

Money and finance

Part A

Objectives

By the end of this unit you will be able to:

- find out about the work of an entrepreneur
- listen to a text about the importance of money
- read about a successful business enterprise
- learn words for money and finance
- read about opening a bank account
- write definitions for words to do with banking
- play a game to match currencies with their countries
- role play a dialogue in a bank
- use verb patterns correctly
- decide what is fact and what is opinion in an article
- hold a group discussion
- learn about essay conclusions.

A8.1 Introduction: What is an entrepreneur?

An *entrepreneur* is someone who creates value by offering a product or service that may not currently exist. Entrepreneurs often identify a market opportunity and develop it by organising their resources so as to be able to solve a problem.

1 Can you think of any entrepreneurs in Ethiopia? Discuss in your groups who, by creating a new business, you think is a successful entrepreneur. List some ways they have achieved their success and share your ideas with the class.

2 Read the following text about an entrepreneur and work in your groups to identify what made the speaker a successful entrepreneur.

I always thought that I would work for someone else. I never imagined that I would be the boss! But that is how things have turned out. I left school with quite a good Certificate of Secondary Education, and I managed to get a job in an accounts department of a tourist hotel. I did this for about four years. Meanwhile, my cousin Gebre, who didn't go to a secondary school, had trained as a carpenter. He got a government grant to set up a workshop and started employing a few untrained workers, whom he trained up. Gebre came to the hotel one day and saw that they had a very poor selection of crafts for sale for the guests. He suggested asking the hotel if we could take over the tourist shop. He would provide the goods, and I would run the shop.



We managed to get a loan from an investment bank to set up the shop. It was agreed that we would pay rent to the hotel and a percentage of the earnings. That was ten years ago. We now have a chain of 20 tourist shops in different hotels.

The workshop still supplies a lot of our goods, but I also travel around the country to find other suppliers. Tourists want a good variety of high quality crafts and that's what we give them. Running a business is hard work and at the beginning you can't expect to make any money for yourself; all the profit goes into the business, so you have to have a cool head and be prepared to take risks. We employ 40 people now and have both made reasonable livings for our families, so I am satisfied. I am married and I've got one daughter. I haven't had time to have another!



A8.2 Listening: The importance of money

- 1 Listen as your teacher reads a text about the importance of money, make a note of the important points.
- 2 Work in groups and discuss whether you agree with the text. Are there any other points about money that you would like to add?



A8.3 Reading: A successful enterprise

Read the following article and work out the meanings of the words that are **underlined**. Write the words and their meanings in your exercise book. Check your answers with your partner or in a dictionary and then use the words in sentences.

Ambitious entrepreneur opens Ethiopia's first car assembly plant

Ethiopia is known as a mass producer of commodities such as coffee and leather, but one ambitious Ethiopian is introducing a new idea to the country. Returning after nearly 30 years abroad, Tadesse Tessema has opened Ethiopia's first vehicle assembly plant – to the surprise of many Ethiopians.

Based in the town of Mojo, 65 kilometres outside of Addis Ababa, *Holland Car* is the brainchild of Tadesse Tessema. Tessema lived in the Netherlands for 27 years and exported cars to Ethiopia. But he decided to return to his homeland and start a successful business to help create employment. More than US\$2.5 million has been invested in this car assembly plant.

The cars are partially assembled in China and sent to Ethiopia's neighbour Djibouti. They are then transported 1,000 kilometres by road to this factory, south-west of the Ethiopian capital, where they arrive as skeleton form. Tadesse's team of 75 staff assemble the vehicles. More than 30 per cent of the mechanics are women.

Tadesse named the new car after the Dutch Overseas Car Company. The cars come in eight colours: silver, grey, and black being the most popular.

Tadesse plans to build 500 vehicles initially and in the future aims to have 2,000 built per year (six per day). He hopes that his enterprise will help to change the image of Ethiopia as an impoverished country. Tadesse is also planning to improve the environment and in the future will convert the cars to use the more environmentally-friendly LPG – liquefied petroleum gas.

If Tadesse can find enthusiastic customers, he'll eventually be able to expand into pick-up trucks, four-wheel drives and light trucks as he says his country needs to be less dependent on foreign vehicles. He is hoping that within a short space of time his cars will be speeding off the assembly line.

Extract from www.ethiopianreview.com

A8.4 Increase your word power: Money and finance

1 Work in small groups to discuss your answers to the following questions.

- 1 What is a bank?
- 2 What do customers keep in a bank?
- 3 Where do people who don't have bank accounts keep these things?
- 4 What benefits do customers get from a bank?
- 5 How do banks make money from their customers?



2 Learn these words.

- *account*: An arrangement to keep money in a bank or post office.
- *balance*: Cash in the bank.
- *cashier*: A person who takes or gives money in a bank, shop or post office.
- *cheque book*: A book with tear-out printed pages (cheques) that you give someone as payment instead of money. Each cheque tells your bank to pay that person a sum of money.
- *credit*: The money in your bank account.
- *deposit*: To pay money into a bank or post office.
- *forgery*: The crime of making a copy of something in order to deceive.
- *interest*: Small percentage of money added to the amount in a bank account.
- *withdraw*: To take money out of an account.

3 Imagine you were in a bank and wanted to withdraw some money from your account. What words or phrases would you use when talking to the cashier? Work in pairs to suggest some phrases, which your teacher will write on the board.

Example:

Please can you cash this cheque?

I'd like to withdraw...

Can you tell me my account balance please?



A8.5 Reading: Opening a bank account

1 Read the text quickly and then discuss in your groups the best way to identify the key words or ideas in the passage.

In the old days, people used to put their money into money bags and hide them under their beds or in holes in the ground. But nowadays people usually keep their money in a bank account. A bank account allows you to do three things:

- 1 You can move your money about, for example to pay a bill or give someone a present without having to handle cash.
- 2 You can keep your money safe in the bank and earn interest on it.
- 3 Under certain circumstances, you may borrow money from the bank.

Opening a bank account is very easy. You will be asked to complete an application form with your name and address as well as the name and address of your employer and give a sample of your signature.

You will be asked what kind of account you wish to open. A current account is very convenient – in fact essential for any business person and many households. A current account enables you to pay bills quickly and easily without having to carry large sums of money around with you. If you do not wish to write cheques, but simply want to keep your money in a safe place, you can open a different kind of account called a savings or deposit account. In this case, the bank will pay you interest on the money you have deposited. Under certain circumstances, the bank will sometimes agree to lend you some money. For example, a farmer may wish to buy some expensive machinery; if the bank is satisfied that he or she will be able to pay the money back eventually, including the interest that is due on the bank loan, it will agree to assist. This is one way that the bank makes money.

To open your account, you must pay in a sum of money. To pay the money into the account, you have to fill in a form called a paying-in slip. The bank will stamp the slip, together with its counterfoil, which is given to you as your receipt to prove that you have paid the money in.

If you are opening a current account, the bank will issue you with a cheque book free of charge. You will have to provide a sample signature in case the cheque book gets into the wrong hands.

You can use a cheque for two purposes:

- 1 To pay someone else some money, for example, you may wish to pay the Blue Nile Construction Enterprise 2,500 birr, so you write out a cheque.

Provided there is enough money in your account to pay the bill, the bank will honour your cheque. In other words, they will pay the money to your payee, and all will be well. Of course, if you are an employee on a regular salary, this will probably be paid into your account at the end of every month by your employer.

<u>19.03 20 10</u> Payee: <u>Blue Nile Construction</u> <u>Enterprise</u>	NATIONAL BANK Main Street	<u>19.03 20 10</u>
Amount: <div style="border: 1px solid black; padding: 2px; width: 60px; margin: 5px auto;">2,500</div> Balance: _____	Pay <u>Blue Nile Construction Enterprise</u> Birr <u>Two thousand five hundred birr</u> _____	<div style="border: 1px solid black; padding: 2px; width: 60px; margin: 5px auto;">2,500</div> L. Abayo
No. 1013	No. 1013 Account number 8976	<u>L. Abayo</u>

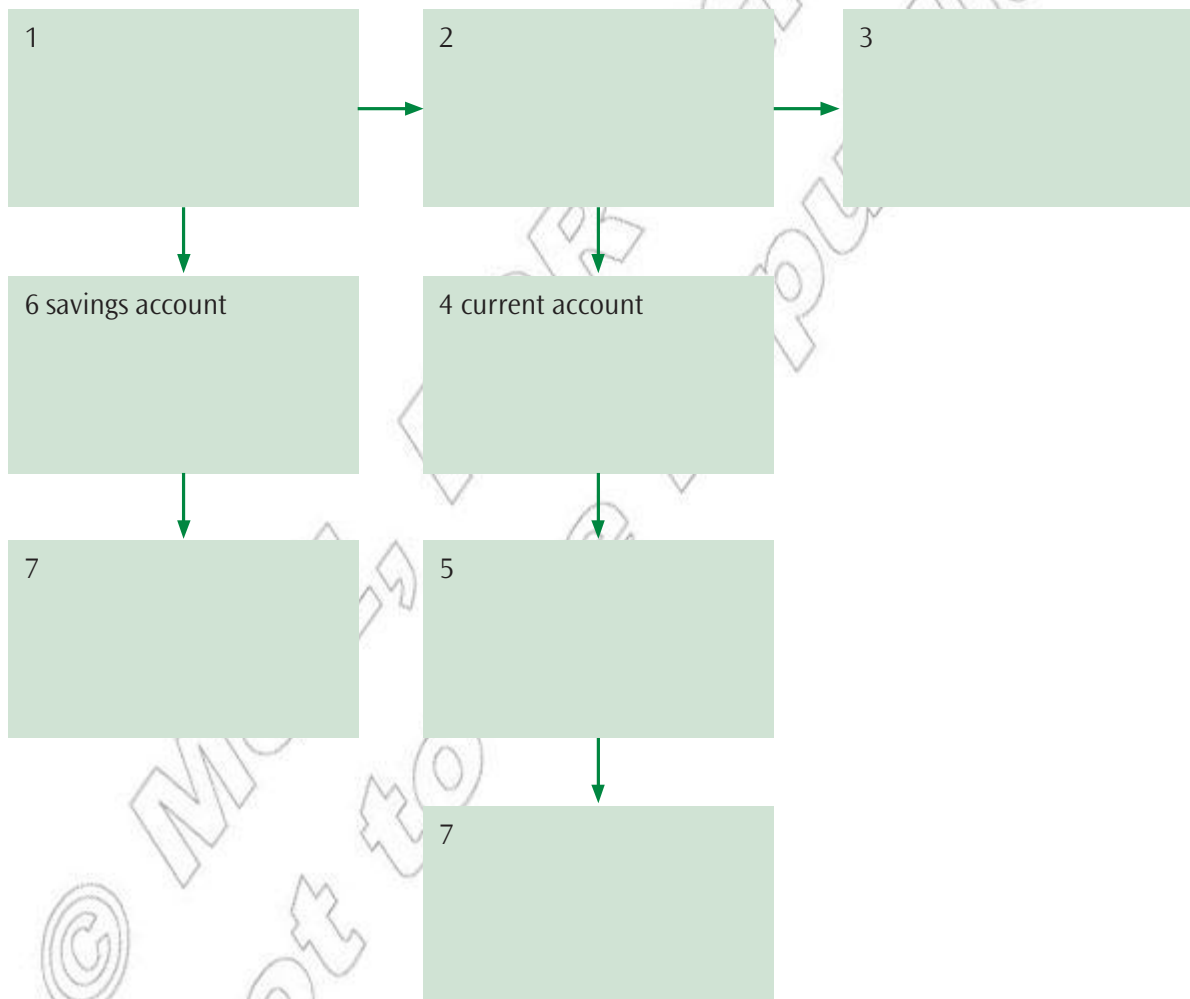
2 You can use a cheque to draw out money for yourself. In this case you write *Self or Cash* on the cheque.

Another method of making payment for goods and services is by means of a small plastic card called a credit card, which is issued by a bank or credit union. When a purchase is made, the credit card user agrees to pay the card issuer. The card user puts the card into a small machine and shows his or her agreement to pay by signing a receipt with a record of the card details and the amount to be paid, or by entering a personal identification number (PIN).

Whatever kind of account you have, the bank will issue you with a statement of your account at regular intervals. A statement records all the transactions in your account in the previous month: how much you have paid in and paid out, and it then gives your balance – the amount of money currently in your account.

2 Read the passage again and copy or highlight the key words and ideas. Then copy the flow chart below into your exercise book and complete it by putting the correct letters in the appropriate boxes. For example 1=g.

Note: you will need to use one of the pieces of information twice.



- a** The bank pays the interest on the amount of money in your account.
- b** You fill in a paying-in slip and pay in a sum of money.
- c** At regular intervals the bank issues you with a statement of your account.
- d** The bank issues you with a cheque book and / or a credit card.
- e** You complete an application form.
- f** You write cheques to pay bills, or use your credit card.
- g** You find someone reliable to introduce you to the manager.

- 3** Work with your partner to compare your flow charts.
- 4** Work in a group and discuss the following questions:
 - 1 Do you think opening a bank account is easy or difficult?
 - 2 What could discourage some people from opening an account?
 - 3 Why is it a good idea for young people to open a savings account as soon as they are earning money?
 - 4 Do you think using a credit card is a dangerous form of payment?
- 5** Pretend you want to open an account at the bank. Work in pairs or groups to role-play the dialogue.



A8.6 Writing: Banking

Write definitions for each of these words and phrases. Use the information in the Reading text above.

- 1 current account
- 2 savings or deposit account
- 3 bank loan
- 4 paying-in slip
- 5 cheque
- 6 to honour a cheque
- 7 statement
- 8 credit card



A8.7 Speaking: Matching money

- 1** Match the currencies with their countries.

Ethiopia	yen
United States	pound
Japan	rupee
Egypt	birr
Great Britain	euro
Ghana	shilling
Hong Kong	franc
Nigeria	pound
Kenya	cedi
South Africa	dollar
India	rand
Switzerland	dollar
Europe	naira

- 2** Practise saying the names of these currencies in pairs.



A8.8 Speaking: Dialogue in a bank

1 Commission is the money a bank charges to change one currency into another. What other words or phrases do you know that you would use in a bank?

2 Listen as your teacher reads the following dialogue; then read the dialogue again in pairs.

A: Good morning. How can I help you?

B: Good morning. I'd like to change some dollars into birr, please.

A: How much would you like to change?

B: What is the exchange rate?

A: 12.6 birr to the dollar.

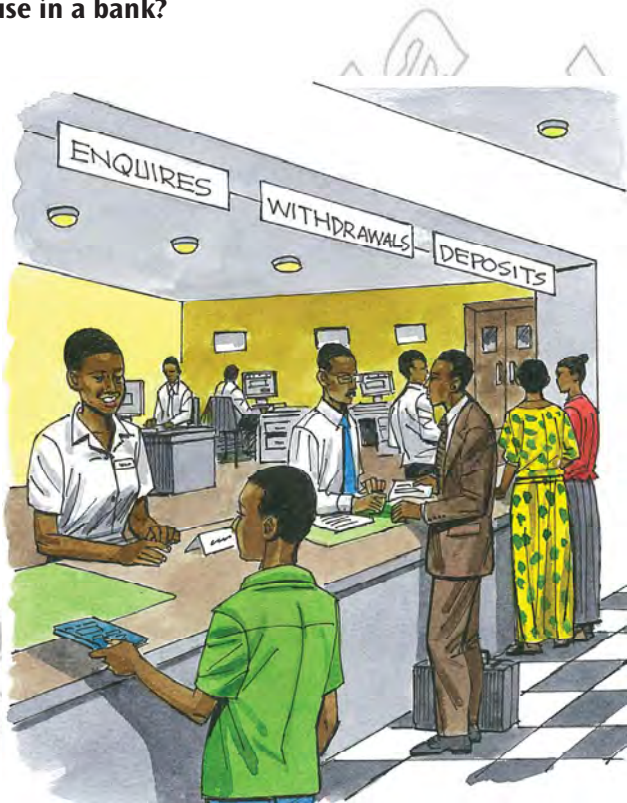
B: OK. I'd like to change \$220, please.

A: That will be 2,780 birr and 278 birr commission.

B: That's fine.

A: Here you are.

B: Thanks.



3 Look at the following currency conversion rates:

1 Ethiopian Birr (ETB)	0.07 United States dollars (USD)	\$
	1 USD = 12.64 ETB	
	0.05 United Kingdom pound (GBP)	£
	1 GBP = 19.82 ETB	
	0.06 Euros (EUR)	€
	1 EUR = 17.49 ETB	
=	0.43 Egyptian pounds (EGP)	£
	1 EGP = 2.32 ETB	
	0.11 Ghanaian cedis (GHS)	¢
	1 GHS = 8.92597 ETB	
	0.61 Hong Kong dollars (HKD)	\$
	1 HKD = 1.63962 ETB	
	6.08 Kenya shillings (KES)	Ksh
	1 KES = 0.165635 ETB	
	0.60 South African rand (ZAR)	R
	1 ZAR = 1.67683 ETB	
	11.96 Nigerian naira (NGN)	N
	1 naira = 0.084 ETB	

- 4** Work out how many birr you will receive from the bank for the following:
- a £100 (UK)
 - b 300 cedis
 - c 400 rand
 - d 150 euros
 - e 50 naira

- 5** Work in pairs to ask and answer questions about the currency chart.
Example:

Student A: How many Kenyan shillings can I get for one birr?

Student B: How much is one euro worth in birr?

- 6** Read the dialogue above again. Work in pairs to role-play a similar dialogue between a customer and a bank teller using different currencies.

A8.9 Language focus: Verb and verb patterns

When one verb is followed by another, the form of the second verb may be in the *-ing* form or the *to* form. For example:

Some children start working because their parents have become ill.

The money helps to keep them alive.

The form of the second verb depends on the first verb.

- Some verbs must be followed by the *-ing* form, for example: *finish, enjoy, consider, imagine*:

Have you finished washing the clothes?

Do you enjoy playing cards?

- Some verbs must be followed by the *to* form, for example: *decide, want, intend, hope*:

I have decided to buy some new football boots.

Do you want to read that book?

- Some verbs can be followed by either the *-ing* form or the *to* form. These fall into two groups:

- 1 There is no change in meaning with the *-ing* or *to* form, for example: *start, hate prefer*:

I prefer eating at night / I prefer to eat at night.

- 2 There is a change of meaning depending on which form you choose:

I stopped to eat my lunch / I stopped eating my lunch.

- 1** Copy these sentences into your exercise book. Complete them with the correct form of the verb: the *-ing* or *to* form.

- 1 Do you enjoy _____ (dance)?
- 2 Where is Olana? He promised _____ (come) early.
- 3 I hope (be) a doctor one day.
- 4 You must learn _____ (swim); it may save your life.
- 5 Don't forget _____ (do) your homework!
- 6 I don't mind _____ (get up) early.
- 7 Have you finished _____ (eat) your mango?
- 8 I want _____ (go) home now.
- 9 Where have you decided _____ (go) tonight?
- 10 Biyana suggested _____ (meet) at six o'clock.
- 11 Please don't stop _____ (sweep), the floor is still dirty.
- 12 On the way home we stopped _____ (look) at the sunset.

- 13 I like _____ (drink) water every morning.
 14 I like _____ (play) the guitar.
 15 I don't remember _____ (see) that watch before.
 16 Please remember _____ (lock) the door when you leave.

2 Copy and complete these sentences into your exercise book. Complete them so that they are true for you, then compare your sentences with your partner's.

- 1 I hope _____ when I grow up.
 2 I like _____ after school.
 3 I don't enjoy _____ .
 4 I have stopped _____ now that I am at secondary school.



A8.10 Reading: Success in the fashion world

Look at these two definitions:

Fact: something that is real or has actual existence, e.g. *It is raining now.*

Opinion: a belief or conclusion held with confidence but not substantiated by positive knowledge or proof, e.g. *It might rain later.*

1 Read the following article and decide in your groups what is fact and what is opinion. Draw two columns *Fact* and *Opinion* and write your suggestions under each heading.

Ethiopian Women In Fashion World *By Indrias Getachew*

This week we feature a woman who has succeeded, and continues to enjoy success as a designer both in high fashion and ready-to-wear lines; traditional as well as western-style clothing. Sara Abera was born and raised in the town of Dembi Dollo, Wellega, in western Ethiopia, where she was brought into constant contact with a wide number of Ethiopian peoples. "We were only 35 kilometres from Gambella," says Sara, "and the aesthetic sense of the people there, the Masango and others, really had an influence on me. Young girls would make skirts out of leaves they collected in the forest, and wear them with beads. In fact, my first design for children's clothes was influenced by the girls of the Masango group."

In school, Sara was very good at drawing. "My favourite subjects were women, that I dressed in whatever my imagination would create for them. There was one teacher in particular who noticed what I was doing – she encouraged me and said that I should learn how to make clothes." In Dembi Dollo Sara began taking sewing lessons, and that was the beginning of a lifelong career.

At the age of 16 Sara moved to Addis Ababa where she finished high school and continued taking dress-making lessons. She then enrolled in correspondence courses, when in late 1987 an opportunity arose to go to Greece to study. Over the next few years Sara travelled between Greece and Ethiopia, refining her design techniques and skills and learning about the ever-changing world of international high fashion.

Today, Sara Abera is one of the foremost names in Ethiopian fashion. In 1989 she opened her own design shop and manufacturing company. Since 1989 Sara Garment Designers have been producing high quality garments for a wide selection of customers, including quality uniforms for a wide range of customers including Ethiopian Airlines, as well as school uniforms for Addis Ababa schools.

Sara Garment Designers and Manufacturer's objectives are first, "To introduce to the rest of the world the rich heritage of Ethiopian weaving combined with modern textiles". Sara explained, "I admire our *shemane* (weavers); the way they bring out exquisite patterns in our traditional Ethiopian outfits. I want to promote their work." Secondly, Sara Garments wants to produce local

clothing and uniforms of high quality for any purpose. They are achieving these goals, which is also having the effect of helping Ethiopia increase much needed foreign currency reserves.

“The future holds great possibilities for the Ethiopian garment industry,” states Sara, who believes that Ethiopian hand-woven cotton textiles are bound to be international winners. “You only need a good agent to promote your products. The world is going back to nature. In Ethiopia our clothing is hand-made with no chemicals – these are characteristics that, in the global market, should add considerable value to our products.”

Sara also believes that the Ethiopian dresses, with a few modifications to make them easier to wear, are more suitable to the hectic western way of life and are just waiting to take off. The orders have been coming in ever since.

Today, about 70 per cent of Sara Garments products are exported. Sara employs over 30 staff members. The production team has grown steadily over the years, with talent hand-picked from the best schools and tailor shops in town. Sara spends several hours each week personally training her team and giving careful attention to every detail. All inputs, from the orders to the labels that accompany their products, are inspected by the detail-conscious designer. “That is how I have built a successful business.”

- 2** In your groups, write down some questions you would like to ask Sara Abera, then role-play an interview with her.



A8.11 Speaking: Discussion

- 1** Consider this statement: *It is better to be educated than to be rich.*
- 2** Spend a few minutes thinking about your opinion about this statement. Write down some notes.
- 3** Work in a large group and discuss the statement.
 - Allow each person to give their opinion.
 - Use some of the language you have used for asking and giving opinions, agreeing and disagreeing.
 - Come to a group conclusion on the extent to which you all agree or disagree with the statement. Report this to the rest of the class.



A8.12 Writing: Essay conclusions

- 1** Read the following essay on micro-financing in Ethiopia and infer the meanings or look up in your dictionaries the definitions of any words you do not understand. Share the meanings with the rest of the class.

In Ethiopia lack of finance used to be one of the major bottlenecks stopping production, productivity and income of rural and urban households. Since access to credit was then very limited, the majority of the poor obtained financial services through informal channels, money lenders and others.

Today institutions offering micro-financing are helping both the rural and urban poor to improve their productivity and means of livelihood. Agricultural productivity in particular is benefitting from this system.

Micro-financing to help small enterprises is booming throughout the country. Many studies have shown that the most effective way to empower entrepreneurs is to give them access to capital in the form of small loans which can range from \$80 to \$300, depending on what the project is.

- 2** In your groups discuss the three conclusions and analyse their strengths and weaknesses. Then decide which is the best conclusion for the essay.

Conclusion 1

Traditional money lenders charge high rates of interest, which the poor may not be able to pay. Banks often refuse loans to help poor farmers or entrepreneurs who very often cannot afford to repay the lender, which then become a bad debt. The borrower then finds that access to further funding is refused and so the business cannot develop further.

Conclusion 2

Micro-financing institutions (MFIs) bring valuable services to poor people, allowing them to create, own, and develop their wealth and assets. Perhaps more importantly, micro-finance enables the poor to manage the uncertainties of their economic and social weakness, such as unemployment, natural disaster, and seasonal changes in income.

Conclusion 3

Each person who is given a micro-finance loan has to pay 5% interest, make regular small repayments of the loan, and put 2% of the loan amount into a personal saving account. Once the money is paid off and the business has been evaluated by the MFI, then the merchant will be given double the amount of the original loan to help expand the business further.

- 3** With your teacher, analyse and identify the characteristics of a good conclusion. Work individually to write a conclusion about the discussion in A8.11.

Part B

Objectives

By the end of this unit you will be able to:

- listen to an interview with a famous Ethiopian entrepreneur
- express surprise at unexpected news
- use *if* sentences for things which are very unlikely, unreal or impossible
- discuss what you would do if you won the lottery
- read about a lottery winner
- write a summary
- hold a spelling auction
- read about and compare three African countries
- use the quantifiers *many, much, few, a little*
- learn the spelling rule for doubling consonants
- learn about homonyms
- find banking words in a word search.



B8.1 Listening: A famous Ethiopian entrepreneur

Listen to your teacher read an interview with an Ethiopian entrepreneur and answer the questions below.

- 1 Why did Alemu set up the SoleRebels factory?
- 2 What are the sandals made of?
- 3 Where were the first pairs of shoes sold?
- 4 What financial support did she receive?
- 5 How does the government benefit from the business?
- 6 How does Alemu sell her footwear?
- 7 How does she propose to expand her business?





B8.2 Speaking: Expressing surprise

1 When you are given unexpected news you often wish to express your surprise. Learn the following phrases to introduce some surprising or unusual information:

- *Believe it or not ...*
- *You may not believe it but ...*
- *It may sound strange but ...*
- *Surprisingly ...*
- *Funnily enough ...*
- *Guess what?*
- *Do you know what?*
- *You won't believe this but ...*

2 Work in pairs or groups to express surprise at the following news:

Example:

You find a 100 birr note in the street –

Do you know what? I found 100 birr in the street this morning!

- 1** You win the lottery.
- 2** You pass your exam.
- 3** Your sister has twins.
- 4** Your father buys a new car.
- 5** You are invited to stay with your uncle and aunt in America.
- 6** You have a job interview at the bank.

B8.3 Language focus: *If* sentences

- In Unit 4 **B4.8** we looked at *If* sentences to talk about future possibilities (*If I pass all my exams, I'll go to university*) and also to talk about habits or general truths (*If I wake up early, I read a book before school.*)
- We can also use *conditional sentences* to talk about things which are very unlikely, unreal or impossible, for example:
If I had a lot of money, I would buy my mother a car.
We use this form to talk about present or future situations.
- We use *were* instead of *was* as the past tense of *to be* after *if*.
If I were you, I would wash that cut on your foot.

Note: Either part of *If* sentences can go first or second in the sentence.

If I did my homework on time, my teachers would be pleased with me.

My teachers would be pleased with me if I did my homework on time.

1 Match the two parts of the sentences below and write the sentences in full in your exercise book.

1 If you weren't ill	a I would go out and play football.
2 If it were cooler	b there would be no energy crisis.
3 If my friend were in trouble	c I would help him.
4 If more people used the bus	d I wouldn't go to Ahmed's party.
5 If I were a boy	e there would be fewer cars on the roads.
6 If we all used solar energy	f you would have to do the test.
7 If I were you	g I would repair the bicycle myself.
8 If I had the right tools	i I wouldn't have to spend so much time doing my hair.

For example:

1 = f (*If you weren't ill, you would have to do the test*)

2 Change the sentences below to make them *if* sentences. Write them in your exercise book.

- I haven't got any money. I won't buy a new CD.
If I had some money, I would buy a new CD.
- There isn't time. I won't do my homework.
If there were time, I would ...
- I don't have a bicycle. I go to school by bus.
If I had ...
- It is raining today. We have to stay at home.
If it wasn't ...
- My brother is out. He isn't helping me with the work.
If my brother ...
- You don't eat fruit and vegetables. You are not very healthy.
If you ...

3 Complete these sentences so that they are true for you. Write them in your exercise book.

Example:

If I were rich, I would buy a car.

- If I won a million birr, I would ...
- If I changed my name, I would choose the name ...
- If I were an animal, I would like to be ...
- If I was president of the country, I would ...

4 Now listen to your teacher model some *if* sentences, then work with a partner in pairs to practise saying your sentences in exercise 3.

5 Work in groups to start and complete sentences in an oral chain:

Student A makes a 'cause' clause and Student B says the result.

Student C changes the result clause into a cause clause, and so on.

Example:

Student A: If I were rich ...

Student B: ... I would buy a car.

Student A: If I bought a car ...

Student B: ... I would drive to Hawassa, ... and so on.



B8.4 Speaking: Winning the lottery

What would you do if you won the lottery? Discuss in groups how your life would change if you won a million birr and what you would do with the money. Note down your ideas and rank them in order of importance. Finally reach an agreement in your group on the best way of spending the money.



B8.5 Reading: When I won the lottery

Read the following text and answer the questions that follow it.

Does money make you happy? Many people dream of a sudden windfall, but does it bring satisfaction? Some say that money does not bring you happiness, and this is especially true for those who have won the lottery.

At first, when I heard of my win on the Ethiopian National lottery, I was speechless – I could not believe my good fortune. Then as the news sank in, I couldn't wait to tell my family and all my friends. Soon the newspapers heard of my win, and our house was besieged by reporters and photographers, all wanting photographs and interviews, and wanting to know what I would do with the money. I tried to explain that I really wanted time to think of the best way to spend my winnings, but time was against me. Very soon, people were coming round to beg for some money for this project or the other. On the Internet, I received pleading letters from all over the world and all sorts of strangers, suggesting all sorts of ways that they could make use of my money. The phone never stopped ringing, and there was no peace in the house. Arguments broke out among the members of the family as to how I should spend my winnings – “Buy a big new house and a shiny new car (or two)”, they said. “Spend it on foreign holidays”. “Give me some money to start a business” or “Give it all to charity” was more of their advice. I said I wanted to go to study in America, and hoped to become a doctor, but people thought this was a waste of time – what did I need to work for now, with such a lot of money in the bank?

In the end, I decided to give some money to my family, some to charity, and the rest I invested in the bank. But until things calmed down, I almost had to go into hiding to escape the demands of so many strangers who wanted to spend the money for me. It was not the happiest time of my life! I realised that even if you do win the lottery, good health, friends and family, and living in a law abiding society are essential to your happiness.

- 1 What was the writer's reaction on hearing he had won the lottery?
- 2 Why did the writer think it might not have been a good idea to tell everyone about his win?
- 3 What did the reporters want to know?
- 4 How did strangers behave when they heard of the lottery win?
- 5 Why did the writer's family think it a waste of time to train to be a doctor?
- 6 What did the writer finally decide to do with the money?
- 7 What things are really necessary to make you happy?

**B8.6 Writing:** Making a summary

A summary is a short version of a longer text. It contains the most important information from the longer text.

- To write a summary, first read and understand the text. Then make notes on the text in your own words.
- To make the notes, identify the main point and the supporting points in each paragraph. The supporting points give us more information about the main point.
- Finally write your own summary text in full sentences, using the information in your notes.

Make brief notes about the winner of the Ethiopian National lottery. Write a summary of no more than five sentences. You may decide to agree or disagree with the writer's point of view. Share your summary with the rest of the class.

B8.7 Fun with words: Spelling auction

Imagine you were given 500 birr to spend. Work in your groups to play the following spelling game.

- Your teacher will write a number of sentences on the board. Each sentence may have the correct punctuation and / or spelling, or it may not.
- In your group, bid for the sentence if you think it is correct. If you win the bid, you may keep the money; if not your teacher wins the money.
- At the end of the game, the group with the most money wins.

**B8.8 Reading:** Three African countries

1 What are the names of the places represented by numbers on the map on page 150?

2 In your groups, read about one of the following African countries: Tanzania, Uganda and Kenya. Make notes of the main points and complete a chart with the following headings:

- Name of country
- Capital
- Bordering countries
- Area
- Population
- Local languages
- Lakes and rivers
- Most important products
- Tourist destinations
- Date of independence.

Tanzania is situated on the Indian Ocean coast. It is bordered by Burundi, the Democratic Republic of Congo, Kenya, Malawi, Mozambique, Rwanda, Uganda, and Zambia. The area of the country is 945,087 square kilometres. Over half of Lake Victoria is situated within the borders of Tanzania and about half of Lake Tanganyika. The biggest river is River Rufiji.

There are 44 million people in the country and many languages are spoken. English is the official language. Kiswahili is commonly used throughout the country. Some Arabic is spoken on Zanzibar Island. There are also many local languages including Gogo, Ha, Haye, Makonde and Nyamwezi. The biggest city is Dar es Salaam, but the capital is Dodoma.

Tanzania produces mainly agricultural products. The most important is coffee. It also produces sisal, tea, cotton, pyrethrum, cashew nuts, tobacco and maize. Extraction of natural gas began in the 2000s. Tanzania is the third largest producer of gold in Africa after South Africa and Ghana, and it produces other minerals. Tourism is important to the economy and favourite destinations for tourists are Ngorogoro Crater, Serengeti National Park, Zanzibar Island, Mount Kilimanjaro.

Tanganyika became independent from Britain on 9 December 1961. The state of Tanzania was created on 26 April 1964 when the newly independent countries of Tanganyika and Zanzibar joined together.



Uganda is bordered by the Democratic Republic of Congo, Kenya, Rwanda, Sudan and Tanzania. The area of the country is 236,040 square kilometres. Just under half of Lake Victoria is situated within its borders and half of Lake Albert. The River Nile, the longest river in the world, starts in Uganda.

There are 33 million Ugandans and many languages are spoken. English is the official language and Luganda is commonly used. Other important local languages are Chiga, Lango, Nyankore, Soga and Teso. The biggest city is the capital, Kampala.

Uganda produces mainly agricultural products. The most important is coffee and also tea, cotton and cassava. It also produces some gold and other minerals, and has largely untapped reserves of oil and natural gas. Tourism is also becoming important. Favourite tourist destinations are Murchison Falls, Kibale Forest and Bwindi Impenetrable National Park.

Uganda became independent on 9 October 1962.

Kenya is situated on the Indian Ocean coast. It is bordered by Uganda, Tanzania, Somalia, Ethiopia and Sudan. The area of the country is 582,650 square kilometres. A small part of Lake Victoria is situated within its borders. Other lakes are Lake Turkana in the north of the country and Lake Naivasha. The River Tana is one of the longest rivers.

There are 39 million Kenyans and many languages are spoken in the country. English is the official language and Kiswahili is commonly used. Other important local languages are Kikuyu, Luo and Luhya. The biggest city is the capital, Nairobi. Other important cities are Mombasa (a large port on the coast), Nakuru in the east and Kisumu on the shores of Lake Victoria.

Kenya produces mainly agricultural products. The most important is tea. It is the biggest producer of tea in Africa. It also produces vegetables and flowers, coffee, maize and many other agricultural products. Tourism is also very important to the economy. Favourite tourist destinations are national parks, such as the Masai Mara and Tsavo, Lake Nakuru, the Rift Valley, and Malindi, which is on the coast.

Kenya became independent on 12 December 1963.

- 3** Share your information about your chosen country with another group. Ask and answer questions with that group about your respective countries.

B8.9 Language focus: Using the quantifiers *many, much, few, a little*

- We use *much, many, a lot of, lots of, plenty* when we want to talk about a large number of things, for example:

I have many brothers and sisters.

He buys a lot of seeds every year.

Note: We use *how many* before countable nouns, for example:

How many children are there in your house?

How many books are there in the library?

- We use *how much* before uncountable nouns, for example:

How much seed does he buy?

How much porridge is left in the bowl?

- We use *few, a little, several* when we want to talk about a small number or quantity of things, for example:

I have a little money.

Zebida has few friends at school.



Ask and answer questions about the things in the picture using *How much* or *How many*.

Example:

Question: How much rice do you have?

Answer: I have a little rice.

- 1 How _____ books do you have?
- 2 How _____ tea do you have?
- 3 How _____ water do you have?
- 4 How _____ shirts do you have?
- 5 How _____ bottles do you have?
- 6 How _____ money do you have?
- 7 How _____ days are there in the year?
- 8 How _____ buttons are there on your shirt?



B8.10 Writing: Spelling rules / doubling consonants

English can be difficult but there are some rules which help us to spell new words even if we haven't seen them before.

- Why do we write *shop* with one *p* and *shopping* with double *p*, but *work* and *working* with only one *k*?
- Why do we double the consonants of some verbs when we add *-ing* or *-ed* and some adjectives when we add *-er* and *-est*?

There are rules for this:

- 1 We double the consonant only when a word ends in a vowel and consonant, for example:
stop = *stopping* big = *bigger*
- 2 This rule does not apply if:
 - a the word ends with two consonants: *work* = *working*
 - b the word ends with two vowels and a consonant: *need* = *needed*
 - c the word has more than one syllable and the second syllable is not stressed: compare *remember* = *remembering* and *prefer* = *preferred*
 - d the word ends in *y*, *w* or *h*: *play* = *playing*, *few* = *fewer*, *finish* = *finishing*

1 Rewrite these words adding *-ing*.

admit	wait
stay	get
wash	run
happen	begin
swim	come
help	bake
visit	shave
hop	open

2 Rewrite these adjectives adding *-er*.

thin slow red black wet cheap hot fast

B8.11 Increase your word power: Homonyms

Homonyms are words which have a different meaning but are spelled the same and sound the same when they are pronounced.

Examples:

She can play tennis. – is an auxiliary verb showing ability

I'd like a can of beans please. – a noun, a kind of container

Look at these pairs of words.

- 1 **a** date – fruit of the palm tree
b date – period or time of an event
- 2 **a** stamp – to put down the foot with force
b stamp – a sticky piece of paper fixed as a charge for a letter
- 3 **a** rate – value or price
b rate – description or speed, fast or slow
- 4 **a** bill – a piece of paper showing the amount owed
b bill – the beak of a bird

- 5 a** charge – to move at speed
- b** charge – the price or cost of something
- 6 a** statement – a formal declaration of facts
- b** statement – a piece of paper giving details of an account

Now match the words in the sentences to the correct definition.

Example:

1 = 1b

- 1** When you write a formal letter, it is important to remember to add the date.
- 2** You must also remember to put a stamp on the envelope before you put the letter in the post.
- 3** You can check the rate of exchange for the birr in the currency table in a newspaper.
- 4** You must pay your bill before you check out.
- 5** When Yeshi wanted to start a new business, he found the bank charges were too high to borrow any money.
- 6** I regularly check the monthly statement I receive from the bank to make sure that I do not get overdrawn.

B8.12 Fun with words: Wordsearch

Find the following words to do with banking and finance in the wordsearch; record them in your vocabulary notebook, together with their meanings.

account	cashier	business	loan	bank	interest
cheque	deposit	cash	credit	cost	

O	P	C	S	U	C	W	N	Z
Q	B	A	N	K	H	B	S	A
C	A	S	H	I	E	R	T	D
P	C	H	D	C	Q	V	R	E
F	C	O	S	T	U	Z	B	P
L	O	A	N	X	E	W	Y	O
B	U	S	I	N	E	S	S	S
I	N	T	E	R	E	S	T	I
Q	T	C	R	E	D	I	T	T

Assessment

1 Reading and writing

Your teacher will give you a passage to read about the Ethiopian economy. Isolate key words and write basic summary notes about the passage.

2 Speaking

Your teacher will give you a list of people and different imaginary situations. Work in groups to make conversations about what they would say and do.

Example:

If I were ... I would ...