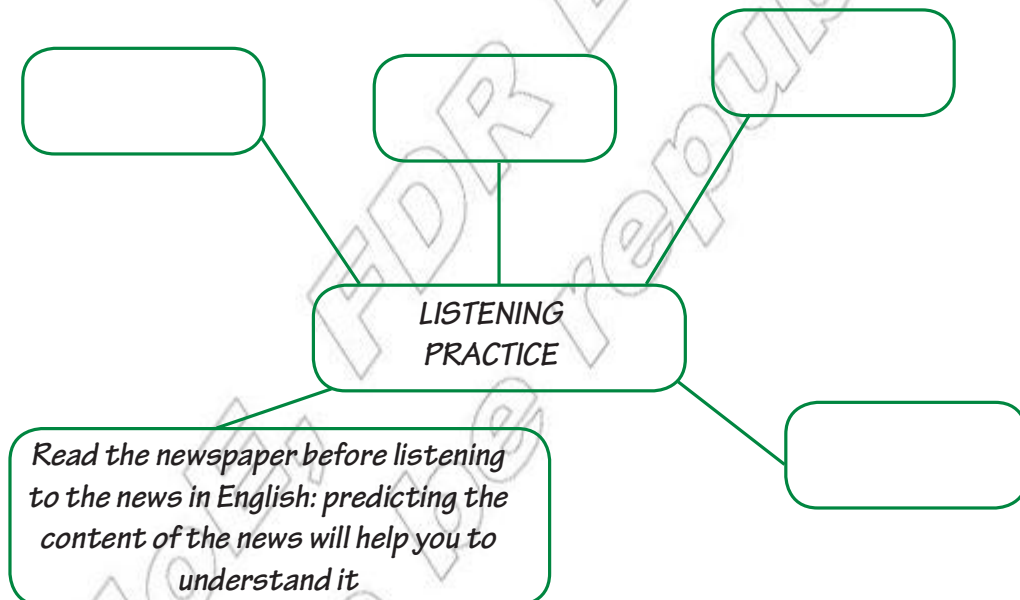
- 3** Which dictation did you score better in: the first or the second? If you found the second easier, why do you think that was?

In B7.8 we looked at how you can predict the way a paragraph is going to develop and how a sentence is going to end by picking up clues. These can involve applying your knowledge of the world to the meaning of the sentence, and also language clues such as those provided by discourse markers.

- 4** Your teacher will read the first part of some sentences. You must predict the ending and write it.

B Listening practice

- 1** The best way to improve your listening skills is to listen more. How can you do this? Have a class discussion of ways in which you can listen to more English every day.
- 2** Add the ways that appeal to you to this mind map.



- 3** Set yourself a goal for doing these things regularly throughout the remainder of Grade 12.
Example: *I'm going to do one of these listening practice ideas every week.*

B8.9 Assessment

1 Speaking

Work in a small group. Discuss each of the statements below. You must agree or disagree with each one. Whether you agree or disagree, you must justify your answer.

- Before you start, spend some time thinking about what you are going to say and revising the language of discussion in A1.8

Unit 8 Human development

- You should spend a few minutes discussing each statement.
- 1 Primates (monkeys, apes and humans) are very similar to other animals.
- 2 Humans are very similar to apes.
- 3 We cannot call humans civilised until they lived in cities, as in Ancient Egypt.
- 4 Human development has been the greatest and at the same time the most disastrous phenomenon in the history of our planet.
- 5 The modern world is highly developed, but not civilised.

2 Reading

Your teacher is going to give you a text about some of Ethiopia's most famous archaeological remains: the stelae of Axum.

Read the text and make outline notes. Note: Your notes must be drawn from the text – not from your own knowledge of the topic.

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