



**Federal Democratic Republic of Ethiopia  
Ministry of Education**

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# **English for Ethiopia**

**Teacher Guide  
Grade 12**

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Teacher Guide  
Grade 12

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# Contents

Map of the Book	iv
Introduction	vii
Guide to Lesson Planning	xi
<b>Unit 1 Family life</b>	1
<b>Unit 2 Communication</b>	12
<b>Unit 3 Education</b>	21
Revision 1 (Units 1–3)	28
<b>Unit 4 The arts and literature</b>	30
<b>Unit 5 The United Nations</b>	40
<b>Unit 6 Trade and globalisation</b>	49
Revision 2 (Units 4–6)	60
<b>Unit 7 Finding a job</b>	62
<b>Unit 8 Human development</b>	73
<b>Unit 9 Tradition versus progress</b>	83
Revision 3 (Units 7–9)	93
<b>Unit 10 Future threats</b>	100
<b>Unit 11 The film industry</b>	111
<b>Unit 12 Class magazine</b>	120
Revision 4 (Units 10–12)	126
End of Year Examination	129
Guide to Marking and Answer Key	132
Minimum Learning Competencies	134
Syllabus	136



## Map of the book

	<b>Unit 1 Family life</b>	<b>Unit 2 Communication</b>	<b>Unit 3 Education</b>	<b>Unit 4 The arts and literature</b>
<b>Introduction</b>	A1.1 Traditional family life	A2.1 What is communication?	A3.1 A speech	A4.1 Two literary forms
<b>Listening</b>	A1.2 A father's voice A1.5 A mother's voice	A2.3 How I communicate A2.8 Tips for communicating effectively A2.9 What is communication? B2.6 Intercultural communication	B3.1 A successful graduate speaks	B4.2 The plot of a film B4.6 A film review
<b>Speaking</b>	A1.9 Role-play – family issues B1.1 A happy family life	A2.5 Miscommunication B2.3 Game – Sorry, what do you mean? B2.5 The advantages and disadvantages of communication	A3.2 Why students drop out B3.3 Dealing with problems in Grade 12 B3.5 My future plans	A4.3 Class survey – participation in the arts B4.4 Future predictions
<b>Reading</b>	B1.2 My family B1.5 A childhood memory B1.10 China's one-child policy	A2.8 Tips for communicating effectively A2.10 Communication in the animal world B2.1 The development of communications B2.7 A poem	A3.3 Notes on study skills A3.5 Problem page	A4.4 A character from a novel A4.6 Extensive reading project
<b>Writing</b>	B1.4 Memories B1.7 A formal letter	A2.11 A mind map A2.12 An essay B2.4 A report	A3.4 Self-assessment B3.6 An essay	B4.7 A film review
<b>Increase your word power</b>	B1.3 Phrasal verbs B1.6 Discourse markers	A2.4 Feelings A2.7 Prefixes		A4.5 Adjectives B4.1 Film genres B4.5 Writers B4.8 Phrasal verbs with off
<b>Language focus</b>	A1.3 <i>as</i> and <i>like</i> A1.4 Making predictions and talking about consequences A1.6 <i>the more... the more</i> , A1.8 The language of discussion B1.9 Expressing regret	A2.2 Guessing A2.5 Expressing regret B2.2 Talking about past events	B3.2 Dealing with problems B3.4 Talking about the future	A4.2 Changing the subject B4.3 Talking about the future
<b>Study skills</b>	A1.7 Self-analysis B1.8 Looking forward to Grade 12 B1.11 Recording vocabulary	B2.8 Non-verbal communication	B3.7 Focus on speaking	B4.9 Focus on writing
<b>Assessment</b>	B1.12 1 Speaking 2 Reading	B2.9 1 Listening 2 Writing	B3.8 1 Speaking 2 Reading	B4.10 1 Listening 2 Reading



	<b>Unit 5 The United Nations</b>	<b>Unit 6 Trade and globalisation</b>	<b>Unit 7 Finding a Job</b>	<b>Unit 8 Human development</b>
<b>Introduction</b>	A5.1 What do you know about the United Nations?	A6.1 The global village	A7.1 Your future career	A8.1 A timeline of life on Earth
<b>Listening</b>	A5.2 A lecture on the UN B5.2 Progress towards the MDGs	A6.5 Asgede's jeans B6.5 The pros and cons of globalisation	A7.3 Three employees talk A7.5 An employer talks	A8.6 Dinkinesh and Selam
<b>Speaking</b>	A5.3 Facts about the United Nations B5.5 The MDGs B5.10 The New United Nations	B6.1 How global are we? B6.2 Play <i>Show and Tell</i> B6.3 Silent letters and sounds and syllables B6.10 Is globalisation good or bad?	A7.8 Qualifications and skills for different jobs B7.1 Applying for a job B7.7 Chain interview	A8.4 The development of Man A8.8 Re-tell the story of Dinkinesh and Selam A8.9 <i>History or herstory?</i> B8.2 Development and civilisation B8.4 Weak vowels and weak forms B8.6 Human achievements
<b>Reading</b>	A5.4 The United Nations Convention on the Rights of the Child (CRC) B5.1 The Millennium Development Goals (MDGs) B5.7 What is good governance?	A6.6 Coffee production B6.4 Multilaterals	A7.10 A poem B7.2 A CV B7.3 A letter of application	A8.2 The story of life on Earth B8.1 Three African civilisations B8.3 Poem – <i>Vultures</i>
<b>Writing</b>	A5.7 A good leader B5.12 A report	A6.7 A leaflet on Fair Trade B6.6 A summary B6.11 A business letter	A7.9 A profile B7.8 A letter of application	B8.7 An essay
<b>Increase your word power</b>	A5.5 Initials and acronyms A5.6 Adjectives to describe leaders B5.6 Words commonly used in development B5.8 Suffixes	A6.2 Percentages and proportions A6.3 Manufacturing and trade	A7.2 Actions at work A7.4 Adjectives with the suffixes <i>-ful</i> and <i>-less</i> A7.7 Skills and personal qualities	B8.5 Adjectives + dependent prepositions
<b>Language focus</b>	B5.3 Talking about the future B5.4 Expressing purpose with <i>to, so as to, in order to, for, so that</i> B5.9 Expressing strong ideas	A6.4 Describing a manufacturing process B6.7 Advantages and disadvantages B6.8 Making suggestions, giving reasons and asking for explanations B6.9 <i>I wish</i>	A7.6 Defining relative clauses B7.4 Different types of questions B7.5 Present perfect B7.6 Verb + <i>to</i> infinitive	A8.3 Past simple and past perfect A8.5 Ability A8.7 Expressing cprobability and possibility with modal verbs
<b>Study skills</b>	B5.11 Research skills	B6.12 Focus on vocabulary	B7.9 Focus on reading	B8.8 Focus on listening
<b>Assessment</b>	B5.13 1 Speaking 2 Writing	B6.13 1 Listening 2 Reading	B7.10 1 Listening and speaking 2 Writing	B8.9 1 Speaking 2 Reading



	<b>Unit 9 Tradition versus progress</b>	<b>Unit 10 Future threats</b>	<b>Unit 11 The film industry</b>	<b>Unit 12 Class magazine</b>
<b>Introduction</b>	A9.1 Traditional values	A10.1 Here is the news	A11.1 The film industry	A12.1 A magazine cover
<b>Listening</b>	A9.2 Ethiopia must move forward A9.4 Short conversations	B10.2 Future threats	A11.2 The Ethiopian film industry A11.4 An interview with a film-maker	A12.4 Magazine jobs A12.6 The magazine production process
<b>Speaking</b>	A9.3 Choosing the best way forward A9.5 Stress and intonation B9.1 The pros and cons of living in a rich country B9.5 Ethiopia's strengths and weaknesses B9.8 Preserve it or abolish it?	A10.4 The Haiti earthquake B10.1 Threats to our future B10.6 The Earth colony debate B10.8 A presentation and a speech	B11.2 Talk show	B12.1 Planning, preparing and producing a class magazine B12.2 Reviewing your work
<b>Reading</b>	B9.2 Broken Britain B9.6 A poem	B10.5 Markos' world	A11.6 An interview with a film star B11.4 The making of a blockbuster B11.6 A review of <i>Titanic</i>	A12.2 Extracts from magazine articles A12.3 Magazine article
<b>Writing</b>	A9.7 A report B9.9 An essay	A10.5 A description A10.7 A report A10.8 A formal letter B10.4 Graffiti posters B10.7 10 rules for a new society	A11.3 A summary A11.8 A dialogue B11.3 A review of a television show B11.9 Formal letters	B12.1 Planning, preparing and producing a class magazine
<b>Increase your word power</b>	A9.6 Change B9.3 Word building adjectives and nouns B9.7 Revision – <i>make</i> and <i>let</i>	A10.6 Phrasal verbs with <i>up</i>	B11.7 Phrasal verbs with <i>away</i>	
<b>Language focus</b>	B9.4 Highlighting information in a sentence	A10.2 Quantifiers A10.3 Narrative tenses B10.3 The passive	A11.5 Past intentions A11.7 Reported speech B11.1 Indirect or embedded questions B11.5 Short responses B11.8 Revision – changing the subject	A12.5 Revision – <i>Wh</i> -questions
<b>Study skills</b>	A9.8 Focus on grammar	A10.9 Exam strategies – part 1	A11.9 Exam strategies – part 2	A12.7 Exam strategies – part 3
<b>Assessment</b>	B9.10 1 Speaking 2 Writing	B10.9 1 Speaking 2 Reading	B11.10 1 Listening 2 Writing	B12.3



## Introduction

*Grade 12 English for Ethiopia* is designed to provide a comprehensive English course for the third year of secondary school, meeting the requirements for the English Language Syllabus for Grade 12. The course is intended therefore to develop students' understanding and use of English both as a subject and as a medium of instruction in secondary school. Grade 12 therefore focuses on all four language skills equally, developing students' survival skills as well as building confidence and learning strategies through skills practice and specific activities. In terms of language items, the focus of *Grade 12 English for Ethiopia* is on revision and extension of what was covered in Grade 11.

*Grade 12 English for Ethiopia* focuses on the development of listening, speaking, reading and writing skills for communication in a wide variety of contexts, informal to formal. It also focuses on the understanding and application of English grammar rules, as well as the development of English vocabulary (particularly subject-specific vocabulary that relates to other areas of the secondary curriculum). Important sub-skills are developed throughout the course too, such as understanding and applying spelling rules; using a dictionary; and punctuating written work correctly.

*Grade 12 English for Ethiopia* aims to facilitate the development of language in meaningful contexts which are suited to secondary school students. Thus, topics covered in *Grade 12 English for Ethiopia* follow the English Language Syllabus for Grade 12, are directly linked to other school subjects and reflect the national focus on Science and Technology. For reading and listening, increasing use is made of authentic materials. Topics include historical, scientific, geographical, social, cultural, and economic issues relevant to Ethiopia. They also include current events such as population growth, human diseases and environmental concerns. Issues affecting teenagers are covered too, such as relationships, hobbies, careers and sport. Throughout the course there is a strong emphasis on engaging the students in ways that encourage them to discuss ideas, form opinions and apply their learning to life beyond the classroom. The inclusion of contemporary, relevant topics in the book helps to ensure this.

In addition, *Grade 12 English for Ethiopia* is designed to encourage interaction amongst students through pair work, group work and whole class activities. A balance is provided between interactive, communicative exercises in the form of discussion, debate, dialogue, role play and so on, and independent exercises in the form of composition writing, silent reading, grammar practice etc. In this way, students learn and practise English which is meaningful to them and which has a real purpose and context. For this reason, the focus is on the four skills of listening, speaking, reading and writing. Grammar, vocabulary and social expressions are integrated into practice of these skills. The activities are also designed to encourage students' natural curiosity and appetite for discovery together with the enjoyment of learning through debates, surveys, games and stories appropriate to their age.

Finally, *Grade 12 English for Ethiopia* is aimed at providing both the teacher and the students with useful and informative assessments. Assessment activities and Revision units, which give the teacher the opportunity to recycle language and to assess the students against the language competencies, and an end of year examination, are all included in the course. These may be used for a variety of assessment purposes including remediation, checking progress and recording performance. Suggestions are included throughout the Teacher Guide for conducting ongoing assessment during lessons too.

## Features and content

*Grade 12 English for Ethiopia* consists of 12 units based around a topic, with each unit divided into two parts, plus four Revision units and an End of year examination. Each unit covers approximately 16 periods based on a 34-week school year and consists of about 15 teaching periods and one to two assessment periods. Every unit is based on a topic and consists of several sections that cover a broad range of language:

The **Introduction** section introduces the topic and aims to stimulate students' interest and curiosity. It also helps the teacher to elicit their prior knowledge about the topic, so that new language and skills can be built on what students already know. The Introduction is oral-based and consists mostly of discussion or question and answer exercises.

In each unit, there is usually at least one **Reading** section (often two). The aim here is to develop students' reading skills including the ability to read for different purposes, to increase one's reading speed, to comprehend and to 'read between the lines'. The Reading section/s in each unit also provide the context for new vocabulary, and many exercises encourage students to infer the meanings of unfamiliar words and expressions from context.

Vocabulary also forms the focus in the **Increase your word power** section in most units. Here, students are encouraged to acquire new vocabulary, to understand how words are formed, and to learn and apply spelling rules.

The understanding and use of grammar rules in English is focused on in the **Language focus** section. Rules are clearly presented and explained, and the exercises that follow are designed to help students to apply these rules in context.

There is at least one **Speaking** section in each unit (often two or more). Students develop the skills to communicate effectively in different situations, both formal and informal. In addition, they are given opportunities to describe, discuss, debate, explain, converse, agree/disagree, ask for and give information, and so on. They therefore learn both what to say and how to say it (form and function).

All units include a **Listening** section too. The exercises in this section are intended to develop students' abilities to listen for general and specific information, as well as to comprehend what they hear. The relationship between sound and meaning is explored too, and students are



## Introduction

encouraged to listen for key words and to perceive changes in stress and intonation which signal meaning.

In the **Writing** sections, a variety of skills are developed. Students learn to write for different purposes and to use the appropriate register and style. Exercises aim to develop a range of writing including descriptive, narrative, discursive and expository texts. Students are also taught to take notes and to summarise texts in their own words. They are taught to write paragraphs using topic sentences and support sentences. In addition, punctuation forms an important component of this section and students are encouraged to punctuate their writing correctly. They are also encouraged to revise and edit their work. Suggestions are given to guide students through the writing process from planning a first, rough draft to producing a final, ‘polished’ piece of writing.

In most units, there is a **Study skills** section that aims to develop students’ independent study skills across the curriculum. Students learn how to organise their study time and space, develop a personal vocabulary book, check and present their work, prepare for examinations and so on. They therefore learn useful and important skills for learning language, as well as for learning other subjects in secondary school.

In the Teacher Guide, **Suggested further reading** is also included at the end of all units. Ideas are given to the teacher for extending both the range and depth of students’ reading. Suggestions cater for schools with a well-developed library, as well as those with less accessible reading facilities. It is important that time is set aside each week for students to engage in independent reading activities (further guidance for doing this is outlined under Lesson planning).

At the end of every third unit in the Students’ Book, there is also a Revision section. Listening, Reading, Pronunciation, Speaking, Writing, Vocabulary, Language use and Punctuation form the sub-sections for Revision. Knowledge and skills acquired in the preceding three units are revised here. There are four tests altogether that are designed to assess students’ progress and to provide a record of their performance at regular stages during the year. They may be used for diagnostic purposes too, indicating those aspects of language that require remediation, further practice or re-teaching. In addition, an **End of year examination** is included at the end of the Teacher Guide. This is intended to assess knowledge and skills acquired throughout the year.

At the end of the Student’s books are various Appendices. The first is an Appendix on Verb forms, as students often struggle with these. You may wish to ask them to make sentences with these different verbs, or to use them to test each other if they have a few spare minutes at the end of the lesson. Appendix 2 deals with some important phrasal verbs, which again could be used as the basis of an exercise e.g. a quiz or for vocabulary development. Appendix 3 is a check on the vocabulary learned during a unit, which could be used for spelling tests and games. Make sure that students know the meanings of these words and look them up if they are unsure about the meanings of any of them.

## Lesson planning

Before teaching a unit, teachers should follow these steps in order to teach it successfully:

- Familiarise yourself with the content by reading through the reading passages, notes and exercises in the Students’ Book, as well as the corresponding notes in the Teacher Guide.
- Make a note of the objectives listed at the start of each unit in the Teacher Guide and see where these tie in with your syllabus.
- Read the paragraph on background knowledge in the Teacher’s Guide and think about what past experiences your students may have that will help them to learn new language, knowledge and skills in the unit. Talk to other teachers at your school, if necessary, as some of the topics may have been covered already in geography, history or science, for example.
- Collect and prepare any materials or resources that are listed in the Teacher Guide (Note: some of these are optional). For many units, you are encouraged to collect or create resources from recycled materials such as newspapers or magazines. Ask the students to help you to find and make these. Sometimes you are encouraged to invite members of your local community to come and talk to the class about something (e.g. a health worker to address the class on diseases or general health education). You will need to arrange these visits in advance, so be sure to plan ahead.
- Plan what exercises you will teach during the lessons you have available. For your convenience, each unit is broken down into lesson plans suited to six lessons per week (see page xi), but some may take more time and some less. You can allocate some exercises for homework too. Note that you should try to follow the sequence of units, sections and exercises in the Students’ Book as much as possible, since many of them are built on knowledge and skills acquired in the preceding ones.
- Make a note of new vocabulary, which students will learn in the unit (see Appendix 3). In many instances, they are required to work out the meanings of unfamiliar words and phrases from context. Make sure that you understand their meanings and check them in a dictionary, if necessary. You can make up spelling lists with new vocabulary too and prepare a spelling test for each unit.
- Think about and prepare supplementary activities for higher ability students, lower ability students and ‘fast finishers’. (There are suggestions given in the Teacher Guide for many units, but there may be other activities of your own that you wish to include.)
- Plan how you will conduct ongoing assessment during the unit. This may be in the form of informally monitoring the development of students’ oral skills during pair or group work, for example. You may also decide which exercises you wish to collect for marking (such as written compositions). Suggestions are given for ongoing assessment in the Teacher Guide, but it is important for you to plan beforehand what you want



to assess and how you will assess it. In large classes it is not always possible to assess every student's work all the time. Therefore, you should focus on assessing a group of students at a time. For example, you could assess a few pairs of students practising a dialogue in one lesson. Then, during another lesson, you could assess a few more pairs. Over time, you will have assessed all your students.

- Finally, if possible, try to find and collect more reading texts, following the Suggested further reading at the end of most units in the Teacher Guide. If you have a well-resourced school or local library, then it may be simply a matter of asking the librarian to put suitable materials out for your students to select. If you do not have access to such facilities, you may need to find and copy suitable texts from newspapers, magazines or the Internet. Alternatively, you can decide which reading texts from the unit itself you want the students to re-read in their own time. It is very important that you set aside time each week for your students to engage in independent reading and to explore a range of texts. They should also become familiar with searching for and locating information in a library and within books themselves. Numerous exercises are included in the Students' Book, which are designed to help them to do this. However, it is important that you plan further activities that promote the use of a library and develop students' abilities to access and organise information.

If possible, display students' writing on the classroom walls or make class booklets. Not only will this help to instil personal pride in their writing, but it will also provide further materials for independent reading activities.

**Listening:** Similar to reading and writing tasks, students should understand the purpose of a listening task and then employ the appropriate strategy. For example, some listening tasks require one to listen for gist whereas others require one to listen more carefully for specific information. For listening comprehension exercises, it is important to pre-teach key vocabulary so that students are not distracted by words they do not understand and they can focus on the task at hand. Listening texts are printed in both the Teacher Guide and at the back of the Students' Book for convenience. If at all possible, it is recommended that you record listening texts in advance of a lesson, and have the recording ready to play in class for the appropriate lesson. You could also record interesting discussions from the radio that relate to the topics being dealt with in this book. This would give students the opportunity to extend their listening practice.

**Speaking:** For many speaking tasks in the Students' Book, it is essential for the teacher to model examples first of what should be said and how it should be said. While students engage in speaking tasks, move around and monitor their oral skills, providing further assistance and feedback as necessary. The teacher should also involve students in modelling dialogues, role-plays, speeches etc. for one another. Choose individuals, pairs or groups to demonstrate an exercise for the rest of the class.

**Grammar:** Whenever possible, try to elicit students' prior knowledge of a particular aspect of grammar before they study the notes in the Students' Book. Suggestions are given in the Teacher Guide on how to do this. Eliciting their previous knowledge of a structure will help them to build on what they already know.

**Teaching poetry:** Poems have been included regularly throughout the course to widen the students' enjoyment and understand of English. We suggest the following techniques for teaching poetry:

- Read the poem aloud while students follow in their books. Identify any unknown vocabulary and check that they have understood the general mood and feeling of the poem and what the poet is trying to convey.
- Read the poem again, taking care to follow the correct rhythm and intonation patterns and ask students to read it aloud after you.
- Point out various poetic devices: alliteration, repetition, similes, verse form and rhyme, and ask students to identify these in the poem.
- Explain any difficult concepts, then invite the students to read the poem aloud in groups, pairs, or individually if they have the confidence. Ask general questions to test their comprehension, followed by specific questions on individual points mentioned in the poem.
- Students might like to copy the poem out neatly and illustrate it. Display their work in the classroom.

**Vocabulary and spelling:** Unless otherwise indicated, students should be encouraged to work out the meanings of new vocabulary in context. Guidance is given in both the Students' Book and the Teacher Guide for doing this. In addition, all students should have access to a good dictionary and they should be encouraged to use this on a regular basis. (The Longman Active Study Dictionary, 2004, is recommended for use with this course.) New vocabulary should also be recorded in personal dictionaries (referred to as vocabulary notebooks in the Teacher Guide) and teachers should test the spelling of these new words on a regular basis. Note: separate spelling tests are not included in the Teacher Guide, although there are spelling sections in the Revision tests at the end of Units 3, 6, 9 and 12.

**Study skills:** Encourage students to apply these skills not only to their English lessons, but to their lessons in other subjects as well. Talk to other teachers at your school and let them know that your students are learning independent study skills such as time management, developing and using vocabulary lists, researching information, using a library, and taking notes. Ask them to encourage students to apply these skills in their lessons too - there is a considerable amount of overlap between an English lesson and a science lesson, for example.

**Assessment:** These sections appear at the end of every unit and are based on the minimum learning competencies for that unit. As the Assessment tasks do not appear in the Students' Book, you should make photocopies of them in preparation for the lesson, or write



## Introduction

the shorter ones on the board. Students can complete these exercises individually or in pairs or small groups. They can do the exercises in their exercise books. Check them together afterwards by asking individuals to call out their answers. You can write them on the board too. You should also make a note of what needs further revision, extension work or re-teaching.

**Revision:** These materials appear after every third unit in the Student's Book and part of these revision tests take the format of a mini exam. The Teacher Guide includes instructions for dividing the revision materials into lessons. Unless otherwise suggested in the Teacher Guide, get the students to complete the revision individually. Make sure that the students understand the instructions for each section. As preparation for the revision, they should revise the preceding three units. Instruct them to re-read the texts, study the grammar notes, learn new vocabulary and go over the writing exercises in each unit, as revision. Answers are provided only in the Teacher Guide, as well as assessment criteria for marking the writing section. Keep a record of each student's score and use it as part of the final term/year mark.

**End of year examination:** (Refer to the note for the teacher preceding the examination on page 129 in this book.) Copies of the exam papers should be made for each student.

## Classroom management

*Grade 12 English for Ethiopia* consists of individual, pair, group and whole class activities. For many teachers, individual and whole class activities are the preferred way of managing a class, because they allow the teacher to control the noise level, student participation and so on. However, pair and group activities play an integral part in the language classroom as they enable students to interact and to practise new language more regularly. Thus, many of the activities in *Grade 12 English for Ethiopia* involve students in working with a partner or in a small group. In order for pair and group work to be successful, the teacher should bear the following in mind:

- Vary the partner or group that a student works with: some activities are suited to students who have similar abilities (e.g. reading) whereas others are suited to students who have mixed abilities (e.g. discussion).
- Try to avoid too much disruption in a lesson when students move into a paired or group activity: you can do this by asking them to work with the person sitting next to/behind/in front of them.
- Allocate particular roles to different members of a group: for example, one person can be the leader who is responsible for allocating speaking turns and for making important decisions; another person can be the scribe who is responsible for recording everyone's ideas on paper; another person can be the spokesman, responsible for sharing the group's ideas with the rest of the class.
- Use a signal or sign to indicate to the class that pair or group work is over and everyone should be silent

and listen for the next instruction. For example, you could clap a beat, show a hand signal, or draw a sign or symbol on the board (S for Silence!).

- Use pair work or group work for checking and marking work: students can either check their work together or they can swap their work with one another to check. This is particularly useful for 'closed' exercises with single, correct answers. It is also useful for essay and letter writing where students can help one another to revise and edit their work, before submitting a final copy.

Marking students' work is an important part of classroom management and for many teachers, particularly those with large classes, it may form the bulk of their workload. *Grade 12 English for Ethiopia* aims to alleviate some of this stress for teachers by providing answer keys in the Teacher's Book for all the objective types of exercises in the Students' Book, as well as guidelines for the more subjective types of exercises. In the Teacher Guide, suggestions are given for marking work such as getting the students to check their answers with a partner, indicate their answers by a show of hands, or by swapping their work with others to check. Advice is also given to the teacher on what to focus on and respond to with students' written compositions, for example. In addition, the Revision tests and the end of year examination in the Teacher Guide include mark schemes, indicating clearly what the total mark is and what each section should be marked out of. These mark schemes should help the teacher to form a final year mark for each student in the class.

Another important aspect of classroom management relates to homework. As mentioned in Lesson planning above, some exercises in the Students' Book may be set as homework. Exercises that enable students to consolidate and apply their learning are suited to this. In the Teacher Guide, suggestions are also given for homework tasks that require students to find out information from their relatives, neighbours and friends. Students should be encouraged to report back their findings to the rest of the class at the next lesson. Independent reading should form an integral part of homework too. Most schools have a homework policy, which states how much homework should be allocated to each year or form group on a daily or weekly basis. Therefore, teachers will need to adjust the homework suggestions for this course with their school's policy.

Finally, some teachers may find it difficult to cover every section in each unit due to time and syllabus constraints. Thus, in addition to setting some of the exercises as homework, you may wish to cut out one or two sections from each unit, in order to get through the book. If this is the case, then we advise that you choose to cut the following:

Study better, additional poems and Fun with words. Teachers should not cut the same section each time, but rotate from this list so that all sections are covered, but not necessarily in each unit.



## GUIDE TO LESSON PLANNING

The following guide to lesson planning is for the teacher's convenience. It is based on a 34-week school year, with each of the 12 units divided into six periods a week, and includes 4 revision units and an end of year examination. It is meant as a guide and is not prescriptive. Teachers should adapt it to suit their own class and local conditions.

### Week 1

- Lesson 1: A1.1, A1.2
- Lesson 2: A1.3, A1.4
- Lesson 3: A1.5, A1.6
- Lesson 4: A1.7
- Lesson 5: A1.8
- Lesson 6: A1.9

### Week 7

- Lesson 37: A3.5
- Lesson 38: A3.5 (cont.)
- Lesson 39: B3.1
- Lesson 40: B3.2
- Lesson 41: B3.3
- Lesson 42: B3.4

### Week 13

- Lesson 73: B5.1
- Lesson 74: B5.2
- Lesson 75: B5.3
- Lesson 76: B5.4, B5.5
- Lesson 77: B5.6
- Lesson 78: B5.7, B5.8

### Week 2

- Lesson 7: B1.1, B1.2
- Lesson 8: B1.3
- Lesson 9: B1.4
- Lesson 10: B1.5
- Lesson 11: B1.6
- Lesson 12: B1.7

### Week 8

- Lesson 43: B3.4 (cont.)
- Lesson 44: B3.5
- Lesson 45: B3.5 (cont.)
- Lesson 46: B3.6 (Assessment 1)
- Lesson 47: B3.6 (Assessment 2)
- Lesson 48: Revision 1

### Week 14

- Lesson 79: B5.9
- Lesson 80: B5.10
- Lesson 81: B5.11
- Lesson 82: B5.12 (Assessment)
- Lesson 83: A6.1
- Lesson 84: A6.2

### Week 3

- Lesson 13: B1.8, B1.9
- Lesson 14: B1.10
- Lesson 15: B1.11 (Assessment 1)
- Lesson 16: B1.11 (Assessment 2)
- Lesson 17: A2.1
- Lesson 18: A2.2

### Week 9

- Lesson 49: Revision 1 (cont.)
- Lesson 50: Revision 1 (cont.)
- Lesson 51: A4.1
- Lesson 52: A4.2
- Lesson 53: A4.3
- Lesson 54: A4.3 (cont.)

### Week 15

- Lesson 85: A6.3
- Lesson 86: A6.4
- Lesson 87: A6.5
- Lesson 88: A6.6
- Lesson 89: B6.1
- Lesson 90: B6.2

### Week 4

- Lesson 19: A2.3
- Lesson 20: A2.4
- Lesson 21: A2.5, A2.6
- Lesson 22: A2.7
- Lesson 23: A2.8
- Lesson 24: A2.9, A2.10

### Week 10

- Lesson 55: A4.4
- Lesson 56: A4.5
- Lesson 57: A4.6
- Lesson 58: B4.1, B4.2
- Lesson 59: B4.2 (cont.)
- Lesson 60: B4.3, B4.4

### Week 16

- Lesson 91: B6.3
- Lesson 92: B6.4
- Lesson 93: B6.5
- Lesson 94: B6.6
- Lesson 95: B6.7
- Lesson 96: B6.8

### Week 5

- Lesson 25: A2.11
- Lesson 26: B2.1
- Lesson 27: B2.2, B2.3
- Lesson 28: B2.4
- Lesson 29: B2.5, B2.6
- Lesson 30: B2.7

### Week 11

- Lesson 61: B4.5
- Lesson 62: B4.6
- Lesson 63: B4.6 (cont.)
- Lesson 64: B4.7
- Lesson 65: B4.8
- Lesson 66: B4.9 (Assessment 1&2)

### Week 17

- Lesson 97: B6.9
- Lesson 98: B6.10 (Assessment 1)
- Lesson 99: B6.10 (Revision 2)
- Lesson 100: Revision 2
- Lesson 101: Revision 2 (cont.)
- Lesson 102: A7.1, A7.2

### Week 6

- Lesson 31: B2.8
- Lesson 32: B2.9 (Assessment)
- Lesson 33: A3.1
- Lesson 34: A3.2
- Lesson 35: A3.3
- Lesson 36: A3.4

### Week 12

- Lesson 67: A5.1, A5.2
- Lesson 68: A5.3
- Lesson 69: A5.4
- Lesson 70: A5.5
- Lesson 71: A5.6
- Lesson 72: A5.7

### Week 18

- Lesson 103: A7.3
- Lesson 104: A7.4
- Lesson 105: A7.5
- Lesson 106: A7.6
- Lesson 107: A7.7
- Lesson 108: A7.8



## Introduction

### Week 19

Lesson 109: A7.9  
Lesson 110: A7.10  
Lesson 111: B7.1, B7.2  
Lesson 112: B7.2 (cont.)  
Lesson 113: B7.3  
Lesson 114: B7.4

### Week 26

Lesson 151: Revision 3 (cont.)  
Lesson 152: Revision 3 (cont.)  
Lesson 153: A10.1  
Lesson 154: A10.2  
Lesson 155: A10.3  
Lesson 156: A10.4

### Week 33

Lesson 193: B12.1 (Class magazine)  
Lesson 194: B12.2 (Class magazine)  
Lesson 195: B12.1 (Class magazine)  
Lesson 196: B12.1 (Class magazine)  
Lesson 197: B12.1 (Class magazine)  
Lesson 198: B12.1 (Class magazine)

### Week 20

Lesson 115: B7.5  
Lesson 116: B7.6, B7.7  
Lesson 117: B7.8 (Assessment)  
Lesson 118: A8.1, A8.2  
Lesson 119: A8.3  
Lesson 120: A8.4

### Week 27

Lesson 157: A10.5  
Lesson 158: A10.6  
Lesson 159: A10.7  
Lesson 160: B10.1, B10.2  
Lesson 161: B10.3  
Lesson 162: B10.4

### Week 34

Lesson 199: B12.2  
(Review magazine)  
Lesson 200: B12.2  
(Review magazine)  
Lesson 201: B12.3 (Assess magazine)  
Lesson 202: Revision 4  
Lesson 203: Revision 4 (cont.)  
Lesson 204: End of Year  
Examination

### Week 21

Lesson 121: A8.5  
Lesson 122: A8.6  
Lesson 123: A8.7  
Lesson 124: A8.8  
Lesson 125: A8.9  
Lesson 126: B8.1

### Week 28

Lesson 163: B10.5  
Lesson 164: B10.6  
Lesson 165: B10.7  
Lesson 166: B10.8  
Lesson 167: B10.8 (cont.)  
Lesson 168: B10.9 (Assessment)

### Week 29

Lesson 169: A11.1, A11.2  
Lesson 170: A11.3  
Lesson 171: A11.4  
Lesson 172: A11.5, A11.6  
Lesson 173: A11.7  
Lesson 174: A11.8

### Week 30

Lesson 175: A11.9  
Lesson 176: B11.1  
Lesson 177: B11.2  
Lesson 178: B11.3  
Lesson 179: B11.4  
Lesson 180: B11.5

### Week 31

Lesson 181: B11.6  
Lesson 182: B11.7  
Lesson 183: B11.8  
Lesson 184: B11.9  
Lesson 185: B11.10 (Assessment 1)  
Lesson 186: B11.10 (Assessment 2)

### Week 22

Lesson 127: B8.2  
Lesson 128: B8.3  
Lesson 129: B8.4, B8.5  
Lesson 130: B8.6  
Lesson 131: B8.7  
Lesson 132: B8.8

### Week 23

Lesson 133: B8.9 (Assessment 1&2)  
Lesson 134: A9.1  
Lesson 135: A9.2  
Lesson 136: A9.3  
Lesson 137: A9.4  
Lesson 138: A9.5, A9.6

### Week 24

Lesson 139: A9.7  
Lesson 140: A9.8  
Lesson 141: B9.1, B9.2  
Lesson 142: B9.2 (cont.)  
Lesson 143: B9.3, B9.4  
Lesson 144: B9.5

### Week 25

Lesson 145: B9.6  
Lesson 146: B9.7  
Lesson 147: B9.8  
Lesson 148: B9.9  
Lesson 149: B9.10 (Assessment)  
Lesson 150: Revision 3

### Week 32

Lesson 187: A12.1, A12.2  
Lesson 188: A12.3  
Lesson 189: A12.4  
Lesson 190: A12.5  
Lesson 191: A12.6  
Lesson 192: A12.7



## Unit 1

# Family life

### Learning outcomes

By the end of Unit 1 students will be able to express their views about traditional roles in the family and the impact of population growth.

### Learning competencies

**Speaking:** Students contribute to and develop conversations about the unit topic.

**Reading:** Students read a factual article and identify detailed information.

### Language focus

**Grammar:** As and like, participle clauses, *the more..., the more ...*, *I wish + past simple/past perfect/could*

**Vocabulary:** Family, phrasal verbs connected with the family

**Social expression:** Expressing regret, giving opinions (revision), illustrating a point, giving advice

### Part A

### Objectives

By the end of this section students should be able to:

- Listening**
  - Listen to a monologue and identify the speaker's point of view.
  - Listen to a monologue and relate what they have heard to their own lives.
- Speaking**
  - Contribute to and develop conversations about the unit topic.
  - Use a range of structures to express regret.
  - Ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples, anecdotes and presentation of evidence).
- Reading**
  - Infer meanings of new words using contextual clues and/or knowledge of word formation.
  - Predict the content of a text from the topic.
  - Read an autobiographical account and identify main points.
  - Read a factual article and identify detailed information.
- Writing**
  - Write a five-paragraph essay to explain, inform and argue.
  - Elaborate and justify ideas/arguments/opinions in essays by giving examples.

### Background knowledge

The development of English language knowledge and skills is achieved through the theme of changes in family life. The aim should be to reflect on traditional family life and the changing role of women. You may want to bring in additional poems and stories on this theme and any newspaper or magazine articles on the theme of traditional life versus modern life. As this is the first unit in the course, it also provides opportunities for students to reflect on their approach to their English course.

### A1.1 Introduction

Traditional family life

(SB pages 1–2)

- 1 Begin by looking at the pictures on SB page 2 with the class. Encourage the use of participle clauses: *In Picture 4 there's a woman cooking*. Prompt these sentences with the question: *What is there in Picture 1?* Try to extract as much information as you can about each picture using these kinds of sentences.
- 2 This can be done as a class discussion: encourage students to think about traditional roles for men and women and whether they are reflected in the photos and if the people in their neighbourhood conform to them. However, at this stage, don't spend more than a few minutes on this discussion as this theme will be explored further later on in the unit.
- 3 Introduce the activity and then let students get on with it. Allow them a few minutes to draw their pictures and then remind them to move on to parts 2 and 3. Monitor carefully while they are working to make sure they are on task and to help where necessary. When everyone is ready, move on to the class discussion: ask some volunteers to show the class the pictures they drew and to speak about them briefly. Then, elicit views about traditional roles and the extent to which they are changing. Encourage a frank exchange of views, but make sure students justify their opinions.

### A1.2 Listening

A father's voice

(SB page 3)

Before students look at the material in the Students' Book, ask them how most fathers feel about their teenage daughters and what they want for them.

- 1 Introduce the activity and tell the class to listen for the answers to questions 1 and 2. Read the listening text on page 2 at normal speed – not too slowly. Elicit the answer from the class and put it on the board.
- 2 Tell students to write the topics in their exercise books, leaving a few blank lines between each one for their notes. Remind them to write their answers in note form, not full sentences. Then read the script again. Afterwards give students a few minutes to finish their



## Unit 1 Family life

notes and compare what they have written with their partners. Then ask for volunteers to put their notes for different topics on the board.

- 3 Students can do this activity in pairs before you go through the answers with the whole class.
- 4 Allow about five minutes for group discussion of these questions before asking each group to report back a summary of what they said to the whole class.

### Listening script

*My daughter is intelligent, like her mother, and she has great potential. All through school I have encouraged her to get a good education then **she will get a good job, marry well and have a good life in the future.***

*It was different when I was young. My father would not allow my sisters to go to school and they were all married by the age of 15. My girl is different and **she will have a different life.** But she has her own mind. She goes to school in the town and she's picking up ideas there that I don't like. She talks of going to university in Addis Ababa. She has no elder brothers there to look after her. I don't mind her going to college in our town, but not all the way to Addis. She must stay at home until she gets married. **When she gets a job, we will find her a good husband.***

*Well, that is my idea, but I have heard that she is seeing a boy, another student at her school. Our neighbour saw them in a café together. When I asked her about it she said she had done nothing wrong. She kept silent when I asked her if he was her boyfriend. What will she do next? **If she has boyfriends it will distract her from her studies, she may get pregnant, and then we won't be able to arrange a good marriage for her.***

*Then there is my son. He is younger than his sister, but also intelligent. He says he will be a businessman. He has no time for school. He wants to leave after Grade 10. He works at weekends with his uncle, my wife's brother. He is a trader. My son says he will help his uncle expand the business. **If he works hard, he will make a good life for himself.** But he wants money now: he wants a motorcycle, he wants smart shoes, he wants so many things. Things he sees on TV. He is also picking up ideas I don't like. It worries me because he doesn't seem to have any real values. Our traditions don't mean anything to him. He doesn't want to live as he was brought up. He says he will live in the city. The countryside is not enough for him. Our family have lived here for generations. He must have his roots here. Without roots you are no one.*

*There are so many bad influences today: the music the young people listen to, especially the imported music, is shocking and the films and TV programmes are worse. How can our children stay on the right road with all these things around them? Our ways seem old-fashioned to them. There is a right road but it is narrow and easy to take the wrong turning. **Will my children understand before it's too late?***

### A1.3 Language focus

*as and like*

(SB page 4)

These two words are confusing as they both have more than one meaning and use. Although similar in meaning in the context we are looking at here, they behave differently.

- 1 Go through the information in the box or present it on the board, and then practise saying the example sentences chorally and individually.
- 2 Elicit the way to complete the first sentence with the whole class and write the correct word on the board. Students can then do the rest either on their own or by discussing them with a partner. Check the answers with the whole class and put them on the board.
- 3 Introduce the exercise and elicit some different ways of completing sentence 1 as an example. Students can then discuss how they want to complete the other sentences with a partner, rather than writing their answers. Give them some time to do this before nominating individuals to tell the whole class how they want to complete each sentence.

### A1.4 Language focus

Making predictions and talking about consequences

(SB page 5)

- 1 Before going into an explanation of the language forms used for these two functions, start directly with exercise 1, which students can do on their own or with a partner. Then read out the relevant sections from the listening script so that students can check their work. (They are in **bold**.)
- 2 Go through the information in the panel with the class, or demonstrate it on the board. **Note:** A prediction is what you think will definitely happen, and a consequence is something you think will definitely happen if something else happens.
- 3 Give students in pairs a few minutes to discuss their answers and then go through them with the whole class.
- 4 Introduce exercise 4 and encourage students to discuss these questions using the target language in this section. You can focus on this after the group discussions by asking students to write their own sentences in answer to each question. When they have finished, nominate different students to read out their sentences to the class, who can then say if they agree or disagree with them.

**Optional activity:** If you think students need more practice with these functions, ask students questions about some local issues and what they think will happen about them. For example: *Who do you think will win the match between ... and ...? When do you think the new road to ... will be completed?*

**A1.5 Listening**

A mother's voice

(SB page 6)

In this listening text we hear the mother responding to the children's father's thoughts in Listening 1. This activity focuses on the skill of prediction: an important part of listening and reading. Thinking about the kind of thing that someone is probably going to say before listening can greatly aid comprehension.

- 1 Before looking at the material in the Students' Book, begin by asking students in general terms how mothers differ from fathers in their attitude to their children. Then ask them to think back to what the father said in the Listening 1 and introduce this task. Tell them just to write a short statement in note form under each heading. Elicit a possible prediction for heading 1 and put it on the board, e.g. *In favour of it*. Give students 5–10 minutes to do the rest in their groups.
- 2 Introduce the task and then read the script at normal speed. Afterwards, give students a few minutes to finish their notes.
- 3 When students have compared notes, put the headings on the board and ask volunteers to write their notes under each one.
- 4 Students can do this activity in pairs before you go through the answers with the whole class.
- 5 Allow about five minutes for group discussion of these questions before asking each group to report back a summary of what they said to the whole class.

**Listening script**

*My husband worries about our two eldest children. He is a pessimist and thinks the worst will happen. But I trust them to do the right thing. I support my daughter absolutely. When I was 15 my father made me leave school and I was married two years after that. I want her to do the best she can.*

*She talks of becoming a lawyer. That would be an incredible thing. No one in our family has been to the university in Addis Ababa. She is a bright girl and I know she wants to make a good life for herself. I tell her 'Don't rely on anyone else for your future. Even when you're married, make sure you'll be able to look after yourself, because you never know what the future holds.' I know she has a boyfriend but she tells me she is not going to do anything that will get in the way of her plans. I trust her.*

*As for my son, yes, he wants money and he'll do his best to get it. I'm glad he wants to work with my brother. He'll make sure my son keeps his feet on the ground. My boy is not afraid of hard work and I know he has a good heart. He'll never forget his family, even if he does go to the city. Sooner or later he'll want a wife and a family and he'll want them to have a good life. His life will be different from ours, but I think that in his heart he has the same values as his father. His father forgets that he was once a young man with big plans. The older you get, the wiser you become.*

**A1.6 Language focus***the more ..., the more ...*

(SB page 7)

- 1 Go through the information in the box or present it on the board, and then practise saying the example sentences chorally and individually.
- 2 Elicit the comparative forms of *well* and *little* (*better* and *less*). Look at the example and then complete sentence 2 with the whole class and write it on the board. Students can then do the rest either on their own or by discussing them with a partner. Check the answers with the whole class and put them on the board.
- 3 Allow the students ten minutes for discussion in groups of four or five, and then spend a few minutes discussing with the whole class.
- 4 Introduce the exercise and then do it as a whole class activity or as pairwork. If they need help getting started, give some prompts such as:  
*The more children you have, the ...*  
*The more you study, the ...*  
*The older you get, the ...*  
However you do it, give students the chance to share their ideas with the whole class and then they should write some of the best sentences in their exercise books.

**A1.7 Study skills**

Self-analysis

(SB page 8)

As this is the beginning of Grade 12, it is a good opportunity for students to reflect on their approach to language learning and to think about ways in which they could improve it.

The questionnaire distinguishes two approaches, both of which have their advantages and disadvantages and as the interpretation of scores reveals, a combination of the two could be considered the most effective way of approaching language learning.

- 1 Go through the questionnaire with the class and discuss any questions they don't understand. Don't elicit answers to the questions, though. They should answer them on their own. They don't need to copy the questionnaire into their exercise books, they can simply write their answers – 1 Yes 2 Maybe, etc. They should not look at the *Score yourself* or *Interpret your score* sections at the end of Part 1 of the unit (SB page 12) until they have finished answering the questions.
- 2 Students should do this as soon as they have completed the questionnaire. They have to score each of their answers and then add up their total score. They can then interpret their scores.
- 3 When everyone is ready, initiate group discussions. Allow five minutes or so and then have a class review of the activity.



## Unit 1 Family life

### A1.8 Language focus

The language of discussion

(SB pages 9–10)

- 1 Begin by introducing the dialogue. Then, ask for five volunteers to read the five roles while the rest of the class listen and follow in their books.
- 2 Give students a couple of minutes to discuss their answers to these questions with a partner before checking them with the whole class.
- 3 Elicit from the whole class the expressions from the dialogue and from the box to go under one or two of the headings. Then give students time to find the rest on their own or with a partner. Check the answers with the whole class. You may want to put the headings on the board and ask volunteers to write the relevant expressions under each one. With a weak class you may need to go step by step through the dialogue, identify the expressions one by one and elicit from the whole class their functions and then do the same with the additional expressions in the box. They are highlighted here.

**Ayisha:** *So what do you think? Do you agree with the father or the mother?*

**Galore:** *If you ask me, the father is right to worry. We have lost our traditional values. In the old days, life in the villages was settled and ordered. Everyone knew what life had in store for them. The pattern was set. Boys lived one kind of life and girls lived another.*

**Ebise:** *That's true, but to my mind we can't live in the past. We have lost some good things, but it seems to me there are many new opportunities for women now. Don't you think that's a good thing?*

**Galore:** *As I see it, in the modern world there are no controls, young people do what they like. There is no sense of responsibility.*

**Ongaye:** *That's nonsense! The mother trusts her children to do the right thing, but they are both planning to leave home.*

**Ayisha:** *Excuse me, but don't you think the mother trusts her children too much? To my mind she needs to control them a bit more.*

**Galore:** *I couldn't agree more. And the father too, he doesn't seem to control his children. He just accepts the way they are.*

**Ebise:** *What do you think, Kassa?*

**Jemila:** *Me? I've no strong feelings either way.*

**Ayisha:** *Well, our time is up now, so I think we must agree to disagree. Two of us support the father, and two of us support the mother; one is sitting on the fence. Do we agree about that?*

**All:** *Yes!*

- 4 A variety of opinions is expressed in the speech bubbles. It is impossible for anyone to agree with all of them, so it is hoped that they will stimulate a variety of responses. Give students time to read through the opinions in the speech bubbles and deal with any difficulties. Then introduce the task and emphasise that everyone in the group should express their opinion.

Allow about 15–20 minutes for group discussion.

Monitor carefully while students are working, helping where necessary. Don't interrupt groups, but take note of any misuse of the language of discussion. If group discussions are going well, let them continue and omit the whole class discussion. Afterwards give feedback on any errors in the use of the language of discussion, without naming those responsible.

### A1.9 Speaking

Role-play – family issues

(SB page 11)

This activity extends the theme of families. Here students are confronting real problems that face many families.

- 1 Introduce the task and go through the six situations. It is a good idea to supervise group selection of situations so that you can make sure that they are equally distributed among the groups. Give students plenty of time to prepare and practise their role-plays: at least 20 minutes. Monitor while they are working and help and encourage where necessary.

**Note:** If you do not like the given situations, create some others which you think are more suitable for your students, and write them on the board.

- 2 If you have a very large class, divide the class into two or three parts at this stage of the lesson, making sure you have complete role-play groups in each. It may be a good idea for one or two parts of the class to work outside in a quiet area of the school compound, or in the school hall. Role-play groups can then perform for their part of the class.

Make sure students understand that while they watch each performance they should make notes in their tables, which should be copied into their exercise books. Remind them to focus on the topic, and how the group performing develop it. **Note:** It doesn't matter if you have several groups performing the same situation; the audience should focus on how each group develops that situation.

- 3 This follow-up discussion should focus on the ideas in each role. It is an opportunity for students to practise the language of discussion. If you have split the class into two or three sections, discussion can be within these larger groups. Alternatively, the students can discuss in smaller groups of 4–6. Remind them to think of some advice for each 'family'. Allow enough time for groups to discuss each of the role-plays they have seen.

You may want to have a brief whole class discussion on the situations and the best ways of dealing with them. Then, it will be useful to spend some time giving feedback to the class on the following:

- how well they prepared their role-plays
- how well they performed their role-plays
- how well they did the observation task
- how well they discussed each role-play
- how well they used the language of discussion.

Make general points rather than picking out individuals for comment. There is considerable oral discussion in



the Grade 12 syllabus, and giving this kind of feedback will help students to understand its importance.

## Part B

### Materials and resources

- Small pieces of scrap paper (Reading: My Family)
- Map of Africa (Reading: A childhood memory)
- Large piece of paper for a poster (Additional learning support 4 Looking forward to Grade 12)
- Map of the world (Reading: China's one-child policy)

#### B1.1 Speaking

A happy family life

(SB page 12)

Students can discuss the questions listed in the Students' Book as indicated, or you may want to do it as a whole class discussion with different students volunteering ideas.

Introduce the second task by explaining that it requires them to think about the characteristics that all happy families seem to have in common. Elicit from the whole class one or two possible ideas, but not too many. For example: *Rules that everybody keeps. Family members say 'sorry' to each other when necessary. Everybody shares the household work equally.*

Organise students into groups: the simplest way is for two students sitting next to each other to turn round and work with the two behind. Then students carry on with the task on their own. Remind them to justify their choices. When everybody is ready, elicit ideas from different groups and put them on one side of the board. Keep them there for the next activity.

#### B1.2 Reading

My family

(SB page 13)

- 1 Before students look at the material in the Students' Book, ask them in which part of Ethiopia they think the family in the photo above live. Then, tell them they are going to read about a family in the Semien Mountains area. Ask them what they know about it, e.g. the highest mountain in Ethiopia is there (Ras Dashan). Introduce the task and instruct students to ignore any words they don't understand. When they have finished, you can give them a couple of minutes to compare the points they have made with their partners', before you go through them with the whole class.
- 2 Tell students to spend a few minutes discussing similarities and differences between their lives and that of Zeritu. Feedback with the whole class.

#### B1.3 Increase your word power

Phrasal verbs

(SB pages 13–14)

- 1 Students should already know what phrasal verbs are. If there are some students who are not sure, look at the information in the box below the text before doing the task.

- 2 Go through the information in the panel on phrasal verbs carefully with the class, or demonstrate it on the board. Then give students a few minutes to do the task. Check the answers with the whole class.

- 3 This exercise should show the extent to which students have understood the information in the box. It is a good idea to tell students to do the exercise with a partner. Check the answers with the whole class and put them on the board.

**Note:** Some phrasal verbs behave in more than one way, depending on meaning, so it is important to focus on the way the phrasal verbs are used in this text and not consider other uses of these verbs.

- 4 Tear up some scrap paper into small pieces and on each one write a different phrasal verb. You can choose the ones from this exercise as well as others students are likely to know.

This activity is better done in groups. If you do it as a whole class activity it may be intimidating for shy students to act in front of the class.

#### B1.4 Writing

Memories

(SB page 15)

Before students look at the material in the Students' Book, elicit from them the difference between a novel and a biography (one is a made up story and the other is a factual account of someone's life), and then the difference between a biography and an autobiography (one is written by a writer about another person's life, the other is about the life of the writer him or herself). Then, go through the introduction to the activity in the box.

- 1 If you like, you can begin by giving an example of one of your own childhood memories, and/or eliciting example memories from one or two students. If the students don't seem to have any ideas, give them some prompts, such as: *your first day at school, a time when you were ill, a visit to a relative who lived a long way away, how we used to spend New Year.*
- 2 Allow ten minutes or so for students to talk about their memories. Monitor while they are working: listen to some individuals and ask them questions about their memories.
- 3 Students' notes at this stage do not need to be very detailed: the aim here is for them to be clear about which memories they are going to use for the writing task.
- 4 When introducing the task, emphasise the importance of introducing each memory with a suitable phrase. The ones given in the Students' Book are examples.
- 5 It is a good idea for first drafts to be written in class, checked and any necessary changes made. You can then monitor to make sure this vital stage is being carried out. Final versions could be written for homework.
- 6 Students can simply go around the classroom reading and talking about each other's work, or you could nominate different students to read out one of their memories to the whole class.



## Unit 1 Family life

### B1.5 Reading

A childhood memory

(SB pages 16–17)

This activity follows on from the previous writing activity. The text is the writer's account of what happened at breakfast in his family home.

Read the introduction with the class and ask them if they know where Guinea is. If possible, bring in a map of Africa and ask a volunteer to find it. **Note:** The national language is French and it is sometimes called Guinea-Conakry, to distinguish it from the smaller countries of Guinea-Bissau and Equatorial Guinea.

**1/2** Give students time to read the text silently and answer exercises 1 and 2 on their own, e.g. 20–25 minutes. Tell them not to worry about new words at this stage or use dictionaries even though the text contains quite a few words and expressions that they probably won't know. This is good practice for the examinations.

Introduce each exercise before they start: exercise 1 is designed to develop their ability to identify the main points in a text. Remind them that there are six topics in the list, but only four paragraphs, so two of the topics in the list are not needed. (They are there to make the task more challenging.) Exercise 2 involves reading the text to find detailed information.

When time is up, ask students to compare their answers with a partner, before you check them with the whole class and put them on the board.

- 3 This exercise is designed to help students develop the skill of guessing the meanings of new words from context. You could do one or two words with the whole class, and then they can find the rest on their own. Check the answers with the whole class and put them on the board.
- 4 This is a discussion question, so organise the class into small groups and ask them to work their way through questions 1–5 within a time limit, e.g. 15 minutes or so. (This depends on how much time you have available, but while discussion is important and enough time should be allocated to it, don't let it drag on too long.) Then, allow time for a whole class discussion of some or all of the questions.

**Factual note about question 4:** The author wrote this book when he was living in France, where he went to study and live when he was a young man. He wrote it because he found that Europeans had strange and wrong ideas about how Africans lived. By writing the simple story of his own background, he wanted to show that Africans had strong traditions and culture.

### B1.6 Increase your word power

Discourse markers

(SB pages 18–19)

Students are already familiar with many linking words, although they may have trouble using them correctly. Before students look at the material in the Students' Book, elicit from the class as many linking words as they can think of and put them on the board. With a strong class

you could anticipate the exercise and ask students to put the ones on the board into groups according to their meaning. Read the information in the box with the class and point out, if appropriate, that many of the linking words on the board are discourse markers, i.e. they are used in formal texts.

- 1 Students can do this in pairs if you wish. While they are working, put the table on the board. Then, when students are ready, ask volunteers to complete different sections. **Note:** Point out that *while* and *since* are not used here as time expressions, but with their other meanings.
- 2 You can do this as a whole class activity, seeing who can be first to find the missing words in the reading text.
- 3 Students should do this exercise on their own and then check their answers with their partners, before you go through them with the whole class.

**Optional activity:** Students can make their own sentences with some of the discourse markers. This can be done as a game like noughts and crosses:

Put the grid below on the board and divide the class into two teams. To win the game, one team must win three words in a straight line in any direction. The other team has to try and stop them. They can win a word by making a correct sentence, or two if necessary, containing it (their own sentences, not taken from the Students' Book). You must control the game by asking each team in turn to choose a word and make a sentence with it and then by judging if the sentence is correct or not.

whereas	thus	regarding
consequently	such as	nonetheless
as regards	furthermore	secondly

### B1.7 Writing

A formal letter

(SB pages 20–22)

- 1 Go through the introductory information with the class and ask them to think of example situations when these kinds of letters are written, e.g. letters to a newspaper.

Elicit from the class some similarities and differences between the two contexts and put them on the board. But don't spend too long on this: students should do most of the work on their own or with a partner.

Go through the procedure step by step. Spend some time looking at step 3 which suggests two ways of organising the points they want to make in the body of the letter. Discuss other possible ways of organising their points.

Before students get on with the main task, do the work on the conventions of formal letter writing. This is a revision task as they should by now be familiar with these conventions.



Now let students get on with the main task. While they are working, monitor to check that they are following the suggested steps. Help and encourage them where necessary.

Step 9 can be done for homework. Letters can then be collected in so that you can check them.

### B1.8 Study skills

Looking forward to Grade 12

(SB page 22)

Before you start the work in the Students' Book: ask students how they feel about being in Grade 12; elicit answers without nominating individuals.

- 1 Introduce the task by going through the information in the panel. Point out that they should choose points which are a problem. Organise students into pairs and give them some time to discuss the statements.
- 2 When you think everyone is ready, generate a class discussion of the given statements by going through them one by one.

Nominate students to put forward their suggestions and write them in note form on the board.

Allow the students to decide which of the statements (from the given list, or their own on the board) they want to include in the contract. The list should not be too long: if they can agree on ten that is a good number.

- 3 This is your opportunity to add a couple of points to the contract, e.g.
  - *We will always remember to bring our exercises books, textbooks, pens, pencils to class.*
  - *We will not eat or chew gum in class.*

You should choose points that are an issue with the class.

- 4 Encourage students to think of a suitable heading for the contract, e.g. '*We promise ...*' or '*Contract between Class 12G and Mrs X*'. By putting the contract at the front of their exercise books, it will be a reminder to them whenever they open them.
- 5 Provide paper for the poster and make sure the class choose suitable people to do the writing and decoration.
- 6 If it is possible to display your poster on your classroom wall, put it up in a place where it can be referred to and altered as necessary through the school year. If it isn't possible, keep it somewhere safe and bring it out two or three times a term to go through it again with the class.

### B1.9 Language focus

Expressing regret

(SB pages 23–24)

Introduce the structure by going through the information in the panel with the class, or by demonstrating it on the board.

- 1 Elicit the way to complete the first sentence with the whole class, and write the correct form of the verb

on the board. Students can then do the rest either on their own or by discussing them with a partner. Check the answers with the whole class and put them on the board.

- 2 Introduce the exercise and elicit some different ways of completing sentence 1 as an example. Students can then discuss how they want to complete the other sentences with a partner, rather than writing their answers. Give them some time to do this before nominating individuals to say how they want to complete each sentence.

### Optional activities:

- 1 Students write their sentences from exercise 2 in their exercise books.
- 2 Students make a 'wish list' in the form of a 'poster' on one page of their exercise books: they make a list of eight wishes that they think would improve their lives.
- 3 The class make a school 'wish list' which they think would improve their school, e.g. We wish the school had a library.

### B1.10 Reading

China's one-child policy

(SB pages 24–26)

Before students look at the material in the Students' Book, begin by asking if they know where China is. If possible, bring in a world map and ask students to find China on it. Then elicit from the class if they know what the population of China is, and what the population of Ethiopia is. Finally, put the title of the text on the board and ask the class what they think it means.

Give students about five minutes to read the text silently and then ask them if their answers to your questions were correct.

- 1/2 Introduce the two exercises. Emphasise that for question 2 they only need to make notes of relevant information in the table. Then give students 10–15 minutes to complete the tasks. Give them five minutes to compare their answers in their groups. Finally, check the answers with the whole class.
- 3 This can be done individually. Give students five minutes or so to identify the correct definition of each item, before checking them with the whole class.
- 4 Give students 10–15 minutes to go through the statements in their groups and decide on their answers to each one. When they have finished, go through them with the whole class by nominating a different group to report back their responses to each of the questions. Invite students to make any other comments they may wish to make on the text.

### B1.11 Study skills

Recording vocabulary

(SB pages 26–28)

The aim of this activity is to encourage students to start using a vocabulary notebook, if they don't already do so, by showing them how they can use one effectively.



## Unit 1 Family life

Before students look at the material in the Students' Book, spend a few minutes asking them if they have vocabulary notebooks and how they use them. Then look at the information in the box and introduce the spidergrams, but don't go through them in detail.

- 1 Introduce the task and then allow students to get on with this in their pairs. Monitor while they are working and help where necessary. Let this activity go on for 15 minutes or so. Then, ask the whole class to report back any additional methods they have come up with and put them on the board.
- 2 This is a useful activity to demonstrate how a combination of methods can be used to record new words. Give students time to identify which words to record and think about how they are going to record them, before sharing possible suggestions with the whole class. For example, phrasal verbs about growing up could be put in a topic list or spidergram; discourse markers could be treated in the same way. Words from the listening texts in Part 1 and the reading texts in Part 2 could be put in a chronological or alphabetical list.

**Note:** In every lesson refer to vocabulary notebooks and give suggestions about words that can go in them. Every so often you could have a vocabulary notebook check, to see how well students are keeping them up-to-date.

### Possible topics

- 1 Should women stick to their traditional roles or should they have careers?
- 2 Is our traditional way of life disappearing in the modern world?
- 3 The modern or the traditional way of life?
- 4 Talk about the way you were brought up.
- 5 Talk about China's one-child policy.
- 6 What regrets do you have?
- 7 Talk about different ways of keeping a record of new words.

## 2 Reading

On pages 9 and 10 are the text and comprehension questions which you can photocopy and use to assess your students' reading. Allow approximately 30 minutes. Afterwards, students can exchange papers, you can then give the answers and they can correct each other's work. Collect in the corrected papers and note down the marks.

### Answers:

- 1** 1 b 2 a 3 c 4 a 5 b 6 a 7 c (2 marks for each correct answer)  
**2** 1 f 2 e 3 b 4 c 5 a 6 d (1 mark for each correct answer)  
TOTAL = 20 marks

## B1.12 Assessment

(SB page 28–29)

### 1 Speaking

Arrange students in groups of three or four. Put the discussion topics on the board one after the other so that the class can develop a conversation about each one.

- Allow four minutes of discussion per topic. Keep an eye on the time and after four minutes stop the discussion and put the new topic on the board.
- While they are discussing, go round the class listening to each group. Evaluate each student's contribution according to the following criteria:
  - How much did s/he contribute? Enough but not so much that s/he didn't allow others to speak?
  - What did s/he say? Was it relevant to the topic and the stage of the discussion?
  - Did s/he listen to others?
  - How accurate was s/he in terms of grammar/vocabulary?
  - How easily could you understand what s/he said?
  - How fluently did s/he speak?

**Assessment****Reading**

Name: \_\_\_\_\_

This is an account of a wedding in Gikuyu village in Kenya from Samuel Kahiga's novel **The Girl from Abroad**. Read it and then answer the questions below.

I joined the crowd at the bride's home. Tradition said that she must wait in the house with her pretty little maids until he came for her. I heard someone say that **the distance** from Murang'a to Kangemi **was not like that from the nose to the eye**. We must be patient. He would come for her.

'Are these people from Murang'a coming or not?' an impatient woman cried. She was dressed in traditional goatskins, dressed for her part, which was **to bargain** with the bridegroom's people. For a child does not leave her home just like that.

At last they came. They announced their coming with the aggressive **blare** of car-horns. Popoooooo. Pipeeeeeee. We were not very impressed. Although we could not see over the hedge and the tall maize, we could tell from their sound that it was a small procession.

I hurried to see them arrive. A Peugeot, a Toyota, a Volkswagen.

A woman spat into the grass. 'Three **filthy** cars. Not even decorated.'

True to custom the Peugeot with the bridegroom stayed outside the gate while the other two cars came in. The bridegroom waits in dignity while his best man gets the bride for him.

The cars stopped their blaring and out of the Toyota shot a young man. He wore a three-piece suit and had a red flower sticking out from his breast pocket. Smart but muddy, we thought. The rain must have been terrible at Murang'a. This must be the best man. Very young chap. Very smart, but very muddy. We could see that he had done his best to wipe the mud off his new shoes.

Another fellow came out of the Volkswagen, leaving others inside. A **murmur** of astonishment passed through the crowd. This chap was so muddy he should have stayed in the car. He was short and solid-looking.

Our women closed in and asked **sarcastically** what these muddy people wanted. The shy best man, trying to look as confident and as brave as a best man should, said they had come for the bride.

Two muddy brave **warriors**, come for the bride! So!

'Is there no water where you come from?' Our women shot back. 'Is our girl going to a place where there is no water?'

The short fellow said, 'This is mud, not just soil, mother. It means Murang'a is not as dry as people say, but full of water.'

Smart answer. Some women nodded and approved. Murang'a was full of water and water was good.

The **slender** best man began to explain how 'in fact ...'

'Don't speak English to us. We are not Europeans.'

He coughed and smiled. He was quite a charming young fellow but this was obviously the first time he had got mixed up in these things. He started again. Without using English words like 'in fact' and 'actually' he explained that they had got stuck in the mud and had had to pay a **tractor** to drag the cars out of the mess.

- 1 Choose the best answer to these questions.
- 1 How far did the bridegroom have to travel that day?
  - a A short distance.
  - b Quite a long way.
  - c We don't know.
- 2 Why would the women make the groom suffer when he arrived?
  - a It was traditional.
  - b Because they didn't like him.
  - c Because in their culture being late was not acceptable.
- 3 How did the bride's family know that the groom's party had come in just a few cars?
  - a Because they could see them over the hedge.
  - b Because they already knew they were few.
  - c Because of the sound of the horns.



## Unit 1 Family life

- 4 Why did the bridegroom wait in the car?  
a It was traditional for the best man to go and get the bride.  
b He was feeling upset because of what had happened on the journey.  
c He was afraid of the women.
- 5 How did the women feel about the fact that the best man and his friend were covered in mud?  
a They were very angry.  
b It made a bad impression.  
c They thought it was funny.
- 6 How did the women react to the short man's explanation for the fact they were covered in mud?  
a It was impressive.  
b It was too clever.  
c It was unacceptable.
- 7 What language did the best man speak when he started to explain why they were covered in mud.  
a Gikuyu (their mother tongue).  
b English.  
c Gikuyu with some English words.

2 Match the expressions from the text on the left with the explanations on the right.

1 the distance... was not like that from the nose to the eye	a (spoken) in a way which is meant to upset the person you are speaking to or make them feel uncomfortable
2 to bargain	b a very loud unpleasant noise
3 blare	c a quiet expression of feeling
4 murmur	d men who fight in battles
5 sarcastically	e to discuss the conditions of a sale or agreement etc. in order to get a fair deal
6 warriors	f it was a long way

## Unit 1 Answers

### A1.2

1 b 2 b

### 2

#### Suggested answers:

- 1 Encouraged his daughter to have a good education.  
2 Not happy about it. Doesn't want her to live away from home.  
3 Not happy about it: fears she won't study, may get pregnant and won't be able to arrange a good marriage.  
4 Wants to arrange a marriage for her when she has a good job.  
5 Happy about it.  
6 Doesn't like them: his son wants to buy things for himself. Does not value tradition.  
7 Unhappy about it. Fears he will have no roots and may sell the land when his father is dead.  
8 A very bad influence. Make it difficult for young people to keep the old values.

### 3

1 d 2 f 3 a 4 b 5 c 6 e

### A1.3

### 2

1 like 2 as 3 as 4 as 5 like 6 As

### 3

#### Possible answers:

1 cakes and ice cream 2 my brother does 3 a hospital nurse 4 a 13 year old 5 we were told 6 the wind

### A1.3

### 1

1 will get 2 gets, will find 3 has, will distract  
4 won't be able to 5 works, will make 6 Will

### 2

1 hopes, will go 2 will win 3 study, will pass  
4 see, will be 5 have, will have 6 am, will have

### A1.5

### 1

#### Suggested answers:

- 1 She supports her daughter.  
2 Very happy. No one in her family has done that.  
3 She trusts her daughter not to do anything that will get in the way of her plans.  
4 Her daughter must make sure she can look after herself, even when she is married.  
5 Happy: his uncle will look after him.  
6 The same as his father's.  
7 His life will be different but he won't forget his family.

### 5

1 b 2 c 3 a

### A1.6

### 2

- b The harder you work, the better you sleep.  
c The more money you have, the unhappier you are.  
d The more you study, the more confident you are before an exam.  
e The less you do, the lazier you get.  
f The more active you are, the healthier you are.

**A1.8****2****1 Galore and Ayisha 2 Ebise and Ongaye 3 Jemila****3**(Note: Expressions from the dialogue are in **bold**.)

- 1** Giving an opinion: **If you ask me ... To my mind ... As I see it ... It seems to me ...** Personally, I think ... I'm of the opinion that ... With respect to what you have said, I think ... If I may say so, ...
- 2** Saying you don't have an opinion: **I've no strong feelings about ...** I really can't say.
- 3** Trying to change someone's opinion: **Don't you think that ...?** Look at it this way ... Have you considered that ...? Would you agree that ...?
- 4** Asking someone's opinion: **What do you think, ...?** What's your feeling about this?
- 5** Interrupting: **Excuse me, but ...** I'd just like to say ...
- 6** Agreeing: **That's true. I couldn't agree more.** You are right. I absolutely agree with what you have said.
- 7** Partly agreeing: That's true up to a point. Maybe
- 8** Disagreeing: **That's nonsense!** I'm afraid I must disagree with you. You can't mean that! I see things differently.
- 9** Reaching a conclusion: **Do we agree about that?** Well, that's settled then.
- 4** See exercise 3.

**Part B****B1.3****1****Paragraph 1:** grown up, take after **Paragraph 2:** get up, look after, get on (with), look forward to**Paragraph 3:** fell out, get on, stay on, let (them) down

- 1** let down **2** get on (with) **3** get on (with) **4** get up  
**5** stay on **6** look after **7** take after **8** look forward to  
**9** fall out **10** grow up

**2**

- 1** If you go on along this road, you will reach the market.
- 2** Are you looking forward to the holidays?
- 3** Which of your parents do you take after?
- 4** The team let the school down by playing badly.
- 5** My brother has to stay on late at his office to finish his work.

**3**

- 1** Object usually goes between the verbs and the particle: *let down*
- 2** Object always goes after the particle: *get on with, look forward to, look after, take after*
- 3** Doesn't take an object: *get up, stay on, fall out, grow up*

**B1.5****1****1 c 2 f 3 a 4 e****2****1 b 2 c 3 c 4 c 5 a 6 a 7 b****3****1 e 2 k 3 m 4 h 5 o 6 p 7 j 8 f 9 b 10 d 11 l 12 a  
13 g 14 i 15 c 16 n****B1.6****1****1** with regard to, regarding, concerning, as regards, as far as ... is concerned,**2** on the other hand, while, whereas**3** however, nonetheless, nevertheless, even though, although**4** moreover, in addition, furthermore**5** therefore, as a result, thus, consequently**6** since, as**7** for instance, such as, for example**8** firstly, finally**2****1** Nevertheless **2** even though **3** Thus**3****1** with regard to **2** While **3** In addition **4** Nonetheless**5** As a result **6** As far as (I am) concerned **7** Since**8** However **9** Whereas **10** For example**B1.7****2** **1 f 2 e 3 b 4 i 5 d 6 c 7 h 8 g 9 a****3** Dear Sir or Dear Madam, Dear Sir or Madam = Yours faithfully – used when the sender knows the position but not the name of the person they are writing to. Dear Mrs Kelile, Dear Dr Kelile = Yours sincerely – used when the sender knows the name of the person they are writing to.**B1.9****1****1 had 2 could dance 3 could run 4 hadn't forgotten  
5 hadn't lost 6 were****B1.10****2**

	1980	Now	2030
<b>Population of China</b>	1 billion	1.3 billion	1.4 billion
<b>Population of Ethiopia</b>	40 million	80 million	160 million

**3**

Arguments for China's one-child policy	<b>1</b> China didn't have enough food, water or energy resources for their huge population. <b>2</b> Has slowed down population growth. <b>3</b> Families have more money.
Arguments against China's one-child policy	<b>1</b> Women encouraged to have abortions or pay fines if they become pregnant and already have a child. <b>2</b> Now there are too many old people and not enough working people to support them. <b>3</b> Childhood can be lonely for only children.

**5****1 d 2 c 3 e 4 b 5 a**



## Unit 2

# Communication

### Learning outcomes

By the end of Unit 2 students will be able to discuss different forms of communication.

### Learning competencies

**Listening:** Listen for detailed information

**Writing:** Write five paragraph essays to explain

### Language focus

**Grammar:** I wish/if only, third conditional, past simple and past perfect (active and passive)

**Vocabulary:** communication(s), words beginning with the prefix ‘mis-’

**Social expressions:** revision of expressing possibility and regret, asking for clarification, correcting oneself

### Background knowledge

This unit is all about communication; what it is, why we do it and how we do it. Different kinds of communication are explored and students also address what leads to miscommunication and how it can occur. Techniques for successful communication are discussed too, and students practise language structures useful for successful communication such as asking for clarification and correcting oneself. In addition, students read and talk about the development of communication from early human speech to modern technology. Trends in the take up of technology are investigated too, as well as the advantages and disadvantages of different forms of communication. Some of your students may be experienced users of modern technology (such as cell phones and the Internet), but some may not. Try to find pictures, articles and even advertisements relating to this topic to stimulate further interest, discussion and reading. Encourage your students to find additional information about communication to share with the class too.

### Materials and resources

- Scrap paper for some of the speaking games.
- Situation cards for guessing messages (A2.1 exercise 3).
- Large sheets of newsprint paper or card for displaying some of the group work activities.

### Part A

### Objectives

By the end of this section students will be able to:

- Listening**
- Listen and identify gist
  - Listen for detailed information
  - Listen for short monologues and identify gist
  - Identify speakers' feelings
  - Listen to a text and identify the main points
- Speaking**
- Use a range of structures to express regret
  - Talk about a hypothetical past/present
- Reading**
- Read a text and identify its main purpose
  - Read a text and identify main ideas
  - Read a text and identify detailed information
- Writing**
- Write five paragraph essays to explain
  - Independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread

### A2.1 Introduction

What is communication?

(SB pages 30–31)

1, 2, 3 Students can discuss questions **a–c** (see below) in pairs or small groups. Allocate five to 10 minutes per question. Students can jot down their ideas in their exercise books. Then ask volunteers to share their responses with everyone and list their ideas on the board under these headings:

- a** What is communication? (You can copy the mind map onto the board)
- b** Why do we communicate?
- c** How much has communication changed?

4 Follow these instructions for playing Chinese whispers:

Students stand in a line, one in front of the other, in groups of six to eight.

The teacher whispers a message in the ear of the first person in the line. The first person whispers it to the second person, the second person to the third person and so on to the end of the line.

The person at the end of the line writes it on a piece of paper.

The person at the end of the line then does the following: gives the piece of paper to the person in front of him/her and then moves to the front of the line.



The teacher then whispers another message in the ear of the person at the front of the line.

Repeat this about five times, so that each group should have five messages written on a piece of paper.

They then read out their messages and compare them and finally the teacher reads out the original messages for students to see how similar or different their messages are.

Here are five possible messages:

- I wish I lived in a big house with two banana trees in the garden.
- I haven't seen a film or read a book or watched TV for months.
- Are you planning to go to the market tomorrow afternoon after school?
- I'm like my mother in that I like eating, but I don't like exercise.
- The more fun we have in our English classes, the more English we learn.

Discuss the two questions with the class and help students to understand that messages often get changed as they are spread from person to person.

## A2.2 Language focus

Guessing

(SB pages 31–32)

**1/2** Brainstorm some situations when we can't use words to communicate (e.g. when we don't share the same language, when there is too much noise, if we have lost our voice due to illness, and so on). Then go through the language structures for guessing in the box. Before students play the guessing game in groups, model one of the messages from a situation for the class and encourage them to guess what it is, practising the language from the box. Here are some possible situations:

- You have lost your cell phone.
- You have lost your way.
- You are looking for something.
- You have a stomach ache.
- You have a headache.
- You have hurt your arm or leg.
- There is an accident in the road.
- There is a snake in your bedroom.
- There is a dangerous dog outside.
- You have won the lottery.

Once everyone has had a turn to mime a message to their group, have a brief discussion with your class about the importance of non-verbal communication in making oneself understood. Talk about how we rely on facial expressions and gestures (since this will be dealt with later on in the unit, keep this discussion brief).

**3** Students work in pairs to discuss and write about the pictures, using the language from the box in A2.2. They can check their work with another pair.

## A2.3 Listening

How I communicate

(SB page 33)

This exercise tests students' abilities to listen to different speakers and identify their jobs by listening for key words. Read aloud the following script at normal speed, pausing after each job description to allow students to jot down their answers (job title and key words). If students have difficulty with identifying the jobs, put the answers on the board randomly, so that it becomes a matching exercise. Ask volunteers to share their answers with the class, then allow them to discuss the answers to Exercises 3 and 4 in pairs. They can share their answers with another pair. (Note that the answers may vary for these two exercises. Encourage students to justify their answers.)

### Listening text

- 1** *I have to make sure I understand exactly what our customers want and sometimes they don't make that very clear, then I have to try to carry it out. If it doesn't work, if the line is bad or someone is not available, I have to try to keep them happy. They love to complain but they never say 'well done'! I have discovered that people can be cruel and unkind for no reason.*
- 2** *I'm not trying to communicate anything precise, but I make a composition with colour and shapes and I hope people will get different things from it. Sometimes I don't know myself what it is I am saying through my work and I am surprised when people tell me what it has communicated to them. Most people though don't even try. They look at it and say why can't you do something we can recognise! It makes me laugh really.*
- 3** *It's a funny thing but I communicate with people who don't speak my language. The whole sound that I make gets through to people somehow and they respond. People in other countries love me! I once asked an English woman what she thought one of my songs was about and she said : 'I don't know, but for me, it's about my home, the people and the things I love'. I was surprised, because it is about first love: the joy and the pain.*
- 4** *We're introducing a new device which people will love, because it will mean they can do more or less everything they want on the move. They'll be able to read and send email and SMS texts, they'll be able to surf the Internet. If they want, they can read a book, they can watch a movie, or listen to the radio or they can work on a document. It's the future and it's happening now.*
- 5** *When I tell people what to do, they have to obey! And it's all done by gestures. We are taught how to do it and I can tell you it's not as easy as it looks. Sometimes your mind wanders and then you're in trouble and chaos ensues. Some people ignore me and that makes me angry I can tell you, but I take their number and often follow it up. It's important work, lives depend on it and sometimes I enjoy it, but it can be boring and with all the pollution, it's not good for our health.*
- 6** *I use words, of course, but more like a painter would. Of course they have meanings, but they also have sounds and shapes. I use all of those aspects in my work. I hope it communicates what I want it to. I am very grateful*



## Unit 2 Communication

*that people find something gets through to them in my work. It's not just about intellectual meaning, it's also about emotional meaning, and even if they can't explain it makes something happen inside them.*

### A2.4 Increase your word power

Feelings

(SB pages 33–34)

- 1 Students can complete this exercise in their vocabulary notebooks. Make sure that they understand the meanings of the words, either by discussing them as a whole class beforehand, or by getting students to check their meanings in a dictionary. Encourage them to add some of their own words. They can check answers with another pair or group.
- 2 Students can also do this exercise in their vocabulary notebooks. Dictate these words at normal speed: *remorseful, angry, indifferent, nervous, worried, depressed, amazed, surprised, regretful, jealous, optimistic, pessimistic*  
Elicit the answers from the class, or let them check in pairs or small groups.
- 3 Point out to students that some words may fit into more than one category (e.g. you may be frustrated as a result of unhappiness or anger; similarly, you may be jealous due to unhappiness or anger as well).
- 4 Give students 10–15 minutes to discuss these questions in pairs, then ask volunteers to share their responses with the rest of the class to encourage speaking practice.

### A2.5 Language focus

Expressing regret

(SB pages 34–35)

Go through the language structures in the box with the class. Demonstrate with further examples on the board, if necessary (or elicit some from the students). Make sure students understand the instructions for each exercise, before completing them in their books. They can check their answers in pairs or go through the answers with the whole class. You may wish to collect their work for marking too, in order to assess how well they have understood these structures.

**Optional activity:** Write sentence starters on the board with *I wish.../If only.../If I.../If it hadn't been...* Students can take turns in pairs or small groups to complete the sentences (e.g. *If only I won the lottery.*)

### A2.6 Speaking

Miscommunication

(SB pages 35–36)

- 1 Give students a few minutes to have their conversations in pairs. Make sure that they understand the instructions. While they are doing this, move around and observe them, so that you can give some feedback on miscommunication as well. Once they have finished their conversations, go through the language structures to express regret in the box. Draw on a few examples from your observations to illustrate how these

structures may be used. Students can then discuss the questions in pairs. Ask a few volunteers to share their experiences with the rest of the class.

- 2 Before students think of other examples of miscommunication in pairs or small groups, you may wish to share one or two experiences of your own, in order to stimulate thinking. Again, ask volunteers to share some of their experiences with everyone. List their examples of miscommunication on the board or on a large piece of newsprint paper or card for display too.

### A2.7 Increase your word power

Prefixes

(SB pages 36–37)

- 1–4 Ask students to close their books and elicit what they know about prefixes before they complete the exercises. Do this by writing these prefixes on the board: *un-, in-, dis-, il-, im-, ir-, mis-*. Ask students if they can think of any examples of words with these prefixes and write them on the board too (give one or two examples, if necessary, to stimulate their thinking). Also ask students if they know the meaning of each prefix. They can complete exercises 1–4 in their vocabulary notebooks. Ask students to swap notebooks with a partner and go through the answers with the class.
- 5/6 Model a few more questions and responses for students before they play the prefix game in groups. Move around, monitor and assist where necessary when they are playing the game.

### A2.8 Reading and listening

Tips for communicating effectively (SB pages 37–38)

- 1 Give students a few minutes to complete the quiz on their own. They can jot down the answers in their exercise books.
- 2 Students then compare their answers in pairs. Do not give them long to do this, as they will have time to discuss communication tips in greater detail in Exercise 4.
- 3 Read aloud the listening text at normal speed then check the quiz answers as a class.

#### Listening text

*Much has been written about how to be an effective communicator. In this quiz we are looking at just a few aspects of communication.*

*Strong emotions, particularly anger and hurt can often cause problems between people. Generally speaking it is better to express the reason for your anger calmly, rather than the anger itself. If you have made this mistake, however, and said something angry or unkind to someone, don't rush to say sorry. Take some time to think about why you were angry and wait until you are able to do this calmly. Then, you can go and apologise for your anger and explain the reason for it. If the other person has upset you in some way, you should let them know what it is.*



On the other hand if someone is unkind or angry with you, and they don't react in this way, it is a mistake to ignore it as you will be left with hurt feelings. You should go and talk to them calmly and ask them to explain the reason for their anger. This also applies to dealing with children: they should be told if they are doing something wrong or annoying, but if you get angry with them, you will lose their respect and gain their fear instead.

Good communication involves being a good listener. We all know how good we feel if someone seems interested in what we are saying. If they remain silent it may be a sign that they are bored, or not listening. So a good listener asks questions and repeats or paraphrases what you are saying and a lot of the time is quietly listening to you while looking at you and smiling.

A mistake many people make is thinking that others will be impressed by how much they know. If you want my advice about something, you want to hear ideas that are relevant. It may be a matter that you don't want to talk about, so what you don't want is a lot of questions.

A real test of communication skills is explaining something complicated. After your explanation, asking the question "Do you understand?" is not very effective as people often say yes, they do because they don't want to appear stupid. It is also unrealistic to expect someone to repeat what you have said. It is much more effective to ask some specific questions about your explanation to see what parts of it have been understood and what parts haven't, so that you can explain them again.

We have covered only a few topics but the principles underlying them apply to many different situations. You can keep them in your mind and you may find they help in a variety of day to day situations.

- Students can discuss these questions in pairs, small groups, or as a whole class. As a way of ending the discussion, challenge each student to think of a communication tip that he/she would like to adopt or improve on. Share something you could do too, as an example.

## A2.9 Listening

What is communication? (SB page 38)

- Hand out pieces of paper on which students can draft their definitions of communication.
- Pairs of students can join up to form larger groups. Each group can then choose their best definition to share with the rest of the class.
- Read the actual definition to the class. Students choose the best of their definitions of communication either by selecting one group's definition or by joining different definitions together to create one that everyone agrees on. Write this on the board, and then copy it later onto a large sheet of newsprint or card for display in the classroom.

## A2.10 Reading

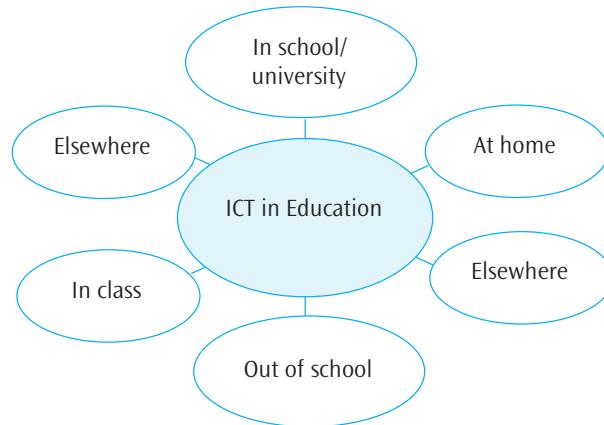
Communication in the animal world (SB pages 38–39)

- Give the students a few minutes to skim the text and identify the main forms of communication used by animals. Elicit the answers from the class and list these on the board.
- Give students sufficient time to read the text in more detail and to complete the tasks in pairs. They can record new words in their vocabulary notebooks (exercise 2). Ask a few pairs to share their responses with the rest of the class.
- Discuss these questions with the whole class. Encourage students to justify their answers.

## A2.11 Writing

A mind map (SB page 40)

- If students have difficulty getting started, put the below mind map on the board, and elicit some ideas from the class by using some prompt questions e.g. What is ICT in education? Where is it used? When is it used? How is it used? Why is it used? What can it be used for in future? Then let students complete it in their groups. Each group can produce a mind map on a large sheet of paper or card to present to the rest of the class. Display these somewhere prominent so that students can refer to them when planning their essays.



## A2.12 Writing

An essay (SB pages 40–41)

Some of the steps for writing the essay should be done in class and others at home. As this is the first time they are writing an essay in Grade 12, it might be an idea to do as much as possible in class with you modelling some of the steps beforehand (such as brainstorming, planning, checking and editing). For example, they could do steps 1, 2 and 3 in class (though research may have to be done for homework), 4 at home or in class, 5 in class, 6 at home or in class, and 7 at home. Collect their final versions for marking and for giving feedback, as this is a writing assessment for this unit.



## Part B

### Objectives

By the end of this section students will be able to:

- Listening** – Listen to a text and identify the main points
- Speaking** – Discuss advantages and disadvantages and come to a consensus
- Use a range of structures to ask for clarification and correct oneself
- Reading** – Scan a factual text to obtain specific information
- Predict the content of a text from the title
  - Relate what they have read to their own experience
- Writing** – Interpret simple statistics and write a report

### B2.1 Reading

The development of communications (SB pages 42–45)

Give students sufficient time to complete phase 1 individually (this could be done in class or for homework). They should make notes in their exercise books. Remind them to make notes using just the dates and key words (not full sentences). E.g. 200,000 BC

- human speech

For phase 2, students should work in pairs. The person who is listening and taking notes should close the book, as this exercise involves listening for specific information (not reading). Remind the listeners that it is helpful to repeat information back to the speaker to check that facts are correct, before writing them down.

For phase 3, two pairs of students should join to form a small group. Ask representatives from different groups to share some of their responses with the rest of the class afterwards. You may wish to spend more time encouraging students to predict the future of communications (question e).

### B2.2 Language focus

Talking about past events (SB page 45)

Before students complete these exercises, go through the explanation and examples about past verb forms in the passive in the language box. Give a few more examples from the reading text in the previous exercise, or elicit examples from the students. You may also wish to do an example from each exercise with the whole class, before they get started. Exercises 1 and 3 may be done individually for homework and Exercises 2 and 4 may be done in pairs during class. For Exercise 3, students may need to research information about inventions in books or on the internet, in order to complete the sentences (this could be done as part of their homework too). Go through

the answers for all the exercises as a class (students could swap their exercise books to check one another's work) or collect their books for marking.

### B2.3 Speaking

Game – Sorry, what do you mean? (SB page 46)

- 1 Elicit some of the expressions relating to the language of discussion from the students (they may refer back to the expressions they practised in A1.7 on page 81 of their books). Write these on the board.
- 2 Students may complete this exercise in pairs or small groups. Check the answers quickly with the whole class. Ask them if they can think of any other expressions in English that are useful for asking for clarification or for explaining what you mean (background knowledge).
- 3 You may wish to demonstrate how to play this game with some volunteers, before students play it in groups. While they are playing it, move around, observe and assist where necessary. You may wish to end this exercise by discussing with students how they felt as a speaker in this game and how they felt as a listener to encourage reflection on effective communication.

### B2.4 Writing

A report (SB page 47)

- 1 Go through the language for describing trends and comparing data in the box with students. Help them to understand the differences in meaning between expressions such as 'dramatically' and 'slightly', or the similarities in meaning between 'flatten out' and 'stabilise'. Model how to talk about some of the information in the graph, before students discuss it in groups. You may wish to write some example sentences on the board for reference too.
- 2 Students should follow the seven stages of writing when they write their short reports. The first two stages (think and brainstorm) have been done in the previous exercise as a group, so they can continue with the other five stages (plan, draft, check, rewrite, proofread). Some stages can be done for homework (e.g. draft, rewrite, proofread). Follow the suggestions for each stage given in A2.12 on page 40 of their books. Since this is the first report they are writing in Grade 12, it would be a good idea for you to give them an outline to follow. Example: Title:

Paragraph 1: Describe and compare mobile phone subscribers in 2000 and 2009.

Paragraph 2: Describe and compare internet users in 2000 and 2009.

Paragraph 3: Conclude with your predictions about future trends.

In addition, since this is your students' first report writing, you may wish to give them feedback at the end of the drafting stage on how they can improve their work. You can also collect their final versions for marking.



## B2.5 Speaking

The advantages and disadvantages of communication

(SB page 48)

You may wish to allocate specific roles to group members before students start their discussion. You could do this by numbering them from 1 to 4 and then giving each number a specific role. E.g. 1=Secretary (for writing down group ideas), 2=Spokesperson (for presenting the final list of advantages to the class), 3=Spokesperson (for presenting the disadvantages), 4=Leader (for making sure everyone contributes ideas to the group discussion). You should also give each group a large sheet of newsprint, paper or card for listing their ideas and then for passing on to the next group. Display these lists on the board while groups present and while you try to reach a class consensus about which is the most effective. You could also make a more permanent display, showing the most effective method to the least effective method (according to what the class decides).

## B2.6 Listening

Intercultural communication

(SB page 48)

- 1 Before students break into groups, spend some time introducing the concept of intercultural communication and the ideas in the introduction. Ask students what they understand by the term 'intercultural communication' and how and why it occurs. Give or elicit some examples of intercultural communication. Students can then break into small groups to brainstorm this topic further.
- 2 Pre teach the concept of 'stereotype' and give or elicit common examples. Then read aloud this listening text at normal speed, pausing after each paragraph to allow students to make notes of the main ideas in their exercise books.

### Listening text

*One of the most obvious barriers newcomers may face is a language barrier, if they don't speak the same language as their hosts, or even if they speak a different dialect of the same language. This can lead to misunderstandings and a feeling that the newcomer is somehow not very intelligent because he or she can't communicate as easily with the hosts as they can amongst themselves. The newcomer on the other hand can feel excluded and frustrated at not being able to interact fully with the host community.*

*Newcomers also face being judged according to stereotypes that the host community has about people from their background. Stereotypes are beliefs that members of a particular race, nationality or cultural group have certain qualities or abilities. Stereotypes may be partly based on fact but may stem from personal beliefs and fears. If you hold a stereotypical view of a person from a certain background, you are going to judge them according to that, regardless of what they do or say.*

*There are certain types of behaviour that stem from a newcomer's cultural background, which may mean that he or she stands out. Different ways of dressing can seem strange as can different ways of eating. Eye contact too is an interesting phenomenon. "He didn't look me in the eye" is a strong criticism in some cultures where failure to have eye contact with someone you are talking to gives the impression that you are lying or being disrespectful. In other cultures "He looked me in the eye" is a strong criticism, implying that the person was impolite and disrespectful to an elder or a member of the opposite sex.*

*These and other factors can mean that newcomers are not being judged fairly and as a result they feel excluded and unwelcome. In the modern world we can all face this treatment as so many of us are likely to find ourselves among people who are different from us. It is therefore important that we try to understand and accommodate difference and communicate directly to the people underneath the difference.*

- 3 Give students time to compare notes in their groups. You may wish to check the main ideas with the whole class to ensure they have understood properly.
- 4 Give each group a large sheet of newsprint, paper or card to list their ideas. If necessary, write some headings on the board to help them with categorising (e.g. Language barriers, Stereotypes, Cultural differences etc.)
- 5 Ask a representative from each group to present their mind map or poster to the rest of the class. Invite students to respond to each group's work by asking questions or making comments. If possible, display the mind maps or posters in the classroom for students to refer to and reflect on later.

## B2.7 Reading

A poem

(SB page 49)

Before students read the poem, ask them to predict its content from the title. Then read through the introduction to the poem with students following in their books. You may wish to draw a simple picture of cables connected by telephone poles on the board to aid understanding. After that, read aloud the poem more than once, while students continue to follow in their books. Use the punctuation to pause at the appropriate places to emphasise and facilitate meaning. Get students to check if their initial predictions about the poem from its title were right. Draw students' attention to the change in the poet's position from the title to the poem itself: this seems to indicate this is a reflection by the poet as he sits under a telephone wire.

- 1 This can be done as a whole class. Students can record these words in their vocabulary notebooks. Ask students to find any other unfamiliar words or phrases in the poem to discuss in class (e.g. 'the work and the want,' 'the carrier of your speech,' 'the shine drying.')
- 2 Once students have discussed these questions in pairs, ask volunteers to share their responses with the rest



## Unit 2 Communication

- of the class to ensure everyone understands what the poem is about.
- 3 Demonstrate how to read the poem aloud once more, pausing at the appropriate places to convey meaning. Students can then practise reciting it to a partner. Ask individuals to recite it to the whole class too.
- 4 You may wish to let students choose to write their poems individually or with a partner. They should follow the seven stages of independent writing when writing their own versions of the poem (see A2.12 on page 40 of their books). Some of the stages may be completed for homework, and some in class. Students can illustrate their final versions as well, and then display them in the classroom. You could also set aside time during a lesson for students to read aloud or recite their poems to one another (or to another class).

### B2.8 Study skills

Non-verbal communication

(SB pages 50–52)

#### A Body language and facial expressions

Go through the notes and exercises in this section with the whole class, eliciting different examples of body language and facial expressions from volunteers. Highlight the fact that some gestures and facial expressions have different meanings in different cultures, and it is always important to be aware of this during intercultural exchanges. Spend some time discussing and demonstrating examples of body language in the students' own cultures (Exercise 3).

#### Optional activity

Ask volunteers to mime certain body language that is common in Ethiopia, while others interpret the meaning (this can be done in groups as well).

#### B Intonation

Go through the examples of different intonation patterns with students, before they do the exercises in pairs. Demonstrate how the meaning of a statement, question or request can change with different intonation. Elicit further examples from the students. While students are doing the intonation exercises in pairs, move around and assist where necessary. Ask pairs to demonstrate for everyone too.

#### Optional activity

Students can work in pairs to create a short scene in which not much is said, but body language, facial expressions and intonation play a part e.g. one goes to visit the other's house and is entertained with drinks and polite conversation. You may wish to give them some situations to enact.

### B2.9 Assessment

(SB page 52)

#### 1 Listening

Use this passage to assess your students' abilities to listen for detailed information. Then read aloud the following text at normal speed once, allowing the students to get the gist. Then read it aloud again, pausing at the end of each paragraph to allow students to complete the task. You may wish to read it aloud a third time to enable students to check and add to their answers, if necessary.

#### Listening text

*The last decade of the 20th century and the beginning of the 21st have seen the so-called digital revolution. Electronic and mechanical gadgets and machines that have been around for a long time are now digital and new gadgets and ways of doing things have been developed which use this technology. It is happening all over the world, including Africa, where it is having an increasingly significant impact.*

*Digital technology is based on the binary system. Information – or data – is processed, stored and transmitted in either a positive (represented by 1) or non-positive (represented by 0) state. Before digital technology existed, data used to be processed and transmitted by means of analogue technology which uses changing quantities of, for example, electric current to store and transmit data. Traditional radio and TV broadcasting and landline telephones use analogue technology.*

*Digital technology does not store information in books, on tape or film but in digital format on many different kinds of media, such as computers and compact discs (CDs). It also allows tiny computers in the form of chips to be put into many everyday gadgets.*

*When people talk about the digital revolution, what they usually mean is the widespread use of communications technology, that is, computers, the Internet and mobile phones. Computers are used by most businesses to store their records, keep their accounts and communicate with customers and suppliers. Ordinary people use computers chiefly for accessing the Internet. By means of email they can communicate with relatives and friends in far-off places, and by surfing the Web they have access to the biggest and most up-to-date library in the world; they can get information about virtually anything. In Africa, very few people have their own computers and so Internet cafés are an important means of accessing the Internet; they are quite cheap and found in even small towns in remote regions. Increasingly too, the Internet is being used for educational purposes: bringing information to schools which often don't have libraries and to allow students to do distance learning courses at home.*

*Mobile phones, too, have had a huge impact in Africa, where landline telephones are expensive and often impossible to get hold of. The impact of the mobile phone has been enormous. It allows businesses to run more efficiently and generally it is found that mobile phones lead to economic development. People in small villages can*



communicate with the outside world by means of mobile phones and if someone cannot afford to buy one, they may be able to pay for the use of another person's mobile phone to make a call.

## 2 Writing

Assess essays students wrote in A2.12 (see notes on this section).

## Unit 2 Answers

### A2.3

- 1 Telephone operator (Key words: customers, the line is bad)
- 2 Painter (Key words: composition, colour, shapes)
- 3 Singer (Key words: sound, songs)
- 4 Representative of a computer company (Key words: email, SMS, Internet, document)
- 5 Traffic policeman (Key words: gestures, chaos, number, pollution)
- 6 Poet (Key words: words, meanings, intellectual, emotional)

### A2.4

#### Exercise 1

**Positive feelings:** enthusiastic, passionate, proud, inspired, self-confident

**Negative feelings:** bored, frustrated, irritated

#### Exercise 2

**Positive feelings:** amazed, surprised, optimistic

**Negative feelings:** remorseful, angry, indifferent, nervous, worried, depressed, regretful, jealous, pessimistic

#### Exercise 3

- a Contentment: proud, self-confident, optimistic
- b Unhappiness: bored, frustrated, irritated, remorseful, indifferent, depressed, regretful, jealous, pessimistic
- c Engagement: enthusiastic, passionate, inspired
- d Fear: nervous, worried
- e Anger: angry, frustrated, jealous
- f Shock: surprised, amazed

### A2.5

#### Exercise 1

- 2 If I had gone to the concert last night, I would have heard the fantastic music.
- 3 If you played netball well enough, you could be in the team.
- 4 If the goalkeeper had played well at our last match, we wouldn't have lost.
- 5 If Assefa had any money, she could come to the film.

#### Exercise 3

- 1 But for the fact that my mother was ill, I would have gone with you to the film.
- 2 But for the fact that my brother heard them, the burglars would have stolen everything.
- 3 But for Ali's height, he would be a really good basketball player.
- 4 But for Makeda's laziness, she would be a good student.

### Exercise 4

- 1 I wish/If only it wasn't so hot!
- 2 I wish/If only it would rain.
- 3 I wish/If only I saw you at the concert last night.
- 4 I wish/If only our teacher hadn't given us a lot of homework.

### Exercise 6

- 1 If we had worked hard, we would have finished preparing the ground.
- 2 It's time for us to harvest the ripe maize.
- 3 I wish there was a secondary school in my village.
- 4 If only we had enough time to prepare for the exam.
- 5 If you lived near my house, we would see each other more often.
- 6 But for my homework, I would watch TV.

### A2.7

#### Exercise 2

**a** unable **b** disagree **c** disbelief **d** disconnect **e** undress  
**f** unfair **g** illegal **h** unmarried **i** immature **j** immobile  
**k** impossible **l** irrelevant **m** unzip

#### Exercise 3

All of them can take the prefix *mis-*: mishandled, misheard, misinformed, misjudged, misplaced, mismanaged, misread, mistreated, mistrusted, misunderstood, misused

#### Exercise 4

unheard, uninformed, unplaced, unmanaged, unread, untreated, unused

### A2.10

#### Exercise 1

The main forms of communication used by animals are: sound, display, movement, scent.

#### Exercise 2

- 6 **b** You would expect to find this text in a biology textbook, as it gives specific biological information about how animals communicate.
- 7 **d** The purpose of this text is to explain how animals communicate by giving different examples.

### B2.1

- 200 000 BC – human speech
- 30 000 BC – cave paintings and symbols
- 4000 BC – first writing system in Sumer
- 500 BC – first postal system in Persia
- 100 AD – paper invented
- 11th century AD – pigeon post in Baghdad
- 1440 – first printing press in Germany
- 16th century – flag signalling between ships
- early 17th century – newspapers
- 1838 – telegraph
- 1840 – first postage stamp
- 1870s – telephone
- 1895 – radio
- 1926 – TV
- 1965 – 1st communications satellite
- 1975 – 1st personal computer
- 1980s – The Internet
- 1991 – The World Wide Web
- 2005 – 3G phones



## Unit 2 Communication

### B2.2

#### Exercise 1

- 1 Once people had started writing on papyrus, they **stopped** using clay tablets.
- 2 Soon after flags **were first used** to send signals between ships, the first newspapers **appeared**.
- 3 Long before the first postage stamp **appeared**, the ancient Persian emperor **was able to send** messages across his empire very rapidly.
- 4 More or less as soon as the personal computer **was invented**, the development of the Internet **started**.
- 5 The World Wide Web **could not have been invented** without the Internet.
- 6 Although whistling across valleys **is** an ancient form of sending messages, **it is still used** in the Canary Islands.

### B2.3

#### Exercise 2

##### Asking for clarification:

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

Sorry, what do you mean?

Excuse me, but I didn't understand what you were saying.

##### Explaining what you mean:

What I mean is...

Let me put it another way.

What I'm trying to say is...

### B2.9

#### Exercise 1

- 1 C
- 2 D
- 3 D
- 4 C
- 5 B

#### Suggested further reading

If possible, students should read other books, poems, articles or extracts about communication (look in your library, local press or on the internet for suitable materials). They can also practise reading aloud the texts (or extracts from the texts) in this unit with fluency, expression and the correct pronunciation, intonation and stress.



## Unit 3

# Education

### Learning outcomes

By the end of Unit 3 students will be able to discuss aspects of higher education and identify their strengths and weaknesses as students

### Learning competencies

**Speaking:** Talk about the future using a range of structures

**Reading:** Skim a text to get the general ideas

### Language focus

**Grammar:** *to find it + adjective, future tenses*

**Vocabulary:** education and university, vocabulary connected to problems, learning strategies

**Social expression:** generalising and making exceptions

### Background knowledge

This unit deals with the topic of higher education. Students discuss why some people are successful at university and why some are not. They also spend time reading and discussing important study skills for senior secondary and university students. Help your students to become more independent and effective by encouraging them to think about what skills are really useful to them and what they need to improve on. Encourage them to reflect on their strengths and weaknesses as a student and to set some realistic goals for themselves. In addition to study skills, the unit deals with common problems that many students face in higher education (including physical, social and emotional ones). Help to develop your students' awareness of these problems and what strategies they can adopt to overcome them. In this way, you are helping to prepare your students for education and life beyond secondary school.

### Materials and resources

- Large sheets of paper or card for presenting and displaying group posters.
- Sample posters which are commercially produced (these do not have to relate to the topic of education)  
– optional.

### Part A

#### Objectives

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

**Listening** – Listen to a speech and identify the speaker's points of view

**Speaking** – Give explanations

– Summarise orally information/ discussions

– Research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic

**Reading** – Read text to identify detailed information

– Skim a text to get the general ideas

– Read a text and identify the main points

– Infer meanings of new words using contextual clues and/or knowledge of word formation

**Writing** – Write a report based on an interview

#### A3.1 Introduction

A speech

(SB page 53)

- 1 Before students complete the listening exercises, discuss the differences in meaning between 'drop out' as a verb and noun, and 'graduate' as a verb and noun. Also elicit students' prior knowledge about the topic by asking them why they think some students drop out of university and why some graduate.
- 2 Read aloud the listening text below at normal speed once, allowing students to get the gist. Then read it again, pausing at the end of each paragraph to allow students to identify and make notes on the speaker's main points. Remind them to leave space between each point, so that they can add to it later.

#### Listening text

*I have come to talk to you today as future students of higher education. It takes hard work and sacrifice to get to university and yet a high percentage of those who make it leave without graduating. This is bad for the individual students, bad for the universities and bad for the country. By sharing with you the reasons why students drop out I hope you will be able to avoid doing so yourselves when you enter university.*

*Some students drop out because they develop a medical condition which incapacitates them so they are unable to continue. That is unavoidable. Emotional problems can also be a factor. Students studying away from home may suffer homesickness so badly it develops into depression. Or they may find it difficult to make friends in another part of the country. Students can help*



## Unit 3 Education

*themselves in these situations by joining religious, social or sports societies on campus which will help them to enjoy student life.*

*Of course some students drop out because they cannot cope with the work. At university you have to manage your own studies; your relationship with your teachers is more distant and if you are living away from home you don't have your mother chasing after you to make sure you do your homework. So students may do badly simply because they don't know how to manage their study time, or because the course is too tough. In the latter case, this can be helped by going to see one of your teachers and asking what you need to do to catch up. It may be that you are not suited to your course, in which case you should change to another one. Being on the wrong course is in fact another reason why students drop out. It is very important that you choose a subject that you are suited to and interested in, rather than one that you think is a good idea or has high status.*

*By far the most common reason for dropping out is finance. It is expensive to study and the money may simply run out. I do urge you to make sure your finances are in place before you start. Some students work and study at the same time. This is a difficult balance and it is extremely difficult to do a demanding full-time job and a full-time university course at the same time.*

*Let me end on a more positive note: some students drop out because they are offered good jobs before graduating. If this is the case then it is understandable. A famous example is Bill Gates, the founder of Microsoft who dropped out of Harvard University to work for IBM. His case was exceptional, and if you do this you should be sure that the job you are being offered is secure and will lead to as good a career as you could have with your degree.*

- 3 Read aloud the text again, pausing to allow students to add more details to their notes.
- 4 Give students 10–15 minutes to check their notes in pairs. They may add to their notes again.

### A3.2 Speaking

Why students drop out

(SB pages 53–54)

In order to stimulate thinking and discussion, you may wish to address this topic again as a whole class, before students split into pairs or small groups to prepare short oral presentations. While they are working in pairs or groups, move around and give ideas where necessary. If possible, let them practise their presentations in a larger area (such as the school hall, library or outdoors) so they do not disturb one another. Before groups take turns to present, you may wish to talk with the class about good, thoughtful questions to ask. (Why and how questions often require one to think more deeply and to respond more creatively than what, where and when questions.)

### A3.3 Reading

Notes on study skills

(SB pages 54–60)

Go through the language for evaluating ideas with students first. Model some examples by referring to one of the texts. E.g. This would be useful for taking notes when you are listening to a lecture at university. Then allocate a text to each group (note that some groups may do the same text). You may wish to pause at this point and ask individuals to share some of their responses with the rest of the class.

Before students work on their posters, it would be helpful if you looked at a few sample posters, if possible. These do not have to relate to study skills – they could be about any topic. Use them to draw students' attention to the typical features of posters including a bold heading or caption to attract attention, an appealing design or visual, different text sizes, key information only (not too much text), and so on. Then give students sufficient time to discuss, plan and create their own posters relating to study skills. Set aside time in class for everyone to view and evaluate each poster (this could be done by having groups walk around the display with each group looking at and talking about a different poster to avoid a crush). Encourage students to use the language for evaluating ideas when discussing one another's posters too.

### A3.4 Writing

Self-assessment

(SB pages 60–61)

- 1 Before students complete the self-assessment sheet, go through it with them and make sure that they understand what each statement means. Give them sufficient time to complete it thoughtfully and honestly (it can be done for homework). Encourage them to identify their strengths and weaknesses by circling or highlighting each one and marking it with an *S* (strength) or *W* (weakness).
- 2 Let your students pair up with someone who knows them well (they may be better at choosing partners for this activity than you). Once they have had time to give one another feedback, ask a few students to share with the rest of the class some advice they gave to their partners.
- 3 Students should follow the seven stages of writing when completing this self-assessment report. The first three stages (think, brainstorm, plan) have been done in the previous two exercises already, so they really just need to do the next four stages (draft, check, rewrite, proofread). Some of these stages can be done for homework too (such as drafting, rewriting and proofreading). Ask students to submit their final reports for you to give feedback. They should then keep their final version (or a copy of it) in a place where they can refer to it at later stages in the year, in order to ensure that they are meeting their targets.



### A3.5 Reading

Problem page

(SB pages 62–65)

- 1 Before students start the reading exercise, remind them that skimming involves getting a general idea of a text, rather than reading carefully for details. It may also be helpful if you gave an example of a short sentence summarising a particular problem. (E.g. for the problem, I can't cope, you could summarise it as: A law student can't cope with his/her studies and is very unhappy and stressed.) Give the students a limited amount of time (10–15 minutes) to skim and summarise each problem.
- 2 Pair up the students to discuss the problems. (This is a good exercise for pairing less able students with more able ones for speaking practice.) Ask a few pairs to share their responses with the rest of the class.
- 3 Go through the language for giving advice with students beforehand. Model an example from the text for each structure and write a few examples on the board. Students can then continue working in pairs to discuss and write short sentences summarising their advice. (This can be done for homework.) Students can swap books for checking or you can collect their work for marking.
- 4 Students can read the replies individually and match each one to the relevant problem. They can check their work in pairs.
- 5 Students can then discuss and compare the advice given. (You may wish to give each student a new partner from the earlier discussion exercise.)
- 6 Students can record their new words in their vocabulary notebooks. (They can do this with their own words and their partner's words.)
- 7 Since this is the first letter that students are writing in Grade 12, it would be helpful if you modelled a sample letter to Sefanit for the class first. Do this by eliciting ideas and sentences from the students and write a sample letter on the board. Students should then follow the seven stages of writing to produce their own letters. (Some of these stages can be done for homework too.) Remind to follow the suggested structure in their books.
- 8 Again, it may be helpful to model a reply letter with the whole class first, before students follow the structure for writing their own letters. They should also follow the seven stages of writing and complete some of these stages at home.
- 9 Distribute the reply letters amongst students and give them time to evaluate the advice given. In pairs or small groups, they could share their evaluations with one another. Encourage them to use some of the language structures for evaluating ideas from exercise A3.3 on page XX of their books. Ask some individuals to share their evaluations with the whole class as well. For marking purposes, you could let students choose which letter they want to submit (i.e. either their problem letter or their reply).

### Part B

#### Objectives

By the end of this section students will be able to:

- Listening** – Listen to a text and identify the gist  
– Listen to a text and identify the main ideas
- Speaking** – Talk about the future using a range of structures  
– Use a range of structures to generalise and make exceptions
- Writing** – Write five paragraph essays to explain

#### B3.1 Listening

A successful graduate speaks

(SB page 66)

- 1 Read the listening text once through at normal speed to allow students to listen for gist. Then read it again a second time, pausing briefly at the end of each paragraph to allow students to complete the outline of the problems in their books.

##### Listening text

*Hi! My name's Mekibib and I'm a doctor. It hasn't been an easy journey and I have learned a lot of lessons. Maybe you can learn from my experience.*

*In my first year, I was so nervous about failing that I studied all the time. This was not good. I was exhausted and I knew it wasn't getting anywhere. The reason? I wasn't studying smart and the key to this is organisation, planning and prioritising. A friend of mine who was doing business management showed me how to make a study timetable every week and stick to it. I also realised that the bright students asked questions in class and I did the same to fill in the gaps in my knowledge. When our teachers told us to read something, I read it on my own after class. These things really helped me to keep on top of every topic we studied.*

*There are lots of other study tips I picked up too: about the importance of planning, researching and drafting your assignments, about taking notes of the important points in lectures, of preparing for exams and tests well in advance and again, of asking for help when you need it.*

*You have to be organised about the university regulations too. I was often late for classes or even missed classes in my first year because I didn't know where they were. I made the mistake of waiting to be told what to do, but in fact it is up to you to find out where you have to be and when you have to be there, when your deadlines are, when your exams are etc.*

*Organising my study time meant I could allow myself some time off. After quite a lonely first year, I made some friends and without my family around me, they were essential. I went to them when I was feeling down and*



## Unit 3 Education

*they came to me when they needed support. Meeting people is part of university life and in fact it is a great time to network: the people you meet may be useful to you in your future career.*

*Somehow I also found time to be in the university netball team. One year, in fact, I was captain and that took up quite a lot of time. I had to give it up in my 4th year when the work was piling up: I knew what had to come first. You have to keep your goal in your mind and not let other things get in the way of that.*

- 2 Now read the text a third time, giving students time to add more details to their outlines, making notes of the recommended strategies.
- 3 Students can work in pairs to check, compare and add to their notes.
- 4 Ask pairs of students to join up to form small groups to discuss the questions. Ask individuals to share their responses with the rest of the class afterwards and highlight the importance of these strategies both now in Grade 12 and in their future studies.

### B3.2 Language focus

Dealing with problems (SB pages 66–67)

- 1/2 Go through a few examples of the language structures used in these exercises with students first, before asking them to write the sentences in their books. Students can check their work in pairs. Ask a few individuals to read aloud some of their sentences to the whole class too.

#### Optional activity

If students need more practice with the structure: find it + adjective, then write some sentences on the board and ask them to fill in the missing adjective. E.g. *Biriki found it ... to be at classes on time.*

- 3 Go through the language for generalising and making exceptions with students first, before they complete the exercises in pairs. Make sure that they understand the difference in meaning between generalising and making exceptions. Elicit examples from the students or give some of your own too.
- 4/5 Students can complete these exercises for homework. Check the answers in class by getting students to swap books or collect their work for marking.

### B3.3 Speaking

Dealing with problems in Grade 12 (SB page 67)

#### Optional activity

If students need more practice with these structures, then write some more problems on the board and ask students to discuss in groups what they do in these situations, using language for generalising and making exceptions. Example: *What do you do when you have forgotten your lunch at home/ haven't prepared well for an exam/ had an argument with a friend/ are late for an important sports practice etc.*

### B3.4 Language focus

Talking about the future

(SB pages 68–70)

- 1 You can use this exercise as a way of seeing how much your students understand these verbs to talk about the future. Give them a few minutes to complete it on their own then check the answers together. Discuss the meaning of each verb to make sure your students understand them. (They can make a note of unfamiliar phrases in their vocabulary notebooks.)
- 2 Give students a few minutes to complete this exercise with a partner then quickly check the answers as a class.
- 3 Students can complete these exercises in pairs, either orally or in writing. They can check their answers with another pair. The last exercise (d) can be done in writing for homework.

### B3.5 Speaking

My future plans

(SB page 70)

- 1 Model a few responses using the verbs, before students discuss the questions in groups. Ask a few individuals to share their responses with the whole class afterwards as well.

#### Optional activity

If students need more practice with these verb structures, they can write their own dialogues (individually or in pairs) about two students talking about a future event (e.g. a sports match, a test, a holiday, a celebration).

### B3.6 Writing

An essay

(SB pages 70–71)

- 1 It may be helpful if you copied the headings and thought bubbles onto the board and modelled a few examples of hopes, fears and pressures, before students write down their own ideas.
- 2 Students should share their ideas in small groups. (It may be a good idea to put them into mixed ability groups here with students with a variety of aspirations in each group.)
- 3 Students should follow the seven stages of writing as outlined in A2.12 on pages 40–41 of their books. Some of the stages can be done for homework. You may wish to look at their work after the drafting stage, in order to give them useful feedback on the ideas, organisation and language in their papers. You should also collect their final essays for marking.

### B3.7 Study skills

Focus on speaking

(SB pages 71–73)

#### A Register

- 1 Give the students two to three minutes to compare the short dialogues. Then ask a few pairs to share their comparisons with the rest of the class.



- 2 Go through the definition of register with the class and elicit examples from the dialogues of formal and informal register. Draw attention to the differences between these two types of register by giving or eliciting further examples (e.g. *kid/child*, *Can you come to my party? / Mr and Mrs Smith kindly request the pleasure of your company at their daughter's party.*). Students then complete the exercise.
- 3 Ask students to turn to their partners and, using the table, take turns to identify a situation for each type of register. Then make a list on the board for each type by asking students to share some of their ideas. Discuss with the class what influences choice of formality (e.g. who you're communicating with, relationship with person, situation, topic, reason for speaking, mood of speaker).
- 4 If possible, let students prepare, practise and present their role-plays in an area where they can move around more freely and not disturb others (e.g. a school hall or playground). While they are doing this, move around and observe their use of register, assisting where necessary. Choose a few pairs to show their role plays to the whole class.

**B Fillers**

- 1 Before going through the fillers in the language box, ask students what fillers they use in their own mother tongue when they need time to think about an answer. Elicit examples or give some of your own. Then read through the expressions in the box and model how to pronounce them (ask students to repeat after you). Help the students to choose the most appropriate fillers for the two situations in their books.
- 2 Before students do their one minute talks, you may wish to demonstrate how to do this with one of the topics. Then divide them into groups of four and keep strict time for each person's turn. While they are talking, move around and observe their speaking skills. As a way of ending this exercise, ask the class how easy/difficult it was to talk about a given topic for a minute without interruption and why.

**B3.8 Assessment**

(SB page 73)

**1 Speaking**

The purpose of this assessment task is to test your students' abilities to talk about the future using a range of structures, such as:

*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...*

You may wish to assess students individually, in pairs or in groups (depending on your class size and what is manageable). If you assess them individually, you could briefly interview each student or ask them to prepare

a short oral presentation. If you assess them in pairs or groups, you could get them to discuss a topic while you observe each student's participation and speaking skills. Whether you assess them in the form of an interview, oral presentation or pair/group discussion, topics could include:

- What are you planning to study after school and why?
- What career have you chosen and why?
- What would your family like you to do after school and why?
- What are your plans for the future?

**2 Reading**

The purpose of assessment is to test your students' abilities to skim a text to get the general ideas. You should give them a limited time to complete it (e.g. 10–15 minutes). Your students should follow the instructions that you photocopy or put on the board.

**Unit 3 Answers****A3.1****Exercise 2****1 b****A3.5****Exercise 1** (note: answers may vary)

**A I can't cope:** A law student can't cope with his/her studies and is very unhappy and stressed.

**B Hidden love:** A 21 year old student is worried that her family will find out about her boyfriend, whom she loves very much.

**C Worried about my friend:** A 2nd year student is very worried about his best friend and thinks he is taking drugs.

**D Pressure from parents:** A medical student hates his course, but feels a lot of pressure from his/her parents to become a doctor.

**E Room mate trouble:** A first year student has a talkative room mate, who disturbs his studying and sleeping.

**Exercise 4**

Answer A – Problem E: Room mate trouble

Answer B – Problem D: Pressure from parents

Answer C – Problem C: Worried about my friend

Answer D – Problem A: I can't cope

Answer E – Problem B: Hidden love

**B3.1 Listening (note that answers may vary)****1 Nervous about studying**

- make a study timetable
- ask questions in class
- read after class
- plan, research & draft assignments
- take notes in lectures
- prepare for exams & assignments
- ask for help

**2 Being disorganised**

- don't be late or miss classes
- find out about deadlines & dates for exams
- don't wait to be told what to do

**3 Being lonely**

- make time for friends



## Unit 3 Education

- meet new people
- join a team, play sport

### B3.2

#### Exercise 5

- As a **rule** I don't waste money on snacks.
- However, just **occasionally** when I'm hungry I'll buy myself some chips.
- I find **it** useful to keep a small dictionary in my bag.
- Every so **often** I come across a word I don't understand.
- I used to find it **hard/difficult/confusing** to take notes in lectures.
- I **solved/found a solution to** the problem by always reviewing my lecture notes afterwards in order to add headings and numbering.
- Every** so often I get a low grade for my work.
- I **dealt** with it by reading through my work and checking the comments by my teacher.

### B3.4

#### Exercise 1

**Sure about the future:** I expect I'll, I intend to, I aim to, I have decided that I

**Not sure about the future:** I hope I'll, I think I'll, I'd like to

#### Exercise 2

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

#### Exercise 4

- they begin**
- I'm meeting Sefanit**
- I'm going to be alright, we're going to revise**
- I'll be so nervous, I'll forget everything, I'll probably fail, you'll be fine, three heads will be better than two**
- I will have finished**
- I'll just be looking through**

#### Exercise 5

- Will you be burning
- We take
- I'm going to start
- I'll have forgotten
- I'll just do

#### Exercise 6

- 1 c      2 c      3 b      4 b      5 b      6 a      7 c  
8 c      9 c      10 a

### B3.7

- 2 Dialogue 1 = b  
Dialogue 2 = a

## Assessment

### 1 Reading

#### Exercise 1

Section 1 – D      Section 2 – C      Section 3 – A  
Section 4 – E      Section 5 – B

#### Exercise 2

Section 1 – Overview/Introduction  
Section 2 – Pre-school education  
Section 3 – Primary education  
Section 4 – Secondary education  
Section 5 – Post-eighteen education

### Suggested further reading

If possible, students should read other books, articles or extracts relating to the topic of education (look in newspapers, magazines or on the Internet for suitable materials). They can also practise reading aloud the letters and replies from the Problem page (A3.5) to a partner, paying attention to fluency, expression, pronunciation and stress.

**TO BE PHOTOCOPIED****B3.7 Assessment****2 Reading**

- 1 The text below is a description of the UK education system. Decide on a logical order for the sections and write the letters next to each section number.

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:

Section 5:

The British Education System (England and Wales)**A**

Most UK children enter the state education system when they go to primary school at the age of five and generally move to secondary school or college at the age of eleven.

In the independent system, preparatory (or primary) education is available for children aged five to thirteen.

**C**

Pre-school education is available in both the independent and the state systems. Many children start their education at the age of three or four at a nursery school or in the nursery class at a primary school.

**B**

Sixth-formers usually finish their secondary education at the age of eighteen with A-levels or equivalent qualifications, then go on to study at either further or higher education level.

- Further education (FE) (including career based courses and some degree courses) This is the term used to describe education and training that takes place after the school-leaving age of sixteen. Over six hundred FE colleges, both state-funded and independent, offer a wide range of programmes, including English language courses, some GCSEs, A-levels and other equivalents, career based courses, access courses and some degree courses.
- Higher education (HE) (including degree courses, postgraduate programmes and MBAs) This is the term used to describe the education and training that takes place at universities, colleges and institutes offering studies at degree level and higher. The UK has over ninety universities and more than fifty HE colleges offering a range of courses, most of which lead to degrees or equivalent qualifications, postgraduate qualifications or MBAs.

**D**

Education in the UK is compulsory for everyone between the ages of five and sixteen, and is provided by two kinds of schools: state-funded schools and independent (fee-charging) schools. The UK has two distinct systems of courses and qualifications: one for England, Wales and Northern Ireland, and one for Scotland, each compatible with the other.

**E**

All UK secondary schools, both state and independent, teach pupils at least until the age of sixteen and prepare them for GCSEs or equivalent qualifications.

After completing compulsory education at the age of sixteen, students may legally leave school and start work. Most, however, study A-levels or equivalent qualifications as sixth-form students in a school, sixth-form college or college of further education.



## Units 1–3

# Revision 1

See the note under Suggested methodology in the Introduction page ix, for more ideas about how to get the students to complete these revision exercises.

### Listening

(SB page 74)

- 1 Read aloud the listening text once through at normal speed while students make a note of what is being talked about.
- 2 Read aloud the text again while they complete the sentences.  
You may read it a third time for them to check their answers.

### Listening text

*For me this is something that has had a real impact on people's lives. Before, if you lived in a big city you could get TV, but in rural areas you couldn't get a signal at all. Also, you could only watch the national stations. Now people in all parts of the country can get a dish and watch anything they like, international stations of all kinds. They know what's going on in all parts of the world as soon as it happens. International news used to take weeks to get to some parts of the country but that has changed. Of course, national TV that you pick up with an aerial is much cheaper. Buying a dish costs a lot of money and then you have to pay a subscription every month, so not many people can afford it.*

### Answers:

- 1 satellite TV
- 2
  - a Before, if you lived in a **big city** you could get TV, but in **rural areas** you couldn't get a signal at all.
  - b Also, you could only watch the **national** stations.
  - c Now people in **all parts of the country** can get a dish and watch **anything they like**.
  - d **International news** used to take weeks to get to some parts of the country but that has changed.
  - e However, not many people can **afford** it.

### Reading

(SB pages 75–76)

Questions 1–8 of this reading comprehension task should be done under exam conditions (students work alone within a time limit e.g. 20 minutes). You can combine this with the word meaning questions (9 and 10), in which case allow a further 15 minutes.

### Answers:

- 1 We can infer that it was the writer's father. (see lines 5–6 and 15–18)
- 2 He had been very strict and cruel, particularly to his son.
- 3 He continued to work hard in spite of the fact that their teacher was not strict, whereas the other students took advantage and didn't do as well as they had under the strict rule of their previous teacher.

- 4 He wanted to please his teacher and win his praise rather than working hard because his previous teacher was very strict.
- 5 He was overcome with fear, as when he had been called up to the front in his father's class, it had always been to be humiliated and punished.
- 6 It contained no mistakes and the appearance was excellent.
- 7 It must have seemed odd to the teacher that a boy who was being praised and applauded should burst into tears and run back to his desk.
- 8 The teacher obviously realised that praising the boy in front of the whole class and making him go up to the front was difficult for him (maybe the teacher guessed why). The teacher found a way to praise him quietly so that the rest of the class would not hear, and got him used to going to the front of the class.
- 9 Things always seem to be getting worse just before they start to get better. The writer's terrible experience in his father's class came just before the happiness he experienced in the next class.
- 10 a not easily upset or worried  
b not being strict  
c move very quickly to a higher level  
d something that happens just before something else  
e too sure that your behaviour or beliefs are right, in a way that annoys other people  
f very careful and thorough  
g being made to feel ashamed or stupid  
h didn't do something that he wanted to do

### Pronunciation

(SB page 76)

In pairs, students should choose an extract from the text to practise reading aloud. They can read their extract to another pair. You should move around and listen to them as well, checking their pronunciation and reading fluency.

### Speaking

(SB pages 76–77)

- 1 Before students start their discussion in small groups, they should review the language of discussion (A1.8). While they are discussing the questions, move around and listen in. You may wish to give feedback to the whole class afterwards.
- 2 Give students time to allocate roles and to prepare for the discussion first in their groups. Depending on your class size, you may want one group to do their role play at a time (while the rest of the class watches) or you may want them to do their group discussions simultaneously. Observe each role-play and aim to give feedback to students on their use of the language of discussion.

**Possible answers:**

1 Advantages – you can ask questions at home about things you didn't understand in class; you are not scared of your teacher (though the writer of the passage had been terrified by the cruelty of his own father when in his class). Disadvantages – the students may accuse you of being the teacher's favourite or to compensate for this your parent may be specially hard on you (in the same way that the writer's was, but perhaps not to the same extent); you may not feel able to be yourself in class in the same way that you would be if the teacher were not your parent.

**Punctuation**

(SB page 77)

Students should rewrite this passage with the correct layout and punctuation.

**Model answer:**

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**

(SB page 77)

Students should review the seven stages of essay writing first (A2.12 and A3.3). You may wish to give them a word limit and a time limit to do this (e.g. 250–300 words in 30 minutes with an extra five minutes for planning at the beginning and five minutes for checking at the end = 40 minutes). Collect their essays for marking and for giving feedback.

**Guide to marking:**

Assess each essay according to its content, structure and style. You may wish to allocate equal marks to each of these categories, or you may wish to allocate more marks for content.

**Content:** The essay should answer the question clearly and give a personal opinion. It should include three to five main reasons supporting the writer's opinion. Each reason should also be supported by details, examples or explanations.

**Structure:** The essay should have a title (this may be the essay question) and it should consist of five paragraphs with an introduction, three body paragraphs and a conclusion. Each body paragraph should have a clear main idea followed by supporting details.

**Style:** The essay should contain language for expressing and supporting opinions. It should be clearly and fluently written with no grammar, spelling or punctuation mistakes.

**Vocabulary**

(SB pages 77–78)

Students should review the vocabulary list for Units 1–3 at the back of the Student Book for this section. They

should also review any new words and phrases they have recorded in their vocabulary notebooks from Units 1–3.

**Answers:**

Across: 4 potential 6 murmur 8 self-confident 9 filthy 11 binary 12 immature 14 warrior 15 non-verbal 17 reprimanded  
Down: 1 frowned upon 2 subscriber 3 trader 4 pessimist 5 intercultural 7 mass media 10 compulsory 11 bargain 13 bow 16 campus

**Optional extra activity:** Working in pairs or small groups, students are given two or three words from the crossword. They write sentences containing these words. Then they write the sentences on the board, replacing the word with a blank. The rest of the class have to guess the missing word.

**Language use**

(SB pages 79–80)

Students should review the Language focus sections in units 1–3 for this section.

**Answers:**

- 1 My father **hopes** I will take over his business.
- 2 If you **have** a lot of children, you have less money to educate them.
- 3 When I **am** married I will have only two children.
- 4 My sister sings **like a bird**. She has a lovely voice.
- 5 I'm going to do **as my teacher** suggested and study law.
- 6 This coffee is horrible. It tastes **like water**.
- 7 **Personally** I think your ideas are good.
- 8 I'm **afraid** I see things differently from you.
- 9 With respect **to what** you have said, I think you are right.
- 10 Long before **there was** a postal service, rich people used pigeons to carry messages.
- 11 The Internet **could not have been** invented without satellites.
- 12 Once personal computers **had become** widespread, letter writing declined.
- 13 Why is that man waving at us?  
I think his car **might have broken** down.
- 14 Why is there no-one in the stadium?  
It looks **as if** the match has been cancelled.
- 15 Where is Bekele?  
I don't know. She **could be** at home.
- 16 I feel very tired this morning. I wish I **hadn't gone** out last night.
- 17 **But for** my homework, I could have gone to the match last night.
- 18 If you worked harder, you **would do** well.
- 19 When I am feeling depressed, I **will often go** and visit my grandmother. She is always happy.
- 20 As a **rule** I am a happy person.
- 21 I **found** secondary school very difficult at first.
- 22 I found **it** hard to live away from my family.
- 23 I expect I'll **study** maths at university.
- 24 I intend **to** train to be an accountant after doing a degree.



## Unit 4

# The Arts and Literature

### Learning outcomes

By the end of Unit 4 students will be able to describe different types of arts.

### Learning competencies

- Listening:** Listen to a text and identify the main ideas  
**Reading:** Infer meanings of new words using contextual clues and/or knowledge of word formation

### Language focus

- Grammar:** Future perfect with ‘by the time’/ ‘by the end’, order of adjectives, adjectives ending ‘-ing’ and ‘-ed’  
**Vocabulary:** the Arts, film genres, writing jobs, adjectives and prepositions, phrasal verbs with ‘off’  
**Social expression:** changing and coming back to the subject

### Background knowledge

In this unit, students explore the arts – particularly literature and films. They compare a poem and an extract from a novel, and they discuss and review a film. Elicit from your students what works of literature and films they are familiar with, as well as the names of authors, poets, playwrights, actors and other artists they know. As part of this unit, students are required to undertake some extensive reading of short stories and poems. Encourage them to read authors and poets that are both familiar and new. They should try to read a range of literature from around the world too. During this unit, students also get the opportunity to reflect on their participation in the arts. Encourage them to think about what forms of the arts are most/least popular in the class and why. Help them to develop an appreciation and understanding of different forms of art including literature, films, music, dance and drama. If possible, collect and display pictures, articles, reviews and advertisements about books, films, exhibitions etc from magazines and newspapers to stimulate further discussion on this topic (invite the students to find suitable materials too).

### Materials and resources

- Large sheets of poster paper or card for groups to display their survey results.
- Collections of short stories and poetry anthologies.
- Film and book reviews from newspapers and magazines for discussion and display (optional)

### Part A

#### Objectives

By the end of this section students should be able to:

- Speaking** – Contribute to and develop conversations about the unit topic  
– Use a range of structures to change and come back to the subject
- Reading** – Read and explain the features of different text types  
– Infer meanings of new words using contextual clues and/or knowledge of word formation  
– Read texts and critically evaluate them to inform their own comments/judgements  
– Identify and explain its effect on the reader

#### A4.1 Introduction

Two literary forms

(SB pages 81–84)

Give students 10–15 minutes to discuss the questions about literature, novelists, poets and playwrights, and the differences between a poem and a play. (It may be a good idea to have mixed ability groups for this discussion so that more able students can facilitate less able students.) Then ask representatives from different groups to share some of their ideas with the rest of the class. List their ideas on the board.

#### A poem

**3–5** Students should read the poem, *Building the Nation*, silently and independently. They can then discuss the answers in pairs or small groups. Go through the answers with the whole class too, in order to check their understanding of the poem. Spend some time discussing what makes this a poem and not a story (exercise 3, question 8). You may also want students to write their answers in their exercise books.

Before students practise reading the poem aloud in pairs, you should model how to do this using the correct pronunciation and pausing in the appropriate places to enhance meaning.

#### Extract from a novel

**6–8** Similar to the poem, students should read the extract (SB page 83) silently and independently at first. They can also discuss the answers with a partner or in small groups. Spend some time comparing this extract with the poem as a whole class, as it is important that students understand their similarities and differences



(Exercise 5, questions 9a–c). Also spend time discussing which one they prefer and why, as it is important that students learn to express and justify their literary tastes – use the questions provided in the SB. Students can then write their answers to the questions (this can be done for homework).

- 9 In pairs, students skim read both texts again and identify words they do not understand. Together they try to guess the meaning before using a dictionary to look up the correct definitions.

#### A4.2 Language focus

Changing the subject

(SB page 85)

- 1 Give students a few minutes to sort the expressions for changing the subject and coming back to the subject. They can do this individually, in pairs or small groups. Quickly check the answers with the whole class and give a few examples of situations in which some of these expressions can be used (or elicit examples from the students).
- 2 Divide students into mixed ability groups for this game, so that more able students can help less able ones. Ask students to look at their own role cards only. While they are playing the game, move around and assist them if necessary. Make sure they are using and practising the appropriate expressions. Choose a few groups to demonstrate their role-plays for everyone.

#### A4.3 Speaking

Class survey – Participation in the arts

(SB pages 85–87)

- 1 Since this is the first survey that your students are creating in Grade 12, it is important that you provide guidance for each step. For step one, copy the mind map onto the board and elicit and give examples of aspects to include in a survey about the arts. For steps two and three, elicit and give more examples on the board. Emphasize the importance of using closed questions to which respondents can give one definite answer ('Wh' questions such as, *What kind of books do you like? How often do you read?*). For step four, allow students to work in an area where they can move around more freely to conduct their surveys (e.g. the school hall or outdoors). Groups should take turns to conduct their surveys with one another. For step five, demonstrate how to total and convert scores to a percentage on the board. The whole process for creating, conducting and collating the survey will take more than one lesson. Group members may allocate different tasks among themselves to complete for homework as well (such as making a final copy of the questionnaire or collating the results).
- 2 Give students time to discuss their results. Move around and help them to interpret their results correctly.
- 3 Students then take it in turns to present their results to the whole class.

**Optional activity:** Rather than simply telling or reading aloud their results to everyone, it may be a good idea to ask groups to present their survey results visually as well. This can be done in the form of a simple mind map, graph or poster. Model how to do this on the board (you can adapt the mind map from the first exercise, refer to the notes on making a poster in A3.3 on page 22 of this book, and refer to the bar graph in B2.4 on page 47 of the Student Book for ideas on making a simple graph). Ask each group to display their work in the classroom so that comparisons can be made.

#### A4.4 Reading

A character from a novel

(SB pages 87–89)

- 1 Give your students about 10 minutes to discuss these questions in small groups. Ask a few individuals to share some of their responses with the whole class afterwards. Make sure students understand what is meant by character (personality) and characteristics (personal traits).
- 2 Students should survey the text (read quickly) and then complete the rest of the exercise with a partner. As a class discuss the picture that best represents Waītinga.
- 3 Students can answer these questions individually or in pairs. Check the answers with everyone afterwards.
- 4 Students can record any new, unfamiliar words in their vocabulary notebooks.
- 5 Students should discuss these questions in pairs or small groups. Ask individuals to share their responses with the whole class afterwards too. Spend some time discussing the effect the description of the character has on them and why (question 5d). Model how to justify one's answers by referring closely to the text, as this is a very important skill when studying literature.

#### A4.5 Increase your word power

Adjectives

(SB page 89–93)

##### A Participle adjectives

Before students start the exercises, go through the explanation of *-ing* / *-ed* adjectives in the box. Elicit more examples from the students or give some of your own. Write these on the board. Draw students' attention to the role of adjectives in creative writing to describe characters, feelings, setting or mood. Students can then complete exercises 1–4 individually and check their work with a partner. They can write the answers in their exercise books. Some of the work can be completed for homework too.

##### B Adjective and preposition combinations

Similarly, make sure students understand the note about adjective + preposition combinations in their books, before they complete the exercises. Elicit or give more examples and write these on the board.

##### C Adjective order

Once again, go through the note about adjective order with students first. Emphasise that using two to



## Unit 4 The arts and literature

three adjectives in a sentence is enough. Elicit more examples of each type of adjective too and model a few combinations of them in a sentence. Students can complete the exercises in pairs and check their work with another pair.

- D** Adjectives describing appearance and character  
1–5 Copy the table onto the board and ask students to think of more words to add to each column. Encourage them to think of compound adjectives in particular (e.g. medium-build). Note that some adjectives can go into more than one column. For Exercise 2 remind students to make a note of new words in their vocabulary notebooks (this can be done for homework). Draw attention to the fact that some of these adjectives can be either positive or negative, depending on the situation or context in which the character is based. E.g. in some situations, it may be positive for someone to be solitary or thrifty, but in some it may not. Similarly, in some situations, it may be positive for a character to be extravagant, but in some it may not. However, most adjectives describing character are generally positive or generally negative.

**Optional activity:** For extra practice with adjectives describing appearance and character, ask each student to think of their favourite character from a book, film or play. Without naming the character, each person should describe him/her while others guess who it is. (This activity can be played in groups or as a whole class.)

### A4.6 Reading

Extensive reading project (SB page 93)

If possible, collect a list of poetry anthologies and short story collections available in your library or class book box and make this list available to your students (copy it or write it on the board). If possible, try internet sites that may publish poems or short stories. For example, poetry is easy to get hold of by entering the name of a poet or poem in a Google search. One source of short stories is the East of the web short stories site, which consists of stories from around the world. Aim to set some time aside once a week over the next three weeks to check on your students' progress. If possible, dedicate a whole or half a lesson to this and hold it in the library where students can browse for literature, exchange books and do some silent, independent reading. At the end of the three weeks, have a concluding lesson in which students discuss what they have read, their reactions to it, and which stories and poems they would recommend to others (this can be done in pairs or groups). It may be helpful if you gave students an outline for writing their short reviews too, such as:

- title of story/poem
- author/poet
- one or two sentences describing what the poem or story is about
- one or two sentences explaining what you like/don't like about it
- one or two sentences recommending the story or poem to others

**Optional activity:** Make a classroom or library display of students' poem and short story reviews. They can illustrate them as well. You can also make a 'Top 10 Short Stories/Poems' list to display in your classroom or library (this can be based on the most popular stories and poems read; students can vote for their top 10).

## Part B

### Objectives

By the end of this section students will be able to:

- Listening** – Predict the content of the second part of text by listening to the first part  
**Reading** – Identify speaker's point of view  
**Speaking** – Talk about the future using a range of structures  
**Writing** – Write five paragraph essays to explain, inform and argue

### B4.1 Increase your word power

Film genres

(SB pages 94–95)

- 1 Students can complete this matching exercise in small groups. Check the answers as a whole class afterwards. Elicit examples of different kinds of films or film genres afterwards (or give some of your own). Be aware that your students may not have seen some of these kinds of films before. Students should record the names of new words into their vocabulary notebooks.
- 2 In groups, students should discuss recent films they have seen (these may have been at a cinema, as a video, DVD, or on television). Ask a few individuals afterwards to share their responses with the rest of the class.

### B4.2 Listening

The plot of a film

(SB page 95)

- 1 Read aloud the script at normal speed, pausing at particular intervals to allow students to write brief notes.

#### Listening text

*Newly recruited to the British Secret Service MI6, James Bond goes on his first ever mission as a 007 or secret agent. This takes him to Uganda where he is to spy on a known terrorist. Things don't go according to plan, and Bond decides to track down the rest of the terrorist cell. This leads him to the beautiful Bahamas in the Caribbean, where he learns that Le Chiffre, banker to the world's terrorists is participating in a poker game at the Casino Royale in Montenegro. Le Chiffre must win back his money, in order to stay safe among the terrorist market. The boss of MI6, known simply as M sends Bond, along with beautiful fellow MI6 agent Vesper Lynd to attend this game and prevent Le Chiffre from winning. At first doubtful of what value Vesper can provide, Bond's*



interest in her deepens as they brave danger together and even torture at the hands of Le Chiffre. The marathon game proceeds with dirty tricks and violence but Bond outwits Le Chiffre to win the game and in doing so destroying Le Chiffre's organisation. Bond knows that his life is now in danger but he wants to start a new life with Vesper. His cover is blown in a mountain hideaway and in the action-packed finale ....

- 2 Give students a few minutes to compare notes in pairs.
- 3 Read the text aloud again for them to add more details.
- 4 Go through the language for predicting and speculating with students first. Elicit some examples from them or give some of your own, before they continue predicting and speculating in pairs.
- 5 Students can write their predictions at the end of their notes in their books.
- 6 Now read aloud the actual ending.

#### Listening text – The ending

Bond is distraught as tragically Vesper is killed, and he is left to question his future as a secret agent.

These final questions can be discussed in pairs, small groups or as a whole class. Encourage students to justify their responses by referring to what they heard in the listening text or what they know about the film (if they have seen it).

**Optional activity:** If you can get hold of the book or film, you may want to make it available for your students to read or view. However, you must check the censorship conditions for the film as it may contain scenes of strong language, violence and sex, which are inappropriate for students under 18.

#### B4.3 Language focus

Talking about the future

(SB page 96)

1–3 Go through the language expressions in the box with students first, before they complete the exercises. Elicit more examples or give some of your own. Write these on the board. Students can then complete the exercises individually (exercises 1 and 2) and in pairs (B4.4). They can write the answers in their exercise books too. You may wish to collect their written sentences for marking, in order to check their understanding and use of these structures.

**Optional activity:** If your students need further practice with these structures, play a game with the whole class where one person at a time stands up and says something that he/she will have done by the end of the year, in five years time, in a week's time, in a month's time etc. (This can be played in groups too.)

#### B4.4 Speaking

Future predictions

(SB page 97)

- 1–3 Begin by eliciting from the whole class possible ways of completing exercise 1 sentence 1. Remind students to focus on speaking skills here and not to write their sentences. They can then discuss ways of completing the rest of the exercises in pairs or small groups. When everyone has finished, elicit some of the sentences pairs and groups made in exercises 1–3
- 4 You can let students come up with their own ideas. E.g. I predict that in 50 years time Ethiopia will be a developed country. Or, if students need encouragement, give them some prompts to make predictions about. E.g. What do you predict the state of Ethiopia will be in 20 years time with regard to the following?
  - the economy
  - the average wage/salary
  - the percentage of children in a) primary school  
b) secondary school
  - life expectancy
  - relations with our neighbours
  - the position of EnglishWhichever way you choose, after each prediction you could ask the class to vote on whether or not they think it will happen, and if the majority agree, write it on the board (or one student could be charged with this task). Encourage discussion of the predictions. Continue in this way until you have about 10 or 12 predictions which the majority agree on.

#### B4.5 Increase your word power

Writers

(SB page 97)

- 1 Students can complete this exercise in pairs or small groups. They should record new words into their vocabulary notebooks. Check the answers together as a whole class. Ask students to identify which jobs they would like and why (this can be done in pairs or groups).
- 2 Ask groups to share some of their examples with the whole class. For some examples, students may need to research in newspapers, magazines, books or on the internet. (This can be done for homework as well.)

**Optional activity:** Make a list of writers in the arts and media with well-known examples to display in your class or library. Encourage students to add to the list as they come across new examples.

#### B4.6 Listening

A film review

(SB page 98)

Before reading the listening text, point out to students that in British English, the word 'film' is used, but in American English, 'movie' is used. Then read aloud the film review text at normal speed, pausing at the end of each paragraph to allow students to make notes. You may wish to read it again, so that they can add to their notes.



## Unit 4 The arts and literature

Students can check their work in pairs. Discuss with the class whether the reviewer enjoyed the film or not and his/her reasons to support this point of view.

### Listening text

*Casino Royale* is the latest offering in the James Bond series and the first to star Daniel Craig, as British secret agent 007. Many had doubts that Craig would pull it off, but what we get is a hard-hitting thriller unlike any other Bond movie. Based on the first of Ian Fleming's original Bond books, thoroughly updated to the present day, Bond is newly recruited to the British Secret Service MI6. His boss M played by Judi Dench in another masterly performance in the role, sends Bond to find and kill the evil Le Chifre who supplies money to terrorists. Bond eventually finds his man in a casino where they play an exclusive game of poker. By this time, Vesper, a beautiful accountant, played with intelligence and grace by Eva Green, is on the scene as his love interest. As the hunt goes on in locations in various corners of the globe, Bond himself is in danger and after some tense, sweaty action there is an action-packed and unusually downbeat conclusion in Venice.

The film shows us there is more to the life of a secret agent than thrills and romance. It is dirty and involves killing people, which is bad for your soul. Glamorous, yes, action-packed, yes, but this is a thoughtful Bond who is not entirely convinced by what he is doing. Bond fans may want more of the usual dry humour and the ingenious gadgets that have long been Bond stand-bys, but the film will appeal to those who want something more than an action hero.

### B4.7 Writing

A film review

(SB pages 98–99)

1–5 Students can complete these exercises in pairs and then check their answers with another pair. You may wish to go through the answers with the whole class afterwards too. If some of your students are not familiar with all of the films, it may be helpful if you (or they) found real reviews of these films in newspapers, magazines or on the internet. Encourage students to read these, so that their understanding of the films is enhanced.

6–7 Again, students can complete this exercise in pairs or small groups. You will need to give students a copy of the listening script from B4.6. For the discussion in exercise (c) where students express their own opinions about films they have seen, it may be helpful to list a few well-known films on the board for them to discuss. Ask a few students to share their opinions with the rest of the class as well. You may wish to spend some time checking the answers for all these exercises with the whole class, as it is important that students understand the structure, style and vocabulary of a film review in order to write one in the next exercise.

**Optional activity:** Students can role-play a TV or radio interview between a presenter and a critic, where the former asks the latter to review a film for the audience or listeners. Give students time to prepare, practise and present their roleplays to one another in groups or as a

whole class. If possible, it would be really helpful if you showed or played them a recording of a real interview from the television or radio where someone reviews a film to give them a proper sense of what it involves.

8–9 Students should follow the seven stages of independent writing, as explained in A2.12 on pages 40–41 of their books. Some of the stages (such as drafting, proofreading and writing a final version) can be done for homework. Since this is the first review they are writing in Grade 12, you may wish to give them feedback at the end of the drafting stage. You should collect their final versions for marking too. Set aside time for students to read one another's final reviews too.

**Optional activity:** Display students' reviews in the classroom, library or hallways. Students can illustrate or decorate their reviews to attract people's attention.

### B4.8 Increase your word power

Phrasal verbs with *off*

(SB pages 100–101)

1–3 Go through the explanation about phrasal verbs with students first, before they complete the exercises. Elicit more examples or give some of your own (write these on the board). Make sure they understand the instructions for each exercise. They can then complete them individually and check their answers in pairs. For Exercise 3, ask a few pairs to tell their stories to the rest of the class too.

### B4.9 Study skills

Focus on writing

(SB pages 101–102)

#### A Writing spontaneously

Explain to students beforehand that the purpose of this exercise is to give them practice in becoming more confident and independent writers.

1 Read aloud the dictation text once through to allow students to get the gist of it. Then read it a section at a time (e.g. A serious fire was avoided yesterday evening) so that students can write what they hear. You may repeat each section two to three times. Read aloud the whole text again at the end, so that students can check they have not omitted anything and their word order, spelling and punctuation is correct.

#### Dictation text

*A serious fire was avoided yesterday evening in the science laboratory at Valley Secondary School, thanks to the actions of a quick-thinking student. Fire officers believe the fire started because a Bunsen burner used for an experiment during the last lesson of the day was not turned off. Neither students nor their teacher failed to notice it was still lit when they left the lab. An hour or so after the end of the lesson, a student walking past the lab saw flames through the window.*

Give students a limited amount of time (e.g. 10 minutes) to write the end of the story spontaneously.



Note that the purpose of this exercise is to see how fluently students can write without planning.

- 2 Talk to students about what is meant by quality of ideas, style and language use, before they assess one another's work (refer to A3.3 on pages 55–60 of their books).

### B Timed writing

- 1–2 Explain to students beforehand that the purpose of this exercise is to practice writing under pressure for exams.

Topic: *My country* (write this on the board).

As an added incentive, when students have assessed their work in small groups, select a 'winner' for the longest most coherent piece of writing.

You can then repeat the exercise with a different topic (*My home*) and a shorter time limit of two minutes.

### C Tips for improving your writing

- 1–3 You could have a class brainstorm of ideas, before students create their posters in pairs. (Refer to notes on making posters in A3.3 on page 22 of this book.)

If your students struggle to come up with ideas, here are some to give them:

- Communicate regularly with a pen friend or Internet friend in English.
- Always do your writing homework.
- When a piece of your written work has been corrected, go through it and study the mistakes you have made. Then, rewrite the piece with corrections.
- Do some speed writing exercises to improve your writing 'fluency.'
- Collect examples of written English and use them as models for your known writing.

*a distant planet. So far so straightforward, but this planet is teeming with life: plants and animals that are like the ones on our planet but more colourful, more exotic, more exaggerated and yes, more beautiful. Tragically, the sought-after minerals are located at the exact spot which is the proud home of the strangely beautiful long-limbed blue-skinned and golden-eyed Na'vi people.*

*Our hero, Jake is a paraplegic marine, played with the right measures of innocence, strength, frustration and integrity by Sam Worthington. He is sent to persuade the Na'vi to move away. He is to do this in disguise: his avatar is a Na'vi look alike. When he enters the Na'vi world he is captivated. He has to learn to run along trees, respect its enchanting and sometimes scary creatures and climb on and off the back of a giant bird. Unlike the broken human Jake, though, he is athletic and agile. His guide Neytiri, is the beautiful daughter of the Na'vi chief, played with spirit and intelligence by Zoe Saldana. Waking up, as he must from time to time, the human Jake becomes increasingly anxious to get back to the Na'vi: the beauty of their world and their moral code has won him over. Eventually, the Americans, impatient for Jake's mission to succeed and the Na'vi to go away, move in with their heavy artillery and Jake has to make a choice. Will he fight for his own people or the Na'vi?*

*So here we are again: good fighting evil, but this time, in an American film, the Americans are the baddies and the strange aliens on another planet are the goodies, who unlike the Americans are ready to fight to the death to save their unspoilt and sacred paradise from exploitation. Thus the film poses a blunt question: are we ready to save our own planet which though ugly and dirty in places is still our precious gift?*

*The plot is predictable, the dialogue at times uninspired but for all that even the most-hardened cynic will fall for this 3-D masterpiece.*

## B4.10 Assessment

(SB page 101)

### 1 Listening

Let students look at the task and read the statements first, before you read the text aloud to them. Then read the text through once at normal speed to allow them to listen for gist. After that, read it again pausing at the end of each paragraph to allow students to complete the task.

### 2 Reading

(see photocopiable page 39)

(Allow any word which fits the context of each gap.)

#### Listening text

*Let's be clear, Avatar is a film experience like no other. The director James Cameron has taken adventure animation to a new level. You may not be convinced by the plot, which is nothing new, but you will be won over by the breathtaking CGI world.*

*The film takes us to a future world where the USA is still a powerful nation, but it needs minerals located on Pandora,*

## Unit 4 Answers

### Part A

#### A4.1 Reading

##### Exercise 5

- 1 It does not seem to have been very important, as it was a lunch at a hotel which consisted of small talk, laughter and jokes.
- 2
  - a Conversation about unimportant things which is made out of politeness to the people you are talking to.
  - b Polite manners
  - c Emptiness of pretence; implying that people were laughing politely at the stories and jokes of other guests, without really meaning it.
  - d Jokes about other ethnic groups or nationalities; not appropriate for senior people who are involved in 'building the nation.'
- 3 It was possibly so that the PS could impress the driver with talk about his own important lunch, or perhaps to make conversation with him.



## Unit 4 The arts and literature

- 4 No, he said it to excuse the fact that he had had no lunch, because he could not afford it.
- 5 It is unlikely that he had nothing since most people generally eat well at a free lunch, particularly at a famous hotel. He said he hadn't eaten to give the impression that such a normal thing had not been of concern to him when he had very important matters to discuss.
- 6 It does not suit me; it is not what I like to do.
- 7 Barlow is condemning the people in important positions who say the right things, but the reality is that they live a comfortable life and may, in fact, do little of real importance.
- 8 It is a poem because it is written in short lines and the lines are arranged in stanzas. It is a narrative poem that tells a story and it does so with vivid language in free verse. However, line length and stanza length are irregular in this poem and there is no rhyme or rhythm (features which are commonly found in other poems).
- 9 Open (responses may vary)

### Exercise 8

- 1 He was a civil servant in the Ministry of Education.
- 2 A rich man, who seemed to be a business man with a beautiful agbada and an expensive car.
- 3 He wanted Obi to make sure his son was recommended for a scholarship.
- 4 By putting a large amount of money on the table.
- 5 Because the man would have known how easy it would be for Obi to do as he asked.
- 6 Ambivalent, because he was basically an honest man, but the temptation was great.
- 7 Open (responses may vary)
- 8 agbada: traditional long robe worn by rich men.  
kola: kola nuts are traditionally given as gifts, they are a form of politeness, so money is described in this way to make it seem less offensive than a bribe, which is what it is.
- 9  
**a** Possible issues include the difference between rich and poor, the power of the rich over the poor, corruption and graft  
**b and c** Open (responses may vary)

### A4.2

#### Exercise 1

##### Changing the subject

- Talking of ...
- That reminds me of ...
- By the way, ...
- Before I forget ...
- To change the subject for a moment ...

##### Coming back to the subject

- Returning to what we were saying about ...
- Can I just go back to ...
- Anyway, as I was saying, ...

### A4.4

#### Exercise 2

All the pictures are plausible representations of *Wariinga*.

### Exercise 3

- 1c 2d 3a 4c

### Exercise 4

- 1 **a** faded **b** shuffling **c** denigrate **d** faculties
- 2 fitting, turning, forging, welding, shaping metal
- 3 *a ready-made*: made already in a factory or shop
- b** *self-reliance*: dependent on oneself and not on anybody else;

**c** *timidly*: without confidence

### Exercise 5

- 1 She has said goodbye to being a secretary and has sworn that she will never type again for the likes of Boss Kihara whose condition for employing a girl is a meeting for five minutes of love after a hard drink.
- 2 The writer admires the way her clothes always suit the shape, colour and movement of her beautiful body. He also admires her energy, confidence and self-reliance, and the fact that she has rejected society's typical expectations of women and works as a mechanical engineer.
- 3 The writer, like Wariinga, rejects the traditional view of women in society that they are only good for housework and making love. He admires women like Wariinga who use their body and brains to do work that is traditionally done by men. He also respects them for being independent and self-reliant.
- 4 Open (responses may vary).

### A4.5

#### Exercise 1

- 1 belated 2 flowing 3 faded 4 made

#### Exercise 2

- 1 annoying 2 made 3 sparkled 4 flashing 5 polished
- 6 manicured

#### Exercise 3

- 1 annoying 2 made 3 sparkled 4 flashing 5 polished
- 6 manicured

#### Exercise 4

1–9 Open (answers may vary)

#### B Exercise 1

- 1 by 2 by 3 by 4 by 5 about 6 in

#### Exercise 2

- 1 at/about 2 of 3 on 4 to 5 In 6 of 7 about 8 at 9 for 10 About

#### C Exercise 2

- 1 a
- 2 c
- 3 d
- 4 a
- 5 b

### Exercise 3

**Hair:** short, untidy-looking

**Skin:** wrinkled, clear

**Build:** slim, heavy

**Height:** short, medium-height

**General appearance:** untidy-looking

#### Exercise 2

**Positive:** sociable, kind, humble, confident, polite, energetic, optimistic, clever, thrifty, even-tempered, courageous



**Negative:** weak, solitary, hot-tempered, rude, pessimistic, lazy, cruel, foolish, arrogant, extravagant

## Part B

### B4.1

#### Exercise 1

1b 2g 3j 4d 5c 6a 7i 8k 9f 10e 11h

### B4.2

#### Exercise 1

**Characters:** James Bond, Le Chiffre, Vesper, M.

**Settings:** Uganda, the Bahamas, Casino Royale in Montenegro, a mountain hideaway

**Film genre:** action/adventure

#### The plot so far:

- James Bond on his first mission as 007
- Goes to Uganda to track down a terrorist cell
- Goes to the Bahamas where he learns where Le Chiffre (terrorist banker) is
- Finds Le Chiffre at Casino Royale in Montenegro
- Le Chiffre has to play poker game to win back his money
- M sends Bond and beautiful agent, Vesper, to casino to outwit Le Chiffre
- Bond and Vesper face dangers and even torture
- After marathon poker game, Bond and Vesper outwit Le Chiffre and destroy terrorist cell
- Bond retreats to mountain hideaway with Vesper to start new life
- Their cover is blown and in an action-packed finale...

### B4.3

#### Exercise 1

1c 2b 3e 4d 5a

#### Exercise 2 (Possible answers)

At the end of the film James Bond will be killed/will have been killed

By the end of the film, James Bond will have killed Le Chiffre.

By the end of the film, Vesper will have been killed.

At the end of the film, James Bond and Vesper will get married.

By the end of the film, Le Chiffre will have got his money back.

At the end of the film, James Bond will leave MI6.

At the end of the film, M will give James Bond a promotion.

### B4.5

#### Exercise 1

1b 2a 3l 4h 5j 6k 7i 8d 9g 10e 11f 12c

#### Exercise 2

Open (answers will vary)

### B4.6

The lead actors:

Daniel Craig (James Bond) – pulls it off

Judi Dench (M) – another masterly performance

Eva Green (Vesper Lynd) – played with intelligence and grace

The film as a whole – glamorous and action-packed, but film has a thoughtful Bond who is not completely sure

about what he is doing; film shows us that killing is dirty, violent and not good for the soul; film also does not have the usual dry humour and ingenious gadgets of usual Bond films, but will appeal to those who want something more than an action hero.

### B4.7

#### Exercise 2

Extract 1 – Bratz Extract 2 – Avatar Extract 3 – Titanic  
Extract 4 – The Princess Diaries Extract 5 – Ratatouille

#### Exercise 3

a 2 b 3 c 4 d 5 e 2 f 4 g 1 h 3

#### Exercise 4

Ratatouille – animation, Titanic – romance, Bratz – comedy, The Princess Diaries – drama, Avatar – fantasy

#### Exercise 6

1 Paragraph 1: e, g, b

Paragraph 2: a, f

Paragraph 3: d, c

2 a hard-hitting b masterly c intelligence/grace d action packed/downbeat e appeal

### B4.8

#### Exercise 1

1 a take off b takes off

2 a turn off b didn't turn up

3 a holds b held up

4 a gives b gives away

5 a pull out b pull out

6 a get off b got off

#### Exercise 2

1 a taking on more b turned to

2 a looked up b look on

3 a getting on with b get on with

4 a go through b have got through

5 a gets over b get over

6 a look up b look up

#### Exercise 3

a be off b drove off c walked off d ran off e takes off

f see off g set off

1 **do not take a direct object:** be off

**takes a separable direct object:** drove off, take off, set off, walk off, ran off

**takes an inseparable direct object:** see off

2 **Possible answers:** a go b left/drove c away d left

ran away/stole e leaves/departs f leave/depart/go

g left/departed

### B4.10

1 **Listening:** 1T 2F 3F 4T 5T 6F 7F 8T

#### 2 Reading

Chinua Achebe has achieved recognition as a **writer** whose novels speak not only to his own people in Nigeria, but to readers around the **world**. He was born in Ogidi, Nigeria in 1930, the **son** of a teacher in a missionary school who instilled in his son both traditional Igbo values and his own Christian **faith**. A **good** student, he attended Government College, Umuahia and then University College, Ibadan where he **studied** English, history and theology. Although his parents gave him the Christian name Albert, while a student he **rejected** it and was henceforth known as Chinua, his Igbo name. He



## Unit 4 The arts and literature

graduated in 1953 and **joined** the Nigerian Broadcasting Company in Lagos. In the 1960s he was director of the External Service, Voice of Nigeria. He had by this time already **published** his novel, *Things Fall Apart* (1958), the first written by an African in English. This was followed closely by *No Longer at Ease* (1960), *Arrow of God* (1964) and *A Man of the People* (1966). During the bitter Nigerian Civil War 1967–70, Achebe was in the Biafran Government Service. Subsequently he mainly taught at American and Nigerian **universities**, all the time publishing papers, poetry and other novels, most notably *Anthills of the Savannah* (1987). His major **themes** have been traditional pre-colonial values and his anger with successive Nigerian **governments**. Now the grand old man of African letters, he is wheel-chair bound as a result of a road **accident** in 1990.

### Suggested further reading

If possible, students should read other reviews and articles relating to the arts and literature (look in newspapers, magazines and on the Internet for suitable materials). See the suggestions for the extensive reading project (A4.6) in this book too. Students can also practise reading aloud a 10–15 line extract of their choice from the text in A4.1 (novel) or A4.4 (character description). They can read it aloud to a partner, paying attention to fluency, expression, pronunciation, intonation and stress.

**TO BE PHOTOCOPIED****Assessment****Reading**

**Complete each of the gaps in this text about the life of Chinua Achebe with ONE word.**

Chinua Achebe has achieved recognition as a (1) \_\_\_\_\_ whose novels speak not only to his own people in Nigeria, but to readers around the (2) \_\_\_\_\_. He was born in Ogidi, Nigeria in 1930, the (3) \_\_\_\_\_ of a teacher in a missionary school who instilled in his son both traditional Igbo values and his own Christian (4) \_\_\_\_\_. A (5) \_\_\_\_\_ student, he attended Government College, Umuahia and then University College, Ibadan where he (6) \_\_\_\_\_ English, history and theology. Although his parents gave him the Christian name Albert, while a student he (7) \_\_\_\_\_ it and was henceforth known as Chinua, his Igbo name. He graduated in 1953 and (8) \_\_\_\_\_ the Nigerian Broadcasting Company in Lagos. In the 1960s he was director of the External Service, Voice of Nigeria. He had by this time already (9) \_\_\_\_\_ his novel, *Things Fall Apart* (1958), the first written by an African in English. This was (10) \_\_\_\_\_ closely by *No Longer at Ease* (1960), *Arrow of God* (1964) and *A Man of the People* (1966). During the bitter Nigerian Civil War 1967–70, Achebe was in the Biafran Government Service. Subsequently he mainly taught at American and Nigerian (11) \_\_\_\_\_, all the time publishing papers, poetry and other novels, most notably *Anthills of the Savannah* (1987). His major (12) \_\_\_\_\_ have been traditional pre-colonial values and his anger with successive Nigerian (13) \_\_\_\_\_. Now the grand old man of African letters, he is wheel-chair bound as a result of a road (14) \_\_\_\_\_ in 1990.



## Unit 5

# The United Nations

### Learning outcomes

By the end of Unit 5 students will be able to give information about the United Nations and discuss related issues.

### Learning competencies

**Speaking:** Students ask for opinions, express their own opinion and support/justify it

**Writing:** Students write and present a 500 word report on a given topic

### Language focus

**Grammar:** it's (high/about) time + past simple, revision of future perfect

**Vocabulary:** government, governance and democracy, Millennium Development Goals, adjectives of character, acronyms, nouns with the suffix '-ship'

**Social expressions:** revision of expressing certainty/uncertainty and conviction

### Background knowledge

In this unit, students learn about the United Nations. Particular focus is given to the UN Convention on the Rights of the Child (CRC) and the Millennium Development Goals (MDGs). You may find it helpful to liaise with the history or geography teacher at your school to check how much students know about the United Nations, its purpose and its activities, as well as the CRC and MDGs. Aim to develop students' awareness of the role of the UN and related organisations and initiatives in Ethiopia, in order to make this unit more relevant and meaningful. In this unit, students also discuss and write about good leadership and governance. Encourage them to draw on their own experiences of leadership and governance at home, school or in their local community.

### Materials and resources

- Large sheets of paper or card for recording responses during group work discussions (optional).

### Part A

#### Objectives

By the end of this section students will be able to:

- Listening** – Listen to an extended lecture on an unfamiliar topic and identify specific information
- Speaking** – Ask and respond accurately to a range of open and closed questions  
– Contribute to and develop conversations about the unit topic
- Reading** – Read sentences and identify detailed information  
– Read a text and identify and explain its main purpose  
– Identify evidence to support/justify opinions/arguments
- Writing** – elaborate/justify ideas/arguments/opinions in essays by giving examples

#### A5.1 Introduction

What do you know about the United Nations?

(SB page 103)

The purpose of this discussion is to introduce the topic of the United Nations and to find out what students know about it already. Look at the pictures of the UN headquarters and the UN logo first with the whole class and make sure students can identify what they see. Then split them into small groups to discuss the questions (mixed ability groups would be preferable) and then ask individuals to share their responses with the rest of the class. List these ideas on the board. (You may also want to give each group a large piece of paper or card to list and present their ideas – optional.)

#### A5.2 Listening

A lecture on the UN

(SB pages 104–105)

**1–2** Give students a few minutes to read the incomplete lecture notes in their books first. Then read aloud the listening text once through at normal speed to allow students to get a general understanding. Then read it again at normal speed, pausing briefly at the end of each paragraph to allow students to identify the specific information to complete the notes.

#### Listening text

*I would like to talk to you today about the United Nations. I'm sure you are all familiar with the blue flag of the UN and with the names of some of its agencies*



## Unit 5 The United Nations

which operate here in Ethiopia. Today I'm going to tell you a little bit about why it was set up, its structure and the nature of its work.

Let's start with why it was established. The United Nations was founded in 1945 after the Second World War by 51 countries with four aims; to maintain international peace and security, to develop friendly relations among nations in order to avoid any future global conflagrations, to promote social progress, better living standards and human rights, and to be a centre for harmonising the actions of nations. Today, nearly every nation in the world belongs to the UN; membership totals 192 countries.

So how is the United Nations structured? Well, the United Nations is not a world government so it doesn't have a president or a parliament which makes laws. Nevertheless, due to its unique international character, and the powers vested in its founding Charter, the Organisation can take action on a wide range of issues, and provide a forum or meeting place for its member states – large and small, rich and poor, with differing political views and social systems. The UN System is made up of 30 affiliated organisations including the General Assembly, the Security Council, The Secretariat, the Economic and Social Council and other bodies and committees as well as the specialised agencies, funds and programmes such as UNDP, Unicef, WHO etc.

The work of the UN is central to global efforts to solve problems that challenge humanity and it reaches every corner of the globe. Although best known for peacekeeping and humanitarian assistance, there are many other ways the United Nations and its system affect our lives and make the world a better place. Examples of its areas of activity are: sustainable development, refugee protection, disaster relief, disarmament, promoting health, expanding food production and human rights. The aim of this work is to coordinate efforts for a safer world for this and future generations.

So to sum up, the UN exists as a free association of member states to help make our world a safe and decent place for everyone to live in. Its effectiveness depends on the co-operation of its member states and ultimately, that of the individuals within those states.

- 3 In pairs, students should compare their notes. They may correct or add to their notes at this stage too.
- 4 It may be helpful to model a few sentences for students first (e.g. *The United Nations was set up in 1945 after the Second World War. Its four main aims are...*)
- 5 Students can discuss the notes in pairs or small groups (the easiest way to do this would be for one pair to join up with another pair). Spend time discussing the way the notes are organised with the whole class. Point out the usefulness of this format (i.e. an outline with a list of main ideas and each main idea followed by a list of supporting details) when listening to a lecture (see A3.3) or planning an essay (A2.11).

- 6 Ask students to close their books and then read aloud the listening text again at normal speed, while they make their own outline notes in their exercise books.
- 7 Give students time to compare their notes in pairs and to add or correct them.

Students should then check their own notes with the outline in their books. You may also wish to conclude this activity by getting students to refer back to their ideas, which they brainstormed in A5.1 (listed on the board) and correct any wrong information.

### A5.3 Speaking

Facts about the UN

(SB page 105)

Make sure that students understand the instructions for this information gap activity. You may wish to model one or two more Wh questions before they continue (e.g. *What is the number of member states? What is the list of rules and regulations of the UN called?*) While they are asking and answering questions in pairs, move around and observe and assist where necessary. Ask a few individuals to model some of their questions for the rest of the class afterwards too.

### A5.4 Reading

The United Nations Convention on the Rights of the Child (CRC)

(SB pages 105–110)

Before students complete the exercises read through the introduction about the CRC with them. Elicit their background knowledge about children's rights by asking them what rights children have (or should have). List their ideas on the board.

- 1 Give students a few minutes to skim the CRC and identify the relevant articles. Check the answers quickly with the whole class.
- 2 Students write a short paragraph about the Convention, ask them to the purpose of the Convention and whether it achieves its purpose. Go round the class to check students have understood and correctly interpreted the text.
- 3 Students can read the case studies and complete the table on their own (this can also be done for homework). They can check their answers in pairs or small groups.
- 4 Students should discuss these questions in small groups. For questions 1 and 2 they should identify evidence from each case study to support their answers. Ask individuals or representatives from different groups to share their responses with the rest of the class afterwards. Spend some time discussing questions 3 and 4 as a whole class. Encourage students to identify evidence in the CRC to justify their opinions.

**Optional activity:** If you want your students to become more familiar with the CRC, give them time to read all the other articles in it. Ask them to think of further examples where children's rights are contravened. (You may wish to allocate an article or a few articles to a pair or small



groups to discuss in more detail and to think of possible examples.)

### A5.5 Increase your word power

Initials and acronyms (SB pages 110–111)

Before students start the exercises on acronyms, read through the explanation in the box with them and make sure they understand what an acronym is. Elicit or give a few more examples (these can be written on the board). Students can complete Exercises 1–3 in pairs and small groups (Exercise 4). They can check their answers in small groups or as a whole class.

**Optional activity:** Make a class list of common initials and acronyms used in Ethiopia and display it on a large piece of paper or card in the classroom. Encourage students to add more as they think of them.

### A5.6 Increase your word power

Adjectives to describe leaders (SB page 111)

- 1 Read aloud the list of adjectives describing character once, modelling the correct pronunciation. Then read it again, pausing after each one to allow students to mark the stressed syllable. Read it again, while students repeat and practice the pronunciation of each adjective after you.
- 2 Students should record new adjectives in their vocabulary notebooks.
- 3 This exercise can be done in pairs.
- 4 It may be helpful if you model one or two examples for this exercise, before students make up sentences with a partner. Move around, observe and assist students where necessary during this exercise.
- 5 Ask a few pairs to read aloud their sentences to the whole class afterwards too.

### A5.7 Writing

A good leader (SB page 111)

For Exercises 1 and 2, ask individuals to share some of their responses with the rest of the class. You may wish to list their ideas on the board too. For Exercises 3 and 4, students should follow the seven stages of writing (see A2.12). The thinking and brainstorming stages have been done already in the previous two exercises, so students can continue with planning, drafting, checking, rewriting and proofreading. You may wish to model some sentences where you express an opinion and justify it with an example (e.g. *A good leader should be decisive when making important decisions, because this will earn him or her respect.*) Some of the stages (such as drafting and rewriting) can be done as homework. You may wish to collect their work for marking and for giving feedback.

## Part B

### Objectives

By the end of this section students will be able to:

- Listening** – Predict the content (of all or part) of a text by doing pre-listening activities  
– Listen to a text and identify main ideas
- Speaking** – Ask for opinions, express their own opinion and support/justify it  
– Agree, disagree and express simple counter arguments  
– Contribute to and develop conversations about the unit topic
- Reading** – Read a text and identify specific information  
– Read and guess the meaning of unfamiliar words using contextual clues and knowledge of word formation

### B5.1 Reading

The Millennium Development

Goals (MDGs)

(SB pages 112–113)

- 1 The purpose of this exercise is to introduce the Millennium Development Goals and to elicit students' prior knowledge about them. After the small group discussions, ask a few volunteers to share what they know with the rest of the class. List their ideas on the board.
- 2 Students should read the list of MDGs independently. Ask for clarification if needed.
- 3 You may wish to allocate one or two goals to each small group to discuss and then report back to the rest of the class. As a class, you can also decide which goal is the most important for Ethiopia.
- 4 Students underline new words they do not understand and then work with a partner to guess the meanings of the words before looking them up in a dictionary.

### B5.2 Listening

Progress towards the MDGs

(SB pages 113–114)

- 1 Read aloud the listening text once at normal speed for students to get the gist of it. Then read it again, pausing at the end of each project's description so that students can make notes in the table. You may wish to read it a third time for students to check and add to their notes.

#### Listening text

##### Project 1

*In Amhara; Oromia; Southern Nations, Nationalities and Peoples Region; and Tigray, IFAD working with the Ministry of Agriculture and Rural Development has a programme to improve food security, family nutrition and incomes of poor rural households by developing irrigation schemes for small-scale farmers in areas that*



## Unit 5 The United Nations

are prone to drought and food insecurity. Many of the farmers cultivate plots of less than one hectare.

The programme represents an important opportunity to reform small-scale irrigation development approaches and practices in Ethiopia. The irrigation schemes developed under the programme will provide a model to be scaled up and replicated across the country. To ensure sustainability and the full participation of local community members, farmers will own and manage the irrigation systems through their own water users' associations. The programme will also train participants to take charge of the development process and it will encourage women to join the decision-making bodies of water users' associations.

### Project 2

An IFAD supported Community Initiatives and Resource Management Project in the village of Mabahin in the Philippines is a marine paradise. Its coral reefs teem with brightly coloured fish, and plentiful shrimp and crab shelter in its mangrove forests.

Just five years ago, Mabahin looked quite different. Harmful practices such as overfishing and blast fishing, which uses explosives to kill a large number of fish, had virtually destroyed the coral reefs, seagrass meadows and mangroves, and had drastically reduced the catch. For local people, who rely mainly on fish and sea food for their sustenance and livelihoods, this was disastrous.

Now, Mabahin fishers catch as much as 10 kilos of fish after just one hour at sea, compared to an average catch of only 2 kilos in 2005. Live coral growth has increased by more than 21 per cent, and the number of butterfly fish has doubled. The project has helped local people work together to create a sustainable coastal management programme and a community-based monitoring system.

### Project 3

The Global Initial Teacher Education scheme is a three-year education project which aims to enable trainee teachers in three teacher-education institutes in India, Kenya, and England to link local and global social issues to each other, and relate them to the school curriculum. The aim is to promote a global perspective on citizenship education. Integral to the vision of global citizenship is gender equality, together with a respect for ethnic, cultural and religious diversity. The project leaders in each country are women academics, as is the project adviser, and there is a preponderance of women students involved in the project. This gives women a voice in a vitally important area of international curriculum development. The project is supported by Oxfam.

### Project 4

Low immunisation coverage in Nigeria has meant an increase in death of susceptible children before age five from diseases like measles. Despite radical reforms at the national level, funding for routine immunisation in Kebbi state remained far from adequate. Since June 2004

a European Union funded project has supported the government in improving management of vaccination in the state by, for example, providing equipment for immunisation and funding for distribution of vaccines as well as the training of staff such as cold chain officers, responsible for this work. This has resulted in a phenomenal increase in routine immunisation from 1.7 per cent to above 80 per cent in Kebbi state.

- 2 Students will need access to information in the library or on the Internet in order to answer this question. They can also do some research for homework. They can work individually, in pairs or small groups too. Set aside time during a lesson for students to share their findings with the rest of the class.

**Optional activity:** Depending on how much time and emphasis you want to put on getting students to find out more about other projects or activities related to the MDGs, you can also get students to make and present posters. (This can be done for homework too.)

### B5.3 Language focus

Talking about the future

(SB page 114)

Give students a few minutes to complete Exercises 1 and 2 individually or in pairs and then check the answers together. Also go through the explanation about *will be (doing)* in the language box. Elicit or give a few more examples.

Students can then complete Exercises 2 and 3 individually and then check their answers in pairs. For Exercise 3, ask a few pairs to share some of their sentences with the whole class.

### B5.4 Language focus

Expressing purpose with *to, so as to, in order to, for, so that*

(SB page 115)

Go through the explanation about how to express purpose using different structures with students first. Elicit or give more examples and write these on the board. Students can then complete the exercises individually and check their answers with a partner.

### B5.5 Speaking

The MDGs

(SB pages 115–116)

1/2 Students should reread the MDGs before discussing these questions. Ask representatives from some groups to share their responses with the rest of the class. Then read aloud the listening text and give groups time afterwards to compare this assessment with their predictions.

**Listening text**

In 2010 an assessment of the progress of the MDGs warned that despite many successes, most of the targets will not be met by 2015. The targets most at risk are those of reducing hunger and improving maternal health. There has, though, been some progress in education, gender equality, child mortality and HIV.

- 3 Students can take turns to complete these sentences in small groups. Ask individuals to say or read aloud some of their sentences to the whole class afterwards.
- 4 Ask a representative from each group to share their responses with the rest of the class. Each group can record their ideas on a large sheet of paper or card too.

**Optional activity:** As a class, try to reach consensus on the changes or additions suggested for the MDGs. Allocate a different MDG to each group to revise and rewrite on a large sheet of paper or card for display in the classroom.

**B5.6 Increase your word power**

Words commonly used in development

(SB pages 116–117)

For these exercises, students should record new words in their vocabulary notebooks. They can check their answers in a dictionary. Model how to pronounce each noun and verb correctly and get students to repeat after you.

Optional activity: If you think that students need more practice with these words, ask them to make up sentences showing their use in context (this can be done for homework). E.g. *One of the goals is to eradicate poverty so that less people live in poverty and suffer from hunger in the world.*

**B5.7 Reading**

What is good governance?

(SB pages 117–118)

- 1 Give students a few minutes to discuss what they think is meant by the title of the text. Ask a few individuals to share their ideas with everyone. Students can then read the text silently. Encourage them to read it more than once to gain a better understanding. Then give them a bit of time to discuss the title of the text again, in the light of what they have read. As another optional activity, students can reread the text and underline any new, unfamiliar words.
- 2 Students can complete this exercise orally or in writing. Quickly check through the answers with the whole class.
- 3 Encourage students to refer back to the use of these words and phrases in the text when discussing how they apply to good governance. As an optional activity, you can allocate a word or phrase to each group and ask them to come up with a definition (which can then be written on a piece of card or paper and displayed in the classroom). Students can record new words or phrases in their vocabulary notebooks too.
- 4 Before students discuss these questions in groups, you

may wish to model how to agree, disagree and express simple counter arguments by using expressions to express certainty/uncertainty (e.g. *I am sure/certain that...*) and to express conviction (e.g. *I'm convinced that... Without a doubt...*) Also encourage students to justify their opinions by referring to their own knowledge and experience of governance and human rights at school, home or in their local community.

**B5.8 Increase your word power**

Suffixes

(SB pages 118–119)

Go through the explanation about suffixes with students first. Elicit or give a few more examples (write these on the board). Students can then complete the exercises in their books and check their answers in pairs or small groups. They can also record new words in their vocabulary notebooks.

**B5.9 Language focus**

Expressing different ideas

(SB page 119)

Go through the explanation about *It's time* with students first. Elicit or give more examples (write these on the board). Students can then complete the exercises individually and check their answers with a partner.

**B5.10 Speaking**

The New United Nations

(SB pages 120–121)

- 1 Go through the language for making suggestions with students first, before they discuss the questions and prepare an outline of their plan for the New United Nations. While students are brainstorming and putting forward ideas in their groups, move around and assist with ideas and sentences starting with *It's time*, where necessary.
- 2 Groups can present their plans in the form of lists, mind maps or posters. Encourage groups to allocate a different section of their presentations to each member, so that everyone gets a chance to speak.

**Optional activity:** Based on the group presentations, the class can vote for the most pressing issues that the New United Nations needs to deal with. You could make a 'Top 5' or 'Top 10' list and display this in the classroom.

**B5.11 Study skills**

Research skills

(SB pages 121–123)

- 1 Give students time to look at the diagram and to discuss and add to the sources of information. Ask representatives from different groups to share some of their ideas with the rest of the class. You may wish to copy the diagram onto the board to and list groups' ideas as they share them.
- 2 In preparation for this treasure hunt, make sure that your students have access to facilities or resources where they can find the information quickly and easily.



## Unit 5 The United Nations

If possible, it should be conducted in the library or computer lab (if you have one). You may want to add an element of competition to this activity by seeing which group can complete the table as fully and as quickly as possible.

- 3 Students can check answers as a whole class or by getting two groups to join together to compare their answers and sources of information. Draw students' attention to the fact that some of these answers may be found in different places (e.g. the Internet or in a reference book). Also highlight that they should not over-rely on the Internet as a reliable source of information, as many websites are not always accurate or based on well-founded research.

### B5.12 Writing

A report

(SB page 123)

Students should follow the seven stages of writing (think, brainstorm, plan, draft, check, rewrite and proofread) when writing this report. It should be done over several lessons and some stages can be done for homework too. Make sure that students have access to suitable information in the library and/or on the Internet (you could provide them with a list of available sources beforehand). Since this report forms part of the unit assessment, it should be done independently and it should be submitted for marking.

### B5.13 Assessment

(SB page 124)

### 1 Speaking

Students should discuss a series of questions. This can be done in small groups (maximum four) or rotating pairs.

- Let students get on with their discussion: don't help them in any way.
- Allow a few minutes for each question (maximum five) and then rub it out and put another question on the board.
- Move around the class to listen in on the discussions and assess their abilities to ask for opinions, express their own opinion and support/justify it. It may be helpful to make yourself a simple checklist to do this effectively and quickly.

Example:

Student name	Ask for opinions	Express opinions	Support/justify opinions
...	•	•	x

## 2 Writing

The reports written in B5.12 should be assessed. Reports should be written independently.

## Unit 5 Answers

### A5.2

#### 1 Why it was established

Set up in 1945 after World War II to:

- maintain international peace & security
- develop friendly relations among nations
- promote social progress, better living standards and human rights
- be a centre for harmonising the actions of nations.

#### 2 Structure

- No president or parliament
- But:
- takes action on wide range of issues
- provides forum or meeting place for member states
- 30 affiliated organisations including: General Assembly, Security Council
- also specialised agencies e.g. UNDP, Unicef, WHO etc.

#### 3 Work

- Solve problems that challenge humanity
- Reaches every corner of globe.
- Best known for; peacekeeping & humanitarian assistance,
- Other examples; sustainable development, refugee protection, disaster relief, counter terrorism, disarmament, health, food production, human rights.

#### 4 Conclusion

Effectiveness depends on co-operation of member states & individuals within states

### A5.3

Underlined information required by Student A

**Bold** information required by Student B

The UN was established on (1) 24 October 1945, after the Second World War with (2) 51 founding members. Now the number of member states is (3) 192. The list of rules and regulations of the UN is called (4) the UN Charter, which come into effect on 26 June 1945, signed by representatives of the founding member states. Its opening words are 'We the peoples of the United Nations. The aims of the UN are (5) to maintain international peace and security and to promote social progress, better living standards and human rights.

There are three central bodies of the UN: Firstly, the Secretariat which is responsible for (6)the administration and co-ordination of the work of the UN. Secondly, the General Assembly, which is made up of (7) all the UN member states. Thirdly, the Security Council which is made up of (8)15 members: 5 permanent members and 10 non-permanent members. All can vote, but the permanent members have the power of veto. The difference between the work of the General Assembly and the work of the Security Council is that the General Assembly: (9) discusses and makes recommendations on any matter while the Security Council (10) discusses issues of peace and security. The official languages of the UN are (11)Arabic, Chinese,



English, French, Russian and Spanish. The title of the chief officer of the UN is (12) the Secretary General. There have been 7 holders of this office in total. The name and nationality of the current holder of this position is (13) Ban Ki-Moon from South Korea. The previous holder of the office was (14) Kofi Annan from Ghana. Currently around the world the UN employs (15) 40 000 people. The headquarters of the UN is in (16) New York City, USA.

**A5.4****Exercise 1**

- a a name and be registered as a citizen of a country. (Article 7)
- b meet with other children and have friends. (Article 15)
- c good medical care when he or she is sick. (Article 24)
- d compulsory and free primary education. (Article 28)
- e free time to play with friends. (Article 31)
- f do no work except schoolwork and help sometimes in the home. (Article 32)
- g be protected from abuse such as beatings or lack of food. (Article 39)

**Exercise 2**

	<b>Joseph &amp; John</b>	<b>Santina</b>	<b>Jamila</b>	<b>Ismail</b>	<b>Devi</b>
Country of residence	Sudan				
	Brazil	Bangladesh	Palestine	India	
Family life	Mother, father & each other				
	Parents	Mother & 2 brothers	Father	Mother, uncle, 6 sisters	
Lives with parents	No	No	Yes	Yes	
	Yes				
Enough to eat	Not always	Yes	No	Yes	Yes
Work	No				
	Junior pop star	Breaks stones in a quarry & helps at home	Brick factory	No	
Goes to school	Yes	No	No	No	Yes

**Exercise 3**

- 1 Jamila, Santina - Article 15 & 31 (no friends or time to play)  
 Santina, Jamila, Ismail - Article 28 (education)  
 Santina, Jamila, Ismail - Article 32 (work)

Santino & Jamila (worked too hard), Joseph & John (neglect), Ismael (hit by his father) - Article 39 (neglect & abuse)

**A5.5 Increase your word power****Exercise 1**

Unicef (United Nations International Children's Fund), FIFA (Fédération Internationale de Football Association) and Unesco (United Nations Educational, Scientific, and Cultural Organization) are acronyms.

**Exercise 2**

- a 1 b 3 & 4 c 6 d 7 e 10 f 9 g 12 & 13 h 11 i 5 & 8  
 j 14 k 15 l 12

**A 5.6****Exercise 1**

a'gressive, charis'matic, con'sultative, cou'rageous, de'cisive, diplo'matic, 'fair, 'honest, in'clusive, o'pinioned, partici'patory, 'popular, re'silient, res'pected, 'strong, 'trustworthy, 'well-'liked

**B5.2 Listening****Exercise 1**

<b>Country/Area</b>	<b>Nature of project</b>	<b>Sponsors</b>	<b>Relevant MDG</b>
<b>1. Amhara; Oromia; SNNPR; and Tigray</b>	irrigation schemes for small-scale farmers in areas that are prone to drought and food insecurity.	IFAD working with the Ministry of Agriculture and Rural Development	7
<b>2. Mabahin in the Philippines</b>	sustainable coastal management and a community-based monitoring system.	IFAD	7
<b>3. Kenya, India, England</b>	to promote a global perspective on citizenship education in the school curriculum. Focusing on gender equality & respect for ethnic, cultural and religious diversity.	Oxfam	3



## Unit 5 The United Nations

4. Kebbi state, Nigeria	Increase immunization	EU	4
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### B5.3

#### Exercise 1

- 1 will be feeling
- 2 will be preparing
- 3 will be working
- 4 will be operating
- 5 will be supporting

#### Exercise 2

- 1 Next Saturday is a special day for our family as we **will be celebrating** my grandmother's eightieth birthday.
- 2 Scientists say that by the end of this century climate change **will have caused** many changes in our environment.
- 3 You must come to our house for dinner this evening as **we will be having** chicken biriani. Mmm!
- 4 Don't come to the house before 7 o'clock on Sunday morning as **we will be sleeping!**
- 5 We can't leave the cinema before 10 o'clock as the film **will not have finished**.
- 6 When I get home this evening my brothers and sisters **will have eaten** all the food and there will be nothing for me!
- 7 I'm feeling nervous because this time tomorrow we **will be writing** an exam.
- 8 My brother always leaves the house at 8.15 so he **will have got** to work by 8.30.

### B5.4

#### Exercise 2

- 1 The EU is supporting the Nigerian government in improving management of vaccination so that immunisation coverage is increased.
- 2 IFAD is funding a sustainable coastal management programme in the Philippines to / in order to/ so as to restore coral reefs and increase fish stocks.
- 3 A small scale irrigation project in 4 administrative areas of Ethiopia is being funded by IFAD so that food security improves.
- 4 Oxfam is sponsoring a teacher education project in 3 countries in order to/so as to/to promote a global perspective on citizenship.

### B5.6

#### Exercise 1

a10 b13 c12 d5 e12 f14 g3 h6 i2 j11 k1 l9 m7  
n4 o8

#### Exercises 2 and 3

- a) 'combat' 'combat' b) di'versify di'versity c) e'liminate elimi'nation d) em'power em'powerment e) e'radicate eradi'cation f) ex'pand ex'pansion g) halt halt h) im'prove im'provement i) in'velve in'velvement j) 'monitor' 'monitoring' k) pro'mote pro'motion l) 'replicate repli'cation m) se'cure se'curity n) su'pport su'pport o) su'stain sustaina'bility

#### Exercise 4

- a project scheme programme plan proposal
- b target aim goal focus objective
- c issue problem question
- d set of guidelines road map strategy approach

#### B5.7 Reading

#### Exercise 2

- 1 transparent, accountable 2 will, responsive
- 2 pro-poor, development
- 4 corruption, participation, freedoms

#### B5.8 Increase your word power

#### Exercise 1

-ship	-hood	-ion	-ment	other noun suffixes
censor	boy			admission
champion	brother			arrangement
citizen	father			complexity
dictator	girl			forgetfulness
leader	mother			independence
owner	nation			information
partner	neighbour			photographer
relation	priest			Marxist

#### Exercise 2

- 1 With independence in 1962, Kenya achieved **nationhood**.
- 2 My cousin who lives in New York, now has American **citizenship**.
- 3 During his **boyhood**, Nelson Mandela looked after cows.
- 4 The ownership of the land next to our house is disputed. We say it is ours, but our neighbours are building on it.
- 5 My cousin is very religious and he has decided to enter the **priesthood**.
- 6 The government is working in **partnership** with the UN to achieve the MDGs.

### B5.9

#### Exercise 1

- 1 It's time you went to bed.
  - 2 It's time we started planting.
  - 3 It's time I started cooking.
  - 4 It's time you came inside.
- (possible answers)
- 5 It's high time I studied.
  - 6 It's high time I went home.
  - 7 It's high time I went shopping.
  - 8 It's high time I fixed it.
  - 9 It's high time you did something.

### B5.11

Question	Possible information source(s)	Answer
1 Who was the first Secretary-General of the UN?	www.un.org or reference book	Trygve Lie (Norway) 1946–1952



2 Where and when was the first marathon run?	www.wikipedia.org or encyclopedia	Greece, 490 BC (a messenger from the Battle of Marathon ran to Athens)
3 What are the names of the 5 member states of the African union whose official language is Portuguese?	www.african-union.org	Angola, Mozambique, Guinea-Bissau, Cape Verde Islands, Sao Tome and Principe Islands
4 Who was Martin Luther King?	www.wikipedia.org or reference book	An important African-American civil rights leader who was assassinated in 1968
5 What is the phone number of the UNDP office in Addis Ababa?	www.et.undp.org or telephone directory	011-551-5177
6 What is the meaning of 'palindrome'?	dictionary	a word or phrase which is the same when you spell it backwards e.g level
7 What is Eyjafjallajökull and why did it cause chaos in Europe in April 2010?	www.wikipedia.org or newspaper	A volcano in Iceland which erupted and the cloud of ash coming from it halted air traffic in most of Europe for about 7 days
8 What rock is the stone obelisk of Axum made of?	www.wikipedia.org or encyclopedia	granite

### Suggested further reading

If possible, students should read other reports, articles or extracts relating to the United Nations or its affiliated organisations or projects (look in newspapers, magazines or on the Internet for suitable materials). They can also practise reading aloud a 10–15 line extract from the reading texts in this unit (A5.4 exercise 2 or B5.7). They should practise reading it to a partner, paying attention to fluency, expression, pronunciation, intonation and stress.



## Unit 6

# Trade and globalisation

### Learning outcomes

By the end of Unit 6 students will be able to give information about trade and globalisation from an Ethiopian and international perspective

### Learning competencies

**Listening:** Listen to a text and identify specific information

**Reading:** Relate what they have read to their own experience

### Language focus

**Grammar:** I wish + different subject + would, revision of sequencing words and passives

**Vocabulary:** manufacturing and trade, globalisation

**Social expressions:** demanding explanations, revision of giving reasons and making suggestions

### Background knowledge

This unit focuses on trade and globalisation from an international and national perspective. Students explore the concept of the global village and study how the process of manufacturing and trading a simple product often involves many different countries. They also pay particular attention to the coffee industry in Ethiopia and learn about Fair Trade. When studying trade in Ethiopia, encourage students to find out about local industry and initiatives, as this will make the topic more relevant and meaningful. If possible, also liaise with the geography, economics or history teacher at your school to find out what students know about trade and globalisation in your country and in the world in general.

### Materials and resources

- If possible, try to find examples of leaflets that are commercially produced or made by local community projects to explain, inform and persuade the public about a product, issue or initiative.

### Part A

#### Objectives

By the end of this section students will be able to:

**Listening** – Use previous knowledge to pronounce new words and structures  
Predict the content of a text by doing pre-listening activities

**pre listening activities** – Listen to a text and identify specific information  
– Listen to a text and identify specific information

**Reading** – Predict the content of a text from an extract  
– Relate what they have read to their own experience

**Writing** – Write 5 paragraph essays to explain, inform and persuade

#### A6.1 Introduction

The global village

(SB pages 125–126)

- Give students some time to work in a small group to predict the numbers in the table. Out of interest, you could ask for a few predictions from some of the groups afterwards and list these on the board.
- Now give students the figures (call them out or write them on the board – see Part A Answers).
- In their groups, students can discuss and compare the figures with their predictions. Ask a few individuals from different groups to share their responses with the rest of the class afterwards too.
- Give students time to discuss this question in groups and ask for volunteers to share their ideas with the whole class too.

#### A6.2 Increase your word power

Percentages and proportions

(SB pages 126–127)

Before students complete these exercises in pairs, it may be helpful if you modelled an example from each one first. They can write the answers in their exercise books. For Exercise 4, students should use phrases relating to proportions, percentages and fractions when making their sentences (e.g. The majority of Ethiopia's exports in 2009 were oil seeds. Ethiopia exported about half the amount of hides, skins and leather products to meat products in 2009.)



## Unit 6 Trade and globalisation

### A6.3 Increase your word power

Manufacturing and trade

(SB pages 127–128)

- 1 Students should record new words in their vocabulary notebooks, once they have completed the mind map. They can check answers with another pair or go through the answers quickly with the whole class.
- 2 Remind students of particular suffixes (e.g. -ing, -tion) which help to distinguish a noun from a verb. Again, students can check answers in pairs or as a whole class.
- 3 Model how to pronounce each word using the correct stress, while students listen and repeat after you. They can continue practicing the pronunciation in pairs too.

**Optional activity:** Ask students to brainstorm more words relating to the topic of trade and globalisation. These can be recorded on the board or on a large sheet of paper or card for display in the classroom. Encourage students to add new vocabulary as the unit progresses.

### A6.4 Language focus

Describing a manufacturing process

(SB page 128)

Go through the examples of the passive and sequencing words in the language box with students first. Model a few sentences linking the stages involved in the manufacture and selling of imported jeans too (you can write these on the board).

**Example:** *First, the jeans are designed by a fashion designer. Then the denim cloth is sourced from a materials warehouse...* Ask someone in each group to write down the stages involved and ask another member to read aloud their sentences to the rest of the class (or another group) afterwards.

**Note:** More work will be done on the passive in B6.1.

### A6.5 Listening

Asgede's jeans

(SB page 129)

- 1 Read aloud the listening text at normal speed. Give students time afterwards to check to see if the stages they came up with in the previous section were correct. Ask volunteers to identify any similarities or differences between their predictions and the actual stages.

#### Listening text

*Asgede is very pleased with his expensive new jeans. They are a famous brand that is designed in the USA, but they aren't made there. They were made in Tunisia, Italy, Germany, France, Northern Ireland, Pakistan, Turkey, Japan, Namibia, Benin, Australia and Hungary. The blue denim is made in Italy using cotton from Benin and a special synthetic indigo blue dye from Germany. This is taken to a factory in Tunisia where the jeans are cut and then sewn with different kinds of threads from Northern Ireland, Turkey, Hungary and Spain. The zip is manufactured in Japan. The brass buttons are made in Germany using zinc from Australia and copper from Namibia. The soft cotton*

*for the pockets comes from Pakistan. After being sewn, the jeans are stonewashed, using pumice from a volcano in Turkey, then they are dried and pressed. In the factory the workers work an eight and a half hour day, with a break for lunch. They earn about 2200 birr per month, or more if they meet their targets. The cost of producing the jeans is 100 birr per pair, and then it costs only 1 birr to transport them to a warehouse in France by truck and ship. However, in shops in France they sell for anything between 600 and 1000 birr. Large numbers are exported from France to other parts of Europe and beyond. Asgede's pair was sent in a large container by ship to Dubai and from there by air to Nairobi, where an Addis Ababa trader bought several pairs to sell in his shops, including the one where Asgede bought his, for 950 birr.*

- 2 Ask students make notes on the contribution made by each country on the map. (You may need to read aloud the text again for them to do this.)
- 3 Read aloud the text again, while students make notes on the materials used in making the jeans.
- 4 Now read it a third time while they make notes on costs and calculate the profit. At this stage, it may be helpful if students worked in pairs to check and add to their notes.
- 5 In groups students discuss what the different profits mean for the various people involved.
- 6 Students will need to research information in the library or on the Internet for this. They could even conduct some research in a local factory or business, if there is somewhere suitable nearby. Encourage them to allocate different tasks amongst their group members, so that everyone makes a contribution to the final presentation. They can present their findings in the form of a mind map, poster or short report.

### A6.6 Reading

Coffee production

(SB pages 130–131)

- 1 The purpose of this exercise is to elicit students' prior knowledge about coffee production in Ethiopia. Give them a few minutes to discuss these questions in pairs or small groups. Ask individuals to share some of their responses with the rest of the class.
- 2 Students should read the text silently to themselves. Give them some time afterwards to compare the information in the text with their responses in Exercise 1.
- 3 Students can answer these questions orally or in writing. They can check their answers in pairs, small groups or as a whole class.
- 4 Students should record new words in their vocabulary notebooks.

**A6.7 Writing**

A leaflet on Fair Trade

(SB pages 132–133)

If possible, try to find examples of leaflets that are commercially produced or made by local community projects to explain, inform and persuade the public about a product, issue or initiative (ask the students to help you collect and find these). Use these as samples or models for students' own leaflets. Give students time to look through the leaflets for ideas on what types of information and illustrations to include and how to present it. You could also use some of the text from real leaflets as a model of language for explaining, informing or persuading (otherwise you may need to make up examples of your own as a model for students). If possible, also try to ensure that students have access to suitable information about Fair Trade on the Internet. A possible source of information is:

<http://www.oromiacoffeeunion.org>

Students should follow the 7 stages of writing when making their leaflets. The whole process may take several lessons (some of the work should be done for homework too.) Make sure you set aside some lesson time at the end for students to display and look at one another's leaflets. Encourage them to comment constructively on one another's work by saying what they like about it and if they have any suggestions for improving it (this can be done in groups or leaving a blank sheet of paper next to each leaflet for comments).

**Part B****Objectives**

By the end of this section you should be able to:

- Listening** – Listen to a text and identify detailed information
- Speaking** – Contribute to and develop conversations about the unit topic
  - Use previous knowledge to pronounce new words and structures
  - Use a range of structures to demand explanations
  - Discuss advantages and disadvantages and come to a consensus
- Reading** – Read a text and scan to obtain specific information
- Writing** – Summarise a text using bullet points
  - Write business correspondence to a standard acceptable in the workplace
  - Independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread

**B6.1 Speaking**

How global are we?

(SB page 134)

Students should discuss the questions in small groups. A scribe in each group can record their responses on a large sheet of paper or in a notebook and then a spokesperson from each group can share some of these with the rest of the class.

**B6.2 Speaking**

Play Show and Tell

(SB pages 134–135)

- 1 Go through the language for describing objects in the box with students first. You may wish to model a 30 second show and tell for the class too. Students can then take turns in their groups to describe the objects. While they are doing this, move around and observe and assist where necessary.
- 2 Objects that students can bring from home to show and talk about include kitchen items, small electronic devices, small gardening tools, clothing, toys, books and so on.

**B6.3 Speaking**

Silent letters, sounds and syllables (SB pages 136–137)

- 1 Students can identify the words containing silent letters individually or in pairs. Quickly check the answers with the whole class. Elicit or give more examples.
- 2 Read aloud the words with silent letters, while students listen and repeat. They should practice pronouncing them with a partner too.

**Optional activity:** Students can make sentences with some of the words and read or say them aloud to a partner.

- 3 Students read words 1–10 and underline the silent letters in each of the words.
- 4 Go through the explanation in the box about silent sounds and syllables. Elicit or give a few more examples.
- 5 Give students a minute or two to underline the spoken parts of each word and then quickly check the answers together.
- 6 Read aloud this list of words at normal speed, pausing briefly after each one to allow students to write it down:

Wednesday ('wensday'), library ('libry'), laboratory ('laboratry'), general ('genral'), business ('biznis'), secretary ('secretry'), February ('Februry'), camera ('camra'), vegetable ('vegetable'), dictionary ('dictionry')

Say aloud each word from the list, while students listen and repeat. They can then practise pronouncing each word correctly with a partner.

**Optional activity:** Ask students to think of more words with silent sounds and syllables. They can also practise using them in sentences.



## Unit 6 Trade and globalisation

### B6.4 Reading

#### Multilaterals

(SB pages 137–140)

- 1 Students should work in groups of four and allocate a different text to each member to read, answer questions and make notes independently (this can be done for homework if there is not time in class). Encourage students to record new words in their vocabulary notebooks.
- 2 Emphasise to students that they should ask and answer questions in order to complete the three tasks for the other texts they have not read. (You may wish to model a few questions for them first e.g. Which organisation is made up of 53 members? What has the AU been criticised for?)
- 3–5 It may be helpful if students had time now to read all the texts on their own (this can be done for homework), so that they can have a more informed and in-depth discussion of the organisations. Encourage them to support and justify their opinions based on what they know and have read. Ask volunteers to share some of their responses with the rest of the class afterwards too.

global films and so on. Along with these come ideas and values often at odds with those of traditional societies, and this can lead to conflict between generations within families. It also means that local traditions are disappearing, and as world languages, particularly English, take a dominant role and are seen as more progressive, local languages are at risk of dying out.

There is, though, another side to globalisation. Statistics show that in the less developed countries in the last twenty years poverty has decreased, as have illiteracy, infant mortality and child labour. There has been a similar increase in access to clean water and electricity. These positive developments are said to be due to the increase in world trade and the movement of money around the world. This has meant that less money is concentrated in the rich world and more people in less developed countries have benefitted from it.

This is demonstrated when a multinational opens a factory. It employs people to build it and then work in it. While the top manager may be a foreigner, local managers are also needed because of their local knowledge. These people earn money that is spent in local markets and shops, thus benefitting the whole community.

Even the spread of global culture has not been entirely negative. With global communications, people are more aware of what is going on in other parts of the world and are now more critical of conditions in their own countries. They know their rights and are less tolerant of injustices and corruption.

Of course, from the earliest times people have travelled from one part of the globe to another. What is different nowadays is the amount of contact people have with other countries through air travel, satellite TV and internet communications. Globalisation, whether we like it or not, is probably here to stay. We must therefore learn to live with it. In Africa especially it is up to all of us to try to make it a force for good and to limit its negative impacts as much as possible.

### B6.5 Listening

The pros and cons of globalisation (SB pages 140–141)

Give students a few minutes to brainstorm and list their ideas about the pros and cons of globalisation. Then read aloud the listening text at normal speed. You may wish to read it once through for students to listen for gist and then again for them to listen for more details and to take notes. For Exercise 4 note that this discussion should be done in pairs only – not as a whole class as this topic comes up again in B6.7.

#### Listening script

*There are few places in the world where the logos of global multinationals like Coca cola or Toyota are not recognised. However, globalisation isn't just about business. It is also manifested in mass air travel, the huge increase in both tourism and migration as well as the spread of culture, language and political ideas.*

*Globalisation may be part of our lives, but have we thought enough about the consequences? Let's look first of all at the multinationals. They are so powerful they can pressurise governments, particularly of less developed countries, to do what they want. For example a government may be forced to allow a multinational to open factories where it wants them. The factories may then produce polluting chemicals. Although they provide jobs for local people, they are often very poorly paid and offer no hope of promotion in the company. Furthermore, the opening of the factory may lead to the closure of a locally owned factory which can't compete. The profits from the company all go back to its headquarters in USA, Europe, Japan or China. Then, when it no longer suits the company to be in that country, it simply closes down its operation and moves on to another place.*

*Another point involves the emerging global culture. Young people in particular all wear the same global fashion of baseball caps, t-shirts and jeans. There is also global music,*

### B6.6 Writing

A summary

(SB page 141)

Go through the explanation about how to write a summary with students first. Model how to write one or two full sentences from notes (stage 4). Students can swap their final versions with a partner to check. You may also wish to collect their work for marking and for giving feedback to students.

### B6.7 Language focus

Advantages and disadvantages

(SB page 140)

Go through the language in the box to express advantages and disadvantages with students. Elicit or give a few more examples. Students can then complete the exercise orally or in writing, checking their sentences with a partner. Ask a few individuals to say or read aloud their sentences to the rest of the class too.

**B6.8 Language focus**

Making suggestions, giving reasons and asking for explanations (SB pages 142–143)

Go through the language in the box with students and model one or two similar dialogues using the expressions in the table. Students can then make up their own dialogues in pairs. While they are doing this, move around, observe and assist where necessary. Ask a few pairs to demonstrate their dialogues for everyone.

**B6.9 Language focus**

I wish (SB pages 143–144)

Go through the language used to express wishes with students. Elicit or give a few more examples (write these on the board). Students can then make up sentences orally or in writing. They can check them with a partner. Ask a few individuals to say or read aloud their sentences to the class.

**Note:** Students will practise using the expressions from this section in the next section (discussion on globalisation).

**B6.10 Speaking**

Is globalisation good or bad? (SB page 144)

Before students discuss the four questions in groups, give them time to think about and prepare their responses to the questions (this can be done for homework). They should refer to ideas they have studied in other sections of this unit (e.g. A6.4, B6.1, B6.3, B6.4) and they should also use the language structures practised in the previous section. Divide them into mixed ability groups so that more able students can help less able ones. It may be helpful to allocate specific roles to different group members or ask them to decide on the roles themselves (e.g. a spokesperson, scribe, leader etc). While they are discussing the four questions in groups, move around, listen in and facilitate the discussions where necessary. Ask a spokesperson from each group to report back their ideas to the rest of the class afterwards too (you could ask each person to give feedback on one question if time is limited).

The class discussion (question 5) does not have to be a long discussion. Give students five to 10 minutes to prepare and then the discussion itself can go on for five to 10 minutes. If possible arrange students in a circle rather than all facing the front. They can each have a turn to contribute an opinion to the discussion. Prepare some prompt questions in advance, if it is difficult to get going (these can be written on the board to guide the discussion too).

**Example:** *Why is it/isn't globalisation a good thing for Ethiopia? How does it affect people's lives in our country? What 'imported' values go against people's culture here? How do multinationals affect people's lives here?*

**B6.11 Writing**

A business letter

(SB pages 144–145)

Students should independently follow the seven stages of writing when doing this business letter. For the thinking, brainstorming and planning phases, they should review the information on Fair Trade (A6.5 and A6.6) and on how to write a formal letter (B1.7). They can work with a partner for these stages and also during the checking stage. However, they should draft, rewrite and proofread their letters on their own (some of this can be done for homework too). Collect their final versions for giving feedback and marking.

**B6.12 Study skills**

Focus on vocabulary

(SB pages 145–146)

**Word associations**

Go through the information about how to memorise new words with students first. Elicit or give more examples (write these on the board). Students can then practise these techniques with a partner, using words from Units 1–6.

**Optional activity:** Students can choose more words from their vocabulary notebooks to memorise using some or all of these techniques too (this can be done for homework).

**Grouping words**

Demonstrate how to sort words into meaning groups with one or two examples, before students continue these exercises on their own. For the group discussion on 'What's the word?' in exercise 3, ask a few volunteers to share their group's responses with the rest of the class. (Refer to the possible answers at the end of this unit for ideas too.) For the game, it would be better if you did the timing for all the groups (or a student could come to the front of the class to do it for you). Make sure all groups begin at the same time and then after two minutes, call out that it is time to stop. Give them a minute or so to prepare for the next word and then repeat.

**Optional activity:** If students need further practice with the strategies you can use in a situation where you can't remember a word, then give them more pictures of objects with names that may be unfamiliar to them. You can collect and cut out pictures from magazines and newspapers for this (ask the students to help you).

**Note:** You should encourage students to remember and learn new words during the rest of this course using the techniques and strategies explained in this section. These are particularly useful when studying for tests and exams, not only in English, but also in other subjects.



### B6.13 Assessment

(SB page 147)

#### 1 Listening

This assessment tests your students' abilities to listen to a text and identify specific information. Give students a minute or two to read the headings in the table. Then read the listening text at normal speed once through, while students listen for gist. Then read it a second time, pausing briefly at the end of each section to allow them to make notes in the table. Read it a third time for them to check and add to their notes. Collect their notes for marking.

##### Listening text

A multinational company has its management headquarters in one country, known as the home country, and operates in several other countries, known as host countries. Total is a typical example, with its headquarters in France, it operates in more than 130 countries, including Ethiopia, and has over 96,400 employees. It has a long history dating back to 1924 when it was created by the French government who wanted an entirely French oil company which it was thought would make the country's oil supplies more secure in case of another war.

Total's primary activities are connected with petroleum and natural gas: exploration, production, refining, marketing, trading and shipping. Its petrol stations are found throughout Western Europe and Africa. In addition, its petrochemical branch produces plastics for various industries, fertilisers, adhesives, resins, rubber for tyres, hygiene and household products as well as electroplating products and processes.

Aware that oil will eventually run out, Total is investing in the alternative energy sector with the aim of developing environmentally efficient alternatives to oil and gas which, they claim, will produce little if any carbon. They are focusing on photovoltaic solar energy, bioenergy and biomass (the use of plant matter to produce fuels), nuclear energy and so called clean coal, (coal with most of its carbon removed).

As one of the six largest oil companies in the world, Total has a responsibility to use good business practices. Yet it is difficult for a multinational to keep control of every aspect of its activities and also to apply the same standards throughout its operations. Thus in spite of its impressive record as a profitable and expanding company, it has also had its share of controversy. For example, since petroleum and petrochemicals are dangerous, toxic products, any accidents are likely to have serious impacts and, like other oil companies, Total has had its share. Some of its activities in politically questionable states have been criticised and its nuclear, biomass and clean coal programmes have many critics who claim they are not environmentally-friendly alternatives to petroleum.

Like most multinationals Total is neither as innocent as its own publicity would have us believe, nor as guilty as the anti-multinational campaigners make out. Yet a company with profits of 4.1 bn euros in 2008 is a major world player and will continue to be so as long as the world's love affair with the internal combustion engine continues.

#### 2 Reading

This assessment tests your students' abilities to relate what they have read to their own experience. Copy the text and distribute amongst students to read independently. Then divide them into small groups to discuss the questions. While they are doing this, move around and assess their abilities to express opinions. (It may be helpful to use a simple checklist to do this – see the suggestion for B5.13.)



## TO BE PHOTOCOPIED

### Private Sector Development in Ethiopia: SNV Takes up the challenge in the value chains

In line with the Government of Ethiopia's economic growth strategy of re-engineering sectors which are adding value to agricultural production, the SNV Business Organisations and their Access to Markets (BOAM) programme, financed by the Embassy of the Kingdom of the Netherlands and the Irish Embassy, contributes to sustainable poverty reduction in rural Ethiopia through value chain development. SNV supports the delivery of vital businesses and organisational development services along the whole of the following selected agricultural value chains: oil seeds and edible oils, milk and dairy products, honey and beeswax, pineapple, apple and mango.

As a result of this approach, the SNV advisors have contributed to establishing agricultural processing businesses and linking them to rural producers for their supply and to domestic and foreign markets.

#### Pineapples

In order to increase and improve national pineapple production, we have facilitated the delimitation of 1,000 ha land for production, and EIGHT investors are presently in the process of investing herein. In collaboration with JARC/EIAR the necessary laboratory procedures and protocols for pineapple mass propagation are being developed and tested. About 500,000 plantlets (seedlings) of improved pineapple varieties are under propagation to be distributed to small holder farmers.

#### Apples

Due to tree husbandry and disease control the quality of Chencha apples has been improved resulting in more first and second grade apples being marketed through the Chencha Highland Fruits Marketing Primary cooperative. Furthermore the cooperative was supported in developing their business plan which has sharpened its vision and strategy.

#### Milk

In the milk sector SNV provides assistance for new dairy processors in accessing finance from private banks. It is followed by capacity building measures for producers and processors, and linkages between them. This has been highly successful, and has strengthened the value chain. Dairy processors have been assisted in identifying weaknesses in their collection systems, and guided in how to improve it. Technical auditors (Local Capacity Builders) are now engaged in regular auditing missions to processors who are members of the milk value chain. Problems are being identified and corrected.

### Oilseeds

SNV supported the training of over 6000 oil seed growers in improved oil seed production, post-harvest issues and marketing, resulting in quantity and quality improvement. We have also successfully introduced a sector-wide market information system providing up-to-date market prices and information. The Addis Ababa oil millers association has received support with the feasibility study for an oil refinery plant and the search for investment funds is presently ongoing.

#### Honey

In collaboration with the Honey Exporters Organisation (EHBPEA), SNV has organised national honey promotion events, connecting the Ethiopian Honey Sector with partners world wide. This resulted in new business relationships, among others for the export of honey to the EU. Ethiopia is now listed for EU accreditation for imports of honey from Ethiopia. Four honey processors are now operating, or are in the process of opening, company aparies in the production areas. BOAM has facilitated the training of rural producers who are now entering into outgrower agreements with processors: produce honey according to market requirements.

#### Mangoes

Two cooperatives are supported with strategic and business planning. A project proposal for alternative technology transfer for the introduction of improved mango varieties has been approved.

#### Impact

Through SNV's Business Organisations and Access to their Markets programme, stakeholders and actors are brought together, key value chain bottlenecks are supported and solutions identified. SNV supports individual entrepreneurs, cooperatives and associations by providing advice and assisting them to access credit and other business development services. In this way, value chain development contributes to reducing poverty in a sustainable manner.

*Adapted from SNV Ethiopia: Fact Sheet 20*



## Unit 6 Trade and globalisation

### Unit 6 Answers

#### A6.1

##### Exercise 1

- The village would have
  - 61 Asians,
  - 13 Africans,
  - 12 Europeans,
  - 8 Latin Americans,
  - 5 from the USA and Canada,
  - 1 from the South Pacific
- 51 would be male, 49 would be female
- 70 would be non-white 30 white
- 75 villagers have access to a source of safe drinking water. 25 would not, and would have to spend a large part of the day just getting safe water.
- Only 30 people would always have enough to eat. 20 would be severely malnourished 1 would be dying of starvation.
- 76 people in the Global Village would have electricity. 24 would not.
- 20 people would have 80% of the Global Village's wealth. The other 80 villagers would have to share the remaining 20%.
- Half of the villagers would survive on less than US \$2 a day. A quarter of the villagers would earn less than US \$1 and would be in extreme poverty.
- 7 people would have access to the Internet
- 67 would be unable to read
- 1 would have a college education
- 1 would have HIV
- 2 would be near birth; 1 near death

##### Exercise 3 (Possible answers)

- a 45%
- b 40%
- c 75%
- d 10%
- e 60%
- f 90%
- g 77%
- h 52%
- i 95%
- j 5%
- k 0.5%

#### A6.3

##### Exercise 1

Production	Marketing
design raw materials source labour force personnel processing manufacture assembly line	advertising sales promotion competition marketing
Distribution	Finance
import export packaging transport shipping freight licence	profit loss mark-up overheads cost price break even duty pay

#### Exercise 4

Unfortunately the disparities between haves and have-nots would be even greater.

#### A6.2

##### Exercise 1

Fractions	Percentages	Decimals
1/5	20%	.2
1/4	25%	.25
1/3	33.3%	.3
1/2	50%	.5
2/3	66.67%	.6
3/4	75%	.75
4/5	80%	.8

#### Exercise 2 & 3

Compound nouns	Words which are nouns and verbs	Nouns	Verbs
a'ssembly 'line 'cost 'price 'labour 'force 'mark-up 'overheads 'raw ma'terials	de'sign 'export freight 'import pay 'profit source 'transport 'warehouse	'advertising a'ssembly compe'tition distri"bution 'duty 'licence loss manu'facturing 'marketing 'packaging perso'nnel 'processing pro'motion sales 'shipping	'advertise assemble com'pete dis'tribute 'license lose manu 'facture 'market 'package 'process pro'mote sell ship

**A6.5****Exercise 2**

Countries:

- Designed in USA
- Denim made in Italy
- Cotton from Benin
- Indigo blue dye from Germany
- Jeans cut & sewn in Tunisia
- Thread from N. Ireland, Turkey, Hungary & Spain
- Zip made in Japan
- Buttons made in Germany (zinc from Australia, copper from Namibia)
- Soft cotton for pockets from Pakistan
- Stonewashed with pumice from Turkey
- Exported from France to Dubai then to Nairobi & finally Addis Ababa

**Exercise 3****Materials:**

- Blue denim
- Cotton
- Synthetic indigo blue dye
- Different kinds of threads
- Zip
- Brass buttons (made from zinc & copper)
- Soft cotton pockets
- Stonewashed with pumice

**Exercise 4****Costs:****a**

- Production costs: 100 birr per pair
- Transport costs: 1 birr
- Sale price: 600-1000 birr

**b** Profit: 850 birr**Exercise 5****Open (answers may vary)****A6.6****Exercise 3**

- 1 Ethiopia is Africa's largest coffee exporter and is fifth in the world.
- 2 Coffee accounts for over 50 per cent of its exports and generates vital income for its population of over 80 million.
- 3 It is a risk when prices fall, as so many Ethiopians are dependent on coffee for their livelihood.
- 4 **Fair Trade** guarantees a minimum price for coffee and access to credit at fair prices. Part of the profits is invested in community development such as health care and schools. It also promotes environmentally sustainable techniques and it benefits small holders in co-operatives by providing them with up to three times the average income.

**Trademarking** is when international trademarks are obtained for speciality coffee grown in Harar, Yirgacheffe and Sidamo. It allows growers to make decisions about which distributors they will give licences to sell their speciality coffee and under what conditions.

**Exercise 4**

- a** smallholders
- b** peak periods
- c** credit
- d** tactic
- e** trademark
- f** quality control

**B6.3****Exercise 1**

- 1 what, perhaps, hour, rhyme, honour, vehicle
- 2 two, whole, answer, wrong, few
- 3 walking, song, gnat, foreign, sign, gnaw
- 4 knife, knee
- 5 whistle, fasten, listen, often
- 6 climb, debt, comb, thumb
- 7 psychology, receipt, pneumonia, psalm

**Exercise 3**

- 1 island
- 2 hymn
- 3 iron
- 4 biscuit
- 5 muscle
- 6 calm
- 7 Wednesday
- 8 leopard
- 9 handsome
- 10 walk

**Exercise 5**

- 1** chocolate
- 2** courageous
- 3** different
- 4** extraordinary
- 5** fashionable
- 6** favourite
- 7** restaurant
- 8** temperature

**B6.4****Exercise 2**

- 1 Is made of 53 members AU
- 2 Provides loans IMF
- 3 Has its own currency EU
- 4 Helps both middle income and very poor countries WB
- 5 Has its Commission in Ethiopia AU
- 6 Was established by a treaty signed in Rome EU
- 7 Is made up of 186 member states IMF
- 8 Provides both financial and technical assistance WB
- 9 Is best known for peace-keeping operations AU
- 10 Advises only on economic affairs IMF
- 11 Has a commission and a parliament EU, AU
- 12 Is made up of 27 members EU
- 13 Was formed out of an earlier organisation AU
- 14 Requires countries to meet certain criteria before becoming members EU
- 15 Is headquartered in the United States IMF, WB
- 16 Suffers from lack of money AU
- 17 Keeps an eye on the world economy IMF
- 18 Was set up in 1944 IMF, WB
- 19 Has its Commission in Belgium EU
- 20 Is made up of two organisations WB



## Unit 6 Trade and globalisation

### Exercise 3

	Activities	Criticism
AU	<ul style="list-style-type: none"><li>– gives Africa a united voice on the world stage.</li><li>– peace-keeping operations in troubled parts of the continent,</li><li>– engages in behind-the-scenes diplomatic work to achieve solutions to political problems.</li><li>– working to bring African solutions to many common problems such as achieving sustainable development and combating HIV/Aids.</li></ul>	<ul style="list-style-type: none"><li>– lack of effective action against member states guilty of crimes against its own people or neighbouring countries.</li></ul>
IMF	<ul style="list-style-type: none"><li>– countries contribute to a pool which can be borrowed from, on a temporary basis.</li><li>– tracks global economic trends and performance.</li><li>– alerts its member countries when it sees problems on the horizon.</li><li>– provides a forum for policy dialogue, and passes on know-how to governments on how to tackle economic difficulties.</li><li>– provides policy advice and financing to members in economic difficulties.</li><li>– works with developing nations to help them achieve macroeconomic stability and reduce poverty.</li></ul>	<ul style="list-style-type: none"><li>– countries often forced to accept economic policies as a condition of being granted a loan.</li><li>In some cases, notably Africa, this has been disastrous.</li><li>– many countries have suffered loss of jobs and falls in GDP as a result of applying the market forces the IMF has insisted upon.</li></ul>
World Bank	<ul style="list-style-type: none"><li>– provides low-interest loans, interest-free credit and grants for a wide range of purposes that include investments in education, health, public administration, infrastructure, financial and private sector development, agriculture and environmental and natural resource management.</li></ul>	<ul style="list-style-type: none"><li>– represents Western business interests like the IMF, forces free market reforms on countries not ready for them.</li><li>– slow to recognise need for environmental sustainability.</li></ul>
EU	<ul style="list-style-type: none"><li>– the single market allows free export and import of goods within the EU</li><li>– free movement of labour,</li><li>– generous subsidies for farmers, and also for social and infrastructure development.</li><li>– European Monetary Union with the euro as its currency.</li><li>– allows the member states to have a more powerful say in world affairs than they can have individually.</li><li>– has a significant budget for aid to developing countries.</li></ul>	<ul style="list-style-type: none"><li>– too bureaucratic and unaccountable.</li><li>– some members fear it is drift towards greater integration which will mean individual states lose their sovereignty.</li></ul>

### B6.9

#### Exercise 1

- 1 I wish our house had a garden.
- 2 I wish my brother wouldn't play loud music late at night.
- 3 I wish I had got the bus home yesterday instead of walking in the rain.
- 4 I wish people wouldn't drop litter in our garden as they walk past.
- 5 I wish I found it easier to make friends.
- 6 I wish Ethiopia had a coastline.

### B6.12 Study skills

#### A Grouping words

#### Exercise 1

##### Possible groups:

Freight, truck, shipping, port (distribution)  
Metre, litre, hectare, milligram (measures)  
Internet, library, encyclopaedia, dictionary (sources of information)  
Tail, beak, wing, claw (animal parts)

### C What's the word?

#### Exercise 1

##### Possible answers:

- 1 You may choose the wrong translation which makes no sense to the person you are talking to.
- 2 This will probably only work when talking to an Ethiopian.
- 3 It may be an abstract word that is difficult to mime.
- 4 It may be too general to make sense.
- 5 This may be difficult to do effectively.

**B6.13 Assessment****Listening**

1 Site of HQ	France
2 Where it operates	Over 130 countries, including Ethiopia
3 Date established	1924
4 Primary activities	connected with petroleum and natural gas: exploration, production, refining, marketing, trading & shipping
5 Petrochemicals	plastics for various industries, fertilisers, adhesives, resins, rubber for tyres, hygiene & household products, electroplating products and processes
6 Alternative energy	photovoltaic solar energy, bioenergy & biomass, nuclear energy & clean coal
7 Controversies	toxic accidents, activities in politically questionable states, nuclear, biomass & clean coal programmes are not environmentally-friendly alternatives to petroleum

**Reading and speaking**

- 1 helping the development and improvement of stages in the production, processing and marketing of different agricultural goods e.g. milk: from the cow to the purchase of a milk carton or bottle
- 2 pineapples, apples, milk, oilseeds, honey, mangoes
- 3 a) milk b) pineapples c) pineapples d) milk  
e) apples, mangoes f) apples, mangoes g) honey  
h) oilseeds i) oilseeds, honey
- 4 a) SNV supports individual entrepreneurs, cooperatives and associations by providing advice and assisting them to access credit and other business development services.  
b) Through SNV's Business Organisations and Access to their Markets programme, stakeholders and actors are brought together, key value chain bottlenecks are supported and solutions identified  
c) In this way, value chain development contributes to reducing poverty in a sustainable manner.

**Suggested further reading**

If possible, students should read other reports, articles, leaflets or extracts relating to the topics of trade and globalisation (look in your library, national press, magazines or on the Internet for these). They can also practise reading aloud an extract from one of the texts in this unit (A6.5 or B6.3). They can read it to a partner, paying attention to fluency, expression and pronunciation.



## Units 4–6

# Revision 2

See the note under Suggested methodology in the Introduction page ix, about how to get the students to complete these revision exercises.

### Reading

(SB pages 148–149)

Exercises 1 and 2 of this reading comprehension task should be done under exam conditions (students work alone within a time limit e.g. 25 minutes). You can combine this with the summary writing section (see exercise 1 in E), in which case allow a further 15 minutes.

**Optional activity:** Students write a short description (or prepare and present a short spoken description) of a traditional building technique they are familiar with.

**Answers:**

#### Exercise 1

1 A 2 D 3 B 4 C 5 A 6 D 7 B

#### Exercise 2

- 1 Chiefs gave better rewards than the king: the reward for a floor was a hoe from the king, whereas it might be as much as a cow from a chief. However, probably they would gain prestige and reputation if they worked for the king.
- 2 floor-beater, thatcher, door-maker
- 3
  - a the liquid inside a plant
  - b becoming gradually narrower on one side
  - c spread a liquid or soft substance on a surface
  - d a tool with a long handle usually used to prepare the soil for planting
  - e a tall plant like grass that, when dried, is used as a thatching material

### Pronunciation

(SB page 150)

In pairs, students should choose and practise reading aloud an extract of about 10 lines from the text. They can read it to another pair. Move around and listen to pairs reading aloud as well. Give feedback on pronunciation, fluency and expression.

### Speaking

(SB page 150)

- 1 Students should review the language for discussing advantages and disadvantages and coming to a consensus (B6.6) first. They can then discuss traditional versus modern houses in small groups. While they are doing this, move around and listen to their discussions. Give feedback on the content of their discussion and language use.
- 2 Students should review the language for describing a process (A6.3) first. They can then work in pairs to talk about how a particular plant is grown etc. While they are describing the process to another pair, move around and listen. Give feedback on what is being

described (content) and how it is being described (language).

### Possible answers:

1

- a The advantages of traditional houses are: made of local materials which are easy to get hold of and probably free, suit climate so may be cool in hot weather or warm in cold weather; means of construction is known to all. On the other hand, they are generally small, not very long lasting and need repair after heavy rain.
- b Modern building materials are expensive but durable. A cement-built house with a corrugated iron roof, if it is well-constructed, will last years and will withstand fairly heavy weather (though not cyclones or floods). Modern houses can easily have several rooms with inside plumbing, making them comfortable for modern living. They can be made secure too with lockable doors and windows.

### Punctuation

(SB page 150)

Students should rewrite the passage with the correct punctuation.

### Model answer:

"Go away!" screamed the girl. "I don't want to talk to you." "But you've made a mistake," said the man, "Please, I want to help you."

### Writing

(SB pages 150–151)

- 1 Students should review how to write a summary before doing this (B6.6). It is a good idea for the summaries to be done under exam conditions in combination with the reading comprehension. (See notes on this in the above section.)

### Model answers:

- a Firstly, the earth floor was dug up and new earth was added to it until there was a level surface. This was trodden, stamped and beaten until it was hard and smooth. When this dried out, cracks appeared and so the floor was beaten again until the cracks filled up. Finally the whole surface was smeared with clay and cow dung. Around the outside edge of the hut an earthen ridge was made to stop water running into the house.
- b The doorway was measured, then reeds of the correct length were stitched to three or four long sticks which went across the door. The reeds were in a double layer, one on each side of the sticks. The stitching was done in bark for ordinary people or in cane for the king. The ends of the reeds were trimmed off and then the door was put up.



- 2 Two Students should review how to write a business letter (B1.7, B6.11). They should follow the seven stages of independent writing too (A2.12, A3.3). Collect their final versions for marking.

**Guide to marking:**

Assess each letter according to its content, structure and style. You may wish to allocate equal marks to each of these categories, or you may wish to allocate more marks for content.

**Content:** The letter should request the Manager of Star Trading International to sponsor 200 T-shirts for a 10-K race. Convincing reasons should be given as well as some details of the event.

**Structure:** The letter should be laid out in a formal style with all the appropriate sections.

**Style:** The letter should contain language suited to a formal business letter. It should be clearly and fluently written with no grammar, spelling or punctuation mistakes.

**Vocabulary**

(SB page 151)

Students should review the vocabulary list for units 4–6 at the back of the Student Book for this section. They should also review any new words and phrases they have recorded in their vocabulary notebooks from units 4–6.

**Answers:****1**

- a action-packed, animated, fantasy, gangster, comedy
- b columnist, novelist, playwright, editor, copywriter
- c export, duty, exchange rate, freight, licence
- d charter, peace-keeping, agencies, monitoring, disputes

**2**

- a extravagant
- b biographer
- c critic
- d hot-tempered
- e wrinkled
- f censor
- g millennium
- h break even
- i globalisation
- j multinational
- k raw materials
- l subsidy

**Language use**

(SB pages 151–152)

Students should review all the language focus sections in Units 4–6 for this section.

**Answers:****1**

- a Will your brother have arrived home by the time we arrive?
- b I'll be seeing you tomorrow at the meeting.
- c I'm taking the bus so as not to be late.
- d It's about time I got a new pen. This one keeps leaking ink.
- e Any way, as I was saying, I'm revising every evening this week.
- f To change the subject for a moment, have you thought about what you're going to do after the exams?

**2**

- a She was carrying an expensive-looking black leather handbag.
- b I must go to the bus stop with my aunt to see her off.
- c What time does your plane take off?
- d That reminds me of the time when I lost my bag in the market.
- e It's high time we started thinking about our end of term party.
- f Why don't you try making a study plan?

**3**

- b In order to sleep well, you shouldn't eat just before going to bed.
- c By six o'clock, I will have finished my homework.
- d I wish you wouldn't keep copying my work!
- e I studied all evening so as to be ready for the test.
- f In the future machines will do a lot of the work people do today.
- g It's midnight so it's time you went to bed.
- h I'll be going to my uncle's funeral tomorrow, so I won't be at school.
- i Despite arriving late, I was able to take the test.
- j I wish people wouldn't drop litter on the ground.
- k Addis is on the one hand the city where everything happens, but on the other hand it is too big, noisy and crowded.
- l I usually write new words in my vocabulary book so that I can find them easily.



## Unit 7

# Finding a job

### Learning outcomes

By the end of Unit 7 students will be able to identify skills/experience/qualifications needed for certain jobs, take part in a job interview and write a letter of application

### Learning competencies

**Listening and speaking:** Ask and respond accurately to a range of open, closed and follow-on questions

**Writing:** Write a letter of application for employment

### Language focus

**Grammar:** gerunds, present perfect with it's the first/second time..., yet, already, never etc..., you would...

**Vocabulary:** work verbs, personal qualities (adjectives and nouns), adjectives with suffix -ful

**Social expressions:** revision of generalising and making exceptions

### Background knowledge

This unit is all about finding a job; the kinds of skills, training and qualifications needed for jobs, as well as the necessary personal qualities suited to particular jobs. Students research job opportunities, read a curriculum vitae (CV) and job advertisements, write a CV and an application letter, and participate in a job interview. Elicit from your students what careers they are interested in and help them to identify the companies or fields of work they need to explore for future employment opportunities. Some of your students may have a very clear idea about what they want to do and how they need to go about it, but others may not. This unit should therefore facilitate the process of identifying and starting the process of finding a career.

### Materials and resources

- If possible, try to collect a variety of reading materials related to different careers including job advertisements, company profiles, job descriptions, and information about training courses and qualifications (ask the students to help you to find these). Use these materials for reading, discussion and display.

### Part A

#### Objectives

By the end of this section students should be able to:

- Listening** – Listen to texts and identify detailed information  
– Retell what they have heard in some detail  
Listen to a text and identify main ideas
- Speaking** – Use a range of structures to generalise and make exceptions
- Reading** – Read a text and infer meanings of new words using contextual clues and/or knowledge of word formation

#### A7.1 Introduction

Your future career

(SB page 153)

The purpose of this discussion is to introduce the topic and to elicit responses from students about their ideas of future careers. Give students 10–15 minutes to discuss the questions in small groups and then ask a few volunteers to share their responses with the rest of the class afterwards.

#### A7.2 Increase your word power

Actions at work

(SB pages 153–155)

Students should work in pairs to complete the table of action verbs. They may use a dictionary to help them. Check the answers with the whole class and then give students a few minutes to discuss in pairs which of the actions they think they would be good at.

#### A7.3 Listening

Three employees talk

(SB page 155)

Before reading aloud the listening text, give students a few minutes to meet in small groups and to discuss how to complete the table. Then read aloud the listening text once through at normal speed to allow students to get a general understanding of it. Then read it again, pausing at the end of each job description to allow students to make notes in the table. Give them time to compare and check their notes in pairs and then read it again for them to add more details to their notes. For exercise 5, you may need to read aloud the relevant words and phrases in context, so that students can discuss their meanings. For exercise 6, give students time to discuss the questions in their groups and ask a few individuals to share some of their responses with the rest of the class.

**Listening text****A**

When I left school, I got a job in my uncle's hotel in Lalibela where I worked as receptionist and then front office manager for about six years. This was useful experience as I learnt the basic skills of hotel management. Then I enrolled in a three-year course in hotel management at the Catering and Tourism Training Institute. I was lucky enough to do the practical part of the course in a chain of luxury hotels where I worked as a front office assistant manager. It was on completion of this course that I got the job as manager here in one of our national parks. We cater mainly for foreign tourists. It is quite small, we only have 40 rooms, and I have to do everything! Marketing, bookings, guest relations, arranging tours and excursions for the guests, food ordering, accounts, personnel management and anything else that comes up! I live in the hotel, in a small house in the gardens with my wife and we have one child. My work is always interesting and everyday there is a new challenge. Living here in this beautiful place, far from the city I'm very lucky, but it's a hard, twenty-four hour job. I always have my mobile phone switched on, wherever I am so that staff can call me if there's a problem. The main quality you need is the ability to be calm in a crisis! Also, you mustn't get angry with guests, even when they are being difficult, and you have to find solutions to problems that seem impossible.

**B**

I left school after Grade 10 but found it difficult to get a job. I knew I wanted to do something practical and in the end I got a job at a garage. I was employed to serve petrol and then I started helping the mechanics and eventually I was made a full-time mechanic. I was determined to improve my situation and studied in my spare time. I joined evening classes at the Drivers and Mechanics Training Center, and after completing a basic course for auto mechanics, I went on to do a specialist course in motor engines. This meant I could apply for jobs requiring qualifications. I'm now chief mechanic in a regional branch of a large plant hire company. I am responsible for all the construction equipment. As well as supervising the servicing and repair of the equipment, my job involves keeping records of jobs done, parts that have been used and so on. The firm is very strict about record keeping. I don't have a supervisor on site, but the company trusts me to do my job thoroughly and honestly and I can see that this is the way to get on. Once you start trying to trick the company, and I've seen others do it, that's a fast track to nowhere. I'm thinking about doing a degree in mechanical engineering which would mean I could apply for the job of national plant manager and be in charge of all the equipment country-wide. That would be a very responsible job and the salary would be much better than the one I have now, which actually isn't too bad. I've worked hard to get where I am and I still have a way to go to get where I want, and there are no free rides; I have to put in the time and effort. I'm married and I've got a son and a daughter, who are both at primary school. My wife also works in the company, but in a different department.

**C**

I work for a company which publishes educational books. What do I do? Well, it's difficult to say exactly. I usually tell

people that I'm the one who keeps the company going! Most of the work that is done here lands on my desk at some time or other. For example invoicing, either sending out invoices or paying them, they come to me first. I am also responsible for receiving and passing on book orders to our warehouse and then checking that they have been sent and also for sending out samples. If any problems come up, the director relies on me to sort them out. I have to supervise all the administrative staff: the receptionists and the secretaries. If we need to recruit staff I have to deal with job adverts and the application process. There are other things as well, but I hope I've given you some idea of the variety of things I do.

The job is never done! When I leave the office everyday, there is always a pile of things waiting for the next day. Obviously the job requires good organisational skills and you have got to be able to deal with the employees kindly but firmly. It is very stressful at times but I have learnt to be calm in a crisis and polite to our customers even when they are being unreasonable. On the other hand, the salary is fair for the type of work I do and I have very little time to feel bored!

I left school with the certificate of secondary education and then did a degree in Business Administration for three years. After graduating, I got a job in a small office where I had to do more or less all the administrative work and that was good preparation for this job, I've been doing for three years. I am not married but I'm engaged and hope to get married soon. I will definitely continue my job when I am married. In my free time I like emailing my friends and surfing the Internet.

**A7.4 Increase your word power**

Adjectives with suffixes *-ful* and *-less*

(SB pages 156–157)

Go through the definitions of the suffixes, *-ful* and *-less*, with students. Elicit or give a few more examples of adjectives with these suffixes (write them on the board). Students can then complete the exercises and check their answers with a partner.

**Optional activity:** Students can brainstorm and list more adjectives with these suffixes (individually or in pairs). They can also make up their own sentences using them.

**A7.5 Listening**

An employer talks

(SB page 157)

Before reading aloud the listening text, give students a few minutes to discuss the kind of work done by sales and marketing staff and the skills necessary for the job (prior knowledge). Then read aloud the text once through at normal speed to allow students to get a general idea of it. Read it again, pausing briefly at the end of each paragraph so that students can make notes in the table. After they have checked their notes in pairs, read it a third time for them to add more details to their notes. Give them time afterwards to compare their predictions with what was actually said in the text. For exercise 6, you may need to read aloud the phrases and expressions in context so that students can discuss their meanings.



## Unit 7 Finding a job

### Listening text

We are a market leader in copying, scanning and printing machines. So with top-quality products we are looking for top-quality staff. We know exactly what we are looking for in a candidate. Actually their background doesn't matter. Obviously a degree is a starting point because of what it demonstrates and some ability with numbers is important. We also generally like people with some work experience as that gives them an insight into the work environment here. Other than that it is the kind of people they are that matters most. We look for solutions-focused people. With a brand like ours, it's not just about selling a machine, it's looking at the clients' problems and how best we can solve them, with our portfolio of products.

Excellent communication skills are vital. Our sales and marketing people work with large companies and organisations that operate in many different areas and have a variety of needs. So one day they'll have multi-level engagements within some of the large accounts, dealing with IT people, finance directors, office managers, administrators, HR managers but the next day they may be going to see a school administrator or someone who is running their own company more or less on their own. So they need to be adaptable to their audience.

Of course one of the big challenges in the electronic consumer industry is how fast new products come on stream to keep pace with technological developments. The life cycle for some of our products is quite short. But we are passionate about our products. As brand leaders we have pride, enthusiasm, product knowledge and a commitment to getting it right by selling the right product to every client. As new products come on-stream twice a year we have to constantly update ourselves and come up with new ideas for marketing them and at the same time still deliver the old ones with conviction.

Working for a large, well-established international company gives opportunities for career development and employees effectively become members of a global extended family. There is a lot of support, training and development for staff. It's a well-run company and the culture encourages people to work together. People are loyal to the business because the business is loyal to them. It's the Japanese way and we find it works well all over the world.

### A7.6 Language focus

Defining relative clauses (SB pages 158–159)

Go through the information about relative clauses with students. Elicit or give further examples (write these on the board). Students can then write the answers to exercises 1 and 2 in their books. They can check their answers with a partner. Exercises 3 and 4 can be done orally in pairs. Move around, observe and assist where necessary.

**Optional activity:** In pairs or small groups, students can discuss if they themselves meet the requirements for the job. Encourage them to use language from the listening text (they can refer to their notes made in the previous section) and to practise using relative clauses, if possible.

**Example:** I think I am suitable for the job, because I am someone who is a problem solver. I don't think I am suited as I don't have a degree which is the starting point for hiring someone.

### A7.7 Increase your word power

Skills and personal qualities (SB page 160)

- 1 Students should record new words in their vocabulary notebooks. Give them time to complete the exercise in pairs and then quickly check the answers with the whole class.
- 2 Read aloud each word with the correct pronunciation, while students mark the stressed syllables in their books. Then read each word again, while students listen and repeat. They should continue practising how to pronounce each word correctly with a partner.
- 3 Students can discuss these qualities and skills in pairs or small groups. Move around, observe and facilitate discussion if necessary. Ask a few individuals to share their ideas with the rest of the class afterwards.

### A7.8 Speaking

Qualifications and skills for different jobs (SB pages 160–16)

Go through the instructions as well as the language boxes with students before they start the exercises in their groups. Model a few more examples for each exercise too. While students are listing and ranking the qualities and skills needed for each job, walk around and facilitate their discussions as necessary. For exercise 3, when students compare their rankings with other groups, you may want a spokesperson from each group to present their ideas to the whole class or it may be easier for each group to compare with just one or two other groups (depending on your class size and time).

### A7.9 Writing

A profile (SB pages 161–162)

Make sure that your students have access to information about different companies or fields of work in the library or on the internet. Model how to write a profile following the structure given in this section (it can be written in point form). Students should independently follow the seven stages of writing when doing their profiles. Some stages can be done for homework too. Set up a display of their work at the end and give students time to read one another's profiles and to ask and answer questions.

### A7.10 Reading

A poem (SB page 162)

- 1 Before reading the poem, ask students why they think people are prepared to risk their lives for their jobs. Also talk about taking a taxi: how do taxi drivers drive? Is it a dangerous job? Why? Then read aloud the poem while students follow in their books or ask students



to read it silently to themselves. They can discuss the answers in pairs before writing them in their books. Check and discuss the answers with the whole class too.

- 2 First model how to read aloud the poem with the correct pronunciation and pauses (using the punctuation to guide you). Students can then practise reading it aloud with a partner.
- 3 Students can discuss these questions in pairs, small groups or as a whole class. Encourage them to reflect back on their pre-reading responses about the dangers and problems involved in taxi driving, and to consider whether their thoughts have changed since reading this poem.

**Optional activity:** Students can think of other jobs where people risk their lives and write similar poems, using this poem as a model.

## Part B

### Objectives

By the end of this section students should be able to:

- Speaking** – Ask and respond accurately to a range of open, closed and follow-on questions (including in an interview)
- Take part in job-related speaking activities
- Reading** – Read and identify detailed information
- Writing** – Write a letter of application for employment

### B7.1 Speaking

Applying for a job

(SB page 163)

The purpose of this exercise is to introduce the topic of applying for a job and to elicit from students what they know about the process already. Give them 10-15 minutes to discuss the questions in small groups and then ask a few individuals to share their ideas with the rest of the class. Go through the stages of applying for a job with the whole class as well (you may wish to write the correct order on the board or on a large sheet of paper or card to display in the classroom for future reference).

### B7.2 Reading

A CV

(SB pages 164–165)

- 1 Students can complete this exercise independently or with a partner. Quickly check the answers with the whole class. Spend a bit of time discussing question f) relating to the organisation and content of the CV.
- 2 Give students a few minutes to read through the job advertisements and to decide which one is most suited to Meseret. Quickly check the answer with the whole class. Encourage students to justify their choice based on the information contained in the CV in the previous exercise.

### B7.3 Reading

A letter of application

(SB page 166–167)

Working in pairs, students should discuss the order of the application letter and then rewrite it correctly in their exercise books. They should also discuss what they think of the letter and if they can suggest any improvements. Check the layout of the letter with the whole class afterwards and also ask a few individuals to share their thoughts about the suitability of the letter.

**Optional activity:** Elicit some alternative ways of doing these things: - referring to where she saw the advertisement; explaining the reason for her letter; introducing relevant experience; introducing her referees; closing her letter.

### B7.4 Language focus

Different types of questions

(SB page 167)

In pairs, students should look at the interview questions and identify the question types used. They can then discuss the questions about these question types. Go through the answers with the whole class afterwards and make sure students understand the difference between closed and open questions (i.e. those that we know the answer to and those that we don't), yes/no questions and indirect questions. Elicit or give a few more examples of these (write them on the board).

### B7.5 Language focus

Present perfect

(SB pages 167–168)

Give students a minute or two to think about and discuss questions 1 and 2 with a partner (relating to the verb forms of the interview questions in the previous section). Then go through the explanation about the present perfect with the class and elicit or give more examples. Students can then complete exercises 3 and 4, orally or in writing. They can check their answers in pairs. For Exercise 5, ask a few individuals to share some of their own interview questions with the rest of the class (write these on the board).

### B7.7 Speaking

Chain interview

(SB page 169)

- 1 Give students time to make up and write a list of questions that the Manager of Mountain Trading Ltd could ask Meseret. While they are doing this, move around and help where necessary.
- 2 Point out to students that most questions have a rising intonation at the end, except information questions, and instructions. Model how to read aloud a few questions with different intonation.
- 3 Give students time to roleplay the interview between Meseret and the manager. While they are doing this, move around, observe and facilitate where necessary. If there is time, get them to switch roles. Also ask a few pairs to roleplay the interview in front of the whole class.



## Unit 7 Finding a job

4 Give students time to do the chain interview in large groups. You may wish to demonstrate how to do this with a group first.

**Optional activity:** Afterwards, students can talk about the questions they found easy/difficult to answer and why (this can be done in pairs or groups). They can also decide how they would ideally answer the question. Ask a few volunteers to share their thoughts with the rest of the class too.

### B7.8 Writing

A letter of application

(SB page 169–170)

Since this letter is an in-class assessment for the unit, students should independently follow the seven stages of writing in order to complete it. (These stages may take several lessons and some can be done for homework too.) Students must follow the steps for writing the letter as given in their books. They should also refer to Meseret's letter in B7.3 for guidance on structure, content and style. Note that they have to produce both a CV and an application letter. Collect their final versions for marking and for giving feedback.

### B7.9 Study skills

Focus on reading

(SB pages 170–172)

#### A Predicting

1–3 Go through the note about predicting with students first. Elicit from them how and why they use this important reading skill. Students can then complete the sentences in exercise 2 individually and compare their answers in small groups (exercise 3). Ask a few individuals to share what helped them to predict the endings. Students can then continue with writing the paragraph ending as a group (exercise 4). Ask representatives from a few groups to read aloud their endings to the rest of the class.

#### B Guessing the meaning of unknown words

1–3 Before students read the note in the box about guessing the meaning of unknown words, ask them to brainstorm and list clues that they use already (this can be done as a whole class with you listing ideas on the board). Then go through the note in their books. Students can continue the exercises on their own or in pairs. Check the answers with the whole class.

#### C Reading practice

1–3 Facilitate this class discussion about improving reading by asking prompt questions such as: What do you do already that is helpful? What could you do more? What could you read to improve your reading? What interests you? How much reading do you do in English already? List students' ideas for improving their reading in English on the board or onto a large sheet of paper or card for future reference and display (copy the mind map). Encourage each student to set him/herself at least one goal for doing these things regularly for the rest of Grade 12.

**Note:** some ideas could include:

- Read novels or non-fiction books that interest you
- Read newspapers and magazines in English regularly – either paper copies or on the Internet e.g the Mail and Guardian, a South African weekly newspaper is free on the Internet.
- Collect examples of different kinds of texts and read them again from time to time
- Form a reading club
- Find a pen friend

**Note:** encourage students to use the prediction, vocabulary and reading strategies covered in this section as they continue the course (they should apply them to their other subjects as well). This will help them to become better readers and language learners. It will also help them to prepare for tests and exams.

### B7.10 Assessment

(SB page 172)

### 1 Listening and speaking

The purpose of this assessment is to test your students' abilities to answer a range of open, closed and follow-on questions in a job interview situation. Each student should choose from a range of jobs they would like to do (you could use the jobs advertised in B7.2 or you could write some possible jobs on the board). Spend a few minutes with each student, role-playing a job interview.

Here are some possible general questions, but you will need some others specifically tailored to each of the jobs:

- What are you doing at the moment?
- Have you had any experience at all in this field?
- Why do you think you are suited to this job?

### Writing

Assess B7.8 letter writing activity.

**Unit 7 Answers****A7.2**

Some possible answers

Action	What or who is involved	Job
Advise (who?)	<i>patients</i> <i>clients</i>	doctor lawyer
Attend (what?)	meetings	business people civil servants Aid workers
Do / carry out (what?)	experiments operations	scientists surgeons/doctors
Draw up (what?)	plans contracts policies budgets	architects/engineers business people civil servants accountants lawyers
Entertain (who?)	clients guests	business people hotel managers
Implement (what)	policy plans	civil servants aid workers
Interview (who?)	clients candidates	lawyers managers
Liaise (with whom?)	colleagues counterparts	civil servants aid workers
Make (what)	deals contact with possible clients	business people
Negotiate (what?)	contracts treaties	business people/ lawyers diplomats
Operate (what?)	machines on patients	engineers surgeons/doctors
Plan (what?)	schedules	business people/
Prepare (what?)	budgets for meetings	accountants business people
Raise (what?)	capital money/funds	business people aid workers
Report (to whom?)	donors ministries your superior/line manager	aid workers civil servants
Respond to (what?)	requests emails complaints phone calls	hotel managers
Take (what?)	messages	receptionists secretaries
Train (who?)	staff counterparts	aid workers
Write/ write up (what?)	notes experiments reports	secretaries scientists aid workers



## Unit 7 Finding a job

### A7.3

#### Exercise 2

Job	Training and qualifications	Personal qualities and skills	Duties	Salary (low, moderate or high)
Chief mechanic	Basic course for auto mechanics, specialist course in motor engines (Drivers and Mechanics Training Center)	Practical, trustworthy, honest, responsible, hardworking	Responsible for all the construction equipment, supervising the servicing & repair of the equipment, keeping records of jobs done, parts that have been used etc.	Moderate
Office manager	Certificate of secondary education, degree in Business Administration	Good organisational & management skills, patient, polite	Invoicing, receiving & passing on book orders, sending out samples, sorting out problems, supervising & recruiting staff	Moderate
Hotel manager	Course in hotel management (Catering and Tourism Training Institute)	Hardworking, patient, problem-solver, enjoy a challenge, available all the time	Everything e.g. marketing, bookings, guest relations, arranging tours & excursions, food ordering, accounts, personnel management	Moderate

#### Exercise 5

- a hiring of equipment
- b a quick way of being unsuccessful (even losing your job)
- c no way of achieving things without time and effort
- d paperwork requesting payment
- e examples
- f find and hire

### A7.4

#### Exercise 1

Both -ful and -less	-ful only	-less only
careful, careless fruitful, fruitless graceful, graceless hopeful, hopeless joyful, joyless painful, painless powerful, powerless tactful, tactless thoughtful, thoughtless useful, useless	awful beautiful colourful dreadful grateful playful spiteful wonderful	jobless sunless

#### Exercise 2

-ful	-less	Other adjective suffixes
resourceful peaceful cheerful helpful	Homeless cheerless helpless	fantastic virtuous logical cooperative reliable

#### Exercise 3

- 1 awesome 2 powerful 3 forgetful 4 joyless 5 careless  
6 fruitless 7 hopeful

### A7.5

#### Exercise 2

Qualifications	Skills and personal qualities needed	Benefits offered
degree	Mathematic ability, problem-solving, good communication, flexible	Career opportunities, support, training & development, being part of a global business

#### Exercise 6

- a the applicant must have a degree at least
- b people who solve problems
- c meetings at many different levels
- d to be produced

**A7.6****Exercise 1**

- 1 Some of our banana trees, which grow behind our house, are diseased.
- 2 My brother who works on the radio is my favourite of all my brothers.
- 3 The girl in my class who resembles my sister is in fact a distant relative.
- 4 Our speaker, who had travelled to many parts of the world, gave an interesting talk.
- 5 The moon, which moves around the Earth once in about 29 days, is about 384 000 km from us.
- 6 I am just finishing this exercise, which is very easy.

**Exercise 2**

- 1 Wole Soyinka, who is Nigerian, was awarded the Nobel Prize for literature.
- 2 I'm part of a team preparing budgets and sales targets.
- 3 The food, which is prepared in the school, is very good.
- 4 I've bought a suitcase made from a very light material.
- 5 I've never read a job advert asking for someone with my skills.
- 6 I want a job which is well paid.
- 7 I'm in a band playing in a concert tonight.
- 8 I'm going to eat the chicken in the fridge, if no-one minds.

**Exercise 3**

He is looking for someone (who is) in touch with the working environment.

He is looking for someone who will have pride and enthusiasm in their work.

He is looking for someone who will be passionate about our products.

He is looking for someone who has a degree.

He is looking for someone (who is) solutions focused.

He is looking for someone who has some ability with numbers.

**A7.7 Increase your word power****Exercises 1 and 2**

Nouns	Adjectives
An 'eye for 'detail	/
co'mmunicator	/
'confidence	confident
determi'nation	de'termined
dis'cretion	discreet
'dynamism	dy'namic
ex'perience	experienced
'friendliness	friendly
'gentleness	gentle
inde'pendence	independent
In'telligence	intelligent
'level-'headedness	level headed
'loyalty	loyal
'multi-'tasker	/
'numeracy	numerate
'passion	passionate
'patience	patient
'problem-'solver	/
punctu'ality	'punctual
relia'bility	re'liable
re'sourcefulness	resourceful
'self-'motivator	self-motivated
'team-'player	/
'technical 'know-'how	/
'trustworthiness	trustworthy
wit	'witty

**Note:** In the second column, only word stress which is different from that in the first column is marked here



## Unit 7 Finding a job

### A7.10

#### Exercise 1

- 1 He predicts that he will die on the road.
- 2 His taxi is both a ‘metallic monster’ and a ‘docile elaborate horse’.
- 3 He thinks that his taxi will one day revolt against him and cause his death.
- 4 The speed he drives is not influenced by the fact that his passengers want him to drive fast, or that he wants to make more money for the taxi owner (proprietor) or even to make money for himself.
- 5 He risks his life for the ‘little little more’ which seems to mean the desire to see how much faster he can go.
- 6 By going so fast he is defying the law: the police officer in the street (“traffic man”) and the fact that he may land in prison (“the cold cell”).
- 7 The person who finds his body on the road, presumably as the result of some awful accident, will see him as a statistic, another road casualty – “a victim of the ruthless machine” – and will not see him as a human being with real blood, which will be concealed “under the metal”.
- 8 a ) easy to control b) angrily try to keep its temper under control while it tries to meet the demands made on it by the driver c) owner of the taxi d) not caring if it hurts other people to get what it wants
- 9 The poet seems to be making a protest about the dangerous way taxi drivers drive.

#### Exercise 3 (discussion questions – possible answers)

- 1 If a taxi driver read the poem it might give him/her cause to think.
- 2 The main reason they drive fast is because the more journeys they can do, the more they earn. They are also competing with other taxi drivers to get passengers and to get to places quickly. There may also be some ‘showing off’ as well.
- 3 The fact that the money they earn depends on the number of journeys they make and the number of passengers they carry means that there is always a temptation to drive fast and for too long, even when they are tired, and to overload the taxi. Their lives are at risk from their own driving as well as other drivers on the road. They may also be forced into taking risks by the proprietor who may skimp on safety by not carrying out proper vehicle maintenance because it is too expensive. There are other risks too: potholes on the road, other vehicles that are not roadworthy, carjackers etc.

### B7.1

#### Question 5

- a See a job ad or hear about a vacancy
  - b Write a CV
  - c Write a letter of application and/or fill in an application form
  - d Send your letter and CV to the relevant person or department
  - e You are invited for interview/or rejected
  - f Go for an interview
  - g Your referees are contacted
  - h Receive a letter or telephone call offering you the job
- 2 Write a letter or make a phone call accepting the job

### B7.2

#### Exercise 1

- 1 37 Market Road, Bishoftu
- 2 4 years old
- 3 16 years old
- 4 Six
- 5 Commercial
- 6 Playing netball, learning languages, teaching reading to children at church
- 7 Open

#### Exercise 2

Answers may vary for this exercise, although Meseret is probably most suited to the jobs of registry assistant for international trading company, front office staff for new resort hotel, or general office assistant.

**B7.3 Reading****Exercise 2 (A letter of application)****Model answer:**37 Market Road,  
Bishoftu

15th March 20XX

The Manager,  
Mountain Trading Ltd,  
PO Box 12,  
Adama.

Dear Sir  
Re: The post of junior administrative assistant in your company.

I have seen your advertisement in The Citizen newspaper and I would like to apply for the post of junior registry assistant.

I am 19 years-old and I left Bishoftu Secondary School last year with Certificate of Secondary Education passes in six subjects.

I would like to work in an office as I think I am suited to working with people and keeping records, writing letters, keeping accounts and so on. I have some experience of dealing with customers and keeping stock records as I have worked in my uncle's shop on Sundays and in school holidays for the last two years. I am interested in learning languages and in addition to Amharic, I speak Oromo, English and a little French. These may be useful in your office. I do not have any computer skills but I am very keen to learn.

I have enclosed my CV which gives full details of my background, and my referees too have said they will be glad to answer any further enquiries about me. If you would like to contact them, they are; my former headmistress Mrs Selassie of Bishoftu Secondary School PO Box 3456, Bishoftu; and my uncle who employed me in his shop, Mr Gessesse Ejigu, Market Stores and Trading, PO Box 4789, Bishoftu.

I very much look forward to hearing from you.

Yours faithfully

(signature)

Hadas Gurmu

Enc: CV

**B7.4****Exercise 1**

- 1 closed
- 2 open
- 3 closed
- 4 open
- 5 closed
- 6 open
- 7 closed

**Exercise 2**

- 1 Closed questions; some yes/no questions
- 2 Would you like to...?
- 3 Questions 1, 3, 5, 7
- 4 Open questions

**B7.5****Exercise 1**

- present tense = a) c) f) – talking about things that apply now
- past simple = d) g) – talking about events that happened at a past time
- present perfect = b) e) – talking about events in a period of time which started in the past and continues up to the present

**Exercise 2**

present perfect continuous - it describes an action that has been happening continuously over a period of time up to the present.

Note: We could use the present perfect simple here: How long have you worked for your uncle? The use of the continuous implies that it is a temporary job.

present perfect simple – it describes an experience that



## Unit 7 Finding a job

happened at some unknown time up to the present time, but not continuously.

### Exercise 4

- 1 The drama club has been rehearsing a new play for the end of term.
- 2 We have already finished the first exercise.
- 3 I have not seen my brother since yesterday afternoon.
- 4 My father has been working in another part of the country for a few weeks.
- 5 I have not gone out much as I have been studying a lot recently.
- 6 I have been singing in the school choir since Form 1.
- 7 I have not eaten much today.
- 8 I have never had malaria.

### B7.6

- 2 Please can you help me to carry this heavy bag.
- 3 I don't want my mother to know about this.
- 4 My boss warned me not to be late again or I would lose my job.
- 5 I want to study engineering? I want to be an engineer.
- 6 The hotel requires its staff to look smart.
- 7 The company wants someone to answer the phone.
- 8 Don't forget to go to the post office after school.

### B7.8

### A Predicting

#### Exercise 1

(Note: these are the actual endings, but accept anything which fits.)

- 1 cool and wet in the west.
- 2 city in Kenya.
- 3 suffered a corresponding drop in their living standards.
- 4 has declined as well.
- 5 lining of the nose.

### Exercise 2

#### The clues are:

Meaning of the sentence + your knowledge of the world (once you have understood the meaning of the sentence opening, your knowledge of the world tells you what is likely to happen next) + language clues: (e.g 'but' in sentence a) tells you the next part is going to be a contrast

**Exercise 3** (actual answer, but accept anything that fits)  
...is now an essential part of modern life which enables us to do far more than simply speak to people.

### B Guessing the meaning of unknown words

#### Exercise 3

Water is vital for life. It is two-thirds of our body's **weight** and 90 per cent of its volume. When we are **thirsty** it satisfies us, it **cleans** our bodies and our clothes when they are dirty and it irrigates our crops. Every person needs four litres of water a day for cooking and drinking and at least another twenty litres to stay clean and healthy. However, water can carry **diseases** like bilharzia, malaria, dysentery and diarrhoea. The World Health Organisation estimates that 80 per cent of all disease can be attributed to poor water and **sanitation**. As many as 50.000 people **die** every day from diseases associated with dirty water. A further 1.500 million are **suffering** from these diseases on that same day.

### Suggested further reading

If possible, students should read other job descriptions, advertisements, applications and company profiles (look in newspapers or on the Internet for these). In addition, students can practise reading aloud the poem in this unit (A7.10) with the correct pronunciation, intonation and stress.



## Unit 8

# Human development

### Learning outcomes

By the end of Unit 8 students will be able to discuss aspects of human development and give information about some world civilisations.

### Learning competencies

**Speaking:** Students agree, disagree and express simple counter arguments

**Reading:** Students read and identify main points

### Language focus

**Grammar:** past modals, adjective + preposition + gerund, past simple and past perfect

**Vocabulary:** anthropology, adjectives + preposition

**Social expressions:** revision of asking for clarification and correcting oneself

### Background knowledge

In this unit, students study human development. Particular focus is given to the first early human species found in Ethiopia and the idea of this country as "the cradle of civilisation". Elicit from students what they know about this topic and help to instil a sense of pride in Ethiopia's history, as well as that of the African continent. It may be helpful to liaise with the history teacher at your school to find out what students know about this topic.

### Materials and resources

- If possible, try to find reading materials and pictures relating to the topic of human development (ask your students to help you). These can be from reference books, newspapers, magazines or the Internet. Use these for reading, discussion and display.
- Large sheets of paper or card for presenting and displaying group work.

### Part A

#### Objectives

By the end of this section students should be able to:

- Listening** – Follow the structure, logic and sequence of a text through identifying discourse markers and range of tenses
- Listen to a lecture on an unfamiliar topic and identify specific information
  - Listen to a lecture on an unfamiliar topic and identify what they have heard in some detail
- Speaking** – Contribute to and develop conversations about the unit topic
- Summarise information and suggestions
  - Use a range of structures to ask for clarification and correct oneself
- Reading** – Predict the content of a text
- Read and identify main points
  - Infer meanings of new words using contextual clues and/or knowledge of word formation

#### A8.1 Introduction

The story of life on Earth (SB pages 173–174)

The purpose of this exercise is to predict the story of life on Earth in the next section and to elicit from students what they already know about this topic (prior knowledge). Give them 10–15 minutes to work in small groups to answer the question (1) and to organise the timeline (2). Then copy the timeline onto the board and ask individuals from different groups to help you complete it.

**Optional activity:** Students use a 12 hour clock to divide up the history of the planet. The whole class can calculate how many minutes represent 1 billion years and then groups calculate the rest. Example: Man arrived in the last minute; dinosaurs disappeared at 11:30 etc.

#### A8.2 Reading

The story of life on Earth (SB pages 174–175)

Students should read the text independently and then check their timeline and answer the questions in their small groups from the previous section. For exercise 3, encourage students to infer the meanings of the words from context. They may then check their answers in a dictionary. Go through the answers with the whole class too.



## Unit 8 Human development

### A8.3 Language focus

Past simple and past perfect (SB pages 175–176)

Students should attempt to answer the questions about verb forms (Exercise 1) before they go through the explanation in the language box. Elicit or give more examples of verbs in the past simple and past perfect (write these on the board). Students can then complete the Exercises (2 and 3) individually and check their answers in pairs.

### A8.4 Speaking

The development of Man (SB pages 176–178)

In groups, students can look at the illustrations of the development of man and match each one to the kinds of tools they used (exercises 1 and 2). Check the answers with the whole class. Point out the irony of modern man sitting at a computer (i.e. much of modern life is sedentary and does not involve walking or moving much at all). Go through the language structures for expressing difference with the class too and elicit or give more examples. Students can then continue discussing the ways that man has developed in their groups. Ask representatives from a few groups to share some of their ideas with the rest of the class.

### A8.5 Language focus

Ability (SB pages 178–179)

Students can complete exercise 1 individually or in pairs. Then check the answers with the whole class to make sure they understand how to express ability, before they continue doing exercises 2 and 3. For these last two exercises, ask individuals to read aloud some of their sentences.

### A8.6 Listening

Dinkinesh and Selam (SB pages 179–180)

- 1 Write the names Dinkinesh and Selam on the board. Use the photographs and prompt questions in the Student's Book to elicit from students what they can remember about these two early human species. List their ideas on the board.
- 2 In pairs, students should review discourse markers (B1.6) and then predict the information in the listening text by completing the sentences with discourse markers in the table.
- 3 Working in pairs, students should group the discourse markers. (They should use the notes in B1.6 to help them.) They can check their answers with another pair.
- 4 Read aloud the listening text once through at normal speed to enable students to listen for gist. Then read it again while they make notes next to each of the discourse markers in the table.

#### Listening text

*In the early 1970s a team of international palaeontologists and anthropologists known as the Afar*

*Research Institute began to survey Hadar for fossils and other artefacts related to the origin of humans. In 1974 two members of this group, Donald Johanson and Tom Gray, both Americans, made a discovery in a small gully near the Awash River.*

*After three weeks careful excavation they had 300 fragments from a single skeleton, which represents 40 per cent of the total skeleton. The pelvic bone indicated that the skeleton was female. She was 1.1m tall and would have weighed 29kg. In appearance she would have been like a chimpanzee from the waist up but her pelvis and leg bones were almost identical to those of modern humans. This means that she undoubtedly walked upright, unlike chimpanzees. The team working on the site, called her Lucy, after a popular song of the time, and that is the name by which she is referred to around the world, except in Ethiopia, where she is known as 'Dinkinesh'.*

*Although Dinkenesh belonged to the species *Australopithecus afarensis* and was not human, she was an ancestor of human beings. She is important as she shows that bipedalism – walking on two legs – preceded an increase in human brain size, the next key step in human evolution. Dinkenesh's skeleton has been dated to just under 3.18 million years old.*

*Nowadays, Dinkenesh is stored in the Paleoanthropology Laboratories of the National Museum of Ethiopia in Addis Ababa. On display in the museum is one of the casts of the original skeleton.*

*Twenty-six years on from the discovery of Dinkenesh, Ethiopian Zeresenay Alemseged, of the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany led a team excavating in the Dikika region, not far from the Awash River where Dinkenesh was found. In a block of sandstone he discovered the almost complete fossilised skeleton of an infant girl, like Dinkenesh, *Australopithecus afarensis*. The remains consisted of a skull, shoulders, part of the vertebral column, knees, leg bones, right arm and some ribs. She was given the name 'Selam' and is also in the National Museum of Ethiopia in Addis Ababa.*

*Along with Selam were found the lower jaw and teeth of an adult and the remains of several animals: an early elephant, an otter and a hippo. Unerupted teeth still in the jaw were revealed by CT scans, which indicate that she may have been about three years old when she died. The skeleton is so well preserved that it is thought that the body was quickly buried by sediment in a flood.*

*Although Selam is often referred to as 'Dinkenesh's daughter' in fact the sediment in which she was found dates the remains as 200,000 years older than Dinkenesh. Thus Selam now occupies the position of oldest human-like remains known to science.*

- 5 Give students a few minutes to compare their notes in pairs.



- 6 Read aloud the listening text again while students write short answers to the questions. (Let them read through the questions first, before you read the text aloud). Once again, students can check their answers with a partner.
- 7 Give students time to use their answers to the questions to add to their notes in the table (this can be done for homework).

**Optional activity:** If you think your class will respond well to this idea, students could role-play ‘interviews’ in pairs between a modern day journalist and Dinkenesh. Brainstorm with the class possible topics for questions: Where do you live? Who do you live with? What do you eat? Etc.

### A8.7 Language focus

Expressing probability and possibility with modal verbs (SB pages 180–181)

Go through the explanation about expressing past probability and possibility with modal verbs. Elicit or give more examples (write these on the board). Students can then complete Exercises 1–4 in pairs. You may wish to check the answers quickly with the whole class too.

### A8.8 Speaking

Re-tell the story of Dinkinesh and Selam (SB page 182)

- 1 You may wish to model a few example sentences to retell the story of Dinkenesh and Selam for students first. Then give them time to work in pairs to make up their own versions. Encourage them to refer back to their notes (A8.6) as well as the sentences in the previous section (A8.7). They should practise using past simple and past perfect verbs in their sentences as well (A8.3). While they are doing this, move around and facilitate where necessary.
- 2 Give students time to team up with another pair to retell their versions of the story and to identify similarities and differences. Afterwards, ask a few pairs to retell their versions to the rest of the class and to share what similarities and differences they identified with another pair (time permitting).

### A8.9 Speaking

History or herstory (SB page 182)

- 1 As well as revising language for asking for clarification and explaining what you mean, you could also go back to A1.8 to revise the language of discussion.
- 2 While students discuss the questions in groups, move around and listen in on some of the discussions. Facilitate where necessary with further prompt questions. Example: a) When you hear the term ‘Man’ do you think of mostly men or mostly women? b) Do you think that as the role of women in modern society changes, women will start to appear more prominently in history?

- 3 Representatives from each group can read aloud their summaries or present them in the form of a list or mind map on a large sheet of paper or card. If there is not time to hear from every representative on every question, ask them to give a summary to the whole class on one question. Alternatively, each representative can report back to one or two other groups (so that several report backs occur simultaneously).

**Optional activity:** In the reporting back of discussion of question c) you could mention the variant on this quotation: Behind every great man there’s an exhausted woman. Discuss!

## Part B

### Objectives

By the end of this section students should be able to:

- Speaking** – Contribute to and develop conversations about the unit topic  
– Agree, disagree and express simple counter arguments  
– Ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence)
- Reading** – Infer meanings of new words using contextual clues and/or knowledge of word formation  
– Read a text and identify and explain its main purpose and its effect on the reader  
– Use a range of structures to ask for clarification and correct oneself
- Writing** – Independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread  
– Elaborate/justify ideas/arguments/opinions in essays by giving examples  
– Write five-paragraph essay to explain, inform and argue

### B8.1 Reading

Three African civilisations (SB pages 183–186)

- 1 Working in small groups, students should try to identify the places shown in the pictures and locate them on the map of Africa. They can check their answers with another group.
- 2 Still in their groups, students should allocate a different text to each member to read independently and answer the questions (some or all of this can be done for homework). They should make a note of new words in their vocabulary notebooks.
- 3 Again in their groups, students should ask and answer questions to find out from each other, the information



## Unit 8 Human development

in the texts they have not read. Encourage them to use *Wh* questions to do this and to listen and take notes, rather than to copy down one another's answers.

- Once students have discussed these questions in groups, ask a few individuals to share some of their responses with the rest of the class.

**Optional activity:** If students are interested in finding out more about the three societies mentioned in the text (or another early African society), encourage them to research more information in reference books and/or the internet. In groups, they can make an information poster about one of these societies.

### B8.2 Speaking

Development and civilisation

(SB page 187)

Working in small groups, students should read the definitions of 'developed' and 'civilised' and then discuss the questions. Encourage them to develop their answers with examples from what they have read, listened to and discussed in the unit so far. For question 3 (relating to development and civilisation in the modern world), encourage them to consider attitudes and values as well. Once students have had a chance to discuss the questions in groups, have a class discussion with volunteers sharing some of their thoughts with everyone. You could also give each group a turn to present some of their ideas to the rest of the class too.

### B8.3 Reading

Poem – *Vultures*

(SB pages 187–189)

- Ask students to look at the picture and elicit what they know about vultures (list their ideas on the board).
- Read aloud the poem once or twice, while students follow in their books. Refer them to the glossary to help them with understanding the meaning of the poem. (Note that there may be other words in the poem which the class don't know. However, limit the number of words explained to those in the glossary while you are working on the poem. Afterwards, students can look up any other words they choose to.) Explain to students that this poem is generally regarded as a reflection on good and evil in the world.
- Since this is quite a complex poem, it may be helpful if you discussed the questions with the class first. Students can then write the answers in their exercise books. Encourage them to refer to the poem as closely as possible when answering the questions (i.e. to support their answers with evidence from the text).

**Optional activity:** By way of contrast, if the class are interested, you could show them a copy of Khalil Gibran's poem 'Good and evil' which basically says there is no such thing as evil (available via a Google search).

### B8.4 Speaking

Weak vowels and weak forms (SB pages 189–190)

- Read aloud each word in the lists with the correct pronunciation, while students listen and repeat after you.
- Read aloud these words too with the correct pronunciation, while students list and add them to the correct list. They should also listen to and repeat each word after you.
- Students practise pronouncing all the words with a partner.
- Go through the information in the panel with the class.
- By now they should have a grasp of weak sounds, so after introducing the exercise, and eliciting the answer to number 1 as an example, let students get on with the rest in pairs. Go through the answers with the whole class.

**Optional activity:** Ask students to think of more words with weak vowels to add to their lists.

### B8.5 Increase your word power

Adjectives + dependent prepositions

(SB pages 190–191)

Go through the structure of adjective + preposition and adjective + preposition + gerund (verb ending in *-ing*) with students first and elicit or give a few more examples (write these on the board). Also model the pronunciation of the questions in exercises 3 and 4, paying attention to the weak vowels. Students can then continue working with a partner on all the exercises. They can check their answers with another pair.

**Optional activity:** If you think your students need more practice with these structures, then ask them to make up more sentences with adjective + preposition and adjective + preposition + gerund.

### B8.6 Speaking

Human achievements

(SB pages 191–192)

Before students brainstorm ideas in their groups, you may wish to copy the mind map onto the board and elicit ideas as a whole class first. Possible ideas include:

- Things we can be proud of: great inventions, cures for medical conditions, great works of literature, architectural wonders, technology.
- Things we should be ashamed of: genocide, apartheid, slavery, religious wars and conflicts.

Encourage students to think of specific examples of these in their groups. Also encourage them to use language for expressing and asking opinions, as well as justifying/supporting opinions (see A1.8 and B2.3). Each group should allocate a scribe to list ideas on their mind map and a spokesperson/people to present their ideas to the rest of the class (give each group two to three minutes to do this). Encourage students to explain why they have included each idea on their mind map as well. Ask each group to display their mind map on a large sheet of paper and card so that it can be referred to in the next section.

**B8.7 Writing**

An essay

(SB page 192)

- 1 Since they have followed the seven stages of essay writing several times this year already, students should be familiar with this process by now. However, if they have trouble remembering them, refer them back to A2.12.
- 2 In pairs, students can think, plan and brainstorm their ideas for writing an essay on Do human beings have more to be proud of than ashamed of? Encourage them to refer back to the mind maps from the previous section (these should be displayed in the classroom for reference). They should plan a five-paragraph essay that includes an introduction, three paragraphs (each with a main idea and supporting points) and a conclusion (see A2.12). In the middle three paragraphs, the supporting points should consist of examples that elaborate or justify the argument put forward in the main point. Once the planning stage is done, students should draft and write their essays independently, but return to their partners for checking and proofreading. Collect their final versions for marking and for giving feedback on essay content, structure and style. You may wish to choose several students to read aloud their essays to the rest of the class as well (or display them for others to read in their own time).

**B8.8 Study skills**

Focus on listening

(SB pages 192–193)

**A Preparing and predicting****Dictation 1**

- 1 Go straight into the dictation with no introduction to the topic. Read each section twice only at normal speed. Before you start, write ‘cinchona’ on the board. After the dictation, copy the script onto the board and ask students to see how many correct words they have by subtracting the number of incorrect words they have from the total number of words (they can swap their work with a partner to do this).

**Dictation text***Malaria has been known to man from ancient times.**Records exist from the 5th century BC of fevers resembling malaria. Although it was not until 1898 that three Italian scientists discovered the disease was spread by mosquitoes, a treatment, using quinine derived from the cinchona tree, had already been in use since 1700.**Today more drugs are available for the prevention of the disease and for its treatment, but none is completely effective. In recent years, scientists have been trying to find a vaccine against the disease, and some are already being tested on animals. (95 words)***Dictation 2**

- 2 Write the title ‘Land mines’ on the board and give students a few minutes to brainstorm what they know about this topic with a partner.

Ask students to list a few key words relating to the topic in their notebooks.

Read aloud the dictation script at normal speed, while students tick any words in their lists that they hear. Now dictate the script by reading aloud each section twice. Copy the script onto the board and ask students to see how many correct words they have by subtracting the number of incorrect words they have from the total number of words (they can swap their work with a partner to do this).

**Dictation text**

*A mine is a kind of bomb which can be exploded electrically from far away or when touched or passed over. Some mines are placed in the sea to destroy passing ships and others, land mines, are placed just below the surface of the ground. In war, mines have many uses. They protect installations from enemy attack, delay enemy movements, interrupt the enemy's communications and supply routes and also demoralise the enemy and civilian populations. The major disadvantage of mines is that when hostilities have ended, the danger from them remains until they have been removed. (96 words)*

- 3 Let students quickly turn to their partners to discuss these questions. Then ask a few individuals to share their responses with the rest of the class. Points that should come up are: knowing the title and being able to predict content and key words. (The point to be made here is when doing a listening task, it is a good idea to predict content and key words before you start listening. E.g. it is very useful preparation before a lecture.)
- 4 Read aloud the first part of each sentence, pausing to allow students to predict and write the endings in their notebooks. They can check their answers in pairs or small groups. Discuss with the class what helped them to complete the sentences e.g. knowledge of topic/situation; signal phrases (“I’m afraid...” signals bad news); connectors (“because”, “while others”); sequencing words (“firstly...”).

**B Listening practice**

- 1 Copy the mind map onto the board and have a class discussion on ways to improve listening. Encourage each student to contribute at least one idea. Some ideas include:

Set a new listening goal every week.

Read the listening scripts of texts we listen to in class AFTER (not before) listening to them in class.

Use the listening scripts to practise your listening with a friend: one of you reads the script and the other listens. See much you can understand.

Listen to songs in English and then check the lyrics on the Internet.

Watch films in English (with or without subtitles).

Listen to the news in English every day

Read the newspaper to improve your general knowledge (it will help your reading skills too).

Start a listening library of films, song etc.

- 2 Students can then copy and complete their own mind maps into their notebooks.



## Unit 8 Human development

- 3 Ask students to set themselves a goal for doing these things regularly for the rest of Grade 12. They can write their goal in the notebooks or somewhere prominent where they can be reminded of it (e.g. homework book). Make sure that you give students the opportunity to revisit their goal from time to time.

### B8.9 Assessment

(SB page 193)

#### Speaking

The purpose of this assessment is to test your students' abilities to agree, disagree and express simple counter-arguments. Put them into small groups. Give students, individually, a few minutes to read back through the unit. Then tell them to spend a few minutes discussing each of the statements in their groups. They must justify their opinions. Decide which groups you are going to assess and spend some time quietly observing them. It may be helpful if you used a simple checklist while doing this, for example:

	Able to agree	Able to disagree	Able to express counter-arguments
Student's name	♦	♦	x

#### Reading

The purpose of this assessment is to test students' abilities to read and identify main points. Give each student a copy of the reading text with instructions and ask them to complete the task independently. Collect their work for marking.

(see photocopyable page 82)

## Unit 8 Answers

### A8.1

#### Exercise 1

4

1 000 000 = 1 million; 100 000 000 = 1 billion

#### Exercise 2

4.5 billion years ago (4 500 000 000)	The formation of the Earth
4 billion years ago	The oceans
3.8 billion years ago	Unicellular organisms
1 billion years ago	Multicellular organisms
550 million years ago	1st vertebrates
4-300 million years ago	1st vertebrates on land
200 million years ago	1st mammals
80 million years ago	The last dinosaurs disappeared
3.5 million years ago	1st hominids: Australopithecines
2.5 million years ago	Homo habilis
250 000 years ago	Homo sapiens

### A8.2

#### Exercise 2

1F 2T 3F 4F 5F 6T 7T

#### Exercise 3

- Geologist – someone who studies the physical formation of the earth
- Unicellular – consisting of one cell
- Multicellular – consisting of many cells
- Organism – a living thing
- Vertebrate – an animal with a backbone
- Mammal – an animal that gives birth to live young and suckles its young
- Hominid – An early human species that walked on two legs

### A8.3

#### Exercise 2

- 1 By the time our team scored a goal, the other team had scored three.
- 2 Alfa eventually found a job she wanted, although she had graduated three years earlier.
- 3 The car I had just bought was no longer parked in front of the house.
- 4 My brother was delighted with our present. He had been saying he wanted a new watch for months.
- 5 My mother explained to me about five times how to lock up the house even though I had understood her perfectly the first time.
- 6 When I turned up, my friends told me they had been waiting at the bus stop for half an hour.

#### Exercise 3 (Possible answers)

- 1 the oceans had already appeared.
- 2 had been in existence for 120 million years.
- 3 had split into two branches.
- 4 had disappeared.

**A8.4****Exercise 1**

- 1 = d  
2 = e  
3 = b  
4 = a  
5 = c

**Exercise 2**

Simple stone choppers and scrapers: cut up animals  
Stone handaxes and cleavers: kill animals, chop down trees and branches, dig  
Well-made flake tools: many different things: cut and shape wood, spear animals, scrape animal skins

**A 8.5****Exercise 1**

- 1 both 2 only **able to** 3 both 4 only **able to**  
5 only **able to** 6 both 7 both

**Exercise 2**

- 1 *Can* and *able to* are mostly interchangeable.
- 2 *Can* is probably used more than *able to*.
- 3 *Can* cannot be used after *to* or after modals such as *must* or *should*. So we have to use *able to* in these contexts.
- 4 Sometimes *could* is the past of *can*.
- 5 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*.
- 6 However, *could* is possible in any situation in the past:
  - in the negative
  - with sense or perception verbs such as *see, hear, taste, feel, remember, understand*.

**A8.6****Exercise 1**

Because the earliest known hominids (Dinkinesh and Selam) were found in Ethiopia, from which human beings descended.

**Exercise 2**

In the early 1970s	a team of international paleontologists and anthropologists known as the Afar Research Institute began to survey Hadar for fossils and other artefacts related to the origin of humans.
After three weeks of careful excavation	they had 300 fragments from a single skeleton, which represents 40% of the total skeleton.
This means	that she undoubtedly walked upright, unlike chimpanzees.
Although Dinkinesh	belonged to the species <i>Australopithecus afarensis</i> and was not human, she was an ancestor of human beings.
Nowadays Dinkinesh	Dinkinesh is stored in the Paleoanthropology Laboratories of the National Museum of Ethiopia in Addis Ababa.

Twenty-six years on	from the discovery of Dinkinesh, Ethiopian Zeresenay Alemseged, of the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany led a team excavating in the Dikika region, not far from the Awash River where Dinkenesh was found.
Along with Selam	were found the lower jaw and teeth of an adult and the remains of several animals: an early elephant, an otter and a hippo.
Although Selam	is often referred to as 'Dinkinesh's daughter' in fact the sediment in which she was found dates the remains as 200 000 years older than Dinkenesh.
Thus Selam	now occupies the position of oldest human-like remains known to science.

**Exercise 3**

- To add information to what has been said: *This means*
- To introduce a statement that was the cause or effect of another: *Although... Thus...*
- To sequence events or list points: *Along with...*
- To indicate the time of an event: *In the early 1970s... After three weeks... Nowadays... Twenty six years on...*

**Exercise 6**

- 1 Dinkinesh was found in 1974 by Donald Johanson and Tom Gray in a small gully near the Awash River in Hadar.
- 2 300 fragments from her skeleton, which represents 40 per cent of the total skeleton, including her pelvis and leg bones, were found.
- 3 It has been dated to just under 3.18 million years old.
- 4 She was 1.1m tall and would have weighed 29kg. In appearance she would have been like a chimpanzee from the waist up but her pelvis and leg bones were almost identical to those of modern humans.
- 5 She is important as she shows that bipedalism – walking on two legs – preceded an increase in human brain size, the next key step in human evolution.
- 6 Selam was found twenty-six years on from the discovery of Dinkinesh by Ethiopian Zeresenay Alemseged in the Dikika region, not far from the Awash River where Dinkinesh was found.
- 7 The remains consisted of a skull, shoulders, part of the vertebral column, knees, leg bones, right arm and some ribs (an almost complete fossilised skeleton).
- 8 The lower jaw and teeth of an adult and the remains of several animals.
- 9 The sediment in which she was found dates the remains as 200,000 years older than Dinkenesh.
- 10 Selam now occupies the position of oldest human-like remains known to science.

**A 8.7****Exercise 1**

- 1 Hiresso may/might/could have TB.
- 2 You must be feeling very cold.
- 3 That can't be Zeleke at the door.
- 4 Nejaha may/might/could be at her aunt's.



## Unit 8 Human development

### Exercise 2

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

### Exercise 3

- 1 must be
- 2 can't have passed
- 3 must have broken down
- 4 can't be
- 5 might have /could have injured
- 6 must be

7 can't have been

### Exercise 4 (Possible answers)

- 1 He must have scavenged dead animals killed by lions or hyenas and he must have used the tools for scraping the skin.
- 2 He must have eaten a lot of other things too.
- 3 He may have spoken.
- 4 She must have walked upright.
- 5 She may have eaten a lot of things like us.
- 6 They may have spent some of the time in trees.

### B8.1

#### Exercise 1

The Great Pyramid in Egypt

The ruins of Great Zimbabwe

Zanzibar (Tanzania)

#### Exercise 3

1A & B 2A & C 3B 4A 5B 6B 7B 8C 9C 10C

#### Exercise 4

	Great Zimbabwe	Ancient Egypt	East African City States
1 Details of its location	South of present-day Zimbabwe	Lower reaches of Nile River	Independent cities along east African coast
2 Period of prominence	Between 1000 and 1600 A.D.	3150 BC to 31 BC (3,000 years)	Hundreds of years ago (9th-12 centuries)
3 Why it was able to develop	Able to expand with population; had gold (7,000 mines); able to trade gold and ivory with traders on east coast of Africa; able to make iron weapons for protection	Ancient Egyptians were able to harness seasonal floods of Nile for agriculture; developed irrigation systems – enabled them to produce surplus crops; meant that population grew	Swahili traders used boats, which meant they could travel 50km/day up & down coast; bigger ships could travel 150km/day crossing to India in 2–3 weeks; able to trade with other traders from India, Persia & Arabia
4 Its achievements	Great walled city – 9m high stone walls (no mortar); centre of ancient Zimbabwean empire (covered nearly all of modern Zimbabwe + parts of Mozambique)	First writing system developed; systems for mathematics & medicine; other social & cultural developments	Traded gold, ivory, mangrove poles, tortoise shells, cowrie beads & slaves from African interior; exchanged these for cloth, glass beads & pottery; also spread Swahili language & Islam along coast
5 Its legacy to modern times	Most impressive ruins in Africa, south of Sahara	Pyramids – awe-inspiring sight; early writing, mathematics & medical systems	Some important trading cities (e.g. Mogadishu, Mombasa & Zanzibar) continue to exist today.

#### Exercise 5

- |                        |                        |
|------------------------|------------------------|
| 1 citadel (Text A)     | 10 pharaoh (Text B)    |
| 2 coral reefs (Text C) | 11 ruins (Text C)      |
| 3 cowrie (Text C)      | 12 scribes (Text B)    |
| 4 harbours (Text C)    | 13 surplus (Text B)    |
| 5 harness(yb) (Text B) | 14 warehouses (Text C) |
| 6 ivory (Text A)       |                        |
| 7 mangrove (Text C)    |                        |
| 8 mortar (Text A)      |                        |
| 9 mummified (Text B)   |                        |

**B8.3****Exercise 2**

- 1 **a** The tree is dead and its branches are like “broken bones”.
- 2 **b** The male vulture has a knobbly (“bashed in”) head with no hair or feathers on it (“smooth”); its head looks like a “pebble” on a scrawny neck (“stem”) which goes into an untidy mass of ugly (“gross”) feathers on its body.
- 3 Their love is described as strange, because it happens in a place where they can view the dead body of the swollen corpse of the animal they “gorged” upon.
- 4 The birds’ love is contrasted with the love that a Commandant at Belsen Camp has for his children, after he returns home from a day’s work at the concentration camp where people were killed in the gas chambers.
- 5 **a** He seems evil because he goes home with the smell of burning flesh (“fumes of human roast”) in his “hairy nostrils”.
- 6 **b** He seems good because he stops at a sweet-shop on the way home and buys a chocolate for his child/ children whom he loves tenderly (“tender offspring”).
- 7 There is a parallel between the vultures and the Commandant in the way that they both engage in atrocious activities (the vultures live off the flesh of dead animals and the Commandant is responsible for killing people), yet they both seem to demonstrate love and affections towards their loved ones.
- 8 **a** We can be thankful that they have some kindness in their evil hearts or we can despair that within their kindness there is always evil. (The more pessimistic second viewpoint could be paraphrased as evil is brought about by good.)  
**b** The poet seems to choose the second viewpoint as he introduces the first viewpoint with “if you will” (i.e. if you, the reader, choose to look at it more optimistically). He also ends with the negative, second viewpoint.
- 9 Love is personified in verse 2 by being able to do particular human actions (“pick it feature (“face turned to the wall”). By personifying love, the poet is conveying that it is a peculiar human emotion and perhaps he considers that the “evilness” that often accompanies love is usually caused by women? (Hence he refers to it as “her” and not “he”.)
- 10 *Open (answers may vary)*  
**Note:** It could be argued that the vulture is vital in the ecosystem: without vultures and other scavengers the landscape would be littered with corpses. We see their task as ‘evil’ because we are not genetically programmed in the same way as vultures. So possibly for some people the analogy with the Commandant works better: there is good in everyone and by extension, there is evil in everyone too.

**B8.4 Speaking****Exercise 2**

/ɪ/	/ə/
reaches	figure
wanted	market
lettuce	metre
husband	doctor
open	language
visit	surplus

**Exercise 4**

- 1 **a** unstressed – weak  
**b** stressed – strong
- 2 **a** unstressed – weak  
**b** stressed – strong
- 3 **a** unstressed – weak  
**b** stressed – strong
- 4 **a** unstressed – weak  
**b** stressed – strong
- 5 **a** unstressed – weak  
**b** stressed – strong
- 6 **a** unstressed – weak  
**b** stressed – strong

**B8.5****Exercise 1**

1=about 2=at 3=for 4=of 5=by 6=to 7=with 8=on  
9=in 10=from

**Exercise 2**

1 angry about something / with someone, good at something /to someone, sorry for doing something/about something

2 disappointed with/by happy about/with surprised at/by

**Exercise 3**

1 at 2 of 3 to 4 to 5 about

**Exercise 4**

1 on 2 of 3 of 4 at

**B8.7****Exercise 7 (Possible endings)**

- 1 her mother is seriously ill.
- 2 lacked the desire to win the match.
- 3 was blown off the mountainside and fell to the bottom, hitting several rocks on the way down.
- 4 secondly, you must ... and finally, you must ...
- 5 let us now look at exactly what happened.

**Suggested further reading**

If possible, students should read other essays, articles, reports, poems or stories relating to the topic of human development (look in a library or in newspapers, magazines or on the Internet for these). They can also practise reading aloud an extract from one of the texts in this unit (A8.2 or B8.1) to a partner, paying attention to fluency, expression and pronunciation.



## TO BE PHOTOCOPIED

## B8.9 Assessment

## Reading

**The Stelae of Axum**

The modern city of Axum, situated on a 3,000 metre plateau in the north-east of Ethiopia is a place of great archaeological and historical interest. We know that in the first century AD it was trading its agricultural produce, gold and ivory with other Red Sea states, the Roman Empire and India. One of Axum's most important rulers was Ezana, who is said to have brought Christianity to Ethiopia. He established an empire north and east of the city which included the kingdom of Meroe and gave him power on both sides of the Red Sea. With the wealth this gave him, Ezana was able to construct many impressive monuments in his home city, including a reported 100 stone obelisks, or stelae.

These large stone monuments are decorated with carvings. Some in the likeness of the multi-storied houses that were common at the height of the Axum empire, with windows, doors and locks. Rivet holes at the top of the stelae seem to indicate that metal plates were attached. At the base of the stelae are stone platforms believed to have been used for religious ceremonies. Their function is supposed to be that of "markers" for underground burial chambers. It is not known why the stelae were designed in this way or how the stone was transported and erected.

The tallest of the stelae, the so-called Great Stele, is 33 metres high and weighs about 500 tonnes. Originally a single piece of stone, it is now lying on the ground, in pieces possibly as the result of an earthquake. The highest still standing is known as King Ezana's stele and it is 24 metres in height. There is another lying on the ground that measures 9 metres high and has a unique house-like carving near the top in the form of a rectangle surmounted by a triangle. Some have claimed that this proves the legend that the Ark of the Covenant is housed in Axum.

Perhaps the most famous of the stelae is the second highest after the Great Stele, at 25 metres high. In 1937, during the war with Italy, it was taken by the Italian leader Benito Mussolini and re-erected in Rome. In spite of a 1947 agreement with the Italian government to return it, it remained there until 2005. Returning it was a challenge and eventually it was decided to send it by air in three pieces. Axum airport had to be specially upgraded to receive the large Antonov planes required to carry it. The three pieces of the stele are believed to be the largest single objects ever carried by air. The stele was erected on the site where it had previously been. Some archaeologists objected to its being erected, saying it should have been left on the ground, exactly as it was when it was stolen. However, there was popular demand for its return to its original position.



## Unit 9

# Tradition versus progress

### Learning outcomes

By the end of Unit 9 students will be able to identify and discuss issues connected to progress and development.

### Learning competencies

**Speaking:** Students discuss advantages and disadvantages and come to a consensus.

**Writing:** Students write a five-paragraph essay to argue.

### Language focus

**Grammar:** use of *what* to mean *the thing that... make and let, second conditional*

**Vocabulary:** change, social issues in the developed world

**Social expressions:** revision of demanding explanations

### Background knowledge

In this unit, students listen to, discuss, read and write about issues relating to tradition versus progress. They explore the positives and negatives of both traditional values and customs and modern values and customs, particularly in regard to the Ethiopian context. Encourage your students to consider the values of traditional practices and customs, as well as the need to adapt to the modern world (which has its own risks). In order to reconcile the old with the new, help them to look critically at local practices and customs in particular and to develop their own opinions about what should be preserved or abolished and why.

### Materials and resources

- If possible, try to find pictures and reading materials relating to the topic (ask your students to help you). Look in magazines, newspapers and in your library and on the Internet for suitable materials for extra reading, discussion and display.
- Large sheets of paper or card for group work (optional).

### Part A

#### Objectives

By the end of this section students should be able to:

- Listening** – Listen to an extended lecture on an unfamiliar topic and identify detailed information
  - Listen and identify gist
  - Listen and identify speakers' feelings (including through their use of intonation)
- Speaking** – Contribute to and develop conversations about the unit topic
  - Ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence)
- Reading** – Read a text and critically evaluate it to inform their own comments/judgements
- Writing** – Write and present a 500 word report on a given topic for a specific audience including suggestions/recommendations

#### A9.1 Introduction

Traditional values

(SB pages 195–198)

- Write the terms 'Traditional values' and 'Modern Western values' on the board and briefly discuss with the class what they understand by these terms. List their ideas on the board.
- Independently, students should survey the text and answer the questions, referring back to the text for more details. They should write the answers in their notebooks. Check and discuss the answers with the whole class. For question 10, students should record these words (and any other new words from the text) in their vocabulary notebooks.

#### A9.2 Listening

Ethiopia must move forward

(SB page 198)

Read aloud the listening script once through at normal speed to enable students to get a general understanding of what it's about. Then read it again at normal speed, pausing briefly after each section to allow students to make outline notes. Give them a few minutes to compare their notes with a partner and then read it aloud a third time while they add to their notes.



## Unit 9 Tradition versus progress

### Listening text

Ethiopia has much to be proud of. A land of great beauty, the cradle of humankind, one of the oldest countries in the world, an independent nation since ancient times with a magnificent archaeological and historical heritage. A land of so many cultures we almost can't count them. And yet to most people in the world nowadays Ethiopia is a land of hunger, poverty and war. I am not going to focus today on why that is, but rather on what we can do to move forward to a place in the world that would make our ancestors proud.

In fact the first point I want to make is that we must move away from our great historical heritage which, in truth, has become a burden. We must leave it behind. What do I mean by this? Firstly we have to throw away the vestiges of the past. Many Ethiopians are proud of the fact that we have our own calendar and our own clock. But in the era of globalisation this cannot continue. Yes, the church can carry on with them, but in schools, offices and in business they must go. By the same token, Amharic and other local languages have to be taken out of schools and workplaces and replaced with English. In order to take our place in the modern world we must not only be able to speak but also use a world language. I know these changes will be painful at first, but it is only by recognising that we have to adapt to life in the 21st century that we can truly progress.

My next point concerns an institution which has been the foundation of society in Ethiopia, in Africa and in many other parts of the world: the extended family. It is a wonderful thing in many ways: it gives us roots and supports us throughout our lives, but it, too, is a burden. I am not saying get rid of families, but we have to say our responsibilities start and end with our immediate family. Any young person with promise has so many expectations placed upon them by distant relatives that it is often intolerable. Once they get a good job, everyone has a stake in their good fortune: uncles, aunts, cousins, brothers and sisters with their own families. It is too much: it stifles careers, and is one of the major causes of corruption, which in turn is one of the root causes of our underdevelopment. What I am proposing today is drastic, some would say too extreme. Yet such problems as we face cannot be solved easily, everyone recognises that. It is time to face up to the reality of what is holding us back.

### A9.3 Speaking

Choosing the best way forward

(SB page 198)

- 1 Give students 15–20 minutes to discuss questions 1 to 5 in their groups. They should refer back to the reading text in A9.1 and their notes from the listening text in A9.2 when thinking about and supporting their answers. Once they have had sufficient time to discuss the questions, ask representatives from different groups to share some of their responses with the rest of the class.
- 2 In pairs, students should plan, practise and present their role plays. Encourage them to refer to ideas in the reading and listening texts, as well as their own. Also

encourage them to put feeling into their performances by using persuasive language to convey personal thoughts and emotions e.g. What is good about Ethiopia is... What concerns me...

After each performance, let the class decide which person was the most persuasive and why. (**Note:** if you do not have enough time for every pair to perform in front of the class then get them to do their performances in front of a few pairs so that there are simultaneous performances going on in the classroom.)

### A9.4 Listening

Short conversations

(SB page 199)

- 1–4 Read aloud the listening texts once through at normal speed to enable students to listen for gist. Then read them a second time, pausing at the end of each text so that students can make notes in the table. Once students have checked their notes in pairs read the scripts a third time while they listen and add to their notes. They can then discuss which of the viewpoints they agree with (in pairs). Ask a few volunteers to share their opinions with the rest of the class as well.

### Listening texts

**Note:** Students will work on sentence stress and intonation of these short conversations, so try to read them with feeling as indicated.

#### Conversation 1

**A= very concerned B= sceptical**

- A:** So how do you think Ethiopia can progress?  
**B:** Actually what concerns me most is peace in the region.  
**A:** But that's not a development issue.  
**B:** But can't you see? Without peace we can't make real progress.  
**A:** Well, peace is a good idea in theory, but in practice how are you going to achieve it?  
**B:** That's a fair point, but I wish people would see that all our problems are related and war and conflict is at the heart of them.

#### Conversation 2

**A & B = both shocked**

- A:** I really think the point about giving up our local languages is ridiculous! They are part of our culture.  
**B:** I agree. There are plenty of other countries in the world that speak their own languages. Like China and India. Two big countries where lots of minority languages are spoken.  
**A:** I just can't imagine how any Ethiopian could suggest such a thing!

#### Conversation 3

**A & B = both annoyed**

- A:** Extended families! Hmm my mother would be happy if she didn't have to look after my father's parents!  
**B:** But you can't leave them on their own.  
**A:** I know, but it would be nice if my aunt could share some of the responsibility. She has a big house and no elderly relatives staying with her.  
**B:** But that's not how it works, you know that.



**A:** All I'm saying is that I think the system is basically okay, but it could be a bit more flexible.

#### Conversation 4

**A = bored B = shocked**

**A:** To be honest. This kinds of discussion doesn't interest me. I say look after yourself. Who cares about developing the country? Everything is here if you have money, so that's what I'm going to focus on.

**B:** You are so selfish! You have been given so many chances and you just don't care about anyone else.

**A:** That's right. And in my opinion if people only worried about themselves and didn't interfere in other people's lives, we would have fewer problems.

**B:** That's nonsense! If nobody thought about other people we wouldn't get very far.

#### A9.5 Speaking

Stress and intonation

(SB pages 199–200)

- 1 Read aloud the listening scripts from A9.4 again while students make notes on the feelings of each speaker.
- 2 In pairs, students discuss how these feelings add meaning to what each speaker is saying. Share answers with the whole class.
- 3 In pairs, students can work out the main sentence stress and intonation for each conversation. They must also practise reading each conversation with the correct sentence stress and intonation.

**Optional activity:** Pairs could choose one of the conversations, practise it properly, and then perform it in front of the class (or group).

#### A9.6 Increase your word power

Change

(SB page 200)

- 1 Students should work in small groups to discuss/check the meanings of the words first (they may use dictionaries and they should record new words in their vocabulary notebooks).
- 2 If you think your students need help with categorising the words, write possible headings on the board:
  - Verb synonyms
  - Verb antonyms
  - Verbs that can be used with 'change' as a noun
  - Adjectives that can be used with 'change' as a noun
- 3 Students should add more words to each group.
- 4 They should also add suffixes or prefixes to as many of the words as possible.
- 5 Check the answers to exercises 2–4 before students do exercise 5. Ask a few groups to read aloud some of their sentences for Exercise 5 to the rest of the class as well.

#### A9.7 Writing

A Report

(SB pages 200–201)

**1–4** Students should independently follow the seven stages of writing for this report (see A2.12). They may work with a partner to think, brainstorm and plan the report and also to check and proofread it, but they should draft and rewrite it on their own (some of this can be done for homework). They should follow the structure given in their book and should refer to A3.3 (Successful written assignments) and B5.11 (How to write a report). Collect their final versions for marking and for giving feedback.

#### A9.8 Study skills

Focus on grammar

(SB pages 202–203)

**1–4** Before students open their books, brainstorm what grammar is with the class. List their ideas on the board. Then go through the notes and examples of grammar in this section. Elicit or give more examples of grammatical facts, patterns and choices and write these on the board too.

**Example:**

- Fact: *Plural of woman=women*
- Pattern: *What do I/you/we/they think?*
- Choice: *She began to talk to me.*
- *She began talking to me.*

Students can then complete the exercises on their own or with a partner. Quickly check the answers with the whole class.

#### Part B

#### Objectives

By the end of this section students should be able to:

- Speaking** – Contribute to and develop conversations about the unit topic  
– Discuss advantages and disadvantages and come to a consensus  
– Talk about a hypothetical present)  
– Use a range of structures to demand explanations

- Reading** – Read a text and critically evaluate it to inform their own comments/judgements  
– Read a text and distinguish between fact and opinion  
– Relate what they have read to their own experience

- Writing** – Write a five-paragraph essay to argue



## Unit 9 Tradition versus progress

### B9.1 Speaking

The pros and cons of living  
in a rich country

(SB page 204)

- 1–3 The purpose of this discussion exercise is to introduce the reading topic which follows in the next section and to elicit from students what they know and think about life in a rich, developed country. Give students 10–15 minutes to brainstorm the pros and cons in their groups. A secretary in each group can record ideas on a large piece of paper. Another representative from each group can then present their ideas to the rest of the class.

### B9.2 Reading

Broken Britain

(SB pages 204–206)

The group work in this section is a ‘jigsaw activity’ where each student is responsible for doing a particular task (in this case, reading and taking notes) and then sharing what he/she has found out with others. Students are therefore responsible for their own learning and that of the rest of the group.

- 1 Divide students into small groups and allocate A, B or C to each group. Students can then work on the relevant task in their groups. Give them 15–20 minutes to do this.
- 2–4 Get students to form new groups of three, where each member is either A, B or C. They should now take turns to tell one another what they found out from the texts. Encourage them to listen and to ask questions, rather than to copy notes from each other. Once they have done this, they should discuss and reflect on what the texts tell us about life in developed countries and how Ethiopia can learn from this (question 3). Ask a few representatives from different groups to share their thoughts with the rest of the class afterwards too.

### B9.3 Increase your word power

Word building – adjectives and nouns (SB page 207)

- 1 In pairs, students should read through the words and look up their definitions in a dictionary, if necessary. They can record any new words in their vocabulary notebooks.
- 2 Students can use a dictionary to help them make adjectives from the nouns, if necessary. Quickly check the answers with the whole class.
- 3 Read aloud each noun and adjective in the table, while students listen and repeat. They can then mark the stress in each word and practise pronouncing them correctly with a partner.
- 4 Give students a few minutes to think of other nouns with these suffixes. Ask for possible words and write them on the board.

### B9.4 Language focus

Highlighting information in a sentence

(SB pages 207–208)

#### Grammar note:

The grammar point here is a form of cleft sentence, sometimes called pseudo-clefting

The structure is:

Wh-word + clause + is + highlighted information

Note: The highlighted information can also be put at the beginning of the sentence:

Highlighted information + is + wh-word + clause

E.g. Whitney Houston is who I really like listening to.

- 1–4 Go through the explanation in the box about highlighting information with students first. Elicit or give a few more examples (write these on the board). Students can complete the exercises individually and then check their answers with a partner.

**Optional activity:** If your students need more practice, then ask them to make up their own sentences with this structure (individually or in pairs).

### B9.5 Speaking

Ethiopia’s strengths and weaknesses

(SB pages 208–209)

- 1 Before students brainstorm ideas in groups, model a few more possible sentences about the positive and negative aspects of Ethiopia using the sentence pattern What I think.../What is good.../What concerns me... Students can then continue brainstorming and making up sentences. Move around, listen and facilitate where necessary.
- 2 Still working in their groups, students should complete the mind map in their books. A secretary in each group can copy it onto a large sheet of paper or card in preparation for the class activity. Other possible positive points include: the climate, the culture. Other possible negative points include: health and sanitation, education, poverty, size of population.
- 3 Copy the mind map onto the board and ask a representative from each group to display and present their mind map. Collate the main points on the board, ignoring repetitions. Encourage students to justify their points of view and to comment on points raised by their peers.

### B9.6 Reading

A poem

(SB pages 209–210)

Note: This poem is written about life for an ordinary person in a colony of a western country – in Neto’s case, Portugal. It asks the question; if we are under the rule of a so-called civilised country, why do we have to live in this way? Angola won its independence in 1975. In the context of this unit, the poem also points to the fact that in so-called developed countries there is always an underclass who don’t share the good life.



Students can read the poem independently and then discuss the answers with a partner, before writing them in their notebooks. Discuss the answers with the whole class too. Model how to read aloud the poem using the correct pronunciation, stress, intonation and rhythm before students practise reciting it with a partner. Ask a few volunteers to read it aloud for the whole class too. Optional activity: Students can write their own poems about Western civilisation (or Traditional life) using this poem as a model. They can do this individually or in pairs. They can also recite them to the rest of the class (or display them).

### B9.7 Increase your word power

Revision – make and let (SB page 210–211)

1–3 Go through the explanation about make and let with students first. Elicit or give more examples (write these on the board). Students can complete the exercises individually in their notebooks and then compare their answers in small groups (or as a whole class).

**Optional activity:** If students need more practice, ask them to make up their own sentences with these structures.

### B9.8 Speaking

Preserve it or abolish it? (SB page 211)

- 1 You may prefer to elicit ideas from the class first and put them on the board before students continue listing and discussing ideas in their groups. Possible traditional Ethiopian practices and customs could include:
  - The hospitality of the people
  - Religious adherence
  - Female genital mutilation
  - Traditional clothes
  - Plus others that the class/groups can come up with.
- 2 Encourage students to study the language in the box, which they must use in their group discussions. (You may wish to elicit or give a few more examples of each structure before discussions start.)
- 3 A scribe or secretary in each group should make a two column list of points everyone in the group agrees on.
- 4 Collect feedback from each group and create a two column list on the board, only adding those points when there is majority agreement – encourage students to argue and justify reasons why they think points should be included or discarded.
- 5 Leave the class list on the board (or copy it onto a large sheet of paper for later reference) and ask students to work in pairs to make up sentences about how each of the proposals would help Ethiopia, using the second conditional structures (it may be helpful if you elicited or gave more examples of these before students complete this exercise).

**Optional activity:** (Write these instructions on the board.)  
Work in pairs.

**Student A:** play yourself in 25 years time

**Student B:** play an old person (e.g. your grandmother or grandfather)

Imagine that the class list of proposals has been implemented and have a discussion. A has to defend the decisions while B criticises them.

**(Note:** Encourage the use of the language of asking for explanations and giving reasons in B6.6 section 2 for this optional activity.)

### B9.9 Writing

An essay (SB pages 212–213)

1–2 Since this essay forms part of the assessment for the unit, students should independently follow the seven stages of writing to complete it. They should choose an essay title and then follow the steps and structure outlined in their books. Some of the stages can be done for homework too. Collect their final versions for marking and for giving feedback.

### B9.10 Assessment

(SB page 213)

### Speaking

The purpose of this assessment task is to test students' abilities to discuss advantages and disadvantages and to come to a consensus. While groups discuss a topic, move around and listen in. It may be helpful to keep a simple checklist while assessing them (see B8.9).

### Writing

The purpose of this assessment is to test students' abilities to write a five-paragraph essay to argue. Collect their final essays from B9.9 and assess these according to content, structure and style.

### Unit 9 Answers

#### A9.1

#### Exercise 3

#### 1–8 Open

#### Exercise 4

- a obeying the rules of society
- b places where elderly people live
- c physical or mental disabilities that old people may develop
- d societies that have developed economically and technologically
- e biological parents

#### Exercise 5

- a shocked b familiar with c advice d ill, sick e aware



## Unit 9 Tradition versus progress

### A9.2

#### Possible outline:

##### Ethiopia must move forward

Ethiopia has much to be proud of;

- land of great beauty
- cradle of humankind
- one of the oldest countries in the world
- independent nation since ancient times
- magnificent archaeological and historical heritage
- land of so many cultures we almost can't count them

Yet to most people in the world nowadays Ethiopia is a land of hunger, poverty and war.

Focus on what we can do to move forward to a place in the world that would make our ancestors proud.

*First point:* we must move away from our great historical heritage which has become a burden.

We have to throw away the vestiges of the past e.g. our own calendar and our own clock - church can carry on with them, but in schools, offices and in business they must go.

Amharic and other local languages have to be taken out of schools and workplaces and replaced with English – we must be able to speak and use a world language.

It is only by recognising that we have to adapt to life in the 21st century that we can truly progress.

Next point concerns the extended family – although wonderful, also a burden.

- our responsibilities start and end with our immediate family
- expectations placed upon promising young people by distant relatives is often intolerable.
- it stifles careers, causes of corruption, which in turn, causes underdevelopment.
- Although these are drastic, extreme proposals, time to face up to the reality of what is holding us back.

### A9.4

	<b>Do the two participants agree or disagree?</b>	<b>What are A's main points?</b>	<b>What are B's main points?</b>
<b>Conversation 1</b>	Disagree	Peace is not a development issue; Ethiopia's development needs to progress	Peace is most important; Conflict is source of all Ethiopia's problems
<b>Conversation 2</b>	Agree	Giving up local languages is ridiculous. They are part of our culture	There are plenty of other countries in the world that speak their own languages e.g. China and India. Two big countries where lots of minority languages are spoken.
<b>Conversation 3</b>	Disagree	My mother would be happy if she didn't have to look after my father's parents. It would be nice if my aunt could share some of the responsibility. She has a big house and no elderly relatives staying with her. The system should be more flexible	But you can't leave them on their own. That's not how it works.
<b>Conversation 4</b>	Disagree	This kind of discussion doesn't interest me. Look after yourself. Who cares about developing the country? Everything is here if you have money. If people only worried about themselves and didn't interfere in other people's lives, we would have fewer problems.	You are so selfish! You have been given so many chances and you just don't care about anyone else. If nobody thought about other people we wouldn't get very far.

**A9.5****Exercise 1**

	<b>A's feelings</b>	<b>B's feelings</b>
<b>Conversation 1</b>	Very concerned	Sceptical
<b>Conversation 2</b>	Shocked	Shocked
<b>Conversation 3</b>	Annoyed	Annoyed
<b>Conversation 4</b>	Bored	Shocked

**Exercise 3****Conversation 1****A = very concerned B = sceptical**

**A:** 'So how do you 'think 'Ethi'opia can pro'gress? (falling intonation)

**B:** 'Actually what con'cerns me 'most is 'peace in the 'region.

**A:** But 'that's not a de'velopment is'sue. (rising intonation)

**B:** But 'can't you 'see? (rising intonation) With'out 'peace we can't 'make 'real pro'gress. (falling intonation)

**A:** 'Well, 'peace is a 'good i'dea in 'theory, but in 'practice 'how are you 'going to a'chieve it? (rising intonation)

**B:** 'That's a 'fair 'point, but I 'wish 'people would see that all our 'problems are re'lated and 'war and 'conflict is at the 'heart of them. (falling intonation)

**Conversation 2****A & B = both shocked**

**A:** I 'really think the 'point a'bout 'giving up our 'local 'languages is ri'diculous! (rising intonation) They are part of our culture. (falling intonation)

**B:** I a'gree. There are 'plenty of 'other coun'tries in the 'world that 'speak their own 'languages. Like 'China and 'India. (rising intonation) 'Two 'big coun'tries where 'lots of mi'nority 'languages are 'spoken. (falling intonation)

**A:** I just can't im'agine how any 'Ethi'opian could su'ggest such a 'thing! (rising intonation)

**Conversation 3****A & B = both annoyed**

**A:** Ex'tended fami'lies! Hmm my 'mother would be 'happy if 'she didn't have to 'look after my 'father's 'parents! (falling intonation)

**B:** But you 'can't 'leave them on their 'own. (rising intonation)

**A:** I 'know, but it 'would be 'nice if my 'aunt could 'share some of the res'ponsibility. 'She has a big 'house and 'no 'elderly 'relatives 'staying with her. (falling intonation)

**B:** But 'that's not how it 'works, you 'know that. (rising intonation)

**A:** All I'm 'saying is that I 'think the 'system is 'basically ok'ay, but it could be a bit more 'flexible. (falling intonation)

**Conversation 4****A = bored B = shocked**

**A:** To be ho'nest. This 'kind of dis'cussion doesn't 'interest me. I say 'look after your'self. Who 'cares about de'veloping the coun'try? Every'thing is 'here if you have 'money, so 'that's what I'm going to 'focus on. (falling intonation)

**B:** You are 'so sel'fish! 'You have been 'given so many 'chances and you just 'don't care a'bout any'one 'else. (rising intonation)

**A:** That's 'right. And in my o'pinion if 'people only wor'ried about them'selves and didn't inter'fere in other 'people's 'lives, we would have 'fewer pro'blems. (falling intonation)

**B:** That's 'nonsense! If no'body 'thought a'bout other 'people we 'wouldn't get 'very 'far. (rising intonation)

**A9.6****Exercise 2**

*Verb synonyms:* adjust, alter, amend, effect, modify, rearrange, revolutionise, transform, innovate, move on, grow, develop

*Verb antonyms:* conserve, keep, preserve, remain the same

*Verbs that can be used with 'change' as a noun:* bring about, implement, make, move away from, vary

*Adjectives that can be used with 'change' as a noun:* radical, significant, small

**Exercise 4****Possible answers:**

*Verbs that can take the prefix re-:* readjust, redevelop, remake

*Verbs that can take the suffix -ed or -ing:* adjusted/adjusting, altered/altering, amended/amending, modified/modifying, rearranged/rearranging, revolutionised/revolutionising, transformed/transforming, innovated/innovating, developed/developing, implemented/implementing, maked/making

**Exercise 5****Open (answers may vary)****A9.7**

Here is a possible list of rules for a science lab:

School Science Laboratory

**Rules of Use**

All users of the Science Lab must obey these rules

1. Move around the Lab carefully. Do not run.
2. Clean equipment and put it away when you have finished using it. Do not leave things lying around that are not in use.
3. Do not leave lit Bunsen burners unattended.
4. All spills must be cleaned up immediately. If it is a chemical spill, inform your teacher.
5. Take care when handling liquids. Do not pour from one vessel to another at the bench. Use the sink.
6. Students should not carry large, full containers around the lab.
7. Make sure you know where safety equipment such as fire extinguishers are stored and how to use them.
8. Dispose of chemicals as instructed by your teacher.
9. Do not pour chemicals back into their bottles, even if you have not used them.
10. Wash your hands before leaving the lab.
11. No eating or drinking in the lab. There are toxic chemicals around.
12. The lab is not a social area. It contains many potential dangers. Treat it with respect and behave accordingly.

**A9.8****Exercise 1**

schools buses mangoes radios feet knives fish species people

**Exercise 2****Open (answers will vary)**



## Unit 9 Tradition versus progress

### Exercise 3

- 1 I want to go to university / I want a biscuit (I want + to + verb / I want + object)
- 2 Do you like music? (Do + subject + verb)
- 3 I slept well / I slept at my grandmother's house last night. (I slept + adverb)
- 4 I eat twice a day / I eat injera everyday (I eat + object / + adverb)
- 5 (What + verb = subject question / What + object + verb + subject = object question)
- 6 I love swimming / I love my pet monkey (I love + verb + -ing / I love + object)
- 7 Don't do that! (Negative Imperative + object)

### Exercise 4

- 1 a Verb + direct object + to + indirect object  
b Verb + indirect object + direct object
- 2 a Passive (emphasises the picture)  
b Active (emphasises the artist)
- 3 a Present perfect simple + since  
b present perfect continuous + since (little or no difference in this case)

4 a adverb of frequency with present simple for habits

b adverb of frequency with present continuous to emphasise that the action happens a lot and is annoying

5 a stop + verb + -ing (to indicate that the action stopped)

b stop + to infinitive (to indicate that one action stopped so that another could begin)

6 a cake, without an article is used as an uncountable noun, meaning here 'some cake'

b the cake: 'the' refers to a specific cake and the sentence means that all of it has been eaten.

### Possible examples:

- 1 I sent a letter to my uncle / I sent my uncle a letter
- 2 The bone was eaten by the dog. / The dog ate the bone.
- 3 I've attended this school for 4 years. / I've been attending this school for 4 years.
- 4 We continued to watch TV. / We continued watching TV.

## B9.2 Reading

### Group A: Task

	Text 1	Text 2
1 What is the main issue in the article?	Family breakdown	Gang culture
2 What is the impact on society of this issue?	<ul style="list-style-type: none"><li>• 1 in 3 marriages end in divorce</li><li>• 1 in 10 children live with cohabiting parents</li><li>• 1 in 4 children live with a single parent</li><li>• Children from single parent homes more likely to develop health, social, emotional &amp; educational problems</li></ul>	Gangs of teenagers destroy other people's lives through senseless violence
3 What are the possible reasons behind this issue?	'Pass the partner' attitude to relationships – 'musical relationships' People more concerned with fulfilling their own needs & finding a perfect relationship Children caught up in relationship conflicts of parents – leaves them scarred	Govt has taken away parents' rights to punish their children Lack of discipline & good parenting
4 Four new words from the article and their meanings.	(possible words) Social anarchy – chaos in society Scarred for life – damaged for the rest of one's life Stigma – negative label Epidemic – large-scale disease	(possible words) Intensive care – hospital care for patients that are severely ill Chastise – punish, discipline Internal injuries – wounds, damage inside the body Stable – condition not getting any worse

**Group B: Task**

	<b>Text 1</b>	<b>Text 2</b>
1 The facts of the story	1 in 3 marriages end in divorce 1 in 10 children live with cohabiting parents 1/4 children live with a single parent Children from single parent homes more likely to develop health, social, emotional & educational problems	14-year-old Tyler Molloy barely alive in intensive care after being severely beaten by a gang of teenagers who stole his i-Pod, mobile phone, bank card & jacket. In coma for 2 days, only able to return to school in Sept. (earliest) Tyler was chatting to 3 girls in park after school when they were approached by 10 boys aged about 15. Gang stole his belongings then punched, kicked & stamped on him. 2 girls ran for help while 1 girl screamed at gang to leave him. Tyler suffered a ruptured spleen & other internal injuries, on life support machine. Now stable. Police treating attack as attempted murder.
2 Opinion or comment on the facts	Family breakdown caused by so many parents engaged in 'pass the partner' or 'musical relationships' i.e. futile & endless quest for the perfect relationship which fulfils one's own needs (& not those of partner or children)	One of govt's worse mistakes was to take away parents' rights to discipline & punish their children. If there was more discipline & better parenting, then children wouldn't form gangs & be violent.
3 The journalist's purpose	To condemn family breakdown & to promote marriage as a way of preventing family problems & to stabilise society.	To inform what happened to the boy & to suggest that teenage gang violence is caused by parents' lack of discipline over their children.
4 Response to this story	(Open)	(Open)
5 Four new words	(Open)	(Open)

**Group C: Task****Open (responses will vary)****B9.3****Exercises 2 & 3**

<b>Noun</b>	<b>Adjective</b>
'alcoholism	alco'holic
'binge 'drinking	binge drinking
chas'tisement	chastising/ed
cohabi'tation	co'habiting
depr'ivation	de'prived
disaffection	disaffected
'discipline	disciplined
'drug de'pendency	drug dependent
ma'terialism	materia'listic
'parenting	parenting
promis'cuity	pro'miscuous
sta'bility	'stable
'violence	'violent

**Note:** Only the stress in adjectives with a different stress pattern is marked here.

**Exercise 4****Possible answers:**

Commitment, encouragement, engagement, fulfilment  
Enormity, femininity, masculinity, conformity  
communism, feminism, racism, Buddhism

**B9.4****Exercise 1**

- 1 Who I really like listening to is Whitney Houston.
- 2 Where I'd like to live is in a big house with a garden.
- 3 When I'm at my best is early in the morning.

**Exercise 2**

- 1 what
- 2 where
- 3 who
- 4 when
- 5 how
- 6 how

**Exercise****Open (answers will vary)****Exercise 4**

- 1 What surprised everybody is that Kahsay got the job.
- 2 What I think is that Ethiopia should modernise.
- 3 What Anane feels is very disappointed./Who feels very disappointed is Anane.
- 4 What the book is about is the Nigerian Civil War.
- 5 Why I didn't come to school is because I had malaria.
- 6 Who is opening the new school is the President.



## Unit 9 Tradition versus progress

### B9.6 Reading

- 1 The poem is called *Western Civilisation* because it is about life for an ordinary person in a colony of a western country – in this case, Portugal. It points to the fact that in so-called developed countries there is always an underclass who do not share the good life.
- 2 The walls of the house are made of sheets of tin which are nailed to wooden posts. The doors and windows (if there are any) are covered by rags and there are cracks in the walls that let the sunlight (and presumably the rain) through.
- 3 The man works in a stone quarry for long hours every day, regardless of the weather. He has to break rocks (presumably with a pickaxe or sledgehammer) and then move them.
- 4
  - “Old age comes early” for him as a result of back-breaking work and a life of poverty and hardship.
  - “He dies gratefully” because he is tired of being so hungry and so poor.

### B9.7

#### Exercise 1

- 1 doesn't let 2 made 3 don't let 4 let 5 makes  
6 don't let 7 make 8 makes

#### Suggested further reading

If possible, students should read other stories, extracts, poems, articles or reports relating to the topic of tradition versus progress (look in a library or in newspapers, magazines or on the Internet for these). Students can also choose an extract from one of the texts in this unit (A9.1 or B9.2) to practise reading aloud to a partner with fluency, expression and the correct pronunciation.



## Units 7–9

# Revision 3

See the note under Suggested methodology in the Introduction page ix, about how to get the students to complete these revision exercises.

### Listening

(SB page 214)

Read the listening script once through at normal speed, while students listen for gist. Then read it again, pausing at the end of each paragraph to enable them to make notes. Read it a third time while they check and add to their notes.

#### Listening script

*My name is Semira. I grew up in Lekemti. At home I have my parents, two brothers and three sisters. I got my law degree from Addis Ababa University and then wanted to go further with the law so applied for a scholarship to London University. I now live in Britain where I am a barrister, that's a lawyer who works in the high court. I am now 28 years-old, having been here five years.*

*Living away from home has not been easy for me. My parents thought I would come back home after two years and then get married. But I have worked hard and taken all the chances that came along. As a result I now have a job here, my own flat and my life is quite settled.*

*Everyone at home thinks I am very rich and have a luxurious life. However, when my brother and his wife came to visit me and they were shocked that instead of having a big car, I have to wait for buses in the rain. They were also surprised to see my flat. It is tiny, just one bedroom, a small sitting room, a kitchen and a bathroom. They had to sleep on the floor!*

*Nonetheless I am well off compared to some of those who come here. There are people who come in illegally and they live in terrible conditions and have to do awful work for hardly any money. All the time they are worried that the police will find them and send them away.*

*When I arrived here myself, the police interviewed me for about an hour, even though I had a visa and a letter from London University. They did not make me feel welcome. It was a shock. But then at my college everyone was very nice and I was so busy that I didn't have time to be homesick. As I got used to it, I began to miss home. London is huge with so many buildings, cars and people. The weather is often cold and grey. I miss the sunshine, blue sky, the beautiful trees and flowers at home and the smiling faces of the people in the street. Here people in the street don't smile, they are too busy!*

*You can't really generalise about English people, some are friendly, others are not. But a good thing about London is that it is a very international city. There is just about every nationality you can think of, so it's not too difficult for an*

*Ethiopian. There are many Africans around and we have clubs, and all sorts of things to go to if we want. There are people from my home area in London too, and sometimes I meet them to speak my language and we cook as well. The best thing is that I am able to send money home to my family. It is helping them to build a house.*

*I am not married but I have met a nice young man. Also from Ethiopia! But he is from the east of the country and he doesn't speak my language. We are planning to get married and as he is a lawyer too, our dream is to go home and open our own law practice. I hope that will happen one day. I want our children to be Ethiopians.*

#### Model answer:

a Semira's background:

- grew up in Lekemti
- has parents, 2 brothers & 3 sisters at home
- 28 years old
- been in London for 5 years

b Reasons for going to London:

- studied law at Addis Ababa university
- wanted to study law further, so applied for scholarship at Ldn Uni.

c Her present situation:

- Has a job as a barrister
- Has own flat
- Is quite settled in Ldn

d Advantages of her life there:

- Ldn is an international city with many Africans
- Able to meet up with other Ethiopians from her area
- Able to send money home

e Disadvantages of her life there:

- Ldn is a huge city
- Weather often cold and grey
- People not very friendly

f Her future plans

- Marry her Ethiopian boyfriend
- Return to Ethiopia & open a law practice with him
- Raise her children as Ethiopians

### Speaking

(SB page 214)

- 1 Give your students a few minutes to think about their responses to these questions. Then, while they are discussing the questions in groups, move around and listen. Give feedback on the content of their discussion as well as the expressions they use for expressing and supporting opinions.
- 2 Give students time to brainstorm, plan and practise their role plays in small groups. They can then do their role plays for another group. Encourage the audience to make comments and ask questions about each role play.



## Units 7–9 Revision 3

### Reading

(SB pages 215–217)

Questions 1–10 of this reading comprehension task should be done under exam conditions (students work alone within a time limit e.g. 25 minutes). You can combine this with the summary writing section (see exercise 1 in E), in which case allow a further 15 minutes.

#### Answers:

1d 2b 3a 4c 5b 6d 7a 8d 9c 10a

### Pronunciation

(SB page 217)

In pairs, students should choose an extract of 15 lines from the reading text and practise taking turns to read it aloud with fluency, expression and the correct pronunciation. While they are doing this, listen and give feedback.

### Punctuation

(SB page 217)

Students should rewrite the passage with the correct punctuation.

#### Answer:

The solution to the problem is simple: the government must provide funds for a new hospital immediately. However, that begs the question: where is the government to find this money?

### Writing

(SB page 217)

- 1 Students should review how to write a summary before doing this (B6.6). It is a good idea for the summaries to be done under exam conditions in combination with the reading comprehension. (See notes on this in the above section.)

#### Model answer:

The letter-writer translated the letter into Wolof for Dieng. Then he asked Dieng for fifty francs. Dieng didn't have enough money, so he asked the letter-writer if he could cash a money-order and come back to pay him. After Dieng showed him an advice-note, the letter-writer agreed. Then Dieng went to the post-office to cash his money-order, but the clerk asked him for an identity card. Dieng didn't have one, so Gorgui offered his instead. But the clerk wouldn't accept it. Then Dieng asked the clerk where he could get one from. The clerk got very angry with him and made Dieng feel very embarrassed and hurt. Finally the clerk told him to ask for one at his local police station. He said the money-order would remain at the post-office for two weeks.

**(133 words)**

- 2 Students should review how to write an opinion essay first (B9.9). They should then follow the seven stages of essay writing to write their essays. You may wish to give them a word limit and a time limit to do this (e.g. 250–300 words in 30 minutes with an extra five minutes for planning at the beginning and five minutes for checking at the end = 40 minutes). Collect their essays for marking and for giving feedback.

### Guide to marking:

Assess each essay according to its content, structure and style. You may wish to allocate equal marks to each of these categories, or you may wish to allocate more marks for content.

**Content:** The essay should clearly argue for or against the point made in the statement. It should include three to five main reasons supporting the writer's opinion. Each reason should also be supported by details, examples or explanations.

**Structure:** The essay should have a title (this may be the essay question) and it should consist of five paragraphs with an introduction, three body paragraphs and a conclusion. Each body paragraph should have a clear main idea followed by supporting details.

**Style:** The essay should contain language for arguing and supporting a point. It should be clearly and fluently written with no grammar, spelling or punctuation mistakes.

### Vocabulary

(SB pages 218–219)

Before doing this section, students should review the vocabulary list for units 7–9 in Appendix 3 at the back of the Student Book. They should also review any new words and phrases they have recorded in their vocabulary notebooks from units 7–9.

#### Answers:

1

determined  
cooperative  
discreet  
dynamic  
an(eye)for(detail  
level(-)headed  
multi(-)tasker  
problem( )solver  
resourceful  
self(-)motivated  
solutions( )focused  
trustworthy



2

## Across

- 3. infirm
  - 5. modify
  - 9. vulture
  - 10. chastise
  - 13. offspring
  - 15. pharaoh
  - 16. kindred
  - 17. revolutionise
  - 18. preserve

Down

1. hominid
  2. ivory
  4. materialistic
  5. monument
  6. mortar
  7. vertebrate
  8. warehouse
  10. counsel
  11. drizzle
  12. deprived
  14. scribe

## Language use

(SB pages 219–220)

Students should review the language focus sections in units 7–9 as revision for this section.

## Answers:

1

- a What I am doing this evening is staying at home and taking it easy.
  - b Prolonged water shortage could be a threat to stability in the future.
  - c Western society is too materialistic, and not spiritual enough.

- d** My mother makes me **clean** my room on Saturdays.
  - e** She doesn't **let** me see my friends until my homework is finished.
  - f** You should always be polite **to** older people.
  - g** I am not keen on **eating** fish.
  - h** I **was able** to go to the match yesterday as I was given a free ticket.

2

- a What I think you should do is calm down.
  - b Why I didn't enjoy the film is because it's far too long.
  - c How I came to learn the guitar was through my brother's best friend.
  - d I have been able to play the piano since I was about six years old.
  - e Hominids might have been able to use some kind of primitive language.
  - f I'm sorry but I won't be able to come to your party as we have a family wedding on that day.
  - g The library doesn't have the book I am looking for.
  - h The company is looking for somebody that can operate and maintain the photocopier.
  - i The playwright's latest work, which is currently being performed, is set in the 1930s.
  - j By the time I got home, everyone had gone to bed.
  - k As soon as the man had given the police his name and address, he was allowed to go home.
  - l My hands are dirty because I've been repairing my bicycle.
  - m A flood warning was issued for the south-western region earlier today.
  - n Yohannes said he was definitely coming to the party, but he didn't come. He must have been ill.
  - o We don't know how the thief broke into our house. He may have been able to open a window.
  - p Amit isn't answering his phone. He may have left it at home.



## Unit 10

# Future threats

### Learning outcomes

By the end of Unit 10 students will be able to identify and discuss future threats to both Ethiopia and the world.

### Learning competencies

**Speaking:** Students research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic

**Reading:** Students identify evidence to support/justify opinions/arguments

### Language focus

**Grammar:** quantifiers, narrative tenses, passive infinitive, future tenses

**Vocabulary:** natural/manmade disasters, verbs of damage, phrasal verbs with up

**Social expressions:** revision of correcting oneself

### Background knowledge

Students listen to, discuss, read and write about future threats in this unit. These include both global threats and those relating more to Ethiopia. Encourage them to think about issues relating to their local community as well and to develop ideas about how these can be tackled. Help them to develop a sense of how many threats facing our world today can be limited or prevented by positive human action. It may be helpful if you liaised with the geography teacher at your school to find out how much your students know about this topic as well.

### Materials and resources

- If possible, try to collect reading materials and pictures relating to the topic (look in newspapers, magazines, on the internet and in your library – ask students to help you). Use these for reading, discussion and display.
- Large sheets of paper or card for group work (optional).

### Part A

### Objectives

By the end of this section students should be able to:

- Listening** – Listen to short news broadcasts and identify gist
- Listen and follow the structure, logic and sequence of a text through identifying discourse markers and range of tenses
  - Listen and retell what they have heard in some detail
- Reading** – Infer meanings of new words using contextual clues and/or knowledge of word formation
- Writing** – Interpret simple statistics and write a report
- Write formal/business correspondence to a standard acceptable in the workplace

### A10.1 Introduction

Here is the news

(SB pages 221–222)

- 1 Give students a few minutes to quickly share the news of today in their groups. Ask a few individuals to share what they heard/read with the rest of the class too.
- 2 In groups, students look at the pictures and predict what the news story is about. If time, ask a few individuals to share their predictions with the rest of the class.
- 3 Read aloud the listening script at normal speed, while students listen and match each story to one of the pictures in their books.

#### Listening text 1

[**Note:** When reading, pause between news items. Don't read out item numbers.]

Here is the news at 10 o'clock.

1. A massive 7.0-magnitude earthquake has struck the Caribbean nation of Haiti. Although details are still unclear, according to the Red Cross, up to 3 million people are affected by the earthquake and it is feared thousands of people may have died. This makes it Haiti's worst quake in two centuries. It hit the south of the capital Port-au-Prince on Tuesday, destroying large areas of the city, including the presidential palace, UN HQ and other buildings. The tremor hit at 16h53 (21h53 GMT) on Tuesday.



**2.** It was revealed on Tuesday that Research by the Overseas Development Institute and the UN Millennium Campaign shows that Ethiopia is one of the leading 20 countries making most progress on Millennium Development Goals. Over half of the countries also in this category are some of the poorest countries in Africa. In fact half of the countries on the continent of Africa are on track to halve poverty by 2015. Salil Shetty, Director of the Campaign, said yesterday: "This study decisively establishes with hard evidence that much of the negative reporting on progress on the Millennium Development Goals is misleading.

**3.** Robbers have got away with two hundred thousand US dollars in notes after a bank raid this morning. Six armed men entered Grendle's bank in First Street in the capital at about 10 o'clock. Over fifty customers were in the bank at the time either waiting in lines or being served at cash desks. No-one was hurt. Witnesses were unable to describe the men who, they said, had been wearing masks. Serial numbers of the notes were known to the bank, which will be publishing the numbers, and shop-keepers have been asked to inform the police of anyone offering these notes for payment.

**4.** A crocodile believed to be responsible for the deaths of 83 people in the Lake Chamo area over the last twenty years has been captured. A team led by wildlife officials and including local fishermen caught the five-metre male crocodile with nets when they managed to track it down to a swamp. It was then tied up with ropes and transported to a crocodile farm. A spokesperson for the Wildlife Authority said that local people wanted them to kill the crocodile but they had not done so as the population of crocodiles in the area was unusually low. However, as it had developed a taste for humans, they had removed it from the wild and taken it to a crocodile farm where it could be used for breeding purposes.

**5.** A woman believed to be the oldest person in the world celebrated her 130th birthday yesterday. Maria Olivia da Silva lives in a wooden hut in the state of Parana, Brazil. In good physical and mental health, she has outlived most of her ten children.

That's it for now. Your next news is at mid-day.

- 4 Quickly check the answers with the whole class and give students a few minutes to discuss in groups how close their predictions were to the actual stories.
- 5 Now read the text again at normal speed, while students listen and match the numbers to the correct news items. Quickly check the answers together.
- 6–9 **1** Give students a few minutes to discuss the meanings of the key words from the midday news in their groups. They may use a dictionary to help them. Now read aloud Listening text 2 at normal speed pausing at the end of each paragraph, while students listen and make notes in the table.

Let students check their notes in pairs or groups. Read the script a second time while they add more information to their notes.

### Listening text 2

A massive 7.0 magnitude earthquake has struck about 15km south-west of the Haitian capital Port-au-Prince, quickly followed by two strong aftershocks of 5.9 and 5.5 magnitude. As yet there is no official word on casualties, though the Red Cross has said the number could run into thousands with 3 million directly affected by the quake. The tremor hit at 16h53 (21h53 GMT) on Tuesday, the US Geological Survey said. Phone lines to the country failed shortly afterwards. Last night the city was in total darkness with thousands of people sitting in the streets or wandering around, shocked and confused with nowhere to go, while others were desperately trying to dig victims out of the rubble by flashlight. Most of those with houses still standing slept in the street, fearing more aftershocks would hit.

As dawn broke this morning, the extent of the devastation became apparent. Much of the city is now in rubble, including the presidential palace, UN HQ and other buildings. The UN has reported a large number of its personnel missing. China, Jordan and Brazil too have said that members of their peace keeping forces are missing and feared dead. The manager of the Hotel Montana, popular with tourists, told the French news agency that 200 guests and staff are unaccounted for.

The earthquake was not a surprise to seismologists who had predicted for years that the fault line which cuts through the island would give way and result in a high magnitude quake. However what they had not been able to predict was exactly when this would happen.

Haiti is the poorest country in the Americas and has suffered a number of recent disasters, including four hurricanes and storms in 2008 that killed hundreds.

### A10.2 Language focus

Quantifiers

(SB pages 223–25)

Go through the notes on quantifiers with students first. Elicit or give more examples. Students can then complete the exercises in their notebooks and check their answers with a partner. (You may wish to quickly check through the answers with the whole class too.)

**Optional activity:** If you think your students need more practice, ask them to make up their own sentences with different quantifiers.

### A10.3 Language focus

Narrative tenses

(SB pages 225–226)

Briefly revise the narrative tenses with students. Elicit or give examples and write them on the board. Students can then complete the exercises on their own or with a partner. Quickly check the answers with the whole class.

**Note:** students will practise these verb forms in the next section.



## Unit 10 Future threats

### A10.4 Speaking

The Haiti earthquake

(SB page 227)

You may wish to model a few sentences retelling the story of the Haiti earthquake, using narrative verb forms and quantifiers for students first. They can then continue in pairs referring to their notes from A10.2 and A10.3 to help them. While they are doing this, move around and help where necessary. Give students time to re-tell and compare their versions with another pair. Choose a few pairs to retell the story in front of the rest of the class as well.

### A10.5 Writing

A description

(SB pages 227–228)

- 1 It may be helpful if you modelled a few sentences describing the scene from one person's perspective for students first. They can then continue on their own, thinking, planning and writing a descriptive paragraph. Encourage them to use narrative verb forms and quantifiers in their writing. (Some of this work can be done for homework.)
- 2 Give students time to take turns to read aloud their descriptions to one another in small groups, while the others guess who the person is and also comment and/or ask questions about the description. While they are doing this, move around and listen to some of the descriptions too. Model how to comment on students' writing too. You may wish to choose a few students to read aloud their descriptions to the whole class as well.

### A10.6 Increase your word power

Phrasal verbs with *up*

(SB page 228)

Before students complete the exercises, review what phrasal verbs are and how they behave (see B4.8). Elicit examples from the students. They can then continue working on the exercises, individually or in pairs. Quickly check the answers with the whole class, before asking pairs of students to read aloud their paragraphs containing six phrasal verbs with up (exercise 6). Note that if you don't have time for every pair to read aloud their paragraph to the whole class, then split them into smaller groups to do this.

### A10.7 Writing

A report

(SB pages 229–230)

- 1 Give students time to study the statistics with a partner first.
- 2 Go through the language in the boxes with the class and model a few examples using these structures to describe, compare or contrast the statistics. Students can then continue discussing the statistics in pairs or small groups, using the structures in the boxes. Encourage them to make a few notes at this point too.
- 3 Students should write their short reports independently, following the seven stages of writing. Refer them to B5.12 on how to write a report. Collect their final versions for marking and for giving feedback.

### A10.8 Writing

A formal letter

(SB pages 230–231)

- 1 Review how to write a formal letter with students first (see B1.7) and help them to identify the missing parts of this letter (i.e. the addresses of sender and recipient, date, opening salutation, heading, introduction, closing salutation, signature and title). Tell students to draw a box to represent the body of the letter, rather than copying it out, and write the addresses etc above and below the box. They can check their work with a partner.
- 2 Students can discuss the content of the letter in pairs or small groups. You may wish to discuss it briefly as a whole class too.
- 3 Students can brainstorm ideas in pairs, groups or as a whole class.
- 4 Students should independently follow the seven stages of writing (refer them to A2.12 and A3.3 on successful written assignments). In their letters, they should include the name of their MP or suitable name for an MP and address him or her in the correct way when writing the name and address of the recipient. As they know who they are writing to, the opening salutation should be e.g. *Dear Mr Gessesse* and the closing salutation should be *Yours sincerely*. Discuss with the class the addresses they should use too. Collect students' final versions for marking and for giving feedback. You may wish to choose a few to read aloud or display their letters (perhaps you can even send them to your local MP?)

### A10.9 Study skills

Exam strategies – part 1

(SB pages 231–233)

Highlight the importance of this section to your students as a way of preparing for their exams. They should apply the strategies and suggestions covered here not only to English, but also to their other subjects. Set aside time during the next week to help students with drawing up a revision timetable, working out how to revise, and looking at previous exam papers.

- 1–2 Go through the notes on how to draw up a revision timetable with students and let them look at and discuss the sample timetable in pairs or small groups. Point out to students that it may be helpful to work backwards from the date of a particular exam to see how much time you have to revise and then plan accordingly. Students then complete Exercise 2.
- 3 Go through the notes on useful revision strategies with students. Encourage them to share with everyone any other useful strategies they know of and can use. Highlight the importance of identifying and prioritising exactly what you need to revise for a particular subject, finding somewhere suitable to revise, and choosing a suitable study partner (or not).
- 4 If possible, try to give your students as many past English exam papers as possible to go through and practise. Make sure that they get a clear idea of the



number, timing, kinds and importance of different questions. Help them to look for trends in papers and give them opportunities to practise answering questions. Also help them with drawing up a strategy for matching time to questions (e.g. answer section 1 in 15 minutes) and best order for answering questions (e.g. section 3 has most marks, so answer this question first). Review the language of typical questions (e.g. circle, delete, match etc) and do sample exercises. Remind your students that the more familiar they become with past papers, the more prepared they will be for the actual exam. Students then complete questions 1–6.

- 5 In groups, students should brainstorm the topics, skills, language and vocabulary they need to revise for English. At this stage it may be helpful if you asked students to think about and list their strengths and weaknesses (I can... I need to work on...). They can then highlight what areas they particularly need to work on in English. It may also be helpful if you modelled a sample revision timetable for the first week on the board. For homework students can then draw up their own revision timetables. Make sure you give them time in class to compare and improve their timetables.

## Part B

### Objectives

By the end of this section students should be able to:

- Listening** – Predict the content (of all or part) using a variety of contextual clues  
– Listen and identify detailed information
- Speaking** – Contribute to and develop conversations about the unit topic  
– Talk about future using a range of structures  
– Use a range of expressions to correct oneself  
– Research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic
- Reading** – Infer meanings of new words using contextual clues and/or knowledge of word formation  
– Identify evidence to support/justify opinions/arguments  
– Read a text and relate what they have read to their own experience
- Writing** – Write formal/business correspondence to a standard acceptable in the workplace

### B10.1 Speaking

Threats to our future

(SB page 234)

1–4 Before students start discussing threats to our future, go through the language in the box with them. Review ways of expressing future events if necessary too (see B3.3, B4.3 and B5.3). Elicit examples of how these phenomena could threaten our future and ways to limit or remove the risks. Students can then continue discussing these threats in small groups. A secretary/scribe in each group can record ideas on a large sheet of paper or card. Spokespeople from each group can take turns to present these ideas to the rest of the class.

### B10.2 Listening

Future threats

(SB page 235)

1–2 Read aloud the listening text once through at normal speed to enable students to listen for gist. Then read it again, pausing at the end of each section so that students can listen and make notes in the table. You may read it a third time while they check and add to their notes. Afterwards, let students turn to a partner and quickly compare the predictions in the listening text with those they made in the previous exercise. Ask a few individuals for feedback.



## Unit 10 Future threats

### Listening script

How and when the world is going to end has been the source of endless speculation over the centuries. Geologists have predicted that our five billion year old planet would, of its own accord probably disappear in another five billion years. However, there are some serious threats that even if they didn't destroy the planet itself, could wipe out humanity.

#### 1. Asteroid collision

Collision with an object in space is a threat to our planet, especially if it is of a significant size. An asteroid is a large piece of rock or metal in space orbiting the Sun. In geological history they have been known to collide with the Earth. If it happened in the modern era it could have a serious impact: changing landscapes and climate in such a way that it is possible humanity would not survive.

To avoid such a catastrophe, scientists have proposed so-called 'asteroid mitigation strategies'. These involve sending a device such as a very large nuclear bomb to the approaching asteroid to blow it up or deflect it from its course. Another idea is a kind of tractor made up of powerful space craft that could pull it away from the Earth before it reaches us. In other words, it is possible that human ingenuity will enable us to defeat this threat.

#### 2. Global pandemic

An epidemic occurs when a large number of cases of a disease occur at the same time. A pandemic is when this happens on global scale. With the speed at which people move around the world, it is feared that a global pandemic of a yet unknown killer disease could occur on such a scale that huge numbers of people would die.

It has to be remembered, however, that no pathogen (in other words a bacteria or virus), which causes disease, affects everybody as some people will always have natural immunity. Nonetheless medical researchers have to be aware of possible threats and develop ways of fighting them, such as vaccines or medication, in advance of their occurrence.

#### 3. Global warming

Climate change is a long term significant change in normal weather patterns, such as happened over the last 20 years when populations in different parts of the world have experienced storms, hurricanes, flooding and drought with unprecedented frequency. Some climate scientists have suggested that if global warming continues and intensifies it could make the planet uninhabitable.

There is a debate as to the extent to which global warming is man-made. If it is, then if we stopped the activities that are causing it, then we should be able to prevent it from spiralling out of control. However, the whole basis of our global economy is growth, which to a large extent involves the depletion of natural resources,

the clearing of forests and massive carbon emissions. To persuade people and governments to find other ways of living is an immense challenge.

#### 4. The eruption of a supervolcano

A supervolcano is a large area capable of producing volcanic eruptions. There are six known supervolcanoes around the world. The last one erupted 74 000 years ago in Indonesia. The supervolcano under Yellowstone National Park in the USA is due for an eruption. If that happened, the immediate effect would be the deaths of millions of people in North America. In addition the gases released could lead to a huge and sudden increase in global warming, and the dust and debris in the atmosphere could block the sun and cause a worldwide volcanic winter, such as is believed to have happened at other times in the earth's history. These events would inevitably lead to millions of deaths worldwide.

Unfortunately no technology exists to avert a volcanic eruption of any kind, least of all that of a supervolcano. All that can be done is for scientists to gain detailed knowledge of what exactly we can expect and when it is likely to happen. Another possibility is to make provision for mass migrations to areas far from the eruption, or the construction of huge underground shelters where populations could live while the effects of the eruption make life impossible above ground.

#### 5. The deployment of nuclear weapons.

Since the Second World War arsenals of nuclear weapons have existed which pose a threat to the existence of humanity. They belong to the small club of nuclear nations such as USA, Russia and China and are targeted on Nations seen as particular threats. The danger of nuclear weapons lies in their accidental deployment, their use in a regional conflict, for example in the Middle East, or by a terrorist organisation. A nuclear attack on a centre of population would lead to millions of deaths and a quantity of atmospheric dust that would produce a dramatic cooling of temperatures across large parts of the globe.

To rid the world of the threat posed by nuclear weapons, world governments must limit their proliferation and ensure that they do not get into the hands of terrorists. Further, it could be argued that the world should be working towards the abolition of all nuclear weapons.

### B10.3 Language focus

The passive

(SB pages 235–236)

Go through the notes about the passive with students first. Elicit or give more examples (write these on the board). Students can then write the answers to the exercises in their notebooks and check answers with a partner.

**B10.4 Writing**

Graffiti posters

(SB pages 236–237)

- 1 Students should try to come up with their own definitions of graffiti (rather than look up in a dictionary). Ask a few groups to share their definitions with the rest of the class. Write some of these on the board. Also elicit examples of graffiti that students are familiar with (as long as these are not too offensive!).
- 2 Give students a few minutes to complete the cloze activity (individually).
- 3 Read aloud the listening text once or twice at normal speed, while students check their work.

**Listening text and key**

Graffiti can take the form of images or (1) **writing** on public property, particularly the outsides of (2) **buildings**. It is done informally and in many countries is a (3) **crime** for which you can be punished. Some people (4) **think** it is disrespectful and (5) **spoils** the appearance of public places. Others, (6) **however**, love it and say it is creative and gives a (7) **voice** to those who have no other way of expressing themselves to a (8) **large** audience. Graffiti has existed since (9) **ancient** times, with examples that go back to Ancient Greece and the Roman (10) **Empire**. Nowadays, some city councils provide graffiti spaces: blank (11) **walls** where people can (12) **draw** or write whatever they want.

- 4 Students can discuss the graffiti in groups or as a whole class. Point out that the first graffiti is actually two: Is there intelligent life on Earth? was written on its own and then, Yes, but I'm only visiting is the reply, written by someone else.
- 5 In groups, students should discuss, plan and write their own graffiti about the future on a large piece of paper or card. Encourage them to use a range of structures to do this (*going to, will, future perfect, present continuous*) e.g. By 2050, the world will have blown itself up. The world is becoming a smaller place. They should also use different styles, colours and angles when writing their graffiti.
- 6–7 Ask each group to display their poster and give students time to circulate and add comments to the graffiti.

**B10.5 Reading**

Markos' world

(SB pages 237–239)

- 1 Give students a few minutes to discuss the pre-reading questions about shanty towns in their small groups. Ask a few individuals to give quick feedback.
- 2 In order to help students with surveying the text and to prepare them for the summary writing, put some simple comprehension questions on the board for students to answer in their groups. E.g.
  - a What is Marko's house made of?
  - b Who does he live with?
  - c Does he work or go to school?
  - d What happened to his father?
  - e Which organisations are trying to improve life in the shanty town?

**Note:** Experts refer to 'push factors' which are the problems in the countryside which push people away, and 'pull factors' which are the attractions which pull people into the cities.

**Push factors** = drought, floods, famine, war/ civil disorder, large families which mean land is divided so much that plots are not big enough to support a family, poor prices for cash crops

**Pull factors** = jobs, schools, clinics, water, electricity If you have time, introduce these concepts and ask students to identify push and pull factors that influenced Markos' parents' decision to move to the city.

- 3 When preparing students for the summary writing, go through the steps they should follow: Step 1: Locate the relevant part of the text. Step 2: Make notes of the relevant information in their own words. Step 3: Put the notes into paragraph form. Step 4 Edit the paragraph until it contains the required number of words.
- 4 You may want to do one of the summaries with the whole class on the board: this is a good idea to reinforce the steps to be followed. Students can then do another summary with a partner and the last one on their own. Collect in the summaries for marking.
- 5–6 It is important for students to be able to 'read between the lines' and, thinking about the author's opinion and reason for writing, is part of that. Introduce the questions and then give students the chance to discuss the answers in small groups, before going through them with the class as a whole.
- 7 Give students a few minutes to think about their responses to these questions and then share in their groups or as a whole class.
- 8 If time is short, divide the class into groups and give each group one question to discuss. If you have a big class, you can have more than one group discussing the same question. After 10 minutes of so, representatives from each group can report back their discussion to the rest of the class. This could then become a whole class discussion of the issues.

**Possible answers** (you can add these to the discussion if students need some extra ideas):

- 1 the same conditions that caused them to leave the countryside in the first place might still be a factor making it difficult to make a living on the land; the children might have to give up school.
- 2 They might be able to get some help from an agricultural extension scheme and make a living on the land; there might be a school near their village; they would no longer have to live in an overcrowded slum.
- 3 Conditions in the countryside have to improve; help has to be given to subsistence farmers so they can produce more, schools and clinics need to be available.
- 4 More schemes such as those mentioned in the article would help.

**Optional activity:** Students make a mind map on the topic of shanty towns. The main branches could be: building materials; sanitation, problems, reasons why they exist



## Unit 10 Future threats

### B10.6 Speaking

#### The Earth colony debate

(SB pages 239–240)

1–4 Go through the scenario and the language structures in the box with students first. Review language for asking for clarification and explaining what you mean (see B2.3) and elicit or give more examples of conditionals one could use in the discussion. Give students 10–15 minutes to draw up a list of 8 professionals in their group and to each choose a profession (they may have to draw names out of a hat!) While groups are having their ‘balloon debates’, move around and listen in. At the end ask each group to name their ‘winners’. If time, ask a few winners to present their debate to the rest of the class.

**Optional activity:** As a class, you may wish to decide on/vote for the seven professionals that would be needed in a new Earth colony on Mars.

### B10.7 Writing

#### 10 rules for a new society

(SB page 240)

Go through the instructions for this task with students. Also revise with them useful social expressions for explaining or correcting oneself during a discussion. E.g. *What I mean is... What I meant was... Let me put it another way. What I'm trying to say is...* Students can then continue working in their groups to brainstorm and agree on 10 rules for a new society. A scribe/secretary in each group can write these onto a large sheet of paper to display and a spokesperson from each group can read them aloud to the rest of the class. Create a class list together by getting students to nominate and vote on the 10 best rules for a new society. Write these on the board or on a large sheet of paper for display and future reference.

**Note:** Point out to your students that it is better to use positive statements when stating rules, rather than negative ones. E.g. *We respect and care for our environment is better than Don't damage the environment. Modal verbs are useful for stating rules as well. E.g. We must/should respect one another's differences. The rules could also be written as a list of essential agreements. E.g. All members agree to... respect the environment etc.*

### B10.8 Speaking

#### A presentation and a speech

(SB pages 240–243)

1–2 Give students a few minutes to work in pairs to identify the differences between a presentation and a speech. Quickly check the answers with the whole class.

You may wish to brainstorm possible topics with the whole class first, before students continue brainstorming, planning, researching, preparing and practising their presentations in pairs. For help on how to make an outline, refer students to A2.12 and A3.3. You may wish to give one or two more examples of cue cards too (write these on the board). Also highlight the tips for giving a presentation and discuss with students why these should be adopted.

3–7 Give students time to read and discuss the example speech with a partner. Elicit other examples of useful phrases they could use in their speeches as well. Make a list of students' presentation topics and allocate each pair another pair to thank (make sure they know the topic in advance).

Organise the presentations and speeches as follows:

1. Pair One give their presentation
2. Pair Two give their speech of thanks to Pair One and then give their presentation.
3. Pair Three give their speech of thanks to Pair Two and then give their presentation.
4. Continue like this until the last pair has given their presentation. They should then be thanked by Pair One.

Finish off with a class discussion on the presentation, using the questions as a guideline. Also give pairs time to reflect on their own talks and to identify what they could improve on in future.

### B10.9 Assessment

(SB page 243)

### Speaking

Assess students' in-class presentations in B10.8. Note that you must assess their abilities to research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic. It may be helpful if you made a simple checklist to do this.

#### Example:

	Research presentation	Deliver presentation/speech	Ask questions	Answer questions
Student's name	.	.	x	x

### Reading

The purpose of this assessment is to test students' abilities to identify evidence to support/justify opinions and arguments. Give each student a copy of the text and collect their work for marking.

(See photocopyable on page 110)

### Unit 10 Answers

#### A10.2

#### Exercise 3

**Story 1 = D Story 2 = A Story 3 = B Story 4 = C**

**Story 5 = E**

#### Exercise 5

200 000 = Story 3 2015 = Story 2 1653 = Story 1  
130 = Story 5 83 = Story 4 20 = Stories 2&4 10 = Story 5  
7.0 = Story 1 6 = Story 3

**Exercise 6**

magnitude – standard measurement of an earthquake  
aftershock – tremors that occur after an earthquake  
rubble – piles of rocks, stones and other building materials left after an earthquake  
seismologist – someone who studies and measures the effects of an earthquake  
fault line – a break in the earth's continental plates that causes an earthquake

**Exercise 7**

Location	15km south-west of the Haitian capital Port-au-Prince
Time	The tremor hit at 16h53 (21h53 GMT) on Tuesday.
Estimated numbers of people affected	Number could run into thousands with 3 million directly affected by the quake.
Events during the night	<ul style="list-style-type: none"><li>• City in total darkness</li><li>• Thousands of people sitting in the streets or wandering around, shocked and confused</li><li>• Others desperately trying to dig victims out of the rubble by flashlight.</li><li>• Most of those with houses still standing slept in the street, fearing more aftershocks would hit.</li></ul>
Effect on the city	Much of the city is now in rubble, including the presidential palace, UN HQ and other buildings.
Foreign nationals affected	-UN has reported a large number of its personnel missing. -China, Jordan and Brazil have said that members of their peace keeping forces are missing and feared dead. -The manager of the Hotel Montana, popular with tourists, told the French news agency that 200 guests and staff are unaccounted for.
Warnings before the event	-Earthquake not a surprise to seismologists who had predicted that the fault line which cuts through the island would give way and result in a high magnitude quake. -However had not been able to predict exactly when this would happen

**A10.3 Language focus****1 Quantifiers****Exercise 1**

- 1 She hasn't taken any medicine yet.
- 2 There were a lot of people queuing for oranges. I didn't manage to buy any oranges.
- 3 I was lucky this year. I got some things for my birthday.
- 4 We have met none of our neighbours since we moved here.
- 5 Have you seen my glasses? I can find them nowhere.
- 6 I don't want any soup.
- 7 I have told your secret to none of your friends.
- 8 There is someone outside.

**Exercise 2**

- 1 Both **2 either** **3 neither** **4 both** **5 either** **6 neither**

**Exercise 3**

- 1 little **2 a little** **3 a few** **4 Few** **5 little** **6 A few**

**Exercise 4**

- 1b **2c** **3d** **4a** **5a** **6b** **7c** **8c** **9c** **10a**

**Exercise 5**

- a Much is used with uncountable nouns only.
- b Many is used with plural countable nouns only.
- c A lot and plenty are used with both plural countable and uncountable nouns.
- d Much and many are usually used in questions and negatives, but not in affirmative statements.
- e A lot and plenty are usually used in affirmative statements.
- f Much and many are used in affirmative statements after too, as so and very.

**Exercise 6**

- 1 I haven't got much money with me but I think I can afford a cool drink.
- 2 I'm surprised that there aren't many people here today.
- 3 Are there as many mango trees in your garden as in ours?
- 4 I'd like plenty of sugar in my tea, please.
- 5 There's too much noise, I can't hear myself think!
- 6 Have you got many things to do this weekend?

**A10.3****Exercise 1**

- 1 a past simple – entered b past continuous – were waiting c past perfect – had been wearing

**2**

- past simple
- The armed men were in the bank wearing masks.
- 3 The customers were either waiting in lines or being served at cash desks.

- 4 a past simple b past continuous c past perfect

**Exercise 2**

- 1 While I **was waiting** for the bus, I **met** two of my friends.
- 2 When I **met** them, I **had been** at the bus stop for half an hour.
- 3 We **were chatting** when the bus **arrived**.
- 4 We **were laughing** so much that I nearly **missed** the bus.
- 5 I **was smiling** to myself for the whole bus journey because I **had enjoyed** our conversation.



## Unit 10 Future threats

### Exercise 3

- 1 have got away; have been asked  
2 have got away – b + c; have been asked – a, b + c

### Exercise 5

- 1 have captured 2 has killed 3 took place  
4 was tracked down/ caught 5 has now been taken

### Exercise 6

expressed was speaking has been donated said had already received arrived, have made concluded were

### A10.6

### Exercise 2

taken up, give up, grew up, keep up with, made up of

### Exercise 3

- 1 made up of, keep up with  
2 take up, give up, made up of, keep up with  
3 grew up  
4 take up, give up  
5 made up of, keep up with

### Exercise 4

- 1 Please speak up. We can't hear what you are saying.  
2 On the night of the party, we stayed up until 6 o'clock in the morning.  
3 I'm afraid I was so angry that I hung up without saying 'goodbye'.  
4 We don't know who messed up the school hall. The head teacher is waiting for someone to own up who can then clear it up.  
5 Look! A car has pulled up in front of the house.  
6 Don't keep looking up words in a dictionary. Try to work out what they mean.

### Exercise 5

#### Possible answers:

- 2 didn't go to bed/sleep 3 put the phone down  
4 made a mess in/ confess/clean  
5 stopped 6 checking the meanings of

## B10.2

	What could happen	How we could avert it
An asteroid collision with the Earth	serious impact: changing landscapes & climate in such a way – not possible for humanity to survive	'asteroid mitigation strategies': E.g. <ul style="list-style-type: none"><li>sending a device such as a very large nuclear bomb to the approaching asteroid to blow it up or deflect it from its course.</li><li>tractor made up of powerful space craft that could pull it away from the Earth before it reaches us.</li></ul>
Global pandemic	global pandemic of a yet unknown killer disease could occur on such a scale that huge numbers of people would die	<ul style="list-style-type: none"><li>some people will always have natural immunity.</li><li>medical researchers have to develop ways of fighting them, such as vaccines or medication, in advance of their occurrence.</li></ul>
Global warming	if global warming continues and intensifies it could make the planet uninhabitable	<ul style="list-style-type: none"><li>If global warming is man-made, then if we stopped the activities causing it, we should be able to prevent it.</li><li>However, the whole basis of our global economy is growth, which involves the depletion of natural resources, the clearing of forests and massive carbon emissions.</li><li>To persuade people and governments to find other ways of living is an immense challenge.</li></ul>
The eruption of a super-volcano	<ul style="list-style-type: none"><li>deaths of millions of people</li><li>gases released could lead to a huge and sudden increase in global warming</li><li>dust and debris in the atmosphere could block the sun and cause a worldwide volcanic winter</li></ul>	<ul style="list-style-type: none"><li>scientists to gain detailed knowledge of what exactly we can expect and when it is likely to happen</li><li>make provision for mass migrations to areas far from the eruption</li><li>construction of huge underground shelters where populations could live while the effects of the eruption make life impossible above ground.</li></ul>
Nuclear weapons	<ul style="list-style-type: none"><li>accidental deployment</li><li>use in a regional conflict</li><li>terrorist organisation.</li><li>nuclear attack on a centre of population would lead to millions of deaths and a quantity of atmospheric dust that would produce a dramatic cooling of temperatures across large parts of the globe</li></ul>	<ul style="list-style-type: none"><li>world governments must limit their proliferation</li><li>ensure that they do not get into the hands of terrorists.</li><li>the world should be working towards the abolition of all nuclear weapons.</li></ul>

**B10.3****Exercise 1**

- 1 Shitaye has been given a prize for merit.
- 2 Our house has been given a fresh coat of paint.
- 3 Science to Grades 9 and 10 is taught by Weizer Medhin.
- 4 Our results will be told to us in about a month.
- 5 Birikti has already been offered a job by a hotel.
- 6 Zewdu has been elected form captain.
- 7 It is said that eating pineapple is not good when you are ill.
- 8 It is said the fort was built in the 15th century.
- 9 The police think ten houses in our area have been broken into by the same thief.
- 10 It is claimed there are ghosts in the old house on the corner.

**B10.5****Possible answers:****Exercise 3**

A typical shanty town consists of thousands of houses like Marko's, made of tin sheeting and with just one small room. Others are made of mud or concrete blocks and may have two rooms, but not usually a bathroom. Instead, there is a pit latrine, shared by many families, which has a bad smell when it is hot and floods when it rains. Some families may have a tap or a well near their house or it may be a long walk away. There are many thieves around and so walking around at night is dangerous. (96 words)

**Exercise 4**

Marko sometimes gets work helping a market trader by running errands and loading and unloading his cart. His mother buys tomatoes at the market and then sells them in the city centre. His father used to wait outside the station yard from early morning till late at night, looking for someone to hire him to lift heavy loads or do other hard work either in the yard or outside.

**Exercise 5**

The government is trying to improve the situation by providing more schools, a water supply and better sanitation. Also NGOS are helping by lending money to women, running training courses and setting up community groups.

**Exercise 6**

1c 2a

**B10.8****Exercise 1**

<b>A presentation</b>	<b>A speech</b>
<p>On a specific topic which has been researched by the speaker. May be part of an academic programme Audience may interrupt with questions or ask questions at the end. Not read, but speaker has notes to refer to Often accompanied by pictures, diagrams or slides</p>	<p>Given on specific occasions, such as a wedding or speech day or by a politician Usually quite formal Can be read, particularly longer speeches.</p>

**B10.9****Assessment****Reading**

1 section 1=f section 2=c section 3=d

section 4=b section 5=a section 6=e

2 1T 2F 3F 4T 5T 6T 7F 8F

**Suggested further reading**

If possible, students should read other articles, reports, stories or poems relating to the topic of future threats (look in the library or in newspapers, magazines or on the Internet for these). Students can also choose an extract from the reading text in this unit (B10.5) to practise reading aloud with a partner, paying attention to fluency, expression and pronunciation.



## TO BE PHOTOCOPIED

## Assessment

## Reading

## POPULATION ISSUES

**1** \_\_\_\_\_

The population of the world is increasing as the birth rate exceeds the death rate. This is happening even in developing countries where a lot of babies die and many people don't live to old age. This is because health care has improved across the world, including developing countries, and so more babies survive and people live longer.

**2** \_\_\_\_\_

In many countries, big families are traditional. There are many reasons for this. Firstly, because many children die at a young age. Also, families need a lot of children to help their parents and grandparents to work on the land, look after cattle, gather wood and so on. Then, if they do have jobs outside the home, children can support their parents and younger brothers and sisters. Poor families, though, cannot afford to send children to school, particularly secondary school or to feed them, clothe them and provide good houses for them. The more children there are the worse it is. In the last 50 years, more and more people have left their homes in the countryside in the hope of finding a better life in the city. When they get there, though, they are often worse off: they cannot grow their own food and it is difficult to find somewhere to live. Developed countries don't face this problem of rapid population growth, but they do face another problem: as their families get smaller and smaller there are a growing number of old people with no-one to look after them.

**3** \_\_\_\_\_

If people generally have enough to eat, somewhere to live, go to school, find a job and are looked after when they are ill, then there is no population problem. However, there is a problem in countries where there is not enough food, houses, schools, hospitals or jobs for everyone. That is why there is poverty in many parts of the world.

**4** \_\_\_\_\_**a Education and economic development**

In some countries, couples are having fewer children and the population is growing more slowly. Why is this happening? It is because more women are going to school. Statistics show that the better educated women are, the fewer children they have. These days, women stay at school, get jobs and don't start their families until they are older than their mothers and grandmothers. The more women work, the more money the family has. The more money there is in a country, the more schools and hospitals they can open. So education, economic development and population are very closely linked.

**b Family planning**

How a husband and wife limit the number of children they have is a question of family planning. This usually means using contraceptives such as condoms or oral contraceptive pills. These methods allow a couple to decide when they want to have their children. Other cheap and effective options are male or female sterilisation. These are useful for couples who have decided that their families are big enough.

**5** \_\_\_\_\_

Although in general governments want to limit population growth, there are often cultural or religious issues which make it difficult. In some cultures women may have low status and be prohibited from attending secondary school or getting a job. Their role is to marry and bear children. Often, too, men want a large number of children as proof of their masculinity. Furthermore some religions are opposed to the use of contraceptives.

**6** \_\_\_\_\_

If world population continues to increase at the same rate as at present, by 2050 there will be 9 billion people. Will there be enough food, enough water, enough energy? The experts don't know. However, the rate of growth is slowing down and this may continue as couples, supported by their governments and by international organisations, choose to have fewer children.

**2 Answer these questions in one or two short sentences according to the information in the text (not your general knowledge).**

- 1 Why is the population of the world increasing?
  - 2 What population problems do developed countries face?
  - 3 What population problems do developing countries face?
  - 4 Why is living in the city sometimes worse than living in the countryside?
  - 5 What is the major reason why a country's population growth slows down?
  - 6 What are the four main family planning methods?
  - 7 Why are there usually large families in societies which are male dominated?
  - 8 Why are experts unsure whether or not there will be 9 billion people by 2050?
- 3 Explain in a few sentences whether or not you think family planning should be encouraged in Ethiopia.**



## Unit 11

# The film industry

### Learning outcomes

By the end of Unit 11 students will be able to give information about the film industry in Ethiopia and elsewhere.

### Learning competencies

**Listening:** Students listen to an interview and identify specific information.

**Writing:** Students write a report based on an interview.

### Language focus

**Grammar:** was going to, embedded questions, so do I/ neither do I, reported speech

**Vocabulary:** film and TV (television), phrasal verbs with away

**Social expressions:** revision of changing and coming back to the subject

### Background knowledge

In this unit, students learn about the film industry, focusing particularly on the production of a film. Emphasis is put on the industry in Ethiopia and students listen to a history of the industry in this country, as well as an interview with a well-known film-maker. Elicit what they know about films, film-makers and actors in this industry and encourage them to find out more about what is happening in Ethiopia.

### Materials and resources

If possible, try to find pictures and reading materials relating to the film industry nationally and internationally. Look in newspapers, magazines and on the internet (ask your students to help you). Use these for additional reading, discussion and display.

- Past English examination papers for revision.
- If possible, try to get or make a recording of a TV talk show (or at least an extract of an interview with a celebrity) to show to your students.
- If possible, try to find an example of a review of a real TV show or film in a newspaper or magazine.
- Video or DVD of the movie, *Titanic* (optional)

### Part A

#### Objectives

By the end of this section students should be able to:

- |                  |  |
|------------------|--|
| <b>Listening</b> | – Listen to an extended lecture on an unfamiliar topic and identify detailed information   |
|                  | – Listen to an interview and identify specific information                                 |
| <b>Speaking</b>  | – Recount stories and experiences in the past using a range of structures                  |
| <b>Reading</b>   | – Infer meanings of new words using contextual clues and/or knowledge of word formation    |
| <b>Writing</b>   | – Summarise a text in various forms including bullet points, charts, notes and paragraphs. |

#### A11.1 Introduction

The film industry

(SB page 244)

The purpose of this exercise is to introduce the topic and to elicit students' prior knowledge and vocabulary relating to the film industry. Before students start brainstorming ideas in groups, you may wish to review film genres (B4.1). However, the focus in this unit is on film production, so you may feel this is not necessary.

If students struggle to come up with ideas, put the headings below on the board and dictate some or all of the words randomly for them to put into the correct groups.

#### What we see on the screen

Dialogue  
Sound track  
Set  
Location  
Special effects  
The cast: actors, stars, extras, stuntmen

#### People behind the camera

Director  
Producer  
Screenwriter  
Camera operator

#### Stages in the life of a film

Pitching an idea	Release
Finance	Premier
Writing a screenplay	Distribution
Production	Editing
Shooting	



## Unit 11 The film industry

Once students have had a chance to brainstorm and list ideas in groups, copy the mind map onto the board and elicit ideas from different groups to complete it. Complete this exercise with a brief class discussion about the kinds of films and TV programmes students prefer.

### A11.2 Listening

#### The Ethiopian film industry

(SB page 244)

- 1 Give students a few minutes to discuss what they know and like about Ethiopian films (in pairs or small groups). Ask a few individuals to share their responses with the rest of the class.
- 2 If you feel it is necessary, review how to make outline notes with students (see A2.12 and A3.3). Then read aloud the listening text once through at normal speed, while they listen for gist. Read it again at normal speed, pausing briefly at the end of each paragraph to enable students to make outline notes.
- 3 Give students a few minutes to check their notes with a partner. Then read the script again, while they listen and add to their notes. (They will use these notes to write summaries in the next section.)

#### Listening text

*Like people everywhere, in Ethiopia we like watching films. Many of us rent DVDs or videos or go to cinemas to watch the latest American, European, Indian and Arabic films. More and more, however, we are able to see Ethiopian-made films.*

*Film making has been going on in this country for a long time, but independent film making didn't take off until after 1992, when the Association of Film Makers of Ethiopia was founded. This organisation aims to improve the quality of domestic films by running training programmes here and abroad. Inevitably there is a lack of money and resources both for film training and making. Thus many Ethiopian films have been made by Ethiopians who trained and live abroad. For example, Gondar-born Haile Gerima, who made the acclaimed films *Sankofa* (1993) and *Teza* (2008) has been based in USA since 1967. Solomon Bekele, was trained in France, but returned to Ethiopia and in 1992 made the popular and award-winning film *Aster*, a love story. He teaches film at the University of Addis Ababa.*

*Making films here is a challenge explains Ermias Woldeamlack, director of *The Father* (2001), an internationally acclaimed film which recreates the Mengistu era. To shoot the film he says he had to dust off the old equipment that belonged to the Cinema Corporation of Ethiopia. It had been kept in a cellar and was rotting away.*

*In the last few years there has been an increase in domestic film production which has been made possible due to the rise of video production and digital film-making. Typical of the new generation are Teworos Teshome, who writes, acts and directs his own films, such as *Cold Flame* (2003) and *Red Mistake* (2006). He also*

*owns his own cinema which shows only Ethiopian films. Serawit Fikre's films are entirely his own work, too. His most famous work is *The Blue Horse* (2006). Netsanet Kidane Mariam is a maker of full-length animated films and Tikeher 'Jah' Teffere is an Oscar-nominated documentary film maker*

*Ethiopians have many stories to tell and the creativity and skill to make films that can be enjoyed both at home and the world over. Only with more training facilities and better funding can this be done on a larger scale.*

### A11.3 Writing

A summary

(SB pages 244–245)

You may wish to model how to summarise one or two points on the board, before students complete this exercise on their own. They should use their outline notes from the previous section and write a paragraph summarising the Ethiopian film industry. Encourage them to write full sentences, in their own words. They can swap their work with a partner for help with checking and editing, and then write a final copy to submit for marking.

### A11.4 Listening

An interview with a film-maker

(SB page 245)

- 1 Give students a few minutes to discuss what they know about this film-maker in their small groups. Ask a few volunteers to share what they know with the rest of the class too.
- 2 Read aloud the first question from the listening text and let students quickly predict and discuss what they think the answer will be (in pairs or small groups). They should write down their prediction in the table. Then read aloud the film-maker's actual answer, while students listen and make a note of it.
- 3 Continue in this way reading aloud each question, getting students to predict and discuss the answers before you read aloud the actual answers.
- 4 In small groups, students should discuss their impression of Haile Gerima and their opinions of his ideas. Ask representatives from different groups to share some of their thoughts with the rest of the class too.

#### Listening text

##### **Could we start by talking about your background?**

*Well, I was the fourth of ten children and my parents were both teachers, but my father, Tafeka Gerima, was also a playwright and founded a theatre troupe that I often performed with.*

##### **What kind of plays did you father write?**

*He wrote original and often historical drama, always submerged in the genuine culture of Ethiopia. This was different from what I learned in school. My sister and I were the first in our family to go to a so-called modern school where American teachers taught me to spell Connecticut, but nothing about my own country and people.*

**When did you leave Ethiopia?**

In 1967. I was part of the generation of students that left Ethiopia in the 1960s and 70s, and through their political activities, radically altered the course of Ethiopian history. In a sense, *Teza* is a memoir of that experience.

**How did you get into movies?**

I was studying in California with students from Brazil and Mexico. We shared a collective rage. We realised we had been betrayed by the movies. Once you see all these Hollywood movies you have two demonized populations of America, black people and Native Americans, and you're scared of them. Blacks were criminal, always, constantly, and violent, and will kill you to rob you. If you saw those movies when you were a kid it aggravates your consciousness. I decided to make movies that told the truth.

**You spent fourteen years working on *Teza*. What inspired it?**

There is this phantom story for Africans; that they go abroad, study, and become "somebody". My generation was the most hit by this mythology. But it also has to do with a story I heard as a kid. There was an Ethiopian who went abroad from Gondar and was thrown off a building by racists in America. He came back in a casket. I can't tell you that this was its inception, since it's fuzzy in my head, but basically it was this idea of dislocation. That from the countryside to the city, from the city to Europe or America, you are in search of this ideal that is imposed on you: to look as good as those who come from abroad, because you think they are happy. But happiness is relative. Those who came from abroad, are they happy?

**A11.5 Language focus**

Past intentions

(SB pages 245–246)

Go through the explanation about past intentions with students and elicit or give more examples (write these on the board). Students can then complete the exercises in their notebooks and check their answers with a partner.

**A11.6 Reading**

An interview with a film star

(SB pages 246–247)

- 1 Give students a few minutes to discuss what they know about the film star in small groups. Ask a few volunteers to share what they know with the rest of the class.
- 2 Students should read the text on their own and match the highlighted words and phrases to the definitions. They can check answers in pairs or small groups. Encourage them to record new words or phrases into their vocabulary notebooks.
- 3 Students should discuss in their groups what the highlighted words and phrases tell one about Kate Winslet's life. Ask representatives from different groups to share some of their responses with the rest of the class afterwards too.

**A11.7 Language focus**

Reported speech

(SB pages 247–249)

- 1 After reading the reported speech information on SB page 247, students should complete Exercise 1 on their own or with a partner. Students should write the answers in their notebooks.
- 2 In pairs, students should discuss the rules for reported speech (based on the sentences in the exercises, and their prior knowledge). Check the answers with the whole class.
- 3 Students can complete this individually and then check answers in pairs.
- 4 This section looks at different reporting verbs and the sentence patterns that each of them uses. Go through the explanation with the class. Then elicit the answers from the whole class.
- 5 Students should do this individually and then share their answers with their partners.

**Optional activity:** Students should find examples of reported speech in the interview with Kate Winslet in the previous section. They can write these examples into their notebooks.

**A11.8 Writing**

A dialogue

(SB pages 249–250)

Students may write the dialogue individually or in pairs. They should use the beginning provided in their books and then continue on their own (you may wish to model a few more lines, if necessary). They should swap their work for help with checking and editing, before rewriting their final version.

**Optional activity:** In pairs, students can practise and perform this interview. They can either read the lines aloud or the person playing the journalist can use cue cards (see B10.8) to help them remember the questions. Each pair can perform their interview for another pair, group or the whole class (time permitting).

**A11.9 Study skills**

Exam strategies – part 2

(SB pages 250–254)

- 1 Give students a few minutes to compare and discuss in groups their revision timetables and their revision progress so far. Ask a few volunteers for feedback.
- 2–4 Go through the advice on general reading strategies for exams with students first. If possible, refer back to a past examination paper they have practised as an example. Then give students a few minutes to arrange the strategies in order. Check answers quickly with the whole class. Also give students a bit of time to discuss which strategies they use already and which ones they need to use more.
- 5 Go through the advice on how to answer multiple choice questions with the class. If possible, refer to a few examples from past papers.
- 4 Highlight the fact that exams have time limits and therefore reading and writing fast is essential.



## Unit 11 The filmindustry

As a rough guide:

- planning an essay should take about five minutes.
  - reading a text and answering comprehension questions: a text with about six to 10 questions should take 10–15 minutes
  - answering grammar multiple choice questions should take one minute per question
- 2 If necessary, refer students to A2.12 to review how to make an essay outline. Then give them five minutes per plan.
- Choose one of the titles for the students to do. Depending on the length required and time available, as a general rule:
- A 250 word essay should take 40 minutes: five minutes for planning, 30 minutes for writing and five minutes for checking.
- 3 Give students 10–15 minutes to read the text and answer the questions. Encourage them to use the exam strategies they have learned and talked about in this section.

### Optional extra questions for the reading comprehension text:

- 1 Discuss the meanings of these words as they are used in the text.  
A geological history (line 2) B molten (line 6) C fossil (line 17) D momentous (line 2)
- 2 Write a summary of the evidence for the movement of the continents over thousands of years. Write about 100 words.
- 3 Discussion: What proof is given in the text for the movement of continents? Do you find it convincing?

## Part B

### Objectives

By the end of this section students should be able to:

- Speaking** – Contribute to and develop conversations about the unit topic
- Use a range of structures to change and come back to the subject
- Reading** – Skim to get a general idea
- Scan to get specific information
  - Identify evidence to support/justify opinions/arguments
  - Read text and distinguish between fact and opinion
  - Read text and critically evaluate it to inform their own comments/judgements
  - Infer meanings of new words using contextual clues and/or knowledge of word formation
- Writing** – Write a report based on an interview

### B11.1 Language focus

Indirect or embedded questions (SB pages 255–256)

Go through the explanation about indirect or embedded questions with students first. Elicit or give more examples (write these on the board).

- 1 Students can complete these indirect or embedded questions in their notebooks. They can check answers with a partner.
- 2 Give an example of a famous person (e.g. a film star like Kate Winslet from A11.6) and model a few indirect embedded questions that a journalist could ask him/her. Students can then make up their own interviews between a celebrity of their choice and a journalist. Note: the content of the interviews may be light hearted, but the use and structure of the indirect or embedded questions need to be accurate.
- 3 Give students time to practise and perform their role plays for one another. Choose a few pairs to do theirs in front of the whole class as well.

### B11.2 Speaking

Talk show

(SB page 256)

- 1 If you have the facilities available, it would be helpful if you showed your class a video recording of a talk show on TV (or at least an extract from one). Or, if possible, look in a TV guide and choose one that you could ask students to watch for homework. However, if neither of these options is possible, then you need to rely on students' prior knowledge and experience of watching these on TV. Spend some time eliciting what students know and enjoy about them (whole class discussion). Students should follow the steps for creating their own talk show in groups. The hosts may use cue cards if necessary (see B10.8).
- 2 Don't let each show go on too long – make sure groups keep to the suggested time of 10 minutes.
- 3 To make the show more life-like and enjoyable, you could encourage the class to cheer and clap during each talk show. Also, possibly, the audience could ask questions after each interview. The celebrity guests would have to answer whatever questions they are asked in their roles.

### B11.3 Writing

A review of a television show

(SB page 256)

If possible, try to find an example of a real review of a TV show from a newspaper or magazine (it does not have to be a talk show). Read aloud or copy sentences from it onto the board to use as an example of the content and style typically found in TV reviews. However, if this is not possible, then it may be helpful if you made up and modelled a few example sentences or phrases on the board (following the structure for writing a review given in the Student's Book). Students should then continue on their own, independently following the seven stages of writing (see A2.12 and A3.3). Some of the writing can be



done for homework too. They can swap their work with a partner for help with checking and editing. Collect their final versions for marking and for giving feedback. You may wish to select a few to be read aloud or displayed.

#### B11.4 Reading

The making of a blockbuster (SB pages 257–258)

- 1 Give students a few minutes to brainstorm blockbusters they have seen. Ask a few individuals to share their ideas with the rest of the class afterwards.
- 2 Give students a minute to survey (skim) the text and guess the name of the film. Elicit the answer from the class.
- 3 Give the students five minutes to scan the text to get specific information to answer the multiple choice questions. Quickly check the answers together.
- 4 Give students another three to five minutes to scan the text and match the words with the definitions. Check the answers together. Encourage students to record new words into their vocabulary notebooks.
- 5 Students can discuss these questions in their groups. Ask for feedback to the whole class.

#### B11.5 Language focus

Short answers (SB pages 259–260)

##### Short answers

Go through the explanation about short answers with students. Then model how to answer a few of the questions in the first exercise, using the correct auxiliary verbs and stress patterns. Students can continue in pairs. While they are doing this, move around and facilitate where necessary. If there is time, ask one or two pairs to model the questions and answers for the whole class.

##### So do I/Neither do I

Go through the explanation about using these forms with the whole class too. Model the auxiliary verbs and stress patterns in the first exercise, before students do it in pairs. They can then continue the next exercise (3) in groups. While they are doing this, also move around and facilitate where necessary.

**Note:** Be careful with this structure:

- So do I can only be used when the subject of the original sentence is a person
- If the subject is a thing, it becomes more complicated

##### Example:

- My hair is too short
- So is mine
- There are other possibilities too:
- Our science lesson was very difficult today.
- So were maths and geography

(Only point this out if it comes up, or if you have a strong class.)

#### B11.6 Reading

A review of *Titanic*

(SB pages 260–261)

- 1 Give students a minute or two to discuss the pre-reading questions with a partner. Ask a few volunteers to share their responses with the whole class.
- 2 Students should read the text and answer the questions independently. They can check their answers in pairs or go through the answers with the whole class.
- 3 Students can discuss these questions in pairs, small groups or as a whole class. As follow-up, they can write the answers in their notebooks too.

**Optional activity:** If you have the time and facilities available, you could show the DVD or video of this film to your students? (However, check beforehand what the censorship conditions are so that you are showing them something that is age-appropriate.)

#### B11.7 Increase your word power

Phrasal verbs with *away*

(SB pages 261–262)

First review phrasal verbs with the whole class (see B4.7). Students can then complete the exercises in their notebooks and check answers with a partner. (You may wish to check the answers for exercises 1–4 with the whole class too.) For exercise 5, students can read aloud their paragraphs to another pair or a group of students if you do not have time for every pair to read theirs aloud to the whole class.

#### B11.8 Language focus

Revision – changing the subject

(SB page 262)

- 1 Give students a few minutes to complete the expressions in the box. Then quickly check the answers together and review the language for changing and coming back to the subject (see A4.2).
- 2 In pairs, students should decide who is A and who is B and then read and think about their role cards for a few minutes. You may wish to demonstrate this speaking game with a volunteer in front of the whole class too. Students can then play the game with their partner. While they are doing this, move around and facilitate where necessary. Choose a few pairs to demonstrate in front of everyone at the end.

#### B11.9 Writing

Formal letters

(SB pages 263–264)

- 1 Give students two to three minutes to match each part of a formal letter to the correct function. They can check answers with a partner.
- 2 Give students a few minutes to complete and check this table with a partner as well. You may wish to quickly check the answers for both exercises with the whole class before continuing.
- 3 Review the layout of formal letters with students (see B1.7). Model a few sentences or phrases for each part of the letter on the board (e.g. opening salutation,



## Unit 11 The film industry

request for information, closing etc). Students should then independently write their own formal letters, following the seven stages of writing (see A2.12 and A3.3). They should use the business address given in the Student's Book and follow the instructions. Some of the process can be done for homework (e.g. drafting and rewriting) and some can be done with a partner (e.g. checking, editing and proofreading). Collect their final versions for marking and for giving feedback (assess them in terms of content, structure and style). You may wish to ask a few students to read aloud their letters or to display them as examples of well-written formal letters.

### B11.10 Assessment

(SB page 264)

## Listening

The purpose of this assessment is to test students' abilities to listen to an interview and identify specific information. Let students read through the statements first, then read aloud the listening script at normal speed while they write True or False next to each statement. You may wish to read it a second time while they check their answers.

### Listening text

#### In your view do films have a positive or a negative influence on society?

To answer this question we can go right back to the Ancient Greeks, over two thousand years ago. The philosopher Plato wrote of poetry that the "influence is pervasive and often harmful." Since it is "unregulated by philosophy, it is a danger to soul and community." However, another Ancient Greek, Aristotle, argued that music, drama, and tragedy play a useful role in society as they are a means by which people can purge their negative emotions. So there you have it, the same debate has been going on for two millennia.

#### So are you saying that films are harmful?

Nowadays, few would argue that films are in themselves harmful, but many feel that many films have a corrupting influence, particularly on young people. Their impact is powerful too, as films are widely viewed and the viewing experience is intense especially in cinemas with their large screens and surround sound.

#### What are the issues that you worry about?

There are several issues that cause concern. Perhaps the one most commonly cited is violence. It is common even in mainstream films for several people to be gunned down, or knifed or attacked in some other gruesome way. The effects of such action: on the person pulling the trigger or the relatives of the victim are not always shown. Thus the message is constantly being driven home that killing people is part of daily life.

Another issue concerns the behaviour shown, particularly in Western films which is in marked contrast to that considered appropriate in other cultural contexts. We may see young people talking back to older relatives or men and women entering into and out of sexual relationships with no commitment on either side. Such content is felt to be unsuitable in many parts of Africa, Asia and the Middle East.

## What would you say are the redeeming qualities of films?

Well, great films lift our spirits by showing the triumph of the human spirit in difficult circumstances. They can also educate us out of our prejudices and stereotypes and, last but not least, they can entertain us and make us laugh.

## Writing

The purpose of this assessment is to test students' abilities to write a report based on an interview. Students should plan and write their reports independently. As preparation for their upcoming examination, you may wish to give them a time limit to do this (e.g. 5 minutes planning + 20/30 minutes writing + 5 minutes checking = 30/40 minutes). Collect their reports for marking (focus on the content, structure and style).

## Unit 11 Answers

### A11.2 Listening

#### Exercise 2

(NB: Notes should have a recognisable and consistent structure. Encourage use of symbols and abbreviations.)

#### 1 Ethiopians like films

- watch films from all over world
- and now from here too

#### 2 History

- began 1992 with Association Film Makers of Eth:
    - aims to improve quality
    - provides training
  - lack of money – many film-makers trained / live abroad
    - E.g: Haile Gerima (Sankofa, Teza)
  - S Bekele (Aster) – now lives here
- 3 Increase in Ethiopian film-making recently
- due to video & digital
  - many new film-makers e.g
    - Tewodros Teshome (Cold Flame, Red Mistake)
    - Serawit Fikre (The Blue Horse)
    - Netsanet Kidane Mariam (animated films)
    - Tikeher 'Jah' Teffere (documentaries)

#### 4 For future, film industry needs

- money
- training facilities

### A11.3

#### Example summary:

Like most people, Ethiopians enjoy watching films. We watch films from all over world and now from here too. Independent film making began in 1992 when the Association of Film Makers of Ethiopia was founded. It aims to improve the quality of films produced in this country and to provide training here and abroad. However, due to a lack of money, many Ethiopian film-makers have trained and lived abroad e.g. Haile Gerima (Sankofa, Teza) and S. Bekele (Aster), who now lives here. Recently, there has been an increase in Ethiopian film-making due to the rise of video production and digital film-makers. There are many new film-makers here e.g. Tewodros Teshome (Cold Flame, Red Mistake), Serawit



Fikre (The Blue Horse), Netsanet Kidane Mariam (animated films) and Tikeher ‘Jah’ Teffere (documentaries). For the film industry to expand in the future, it needs more money and training facilities.

**A11.4**

	Your predicted answer	Mr Gerima's answer
Question 1	Open	<p>Background:</p> <ul style="list-style-type: none"><li>– 4th of 10 children</li><li>– Parents were teachers</li><li>– Father also a playwright, founded a theatre troupe that I performed with.</li></ul>
Question 2	Open	<p>Father wrote original &amp; historical drama, submerged in the culture of Ethiopia.</p> <ul style="list-style-type: none"><li>– different from what I learned in school: my sister &amp; I went to an American school where we learned nothing about my own country and people.</li></ul>
Question 3	Open	<p>I left Ethiopia in 1967.</p> <ul style="list-style-type: none"><li>– part of the generation of students that left Ethiopia in the 1960s &amp; 70s</li><li>– through political activities, radically altered the course of Ethiopian history.</li><li>– Teza is a memoir of that experience.</li></ul>
Question 4	Open	<p>I got into the movies when studying in California with students from Brazil &amp; Mexico.</p> <ul style="list-style-type: none"><li>– shared a collective rage.</li><li>– realised we had been betrayed by the movies.</li><li>– black people &amp; Native Americans are demonised in movies</li><li>– I decided to make movies that told the truth.</li></ul>
Question 5	Open	<p>Phantom story for Africans;</p> <ul style="list-style-type: none"><li>– they go abroad, study, &amp; become “somebody.”</li><li>– also to do with a story I heard as a kid: an Ethiopian who went abroad &amp; was thrown off a building by racists in America.</li><li>– idea of dislocation: That from the countryside to the city, from the city to Europe or America, you are in search of this ideal that is imposed on you.</li></ul> <p>But happiness is relative.</p>

**A11.5****Exercise 1****Possible answers:**

- 1 We **were going to take a bus**, but we changed our minds and took a taxi instead.
- 2 I **was going to study law** at university but now I've decided to do economics.
- 3 My brother hates his job. **He was going to leave at the end of the month**, but decided it was better to stay until he can find another one.
- 4 It's my birthday tomorrow. I **was going to have a birthday party this year**, but we decided it would be too expensive
- 5 My friends and I **were going to watch the big match** at the stadium, but there were so many people, we decided to watch it on TV instead.
- 6 I **was going to buy some new shoes**, but I didn't have enough money.

**A11.6 Reading****Exercise 2**

- 1 Academy Award nominations
- 2 The red carpet
- 3 Heartbreak
- 4 Starred
- 5 Box office receipts
- 6 Multiple award winner
- 7 Highest-grossing film
- 8 Paparazzi
- 9 Perfectionist
- 10 Low budget small independent films
- 11 Body image
- 12 Size zero

**A11.7 Language focus****Exercise 1**

- 1 Yesterday our teacher said that he was pleased with our progress.
  - 2 He also said that we had worked hard this year.
  - 3 He asked us if we would promise to keep cool heads during the exams.
  - 4 He then finished by telling us not to disappoint him.
- Exercise 3**
- 1 Almedi said he thinks we are all making good progress.
  - 2 Mekibib said that our examinations start next month.
  - 3 Meaza said that she has been revising geography all week.
  - 4 Our teacher said the headmaster always insists on politeness.
  - 5 My teacher said she was pleased with the work I did yesterday.
  - 6 Aret said although she can run fast, she couldn't be an athlete as the training is too hard.
  - 7 Asgede said they had watched the race the night before on Galore's TV.
  - 8 Ebise said she thinks everyone has done well to reach the end of Form 4.
  - 9 Anane said I will be sorry if I leave all my revision to the night before my exams.
  - 10 Our teacher said she would have marked our compositions by yesterday lunchtime.



## Unit 11 The film industry

### Exercise 4

ordered: **told** Ongaye to go to, **demanded** that Ongaye went to, **forced** Ongaye to go to  
requested: **invited** Ongaye to go to, **encouraged** Ongaye to go to, **suggested** Ongaye went to

### Exercise 5

1c 2d 3d 4d 5b 6a 7a 8a 9b 10a

### A11.9

### Exercise 2

f a g e b d c

The advice given is generally also applicable to listening. The main difference between reading comprehension and listening is that when listening you have very little time to think about your answer. The most important things to remember are:

- read the questions before you hear the text
- answer each question quickly: don't get left behind trying to answer one question so that you miss the answer to the next one
- check your answers carefully when your teacher has finished reading the text.

### Exercise 4

- a Map 1 = A Map 2 = B  
b i) b ii) d iii) a iv) b v) b vi) a vii) c

### Answers to optional extra questions:

1

- a the history of the formation of the Earth: how its geology has changed over millions of years  
b molten metal or rock is liquid because it is very hot  
c the shape of an animal or plant that lived a very long time ago, preserved in rock  
d describes an event or change that is very important.

2

### Model answer:

Scientists have put forward the theory for the movement of continents over millions of years based on evidence from fossils and rocks. They have found fossils of tropical plants and animals in cold areas of North America. They say that this proves these areas were once in a much warmer climatic zone. With regard to rocks, parts of West Africa and the east of South America are made up of rocks of exactly the same age and type, which they say proves they were once joined.

(86 words)

### B11.1

### Exercise 1

- 1 May I know how old you are?
- 2 Would you mind telling me how much money you earn?
- 3 Could you tell me if you plan to get married?
- 4 Do you mind telling me what marks you got in the test?

### B11.4

### Exercise 2

*Titanic*

### Exercise 3

1a 2a 3b 4c 5b 6c

### Exercise 4

- 1 replica – e 2 storey – g 3 blueprints – a  
4 maiden voyage – h 5 lavish – b  
6 aft – c 7 seesaw – f 8 extras – d

### B11.5

### Short answers

#### Exercise 1

Student A

- 1 'Yes I 'did/'No I 'didn't
- 2 'Yes I 'do/'No I 'don't
- 3 'Yes I 'can/'No I 'can't
- 4 'Yes I 'had/'No I 'hadn't
- 5 'Yes I 'would/'No I 'wouldn't
- 6 'Yes I 'will/'No I 'won't
- 7 'Yes I 'am/'No I'm 'not
- 8 'Yes I 'am/'No I'm 'not

Student B

- 1 'Yes I 'am/'No I'm 'not
- 2 'Yes I 'have/'No I 'haven't
- 3 'Yes I 'am/'No I'm 'not
- 4 'Yes I 'would/'No I 'wouldn't
- 5 'Yes I 'will/'No I 'won't
- 6 'Yes I 'would/'No I 'wouldn't
- 7 'Yes I 'do/'No I 'don't
- 8 'Yes I 'did/'No I 'didn't

### B11.6

### Exercise 2

2

*Titanic* is an epic film on a grand scale. The most expensive film of the 20th century and without major stars, **it seemed doomed** to sink like the great ocean liner whose story it tells.

Faced with the fact that everyone knows what happened to the *Titanic*, the so-called unsinkable ship which sank on its maiden voyage, director James Cameron **wisely** chose to start the film in the present day with divers investigating the wreck. However, the story is focused on one couple who meet on the ship and fall in love. Drama is added to their relationship as they are separated by their social class: she is in the first class section of the ship, the daughter of a rich family about to be married to someone she doesn't love, while he is a third class passenger, hoping to find work in America. As they fall in love, members of her family and her fiancé do what they can to keep them apart, but everything is changed when the ship hits an iceberg. The whole of the second half of the film is devoted to what happens as the ship sinks and passengers and crew struggle to save themselves. That the story is true makes the selfishness of some and the kindness of others even more **affecting**. In the midst of it all the love affair is played out.

The *Titanic* was a great ship, except for its rivets which failed and caused it to sink. The film too has a **major weakness** and that is the story of the two lovers. It is too **contrived** and while Leonardo Di Caprio and Kate Winslet are **convincing**, as a young couple in love, the romance is overplayed and Di Caprio's character has **little depth**. However, the film **does not sink**. The scale of the disaster **comes across** and the faithful recreation of the ship and of the events of that fateful day are **breathtaking**. It is impossible not to be **swept away** by the film or **touched** by the final tragedy.

**3****Model answer:**

The writer likes the way that the film portrays the scale of the disaster. He also appreciates the way that the ship is faithfully recreated and the events of that fateful day are breathtaking.

The writer thinks that the love story is too contrived and the romance is overplayed. Di Caprio's character has little depth.

**B11.7****Exercise 1**

1 swept away 2 backed away from 3 passed away 4 throw (it) away 5 got away with

**Exercise 2**

- back away from, get away with
- sweep away (used passively here), back away from, throw away, get away with
- pass away
- sweep away, throw away
- back away from, get away with

**Exercise 3**

1 break 2 put 3 blew 4 given 5 take 6 went

**Exercise 4****possible answers**

1 separate from 2 tidy 3 scatter 4 distribute 5 remove  
6 disappear

**B11.8****B11.9****Exercise 1**

a5 b4 c2 d3 e1

**B11.10****Exercise 1**

1=e 2=c 3=d 4=b 5=a

**Exercise 2**

a Starting a correspondence	<i>I am writing</i>
b Referring back to a previous contact	<i>With reference to (our phone conversation)</i>
c Making a request	<i>Please could you ... I would be grateful if you could ...</i>
d Introducing bad news	<i>We regret to inform you that</i>
e Making a complaint	<i>Unfortunately ...</i>
f Making a threat	<i>Unless ... we ...</i>
g Enclosing documents	<i>I enclose ...</i>
h Expressing thanks	<i>Thank you very much for ... We are very grateful for ... We would like to thank you for ...</i>
i Offering future help	<i>If you have any further queries, please do not hesitate to contact me.</i>
j Referring to future contact	<i>I look forward to hearing from you We look forward to being able to ...</i>

**B11.10 Assessment****Listening**

1 T 2 T 3 F 4 T 5 F 6 T 7 F (not all films, great films)  
8 T

**Suggested further reading**

If possible, students should read other film reviews, interviews with film-makers and stars, and other articles about the film industry. (Look in newspapers, magazines and on the Internet for suitable materials.) They can also practise reading aloud an extract of their choice from one of the texts in this unit (A11.6, A11.9, B11.6) with fluency, expression and the correct pronunciation.



## Unit 12

# Class magazine

### Learning outcomes

By the end of Unit 12 students will be able to produce an eight page class magazine.

### Learning competencies

Teacher assesses the class magazine.

### Language focus

**Grammar:** revision of a range of structures

**Vocabulary:** magazines and newspapers (including jobs)

**Social expressions:** revision of a range of expressions

### Background knowledge

In this unit, students have to produce a class magazine. In the process of doing this, they look at, read and discuss extracts and articles from magazines, paying particular attention to their type, purpose and effect on the reader. They also learn about different jobs on a magazine and the stages of its production. Elicit from students what they know about magazines and how they are produced and aim to build new knowledge and skills on their prior experiences.

### Materials and resources

- Collect different kinds of magazines and magazine articles (ask your students to help you). Use these for reading, discussion and display. If possible, try to find some examples of other school or class magazines to use as a model for your students' own class magazine.
- Large sheets of paper or card for brainstorming and planning ideas for the class magazine (optional).

### Part A

#### Objectives

By the end of this section students should be able to:

- Listening** – Predict the content (of all or part) of a text by doing pre-listening activities  
– Listen to the text and identify detailed information  
– Listen and retell what they have heard in some detail
- Speaking** – Paraphrase sentences
- Reading** – Skim to get general ideas  
– Read a text and identify and explain its main purpose and its effect on the reader

#### A12.1 Introduction

A magazine cover

(SB pages 265–266)

The purpose of this exercise is to introduce the topic of magazines and to elicit what students know (prior knowledge). Give them five to 10 minutes to look at the magazine cover and to discuss the questions in small groups. Ask a few representatives from different groups to share some of their responses with the whole class afterwards.

**Optional activity:** Bring in a number of different magazines to class (or ask students to bring in some). Students can skim through them and identify the following features about each one:

Title:

Nature of content:

Type of reader:

#### A12.2 Reading

Extracts from magazine articles

(SB pages 266)

- 1 Give students 10–15 minutes to skim the magazine extracts and to complete the table. They should do this independently and then check answers in pairs or small groups.
- 2 Students can share their responses to these questions in pairs or small groups. Give them a minute or two to do this and then ask a few individuals to share their responses with the rest of the class.

**Optional activity:** Bring in a number of different magazine articles or extracts to class (or ask students to bring in some). Students can skim through them and in their notebooks identify the same features as in the table about each one.

**A12.3 Reading**

Magazine article

(SB pages 267–268)

Students should read the magazine article and complete the exercises independently. They can check answers in pairs or small groups. They should record any new words into their vocabulary notebooks.

**A12.4 Listening**

Magazine jobs

(SB page 269)

- 1 Give students a few minutes to list the responsibilities of each person who works on a magazine (pre-listening activity). They can quickly check their answers with a partner.
- 2 Elicit or give one or two more examples of paraphrasing (use some of the text from the previous section if you want to).
- 3 Read aloud the listening text once through at normal speed, while students listen for gist. Then read it again, a section at a time, and stop for a minute or two after each one to enable students to paraphrase the job responsibilities of that particular person to a partner. They should also write a sentence or two in their notebooks. Read aloud the text a third time to allow students to check their sentences.
- 4 In pairs, students can discuss which job they think they would enjoy most and why. Ask a few volunteers to share their responses with the rest of the class.

**Listening text**

**1.** I am one of the people who work closely with the editor to decide what is going into the magazine each week. I then go away and work on my part of the magazine. The magazine I work on is quite small so I write articles myself or, if we want a specialist article, I commission someone to write it for us. I also have to decide on the photographs we want to support our articles.

**2.** My job is not about the content of the magazine but the process of producing it. I have to build up the magazine piece by piece. I see what the editorial staff is working on and help with lay-out as each page is completed and accepted. I have to make sure deadlines are kept and put pressure on the staff if they are falling behind. I am the link between the editorial staff and the printers.

**3.** In any magazine there is a lot of advertising to help us cover all our costs and allow the owner to make money. I maintain contacts with long-standing advertisers and also try to make contact with new ones. Advertisers play an important role in what the magazine looks like. They often dictate where in the magazine their advertisement goes, and the size of it. This can have an impact on our articles, so I work closely with the editor.

**4.** Each week I have to make sure that we fulfil the magazine's mission so that our readers are not let down. That means making sure the editorial staff are doing

their jobs in the right way and making the final decisions about content and lay-out. Completed articles are given to me and I go through them, check them, make changes if I think they are necessary and I often have to cut them so they fit the page. So the job is essentially about making decisions and also, quality control. Producing a magazine is a collaborative process but if there is a boss, I guess it's me.

**5.** I am not concerned with what you read in the magazine, but what it looks like. I am present at the editorial meeting where we decide what is going in the magazine, and I have to decide on the overall look and the front page, which the editor then has to approve. I also advise section editors about photographs and layout. We do a lot of our own photography, so I have to organise that as well, which means visiting locations, or arranging sets in our studio and commissioning models.

**A12.5 Language focus**

Revision – Wh- questions

(SB pages 269–270)

Since this is revision, students can go through the explanations about Wh-questions and complete the exercises independently (except for exercise 5 which needs to be done in pairs). They can check answers with a partner or go through them quickly with the whole class.

**A12.6 Listening**

The magazine production process (SB page 270–271)

- 1 Give students a few minutes to predict and brainstorm in groups the production stages of a magazine. Ask for feedback and list ideas on the board.
- 2 Read aloud the listening text once through at normal speed while students make a note of each stage. Then read it again, pausing after each section to enable them to make notes of what happens at each stage.
- 3 Give students a few minutes to check their notes in groups.
- 4 Read aloud the text a third time while they add to their notes. At the end, get students to compare their predictions with the actual order of the stages.

**Listening text****1. Content**

The process begins with a meeting of the editorial team, led by the editor. They make decisions about the content in the edition: the topics to be covered in articles and photos. The editor may put forward a theme and then the section editors will come up with ideas for their section of the magazine within that theme. Alternatively one of the departmental editors may put forward a theme for their section, which the editor has to approve.

**2. Flat planning**

The editor then has to produce a flat plan: this is a single sheet of paper on which small oblongs are drawn representing each page of the magazine. Details of the article, photos and/or advertising that appear on that page are given. The editor uses this to design the



## Unit 12 Class magazine

magazine. Sometimes a department editor will argue with the advertising sales editor about space and position in the magazine. When each page is complete and has been proofread, a diagonal line is drawn across it on the flat plan.

### 3. Commissioning

After the editorial meeting, the editor may commission freelance writers to write articles which are too specialist for the staff writers. Photographs are also commissioned if there are no in-house photographers.

### 4. Research and writing

Immediately after the editorial meeting, the section editors and staff writers get busy with researching their articles: this involves arranging interviews, or searching the Internet. Then, when they have their information, they write their articles. At the same time the art director is working with photographers and lay out designers.

### 5. Sub-editing

This is done by the editor or in a large publication, sub-editors. It involves checking use of language, making sure the points made are clear and cutting down the article to fill the space available.

### 6. Production

When all the articles, photographs and advertisements are ready, the final lay-out is done, supervised by the art director and under the overall direction of the editor. This is now done digitally on computer.

### 7. Proofreading

Each page is printed as it is completed for a final proofread before the pages are sent to the printers.

### 8. Printing

The printers normally generate a single copy for checking by the editor. Then copies of the magazine are printed.

### 9. Distribution

Copies are packaged and sent to a warehouse prior to being distributed and sold.

## A12.7 Study skills

Exam strategies – part 3

(SB pages 271–272)

- 1 In groups, students should discuss the questions about exam strategies. Ask for feedback from a few volunteers too.
- 2 Students can read the text independently. Highlight the importance of doing past papers for practice at home (in addition to those that are done at school). Also draw attention to making sure one has all the right materials for an exam and staying calm.
- 3 In groups, students can share what strategies they already use and which ones they think are particularly useful. Again, ask for feedback from a few individuals to share with the rest of the class.
- 4 Copy the mind map onto the board and model how to complete it with a few strategies. Students can then make their own (this can be done for homework).

**Optional activity:** Elicit or give examples of a few relaxation techniques suitable for the pre-exam period. Encourage students to start practising these for a few minutes each day so that they become good habits.

Possible techniques are:

- Breathing in through your nose to the count of three and then breathing out through your mouth to the count of three (make sure the breaths are not shallow; they should fill your diaphragm and stomach).
- Shrug your shoulders up and down five times to release tension.
- Slowly move your neck from side to side a few times – don't overdo it!
- Roll your shoulders slowly forwards and backwards a few times in each direction
- Stand up, bend your legs, curl your back and lower your arms until your hands touch the floor. Then slowly uncurl your back one vertebra at a time, raising your hands and arms until they touch your sides and you are standing straight.
- Stand up straight and tall. Close your eyes and visualise a relaxing scene e.g. green leafy trees, a beautiful mountain, or a calm blue sea.

## Part B

### Objectives

By the end of this section students should be able to:

- Speaking** – Contribute to and develop conversations about the unit topic  
**Writing** – Independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread  
– Different MLCs will be practised by different students

### B12.1 Speaking and writing

Planning, preparing and producing a class magazine

(SB pages 273–274)

Note: Ideally the class magazine should be done after the exams, or you could do it earlier in the term when students are not under pressure. The class should produce one magazine between them. It is worth going to some trouble and then arranging sponsorship to pay the cost of printing. The magazine can then be distributed or sold to students in the rest of the school. Alternatively the magazine could be a smaller scale production, produced by students in groups.

#### 1 Planning the content

Before students brainstorm ideas, you may wish to give them a bit more time looking through different kinds of magazines. (You could even circulate some copies of other school or class magazines, if you have any of these available.) In the planning stage, make sure students come up with a variety of different types of articles and features, including short stories and



poems. The more students there are in the class, the more ideas they should come up with. Ask a volunteer to come up and record ideas on the board or on a large sheet of paper or card (for later reference). Since the students are responsible for this magazine, let them decide on the final list of articles and features they want to include, as well as their length. They should also agree on a suitable title. Ask another volunteer to come up and make a flat plan on the board of each page, as the class agrees on it. (Note that it may be better if this was done on a large sheet of paper or card for later reference.)

## 2 Distribution of roles

Ideally, students should be able to choose their roles, depending on their strengths, talents and interests. However, if there are disagreements about who should do what then they may need to pick the name of a role out of a hat and join the appropriate team. Make sure that each team understands their role and responsibilities. You may wish to suggest to them to allocate different responsibilities to each team member (e.g. different members of the editorial team could edit different articles; other members could write the introduction; other members could print and collate the magazine).

- 3 Depending on the time available, decide with the class on a suitable schedule for producing the magazine. Ideally this should be done over two to three weeks (after exams or at another time in the term when students are under less pressure). Quite a bit of it can be done for homework too.
- 4 Make sure that there are copies of published magazines available in the classroom for students to refer to for language, layout and design ideas as they go through the stages of producing the magazine.

## B12.2 Speaking

Reviewing your work

(SB pages 274–275)

- 1 Copy the team assessment table onto the board and give groups time to think about, discuss and agree upon the assessment for their team. (They could copy and complete the table onto a large sheet of paper or card to present to the class.)
- 2 In their teams, students make a short list of the things they had to do and note whether they are satisfied with the way in which they carried out the tasks or whether they would do it differently.
- 3 Give each group time to report back their team's assessment to the rest of the class (ask a representative from each group to do this).

4 If you have a big class, it may be more manageable if students reviewed the magazine in groups first and then came together as a class to agree on how to complete the checklist. Copy the checklist onto the board and ask someone from the editorial team to come up and complete it, as the class agrees on each descriptor.

5 Again, students could discuss any suggestions for improvement in groups before having a whole class discussion.

**Optional activity:** As a way of celebrating and sharing the success of producing a class magazine, have a 'magazine launch party'! Invite any sponsors, advertisers or other outsiders that contributed to the magazine and make sure there are copies of the final product to distribute or sell. Ask a student from the editorial team to welcome and thank guests and contributors and provide some refreshments and music to make it a real celebration! (You could probably handover all the organising for this event to the students themselves.)

## B12.3 Assessment

(SB page 275)

You will need to assess each student's contribution to the magazine. You may choose to do this (or some of it) while they are still working on it, or after the magazine is finished. It may be easiest if you completed a simple assessment checklist similar to the one in B12.2 Exercise 1 a) for each student.

### Example:

Student's name:	Yes	To some extent?	No x
His/her contribution was as good as he/she could have made it.			
Completed work on time.			
Contributed equally.			
Satisfied with what he/she has achieved.			

## Unit 12 Answers

### A12.1

#### Exercise 1

- Title – *Weekend Life*
- Issue number – 78
- Date – Friday, September 30th
- Cover lines – An Interview with..., Teen World, Cookery, Weekend Life, Fashion & Beauty, Lifestyle, Fiction



## Unit 12 Class magazine

### A12.2

#### Exercise 1

	A	B	C	D	E
Kind of article	Interview with a famous person	Cookery feature	Sports Feature	Fashion/beauty feature	Letters to the magazine
Topic	Childhood	Dessert recipe	A famous striker	Hair	An article about relationships
Type of reader	Adult	Mostly women	Mostly men	Mostly women	Women
Purpose	To entertain and inform	To educate	To entertain	To educate	To entertain and inform
Effect on reader	Interest and shock	Interest	Interest	Interest	Interest and empathy

### A12.3

#### Exercise 1

- a Kind of article – Teenage health feature
- b Topic – Staying healthy
- c Type of reader – Teenagers
- d Purpose – To educate
- e Effect on reader – Interest and motivation

#### Exercise 2

1 T 2 F 3 F 4 F 5 T 6 F 7 T 8 T

#### Exercise 3

1c 2e 3a 4d 5b

#### Exercise 4

##### Possible answers:

- 1 In some form or other, whether it is good or bad.
- 2 During this time
- 3 If you are physically healthy, then you will be mentally healthy as well.
- 4 Feeling good without any artificial stimulants (like drugs, alcohol or cigarettes).

### A12.4

#### Exercise 3 (Model answers)

- The editor (4) *The 'boss' who makes final decisions about the content and layout of the magazine; also in charge of quality control.*
- The production manager (2) *The person responsible for producing the magazine and making sure people meet deadlines; link between the editorial staff and printers.*
- Section editor (1) *The person who works closely with the editor to decide on magazine content; responsible for writing or commissioning articles and also deciding on accompanying photos.*
- Art director (5): *The person who is concerned with the overall look and layout of the magazine; advises section editors about photos and also organises in-house photography.*
- Advertising/sales director (3): *The person responsible for advertising in the magazine – where they should be placed and what size; also has to consider the impact that adverts have on the articles.*

### A12.5

#### Exercise 1

- 1 What
- 2 Who
- 3 Where
- 4 When
- 5 Why
- 6 How

#### Exercise 2

- Which? *Choice of alternatives*
- Whose? *Possession*
- Whom? *Person (objective formal)*
- How much? *Price, amount (uncountable)*
- How many? *Quantity (countable)*
- How long? *Duration*
- How often? *Frequency*
- How old? *Age*
- How far? *Distance*
- What kind of...? *Description*

#### Exercise 3

- What happened last night?
- Which bus goes to the market?
- What kind of insect stung you?
- How many people saw the accident?

#### Exercise 4

- 1 **How long** have you lived in Addis Ababa?
- 2 **Where** were you born?
- 3 **How often** do you go back to Axum?
- 4 **When/How long ago** did you write your most famous poem?
- 5 **Which** is your favourite goal?
- 6 **What** do you like doing in your free time?
- 7 **Who** is the most important influence on your life?
- 8 **What** happened after you were sacked from your job?

### A12.6

#### Exercise 2

##### Model answer:

- 1 Content  
Editorial meeting: topics & articles decided on
- 2 Flat planning  
Ed produces flat plan = a piece of paper with small oblongs on it representing each page  
Contains details of what goes on each page



- 3 Commissioning**  
Ed may commission freelancers to write articles & take photos
- 4 Research & writing**  
Section eds research & write articles  
Art dir. works with photographers & lay-out designers
- 5 Sub-editing**  
Ed checks each article & cuts it down to fit space available for it
- 6 Production**  
Final lay-out decided
- 7 Proofreading**  
Each complete page checked
- 8 Printing**  
Single copy printed for final checking  
All the copies are printed
- 9 Distribution**  
Copies are packaged, distributed & sold

**Suggested further reading**

Students should read articles from different types of magazines (e.g. family, health, education, nature, teenager, sports etc.) They can also practise reading aloud an extract from the article in this unit ("Stay healthy" – A12.3) with fluency, expression and the correct pronunciation.



## Units

### 10–12 Revision 4

See the note under Suggested methodology in the Introduction page ix, about how to get the students to complete these revision exercises.

#### Listening

(SB page 276)

Read aloud the listening text once through at normal speed while students listen for gist. Then read it again, pausing after each paragraph to enable students to make notes. Read it a third time while they check and add to their notes.

#### Listening text

*Until a hundred years or so ago, it was commonly believed that volcanoes were entrances to hell and that eruptions were caused by the gods, who were angry. They are named after Vulcan, who the people of Ancient Rome believed was the god of fire. However, it is now known that a volcano is an opening in the ground where material from inside the Earth erupts onto the surface. This material may be red-hot molten rock or gas or pieces of rock debris or ash. There are three different kinds of volcanoes. An active volcano is one which erupts regularly. However, some volcanoes erupt only once every hundred years or so. These are called dormant or sleeping. Others which have not erupted for hundreds or thousands of years are said to be extinct or dead.*

*Volcanoes are found all over the world on faults in the Earth's crust. One of these faults is the East African Rift Valley and as you may already know there are several volcanoes along the Rift Valley such as Oldoinyo Lengai in Tanzania and Nyiragongo in D.R. Congo, near the border with Uganda and Rwanda. Both of these are active volcanoes. Mount Kilimanjaro is an extinct volcano. The largest volcano in the world is Mauna Loa in the Hawaiian Islands in the Pacific Ocean. It rises 10,000 metres high from the sea bed to its summit, which is 4,000 metres above sea level.*

*Volcanoes have devastating effects on the surrounding environment. The most dramatic eruptions are accompanied by an explosion. For example, in 1980 the huge explosion of Mount St Helens in the USA blew 410 metres off the top of the mountain. Volcanoes under the sea can cause tsunamis bringing devastation to communities living in coastal areas. Lava flows from a volcano destroy everything in their path: forests, fields, roads, bridges, houses, entire villages. Clouds of gas and ash can poison and suffocate both animals and people. Immediately after a major eruption, the area around the volcano looks like the landscape on the moon: everything is covered with grey rock and dust. Within a few years, however, life returns as new plants and animals appear. The impact of volcanoes is not only negative. For example new islands have been formed by volcanic eruptions and of course, the soils around volcanoes are rich and fertile.*

*Because of the devastation they cause, scientists try to predict when a major eruption is going to occur. This is not easy and they cannot make precise predictions. Most active volcanoes have regular volcanic activity which may consist of earth tremors or emissions of gas from the crater. When this activity increases, it can be a sign that there is going to be an eruption. Another indication is bulges in the mountainside caused by rising magma. Another way to predict an eruption is to observe animal life around the volcano. Snakes for example are said to leave their holes in the ground as its temperature increases. Birds also are said to disappear.*

#### Suggested answers:

- 1 Vulcan, Roman god of fire
- 2 An opening in the ground where material from inside the Earth erupts onto the surface
- 3 Molten rock, gas, rock debris or ash
- 4
- a active
- b dormant
- c extinct
- 5 All over the world on faults in the Earth's crust
- 6 Mauna Loa (Hawaii)
- 7
- a explode off the tops of mountains
- b tsunamis
- c destroy forests, fields, roads, bridges, houses, villages
- d poison and suffocate animals and people
- e looks like a landscape on the moon
- f soil can become rich and fertile
- 8
- a earth tremors or gas emissions from the crater
- b bulges caused by rising magma
- c snakes leave their homes, birds disappear

#### Reading

(SB pages 277–278)

Exercises 1 and 2 of this reading comprehension task should be done under exam conditions (students work alone within a time limit e.g. 30 minutes). You can combine this with the summary writing section (see exercise 1 in E), in which case allow a further 15 minutes.

#### Answers:

##### Exercise 1

- 1c 2c 3a 4c 5a

##### Exercise 2

- 1 She doesn't have much free time as she has a very busy work schedule every day. She doesn't have a break at lunchtime and in the evenings she often has to work late or take work home.
- 2 She is ambitious because she likes a challenge: she likes learning new things, she is prepared to work long hours, and she doesn't like her work to be too easy. Also she mentions 'I am not yet enrolled' implying that she wants to be one day.



- 3 "I read the papers..."
- 4
  - a She has not yet taken the necessary exams to practise in court.
  - b She always takes a lot of trouble to make sure her work is perfect.
  - c Her ability to do something
  - d attractive, enjoyable, fashionable

**Pronunciation**

(SB page 278)

In pairs, students should choose an extract of 10 lines from the reading text and practise taking turns to read it aloud with fluency, expression and the correct pronunciation. While they are doing this, move around and listen to pairs.

**Speaking**

(SB pages 278–279)

- 1 Students may wish to review a range of structures to talk about the future first (B3.3, B4.3, B5.3). Then give them a few minutes to think about the quotation before they discuss it in small groups. While they are having their discussions, move around and listen. Give feedback on the content of what they say and their use of a range of structures to talk about the future.
- 2 You should be the timekeeper for this activity, so that the speaker in each group starts and stops at the same time. After each person has spoken, the rest of the group can decide on their score.

**Punctuation**

(SB page 279)

Students should rewrite the passage with the correct punctuation.

**Answer:**

The room was a mess, such a mess that it was difficult to know where to start. The bed had been pulled out and the mattress was lying half on and half off it. The book shelves had been pushed over and books, files, papers, old newspapers and magazines were scattered everywhere. A sickly sweet smell pervaded the room and Amina soon saw what it was: a bottle of perfume lay smashed on the floor, where its contents lay in a small pool.

**Writing**

(SB page 279)

- 1 Students should review how to write a summary before doing this (B6.6). It is a good idea for the summaries to be done under exam conditions in combination with the reading comprehension. (See notes on this in the above section.) Collect their summaries for marking.

**Model answer:**

Volcanoes are named after Vulcan, the Roman god of fire. A volcano is an opening in the ground where material from inside the Earth erupts onto the surface. Molten rock, gas, rock debris or ash may be brought to the surface. A volcano may be active, dormant or extinct. Volcanoes are found all over the world on faults in the Earth's crust. The largest volcano in the world is

Mauna Loa in Hawaii. A volcanic eruption may explode off the tops of mountains. An undersea eruption may cause a tsunami. The lava flow from a volcano can destroy forests, fields, roads, bridges, houses and villages. The ash can poison and suffocate animals and people. After an eruption the landscape looks like a landscape on the moon. However, an eruption can have positive effects as the soil can become rich and fertile. We can predict when a volcano is going to erupt from activity such as earth tremors or gas emissions from the crater, bulges appearing that are caused by rising magma, and animal behaviour such as snakes leaving their homes or birds disappearing. (183 words)

- 2 Students should review how to write a formal letter (B1.7, B6.11). They should follow the seven stages of independent writing too (A2.12, A3.3). Collect their final versions for marking.

**Guide to marking:**

Assess each letter according to its content, structure and style. You may wish to allocate equal marks to each of these categories, or you may wish to allocate more marks for content.

**Content:** The letter should be a formal letter of complaint to the Acme Business Institute. It should clearly explain the problem and how the writer proposes it should be resolved.

**Structure:** The letter should be laid out in a formal style with all the appropriate sections (addresses, opening salutation etc).

**Style:** The letter should contain language suited to a formal letter of complaint. It should be clearly and fluently written with no grammar, spelling or punctuation mistakes.

**Vocabulary**

(SB pages 280–281)

As revision for this section, refer students to the vocabulary list for units 10–12 at the back of the Student Book. They should also review any new words and phrases they have recorded in their vocabulary notebooks from units 10–12.

**Answers:****1**

- a extra
- b producer
- c screenwriter
- d stuntmen
- e director
- f factor
- g camera operator

**2**

- a freelancer
- b proofreader
- c sub editor
- d art director
- e editor
- f advertising director
- g production manager

**3****Across**

- 3** blockbuster
- 9** shanty town
- 11** paraphrase
- 14** cast
- 16** pandemic
- 17** troupe
- 18** aggravate

**Down**

- 1** heartbreak
- 2** asteroid
- 4** swept away
- 5** morale
- 6** confront
- 7** graffiti
- 8** cope
- 9** hang up
- 12** avert
- 13** freelancer
- 15** conversely
- 16** paparazzi

**Language use**

(SB pages 281–282)

Students should review the language focus sections in units 10–12 as revision for this section.

**Answers:****1**

- a It is **said that** my youngest brother is a brilliant footballer with a great future.
- b A large section of the town **was destroyed by** the fire.
- c My father was **going to attend** secondary school but his family couldn't afford it.
- d Our teacher told **us not to look at our friends** during the exam.
- e Almedi suggested that **we went** to the park.
- f Would you mind **telling me your name?**
- g Could **you tell me where you were born?**
- h If **anything goes wrong**, my father relies on me to sort it out.

**2**

- 1a 2c 3c 4a 5d 6b 7b 8a 9d 10b 11d**
- 12b 13a 14b 15d 16c**

**Optional activity:** Working in small groups or pairs, students are given two or three words from the crossword. They write sentences containing these words then they write the sentences on the board, replacing the word with a blank. The rest of the class have to guess the missing word.



## End of year examination

### Note to the teacher

The end of year examination consists of three sections and students should answer all sections. Section A examines Reading Comprehension (20 marks), Section B examines Language Use (30 marks) and Section C examines Writing (20 marks). The total mark for the examination is 70 and students have two and a half hours to complete it.

You should make a copy of the examination for each student. Make sure that the students understand the instructions for each section. They should complete the exam in the time allocated (you may wish to adjust the times to suit your school's examination schedule) and they should complete it individually. As preparation for the end of year examination, students should revise all the units in the Students' Book. Instruct them to re-read the texts, study the grammar notes, learn new vocabulary and go over the writing exercises in each unit, as revision. They should also revise the four Checkpoint (revision) units/Tests they have completed in the course.

Guidelines for marking the exam are provided at the end (make sure that the students don't see these!). You should keep a record of each student's score and use it as part of the final year mark. (You may wish to combine it with the marks they have scored for the Checkpoints units/Tests in the course to create a more valid and comprehensive final year mark.)

### Section A: Reading Comprehension (20 marks)

#### 1 Read the following passage carefully and then answer the questions that follow.

In studying geography, maps and photographs are often used. However, they give very different representations of reality and it is important for the student of geography to be aware of these differences.

- i) Photographs can be taken from different angles; from ground level, from a high vantage point such as a hill looking obliquely across a landscape, and from an overhead position; looking straight down onto a landscape from a plane (vertical air photographs). Maps, on the other hand, always have the same overhead viewpoint.
- ii) Both maps and photographs must represent the three-dimensional world on flat paper. In this respect both are conventional. However, the map is a far more conventional representation because of the selection of facts and the interpretations which have been made by the map-makers. By contrast, the camera records its conventional image without selection, but leaves a greater task of interpreting this image to the user.
- iii) Yet, while the camera does not select, things are hidden from its 'eye' by being blocked by other objects, or because they are in the background. The overhead viewpoint of the map means that there is little real overlapping of things the map-maker wishes to show, and could show, at the given scale. Even if there is overlap, e.g. banana and coffee cultivation under tree cover on sloping land, the map-maker may be able to indicate this by use of symbols and conventions, e.g. tree symbols, crop annotations and contours. We ourselves are very used to looking at things from ground view where vegetation, for example, tends to look more closely spaced, because of the overlapping than it is in fact. In the different viewpoint of the map, and of vertical air photographs, the spacing of such things as trees and tufts of grass often surprises us as being wider than we expected from our usual ground view.

- iv) For practical purposes, the scale of a map is the same all over its surface. With photographs this is not true as scale gets progressively smaller from the principal point outwards and from the foreground backwards. The further things are from the camera the smaller they are on the photograph. For the reasons just given, photographs are less accurate for measurements than are maps.
- v) The photograph has a fixed viewpoint. You cannot measure direction between places on a photograph as you can between their representations on a map.
- vi) Photographs can be produced far more cheaply and quickly than maps. Furthermore, they record things at an instant in time: the storm-filled river bed, the towering development of a cumulus cloud, the act of ploughing, or harvesting. In contrast, a map may be thought of as generalising its information so that it refers to 'average' conditions over a period of time, often a year. Thus rivers may be shown as 'seasonal' or 'permanent', vegetation is symbolised in its fullest development: trees and plants are fully grown and leaf-covered, and the extent of 'cultivation' is presented in terms of the land used over the year as a whole, or even a period of years. It follows that, in using a photograph, you should note the actual time of the year if it is stated, while for most purposes the year of production will be sufficient guide in using a map.
- vii) Above all, within the limits noted above, photographs show everything to the observer; no-one comes between him or her and the record of reality. For this reason photographs can be very stimulating. They can show things that maps never represent. They can even hint far more strongly than can the map at changes that have taken place with time; e.g. old river courses or deserted settlement sites now reverting to bush may be revealed.



## End of year examination

### Choose the correct option.

- 1 The angle at which maps view the landscape ...
  - A can vary.
  - B is oblique.
  - C is the same as one kind of photograph.
  - D is different from that of photographs.
  
- 2 Both maps and photographs ...
  - A select images to be represented.
  - B require a great deal of interpretation.
  - C are conventional representations of a landscape.
  - D give a 3-dimensional representation of a landscape.
  
- 3 Things on the outside edges of a photograph ...
  - A are the same size as those in the centre.
  - B may appear smaller in some kinds of photographs.
  - C are on a bigger scale than those in the centre.
  - D are on a smaller scale than those in the centre.
  
- 4 The exact time at which a photograph is taken ...
  - A determines what is shown.
  - B is less important than the year.
  - C means that it shows average conditions.
  - D has less impact on what is shown than it does on a map.
  
- 5 According to the passage ...
  - A maps are more useful than photographs.
  - B photographs are more interesting to look at than maps, but maps give more information.
  - C photographs are more interesting to look at than maps and they also give more information.
  - D photographs can reveal interesting facts about the landscape and they show more than maps.
  
- 6 This passage is about ...
  - A the use of maps and photographs in the study of geography.
  - B the advantages and disadvantages of maps and photographs.
  - C the use of maps and photographs in the representation of the landscape.
  - D how maps and photographs differ in their representation of the landscape.

### Answer these questions in complete sentences.

- 7 What kinds of photographs have the same view of a landscape as a map?
  
- 8 In what state are trees and plants represented on a map?
  
- 9 Why do you think photographs can be produced 'more cheaply and quickly than maps'?
  
- 10 Find a quotation in the passage which tells us that a photograph looks at the landscape from a single position.

### Section B: Language Use

(30 marks)

#### 2 Match items in Lists A and B to make sentences

##### LIST A

- (i) In order to find out who had caused the accident,
- (ii) She complained that it was a long time
- (iii) You can come to the cinema with me,
- (iv) Because she had prepared herself well,
- (v) The teacher insisted on seeing

##### LIST B

- A since she had seen me.
- B Nejaha was not very nervous before her interview.
- C if the police want to speak to you.
- D the police interviewed all the by-standers.
- E because the weather had been so bad.
- F what was written on the boy's arm.
- G and furthermore she was not nervous.
- H as long as you finish your homework first.
- I Anna wrote something on her arm.

#### 3 Rearrange the following sentences in a logical sequence to make a meaningful paragraph.

- 1 What the people in my village say is that you'll have a lot of children because you've come with the rain.
- 2 And so people will call you the Lucky Little Bride.
- 3 Young women, I'll tell you an interesting thing.
- 4 What's more, they say you'll always have plenty of food.
- 5 When a little rain comes on your wedding day, be sure your married life will be happy.

#### 4 Rewrite the following sentences according to the instructions given.

- 1 In the bush, it is very important to extinguish a fire when you have finished with it.  
Begin *Putting* .....  
.....
  
- 2 There are few animals more alert than leopards.  
Begin *The leopard* .....  
.....
  
- 3 Asnaketch has had three articles published in the school magazine.  
Begin *Three* .....  
.....
  
- 4 I did not see Alemseged at the party and no-one else saw him there either.  
Rewrite using *neither* .....  
.....



- 5 He returned to find the garden covered with weeds.  
Begin *When* ....  
.....
- 6 She is sensible enough to realise that she will not achieve anything unless she works hard.  
Begin *She is too* ....  
.....
- 7 I wouldn't buy the ring because it was too expensive.  
Begin *If only the ring* ....  
.....
- 8 She tried harder and harder, but achieved less and less.  
Begin *The harder* ....  
.....
- 9 It's time for us to stop talking and start doing something about the problem.  
Begin *It's time we* ....  
.....
- 10 Unless my brother comes too, I shall not go to the party.  
Begin *She said that* ....  
.....
- 5 He didn't think it was a very good idea to ... the bush.  
A set fire on  
B put fire on  
C set fire to  
D put fire to
- 6 The regulations required ... his application before September.  
A his submission of  
B him to submit  
C him that he should submit  
D him submitting
- 7 When asked for his future plans, the film star said he ... another film the following year.  
A will make  
B had been making  
C would be making  
D will be making
- 8 In his defence, the accused said that he had had no intention ... the taxi driver.  
A to hit  
B of hitting  
C for hitting  
D to have hit
- 9 What time did they ... the village?  
A arrive  
B reach at  
C return  
D reach
- 10 The old woman, ..., was quite harmless.  
A whom all the children were afraid of  
B who all the children were afraid of her  
C whom all the children were afraid of her  
D who all the children were afraid

### 5 Choose the correct alternative to complete these sentences.

- 1 The teacher wouldn't let ... until 5 o'clock.  
A them to see her  
B them seeing her  
C them see her  
D their seeing her
- 2 The receptionist suggested ... in the corridor until called.  
A us to sit  
B that we should sit  
C us sitting  
D us that we should sit
- 3 The boys can't carry those heavy boxes, ...  
A can't they?  
B do they?  
C can they?  
D should they?
- 4 Dawit didn't like the examinations, and ...  
A John did neither.  
B neither John did.  
C nor John.  
D neither did John.

### Section C: Writing

(20 marks)

#### 6 Write TWO compositions chosen from the topics below.

- a) *We must address the issue of population growth in Ethiopia and the best way of doing this is to discourage early marriage and promote girls' education.*  
Write an essay for or against this point of view.
- b) Imagine that your young cousin is just reaching the end of primary school and is worried about his end of year exams. Write a letter or email giving him advice about how he should approach them.
- c) Discuss any environmental problem that exists in your area and put forward some suggestions for how it could be overcome.



## End of year examination

# End of year examination – Answers

Suggested time: 2 hours 30 minutes

### Section A: Reading

(10 x 2 = 20 marks)

1 1 C 2 C 3 D 4 A 5 B 6 D

- 7 Photographs taken from an overhead position have the same view of the landscape as maps.
- 8 Trees and plants are represented on maps in their mature, fully grown state and covered in leaves.
- 9 Photographs are cheaper and quicker to produce as only one person – the photographer – with a camera is involved. A map on the other hand involves a survey of the landscape and then it is carefully drawn by a team of people and both of these take months or even years.
- 10 “The photograph has a fixed viewpoint.” (line 46)

### Section B: Language Use

(5 + 5 + 10 + 10 = 30 marks)

2 i) D ii) A iii) H iv) B v) F

3 3 5 1 4 2

- 4 1. Putting out fires is very important in the bush.
2. The leopard is one of the most alert animals.
3. Three articles have been published in the school magazine by Anwar.
4. Neither I nor anyone else saw Hanna at the party.
5. When he returned, he found the garden covered with weeds.
6. She is too sensible not to realise that she will not achieve anything unless she works hard.
7. If only the ring were cheaper/not too expensive/not so expensive I would have bought it.
8. The harder she tried, the less she achieved.
9. It's time we stopped talking and started doing something about the problem.
10. She said that unless her brother came too, she would not go to the party.

5 1 C 2 B 3 C 4 D 5 C 6 B 7 C 8 B 9 D 10 A

### Section C: Writing

(10 + 10 = 20 marks)

#### Marks      Level of performance

10-9	Excellent
8-7V	very good
6-5	Good
4-3	Fair
1-2	Poor



## Guide to marking

- a) The essay should have an introduction in which the writer's point of view on the topic is given. This should be followed by two or three paragraphs consisting of main points supported by details or examples. The concluding paragraph should reinforce the writer's opinion. The style should be fairly formal and persuasive. Refer back to B9.9 (writing an essay arguing a point of view).
- b) The letter should be informal so layout only needs to include: sender's address in top right corner with date below, an informal opening and closing salutations e.g. Dear Tahir / Hi Tahir; Best wishes / Take care / Regards. The letter should begin by asking about the cousin and his family and possibly giving some news about the writer. The information should include tips on what the cousin should do in the weeks before the exam, in the days before the exam, and during the exam.
- c) The introduction should introduce the problem. The essay should explain why the problem has developed and what its effects are. It must also put forward possible solutions. Credit can be given for discussion of any drawbacks these solutions might entail. There should be a short concluding paragraph. The style should be neutral and persuasive.



## Grade 12 English Minimum Learning Competencies

Area of competency	Grade 12
<b>Listening</b>	<p>Listen to a variety of text types (dialogues, monologues, news reports, extended lectures on familiar and unfamiliar topics, stories, interviews, speeches etc.) and a variety of speakers and be able to:</p> <ul style="list-style-type: none"><li>predict the content (of all or part) using a variety of contextual clues (such as the topic, first line, the situation, the first part) or by doing pre-listening activities</li><li>identify gist</li><li>identify main ideas</li><li>identify specific information</li><li>identify detailed information</li><li>identify speakers' points of view</li><li>identify speakers' feelings (including through their use of intonation)</li><li>follow the structure, logic and sequence of a text through identifying discourse markers and range of tenses</li><li>relate what they have heard to their own lives</li><li>re-tell what they have heard in some detail</li></ul> <p>Task types will include taking notes, filling in and making tables/charts, matching information, answering questions (open and true/false), ordering/ranking information, sequencing events etc.</p> <p>If possible texts should include the use of both native and non-native speakers and the majority of material should be authentic (or scripted from authentic texts)</p> <p>Grade 12 listening texts should be longer, on more challenging topics and with more difficult tasks compared to Grade 11.</p>
<b>Speaking</b>	<ul style="list-style-type: none"><li>use previous knowledge to pronounce new words and structures</li><li>use a range of structures to:<ul style="list-style-type: none"><li>ask for clarification</li><li>express regret</li><li>correct oneself</li><li>generalise and make exceptions</li><li>change and come back to the subject</li><li>demand explanations</li></ul></li><li>ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence)</li><li>agree, disagree and express simple counter arguments</li><li>discuss advantages and disadvantages and come to a consensus</li><li>paraphrase sentences</li><li>summarise information and suggestions</li><li>recount stories and experiences in the past using a range of structures</li><li>talk about a hypothetical past/present</li><li>talk about the future using a range of structures</li><li>ask and respond accurately to a range of open, closed and follow-on questions (including in an interview)</li><li>contribute to and develop conversations about the unit topic</li><li>research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic</li><li>take part in job-related speaking activities</li><li>in extended utterances which communicate the intended message, are reasonably fluent and accurate and demonstrate knowledge of a range of structure and lexis</li></ul> <p>Activities are in pairs, groups and plenary on both familiar and unfamiliar topics.</p>



Area of competency	Grade 102
<b>Reading</b>	<p>Read a variety and range of text types, (such as factual articles/leaflets, instructional manuals, job applications, poems, (auto)biographical accounts, stories, newspaper articles, letters etc.) on familiar and unfamiliar topics using almost entirely authentic materials and be able to:</p> <ul style="list-style-type: none"><li>predict the content of a text from, topic, title, extracts etc.</li><li>infer meanings of new words using contextual clues and/or knowledge of word formation</li><li>scan to obtain specific information</li><li>skim to get the general ideas</li><li>identify main points</li><li>identify detailed information</li><li>identify evidence to support/justify opinions/arguments</li><li>identify and explain its main purpose and effect on the reader</li><li>critically evaluate it to inform their own comments/judgments</li><li>relate what they have read to their own experience</li><li>distinguish between fact and opinion</li></ul> <p>Task types should include making notes, underlining information, collating information to tables/charts, answering questions (open and true/false), ordering/ranking information, writing/speaking exercises etc.</p> <p>Grade 12 reading texts will be on different topics from Grade 11. In addition to this, texts should be longer and tasks more challenging.</p>
<b>Writing</b>	<ul style="list-style-type: none"><li>Students should be able to:</li><li>independently follow the six stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread</li><li>elaborate/justify ideas/arguments/opinions in essays by giving examples</li><li>fill in an application form/write a letter of application for admission to a college/university course or for employment</li><li>write formal/business correspondence to a standard acceptable in the workplace</li><li>interpret simple statistics and write a report</li><li>write a report based on an interview</li><li>write and present a 500 word report on a given topic for a specific audience including suggestions/ recommendations</li><li>summarise a text in various forms including bullet points, charts, notes and paragraphs</li><li>write 5 paragraph essays to explain, inform (building on grade 11) and argue using language that communicates the intended message as well as being reasonably accurate and complex and which demonstrates a range of structure and lexis</li></ul>
<b>Language items</b>	<ul style="list-style-type: none"><li>All forms of I wish</li><li>Past modals including I should have done (regret)</li><li>Advanced quantifiers (including a few/a little vs., few/little)</li><li>If only</li><li>Reported speech in all tenses</li><li>Gerunds</li><li>Future perfect</li><li>Adjective order</li><li>It's time + past simple</li><li>Make and let</li></ul>
<b>Vocabulary</b>	Perform with and understand a total number of 2500 words in different contexts, such as family policy, communication, education, arts and literature, trade and globalization, jobs, human development, tradition versus progress, future threats, the film industry, newspapers and magazines. Students make a note of useful vocabulary for themselves related to their subjects and their interests.

**Unit 1: Family Policy (16 periods)**

**Learning Outcomes:** By the end of Unit 1 students will be able to express their views about traditional roles in the family and the impact of population growth.

**Language focus**

**Grammar:** as and like, participle clauses, the more..., the ... er ..., I wish + past simple/past perfect/could

**Vocabulary:** family, phrasal verbs connected with the family,

**Social expressions:** expressing regret, revision giving opinions, illustrating a point, giving advice

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>listen to a monologue, identify the speaker's point of view</li><li>listen to a monologue and relate what they have heard to their own lives</li><li>predict the content (of all or</li><li>contribute to and develop conversations about the unit topic</li><li>use a range of structures to express regret</li><li>ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence)</li></ul>	<p><b>A Listening</b></p> <p>Listening text 1 A father complaining about the attitudes of his son and daughter who are influenced by outside values and what they see on television.</p> <p>Listening text 2: A mother's voice</p> <p><b>B Speaking</b></p> <p>Present simple/'as' and 'like'/relatives</p> <p>I see my mothers roles as someone who looks after me</p> <p>I perceive my father's role to be as the person who earns money</p> <p>My brother is like my friend</p> <p>Participle clauses (present)</p> <p>In the picture there is a girl playing football, a father washing and a mother cooking</p> <p>Predictions/1st conditionals</p> <p>I think it will change</p> <p>If more girls go to school, more girls will enter the workforce</p> <p>The more..., the _____er ...</p> <p>E.g. The more girls go to school, the more women there will be in the workplace</p> <p>The more women are educated, the harder they will try</p> <p>Pronunciation: sentence stress (the more..., the _____er..)</p>	<p>Students listen to the text and identify and list the opinions expressed. They consider the opinions and relate them to their own experiences, giving a response to each.</p> <p>The teacher reads out the title: A mother's voice... (or similar). Students predict what the woman may say in the passage and the teacher records views expressed on the blackboard.</p> <p>Students draw a picture representing traditional family life in Ethiopia. They exchange their picture with a partner, and discuss and develop the ideas portrayed, adding extra details if appropriate. They discuss and record what they perceive as traditional roles of father, mother, children, the wider family.</p> <p>Students look at a series of pictures of family members at work/play. E.g. girl at playing one of the street football games, a father serving coffee/washing clothes, a mother cooking. They make sentences using participle clauses.</p> <p>Students look again at the pictures and say which ones are realistic, and which are not, within the context of Ethiopia. They discuss whether traditional roles will break down as more women enter higher education and have careers.</p> <p>Teacher writes an example sentence on board and underlines the key words to be stressed. Teacher models and students repeat. Students practise with their own sentences.</p> <p>E.g. The <b>more girls</b> go to <b>school</b>, the <b>more women</b> there will be in the <b>workplace</b>.</p> <p>Teacher revises 'I wish' + past simple and introduces 'I wish' + 'could' and + past perfect. Students practise the target language by making sentences about themselves.</p> <p>After each performance, the audience, write down comments on the attitudes of the characters, justifying their point of view with reasons. They compare responses and attitudes in small groups, and discuss what advice they would give the families. (They could use a simple grid for this – Subject of play, character's name, agree/disagree with actions, advice to family).</p>



Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p>	<p>Social expressions: expressing regret I wish + past simple E.g. I wish I was a boy I wish + could E.g. I wish I could go to university I wish + past perfect E.g. I wish I had studied harder Language of giving opinions, illustrating a point, giving advice E.g. In my opinion the father should give in. The daughter is right to think in this way. Take for example her ... Why doesn't the father ... It would be better if he ...</p>	
<ul style="list-style-type: none"><li>• infer meanings of new words using contextual clues and/or knowledge of word formation</li><li>• predict the content of a text from the topic</li><li>• read an autobiographical account and identify main points</li><li>• read a factual article and identify detailed information</li></ul>	<p><b>C Reading</b></p> <p>A short reading text with phrasal verbs for families and growing up e.g. bring up, grow up, grow apart, take after, look after, hand down, break down, give in</p> <p>Short autobiographical account of a happy childhood in an extended family in a rural Ethiopian setting.</p> <p>A text on China's one child policy</p>	<p>Students try to guess the meanings of the phrasal verbs in the text and their grammar pattern. They check with each other, the teacher or in dictionaries. In pairs students are allocated one phrasal verb to act out in front of the class for others to guess and put in a sentence.</p> <p>Students brainstorm the 'ingredients' for a happy family life, before reading the text.</p> <p>After reading the text, they compare their list with the aspects raised by the narrator, underlining/highlighting relevant sentences and comparing with a partner's.</p> <p>Students think about the different reasons people may have for writing autobiographies, and share these with the class.</p> <p>The teacher explains how the one-child policy works in China and why it was introduced.</p> <p>Students identify and list the arguments used to promote a one-child policy.</p>



## Grade 12 English Syllabus

<ul style="list-style-type: none"><li>write 5 paragraph essays to explain, inform and argue</li><li>elaborate/justify ideas / arguments/opinions in essays by giving examples</li></ul>	<b>D Writing</b> Gap fill sentences Writing task 1 Autobiographical writing Writing task 2 Write a formal letter in response to the 2nd reading text. Discourse markers advanced. E.g. Addition – also, additionally, furthermore, Cause and Effect – as a result, therefore, consequently Contrast – Although, however, on the other hand Illustration – for example, for instance	<p>Students fill in sentences with the correct form of ‘I wish..’</p> <p>Snapshots: teacher explains ‘autobiography’ distinguishing between biography and fiction texts.</p> <p>Students think back to family life when they were younger. They choose 5 memories (a mixture of happy, sad, funny, daring or embarrassing). For each, they write a short 1st person paragraph, attempting to accurately represent the memory. (Task should be completed before 1st reading task)</p> <p>The teacher lists on the board discourse markers, pointing out any that were used in the 2nd reading text. He/she explains their function and how such words/phrases help the reader by giving greater coherence to a text.</p> <p>Teacher reminds students of the conventions of a formal letter (if necessary). Students write a formal letter to the author of the text in response to his argument.</p> <p>In their letters, students may either agree or disagree with some or all of text writer’s comments, but they must elaborate and justify their views, giving examples. All students should try to practise the use of discourse markers in their letter.</p> <p>When the letter is complete students should exchange their writing with a partner and proof read each other’s work carefully. They should underline discourse markers used.</p>
	<b>E Additional Learning Strategies</b> Expectations Self-analysis Recording vocabulary	<p>Students discuss with the teacher their expectations of the Grade 12 English course and teacher discusses his/her expectations of the students. They come up with a list of statements that can be turned into a poster/charter and referred back to during the year.</p> <p>In pairs, students read a list of statements about learning English and decide whether they reflect their own view of learning. Students should be encouraged to comment on the statements.</p> <p>E.g. I have a good memory for new words. I hate making mistakes. I like to learn grammar rules.</p> <p>Teacher encourages students to record vocabulary in a notebook or on paper. As a whole class activity, students and teacher record vocabulary from Unit 1 using different approaches covered in previous grades. E.g. pictures, collocations, sentences, translation of words etc.</p>

### Assessment:

Skill	Minimum learning competency	Task
Speaking	Contribute to and develop conversations about the unit topic	Teacher asks students questions about the unit topic and students develop a conversation in groups.
Reading	Read a factual article and identify detailed information	Students read a text about family life in another country and answer detailed comprehension questions.

**Unit 2: Communication (16 periods)**

**Learning Outcomes:** By the end of Unit 2 students will be able to discuss different forms of communication.

**Language focus**

**Grammar:** I wish/if only, third conditional, past simple and past perfect (active and passive)

**Vocabulary:** communication(s), words beginning with the prefix ‘mis-’

**Social expressions:** revision of expressing possibility and regret, asking for clarification, correcting oneself

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>listen and identify gist</li><li>listen for detailed information</li><li>listen to short monologues and identify gist</li><li>identify speakers' feelings</li><li>listen to a text and identify the main points</li></ul>	<p><b>A Listening</b></p> <p>Non-verbal communication Expressing possibility/guessing She might have won the lottery He could have found a snake It sounds/looks as if she has won the lottery I'd guess she's lost her cell phone Teacher chooses recently learnt structures to practise Listening text 1: Short monologues What I understand by communication is ... Listening Text 2: Barriers to communication E.g. Physical – Internet, telephone, road system problems. Human – prejudice, language variation, misunderstandings</p>	<p>Teacher introduces the term ‘communication’ and brainstorms, with the class, different meanings/aspects.</p> <p>The teacher models an activity using situation cards to stress the part played by non verbal communication e.g.</p> <p>Card: You've lost your cell phone You go home and find a snake in your bedroom You have won the lottery</p> <p>She/he is allowed to use a few words only to give her/his reaction, but through mime, facial expressions, body movement suggests situation. Students guess what may have happened using the appropriate structures</p> <p>Students take it in turns to take a card and repeat the exercise.</p> <p>Chinese whispers</p> <p>Students stand in lines of about 5. The teacher chooses a structure (recently learnt) and whispers it (once only) to the first student in each line. They whisper it to the next and so on. The last students repeat what they have heard out loud and if it is not correct, try to correct it. Students change places in the line and the activity is repeated.</p> <p>Students listen to different speakers describing what they understand by ‘communication’ in their area of work, and match what they say to different job roles e.g. telephone operator, language teacher, painter, poet, transport minister etc.</p> <p>Students also match each speaker to how they feel e.g. bored, enthusiastic, passionate, annoyed, innovative.</p> <p>In pairs, students define the term ‘communication’ ‘In our opinion communication is...’</p> <p>The teacher reads out the dictionary definition and students compare and comment.</p> <p>Students list the relevant factors described in the text individually, and then they explain and categorise the communication barriers in groups under their chosen headings.</p>



## Grade 12 English Syllabus

Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"><li>discuss advantages and disadvantages and come to a consensus</li><li>use a range of structures to express regret</li><li>talk about a hypothetical past/present</li><li>use a range of structures to ask for clarification and correct oneself</li></ul>	<p><b>B Speaking</b></p> <p>Social expressions: revising regret E.g. I wish/if only I had done something Third conditional E.g. If I had communicated the information effectively, the mistake would not have happened</p> <p>Social expressions: asking for clarification I'm sorry I'm not quite with you Sorry, what do you mean? Correcting oneself E.g. What I mean is ... What I meant was ... Let me put it another way. What I'm trying to say is ...</p>	<p>Students are divided into 4 groups and allocated one of 4 methods of communication (e.g. cell phone, email, letter and face to face). They brainstorm the advantages and disadvantages of this form of communication. After 5 minutes, groups swap methods. They read what is listed and add. After 4 minutes groups swap again etc. until all 4 groups have covered all 4 methods. Groups display their final lists. Groups also discuss which is the most effective method and come to a consensus.</p> <p>The teacher gives an example of a miscommunication and its result and uses the target language. In pairs students talk about example of miscommunication they have had and make sentences using 'I wish', 'if only' and the third conditional. Pairs tell their stories to the class who have to respond using one of the target structures.</p> <p>After teacher has introduced the language, students practise it. One student makes a strong statement such as 'I never make grammar mistakes' and the other student expresses misunderstanding. The first student has to explain what he/she meant. Statements can be provided by the teacher if necessary.</p>
<ul style="list-style-type: none"><li>Scan a factual text to obtain specific information</li><li>read a text and identify its main purpose</li><li>read a text and identify main ideas</li><li>read a text and identify detailed information</li><li>predict the content of a text from the title</li><li>relate what they have read to their own experience</li></ul>	<p><b>C Reading</b></p> <p>Reading text 1 Developments in communication technology Past perfect/past simple (active and passive) The radio had been invented before computers were thought of.</p> <p>Reading text 2 Communication in the animal world e.g. Dolphins, whales, monkeys, birds.</p> <p>Sentences or examples of the prefix 'mis-' (with verbs and nouns) e.g. misunderstand, miscommunication, mishear etc.</p> <p>Reading text 3 Top tips for communication</p>	<p>The teacher draws a timeline on the board showing developments in communication. Students read the text and identify where various items should be placed.</p> <p>E.g. Inventions: electricity, aeroplanes, telephone, radio, TV, computers.</p> <p>In pairs students make sentences to compare where inventions are in relation to each other using active and passive.</p> <p>The teacher explains the main purposes of writing and elicits the core features of different types of texts.</p> <p>Students identify the purpose of the reading text – e.g. explain, inform, entertain, persuade, giving reasons for their views.</p> <p>Students record the main ideas of each paragraph.</p> <p>Students write 3-5 questions for their partner to answer based on the text. They exchange questions and answer questions. They discuss answers given and agree/disagree, referring closely to the text to support views.</p> <p>Students record under two headings:</p> <p>Facts they already knew before reading the passage.</p> <p>Facts new to them</p> <p>They identify similarities/differences between human / non-human communications.</p> <p>Students read the examples and identify the meaning of the prefix 'mis-'. In threes they brainstorm other words. They join another three to share words etc.</p>



Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>• write five paragraph essays to explain</li><li>• independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread</li><li>• interpret simple statistics and write a report</li></ul>		<p>Students predict the content of the reading from the title i.e. what the top tips will be. They listen to see if they were right.</p> <p>Student discuss if they agree with the top tips. They relate them to school and to language learning. They talk about their strengths and weaknesses in communicating in their first language.</p>
	<b>D Writing</b> Essay Report Gapfill	<p>In pairs, students create a mind map – Communication Technology and Education</p> <p>Using their mind maps and the seven stage model, they plan and write an essay to explain the role and contribution of radio/TV/computers/Internet to education.</p> <p>Students project to the future in small group discussion and look at graphs showing possession of TVs, computers, cell phones etc. They write a short report on possible future developments in communication technology.</p> <p>Students fill in the gaps in sentences/paragraphs using verbs or nouns beginning with the prefix ‘mis-’</p>
	<b>E Additional Learning Strategies</b> Body language Facial expressions Intonation	<p>Teacher highlights the importance of non-verbal communication in making oneself understood in a foreign language. Teacher makes some gestures and students say what they mean e.g. thumb up= good/okay.</p> <p>Teacher cautions students that body language is often culture specific and can mean different things in different cultures. Teacher asks for examples of body language used in Ethiopia and elsewhere. In pairs, students can give examples and ask for interpretation.</p> <p>Teacher highlights the importance of non-verbal communication when listening to people. Teacher mimes a facial expression and asks for interpretation E.g. frown = speaker is unsure/angry</p> <p>Teacher introduces intonation and how one can understand a lot from the change in voice of the speaker. Teacher gives examples by changing tone of voice and asking for interpretation e.g. shouting = angry.</p> <p>Teacher writes word on board e.g. “yes” and pronounces it in different ways, with rising/falling intonation etc. Teacher elicits corresponding emotion word after each different pronunciation e.g. uncertainty, anger, questioning etc.</p> <p>In pairs, one student says a word (e.g. no/really/okay/sorry) using different intonation patterns and the other guesses the feelings of the speaker.</p>

### Assessment:

Skill	Minimum learning competency	Task
Listening	Listen for detailed information	Students listen to a text about modern forms of communication and answer questions in detail.
Writing	Write five paragraph essays to explain	Teacher assesses in-class activity.



## Unit 3: Education (16 periods)

**Learning Outcomes:** By the end of Unit 3 students will be able to discuss aspects of higher education and identify their strengths and weaknesses as students

**Language focus**

**Grammar:** to find it + adjective, future tenses

**Vocabulary:** education and university, vocabulary connected to problems, learning strategies

**Social expressions:** generalising and making exceptions

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>listen to a speech and identify speaker's points of view</li></ul>	<p><b>Listening text 1</b></p> <p>Text of a speech by a Dean/President of a university talking about possible reasons behind the high drop out rates of 1st year students</p>	<p>Teacher introduces vocabulary from the listening activity.</p> <p>Students listen to the text – after the first reading they note down the main ideas outlined. After the second reading they work with a partner to add to their first list.</p> <p>In pairs students discuss the point of view of the speaker – who he thinks is responsible: students/university instructors/high school teachers/lack of resources.</p> <p>(see speaking section for activity connected to the listening)</p> <p>Students listen to the text and identify the gist.</p>
<ul style="list-style-type: none"><li>listen to a text and identify the gist</li><li>listen to a text and identify the main ideas</li></ul>	<p><b>Listening text 2</b></p> <p>A successful graduate doctor stressing the opportunities offered by Higher Education and explaining how problems faced at university were overcome.</p> <p>To find it + adjective E.g. She found it hard to understand the content She found it difficult to be away from home She found it helpful when she talked to her tutor She found it tiring to do so much work Solving problems She solved the problem by ... When she felt homesick, she wrote to her parents</p>	<p>Students listen and note down the problems the speaker faced.</p> <p>Students listen a third time and note down the strategies used by the speaker to overcome the problems. E.g. When she did not understand the content of a class, she spoke to her instructor and asked for help.</p> <p>Students use the target language to check their answers in pairs. Then they use it to talk about their problems in grade 12. They try to find solutions.</p>
<ul style="list-style-type: none"><li>talk about the future using a range of structures</li><li>give explanations</li><li>summarise orally information/ discussions</li><li>research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic</li></ul>	<p><b>B Speaking</b></p> <p>Expressing the future</p> <p>I have decided that I'd like to go to university I think I want to find a job I hope I'll go to college If I pass the exam, I'll go to university Present perfect I haven't decided yet</p>	<p>In pairs students discuss what they want to do next year and why.</p> <p>Using the information from listening text 1 and their own views about why students drop out after one year of university, students organise their notes into three columns:</p> <p>a) Problem; b) Reasons why; c) Recommendations</p> <p>E.g. a) Students do not understand the lectures b) Low level of English c) Additional pre-university English programmes for undergraduates in August/September</p>



Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>use a range of structures to generalise and make exceptions</li></ul>	<p>Vocabulary connected to problems e.g. to face a problem, to come up with a solution, to sort out a problem, to find a solution, serious problem, small problem, to deal with a problem</p> <p>Social expressions: generalising and making exceptions</p> <p>As a rule, I usually ...</p> <p>Generally I ...</p> <p>Most of the time I ...</p> <p>However just occasionally I ...</p> <p>But ever so often I ...</p> <p>There are exceptions of course for example ...</p>	<p>Students prepare to give an oral presentation on their discussion. Several groups join together and take it in turns to present their conclusions. While one presents, the next group thinks of 2/3 questions/comments to ask/make. The pattern is repeated until all groups have presented, and all groups have asked and answered questions.</p> <p>Teacher introduces the new words and students work in pairs to group them.</p> <p>Students talk about how they usually solve problems using expressions of generalising and making exceptions. They discuss if the problem they talked about before was the rule or an exception.</p>
<ul style="list-style-type: none"><li>read text to identify detailed information</li><li>skim a text to get the general ideas</li><li>read a text and identify the main points</li><li>infer meanings of new words using contextual clues and/or knowledge of word formation</li></ul>	<p><b>C Reading</b></p> <p>A selection of guidance notes on study skills</p> <p>This would be useful for ...</p> <p>I'd find this good for ...</p> <p>1st and 2nd conditionals</p> <p>If I study history, mind maps will be useful</p> <p>If I was really busy, this would be</p> <p>Problem page from a college magazine (which contains letters from students)</p> <p>Giving advice</p> <p>If I were her, I would ...</p> <p>She really must ...</p> <p>In order to ..., she should ...</p> <p>I think she should ...</p> <p>Page from college magazine that contains the advice to the problems</p> <p>Gapfill about problems</p>	<p>In 3s, students are given one of a selection of guidance notes on different study skills (some of which they have practised in Grades 9-11).</p> <p>E.g. Time management</p> <p>Conditions for study</p> <p>Note taking strategies</p> <p>Writing a report – topic, outlining, sections</p> <p>Mind mapping and spidergrams</p> <p>Active participation</p> <p>They read the notes and think how they could help in particular subjects or situations they face now or in the future.</p> <p>They use the advice/ guidance to make two informative posters which are displayed in the classroom.</p> <p>Students look at displays, and ask/answer questions.</p> <p>Students skim through the problem page of a college magazine to identify the different problem in each letter.</p> <p>In pairs they discuss the advice they would give.</p> <p>Students read the advice given in the magazine to find out if it is the same as their advice.</p> <p>Individually students look back at both pages of the magazine and guess the meaning of five unknown words. They use their dictionaries or the teacher to check their answers. They teach their new words to a partner.</p> <p>Students fill in a gap fill with the right word connected to problem vocabulary.</p>



## Grade 12 English Syllabus

Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"><li>• write a report based on an interview</li><li>• write five paragraph essays to explain</li></ul>	<b>D Writing</b> Self-assessment Report on an interview Essay writing Multiple choice exercise on future tenses	<p>Students assess their own strengths/areas of development as students.</p> <p>They list 3 strengths and 3 areas for development</p> <p>E.g. I organise my time well and always do my homework on time</p> <p>E.g. I never know how to start writing an essay.</p> <p>Students exchange their writing with a partner who plans and writes advice for them:</p> <p>E.g. Before starting to write an essay, use a mind map or spidergram to help you plan.</p> <p>Students interview each other – discussing the strengths/areas for development further and giving advice.</p> <p>Students individually write up a short report of the interview using a template</p> <p>E.g. Student name: Strengths: Areas for development: Advice given: Targets set:</p> <p>Students think about the opportunities going to university would give them – independence, better career, knowledge, opportunity to meet new people. They write these down on the top of a sheet of paper. They then draw an outline of a head in the centre of the sheet – inside the head they write/draw pictures illustrating their own doubts/fears about going to university.</p> <p>Outside the head they write/draw pictures illustrating external influences e.g. family pressures/ cooking / budgeting/travelling.</p> <p>Students use their sheets to help them plan an essay in which they explain their thoughts/hopes/fears about going to university.</p> <p>Students identify the correct future tense in a multiple choice exercise.</p>
	<b>E Additional Learning Strategies</b> Focus on speaking register thinking time	<p>Teacher highlights the difference between formal and informal English (register) by giving vocabulary examples on board</p> <p>E.g. kid/child Can you come to my party? Mr and Mrs Smith kindly request the pleasure of your company at their daughter's party.</p> <p>Students discuss in groups and take notes on what influences choice of formality</p> <p>E.g. who you're communicating with; relationship with person; situation; topic; reason for speaking; mood of speaker</p> <p>Students brainstorm different ways of asking somebody to be quiet and list them from formal to informal.</p>



Competencies	Contents	Learning activities and resources
<i>Students will be able to:</i>		<p>Teacher asks students what sounds they make or words they use in their mother tongue when they need time to think about an answer.</p> <p>Teacher puts some common English “thinking time” expressions on the board and models pronunciation; students repeat</p> <p>E.g. Ah, yes, now...</p> <p>Well, actually...</p> <p>Well, um...</p> <p>You see...</p> <p>How shall I put it?</p> <p>Well, as far as I can see...</p> <p>Students play “Just a minute” speaking activity in groups. Students take it in turns to speak for exactly one minute without stopping on a given topic. The topics can be written on cards and students pick the topic unseen.</p>

**Assessment:**

Skill	Minimum learning competency	Task
Speaking	Talk about the future using a range of structures	Students talk about their future giving information on: desired career, family plans, expectations for the country etc.
Reading	Skim a text to get the general ideas	Students read a text about the education system in another country and match headings to paragraphs.



## Grade 12 English Syllabus

### Unit 4: The Arts and Literature (16 periods)

**Learning Outcomes:** By the end of Unit 4 students will be able to describe different types of Arts

#### Language focus

**Grammar:** Future perfect with 'by the time'/'by the end', order of adjectives, adjectives ending '-ing' and '-ed'

**Vocabulary:** the Arts, film genres, writing jobs, adjectives and prepositions, phrasal verbs with 'off'

**Social expressions:** changing and coming back to the subject

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>predict the content of the second part of text by listening to the first part</li><li>identify speaker's point of view</li></ul>	<p><b>A Listening</b></p> <p>Listening text 1 The plot of a film Will and going to for prediction E.g. I think he will die Based on what's happened so far the hero is going to live Might/may/could for speculation He might die Listening text 2 – review of the same film</p>	<p>Vocabulary exercise: whole class or pair activity Categorising genres: e.g. for films The teacher reads a text about an engaging film, omitting the ending. The students predict the ending. The teacher reads the second part of the film and students check their prediction arguing the extent to which they think it is an effective ending. Teacher reads out a review of the film. Students listen and decide if the reviewer enjoyed the film or not and his/her reasons to support their point of view.</p>
<ul style="list-style-type: none"><li>talk about the future using a range of structures</li><li>contribute to and develop conversations about the unit topic</li><li>use a range of structures to change and come back to the subject</li></ul>	<p><b>B Speaking</b></p> <p>By the end/by the time By the end of the film, the man will have died By the time we get there, the bank will have closed Phrasal verbs with 'off' e.g. be off, walk off, drive off, run off, set off, take off (for an aeroplane), see somebody off etc. E.g. Hamid set off on a long journey. 'Wh' questions E.g. What kind of books do you like? How often do you read? Social expressions: changing the subject E.g. Talking of ... That reminds me of ... By the way, ... Oh, before I forget ... Just to change the subject for a moment ... Social expression: coming back to a subject E.g. Just to return to ... Can I just go back to ...?</p>	<p>The teacher uses the context of listening text 1 to introduce the expressions 'by the end' and 'by the time' and the future perfect. Students practise the structure by finishing these sentences: By the end of the year, ... By the time I'm 40, ... By the end of the lesson, ... By the end of the week, ... By the time I get home, ... Teacher introduces a set of phrasal verbs with 'off'. Students work out the meaning and the grammar pattern and then in pairs make up stories using these verbs. They tell their stories to other pairs who at the end have to repeat the sentences with the phrasal verbs. Teacher gives guidance on how to write and organise a simple questionnaire. In pairs, students write a questionnaire, and conduct a survey in the class. (The class could be divided into 4 sections to make this more manageable) about the different types of creative media they like/are involved in (clubs etc.) Teacher introduces the target language. The students practise the structures in small groups. Each member is given a role card about what they want to talk about connected to the arts. They have to initiate, change and come back to different topics according to the instructions on the role card.</p>



Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"><li>• Read and explain the features of different text types</li><li>• infer meanings of new words using contextual clues and/or knowledge of word formation</li><li>• read texts and critically evaluate them to inform their own comments/judgments</li><li>• identify and explain its effect on the reader</li></ul>	<p><b>C Reading</b></p> <p>Vocabulary – writing jobs e.g. author, playwright, reviewer, columnist, journalist, poet, novelist, biographer, reporter, copywriter, editor etc.</p> <p>Reading text 1 Two examples of different literary forms dealing with the same subject e.g. short story, poem</p> <p>Reading texts 2 Variety of short stories/poem from available resources</p> <p>Reading text 3 A descriptive passage from a novel Adjectives '-ing' and '-ed' E.g. She was shocked by the colour of his eyes She found his attitude amusing Order of adjectives It was a large brick house Adjectives and prepositions E.g. He was jealous of her She was attracted to him</p>	<p>Students match the writing jobs to a definition. They talk about which jobs they would like or not like and why.</p> <p>Students read the two passages silently and independently. In pairs students read the texts again aloud – one the short story, and the other the poem. They:</p> <ul style="list-style-type: none"><li>• explain what the texts are about</li><li>• discuss and identify the text (supplementing their ideas with teacher prompts. e.g. How do you know you're reading a poem and not a story?)</li><li>• decide on the author's purpose and effect on the reader</li><li>• discuss which they prefer and why</li></ul> <p>In pairs students infer the meaning of selected words from the texts. They check their answers in the dictionary or with the teacher.</p> <p>Students use the library or class book box to select and read a variety of short stories/poems sharing their responses with their partners/small groups.</p> <p>Students read the passage and answer questions about the effect the passage has on them and why. Teacher and students discuss this effect – they identify specific words or phrases that contribute to the effect.</p> <p>Students are given the same passage with gaps (for adjectives). In pairs they try to fill in the gaps. In plenary the teacher revises grammar around adjectives ('-ing'/'-ed', order and prepositions) and emphasises the role of adjectives in creative writing for capturing mood.</p> <p>Students are given a number of adjectives to group according to preposition (of, with, about, to, for, on, from at). In pairs students look at the adjectives and their dependent prepositions to see if they can identify any rules or logic behind the combinations.</p>
<ul style="list-style-type: none"><li>• write 5 paragraph essays to explain, inform and argue</li></ul>	<p><b>D Writing</b></p> <p>Sentences with adjectives and prepositions</p> <p>Essay writing</p> <p>Gapfill sentences using 'by the time' and 'by the end'.</p>	<p>Students make sentences about themselves using the adjective and preposition combinations they have learned.</p> <p>Copies of the listening text – review are given to the students. With the teacher they analyse it for structure, style and vocabulary.</p> <p>They write a film/book review based on a film/book they have enjoyed, using the listening text review as a model.</p> <p>Students fill in the correct verbs and tenses.</p>



## Grade 12 English Syllabus

Competencies	Contents	Learning activities and resources
	<b>E Additional Learning Strategies</b> Focus on writing writing spontaneously timed writing	Teacher highlights importance of becoming a confident and independent writer. Teacher dictates part of a text and then asks students to continue writing the text on their own. Students read their texts to their groups and compare styles/information. To help with writing under pressure in exams, teacher gives students a topic to write about for five minutes e.g. My Country. Students write as much as they can. When finished, they read their texts to their group. This can be repeated with a reduced time of two minutes. The student who writes the longest (coherent) text is the winner. Students in groups produce a writing guide for new students, listing ways students can improve their writing skills. Guide can be in form of leaflet or poster. Students should brainstorm ideas and give examples. Students should write a first draft and then compare with another group before producing final version.

### Assessment:

Skill	Minimum learning competency	Task
Listening	Listen to a text and identify the main ideas	Students listen to a critic reviewing a play/film and tick the statements that correspond with the speaker's opinion.
Reading	Infer meanings of new words using contextual clues and/or knowledge of word formation	Students read a text about a writer and fill in sentences with the correct lexical item.

**Unit 5: The United Nations (16 periods)**

**Learning Outcomes:** By the end of Unit 5 students will be able to give information about the United Nations and discuss related issues

**Language focus:**

**Grammar:** it's (high/about) time + past simple, revision of future perfect

**Vocabulary:** government, governance and democracy, Millennium Development Goals, adjectives of character, acronyms, nouns with the suffix '-ship'

**Social expressions:** revision of expressing certainty/uncertainty and conviction

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>listen to an extended lecture on an unfamiliar topic and identify specific information</li><li>predict the content (of all or part) of a text by doing pre-listening activities</li><li>listen to a text and identify main ideas</li></ul>	<p><b>A Listening</b></p> <p>Listening text 1 A lecture on the UN</p> <p>Listening text 2: Millennium Development Goals</p> <p>Vocabulary: eradicate, achieve, promote, empower, reduce, improve, combat, ensure, develop, sustain</p> <p>Pronunciation: word stress</p> <p>Future perfect</p> <p>By 2015 we will have eradicated extreme poverty and hunger</p> <p>Present continuous for future/expressing purpose</p> <p>E.g. (In order) to achieve UPE, we are building more schools</p>	<p>In small groups students brainstorm what they know about the UN. They feedback to the teacher who puts what they know on the board.</p> <p>The students are given notes on the lecture they are about to hear with gaps. They read through the notes. Students listen to the lecture and identify the specific information to fill in the gaps in their notes.</p> <p>Students compare what they have found out to their brainstorm on the blackboard and correct any wrong information.</p> <p>Students read the list of the UN Millennium Development Goals (e.g. achieve universal primary education, reduce child mortality, eradication extreme poverty and hunger).</p> <p>They match the meaning of unknown words to synonyms e.g. eradicate = get rid of. They make the verbs into nouns e.g. eradicate = eradication.</p> <p>Students group the nouns and verbs according to their stress patterns. Students check with dictionary/teacher. Students practise saying the words in their stress groups.</p> <p>Students use the future perfect to make the goals into longer sentences.</p> <p>They listen to a speaker describing various development projects and match to the most appropriate goal.</p> <p>E.g. We're planning to build 10,000 primary schools in the next 10 years and train 50,000 teachers – goal = Universal Primary Education (UPE)</p> <p>Students use the examples from the listening to make sentences using 'in order to' and 'to'.</p>
<ul style="list-style-type: none"><li>ask for opinions, express their own opinion and support/justify it</li><li>agree, disagree and express simple counter arguments</li><li>ask and respond accurately to a range of open, closed and follow-on questions</li><li>contribute to and develop conversations about the unit topic</li></ul>	<p><b>B Speaking</b></p> <p>Expressing certainty/uncertainty</p> <p>E.g. I am sure/certain that ...</p> <p>Expressing conviction</p> <p>E.g. I'm convinced that ...</p> <p>Without a doubt ...</p> <p>It's (high/about) time + simple past</p> <p>It's (high/about) time the UN changed its plans</p>	<p>Teacher introduces and practises the target language particularly the use of the past tense with 'it's high time ...'</p> <p>Teacher presents a statement about the United Nations/governance and asks students what their opinions are. Students present their opinions and justify why they think so. Students agree and disagree with each other.</p> <p>Information gap: Students ask/answer questions about the United Nations and share information. Student A has half the information and Student B the rest (e.g. history, dates, name of secretary general, departments etc).</p>



## Grade 12 English Syllabus

Competencies	Contents	Learning activities and resources							
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>• read sentences and identify detailed information</li><li>• read a text and identify and explain its main purpose</li><li>• identify evidence to support/justify opinions/arguments</li><li>• read a text and identify specific information</li><li>• read and guess the meaning of unfamiliar words using contextual clues and knowledge of word formation</li></ul>	<p>'Wh' questions When was it set up? How was it set up? Who set it up? What's the name of current secretary general? 1st and 2nd conditionals If we build more primary schools, we will achieve the goal If the time frame were 2025, we would achieve the goals Future perfect I don't think we will have achieved UPE by 2015 Present perfect The goals have not included ... Vocabulary – adjectives of character e.g. decisive, fair, diplomatic, trusting, trustworthy, honest, participatory, inclusive, consultative, aggressive, opinionated, popular, well-liked etc.</p>	<p>After listening to text 2 students discuss the Millennium Development Goals (MDGs) in groups using prompt questions e.g. How do the goals apply to Ethiopia? How realistic are the MDGs? How would you change them? What has been left out?</p> <p>Students use dictionaries to check the meaning of new vocabulary or teacher introduces vocabulary. Teacher models pronunciation and students repeat. Students note word stress.</p> <p>In groups and using the vocabulary, students discuss the issue of leadership at school. What makes a good class leader? They list the qualities and rank. The present their lists to the rest of the class.</p>							
	<p><b>C Reading</b></p> <p>Common acronyms e.g. UN, UPE, MDG, GMT, BA (Bachelor of Arts), HQ, VIP, UK, HIV and AIDS, AU, NGO, UNESCO, UNICEF, IMF, EU etc and sentences that describe them</p> <p>Explaining acronyms: E.g. BBC stands for British Broadcasting Corporation UNICEF Children's Charter case studies a reading text related to governance/UN</p> <p>Nouns with suffix '-ship' e.g. leadership, dictatorship, citizenship, friendship, censorship, etc.</p> <p>Gapfill sentences</p>	<p>Students match acronym to description of what it stands for and then try to work out the meaning of the acronym.</p> <p>Students read the Children's Charter (from UNICEF) and explain what the text is about and point out what its purpose is (as a text) and whether it achieves that purpose.</p> <p>Students read a number of case studies and decide if the situations contravene the charter.</p> <p>Students read a text about governance. Students answer questions. New vocabulary in the text is underlined. Students guess the meaning of the words by looking at contextual clues.</p> <p>Teacher highlights and lists words from the text that can take the suffix -hip.</p> <table><tr><td>e.g.</td><td>citizen</td><td>leader</td><td>dictator</td><td>citizenship</td><td>leadership</td><td>dictatorship</td></tr></table> <p>Students complete gap-fill sentences with new words and copy them into their word list.</p>	e.g.	citizen	leader	dictator	citizenship	leadership	dictatorship
e.g.	citizen	leader	dictator	citizenship	leadership	dictatorship			



Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"><li>summarise a text in various forms including bullet points, charts, notes and paragraphs</li><li>elaborate/justify ideas/arguments/opinions in essays by giving examples</li><li>write and present a 500 word report on a given topic</li></ul>	<b>D Writing</b> Notes paragraphs supporting a statement/opinion a report	In pairs students use the notes from listening text 1 (on the UN) to talk about the UN. Afterwards they discuss what aspects of the notes helped them to do this.  In plenary teacher and students identify good practice and key strategies in making notes.  Students listen again to listening text 2 and make notes. Afterwards they compare in pairs and try to retell the information, improving their notes as they go along.  Teacher provides a question.  E.g. Are people born good leaders or do they become good leaders through education?  Students select the answer and write a paragraph to justify their argument and elaborate it by giving examples.  E.g. I believe leadership is ... because ... For example, you can take ...  Using the research skills they have learnt from the Learning Strategies, students write a 500 report on a topic related to governance/UN. Students who wrote on the same topic compare their reports and learn from one another. Groups read out one of the reports to the class.
	<b>E Additional Learning Strategies</b> Research skills – Internet/library	Research treasure hunt: in pairs (or small groups) students are given a list of questions and asked to find the answers in the most efficient and effective way, using whatever resources the school has e.g. library, Internet, teachers, other students, non-teaching staff. The questions should allow for a choice of information sources.  Students should note down answers; where they found the information (e.g. name of book, page number etc; year of publication); how long it took to find; reliability of source etc.  Students then discuss their findings in groups and give feedback to class.

### Assessment:

Skill	Minimum learning competency	Task
Speaking	Ask for opinions, express their own opinion and support/justify it	In small groups, students discuss the United Nations, its successes and failures and give their opinion of the organisation.
Writing	Write and present a 500 word report on a given topic	Teacher assesses in-class activity.



## Grade 12 English Syllabus

### Unit 6: Trade and Globalisation (16 periods)

**Learning Outcomes:** By the end of Unit 6 students will be able to give information about trade and globalisation from an Ethiopian and international perspective

#### Language focus:

**Grammar:** I wish + different subject + would, revision of sequencing words and passives,

**Vocabulary:** manufacturing and trade, globalisation

**Social expressions:** demanding explanations, revision of giving reasons and making suggestions

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>use previous knowledge to pronounce new words and structures</li><li>predict the content of a text by doing pre-listening activities</li><li>listen to a text and identify specific information</li><li>listen to a text and relate what they have heard to their own lives</li><li>listen to a text and identify detailed information</li></ul>	<p><b>A Listening</b></p> <p>Vocabulary for manufacturing and trade e.g. design, raw material, manufacture, marketing, advertising, production distribution, profit, loss, exploit, mark-up, import, export, labour force, sweatshop, wage, fair trade, equitable</p> <p>Advertising (noun), advertise (verb)</p> <p>Distribution (noun), distribute (verb)</p> <p>Import, export, profit, design, trade (nouns and verbs)</p> <p>Pronunciation: word stress</p> <p>Revision of sequencing words and passive</p> <p>E.g. First the trainer is designed, then the raw materials are sourced and the trainer is manufactured. At the same time a marketing strategy is thought up etc.</p> <p>Listening text 1 – A Global Trainer/Football Shirt.</p> <p>Information is given about the steps involved in production, where the trainer/shirt is made and the costs/profits involved in producing it, looking at how the sale price is broken down into different sectors e.g. invention, design, raw materials, production, marketing, distribution etc.</p> <p>Listening text 2: text about the pros/cons of globalisation</p>	<p>Students brainstorm vocabulary for the topic and teacher writes it on the board. In pairs students categorise the vocabulary. Teacher introduces more words and pairs add/refine their categories.</p> <p>Where applicable the students identify nouns from verbs and vice versa.</p> <p>Teacher goes over word stress and how it shifts for different parts of speech.</p> <p>E.g. dis'tribute, distri'bution, 'import (noun), im'port (verb)</p> <p>Students practise saying words and give other examples.</p> <p>Teacher shows students a picture of a trainer/football shirt. In pairs students list the steps involved from original idea to being on the shelf in a shop (using vocabulary from previous activity).</p> <p>Students listen to a speaker talking about the production of an item (e.g. trainer, football shirt) and compare the steps to their own list.</p> <p>Students listen again and identify in which country each step takes place.</p> <p>Students listen for a third time and identify costs, percentages, profits for different sectors etc.</p> <p>Students discuss what the different profits mean for the various people involved in producing the commodity.</p> <p>Students relate the situation to any industry/manufacturing they know of in their region of Ethiopia.</p> <p>Students listen to a text and take notes (see writing for using notes to summarise).</p>



Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"><li>contribute to and develop conversations about the unit topic</li><li>use previous knowledge to pronounce new words and structures</li><li>use a range of structures to demand explanations</li><li>discuss advantages and disadvantages and come to a consensus</li></ul>	<p><b>B Speaking</b></p> <p>Past passives E.g. It was made in China Pronunciation: silent 'b' e.g. debt / det / elision e.g. interest / 'Intrəst / Social expressions: demanding explanations E.g. Can you explain why...? Do you mean to say ...? Why is it that ...? How come ...? Revision of giving reasons and making suggestions The main reason is ... And besides ... What's more ... Why don't you ... We suggest you (+infinitive without 'to') I wish + subject (not 'I') + would E.g. I wish international organisations would recognise the impact of globalisation I wish my mother would let me go out in the evening</p>	<p>30 second "show and tell": Teacher/students bring in everyday products from home, give information about product and its origin and mark on a map of the world where these products were manufactured.</p> <p>Students brainstorm and list the imports/exports of Ethiopia.</p> <p>Teacher draws students' attention to these sounds and features and gives other examples.</p> <p>E.g. silent 'b': bomb, comb, thumb, tomb, doubt elision: comfortable, vegetable, Wednesday, February</p> <p>Students put words in sentences and practise saying. They give any more examples they know.</p> <p>Students discuss the meaning of the terms "global village/debt/interest".</p> <p>After listening to listening text 1, teacher introduces target language for demanding explanations and revises giving reasons and making suggestions.</p> <p>Using and adding to the information from Listening text 2, students reach a consensus on whether globalisation is a good thing.</p> <p>Using the impact of globalisation as a context, teacher introduces 'I wish' with a different subject to express future wishes. Students practise using examples related to themselves.</p>
<ul style="list-style-type: none"><li>predict the content of a text from an extract</li><li>relate what they have read to their own experience</li><li>read a text and scan to obtain specific information</li></ul>	<p><b>C Reading</b></p> <p>Text about the global village of 100 people (E.g. 61 are from Asia and 13 from Africa, 10 are children under 5 and 1 is over 79, only 31 of 38 school aged people attend school, 76 have electricity etc). Expressing percentages and numbers E.g. 1 person out of 100 is over 79 Less than half are ... Two thirds are ... Text about the coffee trade in Ethiopia Variety of texts on IMF, World Bank, EU, etc.</p>	<p>Students read one percentage from the text. They predict what other percentages will be.</p> <p>Students read the rest of the text to see how close their predictions were. They discuss what they have read, its relation to their own experience of the world and its wider implications.</p> <p>Students read a text about the coffee trade in Ethiopia (incorporating ideas on fair trade system) and answer questions.</p> <p>Jigsaw reading: In groups, students read texts about IMF, World Bank, European Union etc and answer comprehension and vocabulary questions. They ask/answer questions to share information.</p>



## Grade 12 English Syllabus

Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"><li>summarise a text using bullet points</li><li>write 5 paragraph essays to explain, inform and persuade</li><li>write business correspondence to a standard acceptable in the workplace</li><li>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</li></ul>	<b>D Writing</b> Notes on listening text 2 Sentences using 3 types of 'I wish' structures with gaps E.g. I wish I was older I wish I had learnt French I wish my mother would give me some money A leaflet on fair trade A business letter	Students use their notes from listening text 2 to summarise the information using bullet points. Students complete gap-fill sentences. Teacher revises the features of a leaflet and how you write to explain, inform and persuade. Using a fair-trade fact sheet, Students write a leaflet to persuade customers in another country to buy fair-trade products. Students write a letter to a manufacturer asking them to participate in a fair-trade scheme. All texts follow the seven stage model.
	<b>E Additional Learning Strategies</b> Focus on vocabulary word associations grouping words what's the word?	Teacher introduces concept of word associations for memorising words by giving an example. Students write down 10 new words from the unit and make up pictures or associations for these words, telling their partner. At the end of the class, students look at the words and try to recall meanings. Students discuss if word association helped them to recall. Students look at lists of words sorted into groups and try to identify the grouping. E.g. Run, jump, hop, sprint, jog (action/legs). Students sort a large list of words from the unit into appropriate groups. They share their groups with others and ask them to discover what the groups have in common. Students brainstorm what they can do when they do not know a word. E.g. Use a foreign word, describe it, use a similar word, invent a new word, use a general word like "thing/stuff", use gesture/mime etc. They rank the suggestions in order of effectiveness and say why. Class is divided into 2 teams. Teacher (without showing the class) gives one student from each team an object or a picture of an object (whose name in English is probably unfamiliar to him/her) and the student must try to communicate the object to their team (without resorting to mother tongue translation!) within a time limit. If the team guesses the word in English – 2 points; or mother tongue – 1 point. If it fails, the other team can try to guess. Activity is repeated with different team representatives. The team with the most correct answers is the winner.

### Assessment:

Skill	Minimum learning competency	Task
Listening	Listen to a text and identify specific information	Students listen to a journalist describing a large multi-national company and answer questions.
Reading	Relate what they have read to their own experience	Students read a text about doing business in Ethiopia and give their opinions about the subject.

**Unit 7: Finding a Job (16 periods)**

**Learning Outcomes:** By the end of Unit 7 students will be able to identify skills/experience/qualifications needed for certain jobs, take part in a job interview and write a letter of application

**Language focus:**

**Grammar:** gerunds, present perfect with ‘it’s the first/second time .., yet, already, never etc., ‘you would ...’

**Vocabulary:** work verbs, personal qualities (adjectives and nouns), adjectives with suffix ‘-ful’

**Social expressions:** revision of generalising and making exceptions

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>listen to texts and identify detailed information</li><li>retell what they have heard in some detail</li><li>listen to a text and identify main ideas</li></ul>	<p><b>A Listening</b></p> <p>Verbs connected to jobs e.g. type, take shorthand/minutes, answer the phone, arrange meetings, prepare budgets, manage, research, train, build capacity, organise, fundraise etc.</p> <p>Listening text 1: employees talking about their work without mentioning the job title</p> <p>Expressions related to work</p> <p>I work for ...</p> <p>I have to ...</p> <p>Gerunds</p> <p>My job involves typing, answering the phone ...</p> <p>My average day consists of writing letters, ...</p> <p>Listening text 2: an employer talking about the skills/ qualifications/experience his/her company is looking for in employees</p> <p>Relatives</p> <p>He/she needs someone who has a degree because ...</p> <p>Present perfect</p> <p>He/she is looking for someone who has done a similar job so that ...</p> <p>Present perfect with never, yet, already</p> <p>I've already got a typing qualification</p> <p>I've never worked before</p> <p>Infinitives</p> <p>He/she requires/wants his/her employees to speak French so ...</p>	<p>Students look at a number of ‘work’ verbs and categories them.</p> <p>Students listen to the text and match each speaker to a job. On second and third listening they record details of individual jobs (what these jobs entail).</p> <p>In pairs students use their notes and target structures to describe what each job involves.</p> <p>Students listen to the text and note down the key skills, qualifications and experience the employer is looking for.</p> <p>In pairs students discuss why those skills, qualifications and experience are needed by the employer. They discuss if they themselves meet the requirements.</p>



Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"><li>ask and respond accurately to a range of open, closed and follow-on questions (including in an interview)</li><li>use a range of structures to generalise and make exceptions</li><li>take part in job-related speaking activities</li><li>recount stories and experiences in the past using a range of structures</li></ul>	<p><b>B Speaking</b></p> <p>'Wh' questions</p> <p>E.g. How would you describe yourself?</p> <p>Have you ever ...?</p> <p>What would you do if ...?</p> <p>Next time I would ...</p> <p>Social expressions: revision of generalising and making exceptions/ use of 'you' for generalising</p> <p>As a rule, you would need ...</p> <p>Generally, you would ...</p> <p>Most of the time you</p> <p>There are exceptions of course for example but you would need to have ...</p> <p>You'd have to be ...</p> <p>... would be essential/ a must</p> <p>Comparatives, gerunds, use of 'would'</p> <p>Typing skills would be more important than being able to speak French</p> <p>Present perfect with 'it's the first time ..' and never</p> <p>E.g. It's the first time I've been to Addis</p> <p>I've never been to Addis before</p> <p>Vocabulary for personal qualities (adjectives and nouns) e.g. punctuality, patience, friendliness, intelligence, gentleness, youth, experience, confidence, wit</p>	<p>Chain speaking: students ask/answer questions related to jobs in a circle using prompts (see Writing section). Afterwards in groups students talk about the questions they found easy/difficult to answer and why. They decide how they would ideally answer the question.</p> <p>Teacher writes a range of jobs on the board. Students discuss and arrange skills /experience/qualifications needed for a particular job in terms of importance. (identify/prioritise).</p> <p>Students roleplay and read aloud job interview dialogue (see Reading section). Students then make up and practise their own job interview for a job of their choice.</p> <p>After listening text 3, teacher introduces the structure 'it's the first time ...' within the context of the listening. Students practise it to talk about themselves.</p> <p>In pairs one student repeats a sentence using 'it's the first time...' and the other changes the structure to use 'I've never ...'</p> <p>Teacher writes some vocabulary for personal qualities (nouns) on the board and explains any new words. Students change the nouns into adjectives and note any change in word stress</p> <p>e.g. 'punctual / punctu'ality</p> <p>Students practise saying the words.</p> <p>Students in pairs discuss the degree to which these qualities are needed for a variety of jobs e.g. nurse, teacher, company director, politician.</p>



Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"><li>• read and identify detailed information</li><li>• Read a text and infer meanings of new words using contextual clues and/or knowledge of word formation</li></ul>	<b>C Reading</b> Jumbled job interview dialogue cloze text letter of application Paragraph with examples of adjectives with the suffix '-ful' e.g. helpful, tactful, wasteful, mindful, useful Gap-ill	Students read and rearrange jumbled sentences to make a job interview dialogue (matching questions and answers). Students read the dialogue between the interviewer and the applicant to answer comprehension questions. Students guess the meaning of some underlined words. They use new words to complete a cloze paragraph. Students may have to change form of the given words. Students read a letter of application and answer questions about layout/language. Teacher helps them to underline/highlight useful formulaic language. Students are given a list of definitions. They read the paragraph and find words that the definition. Students brainstorm other adjectives with the suffix '-ful'. Students fill in a gap-fill using adjectives ending in suffix '-ful' or nouns ending in suffix '-fullness' or adverbs ending in suffix '-fully'.
<ul style="list-style-type: none"><li>• write a letter of application for employment</li></ul>	<b>D Writing</b> job interview questions letter of application a company profile	Students write a list of questions to ask at a job interview (for Speaking activity), Students read a poorly written letter of application and make changes (to layout/ language/register/ punctuation/information etc.) to improve it. Students write a letter of application to a company of their choice. Optional: Students research a company of their choice and write a company profile, using prompts. E.g. name of company/ location/products or services/ employee details/strengths and weaknesses etc.
	<b>E Additional Learning Strategies</b> Focus on reading predicting guessing unknown words reading practice	Students read the first part of a sentence or paragraph and try to guess the end. Students compare ideas and discuss what helped them to guess E.g. Here is the weather forecast. Hot and sunny in many places, but....(i.e. cold and wet in others; importance of "but") Students brainstorm clues that help them to guess the meaning of unknown words E.g. prefix, suffix, compound word, similar to word in mother tongue, context Students read a list of high-level vocabulary and use these clues to work out meaning E.g. malodorous, understatement, unicycle, wobbly Students discuss which clues helped them. Students then read same words in sentence/context E.g. The chair was unsafe to sit on because two legs were wobbly. Students discuss meaning of words and importance of context.



## Grade 12 English Syllabus

<i>Students will be able to:</i>	<p>Students read a paragraph with key words replaced by nonsense English words. In groups, students try to work out original key words.</p> <p>Class brainstorms ways of increasing/improving reading practice and teacher writes them on board.</p> <p>Students set themselves a goal to use as many of these as possible during the remainder of Grade 12</p> <p>E.g. regular time for reading each day; collecting reading materials; pen-friend; reading club; class subscription to English language magazine/newspaper</p>
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### Assessment:

Skill	Minimum learning competency	Task
Listening and Speaking	Ask and respond accurately to a range of open, closed and follow-on questions	Students choose from a range of jobs they would like to do and teacher interviews them for the position.
Writing	Write a letter of application for employment	Teacher assesses in-class activity

**Unit 8: Human Development (16 periods)**

**Learning Outcomes:** By the end of Unit 8 students will be able to discuss aspects of human development and give information about some world civilizations

**Language focus:**

**Grammar:** past modals, adjective + preposition + gerund, past simple and past perfect

**Vocabulary:** anthropology, adjectives + preposition

**Social expressions:** revision of asking for clarification and correcting oneself

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>• follow the structure, logic and sequence of a text through identifying discourse markers and range of tenses</li><li>• listen to a lecture on an unfamiliar topic and identify specific information</li><li>• listen to a lecture on an unfamiliar topic and identify what they have heard in some detail</li></ul>	<p><b>A Listening</b></p> <p>Listening text A: a lecture on the discovery and importance of Lucy/ Dinknesh and Selam</p> <p>Discourse markers e.g. firstly, then, on the other hand etc.</p> <p>Past modal verbs</p> <p>E.g. Must/might/could have + past participle</p> <p>Lucy might have lived ...</p> <p>Narrative tenses</p> <p>She lived before man had discovered ...</p>	<p>Students look at a number of 'work' verbs and categories them.</p> <p>Students listen to the text and match each speaker to a job. On second and third listening they record details of individual jobs (what these jobs entail).</p> <p>In pairs students use their notes and target structures to describe what each job involves.</p> <p>Students listen to the text and note down the key skills, qualifications and experience the employer is looking for.</p> <p>In pairs students discuss why those skills, qualifications and experience are needed by the employer. They discuss if they themselves meet the requirements.</p>
<ul style="list-style-type: none"><li>• contribute to and develop conversations about the unit topic</li><li>• summarise information and suggestions</li><li>• agree, disagree and express simple counter arguments</li><li>• ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence)</li><li>• use a range of structures to ask for clarification and correct oneself</li></ul>	<p><b>B Speaking</b></p> <p>Ability in the past (could and was able to)</p> <p>Neanderthal man couldn't ...</p> <p>Homo erectus was able to ...</p> <p>Expressing difference</p> <p>The difference between homo sapiens and homo erectus is that the former can ...</p> <p>Whereas monkeys walk on 4 legs, homo erectus only uses two legs</p> <p>Adjectives + preposition + gerund</p> <p>E.g. I am fond of going to the city</p> <p>I am proud of passing my maths exam</p> <p>Pronunciation: weak form "of" /əv/</p> <p>Social expressions: revision of asking for clarification</p> <p>I'm sorry I'm not quite with you</p> <p>Sorry, what do you mean?</p> <p>Social expressions: revision of correcting oneself</p>	<p>Introduction: Teacher writes "Ethiopia: cradle of civilisation" and elicits ideas/interpretation.</p> <p>Students look at a cartoon depicting the progression of humans from monkey to Neanderthal to homo erectus to homo sapiens to man working on a computer. They discuss what the cartoon says about the development of Man. Has Man indeed developed?</p> <p>Teacher writes the words "development/civilization/civilised" on the board and elicits meanings and examples to differentiate terms.</p> <p>In groups students discuss what it is to be a developed/civilised nation; looking at attitudes/values etc. They present their ideas to the class.</p> <p>Students are encouraged to agree, disagree and present counter arguments.</p> <p>Teacher introduces the structure of adjective + preposition + gerund.</p> <p>Teacher models pronunciation, especially weak form "of". Students practise it making sentences about their own lives with prompts e.g. I am fond of going to the city</p> <p>In groups, students brainstorm and list activities/events that humans can be proud of and ashamed of and why. They summarise and present to class.</p> <p>E.g. Proud of: discovering/inventing things, conquering certain diseases, literature, buildings, technology</p> <p>E.g. Ashamed of: genocide, apartheid, slavery, religious rivalry</p>



## Grade 12 English Syllabus

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>predict the content of a text</li><li>read and identify main points</li><li>infer meanings of new words using contextual clues and/or knowledge of word formation</li><li>read a text and identify and explain its main purpose and its effect on the reader</li></ul>	<p>E.g. What I mean is ... What I meant was ... Let me put it another way. What I'm trying to say is ...</p> <p><b>C Reading</b> Passage about the timeline of life Past simple and past perfect Dinosaurs had roamed the earth for thousands of years before man arrived. jigsaw reading poem</p>	<p>In groups, Students discuss the word "history" and the invented term "herstory". They consider what this says about the story of human development. Students also consider the term "Man". Students revise structures for asking for clarification and correcting oneself before the discussion and are encouraged to use these. A group representative reports back to class and class compiles list of comments.</p> <p>Students are given a timeline of life. They try to match dates with events</p> <p>E.g. 4,500,000,000 years ago – formation of Earth 3,800,000,000 years ago – earliest evidence of life 500,000,000 years ago – earliest vertebrates 400,000,000-300,000,000 years ago – earliest land vertebrates 200,000,000 years ago – earliest mammals Approx 80,000,000 years ago – last dinosaurs 3,300,000 years ago – Selam (child human ancestor) 3,200,000 years ago – Lucy/Dinknesh</p> <p>Students read passage to check their answers. Students are given true/false questions using past simple and past perfect. E.g. The last dinosaurs had disappeared 100,000 years before Lucy. They read the passage to find the answers.</p> <p>Alternative: 12-hour clock used to represent the history of the planet; different events are marked on the clock</p> <p>E.g. Man arrived in the last minute; dinosaurs disappeared at 11.30 etc</p> <p>Students are given a list/pictures of famous inventions which they plot on a timeline</p> <p>E.g. Wheel, first printed book, stone tool, airplane, paper etc</p> <p>Jigsaw reading: In groups, Students read texts about different world civilisations and answer comprehension and vocabulary questions. They ask/answer questions to share information.</p> <p>Students read a poem about good/evil and Man's nature e.g. the South African poem: "Vultures". Students interpret meaning and discuss the author's purpose.</p>
<ul style="list-style-type: none"><li>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proof read</li><li>elaborate/justify ideas / arguments /opinions in essays by giving examples</li><li>write five-paragraph essay to explain, inform and argue</li></ul>	<p><b>D Writing</b> essay</p>	<p>In pairs students go through the seven stages of writing for an essay entitled 'Does Man have more to be proud of than ashamed of?' After thinking/ discussing, brainstorming and planning their arguments, the teacher encourages them to elaborate and justify their arguments with examples. If possible they should use library facilities for further research.</p> <p>Students write their essays independently but return to their pairs for checking, rewriting and proofreading.</p>



Competencies	Contents	Learning activities and resources
	<b>E Additional Learning Strategies</b> Focus on listening preparing and predicting listening practice	<p>Teacher reads a short text twice and students take dictation without any pre-listening preparation. Students compare their version with original.</p> <p>Teacher writes on the board title of another listening text (similar difficulty). Teacher asks students to predict text from title and elicits possible vocabulary. Students copy information. Teacher reads text and students only tick items. Teacher reads again and students take dictation. Students compare their version with original and discuss which dictation was easier and why.</p> <p>Students brainstorm clues which help them to predict listening text</p> <p>E.g. Knowledge of topic/situation; signal phrases (i.e. “I’m afraid that” signals bad news); connectors (i.e. “although” signals contrast); sequencing words (firstly/ lastly); intonation</p> <p>Teacher reads the first part of a sentence and students predict the ending. Students compare answers in groups. Teacher then reads whole sentence and students check.</p> <p>E.g. I’m afraid Frehitwot can’t come to class today because...</p> <p>Class brainstorms ways of increasing/ improving listening and teacher writes them on board. Students set themselves a goal to use as many of these as possible during the remainder of Grade 12</p> <p>E.g. Regular listening time; listening library; listening club; reading extracts from English newspaper before listening to news in English; reading articles to increase general knowledge.</p>

### Assessment:

Skill	Minimum learning competency	Task
Speaking	Agree, disagree and express simple counter arguments	Students respond to statements about the unit topic.
Reading	Read and identify main points	Students read a text about archaeology and take notes of the main points.



## Unit 9: Tradition Versus Progress (16 periods)

**Learning Outcomes:** By the end of Unit 9 students will be able to identify and discuss issues connected to progress and development

**Language focus**

**Grammar:** use of ‘what’ to mean ‘the thing that...’ make and let, second conditional

**Vocabulary:** change, social issues in the developed world,

**Social expressions:** revision of demanding explanations

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>listen to an extended lecture on an unfamiliar topic and identify detailed information</li><li>listen and identify gist</li><li>listen and identify speakers' feelings (including through their use of intonation)</li></ul>	<p><b>A Listening</b></p> <p>Listening texts 1 and 2: 2 lectures: one arguing for the urgent need for Ethiopia to develop and take its pace in the modern world (including changing its calendar/time/minimising use of mother tongue etc.). The other arguing that to adopt outside influences would destroy the culture and identity of Ethiopians</p> <p>Listening text 3 Shorts pieces of conversation on the topic Pronunciation: intonation</p>	<p>Students listen to the two lectures and take notes of the main points. The lectures are paused at regular intervals to allow students to do this.</p> <p>Pairs form groups of 4 and discuss each point critically deciding which perspective most gains their support.</p> <p>Students listen to each conversation and identify the gist.</p> <p>Students listen to each conversation again and identify the main speaker's feelings (i.e. angry, happy, bored, etc.). They use this information to help them to fully understand the speakers' point.</p> <p>Students listen again and read the tapescript for Listening text 3. They note the sentence stress and intonation. They practise reading the conversations in pairs.</p>
<ul style="list-style-type: none"><li>contribute to and develop conversations about the unit topic</li><li>ask for opinions, express their own opinion and support/justify it (including illustrating a point with examples and anecdotes and presentation of evidence)</li><li>discuss advantages and disadvantages and come to a consensus</li><li>talk about a hypothetical present</li><li>use a range of structures to demand explanations</li></ul>	<p><b>B Speaking</b></p> <p>Vocabulary of change e.g. bring about, grow into, preserve, alter, adapt to, adopt, develop, conservative, innovative, radical, move on, move away from etc.</p> <p>What is good about Ethiopia is ...</p> <p>What concerns me ...</p> <p>Giving advice – passive infinitive</p> <p>It should be abolished</p> <p>It should be replaced by ...</p> <p>Second conditional</p> <p>If girls didn't marry so early, they would have less children</p> <p>If we didn't respect the elderly, our society would break up</p> <p>Make and let</p> <p>We should let girls decide marriage for themselves</p> <p>We shouldn't make young girls marry</p> <p>Social expressions: revision of demanding explanations</p>	<p>The teacher writes a number of words connected to change on the blackboard. In pairs students discuss/check meanings and categorise the words into groups. Students join up with another pair to compare and discuss categories. Students use the vocabulary to make sentences about their regions.</p> <p>Teacher introduces ‘what’ to mean ‘the thing/things that’. Students use prompts on board e.g. I like (What I like is/are), I do/exams/ (What I do in exams is...)</p> <p>Students work in 3s; they have two sheets of paper and write Ethiopia in the centre of each. They construct a mind map to explore the positive and negative features. (Teacher models mind mapping if necessary).</p> <p>They select four main positives about their country e.g. the people, the landscape, the climate, the culture;</p> <p>and four areas of concern e.g. health and sanitation, education, poverty, size of population.</p> <p>They develop each main area by brainstorming into sub headings and add these to their mind map.</p> <p>The mind maps are displayed in the classroom and the teacher collates the main points on the board, ignoring repetitions. Students are encouraged to justify their points of view, and comment on points raised by their peers.</p>



Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p>	<p>E.g. Can you explain why this custom has been abolished ...?</p> <p>Do you mean to say that you have got rid of X?</p> <p>Why is it that ...?</p> <p>How come ...?</p>	<p>After listening texts 1 and 2, in pairs students role play a conversation between two people; one arguing either for the need for change, and one for preserving the culture and unique qualities of the country.</p> <p>The teacher asks selected pairs to present their conversations, and invites comment, general discussion.</p> <p>In pairs students list traditional Ethiopian practices and customs (within their local context) and decide which of these they think it is important to preserve and which they think should be abolished e.g. the hospitality of the people, female genital mutilation, early marriage, religious adherence, respect for the elderly.</p> <p>The teacher takes feedback and makes a two column list on the board only adding points when there is majority agreement – students are encouraged to argue and justify reasons why they think points should be included or discarded.</p> <p>Following agreement, students use the context to revise second conditionals on how their proposed changes or maintenance of the current situation will help Ethiopia.</p> <p>Teacher uses the context of traditional customs to revise structures with make and let. In pairs they practise ‘make’ and ‘let’ using the context of their own lives.</p> <p>Students do an activity where one of them plays him/herself in 25 years time and the other his/her grandmother/father. Customs have been preserved or abolished according to the previous exercise. The grandparent has to demand explanations and students give them.</p>
<ul style="list-style-type: none"><li>• read a text and critically evaluate it to inform their own comments /judgments</li><li>• read a text and distinguish between fact and opinion</li><li>• relate what they have read to their own experience</li></ul>	<p><b>C Reading</b></p> <p>Vocabulary word building Pronunciation: word stress</p> <p>Text a) from English or other western newspaper highlighting negative features of life in a developed country e.g. disaffection of youth – drug and alcohol abuse, materialism, promiscuity, violence.</p> <p>Text b) article describing the breakdown of family values in England</p> <p>Sentences with gaps for ‘make’ or ‘let’</p>	<p>Students make adjectives and nouns out of topic related words e.g. Materialism – materialistic, violence – violent, promiscuity – promiscuous. They brainstorm other nouns with similar endings (e.g. communism, silence, silent, enormity, enormous etc.)</p> <p>Students record the stress pattern for the words, noting any change in stress and spelling</p> <p>E.g. promis'cuity / pro'miscuous</p> <p>Teacher models pronunciation and students practise. Different groups are given one of three tasks to complete.</p> <p>Task 1: Students read the texts critically, and complete a chart adding comment under set headings. a) Issue      b) Impact on society    c) possible reasons</p> <p>Task 2. They identify and list facts and opinions in the texts and in pairs, identify the author’s purpose in each text, and their own responses.</p>



## Grade 12 English Syllabus

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>• write a five-paragraph essay to argue</li><li>• write and present a 500 word report on a given topic for a specific audience including suggestions/recommendations</li></ul>	<p><b>D Writing</b></p> <p>Transforming sentences E.g. Everything that they said was true = What they said was true Chaltu got the job which surprised everybody = What surprised everybody was Chaltu getting the job Argumentative essay Reports: making suggestions on change in the workplace</p>	<p>Task 3. They compare the situations described in the text with their experiences of life in Ethiopia and record similarities/differences. Students from each task group join together to share their conclusions. Students read the sentences and fill in the gaps with either make or let in the correct tense.</p> <p>Students are given relative clauses to change into sentences with ‘what’. The teacher refers back to the task in the previous unit to give further advice on writing an argumentative essay, modelling a possible structure on the blackboard using a related, but different topic. Using the seven stages of writing, students independently respond to a choice of essay questions: e.g. a) Ethiopia should do everything it can to preserve its culture and traditions b) Increased wealth will not mean a happier Ethiopia. c) The rest of the world has much to learn from Ethiopia.  In pairs students are given information about one of 4 different work situations. They read the information and brainstorm changes that are needed. They write a report for the staff with their suggestions and recommendations. In plenary each of the four different situations are taken in turn. The students present their reports and the rest of the class role-play the staff, asking for clarification, demanding explanations etc. when appropriate.</p>



Competencies	Contents	Learning activities and resources
	<b>E Additional Learning Strategies</b> Focus on grammar facts, patterns, choices	Students brainstorm what grammar is. Teacher guides them towards: facts, patterns, choices by giving examples  E.g. Fact: plural of woman = women; past simple of write = wrote  Pattern: What do I/you/we/they think? What does he/she/it want? Changing “do/does” to “did” makes past questions What did I/you/we/they think? What did he/she/it want? Choice: I've played football since I was a child. I've been playing football since I was a child. (no difference) She always loses her keys. (habit) She's always losing her keys. (anger/irritation being expressed at her habit) Teacher elicits more examples from students of facts and patterns.  Teacher gives a pattern and asks students to generate more sentences in 2 minutes E.g. Pattern: I love -ing in the (time) I love swimming in the morning. I love running in the afternoon. Teacher gives more examples of choices for students to analyse E.g. She stopped talking to me. She stopped to talk to me. I like coffee. I like a coffee at breakfast.

### Assessment:

Skill	Minimum learning competency	Task
Speaking	Discuss advantages and disadvantages and come to a consensus	In groups, students discuss one of the essay writing topics.
Writing	Write a five-paragraph essay to argue	Teacher assesses in-class activity.



## Grade 12 English Syllabus

### Unit 10: Future Threats (16 periods)

**Learning Outcomes:** By the end of Unit 10 students will be able to identify and discuss future threats to both Ethiopia and the world

#### Language focus:

**Grammar:** quantifiers, narrative tenses, passive infinitive, future tenses

**Vocabulary:** natural/manmade disasters, verbs of damage, phrasal verbs with up

**Social expressions:** revision of correcting oneself

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>listen to short news broadcasts and identify gist</li><li>listen and follow the structure, logic and sequence of a text through identifying discourse markers and range of tenses</li><li>listen and retell what they have heard in some detail</li><li>predict the content (of all or part) using a variety of contextual clues</li><li>listen and identify detailed information</li></ul>	<p><b>A Listening</b></p> <p>Listening text 1: short news broadcasts e.g. information about an earthquake</p> <p>Listening text 2: one or two longer broadcasts about one or two of the stories</p> <p>Narrative tenses</p> <p>Before the earthquake had hit, smaller tremors were felt</p> <p>Quantifiers (a great deal of/a large sum of/a large number of people/considerable amount-number of money-people /much/few/a few etc.)</p> <p>E.g. A great deal of people were killed in the disaster</p> <p>No fewer than 5,000 were affected</p> <p>Few homes were damaged</p> <p>A few homes were hit</p> <p>Listening text 3</p> <p>A speaker talking about solutions to future threats (what the world needs to do to avoid danger etc.).</p> <p>Prevention</p> <p>To prevent this from happening we have to ...</p> <p>To stop it from happening, we must ...</p> <p>We must do .... in order to ...</p> <p>Passive infinitive</p> <p>E.g. What can be done to solve this problem?</p>	<p>Students listen to short news broadcasts. They match the broadcast to a threat and to a picture.</p> <p>Students listen to longer broadcasts about one or two of the stories. They note down the events and using the tenses put them in chronological order.</p> <p>Teacher introduces/revises the meaning of a range of quantifiers (including difference between 'few' and 'a few'). Students use these and narrative tenses to re-tell one of the stories.</p> <p>In plenary students brainstorm all the possible threats to the world and for each identify a solution. They listen to the text to see if their solutions were mentioned.</p> <p>Students listen again and identify the detail of each solution. They check their answers in pairs.</p>



Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"><li>contribute to and develop conversations about the unit topic</li><li>talk about the future using a range of structures</li><li>use a range of expressions to correct oneself</li><li>research, deliver, initiate discussion and answer questions on a short prese</li></ul>	<p><b>B Speaking</b></p> <p>Going to, will, future perfect, pres continuous (passive and active)</p> <p>By 2050, the world will have blown itself up</p> <p>The world is becoming a smaller place</p> <p>Social expressions: revision of correcting oneself</p> <p>E.g. What I mean is ...</p> <p>What I meant was ...</p> <p>Let me put it another way.</p> <p>What I'm trying to say is ...</p> <p>group debate</p> <p>Conditionals</p> <p>If you don't have a doctor, who will look after the new colony?</p> <p>How would the musician contribute to the new colony?</p> <p>Presentations and formal speeches of thanks</p>	<p>Students brainstorm and list threats to the world</p> <p>E.g. Population growth, energy/food/water shortage, disease, nuclear/chemical/biological weapons</p> <p>Graffiti posters: In groups, students write statements about the future on different posters and post on walls. Students circulate and add comments to these statements. Groups then read out statements/comments and discuss.</p> <p>Students discuss whether we should leave this world and move to another planet (leading to balloon debate [Speaking] and rules for new planet [Writing]). Students are encouraged to ask for clarification when they do not understand someone so they have to correct themselves.</p> <p>“Balloon debate”: in groups, students discuss who should get a seat on a spaceship to escape a destroyed Earth and start a new world on another planet. E.g. Students are given a list of 10 people from which they have to “save” only 6: musician, artist, teacher, policeman, judge, farmer, scientist, doctor, child, academic etc.</p> <p>In pairs, students research and deliver presentations on environmental threats. They also prepare speeches of thanks for other presentations. After giving their presentations, they initiate discussion and answer questions. Then another pair of students gives their speech of thanks.</p>
<ul style="list-style-type: none"><li>infer meanings of new words using contextual clues and/or knowledge of word formation</li><li>identify evidence to support/justify opinions/arguments</li><li>read a text and relate what they have read to their own experience</li><li>infer meanings of new words using contextual clues and/or knowledge of word formation</li></ul>	<p><b>C Reading</b></p> <p>Paragraph/sentences with gaps for expressions of quantity.</p> <p>Sentences with phrasal verbs with ‘up’ e.g. come up to, catch up, keep up, take up, fix up, bring up, clear up, clean up, tidy up, give up</p> <p>A text on familiar topic</p> <ul style="list-style-type: none"><li>– cloze activity</li><li>– formal letters</li><li>– Sentences</li></ul>	<p>Students fill in gaps with correct quantifiers</p> <p>Students read the sentences and try to guess the meaning of the phrasal verbs. They check meanings and grammar patterns in dictionaries or with the teacher. Students discuss the meaning of ‘up’ with phrasal verbs and try to group them. Students make sentences of their own using the phrasal verbs.</p> <p>Students read a text about an Ethiopian issue/problem e.g. health. They list the writer’s points and the evidence to support them.</p> <p>Students evaluate the text in relation to their life experience/knowledge. Students categorise information given. E.g. Access, cost, resources, facilities, personnel</p> <p>Students make suggestions/recommendations.</p> <p>Students guess the meaning of words using context/word building and use them in cloze exercise. Teacher writes the words on the board and checks their answers before doing cloze activity.</p> <p>Students read formal letters and answer questions about layout/language. Teacher helps them to underline/highlight useful formulaic language.</p> <p>Students read sentences with gaps and multiple choice answers focusing on different parts of speech as well as meaning.</p>



Competencies	Contents	Learning activities and resources
<ul style="list-style-type: none"><li>interpret simple statistics and write a report</li><li>write formal/business correspondence to a standard acceptable in the workplace</li></ul>	<b>D Writing</b> <ul style="list-style-type: none"><li>a descriptive paragraph</li><li>a report</li><li>a formal letter</li><li>cue cards for a formal speech</li></ul>	<p>Students fill in gaps with correct quantifiers.</p> <p>Students read the sentences and try to guess the meaning of the phrasal verbs. They check meanings and grammar patterns in dictionaries or with the teacher. Students discuss the meaning of 'up' with phrasal verbs and try to group them. Students make sentences of their own using the phrasal verbs.</p> <p>Students read a text about an Ethiopian issue/problem e.g. health. They list the writer's points and the evidence to support them.</p> <p>Students evaluate the text in relation to their life experience/ knowledge. Students categorise information given. E.g. Access, cost, resources, facilities, personnel</p> <p>Students make suggestions/recommendations.</p> <p>Students guess the meaning of words using context/ word building and use them in cloze exercise. Teacher writes the words on the board and checks their answers before doing cloze activity.</p> <p>Students read formal letters and answer questions about layout/language. Teacher helps them to underline/highlight useful formulaic language.</p> <p>Students read sentences with gaps and multiple choice answers focusing on different parts of speech as well as meaning.</p> <p>Students look again at the pictures from listening text 1. They imagine they are one person in the picture. They describe the scene from their perspective.</p> <p>Students read each others' paragraphs and try to guess who in the picture is describing the scene.</p> <p>Students look at data and graphs showing the impact of disasters e.g. amount of people killed in earthquakes versus terrorism. Using the data they write a report.</p> <p>In groups, students draw up a list of 10 rules for a new planet.</p> <p>Students use seven stages of writing to write a formal letter to a local politician/government body to express their concern about issues in their area, using reading texts as models.</p> <p>Students prepare cue cards for presentation on environmental threats and speeches of thanks (see speaking). Students use the listening text as a model copying formal expressions for the speech e.g. Ladies and gentlemen.</p>



Competencies	Contents	Learning activities and resources
	<b>E Additional Learning Strategies</b> Exam strategies 1 revision timetable past exam papers allocation of time/answer order – brainstorming revision	With the teacher, students draw up an exam revision timetable. Students schedule time during the week when they can revise and places to do this (e.g. home, library, friend's house). Students draw up a list of their strengths and weaknesses: I can... I need to work on... Students allocate times for working on particular areas of English. With the teacher, students go through past exam papers and look for trends. Students do practice questions Students with teacher look at time allocated for each exam and draw up a strategy for matching time to questions (e.g. answer section 1 in 15 minutes) and best order for answering questions (e.g. section 3 has most marks, so answer this section first) Students review with teacher the language of typical questions e.g. circle, delete, match etc Students do sample exercises. Students brainstorm typical exam speaking and writing topics in groups, noting down ideas and vocabulary in these topic groups. Students can refer back to their vocabulary networks/topic groups from previous units/grades and extend them.

### Assessment:

Skill	Minimum learning competency	Task
Speaking	Research, deliver, initiate discussion and answer questions on a short presentation on a chosen topic	Teacher assesses in-class activity.
Reading	Identify evidence to support/justify opinions/arguments	Students read a text about the future of the world and answer multiple questions about the writer's opinions.



## Unit 11: The film industry (16 periods)

**Learning Outcomes:** By the end of Unit 11 students will be able to give information about the film industry in Ethiopia and elsewhere

**Language focus:**

**Grammar:** ‘was going to’, embedded questions, so do I/neither do I, reported speech

**Vocabulary:** film and TV: phrasal verbs with ‘away’

**Social expressions:** revision of changing and coming back to the subject

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>listen to an extended lecture on an unfamiliar topic and identify detailed information</li><li>listen to an interview and identify specific information</li></ul>	<p><b>A Listening</b></p> <p>Listening text 1: lecture on Ethiopian film industry</p> <p>Listening text 2: an interview with an Ethiopian film star</p>	<p>Students brainstorm vocabulary connected to film and TV. In pairs students make spidergrams and compare with other pairs. Teacher adds any new words. Students talk about the kind of films and TV programmes they prefer.</p> <p>Before listening the teacher and students revise strategies for making notes.</p> <p>Students listen to the lecture and make notes. At the end they work in pairs to check they have captured detailed comprehension. (They will use these notes to write summaries)</p> <p>Students listen to each question and before the answer they try to predict what it might be.</p> <p>Students listen again and take notes under various headings e.g. early career, likes, dislikes, lifestyle etc.</p>
<ul style="list-style-type: none"><li>recount stories and experiences in the past using a range of structures</li><li>contribute to and develop conversations about the unit topic</li><li>use a range of structures to change and come back to the subject</li></ul>	<p><b>B Speaking</b></p> <p>Past intention – was going to E.g. I was going to become a teacher, but then I got a part in a TV show</p> <p>Yesterday I was going to do my homework, but I had to help my mother</p> <p>Embedded questions</p> <p>Can you tell me ...</p> <p>Would you be happy to tell us about ...</p> <p>Would you mind telling us about ...</p> <p>I wonder if you could ...</p> <p>So do I, neither do I, I do, I don't (in a range of tenses)</p> <p>E.g. A: I live in Addis Ababa B: So do I</p> <p>A I've starred in many films</p> <p>B: I haven't</p> <p>Pronunciation: sentence stress</p> <p>Social expressions: revision of changing and coming back to the subject</p> <p>E.g. Talking of ...</p> <p>That reminds me of ...</p> <p>By the way, ...</p>	<p>Teacher uses the context of listening text 2 to introduce past intention. Students make up sentences about their own lives using ‘was going to’.</p> <p>Teacher revises the use of embedded questions</p> <p>In groups students prepare talk shows with a celebrity of their choice. They assign roles and write the scripts. They present their talk shows to one other group. This group reports back on the interview to the rest of the class.</p> <p>In pairs both students pretend to be famous people but they don't say who they are. Instead they say sentences about themselves and the other responds using the target language. After a few minutes they try to guess who they are.</p> <p>Teacher writes examples sentences with “so do I, neither do I, I do, I don't” on the board and underlines key words that are stressed. Teacher models pronunciation and students repeat. Students practise with their own dialogues.</p> <p>The teacher revises the target language. Students work in pairs of A and B. B is given three secret topics by the teacher. A has to ask B questions. B has to answer them but also has to try to change the subject to the secret topics making a link however he/she can. Student A has to bring the conversation back. After a few minutes, pairs change role and student A is given secret topics.</p> <p>Teacher presents an issue which is controversial. E.g. Should the young be allowed to watch all kinds of movies? (i.e. censorship)</p> <p>Students give their comments.</p>



Competencies	Contents	Learning activities and resources
<i>Students will be able to:</i>	Oh, before I forget ... Just to change the subject for a moment ... Just to return to ... Can I just go back to ...?	
<ul style="list-style-type: none"><li>skim to get the general idea</li><li>scan to get specific information</li><li>identify evidence to support /justify opinions/arguments</li><li>read text and distinguish between fact and opinion</li><li>read text and critically evaluate it to inform their own comments/ judgments</li><li>infer meanings of new words using contextual clues and/or kn</li></ul>	<b>C Reading</b> Reading text 1: report of an interview Reported speech “I will live to be 100” = she said she would live to be 100 “I am happy” = she said she was happy “I went to Kenya in 1998” = She said she had been to Kenya in 1998  Reading text 2: a passage on the making of a film (e.g. Titanic)  Reading text 3: a review of the same film Phrasal verbs with ‘away’ e.g. go away, fly away, blow away, take away, get away, keep away, give away, put away, throw away	Students read the report of an interview with a celebrity (in reported speech). They use the report to write the actual dialogue. They check it against the original dialogue and work out the rules for reported speech. Students are given 2 minutes to skim the passage and guess the film. Students look at questions and find the answers in the passage. Students read the passage and identify the writer’s arguments and the evidence to support them. In pairs students look at the arguments and distinguish between fact and opinion. Students evaluate the text in terms of its argument and supporting evidence. Students guess the meaning of the phrasal verbs and compare answers. Teacher checks the answers and highlights grammar patterns. In pairs students make up stories/films that include as many phrasal verbs as possible. They tell them to each other.
<ul style="list-style-type: none"><li>summarise a text in various forms including bullet points, charts, notes and paragraphs</li><li>write a report based on an interview</li></ul>	<b>D Writing</b> Sentences in a range of tenses and structures E.g. I have eaten fish	Students read sentences and respond to them in writing using ‘so do I’ etc. Students write summaries of listening text 1 using their notes. They compare their answers in groups and swap tips. Students write a report on the talk show they watched.
	<b>E Additional Learning Strategies</b> Exam strategies 2 getting up to speed choosing the right strategy writing plans	Teacher highlights the fact that exams have time limits and reading/writing fast can be essential. Students do timed reading and writing practice. E.g. Full exam practice or students can be given a short paragraph to read in one minute and give gist. Students can write on a topic for five minutes. Students are given only the questions for a reading text and in pairs they discuss which strategies they would use to find the answers (e.g. skim/scan). Students read the text and answer questions – did they choose the correct strategy? Activity can be repeated for listening. Students are given the titles of a range of essays and they draw up a detailed plan for each essay with their partner – noting content of paragraphs; useful vocabulary and phrases; suitable discourse markers.



## Grade 12 English Syllabus

### Assessment:

Skill	Minimum learning competency	Task
Listening	Listen to an interview and identify specific information	Students listen to a speaker talking about the influence of the film industry on society (e.g. violence in films) and answer questions.
Writing	Write a report based on an interview	Students write a short report of the influence of the film industry on society, based on the listening text.

**Unit 12: Class Magazine (16 periods)**

**Learning Outcomes:** By the end of Unit 12 students will be able to produce an 8 page class magazine

**Language focus:**

**Grammar:** revision of a range of structures

**Vocabulary:** magazine and newspapers (including jobs)

**Social expressions:** revision of a range of expressions

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>predict the content (of all or part) of a text by doing pre-listening activities</li><li>listen to the text and identify detailed information</li></ul>	<p><b>A Listening</b></p> <p>Listening text 1: different people speaking about their jobs at a magazine</p> <p>I would</p> <p>I'd like to be an editor because ...</p> <p>Listening text 2: Newspaper or/and magazine production – the process from planning to sales.</p>	<p>Students are given a list of jobs titles in a magazine and a list of responsibilities. Before listening they try to match them.</p> <p>Students listen to the text to check their matches and correct them. They use the content of the text to talk about jobs they would like or not.</p> <p>Students listen and make notes. They make an ordered list of stages and processes involved in newspaper/magazine production.</p>
<ul style="list-style-type: none"><li>paraphrase sentences</li><li>recount stories and experiences in the past using a range of structures</li><li>ask and respond accurately to a range of open, closed and follow-on questions (including in an interview)</li><li>contribute to and develop conversations about the unit topic</li></ul>	<p><b>B Speaking</b></p> <p>Paraphrasing</p> <p>'Wh' questions in a range of tenses (passive and active)</p> <p>What happened in Jinka?</p> <p>What had caused it?</p> <p>Who was involved?</p> <p>Expressing regret</p> <p>We should have ...</p> <p>We could have ...</p> <p>I wish we had ...</p>	<p>The teacher revises paraphrasing and what it involves. After listening text 1, students paraphrase the duties of each job at the magazine.</p> <p>What's in the news? Teacher explains the importance of 'Wh' questions when writing a report. One needs to include: What happened, when, where, why?</p> <p>Students think of something that has happened recently:</p> <p>International, national, local, personal, and prepare a brief oral account to give to their group.</p> <p>In turns, they conduct interviews in which the group act as reporters and ask questions to find out more details about the event.</p> <p>In groups of eight, students brainstorm what features/topics could go into a class magazine</p> <p>E.g. School news, interviews with students/teachers, sport, fashion, film/book reviews/ problem page/ entertainment page/fashion/beauty page.</p> <p>They use the reading texts to supplement and develop their ideas. The teacher collates ideas on the board.</p> <p>S/he explains that each group will be creating their own newspaper/magazine, and discusses and gives out planning sheets.</p> <p>E.g.</p> <p>Magazine or newspaper?</p> <p>Your title?</p> <p>Specified audience – e.g. school students</p> <p>List of articles/features</p> <p>Roles to be undertaken e.g. editor, graphic designer, illustrator, reporters, advertising manager, arts correspondent, and what they will need to do.</p>



## Grade 12 English Syllabus

Competencies	Contents	Learning activities and resources
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>skim to get general ideas</li><li>read a text and identify and explain its main purpose and its effect on the reader</li></ul>		<p>Students complete planning sheets and assign tasks to different group members.</p> <p>The teacher gives a time plan showing when each stage of the magazine needs to be completed, and students record the information.</p> <p>After students have completed and presented their magazines they reflect on the whole process in their groups:</p> <ul style="list-style-type: none"><li>• What went well?</li><li>• What could have gone better?</li><li>• What they have learnt?</li></ul>
<ul style="list-style-type: none"><li>independently follow the seven stages of writing: think, brainstorm, plan, draft, check, rewrite, proofread</li><li>Different MLCs will be practised by different students</li></ul>	<p><b>C Reading</b></p> <p>Magazines and newspapers</p> <p>A variety of magazines/newspapers and articles</p> <p><b>D Writing</b></p> <p>Students' articles/features individually covering writing for different purposes</p>	<p>Teacher takes in a number of different magazines and newspapers. Students skim through them to identify what kind of magazine/newspaper they are and if they would like to read them (including why and why not). Students discuss answers in groups.</p> <p>Teacher models a response to a short text using the following headings:</p> <p>which paper/newspaper it comes from title subject/content audience purpose effect on reader</p> <p>Students read widely recording information using the headings.</p> <p>Teams are given a guidance sheet on how to make an eight page 'mock up' of their magazine. The designer leads the team in deciding the layout. They follow the guidance given and produce this for teacher comment.</p> <p>Students start to research, plan and write their articles – e.g. reporters conduct interviews and write reports, Feature writers work on their pages/sections.</p> <p>The editor organises the team's proofreading process and writes the editorial.</p> <p>The advertising managers from each group work together to list, and decide who will contact particular local shops/businesses/NGOs to promote the magazine and offer advertising space. (The teacher could give accompanying letter to verify student identity). They write and proofread adverts.</p> <p>Students produce their magazines – any advertising revenue received goes towards cost of production.</p>



Competencies	Contents	Learning activities and resources
	<b>E Additional Learning Strategies</b> Exam strategies 3 revise with a friend relaxation techniques	Teacher highlights the importance of revising with a friend. Students roleplay a speaking exam in pairs: one student asks questions; the other answers. Students then change roles. Students give each other feedback.  In pairs, students review the English course and help each other with any areas of difficulty. Students can complete past papers together or answer separately and then compare answers, sharing strategies and tips.  Teacher writes on board “All work and no play makes Jack a dull boy”. Students react. Teacher elicits from students relaxation techniques suitable for the pre-exam period.

**Assessment:**

Teacher assesses the class magazine.

