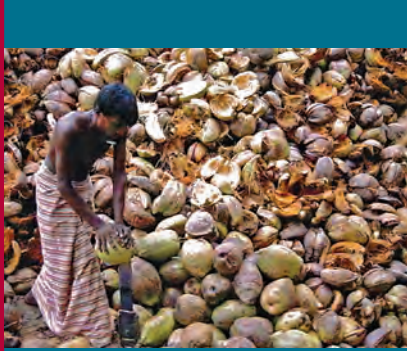




Skills Through English for Public Servants

PARTICIPANT'S WORKBOOK



STEPS

Skills Through English for Public Servants

PARTICIPANT'S WORKBOOK

Developed for the Northern and Eastern Provincial Councils under the Sri Lankan Ministry of Nation Building and Estate Infrastructure Development and published by:
Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH
Dag-Hammarskjöld-Weg 1–5
65760 Eschborn
Federal Republic of Germany

© GTZ 2008

All rights reserved. No part of this publication may be reproduced in any form or by any means without the permission of the publishers.

ISBN 978-955-1896-02-7

Acknowledgements

Educational material developed and written by: Frances Disken, Juliet N Edworthy,
Graham Mark Horn and Zarina Subhan–Brewer

Managing editor: Jill Knight

Editor: Penelope Lyons

Computer art: Thomas Bohm

Drawings: Brian de Silva and Greg Lyons

Audio production: Cecilia McGuire

Cover design: Markolf Maczek

Front cover photographs © Walter Keller

Project co-ordinator: Psyche Kennett

The publishers would like to thank F T Croos, Duncan Wilson, Krys Joyce, Andrew Jones,
Neil Winston, Gerald Stephen, Lynda Gill, Sandra Wells, Andrea Marsh and Rachel Bowden

The publishers would also like to thank Walter Keller for permission to reproduce photographs:
© Walter Keller: in Trainer's Resources pp 81, 176, 177 top, 199; all other photographs are © GTZ

The Slipper is produced by ScriptNetSL, 2003

Skills Through English for Public Servants was developed for the Northern and Eastern Provincial Councils by the German Technical Cooperation (GTZ)-supported Performance Improvement Project on behalf of the German Ministry for Economic Cooperation and Development and the UK Department for International Development (DfID). The materials were produced by the British Council and the Performance Improvement Project, and the course has been successfully delivered by the British Council to over 450 professional staff from government and non-government organisations working in the North and East of Sri Lanka.

Contents

Unit 1

Session 1.1 Introductions	
Worksheet 1.1A	7
Worksheet 1.1B	8
Worksheet 1.1C	9
Session 1.2 Indicators of economic development	
Worksheet 1.2A	15
Worksheet 1.2B	16
Session 1.3 Describing economies (1)	
Worksheet 1.3A	17
Worksheet 1.3B	18
Worksheet 1.3C	19
Session 1.4 Describing economies (2)	
Worksheet 1.4A	21
Worksheet 1.4B	22
Worksheet 1.4C	23
Worksheet 1.4D	24
Session 1.5 Note-taking	
Worksheet 1.5A	25
Worksheet 1.5B	26
Worksheet 1.5C	27
Worksheet 1.5D	28
Session 1.6 Winners and losers in economic development	
Worksheet 1.6A	29
Worksheet 1.6B	30
Worksheet 1.6C	31
Worksheet 1.6D	32
Worksheet 1.6E	33
Session 1.7 Globalisation and the individual	
Worksheet 1.7	35
Session 1.8 Globalisation: advantages and disadvantages (1)	
Worksheet 1.8A	39
Worksheet 1.8B	42
Session 1.9 Globalisation: advantages and disadvantages (2)	
Worksheet 1.9	43
Session 1.10 Free trade	
Worksheet 1.10A	45
Worksheet 1.10B	45

Session 1.11 Globalisation and Sri Lankan industries	
(no worksheets)	
Session 1.12 Changing world, changing roles	
Worksheet 1.12A	47
Worksheet 1.12B	48
Worksheet 1.12C	49
Session 1.13 Microfinance	
Worksheet 1.13A	51
Worksheet 1.13B	53
Session 1.14 Who gets the loan?	
Worksheet 1.14A	57
Worksheet 1.14B	58

Unit 2

Session 2.1 What is conflict?	
Worksheet 2.1	61
Session 2.2 Conflict at home	
Worksheet 2.2	63
Session 2.3 Migration	
Worksheet 2.3	67
Session 2.4 Conflict in the workplace (1)	
Worksheet 2.4A	69
Worksheet 2.4B	71
Worksheet 2.4C	72
Session 2.5 Conflict in the workplace (2)	
Worksheet 2.5A	73
Worksheet 2.5B	74
Worksheet 2.5C	75
Worksheet 2.5D	76
Worksheet 2.5E	77
Session 2.6 Whose side of the story?	
Worksheet 2.6A	79
Worksheet 2.6B	80
Worksheet 2.6C	81
Session 2.7 Armed conflict and development	
Worksheet 2.7A	83
Worksheet 2.7B	86
Session 2.8 Armed conflict and children	
Worksheet 2.8	87

Session 2.9 Victims of conflict		Session 3.7 Good governance	
Worksheet 2.9A	89	Worksheet 3.7A	131
Worksheet 2.9B	90	Worksheet 3.7B	133
Worksheet 2.9C	91	Session 3.8 Evaluating a proposal	
Worksheet 2.9D	93	Worksheet 3.8	135
Worksheet 2.9E	94	Session 3.9 Girls' education	
Session 2.10 Consolidation: Effects of conflict		Worksheet 3.9A	137
Worksheet 2.10A	95	Worksheet 3.9B	139
Worksheet 2.10B	96	Worksheet 3.9C	141
Session 2.11 Positive solutions		Worksheet 3.9D	142
Worksheet 2.11A	97	Worksheet 3.9E	143
Worksheet 2.11B	99	Session 3.10 Education and independent learning	
Session 2.12 Conflict resolution		Worksheet 3.10A	147
Worksheet 2.12A	101	Worksheet 3.10B	152
Worksheet 2.12B	102	Worksheet 3.10C	153
Session 2.13 Conflict prevention		Session 3.11 Health	
Worksheet 2.13A	103	Worksheet 3.11	155
Worksheet 2.13B	104	Session 3.12 Health and the MDGs	
Session 2.14 Formal letters		Worksheet 3.12A	157
Worksheet 2.14A	105	Worksheet 3.12B	159
Worksheet 2.14B	107	Session 3.13 Urbanisation	
Worksheet 2.14C	108	Worksheet 3.13A	161
		Worksheet 3.13B	163
		Session 3.14 Health promotion	
		Worksheet 3.14	165

Unit 3

Session 3.1 The Millennium Development Goals	
Worksheet 3.1	109
Session 3.2 Development interventions	
Worksheet 3.2A	111
Session 3.3 The plantation sector	
Worksheet 3.3A	113
Worksheet 3.3B	114
Worksheet 3.3C	115
Worksheet 3.3D	116
Worksheet 3.3E	117
Session 3.4 Millennium trends	
Worksheet 3.4A	119
Worksheet 3.4B	121
Worksheet 3.4C	123
Session 3.5 Development assistance	
Worksheet 3.5	125
Session 3.6 Food security	
Worksheet 3.6A	127
Worksheet 3.6B	130

Unit 4

Session 4.1 Environmental issues	
Worksheet 4.1A	167
Worksheet 4.1B	171
Session 4.2 Making recommendations	
Worksheet 4.2	175
Session 4.3 The power station	
Worksheet 4.3A	177
Worksheet 4.3B	179
Worksheet 4.3C	180
Session 4.4 Fishing and farming	
Worksheet 4.4A	181
Worksheet 4.4B	182
Worksheet 4.4C	183
Session 4.5 Disasters	
Worksheet 4.5A	185
Session 4.6 Emergency relief	
Worksheet 4.6	187

Session 4.7 Recovery			Session 4.10 Tourism and the environment		
Worksheet 4.7A	189		Worksheet 4.10A	199	
Worksheet 4.7B	190		Worksheet 4.10B	201	
Session 4.8 Emergency preparedness			Session 4.11 Ecotourism		
Worksheet 4.8A	191		Worksheet 4.11A	203	
Worksheet 4.8B	192		Worksheet 4.11B	205	
Session 4.9 Disaster mitigation			Session 4.12 Course review		
Worksheet 4.9	193		Worksheet 4.12	207	

Getting to know you

Find someone who ...

		Name and details
1	... comes from Trincomalee.	
2	... works in the planning department.	
3	... studied economics.	
4	... visited Kandy last year.	
5	... plays a musical instrument.	
6	... works or studies at the weekend.	
7	... speaks Tamil and Sinhala fluently.	
8	... believes there is life on other planets.	

Questions about the STEPS course

Speaking

Discuss the questions below with a partner.

- 1 What does STEPS stand for?
- 2 How many hours is the STEPS course?
- 3 How many hours of sessions are there per day?
- 4 What time does the first session start?
- 5 What time does the last session end?
- 6 How many tea breaks are there per day?
- 7 What time is the lunch break?
- 8 What is the last session of the day called?
- 9 Name two things participants can do in the *consolidation* session?
- 10 When do *tutorials* take place?
- 11 What is the purpose of the tutorials?
- 12 How are English speaking skills assessed?
- 13 How are critical thinking skills assessed?
- 14 How are English written skills assessed?
- 15 Does everyone get a certificate at the end?
- 16 What is your final grade for?
- 17 Why is your file important?
- 18 What information is sent to your department head at the end of the course?

Skills through English for Public Servants (STEPS)

Schedule

Week 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00–10:30	Introductions	Describing economies (2)	Globalisation and the individual	Free trade	Microfinance
Break					
11:00–12:30	Indicators of economic development	Note-taking	Globalisation: advantages and disadvantages (1)	Globalisation and Sri Lankan industries Assessed writing	Who gets the loan?
Lunch					
1:30–3:30	Describing economies (1)	Winners and losers in economic development	Globalisation: advantages and disadvantages (2)	Changing world, changing roles	Tutorials
Break					
4:00–5:00	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation

Week 2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00–10:30	What is conflict?	Conflict in the workplace (1)	Armed conflict and development	Consolidation: Effects of conflict	Conflict prevention
Break					
11:00–12:30	Conflict at home	Conflict in the workplace (2)	Armed conflict and children	Positive solutions	Formal letters Assessed writing
Lunch					
1:30–3:30	Migration	Whose side of the story?	Victims of conflict	Conflict resolution	Tutorials
Break					
4:00–5:00	Consolidation	Consolidation	Consolidation	Consolidation	Consolidation

Schedule (continued)

Week 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00–10:30	The Millennium Development Goals	Millennium trends	Good governance	Education and independent learning	8:30–10:00 Urbanisation
Break					
11:00–12:30	Development interventions	Development assistance	Evaluating a proposal Assessed writing	Health	10:30–12:00 Health promotion
Lunch					
1:30–3:30	The plantation sector	Food security	Girls' education	Health and the MDGs	1:00–3:00 Tutorials
Break					
4:00–5:00	Consolidation	Consolidation	Consolidation	Consolidation	3:30–4:30 Consolidation

Week 4

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00–10:30	Environmental issues	Fishing and farming Assessed writing	Recovery	Tourism and the environment	8:30–10:00 Final assessment
Break					
11:00–12:30	Making recommendations	Disasters	Emergency preparedness	Ecotourism	10:30–12:00 Final assessment
Lunch					
1:30–3:30	The power station	Emergency relief	Disaster mitigation	Course review	1:00–3:00 Tutorials
Break					
4:00–5:00	Consolidation	Consolidation	Consolidation	Portfolio preparation	3:30–4:30 Consolidation

Consolidation sessions

There is a consolidation session each afternoon. In this session you can:

- study using English language reference books
- read and listen to English story books
- listen to cassettes and CDs to improve your listening and pronunciation skills
- work on your writing assignments.

The trainer's role is to guide you and help you to develop your study skills.

You should record the work that you do on your study record sheet.

Tutorials

Every Friday afternoon there is a session called 'Tutorials'.

In this session, every participant meets their trainer individually for 10 minutes.

In the tutorial, your trainer will:

- ask you about your progress on the course
- ask you about any problems or difficulties
- give you advice about your studying
- check your file and the work you have done.

During the rest of this session, you will work on consolidation exercises from the week's sessions.

Assessment: skills development

Spoken English

Your spoken English will be assessed continuously by your trainer during sessions and tutorials.

Writing

You will complete six written assignments which will be assessed by your trainer. It is important that the assignments are handed in on time.

Writing schedule

Writing task	First draft due	Second draft due
introductory	first day (timed assignment)	
week one	week 1, day 5	week 2, day 2
week two	week 2, day 5	week 3, day 2
week three	week 3, day 4	week 4, day 1
week four	week 4, day 2	week 4, day 3
final	final day (timed assignment)	

Critical thinking

Critical thinking skills will be assessed by your trainer as you carry out activities during sessions and in discussion during tutorials.

Assessment: participation and effort

Criteria

Your trainer will give you a grade at the end of the course for your participation and effort.

To achieve a good grade, you should:

- participate well in all sessions
- complete all homework tasks
- work well with other participants: share skills and ask for help when necessary
- respond to advice given by the trainer.

Grades

Grade 1	Unsatisfactory	FAIL
Grade 2	Satisfactory	PASS
Grade 3	Good	PASS
Grade 4	Excellent	PASS

Files

- Your file is a record of the work you do on the STEPS course.
- It is also evidence of your organisational skills so you should keep it in good order.
- Your trainer will check your file at each tutorial session.
- You must also show it to your department head when you return to your workplace.

Certificate and attendance letter

Certificate

All participants who successfully complete the course will receive a certificate.

Letter to department head

After the course your head of department will receive a letter. The letter will explain about the STEPS course and show your grade and attendance.

Free trade: worksheet

Reading

A Quickly read the first paragraph of the article on worksheet 1.10B. Choose the most appropriate headline for the article.

- 1 EU and Vietnam sign new shoe trade agreement
- 2 Uncertainties for the shoe industry in Vietnam
- 3 Growth in European shoe industry

B Read the whole text. Mark these statements true (T) or false (F).

- 1 There will be an import tax of 20% on all shoes imported into the EU from Vietnam. ☐
- 2 Vietnamese people may lose jobs because their shoes will be cheaper. ☐
- 3 According to the EU, Vietnam is breaking free trade rules. ☐
- 4 According to Vietnam, the EU is breaking free trade rules. ☐
- 5 Italy does not manufacture shoes. ☐
- 6 The UK manufactures shoes. ☐

Language focus

A Underline the verbs in column A in the text. Write the infinitive form in column B and match the word to one of the definitions in column C.

A	B	C
accused		1 to disagree with a decision
denied		2 to say that someone has done something wrong
supports		3 to say that something is not true
opposes		4 to agree with a decision

B Work with a partner. Make true sentences about the text using the verbs in column A.

Speaking

Discuss the following questions with a partner.

- 1 What reasons could explain the low price of Vietnamese shoes?
- 2 Why do you think Italy supports the EU's decision?
- 3 Why do you think the UK opposes the decision?
- 4 Do you support the EU's decision? Why? Why not?

Free trade

Thousands of people may lose their jobs in Vietnam because of a decision made thousands of miles away in Europe. The European Union (EU) has accused Vietnam of unfair trade so it has imposed a tariff of 20% on shoe imports. The resulting increase in cost will mean a decrease in sales. The effect of this will probably be job losses in the Vietnamese shoe industry.

At the moment, Vietnamese shoes are very cheap. The EU says that this sales price is below cost price and so breaks world trade rules. According to the EU, the Vietnamese

government is subsidising its shoe manufacturers. It is because of this subsidy, says the EU, that Vietnamese shoes are so cheap.

Vietnam denies that it is subsidising the manufacturers and selling below cost price. In fact, Vietnam says the EU is breaking free trade rules by imposing the tariff.

Interestingly, the EU countries do not all agree with the decision. Italy, which has its own shoe industry, supports the tariff. However, the UK, which does not have a shoe industry, opposes it.

Women and the economy: A

Pre-listening

- A Before you listen to a woman presenting her opinion, read the beginning of the talk. Will she talk about positive or negative effects?

In the past women had traditional roles as housewives and mothers. These days, more and more women are going to work. This has had a big effect on women in developing countries. I feel that women are now in a better situation than before globalisation ..., much better ..., for ... er ... three reasons.

- B How many points do you think she will make?

Listening

- A Listen and check your answers. Which words are mentioned?
- B The speaker makes three main points. Note these points in the *positive* column of the table below.

Positive	Negative
1	1
2	2
3	3

- C Work with a partner from the other group. Listen to their points and take notes in the *negative* column of the table.
- D Which arguments do you agree with? Explain why you agree to a partner.

Women and the economy: B

Pre-listening

- A Before you listen to a woman presenting her opinion, read the beginning of the talk. Will she talk about positive or negative effects?

In the past women had traditional roles as housewives and mothers. These days, more and more women are going to work. This has had a big effect on women in developing countries. I feel that women are now in a better situation than before globalisation ..., much better ..., for ... er ... three reasons.

- B How many points do you think she will make?

Listening

- A Listen and check your answers. Which words are mentioned?
- B The speaker makes three main points. Note these points in the *negative* column of the table below.

Positive	Negative
1	1
2	2
3	3

- C Work with a partner from the other group. Listen to their points and take notes in the *positive* column of the table.
- D Which arguments do you agree with? Explain why you agree to a partner.

Women and the economy (A and B continued)

Vocabulary

A Complete the sentences below. Use words from the beginning of the session.

- 1 I don't have any money left this week but I'll get my _____ on Friday.
- 2 I want to have some money of my own. I don't want to be _____ on my husband. I don't like asking him for money all the time.
- 3 I want to become a manager but my boss thinks that only men can be managers. That's _____.
- 4 My manager keeps asking me to go to dinner with him. Also he keeps touching me. That's _____.
- 5 I'm very happy these days because I have a job. I have enough money to support my family. I don't have to ask anyone for help. I have my _____.
- 6 I work in the garment industry. I work with about 40 other women in a very small factory. It's really noisy and I have no space. It's also really dark. My eyes get very tired. It's a _____.

B Which words from the vocabulary activity at the start of the session have you *not* used?

Use these words to give the columns on worksheets 1.12A and 1.12B new titles that summarise the arguments.

Speaking

Discuss the questions below in groups.

- 1 The men in my office always ask me to make the tea because I am a woman. What can I do to stop this?
- 2 A female colleague cannot work late because she needs to collect the children from school. The boss wants to sack her. What can she do to stop this?
- 3 What policies do you have in your office to stop exploitation?
- 4 What examples of discrimination or sexual harassment do you know of?
- 5 What can organisations or companies do to avoid discrimination? Make a list.

Case study

Part 1: Meet Sushila

Sushila is a 38-year-old widow with five children. She left school at 15. Her husband drove a three-wheeler and died in a road accident 5 years ago. She supports her family by selling roti. She cannot afford to pay for the flour to make the roti, so every morning she borrows money from a money lender. In the evening she repays the money – with 20% interest!

On a good day, Sushila can make enough money to buy food for her children. Sometimes there is even a little money left at the end of the day. Sushila saves this money to pay for school books or to buy medicine when they are sick. But on a bad day Sushila earns just enough money to pay the money lender back. Sometimes she pawns her possessions to get money to buy food and sometimes her children go to bed hungry. Sometimes Sushila feels helpless – no matter how hard she works, there is never any money left at the end of the week.

Part 2: Sushila today

Last year, Sushila heard about a new credit scheme for women from one of her neighbours. The women meet every week. First, they learn about savings and keeping records. If they want to join the scheme and get a loan, they must pay a fee and agree to save Rs. 5 a week.

Sushila joined the scheme two months ago and almost immediately got a loan for Rs 250. With this money she buys enough flour to make roti for a month so she does not need to go to the money lender anymore. Now she has enough money to buy food for her family every day and often there is a little money left over at the end of the day. Sushila is careful to save enough money for the weekly repayment of the loan as well as Rs. 5 for her savings. But she also knows that if she becomes ill and cannot make the payments, the other women in the group will help her until she is better. Sushila does not worry about paying for school books and medicine anymore. She even hopes to get some of her possessions back from the pawn shop soon. She knows that if she repays this first loan successfully, she will be able to take another loan later.

Sushila enjoys attending the weekly group meetings. The women talk about their business and family problems and offer each other advice. Sushila does not feel helpless anymore. She still works hard but now she feels that she has control of her life. Her economic condition is slowly improving and she has made new friends. She knows that some people will have difficulties repaying the money and will need help but she knows too that if the women support each other they can all succeed.

Microfinance

Pre-reading task

Discuss the following questions.

- 1 If you need money, what options do you have?
- 2 What are the advantages and disadvantages of each option?

Reading 1

A Read Part 1 of the case study on worksheet 1.13A.

Look at the numbers in the box below. What do the numbers relate to?

38	15	5	20
----	----	---	----

e.g. 38 is Sushila's age / Sushila is 38 years old.

B Find four more verbs in the text that collocate with the noun *money*. Record them on this vocabulary fork.

borrow	money

Now cover the text. Work with a partner. Make sentences about Sushila using the verbs from the vocabulary fork. Try not to look at the text.

e.g. Every day Sushila borrows money from a money lender to buy flour to make roti.

C Look at these words from Session 1.12. Which words are connected to Sushila's life? In what way?

dignity	exploitation	sexual harassment	dependent
wages	sweatshops	empowerment	discrimination

D What factors in her life do you think contribute to Sushila's poor economic situation? Which of those factors does she have control over? Which factors does she have no control over?

Reading 2

A Look again at the last sentence of the text:

No matter how hard she works, there is never any money left at the end of the week.

How do you think Sushila could improve her economic situation? Discuss your ideas with a partner.

B Read Part 2 of the case study. Were your ideas correct?

C Look at the phrases in the box below. Decide if they describe Sushila's life before joining the credit scheme or after joining. Write them in the correct column. If you think they describe before *and* after, write them in both columns. Look at the examples to help you.

can buy enough food for her family	control of her life
children are hungry	has dignity
sells roti	life is difficult
feel helpless	new friends
borrow from the money lender	exploited
worry about paying for medicine	work hard
share problems	

A: Before joining the credit scheme	B: After joining the credit scheme
children are hungry sells roti	can buy enough food for her family sells roti

D Look again at the words from Session 1.12. Which words are connected to Sushila's life *after* joining the credit scheme? In what way?

dignity	exploitation	sexual harassment	dependent
wages	sweatshops	empowerment	discrimination

Language focus

- A Look at the position of the words *now*, *not ... anymore* and *still* in the following sentences.

Now Sushila has control of her life.

Her children aren't hungry anymore.

She doesn't borrow from the money lender anymore.

She still sells roti.

Life is still difficult.

Make rules about the use of *now*, *not ... anymore* and *still*.

- B Work with a partner. Use the ideas in column B in the table above to make more sentences about Sushila's life with *now*, *not ... anymore* and *still*.

- C Imagine other changes in Sushila's life as a result of joining the credit scheme. Describe them to your partner.

Microfinance

Language focus

A Look at worksheets 1.13A and 1.13B. Find the following verbs about money in the texts.

e.g. pay for something

1 b _ _ r _ _ money f _ _ _ someone

2 p _ y someone b _ _ _

3 g _ _ something b _ _ k

4 l _ _ _ someone m _ _ _ y

5 r _ p _ _ a loan

B Use the phrases to complete the following sentences.

1 It's important to _____ loans on time.

2 When I don't have any money, I can _____ Rs. 500
_____ my brother.

3 A: I haven't got enough money for the bus fare. Could you
_____ me Rs. 10, please?

B: Yes, of course.

4 Now that I have some money, I can _____ my TV
_____ from the pawn broker.

5 This is a loan. Don't forget to _____ me _____.

C Look at the sentences below. What does the verb *earns* mean?

My brother has a good job. He *earns* Rs. 40 000 a month.

Reading

A Read the text on worksheet 1.14B about six women who want to get a loan. What are their reasons?

B Write full sentences to give the reasons.

e.g. Maya wants a loan to repair her husband's three-wheeler.

Who gets the loan?

Imagine that you work for a credit scheme. This month you do not have enough money for everyone to get a loan. You only have Rs. 500 to spend, which is enough for two loans.

With a partner decide which two of these six women get the loans.

- 1 Maya has four children. Her husband has a job as a three-wheeler driver. He rents his vehicle from the owner for Rs. 1000 a week. He pays for petrol and maintenance. On a good day, he earns enough money for the family, but not every day is a good day. His three-wheeler is old and needs a lot of repairs. Maya is worried that the three-wheeler will not work without repairs, or her husband will have an accident.

Reason why Maya wants a loan:

- 2 Kunthavi's husband drinks heavily and has disappeared. She now looks after their three children. She does not earn enough money to support her family. She has a lot of debts because she needs to borrow from the money lender and then she cannot pay him back. She wants a loan to pay back the money she borrowed.

Reason why Kunthavi wants a loan:

- 3 Devi has two children. She has a small business but she has to buy supplies every day. She does not earn enough money to buy cheaper goods in large quantities. She wants a loan to buy more supplies and help her business.

Reason why Devi wants a loan:

- 4 Farisa has four children and her husband has a casual job. He gets paid daily so if he does not go to work, he does not get paid. Last week he got malaria and so he could not go to work. Farisa wants a loan to buy food and medicine for her husband.

Reason why Farisa wants a loan:

- 5 Parveen lives with her three children in a small house. Her husband, a bank clerk, started building the house when they got married, but he did not have enough money to finish it. The house needs repairs to the roof because the rain comes into the bedrooms. She is worried that her children will get sick because their clothes and bed-clothes are always wet.

Reason why Parveen wants a loan:

- 6 Gowa has three children and a small curd-making business. Her youngest sister is planning to get married next month. Gowa does not have enough money to buy new clothes for her children to wear to the ceremony. She wants a loan so that she can buy some material and shoes for her three children.

Reason why Gowa wants a loan:

The Chinese economy: worksheet

Pre-reading

A Work with a partner. Mark the following statements true or false.

- 1 China's economy is the biggest in the world.
- 2 About 50% of the population works in agriculture.
- 3 Electrical goods are China's biggest export.
- 4 Most of China's energy comes from nuclear power.
- 5 The difference between income in the cities and in the countryside is getting bigger.

B Read the text on worksheet 1.2B to check your answers.

Reading

A Match the following headings to paragraphs A–E on worksheet 1.2B.

- Problems
- Energy
- Agriculture
- Introduction
- Industry

B What is the purpose of the text? Tick the correct answer.

- 1 To describe the economic problems of China.
- 2 To describe the economy of China.
- 3 To describe changes in the economy of China.

C Work with a partner. Match the numbers and words on the left (1–6) with the topics on the right (A–F). Use the information to make sentences about the Chinese economy.

- | | |
|---------------|---|
| 1 1.3 billion | A % of GDP from agriculture |
| 2 10% | B main source of energy |
| 3 13% | C population |
| 4 46% | D land suitable for agriculture |
| 5 24 million | E % of GDP from industry and construction |
| 6 coal | F workers in state industries |

D In what ways is the economic situation in China better than in the past? In what ways is it worse?

The Chinese economy: reading text

- A** At 1.3 billion, China has the world's largest population. It also has the world's fastest growing economy. Today it is the second largest economy in the world after the US. This is the result of changes in economic policy. The old system was centrally planned and it was closed to international trade. This changed to a more market-oriented economy with a rapidly growing private sector. In other words, China opened its doors to international trade.
- B** China is one of the largest producers and consumers of agricultural products. Approximately half of China's labour force work in the agricultural sector, even though only 10% of the land is suitable for cultivation. Agriculture contributes 13% of China's GDP. China is one of the largest producers of food crops such as rice, corn, wheat, vegetables, and tea. It also produces a large amount of non-food crops like cotton. China exports vegetables, fruits, fish, shellfish, grains and meats, mainly to Hong Kong.
- C** Industry and construction account for about 46% of China's GDP. Many of the industries are still owned by the state. Over 24 million people work in state industries producing iron, steel, coal, machinery, textiles, armaments, petroleum and electronics. Electrical products are China's main exports.
- D** China's energy consumption is increasing rapidly and is expected to double over the next 15 years. Coal is still the main source of energy. In fact, China is the largest producer and consumer of coal in the world. However, China is moving away from coal towards more environmentally friendly energy sources including oil, natural gas, renewable energy and nuclear power. Using cleaner sources of energy is an important part of China's development programme.
- E** There are a number of economic challenges facing China. Per capita income has risen much more in urban areas than in rural areas. Economic development has generally been more rapid in coastal provinces and some areas in the country's poorest western provinces have seen little or no development. Many state-owned enterprises (SOEs) are poorly managed and do not make a profit. Some have closed down but this has added to the problem of rising unemployment. Finally, environmental pollution from the use of fossil fuels in industry is a major concern.

Capitalisation and punctuation

Language focus

Correct the following text.

China is one of the largest producers and consumers of Agricultural Products. Approximately half of china's Labour Force work in the Agricultural Sector, even though only 10% of the land is suitable for cultivation. Agriculture contributes 13% of China's gdp. China is one of the largest producers of Food Crops such as rice corn wheat vegetables and tea It also produces a large amount of non-food crops like Cotton. China exports vegetables fruits fish shellfish grains and meats mainly to Hong Kong.

The Thai economy: reading text

Thailand's economy has changed over the past 30 years. Traditionally, agriculture was the main economic activity. However, rapid growth since the 1980s has attracted a large number of Thai and multinational companies to the industrial and services sectors.

Today, agriculture contributes 10% of GDP in Thailand but still employs 49% of the labour force. The main crops are rice, sugar, cassava, maize, rubber, cotton and tobacco. Fishing is also important, especially for prawns. Rice and fishery products are Thailand's main agricultural exports, mostly to countries in the Asia-Pacific region.

Thailand has a healthy industrial sector. It accounts for 45% of GDP although only 14% of the labour force. The main manufacturing exports are electronics, computers and parts, textiles and vehicles. Multinational companies invest in industry in Thailand because of the cheap labour costs, the well-developed infrastructure and the free-enterprise economy.

The services sector makes up 45% of GDP and employs 37% of the labour force. Thailand has a large tourism industry with over 8 million visitors a year. In fact, tourism contributes approximately 10% to GDP. Thai companies are also very active in transport, telecommunications, finance and the media.

The Thai economy has grown fast over the last 30 years but now faces several challenges. In December 2004 the tsunami destroyed many of Thailand's holiday resorts. This and the fear of bird flu have led to a decrease in the number of tourists visiting the country. Furthermore, the industrial sector is facing difficulties at the moment. The high price of oil is causing a rise in the costs of production. Finally, drought in parts of the country has severely affected the agricultural sector.

The Thai economy: worksheet

Reading

A Cross out one word to make the sentences correct.

e.g. Agriculture is the traditional / ~~modern~~ economic activity in Thailand.

- 1 Fishing for prawns is an important agricultural / industrial activity in Thailand.
- 2 Thailand's main agricultural export is sugar / rice.
- 3 Thailand's main industrial exports include electronics / labour.
- 4 Thailand attracts multinational companies because it has good infrastructure / electronics.
- 5 The tourism / services sector contributes 10% to Thailand's GDP.
- 6 Telecommunications is a strong part of Thailand's industrial / services sector.
- 7 Because of oil prices, there is an increase / decrease in production costs in Thailand.
- 8 There are problems in the Thai agricultural sector because of a drought / the tsunami.

B Work with a partner. Which of the sentences above are also true for Sri Lanka? Which are different for Sri Lanka?

C Work with a partner. Read the text about the Thai economy again. How many other similarities and differences can you find in each paragraph between the Thai economy and the Sri Lankan economy?

Vocabulary

A The phrases below are from the previous session.

economic development social development human development

What other adjectives do we use with the noun *development*?

B Look again at the text 'The Thai economy'.

- 1 How many words can you find that collocate with the noun *sector*?
- 2 Which adjective collocates with the noun *growth*?
- 3 How many words can you find that collocate with the adjective *main*?

Draw vocabulary forks to show the collocations. Add more words to the forks.

Writing

A Look at the second paragraph of the text on the Thai economy again. Write a similar paragraph about the agricultural sector in Sri Lanka using the information below. Remember to use correct punctuation.

GDP:	18%
% of labour force	38%
Main crops:	rice / tea / spices / tobacco / coconuts / rubber
Forestry and fishing:	also important
Main agricultural exports:	tea / spices / tobacco / coconuts / rubber

The agricultural sector is important for Sri Lanka. _____

Numbers (A)

Participant A

A Dictate these numbers to your partner. When you have finished, compare the numbers.

1 437

2 890

3 7494

4 19 165

5 233 308

6 4 014 362

B Now listen to your partner. Write down the numbers you hear. When you have finished compare the numbers.

1

2

3

4

5

6

Numbers (B)

Participant B

A Listen to your partner. Write down the numbers you hear. When you have finished compare the numbers.

1

2

3

4

5

6

B Now dictate these numbers to your partner. When you have finished, compare the numbers.

1 108

2 214

3 3968

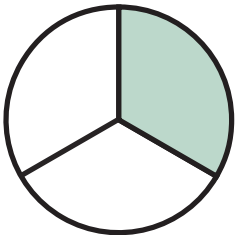
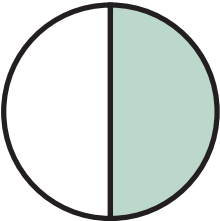
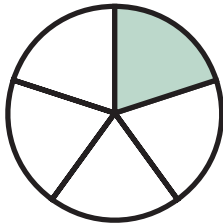
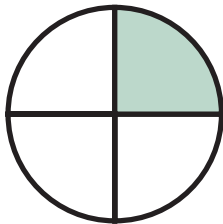
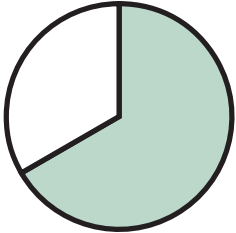
4 84923

5 732921

6 12374011

Fractions, decimals and percentages

Look at the pie charts in the first column. Write the fraction, decimal and percentage that each represents in the spaces in the table. Some have been completed for you.

Pie chart	Fraction	Decimal	Percentage
	$\frac{1}{3}$		
		0.5	
			
			25%
			

Comparing economies

Interpreting graphs

A Read the statements below. Look at the graphs displayed around the room to decide whether the statements are true or false. Correct the false statements.

China

- 1 About a quarter of the population of China is below the age of 15.
- 2 Nearly half the labour force works in the agricultural sector and agriculture makes up half of the GDP.
- 3 More than three quarters of China's electricity comes from coal, gas and oil.

Thailand

- 4 The services sector makes up nearly half of the GDP.
- 5 About half the Thai labour force works in agriculture.
- 6 More than 90% of Thailand's electricity comes from environmentally friendly energy sources.

Sri Lanka

- 7 About a quarter of the population is below the age of 15.
- 8 Industry contributes more to GDP in Sri Lanka than in Thailand and China.
- 9 About half of Sri Lanka's energy is generated by water.

B Discuss the following questions about the economic situation of China, Thailand and Sri Lanka.

- 1 Why do you think the percentage of population under the age of 15 is so low in China? What problems could this cause in the future?
- 2 Why do you think China is worried about its use of coal and oil?
- 3 In Thailand, 3% of electricity is generated by 'other' sources. What do you think these might be?
- 4 55% of Sri Lanka's GDP comes from the services sector. What kind of activities make up the services sector? What are the main challenges facing the services sector in Sri Lanka?

Using symbols

A Look at these notes from the reading text on the Chinese economy (worksheet 1.2C). Work with a partner to make full sentences from the notes.

- 1 China = 1.3 bn = world's largest pop
- 2 fastest growing economy $\therefore$ energy consump $\times 2$ over nxt 15 yrs
- 3 many state industries closing down $\therefore$ no profit $\rightarrow$ $\uparrow$ unemployment
- 4 -ve effect industry $\rightarrow$ environment concern
- 5 now using $>$ oil, gas + renewable energy

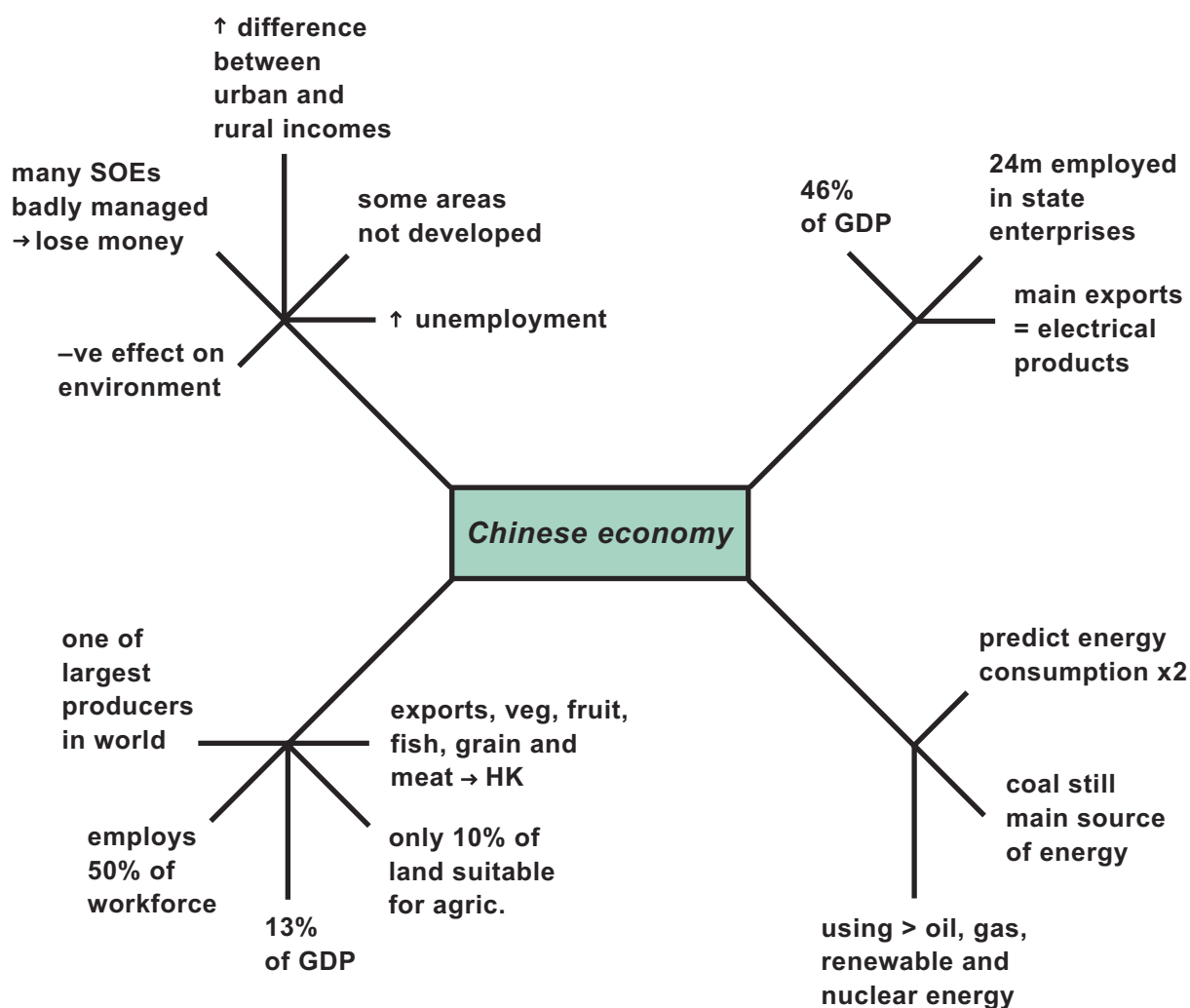
B What do the following note-taking symbols mean?

Symbol	Meaning
$\rightarrow$	
$<$	
$>$	
e.g.	
bn	
-ve	
+ve	
$\therefore$	
$\therefore$	
$\uparrow$	
$\downarrow$	

Note-taking

Mind maps

A Look at the following method of note-taking and compare it to worksheet 1.2B 'The Chinese economy: reading text'.



B Label the four main branches of the mind map with headings that summarise the points on each branch.

C What are the advantages to taking notes in this way? What are the disadvantages?

Note-taking

Tables

A Look at the following method of note-taking and compare to worksheet 1.2B 'The Chinese economy: reading text'.

one of largest producers in world	46% of GDP	predict energy consumption x2	↑ unemployment
employs 50% of workforce	> 24 m employed in state enterprises	coal still main energy source	↑ difference between rural and urban incomes
only 10% land suitable for agric.	main exports = electrical products	> oil, gas, renewable & nuclear energy	some areas not developed
13% of GDP			Many SOEs badly managed → lose money
exports veg, fruit, fish, grain, & meat → HK			–ve effect on environment

B Write a heading for each column that summarises the points in each column.

C What are the advantages to taking notes in this way? What are the disadvantages?

Note taking

Lists

- A Look at the following method of note-taking and compare to worksheet 1.2B 'The Chinese economy: reading text'.

One of largest producers in world
Employs 50% of workforce
Only 10% land suitable for agric.
13% of GDP
Exports veg, fruit, fish, grain, & meat → HK

46% of GDP
>24 m employed in state enterprises
Main exports = electrical products

Predict energy consumption x2
Coal still main energy source but ...
> oil, gas, renewable & nuclear energy

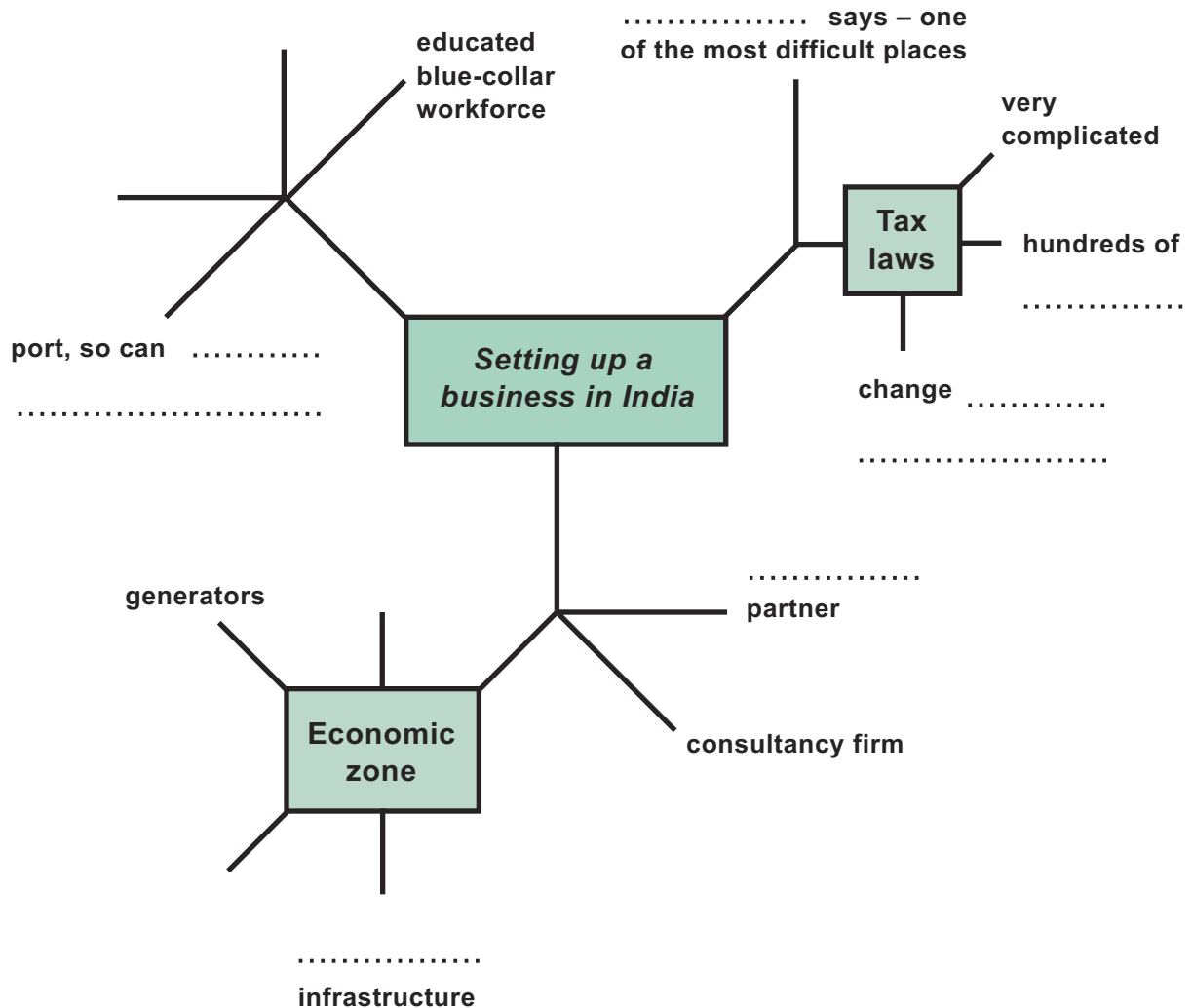
↑ unemployment
↑ difference between rural and urban incomes
Some areas not developed
Many SOEs badly managed → lose money
-ve effect on environment

- B Write a heading for each list that summarises the points in each list.
- C What are the advantages to taking notes in this way? What are the disadvantages?

Starting a business overseas

Listening

A Listen to the tape. Fill in the missing information on this mind map.



Speaking

Discuss the advantages and disadvantages for foreign businesses of setting up a branch in Sri Lanka.

Winners and losers in economic development (Group 1)

Reading

A Read the following paragraph.

Development for those living in an urban environment can have important benefits. The urban population has better access to hospitals and to cash incomes to pay for food and services. But often urbanisation and the movement of people from the country to urban centres to look for work have negative effects. People leave their traditions, livelihoods and property. They lose family support and often have to live in crowded urban conditions. This increases mental stress and the spread of infectious diseases.

- 1 Are the changes described in the text positive or negative?
 - 2 Which group in society do the changes affect most?
- B Read the paragraph again and make notes in the first row of the table on worksheet 1.6E. When you have finished, compare your notes with your group.
- C Your trainer will put you into a new group. Share the ideas from your reading text with your new group. Add to your notes on worksheet 1.6E.

Speaking

- A How have improved transportation services benefited urban and rural dwellers? Discuss your ideas with your group and make notes in the second row on worksheet 1.6E.
- B How can the government make sure that everyone benefits from economic growth?

Winners and losers in economic development (Group 2)

Reading

A Read the following paragraph.

Many developing countries try to copy the medical systems of developed countries. They spend large amounts of money on modern hospitals and other expensive technology. This is good for members of the urban population who can afford the treatment. However, often rural people can not afford to travel to the cities to receive this treatment. Additionally, the biggest number of all deaths in the country is due to conditions such as poor water and sanitation. These can be prevented by simple and inexpensive methods.

- 1 Are the changes described in the text positive or negative?
 - 2 Which group in society do the changes affect most?
- B Read the paragraph again and make notes in the first row of the table on worksheet 1.6E. When you have finished compare your notes with your group.
- C Your trainer will put you into a new group. Share the ideas from your reading text with your new group. Add to your notes on worksheet 1.6E.

Speaking

- A How have improved transportation services benefited the different groups? Discuss your ideas with your group and make notes in the second row on worksheet 1.6E.
- B How can the government make sure that everyone benefits from economic growth?

Winners and losers in economic development (Group 3)

Reading

A Read the following paragraph.

Industrialisation provides more jobs and higher incomes for managers and skilled workers. With higher incomes they can improve their food intake, their health and general quality of life. However, industrialisation often results in new health dangers at work. It exposes workers to dangerous chemicals, dust, industrial noise and other hazards that damage their health. As a result, many developing countries now face new health problems such as accidents, respiratory infections and cancers.

- 1 Are the changes described in the text positive or negative?
 - 2 Which group in society do the changes affect most?
- B Read the paragraph again and make notes in the first row of the table on worksheet 1.6E. When you have finished compare your notes with your group.
- C Your trainer will put you into a new group. Share the ideas from your reading text with your new group. Add to your notes on worksheet 1.6E.

Speaking

- A How have improved transportation services benefited the different groups? Discuss your ideas with your group and make notes in the second row on worksheet 1.6E.
- B How can the government make sure that everyone benefits from economic growth?

Development indicators

Indicators of economic growth	Urban elite (e.g. factory owners, business people, managers, etc.)	Urban dwellers		Rural dwellers (e.g. farmers, fishermen, small traders, etc.)
		skilled and semi-skilled workers	unskilled workers, unemployed	
Improved health and social care				
Improved transportation services				

Globalisation and the individual

Pre-listening

You are going to listen to six people talking about the effects of globalisation on their lives. What do you think they will discuss?

Listening

- A Listen to the recording of the six people talking. In each case, decide if the effect is related to culture, economics or the environment. Tick the correct column in Table 1.

Table 1

	Culture	Economics	Environment
Speaker 1A			
Speaker 2A			
Speaker 3A			
Speaker 4A			
Speaker 5A			
Speaker 6A			

Table 2

Positive	Negative

- B Listen to the recording again. Does each speaker think that globalisation has a positive or negative affect? Tick the correct column in Table 2.
- C Now listen to the second recoding. In each case, does the second speaker agree or disagree with the first speaker? In each case, tick the correct column in Table 3.

Table 3

	Agree	Disagree
Speaker 1B		
Speaker 2B		
Speaker 3B		
Speaker 4B		
Speaker 5B		
Speaker 6B		

- D Listen to the second recording again. As you listen, fill in the blanks in the tapescripts on the next page.

Tapescripts

- Speaker 1A: I think the new company has really helped us improve our lives. I mean, it's much easier to find a job now.
- Speaker 1B: _____ now we work really long hours and we only get a little more money for it. In my opinion, our quality of life was better before, even if we didn't have so much money!
- Speaker 2A: I wish that jeans shop had never opened! That's all she wears – jeans and t-shirts. What is wrong with shalwaar? We don't need this shameless fashion.
- Speaker 2B: _____ I just don't understand why these girls like jeans so much. I mean, they can't be very comfortable in this heat!
- Speaker 3A: Oh look at all these different packs of coffee – Kenyan, Vietnamese, Ethiopian. _____ it's great to have so much choice!
- Speaker 3B: _____ if we buy foreign products how will the local growers make a living? _____ we should buy Sri Lankan coffee and support local farmers.
- Speaker 4A: Have you heard? Eight children at the school have been taken to the health centre. They all live near the river, just below the new factory. The teacher says the factory pours chemicals into the river and it's made the children ill. _____ that factory should be shut down.
- Speaker 4B: _____, we've had nothing but problems since it opened.
- Speaker 5A: All these burgers and pizzas are making our children really unhealthy! _____ the government shouldn't allow these foreign restaurants to set up here.
- Speaker 5B: Really? _____ I think it's up to parents to control what their children eat. A burger or pizza now and then doesn't hurt anyone but of course if you eat them everyday, then that's a problem!
- Speaker 6A: Have you seen they plan to build another international hotel on the edge of the national park? I know tourism is good for the economy but I really worry about the effect it is having on our wildlife. I mean, soon there'll be no wild elephants left in Sri Lanka at all.
- Speaker 6B: _____ And when all the wildlife has gone, the tourists will go too! Then we'll be left with nothing again!

Post-listening

Record the phrases for giving an opinion, agreeing and disagreeing in the box below.

Function	Phrases
Giving an opinion	
Agreeing	
Disagreeing	

Globalisation: worksheet 1

Pre-reading

A Write two examples of each of these groups:

- developed countries • developing countries
- local companies which export • local companies which don't export
- skilled workers • unskilled workers
- multinational companies

B Do you think globalisation has had a good effect, a bad effect, or both on these groups? Discuss your ideas with a partner.

Reading

A Read the introduction of the reading text on worksheet 1.8B quickly. Answer the questions below.

- 1 Which sports company is mentioned?
- 2 Which drinks company is mentioned?
- 3 Which TV channel is mentioned?
- 4 Which country is mentioned?
- 5 According to the writer, what has globalisation had the biggest effect on?

B Read the main text quickly. Find the sentences below. Fill in the missing word(s).

- 1 The final argument for globalisation is that local firms can export goods more easily because of _____, _____ transportation.
- 2 One disadvantage is that countries which do not export anything become _____.
- 3 Only developed countries become _____ by importing cheap products.
- 4 So, there is a _____ gap between skilled workers and unskilled workers.
- 5 Businesses which export their goods become _____ and those business which cannot export become _____.

C Answer the questions.

- 1 In which Asian countries have salaries increased?
- 2 What do multinational companies buy to invest in local communities?
- 3 Why do multinational companies train local people?
- 4 Why can multinational companies produce low-cost goods?
- 5 Why don't small local businesses export goods?

Language focus

A Complete the table below.

Type of adjective	Rule
short adjective	
long adjective (2+ syllables)	
long adjective ending in -y	

B Use one of the words from reading activity B in each sentence below. In some sentences there is more than one correct answer.

e.g. Multinational companies are *richer* these days.

- 1 Colombo is _____ than Trincomalee. It is more than ten times the size.
- 2 The infrastructure in Chennai's economic zone is _____ than in other parts of the city.
- 3 In Sri Lanka, buses are _____ than trains.
- 4 People in rural areas are often _____ than people in cities.
- 5 People in cities are often _____ than people in rural areas.

C Look at the five sentences in activity B above and answer questions 1–3 below.

e.g. Multinational companies are *richer* these days.

The example compares multinational companies now and in the past.

- 1 What is the comparison in each sentence?
- 2 When we compare two nouns in a sentence, which word shows the comparison?
- 3 Which verb do we use in each sentence?

D Complete the sentences below using one word in each gap.

- 1 The roads are more dangerous these days because cars _____ faster.
- 2 Clothes _____ less traditional because of globalisation.
- 3 Music is _____ interesting now because there is variety.
- 4 Working conditions are worse _____ in the past.
- 5 Rivers are _____ polluted because of globalisation.
- 6 Multinational companies are better _____ local companies.

E Make sentences to compare the following groups.

e.g. a company that exports a company that does not export

Elephant is more international than Abans.

Abans is smaller than Elephant.

- 1 a multinational company a local company
- 2 a developed country a developing country
- 3 a skilled job an unskilled job

F Compare your ideas with a partner. Do you both agree?

Globalisation: reading text

Introduction

The world is getting smaller. In almost any country, people can take off their Nike jackets. They can sit down in the evening with a glass of Coca-Cola® and turn on the television to watch the news on CNN. They can send a text message to friends in the UK. Globalisation has changed all our lives, from fashion to the environment, but it has had the biggest effect on economics. There are many advantages and disadvantages of this change for the developing world.

Main text

There are many arguments in favour of globalisation. One of the main ones is that free trade between countries increases national income. Salaries in China, India and Vietnam have increased because of their exports. A second argument for globalisation is that multinational companies benefit local communities. Every company needs to buy supplies. When multinationals buy supplies locally, they bring money into the area. They also need services and skilled employees so they provide training and jobs for local workers. A final argument for globalisation is that local firms can export goods more easily because of quicker, more efficient transportation. This brings money into the country and helps the national economy.

As well as the positive aspects of globalisation, there are some negative ones. One disadvantage is that countries which do not export anything become poorer. Only developed countries become richer by importing cheap products. A second factor is that multinational companies have a large budget. They use this money to produce goods at low cost. They then sell these goods more cheaply than local companies. This can make local businesses go bankrupt. Another argument against globalisation is that people who do not work for multinational companies do not have the same training opportunities as those who do. So, there is a bigger gap between skilled workers and unskilled workers. The final disadvantage is that many small local businesses cannot afford to export goods. Businesses which export their goods become wealthier and those businesses which cannot export become poorer.

Conclusion

Developed countries and multinational companies have benefited from globalisation and free trade. People with skills or a good education are also now in a better position. They get training or skills from multinational companies. The main losers in economic globalisation are the unskilled or uneducated people and small local businesses which do not export. There are bigger gaps now between the rich and the poor. In my opinion, multinational companies should work with local businesses to invest in the community. They need to help the poor people as well as people with skills and education.

Globalisation: worksheet 2

Text analysis

A Complete the outline for paragraph 3 by adding the evidence. Use the notes in the box to help you.

- no work for MNC = no training opp^s = no employment opp^s
- can't afford to export
- developed countries import cheap products → richer
- MNCs sell products more cheaply

Topic sentence: As well as the positive aspects of globalisation there are some negative ones.

- 1 ↑ diff between rich & poor •
 countries
- 2 MNCs → local comp^s out of •
 business
- 3 ↑ diff between skilled & •
 unskilled workers
- 4 local comp^s can't compete •
 with larger competitors

B Work with a partner. Use the notes to explain the disadvantages of globalisation.

Writing

- A Look at one of the arguments which was not in the text. What can you say to explain that argument? With a partner, write a sentence.
- B Work with a group. Look at your sentences. Put them in a logical order. Add a topic sentence and use signposts to write a paragraph for or against globalisation.

Speaking

Discuss these questions with your group.

- 1 Do you agree with the writer's conclusion?
- 2 What multinational companies are there in your region?
- 3 Where are most of the multinational companies in your country?
- 4 How has this affected your region?

Conflict

Vocabulary

- A Write five words or phrases that you associate with the word *conflict*.
- B Compare your list with a partner. Add new words to your list.
- C Compare your list with another pair. Again, add new words to you list.

Speaking

Discuss these questions in your group.

- 1 What kind of conflict do you experience in your life?
- 2 Do you think that children today experience more or less conflict than you did as a child? Why/why not?
- 3 Why do we have conflicts?

Listening

Discuss these questions with a partner.

- 1 On tape 2.1A, were the outcomes positive or negative for:
 - (a) the manager?
 - (b) the employee?
- 2 On tape 2.1B, were the outcomes positive or negative for:
 - (a) the manager?
 - (b) the employee?

Film outline

A Write your group's ideas in column 1.

B On your own, summarise in column 2 ideas from *The Slipper*

Aim	To speak out against armed conflict in order to prevent more war victims	
	1 Your film	2 <i>The Slipper</i>
Target audience		
Area/aspect of the Sri Lankan armed conflict shown in the film		
Victims of conflict /casualty of war highlighted by the film		
Key message of the film		

***The Slipper* Points for discussion**

- A Discuss the question assigned to your group. Write notes in the space provided.
- B Use your notes to summarise the main points of your discussion for your new group.
- 1 Do you think the film *The Slipper* adequately captures the ‘shock’ of war? Is it important to shock the audience in this case?

 - 2 How does the film link poverty to war?

 - 3 Do you think the film is too extreme, pitched at the right level or not far-reaching enough?

 - 4 Anger is a common emotion experienced by those disabled through violence, yet the film shows the girl’s acceptance rather than her anger, in the last scene, when she puts on the slipper. What do you think about this?

Positive descriptions

Vocabulary

A Write the opposite adjectives in the table below.

Adjective	+ / –	Opposite	+ / –
good			
calm			
confusing			
professional			
patient			
hard-working			
successful			
polite			
rude			
boring			
healthy			
friendly			

B Work with a partner. Mark the positive adjectives with + and the negative adjectives with –.

Language focus

A Listen to pairs of phrases. Which one sounds more positive? Why?

B Why is it important to use positive language?

- 1 How do people react to negative language?
- 2 How do people react to positive language? Can you think of an example from your own experience?

C Think of more polite ways of saying the phrases below.

E.g. That's rude. *That isn't very polite.*

That's unhealthy.	
That idea's really confusing.	
I felt angry.	
She's lazy.	
That was bad.	
John was unprofessional.	
You're unfriendly.	

D Your trainer will allocate your group one of the following statements. Make the statements less negative.

- 1 John was really unprofessional in there. He was impatient and he was impolite. I was very angry.
- 2 Francis is really lazy. His work is really bad and he always gets things wrong. I think he's stupid.
- 3 I've just got this report from the purchasing department. It's confusing and it's so boring. I don't know what to do with it.
- 4 The project was unsuccessful. The people we hired were unprofessional and the contractors were expensive. We need to do better next time.

E What do you think the causes of the problem you were allocated were? How could the situations be improved?

F Listen to four people giving their advice. What phrases do they use?

Speaking

A Your trainer will allocate a conflict situation (from worksheet 2.11B) for you to discuss.

In your groups, discuss:

- Who is the conflict between?
- What is the conflict about?
- How can the conflict be resolved?

B Work with a partner. Choose one of the situations and act out the conflict and how to resolve it.

Conflict situations**1**

You are responsible for a construction project. This involves transporting building materials to the site by truck. One day, you get an angry telephone call from a member of the public. They tell you that one of the trucks has crashed into the side of their house. There is a lot of damage, but your budget is very small.

2

Your boss calls you into their office. They tell you that your work is not good enough for the department. They say that you have one more chance to improve. You think your work is fine, but you do not have a good working relationship with your boss.

3

Your colleague accuses you of stealing money from the cash box. You know that you did not do it but your boss fires you.

4

A member of the public comes to see you. You know that this person owes a lot of money in taxes. They try to negotiate a discount.

5

Your department is building a new road. To do this, some of the people in your community need to move. Your department has told them that they have three weeks to find new accommodation. They are not happy about the situation. There was an article in the newspaper which was not very nice about you or your department. You need to talk to the community members.

Conflict resolution

Listening 1

Listen to case study 1. Mark the sentences below true (T) or false (F).

- 1 Someone complained to the council because the tree was blocking the road.
- 2 The council said the tree was on their land.
- 3 Mrs Balendra's husband saw people from the council cutting down the tree.
- 4 Mrs Balendra spoke to her local councillor before she spoke to the Divisional Secretary.
- 5 Mrs Balendra's document is newer than the Divisional Secretary's document.
- 6 The council had to pay Rs. 2000 to Mrs Balendra in compensation.

Pre-reading

What kind of disputes could happen between two neighbours?

Reading

A Quickly read case study 2.

Case study 2

Jaysh lived in a house in Mannar. The rent was high, but it was worth the money because it had a good water supply, mains electricity and a private garden. Privacy was important for him because he did not want people to see his wife Sumitra washing in the garden. For the first few months they loved living there. Then, almost overnight, trucks arrived with building materials and parked on the land next door. Jaysh was a little concerned about the new building site, but he didn't worry much to begin with.

A few weeks later, he noticed footprints in his garden. He realised that the builders were going into his garden to get water from his outdoor tap. He was not very happy with this as it was his private land, so he spoke to his new neighbour. At first, Jaysh was very angry and the neighbour was not very helpful. The neighbour said that his builders needed water to mix the cement and that Jaysh's water supply was a perfect source. It was close by and, after all, Jaysh didn't have to pay any extra for the water they took. A very angry argument followed.

The following week, Jaysh decided to talk to his neighbour again. He asked his neighbour to stop the builders walking through his garden. In return, he suggested that the neighbour provide a hosepipe which he could connect to the tap. The neighbour thought about this and decided that it was a fair compromise. He promised to buy the pipe in return for getting a water supply.

B Work with a partner. Answer the questions below.

- 1 What was the cause of the conflict?
- 2 Who was involved in the conflict?
- 3 How was the conflict resolved?

Pre-listening

Work with a partner. Discuss the questions below.

- 1 What were the causes of the conflict between Patrick and Fernando?
- 2 Who do you think was most at fault for the conflict, Patrick or Fernando?
Why?

Listening 2

A Listen to a meeting between Chandra, Patrick and Fernando. What were the reasons for Fernando's mistakes?

B Listen again and answer the questions below.

- 1 What suggestions did Chandra make to stop the situation happening again?
- 2 Why did Patrick apologise?
- 3 Why did Fernando apologise?
- 4 How was the conflict resolved?
- 5 Who do you now think was most at fault?

Conflict prevention

Reading

Read the letter on worksheet 2.13B and answer the following questions.

- 1 Who is the letter from?
- 2 Where will the meeting take place?
- 3 How long will the meeting last?
- 4 What is the meeting about?
- 5 What three things does the writer want Mr Rajendran to do?
- 6 What kind of organisation do you think MRDO is?
- 7 Who else do you think the letter was sent to?

Listening

A Listen to the tape and answer the following questions.

- 1 How many speakers are there?
- 2 What area of need are they discussing?
- 3 Who do you think the speakers are?

B Listen again and identify the position of the following:

- central government
- the provincial department of education
- the INGO

Letter to the Divisional Secretary

MRDO
18 Park Road
Madhukarai

Mr Rajendran
Divisional Secretary
54 Yard Road
Mannar

7 July 2007

Dear Mr Rajendran,

Service provision for Madhukarai

I am writing to invite you to a meeting in Madhukarai on 20 July.

As you know, Madhukarai is a recently re-settled village. The purpose of the meeting is to discuss the provision of services for the village. It will be held at the Community Centre, from 10 am to 12 noon.

We would like to invite representatives of all relevant departments and organisations. I would therefore be grateful if you would extend the invitation to your Rural Development Officer who works there and to the Local Authorities. I would also be grateful if you could inform me in advance how many participants will be attending from your departments.

I look forward to hearing from you.

Yours sincerely,



V. Gunasekara (Mrs)
President, Madhukarai Rural Development Organisation

Writing formal letters

Text analysis

A The conventions below (1–9) should be used when writing a formal or business letter. However, there are two deliberate mistakes. Match the conventions with the parts of the letter (A–I) on worksheet 2.14B and correct the mistakes.

- 1 Write the recipient's name and/or job title (if you know them) and address on the left-hand side, starting below your address.
- 2 End the letter with an expression like *Thank you for your attention* or *I look forward to hearing from you* (if you expect a reply).
- 3 Start the letter with *Dear Sir or Madam* if you don't know the person's name. If you know the person's name, use their title (*Mr, Mrs, Miss* or *Ms, Dr, etc.*) and the surname only: *Dear Mr Brown*.
- 4 Sign off with *Yours faithfully* if you know the name of the person you are writing to. Sign off with *Yours sincerely* if you do not know the name of the person.
- 5 Write the subject heading after the salutation. It can be in **bold** or underlined.
- 6 Print your name and position under your signature. If you think the person you are writing to might not know whether you are male or female, put your title in brackets after your name, e.g. *Lesley Peterson (Ms)*.
- 7 Write the date on the right or the left. It can be on the same line as or the line below the address you are writing to. Write the month as a word.
- 8 Write your own name and address in the top right-hand corner.
- 9 Sign the letter with your name.

B Look again at the letter in worksheet 2.14B and cross out the wrong answers in the statements below.

- 1 Use/Do not use commas at the end of lines in addresses.
- 2 Indent/Do not indent the first line of a new paragraph.
- 3 Leave/Do not leave a space between paragraphs.
- 4 Use/Do not use contractions (short forms).

C Fill in the blanks in the following text about the content of a formal letter.

The first paragraph should be short and state the (1) _____ of the letter (e.g. to request information, to make a complaint or an invitation, to make an enquiry).

The paragraph or paragraphs in the middle of the letter should contain the relevant information. Most letters in English are not very long, so provide only the (2) _____ information and concentrate on organising it in a clear and (3) _____ manner.

The last paragraph of a formal letter should state what (4) _____ you expect the recipient to take (e.g. send you information, refund some money).

D Discuss these questions with a partner.

- 1 Do the letters written in English in your office follow these conventions?
- 2 How are the conventions of Sri Lankan English letter-writing different to the standard British English conventions in worksheet 2.14B?

Language focus

Find a phrase in the letter which has the same meaning as the italic words.

- 1 *We are having the meeting to talk about* the provision of services for the village.
- 2 *We want representatives* of all relevant departments and organisations *to come*.
- 3 *Please can you tell me* how many people will be attending from your departments.

What is the difference between the phrases in the letter and the phrases above? When do we use the two different styles?

Writing

You are not able to attend the meeting about service provision for Madhukarai but have asked some other people from your department to attend. Write a letter to Mrs Gunasekara to (1) inform her that you are not able to attend, giving a reason, and (2) give her the names and positions of people from your department who will attend.

Letter to the Divisional Secretary

A MRDO
18 Park Road
Madhukarai

Mr Rajendran **B**
Divisional Secretary
54 Yard Road
Mannar

C 7 July 2007

Dear Mr Rajendran, **D**

E Service provision for Madhukarai

I am writing to invite you to a meeting in Madhukarai on 20 July.

As you know, Madhukarai is a recently re-settled village. The purpose of the meeting is to discuss the provision of services for the village. It will be held at the Community Centre, from 10 am to 12 noon.

We would like to invite representatives of all relevant departments and organisations. I would therefore be grateful if you would extend the invitation to your Rural Development Officer who works there and to the Local Authorities. I would also be grateful if you could inform me in advance how many participants will be attending from your departments.

I look forward to hearing from you. **F**

Yours sincerely, **G**

V. Gunasekara **H**

V. Gunasekara (Mrs) **I**
President, Madhukarai Rural Development Organisation

The Sri Lankan public service: Conventions for official correspondence

The Establishments code of the Government of the Democratic Socialist Republic of Sri Lanka sets out rules to be observed in all correspondence.

Layout

- The number and date of the letter must be placed at the right-hand top corner of the letter.
- The subject with which a letter deals must be briefly stated as a heading to it.
- The paragraphs should be numbered.

Openings and closures

- In corresponding with members of the public, the salutation should simply be ‘Sir’ or ‘Madam’; and the closure ‘yours faithfully’.
- The name of the signatory should be given below the signature and above the designation.
- The closure is often on the right-hand side of the page.*
- In correspondence between two public officers, the salutation is simply the addressee’s designation.*
- Similarly, there is often no closure.*

* though not explicitly stated in the Establishments code, these conventions are common practice

Content and style

- Letters should be contained to a single subject.
- Previous correspondence on the same subject should be quoted.
- All official correspondence should be relevant, polite and clearly expressed.
- A letter must be dated from the place in which the officer is at the time when he subscribes his name to it.

Conflict at home**Reading**

A Read Sarath's account of a family conflict.

Last week I came home from a hard day's work. I had dinner with my family and we chatted about the day. After dinner, I went to the living room. It was 7 o'clock so I switched on the television to watch the news. Ten minutes later, my eldest son came in and changed the channel to a sports channel. I took the remote control and turned the channel back to the news again. Then my son complained and said he wanted to watch the cricket.

B Work with a partner. Answer the following questions.

- 1 When did the argument happen?
- 2 Who was the argument between?
- 3 What was the argument about?

Language focus

A Underline the verbs in the text. Write the verbs in the table below.

Regular verbs	Irregular verbs

B Circle the words in the text that show the order or sequence of events.

C Write the verbs that your trainer dictates in the correct column in the table.

/d/	/t/	/ɪd/

D Complete the following spelling rules for forming the past tense of regular verbs. Use the verbs in the table to help you.

- 1 When a verb ends in *-e*, you just add _____, e.g. *believe/believed*.
- 2 When a verb ends with a stressed vowel and a single consonant, you double the consonant, e.g. _____.
- 3 When a verb ends in consonant + *y*, you change the *-y* into *-i*, e.g. _____.

E Write the time expressions in the box in the correct column in the table.

Saturday morning	Christmas	10.15	night
Independence Day	the summer	the morning	midnight
two o'clock	Tuesday	lunchtime	September
12 th June	National Day	Poya Days	the evening
the rainy season	1998	the weekend	

In	On	At

Complete the rules.

1 We use *in* with _____.

2 We use *on* with _____.

3 We use *at* with _____.

Migration

Pre-listening

- A You will listen to two people talking about their experiences of emigration. Before you listen, answer the following questions.
- 1 Imagine your son comes home and tells you he wants to study in the UK.
How do you feel?
What worries do you have?
 - 2 Imagine you have a chance to study.
How do you feel?
What worries do you have?

Listening

- A Mrs Veraratna and Gerald are guest speakers at their local social club. They are talking to the group about their experiences of emigration. Answer the questions below.
- 1 Who migrated?
 - 2 Where did they migrate to?
 - 3 Was it a positive or negative experience? Why?
- B Look at the information below. If you think Mrs Veraratna said it, put a tick in column 1. If you think Gerald said it, put a tick in column 2.

Topic	1 Mrs Veraratna	2 Gerald
a director in the International Department		
spent three years in Qatar		
to be company for a sister		
job wasn't very interesting		
salary was quite low		
it's not possible to change jobs after you have the visa		
really homesick		

Language focus

A Listen to the extract. What does the listener say to interrupt?

1 _____, _____ ...

2 _____, _____ ...

3 _____?

4 _____, _____ ...

B Use the ideas in the 'topic' column of the table to re-tell one of the stories. Your partner will interrupt you and ask more questions.

Speaking

You will have a debate about the pros and cons of migration. To prepare for your debate, think of how migration affects the following factors.

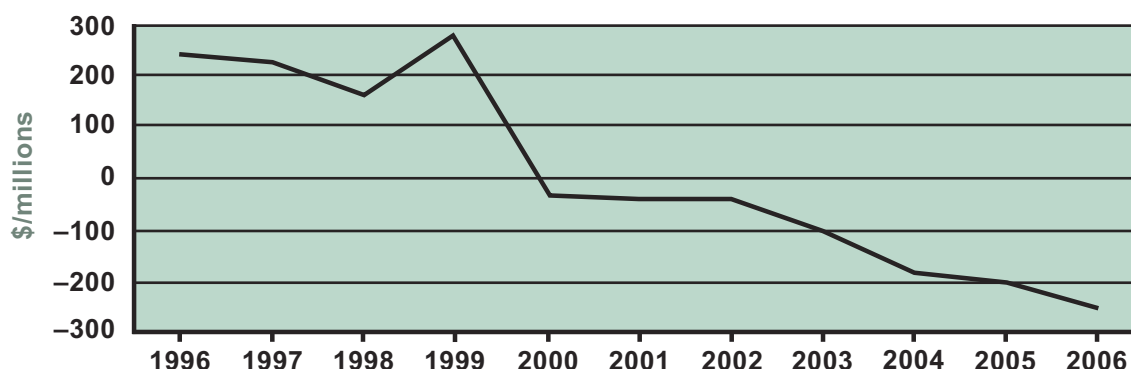
- The individual
- The family
- The community
- The country

Conflict in the workplace (1)

Pre-reading

Look at the statistics for Brayton Electricals.

Brayton Electricals profits 1996–2006



- 1 How much did the company make in 1996?
- 2 How much did the company make in 2005?
- 3 When did the company start to have problems?

Reading

A Quickly read the interview with the Chairman of Brayton Electricals on worksheet 2.4B. Why did the company do badly?

B Find words or phrases in the text that match the meanings below.

E.g. A company or an organisation (Introduction). *A firm*

- 1 A bonus system which rewards people for hard work (Paragraph A).
- 2 Unfair treatment (Paragraph B).
- 3 Disagreements / conflict within an organisation (Paragraph C).
- 4 Consisting of people who decide to separate from a larger group or organisation and become an independent organisation (Paragraph D)

C Answer the questions below.

- 1 Why did Brayton Electricals start the incentive scheme?
- 2 Why did staff in some branches say they were facing discrimination?
- 3 Why did performance drop across the company?
- 4 What did journalists say in their newspapers?
- 5 Do they have a lot of branches left?

D Complete the flow chart with events from the text.

In 1996, Brayton Electricals started an incentive scheme.

















Now, Brayton Electricals is almost bankrupt.

Conflict in the workplace: text

Introduction A few years ago Brayton Electricals was one of the most successful firms in South Asia. Now it is about to close with debts that it will not be able to pay off for the next 20 years. So what happened? We spoke to company chairman Norman Stephens.

Question How did a powerful organisation get into so much trouble?

Chairman Paragraph A In 1996 we decided to start an incentive scheme to encourage people to work hard. This meant that each branch had a target. The branches that met the targets got points. At the end of the quarter, that is, every three months, the staff in the branch with the most points got a bonus. We thought this would bring in extra profits.

Question This kind of scheme works in other industries. Did it work at Brayton Electricals?

Chairman Paragraph B Yes, it worked very well for a while. But two years later, the same branches were doing well and the staff in the other branches complained. They said they were facing discrimination from the organisation. The performance in those branches continued to decrease. After two months, the complaints became more serious. We felt we needed to do something, so we moved some of the staff between branches. We thought that this would also help to make the branches more equal.

Question This seems like a good idea, so why did things get worse after that?

Chairman Paragraph C We soon noticed that our solution was not working. There was in-fighting in the branches between the original staff and the new staff. People refused to work together and performance dropped across the company. That year, 1999, was the first time we didn't make a profit in 10 years. We had to take action. We decided to downsize, so we closed some of our branches and made the less efficient staff redundant.

Question That was a brave move, but it was common for companies to put people out of work in that way. What did they do after that?

Chairman Paragraph D Then our problems really began. Our employees started a breakaway company. Journalists wrote stories in their newspapers promoting the breakaway company and telling people that we were bad employers. The publicity was terrible. People stopped buying our products. The following year we made a loss and the statistics were even worse after that.

Question Did the company ever recover from the bad publicity?

Chairman Paragraph E No. Now things are so bad that we only have a few branches left. Lots of our old staff are now unemployed.

Conflict in the workplace (2)

Language focus

A Look at the questions in the text on worksheet 2.4B. Which tense are they in? How do you know?

B Complete the rules below.

- *Yes/no* questions: _____ + _____ + _____?
- *Wh-* questions: _____ + _____ + _____ + _____?

C Below is an interview with a Brayton Electricals employee. Complete the questions.

Speaker 1: _____ you _____ Brayton Electricals?
(leave)

Speaker 2: Because I wasn't happy with the management. There was discrimination against people in small branches.

Speaker 1: _____ the management _____? (do)

Speaker 2: They introduced an incentive scheme but it was impossible for me to get a bonus because our branch was too small. We didn't have the resources.

Speaker 1: _____ you _____ about that? (feel)

Speaker 2: I was angry because I didn't get the same benefits as other staff, so I complained. And then they moved me to a different branch.

Speaker 1: _____ they _____ you to? (move)

Speaker 2: A branch in a city that was a long way from my house.

Speaker 1: _____ it _____ you to get to work? (take)

Speaker 2: Over two hours. I didn't see my children because they were in bed when I got home.

Speaker 1: _____ you _____ another job afterwards? (have)

Speaker 2: Yes. Some of my friends started a breakaway company and I decided to join them.

D Listen and check your answers.

Speaking

Work with a partner. Act out the interview.

Patrick and Fernando: their stories

Listening

A Listen to Patrick, a new manager at FLO. Choose the best answer.

- 1 Patrick works in the (a) production department.
(b) purchasing
(c) farming
- 2 The (a) company gets the best deal.
(b) customer
(c) employer
- 3 One procedure that they follow is that they get three (a) prices.
(b) quotes.
(c) receipts.
- 4 His responsibility is to get quality products at the best (a) shop.
(b) brand.
(c) price.
- 5 In order to get good quality, they (a) take a product before they buy it.
(b) see
(c) test

B Listen to Fernando, an employee at FLO. Decide whether the statements below are true (T) or false (F).

- 1 Fernando is happy about his new job.
- 2 Fernando's uncle owns a food shop.
- 3 Fernando thinks he is able to get good prices.
- 4 Fernando buys everything from big stores.

C Answer the questions below.

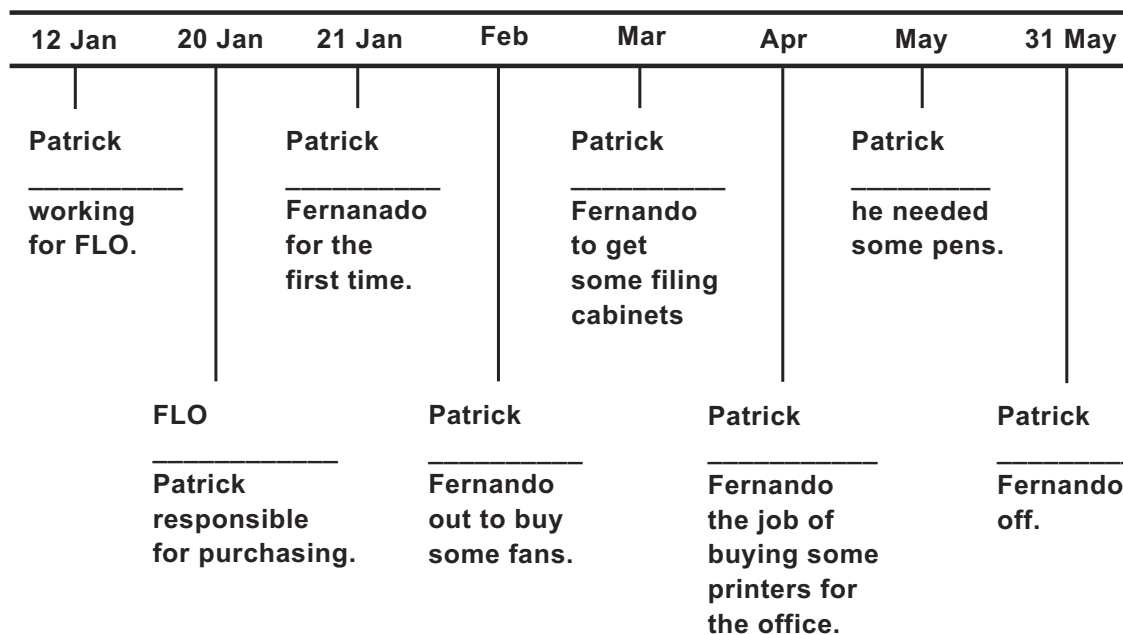
- 1 How do Patrick and Fernando know each other?
- 2 Do Patrick and Fernando have similar ideas about the role of their department? Are there any big differences?
- 3 What do you think will happen?

Timeline for Patrick (1)

Language focus

A Look at Patrick's timeline. Put the verbs in the box into the gaps on the timeline. Which tense do you need to use?

tell	say	give	begin	meet	send	make	ask
------	-----	------	-------	------	------	------	-----



B Listen and check your answers.

Timeline for Patrick (2)

Pronunciation

A Practise the following words.

/p/	/f/
passion	fashion
pour	four
pill	fill
pail	fail
pool	fool
copy	coffee

B Listen to the following sentences. Which word do you hear?

- 1 Could you get me a copy / coffee please?
- 2 Excuse me. How do I get to the port / fort?
- 3 Those poor / four people look very hungry.

C Listen again to the sentences in Language focus activity B. Underline the /p/ sounds and circle the /f/ sounds on the timeline.

D Practise saying the sentences from the timeline.

Timeline for Fernando (group A)

Speaking

A Look at the timeline for Fernando. With a partner write questions to get the missing information.

12 Jan	20 Jan	21 Jan	Feb	Mar	Apr	May	31 May
Fernando (1) _____ _____ for FLO.		Fernanado met (2) _____ for the first time.		Fernando got some filing cabinets from one of his contacts.		Fernando knew that (4) _____ _____ _____.	
	FLO sent Fernando to the purchasing department.		Fernanado bought some pans.		Fernando bought (3) _____ _____.		Fernando wrote a letter of resignation.

B Work with a partner from the other group. Ask questions and complete Fernando's timeline.

C Discuss the following questions with your partner.

- 1 Who is the conflict between?
- 2 Why do you think there is a conflict?
- 3 What action could Patrick take?
- 4 What action could Fernando take?
- 5 What other conflicts are there between local workers and foreign staff in international companies?

Timeline for Fernando (group B)

Speaking

A Look at the timeline for Fernando. With a partner write questions to get the missing information.

12 Jan	20 Jan	21 Jan	Feb	Mar	Apr	May	31 May
Fernando began working for FLO.		Fernanado met Patrick for the first time.		Fernando got some filing cabinets from (3) _____.		Fernando knew that his family's shop sold pens.	
	FLO sent Fernando to (1) _____.		Fernanado bought (2) _____.		Fernando bought some printers.		Fernando (4) _____.

B Work with a partner from the other group. Ask questions and complete the timeline.

C Discuss the following questions with your partner.

- 1 Who is the conflict between?
- 2 Why do you think there is a conflict?
- 3 What action could Patrick take?
- 4 What action could Fernando take?
- 5 What other conflicts are there between local workers and foreign staff in international companies?

Some new words

Vocabulary

annoyed (adj.)	/ə'noɪd/	angry
commission (n)	/kə'mɪʃən/	the money the 'middleman' makes when arranging a sale or deal
creation (n)	/krɪ'eɪʃən/	the act of making something
destruction (n)	/dɪs'trʌkʃən/	the act of destroying something
livelihood (n)	/'laɪvliːhʊd/	your job or thing that provides the money you need to live
to mishear (v)	/mɪs'hɪə/	to hear something incorrectly
a procedure (n)	/prə'sɪːdʒə/	a way of doing things
to purchase (v)	/'pɜːtʃəs/	to buy
a quote (n)	/kwəʊt/	an estimate or price
to quote (v)	/kwəʊt/	to say or write exactly what someone else has written
resignation (n)	/rezɪg'neɪʃən/	the letter you write when you leave a job is a _____ letter
scared (adj.)	/skeəd/	afraid, frightened
stationery (n)	/'steɪʃənri/	pens, papers, pencils are all examples of this
to terrorise (v)	/'terəraɪz/	to make people afraid, usually by using or threatening violence

A journalist's report

Livelihood creation or destruction?

Another local youth has been terrorised by an international aid worker and is now too afraid to go to work.

Fernando Silva, aged 20, started work with the INGO, Food and Livelihood Organisation (FLO), just four months ago as purchasing assistant.

But yesterday he did not go to work because he is scared of his foreign supervisor, Mr Patrick Walford.

Fernando told this paper yesterday, 'I was so happy when I got this job. It is my first job. Before, I could not support my widowed mother and sister. Now, I earn Rs. 15 000 every month. My mother can buy meat at the market and my sister has a new school uniform. If I lose this job, I will have nothing.'

FLO's mission is to promote livelihoods in our area. Mr Walford is FLO's

purchasing manager and earns over 10 times Fernando's salary. 'I don't understand why he doesn't like me,' said Fernando, 'I always come to work on time. When Mr Walford gives me a task, I always complete it the same day.'

We, the District News and our readers, have a message for FLO: 'If you are here to create livelihoods, don't take Fernando's livelihood away from him!'

Whose side of the story?

Pre-reading

Work with a partner. Discuss these questions.

- 1 Do you read a newspaper every day?
- 2 What newspaper do you read?
- 3 What different newspapers are there in Sri Lanka?
- 4 What are the differences between them?
- 5 Are all newspapers in Sri Lanka independent?
- 6 What is the role of newspapers and the media?

Reading

A Read the text and answer the following questions.

- 1 Why didn't Fernando go to work?
- 2 Is Fernando a good worker?
- 3 How do you know?

B Discuss the following questions with a partner.

- 1 Why does the journalist use the word *another* in paragraph 1 of the article?
- 2 Why does the journalist use the word *terrorised*?
- 3 Who does the journalist quote?
- 4 Why doesn't the journalist quote Patrick?
- 5 Who does the journalist mean by *we*?
- 6 What affect does this have on the reader?
- 7 Do you think this is the full story?
- 8 Why do you think the journalist wrote this story?

Listening

A Before you listen, try to complete column 1.

	1 What did Patrick ask Fernando to buy?	2 Why was Patrick annoyed?
1		
2		
3		
4		

B Now listen and check.

C Listen again and write in column B why Patrick was annoyed.

Armed conflict and military spending

Vocabulary

Fill the blanks with the words from the box.

a firearm	small arms	a weapon	arms
-----------	------------	----------	------

- _____ can be any object that is used for fighting or attacking somebody; for example, knives, guns and bombs.
- _____ is another word for weapons, especially as used by the army or in a conflict situation.
- _____ is another word for a gun.
- _____ are light weapons that can be carried in your hand, for example, guns, automatic rifles and grenades.

Speaking

A Work with a partner. Fill the gaps with the correct answer.

- Of 193 countries in the world, _____ experienced armed conflict in 2002.
 - 21
 - 42
 - 67
- Of the 32 countries at the bottom of the HDI rankings, _____ have experienced conflict since 1990.
 - $\frac{1}{3}$
 - $\frac{1}{2}$
 - $\frac{2}{3}$
- In 2002, 1 in _____ of the world's countries spent more on the military than on health care.
 - (1 in) 2
 - (1 in) 3
 - (1 in) 5

- 4 During the 20th century, the proportion of those killed in war who were civilians increased from 5% at the beginning of the century to more than _____ in the 1990s.
- a 38%
 - b 64%
 - c 90%
- 5 In the last decade of the 20th century, _____ children were killed as a result of conflict.
- a 1 million
 - b 2 million
 - c 3 million
- 6 There are an estimated _____ child soldiers involved in military activity and armed conflicts throughout the world.
- a 100 000
 - b 200 000
 - c 300 000
- 7 Article 38 of the Convention on the Rights of the Child states that children have a right to protection in times of war and should not have to be in an army or take part in a battle under the age of _____.
- a 12
 - b 15
 - c 18
- 8 On average, countries coming out of war face a _____ chance of returning to war in the first five years of peace.
- a 22%
 - b 44%
 - c 66%

B Work in a group and discuss these questions.

- 1 What is the link between armed conflict and development?
- 2 Why do you think that the number of civilians killed in war is much higher now than 100 years ago?
- 3 How can the international community help countries coming out of war?

Listening

A Work with a partner. Fill the gaps with a number from the box.

\$70 billion	2 million	\$760 billion	\$1000 billion
12 million	one-third	\$100 billion	one-fifth

- 1 _____ children under the age of five die of preventable illnesses every year.
- 2 More than _____ was spent on weapons worldwide in 2004.
- 3 Providing access to water and primary education for all and reducing infant mortality by two-thirds by 2015 would cost _____.
- 4 In Pakistan at least _____ of children do not attend primary school because money for education is spent on defence.

B Listen to the tape and check your answers.

Language focus

A Read the text that you are assigned on worksheet 2.7B and write out the questions for it from the answers you are given.

B Discuss the following questions in your group.

- 1 Using some of the information from the texts as examples, explain this quote by Dwight Eisenhower: 'Every gun that is made, every warship launched, every rocket fired signifies ... a theft from those who hunger and are not fed, those who are cold and are not clothed.'
- 2 How do you think that the governments in India, Pakistan, Nepal, China and Burma justify military spending? Do *you* think that this spending is justified?
- 3 Do you think that the quote from Dwight Eisenhower (question 1) is true for Sri Lanka? Give examples to support your opinion.
- 4 Where does money come from to sustain the conflict in Sri Lanka? Does anybody benefit from the conflict in Sri Lanka?

Military spending: text

India and Pakistan

India and Pakistan are two of the world's poorest countries, yet each devotes a large portion of its resources to defend itself against the other. In 2006, Pakistan increased its defence budget by nearly 4% to \$4.2 billion while its traditional rival India increased its defence budget by nearly 8% to \$22 billion, despite new moves to make peace. Together they account for over 80% of the region's defence spending.

Nepal

Nepal spent \$260 million on defence in 2006, compared to about \$29 000 on agriculture, according to activists. This is despite the fact that 80% of the population depend on farming for their livelihood. The King of Nepal controlled the country and the budget at that time and could allocate money for defence spending without consulting anyone else.

China

Although China has not been involved in a military conflict since the 1980s, in 2006 it increased its defence budget by 14.7% to more than \$36 billion. In January 2007, China successfully tested an anti-satellite weapon. Beijing's new military power causes international concern.

Burma

In Burma, a high percentage of the state budget is spent on the military, resulting in a lack of sufficient funds for welfare, education and health services. In the late 1990s, Burma's military government admitted to spending 30% of its total revenue on the army, compared to only 3.25% on health. In 2000, the World Health Organisation ranked Burma 190 out of 191 countries, in healthcare delivery. The people of a resource-rich country are slipping further into poverty.

Armed conflict and children

Vocabulary

In what ways are the following words and phrases related to the effects of armed conflict on children? Give examples.

psychological effects	to conscript
trauma / traumatised	to abduct
child labour	to reintegrate
to exploit / exploitation	to reject / rejection
sexual harassment	crime
orphan / to be orphaned	to force / by force
health	education

Pre-listening

Work with a partner. What questions do you think the interviewer will ask about child soldiers? Make a list.

Listening

A Listen to the first part of the interview. Compare your questions with the interviewer's questions.

What other questions did the interviewer ask?

B Listen to the second part of the interview. Which of the following problems are mentioned? Give examples of each problem mentioned.

Rejection

Security

Discrimination

Exploitation

Sexual harassment

Psychological effects

Physical effects

Crime

Unemployment

C Which problems are the same for returning child soldiers in Sri Lanka? Which are different?

Speaking

- A Work in a group. Discuss what action can be taken to help reintegrate former child soldiers in the North and East. Make notes in column 1 in the table. Which department(s) within the Northern and Eastern Provincial Councils do you think is/should be responsible for taking the action you discussed? What other organisations might be involved? Make notes in column 2.

1 Action	2 Responsible department / organisation

- B Listen to the last part of the interview. Add any new ideas to column 1 in the table.

Presentation skills

A Categorise the following presentation skills under the four headings in the table below.

clear voice / clear introduction / good use of equipment / good facial expressions / relaxed and confident / main points stated clearly / reference made to visuals / good eye contact / speed – not too fast or slow / use of signposts and connectors / consistent layout / format / good use of gestures / good volume / logically ordered ideas / relevant points visualised clearly / good posture / natural speech / good positioning / clear summing up

Presentation skills			
Organisation	Delivery	Visual aids	Body language

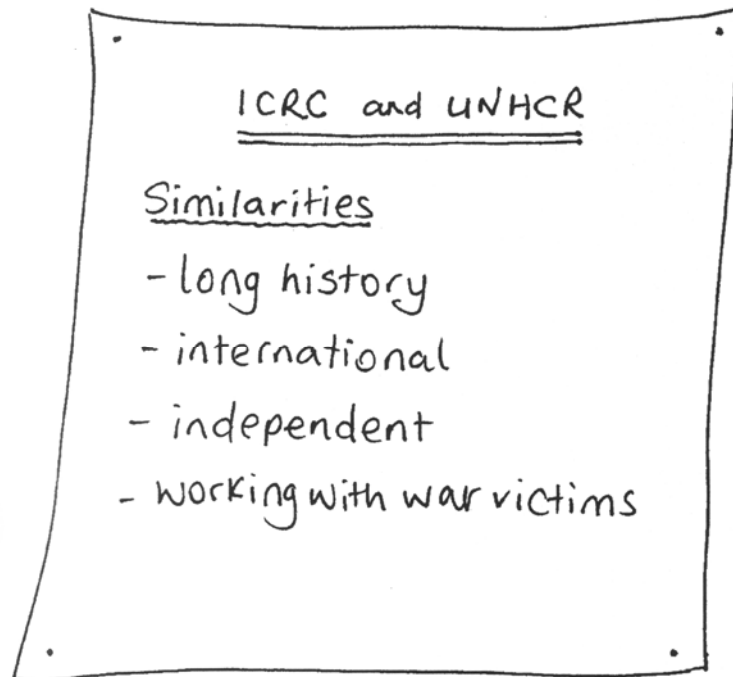
B Copy your group's list onto individual cards.

Good and bad visuals for presentations

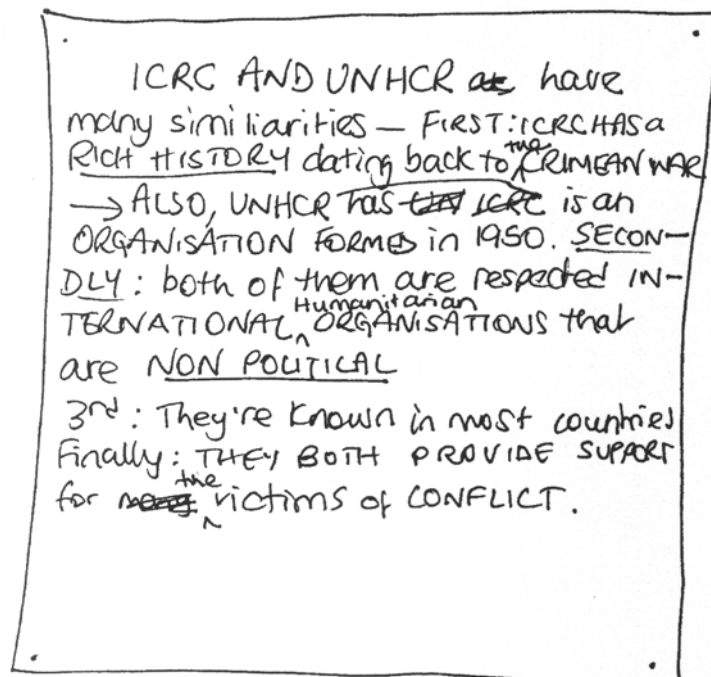
Speaking

Work with a partner. Discuss the good and bad points of posters A and B.

Poster A



Poster B



ICRC and UNHCR: Similarities and differences

Listening

- A In groups, discuss what you know about ICRC and UNHCR. Brainstorm a list of similarities and differences. Use the posters to help you.

ICRC and UNHCR	
Similarities	Differences

- B Listen to the presentation. Tick any similarities and differences which you predicted correctly. Add any that are new.
- C The presenter mentions the following words. What do they mean?
- | | |
|------------------|---------------------|
| non-political | victims of conflict |
| humanitarian aid | relief |
| refugees | IDPs |
| repatriation | resettlement |

Language focus

A Work with a partner. Put the connectors in the box into the correct columns.

while	both	However,	and	also	but
-------	------	----------	-----	------	-----

Similarities	Differences

B Work with a partner. Use the same connectors to fill in the gaps below.

So, to sum up, when we compare ICRC and UNHCR there are three main similarities and two main differences. ICRC is a well known international organisation _____ so is UNHCR. UNHCR is non-political and ICRC is _____ non-political. They _____ provide humanitarian aid. _____, UNHCR is a UN organisation _____ ICRC is not. UNHCR works specifically with refugees and IDPs _____ ICRC works with a wider group of conflicted affected people.

C Listen to the last part of the presentation again and check your answers.

Victims of conflict

Speaking

A In your group:

- think of an example for each of the two types of victims of conflict you are asked to compare
- discuss their similarities and differences.

B Prepare a poster with good visual impact, summarising your main similarities and differences.

C Prepare to present your ideas, using the poster you have made. Use the highlighted words in the tapescript (worksheet 2.9E) as signposts to organise your presentation. Include connectors for similarities: *both, and, also*, and for differences: *However, but, while*

D Use this checklist to help you evaluate the presentation you observe.

1 Organisation	Good	Can improve	Comment
Clear introduction			
Main points stated clearly			
Use of signposts and connectors			
Logically ordered ideas			
Clear summing up			
2 Delivery	Good	Can improve	Comment
Clear voice			
Relaxed and confident			
Speed – not too fast, not too slow			
Volume			
Natural speech			
3 Visual aids	Good	Can improve	Comment
Use of equipment			
Relevant points visualised clearly			
Reference made to visuals			
Consistent layout and format			
4 Body language	Good	Can improve	Comment
Facial expressions			
Eye contact			
Use of gestures			
Posture			
Positioning			

Tapescript 2.9

ICRC and UNHCR

Speaker 1

Now, I'd like to look at the role of ICRC, the International Committee of the Red Cross, and UNHCR, the United Nations High Commission for Refugees. I'm going to talk a little about how these two international organisations help people who are affected by conflict.

Let's start by looking at the similarities. ICRC and UNHCR have three main things in common. **First**, they are both well-known international organisations. They are respected and accepted in most countries.

Secondly, they are both non-political. By non-political I mean that they work with governments but they do not belong to any government. This makes them independent – they are free to help people even where there are political problems. **Thirdly**, both ICRC and UNHCR are humanitarian organisations. They both provide humanitarian aid. By humanitarian aid, I mean they both give assistance and relief to people in times of disaster, crisis or war. We see them working after earthquakes as well as during civil wars.

However, it is how they provide this humanitarian aid that makes the two organisations differ. **Let's look then at the differences** between ICRC and UNHCR. Here I'd like to point out two main differences. **The first main difference is**, UNHCR is a UN organisation while ICRC is not. ICRC is funded by Switzerland which has always been seen internationally as a neutral country, maybe even more neutral than the UN. For this reason, ICRC is able to stay working in conflict situations when the UN may not be able to. **The second main difference is**, UNHCR deals specifically with refugees while ICRC works with a wider range of conflict victims. UNHCR helps refugees – that means people who escape from war across borders to other countries and people who escape from war by moving into different areas within their own country. For this second type of refugee, you may have come across the term internally displaced persons or IDPs. **Anyway**, UNHCR focuses on refugees, helping them in camps and later, helping them with repatriation, returning home, or resettlement. ICRC on the other hand works with a broader range of victims of conflict, not just refugees. It works with civilians but it works with soldiers, ex-soldiers, political prisoners, and prisoners of war too. It also works with the people who cause the wars, and it tries to keep communication open with leaders, politicians, governments, and rebel groups.

So, to sum up, when we compare ICRC and UNHCR there are three main similarities and two main differences. ICRC is a well known international organisation, and so is UNHCR. UNHCR is non-political and ICRC is also non-political. They both provide humanitarian aid. However, UNHCR is a UN organisation while ICRC is not. UNHCR works specifically with refugees and IDPs but ICRC works with a wider group of conflicted affected people.

The Millennium Development Goals

Reading

A Complete the quiz.

- 1 When were the MDGs agreed to?
a 1995 b 2000 c 2005
- 2 Who agreed to them?
a Developing countries b Developed countries c UN member states
- 3 What is the date set for the achievement of the goals?
a 2015 b 2025 c 2050
- 4 What is the aim of the goals?
a To eradicate poverty b To increase poverty c To reduce poverty
- 5 How many goals are there?
a 5 b 8 c 12

Vocabulary

A Read the Millennium Development Goals below. Underline the verbs.

- Goal 1 Eradicate extreme poverty and hunger
- Goal 2 Achieve universal primary education
- Goal 3 Promote gender equality and empower women
- Goal 4 Reduce child mortality
- Goal 5 Improve maternal health
- Goal 6 Combat HIV/AIDS, malaria and other diseases
- Goal 7 Ensure environmental sustainability
- Goal 8 Develop a global partnership for development

B Categorise the verbs according to their meaning and write them in the table below.

In column 1 (↑), write words that mean *increase* or *make better*;
in column 2 (↓) write words that mean *decrease* or *stop*;
in column 3 write words that mean neither.

Column 1 (↑)	Column 2 (↓)	Column 3

Speaking

Discuss the following questions in your group. Use the verbs in the vocabulary activity.

- 1 Why do you think that goal 8 is included among the goals?
- 2 What are some constraints to achieving the MDGs in Sri Lanka?

Approaches to teaching and learning

1 Traditional approach

Traditional teaching stems from Confucius in the East and Socrates in the West and dates back to ancient times. Traditional teaching is basically lecture-based teaching where students learn by listening. The teacher has high, guru-like status and is respected as the fountain of knowledge. Students are dependent on the teacher to learn and are not encouraged to find out for themselves. Sometimes, this is known as 'mug and jug' – the students are empty mugs and the teacher is the jug that pours knowledge into them. The teacher always knows best.

Traditional teaching is also characterised by a method called 'chalk and talk': the teacher stands at the front of the classroom, talks, and writes things on the board (chalks) for students to copy. In extreme cases, the teacher is the only one who talks, because the teacher is the only one who has something worth saying. In terms of participation, learners are expected to copy from the board, listen, take notes and answer the teacher's questions which are usually 'display questions' – questions the teacher already knows the answer to but wants to test the students to see if they do too.

One of the reasons that this type of traditional methodology has remained so popular around the world is that it is cheap. No special materials need to be developed or produced and students can be taught in large groups, sitting in rows in classrooms and lecture halls, because they don't need individual attention and they don't need to work in groups around a table. Very little preparation time or material production is required because all the teacher has to do is stand and speak.

Approaches to teaching and learning

2 Behaviourism

Behaviourism dates back to the 1950s and 1960s. In behaviouristic theories, the *learner is viewed as responding to stimuli in the environment and learning is seen largely as a passive process.*

Lots of early behaviourist work was done by observing the way that animals were trained. These observations were then generalised to humans. Behaviourist theories are based on the principle of learning as 'habit forming'. Once the habit is formed, it becomes instinctive and learning is mastered. Habit formation is achieved by a simple feedback system. The teacher gives the students a stimulus (for example, a question or problem to solve). The students respond. If they give the right response they are rewarded with praise, stars, points, etc. However, if students give the wrong response they are punished. If a reward or positive reinforcement follows the response to the stimulus, then the response becomes more probable in the future. On the other hand, if the response is followed by a punishment, the (incorrect) response is likely to change next time. Learning is therefore defined as a change in behaviour in the learner.

For behaviourists, learning is incremental. That is, it happens in small steps and not huge leaps, and feedback is essential after each step. Teachers shape a student's behaviour by gradually and carefully adjusting the stimuli to encourage them to behave in ways that are progressively closer to a goal. This can result in a mechanical aspect to behaviourism. Students are 'drilled' – they master the subject by copying and repeating, without thinking too much – and this is known as 'rote learning'. If too much rote learning goes on, and students are never required to think for themselves, they will not be able to apply the skills they have learnt to new situations.

However, there are many positive aspects to behaviourism. Although it was out of fashion in the 1980s and 1990s, a great deal of learning still relates to forming the 'right' habits, mastering skills and internalising them as correct 'behaviour'. Most subject areas require basic skills which need some sort of drilling, memorisation, and habit formation: for example, mathematics requires knowledge of multiplication tables; language requires knowledge of spelling rules; most working environments require knowledge of health and safety regulations; most practical skills – for instance, driving, cooking, playing the piano, using a computer, learning a new system – require learners to do it over and over again until they 'get it right'.

Approaches to teaching and learning

3 Cognitive approach

Cognitive theory of learning is based on the idea that learning happens when we experience something, analyse it, make rules about it, generalise it, and apply those rules to new situations. Educational psychologists believe cognitive brain processes become a conscious activity for children when they are around 11 to 12 years old. Until then, children learn in a more subconscious, unaware way. Take learning a language, for example. If a child learns a second language between the ages of 3 and 7, they simply seem to 'pick it up'. They do not have to study it, memorise vocabulary, learn the grammar rules – they just seem to absorb the language like a sponge. But in secondary school and beyond, students need to understand what they are learning (in this example, how the language system works) before they absorb it. Their conscious intellect and understanding of what they are learning and why they are learning it, needs to be engaged.

So, at secondary level and beyond, subjects are usually taught taking a cognitive approach. This means that learners follow a process of analysing information or finding out how something works. They then make their own theory about how it works, test their theory with another example and arrive at a conclusion by making some general rules about it. Finally, they apply their rules to new situations. Cognitive teaching and learning gets learners to 'discover' truths for themselves, in the belief that a personalised understanding of how things work will result in deeper learning. Mental processes such as thinking, memory, knowing, and problem-solving are important.

While behaviourist theories explain learning in terms of observable behaviour with the learner as a passive recipient of knowledge through stimulus–response interaction with the environment, cognitivists view the learner as an active participant in the learning process. In this respect, cognitive theory is the opposite of behaviourism. Cognitivists see learning as *thinking about* and *processing* rules and then *applying* them.

However, it is a mistake to think that the two methodologies are mutually exclusive. In fact, we need both behaviourist and cognitive approaches in order to learn.

Approaches to teaching and learning

4 Participatory, learner-centred approaches

Participatory approaches in the classroom mean that teachers and learners participate together, interacting with more equality, inclusiveness, and two-way communication. The teacher draws on the learners' own knowledge and creates more 'participant talking time' so that students can learn from each other. This is called 'peer teaching'. Participation is one aspect of a learner-centred, task-based approach.

In a learner-centred classroom, the focus is on the learner and what the learner needs and does, not on the teacher or what the teacher needs and does. To make participatory, learner-centred, task-based learning possible, the classroom is rearranged. The teacher moves away from 'centre stage' in front of the class. The learners do not sit in rows but around small tables and participate in groups and pairs. As a result, learners become more independent of their teacher, and take on greater responsibility for their own learning. The teacher's role also changes. The teacher becomes more like a guide, a resource or a facilitator.

In their groups, participants 'discover' things for themselves, guided by their teacher who encourages participants to ask questions and creates an interest in the topic. *Guided discovery* tasks let participants work at their own speed to work things out for themselves. This approach is known as learning by doing. But for guided discovery and learning by doing to take place, the teacher has to change the way information is transferred. Instead of depending on a lecture as the key technique for transferring information, the learners get their information from a task or series of tasks. These tasks often appear in their textbooks or on a worksheet. By completing the tasks, participants learn for themselves. The learning goes deeper than if they simply listen to information given in a lecture. In a lecture, they are passive. But in a task-based lesson, the tasks make them come to terms with the information in a more practical, 'hands-on', participatory way. The idea is they *do* something, they are active, and so they learn more effectively.

Approaches to teaching and learning

5 Humanistic approach

Humanistic approaches to learning and teaching developed from the 1970s onwards. In the humanistic approach, it is important to involve the emotions as well as the intellect; how you feel while you are learning affects the quality of the learning that takes place. If certain psychological or emotional factors are in place, motivation will be higher and learning will be easier. For example, if learners have *ownership* over what they learn, they will have more motivation to continue. If learning directly helps them solve problems at work, they will have more reason to continue. If learning is enjoyable, everyone's opinions are considered with respect, and classes are conducted in pleasant surroundings, learners will take greater pride in their studies, and do better. In addition, because they take greater pride they will increase the enjoyable or respectful or pleasant nature of their learning, in a positive upward cycle.

The opposite is also true. If the learning environment makes participants feel uncomfortable (for example, the teacher makes participants feel anxious or stressed or lacking in self confidence), or if participants have no say in the curriculum they are taught, or if, simply, lessons are boring, then these negative feelings will stop the learning process being efficient. Participants will lose their confidence or become discouraged or demotivated and then they will stop learning. When feelings play a role in the learning process like this, they are known, in humanistic terms, as *affective factors*.

The humanistic approach focuses on the process of learning more than the content to be learnt. In this approach, it is more important how you learn than what you learn. As a result, humanistic teaching and learning emphasises participation, communication and contact between learners. Through this interaction and sharing of ideas and work, it hopes to teach human values, self-awareness, understanding others, and sensitivity to human feelings and emotions. These skills are considered as important as the topics or content in the course.

Summary of approaches

A Take turns to explain in your own words what you have read and fill in the 'description' column.

Approach	Description	Key words and phrases	At school?	On STEPS?
1 Traditional				
2 Behaviourism				
3 Cognitive				
4 Participatory, learner-centred				
5 Humanistic				

B Match the key words and phrases in the box below to the learning approach. Write them in the 'key words and phrases' column.

rote learning group work critical thinking independence emotions chalk and talk learning by doing learning by feeling good passive process learning by listening learning by thinking learning by copying

C Which approaches are used in the Sri Lankan school/university system and which approaches are used on STEPS? Complete the table.

D Discuss your own positive and negative learning experiences with reference to the different approaches. Compare with your group.

Adopting new approaches

Discuss the following questions:

- 1 Did you enjoy the learning-by-doing exercise or would you prefer a lecture on 'How to work out the meaning of unknown words'?
- 2 What is the difference between learning by listening and learning by doing?
- 3 How did you feel about learning on your own? How successful do you think you were?
- 4 Is it the strategies that you practised in the self-study activity (cognitive approach) or the confidence you gained (humanistic approach) that make you a more independent reader in English?
- 5 Which approaches to learning (see worksheet 3.10B) encourage learner autonomy and self development?
- 6 In the light of what you have learnt today, and what you have learnt on STEPS, what changes would you make to the Sri Lankan education system?

Population and health

Speaking

A Work in a group. Write the MDG your trainer assigns to your group.

MDG Number ____ : _____

1 Make a list of actions or behaviour that lead to the achievement of the goal.

2 Rank your ideas (1 being the most important).

B Who do you think has responsibility for the actions you listed in activity A, question 1? Make notes in the table.

Action	State responsibility	Individual responsibility

Health MDGs

Speaking

A Work with a partner. Complete the table using the targets and indicators below.

Goal	Target	Indicator
• Goal 4:	•	• Mortality rate of children under five per 1000 live births • •
• Goal 5: Improve maternal health	• Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio	• Maternal mortality ratio per 100 000 live births • Proportion of births attended by skilled health personnel
• Goal 6: Combat HIV/AIDS, malaria and other diseases	• •	• • • • Prevalence and death rates associated with malaria • • •

- Contraceptive prevalence rate
- Reduce by two-thirds, between 1999 and 2015, the under-five mortality rate
- Proportion of 1-year-old children immunised against measles
- Prevalence and death rates associated with tuberculosis.
- Infant mortality rate
- Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases
- Reduce child mortality
- Proportion of population in malaria risk areas using effective malaria prevention and treatment measures
- Have halted by 2015 and begun to reverse the spread of HIV/AIDS
- HIV prevalence among 15–24 year old pregnant women
- Proportion of TB cases detected and cured
- Number of children orphaned by HIV/AIDS

B Look at worksheet 3.12B to check your answers.

Reading

- A Scan the table of MDG targets and indicators. Circle all the targets and indicators that are related to health.
- B Compare your answers with a partner.

MDG targets and indicators

Goals and targets	Indicators for monitoring progress
Goal 1: Eradicate extreme poverty and hunger	
Target 1: Halve, between 1990 and 2015, the proportion of people whose income is less than one dollar a day	1 Proportion of population below \$1 per day 2 Poverty gap ratio (incidence x depth of poverty) 3* Share of poorest quintile in national consumption
Target 2: Halve, between 1990 and 2015, the proportion of people who suffer from hunger	4 Prevalence of underweight children under-five years of age 5 Proportion of population below minimum level of dietary energy consumption
Goal 2: Achieve universal primary education	
Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	6 Net enrolment ratio in primary education 7 Proportion of pupils starting grade 1 who reach grade 5 8 Literacy rate of 15–24-year-olds
Goal 3: Promote gender equality and empower women	
Target 4: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015	9 Ratios of girls to boys in primary, secondary and tertiary education 10 Ratio of literate women to men, 15–24 years old 11 Share of women in wage employment in the non-agricultural sector 12 Proportion of seats held by women in national parliament
Goal 4: Reduce child mortality	
Target 5: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate	13 Under-5 mortality rate 14 Infant mortality rate 15 Proportion of 1-year-old children immunised against measles
Goal 5: Improve maternal health	
Target 6: Reduce by three-quarters, between 1990 and 2015, the maternal mortality ratio	16 Maternal mortality ratio 17 Proportion of births attended by skilled health personnel
Goal 6: Combat HIV/AIDS, malaria and other diseases	
Target 7: Have halted by 2015 and begun to reverse the spread of HIV/AIDS	18 HIV prevalence among pregnant women aged 15–24 years 19 Condom use rate of the contraceptive prevalence rate 20 Ratio of school attendance of orphans to school attendance of non-orphans aged 10–14 years
Target 8: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases	21 Prevalence and death rates associated with malaria 22 Proportion of population in malaria-risk areas using effective malaria prevention and treatment measures 23 Prevalence and death rates associated with TB 24 Proportion of TB cases detected and cured under directly observed treatment short course (DOTS) (Internationally recommended TB control strategy)
Goal 7: Ensure environmental sustainability	
Target 9: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources	25 Proportion of land area covered by forest 26 Ratio of area protected to maintain biodiversity to surface area 27 Energy use (kg oil equivalent) per \$1 GDP (PPP) 28 Carbon dioxide emissions per capita and consumption of ozone-depleting CFCs (ODP tons) 29 Proportion of population using solid fuels

Goals and targets	Indicators for monitoring progress
Target 10: Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation	30 Proportion of population with sustainable access to an improved water source, urban and rural 31 Proportion of population with access to improved sanitation, urban and rural
Target 11: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers	32 Proportion of households with access to secure tenure
Goal 8: Develop a Global Partnership for Development	
- Target 12: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system Includes a commitment to good governance, development and poverty reduction – both nationally and internationally - Target 13: Address the special needs of the least developed countries Includes: tariff and quota free access for the least developed countries' exports; enhanced programme of debt relief for heavily indebted poor countries (HIPC) and cancellation of official bilateral debt; and more generous ODA for countries committed to poverty reduction - Target 14: Address the special needs of landlocked developing countries and small island developing States (through the Programme of Action for the Sustainable Development of Small Island Developing States and the outcome of the 22nd special session of the General Assembly) - Target 15: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term	Official development assistance (ODA): 33 Net ODA, total and to the least developed countries, as percentage of OECD/DAC donors' gross national income 34 Proportion of total bilateral, sector-allocable ODA of OECD/DAC donors to basic social services (basic education, primary health care, nutrition, safe water and sanitation) 35 Proportion of bilateral official development assistance of OECD/DAC donors that is untied 36 ODA received in landlocked developing countries as a proportion of their gross national incomes 37 ODA received in small island developing States as a proportion of their gross national incomes Market access: 38 Proportion of total developed country imports (by value and excluding arms) from developing countries and least developed countries, admitted free of duty 39 Average tariffs imposed by developed countries on agricultural products and textiles and clothing from developing countries 40 Agricultural support estimate for OECD countries as a percentage of their gross domestic product 41 Proportion of ODA provided to help build trade capacity Debt sustainability: 42 Total number of countries that have reached their HIPC decision points and number that have reached their HIPC completion points (cumulative) 43 Debt relief committed under HIPC Initiative 44 Debt service as a percentage of exports of goods and services
Target 16: In cooperation with developing countries, develop and implement strategies for decent and productive work for youth	45 Unemployment rate of young people aged 15-24 years (each sex and total)
Target 17: In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries	46 Proportion of population with access to affordable essential drugs on a sustainable basis
Target 18: In cooperation with the private sector, make available the benefits of new technologies, especially information and communications	47 Telephone lines and cellular subscribers per 100 population 48 Personal computers in use per 100 population 49 Internet users per 100 population

Town or country?

Language focus

A Write the sentences from the listening activity in the table.

Country	Town
It's too quiet.	There isn't enough housing.

B Do you agree or disagree with the ideas in the table? Discuss them with a partner.

Reading

A Look at the sketch on worksheet 3.13B. What do you think the text is about?

Read the first paragraph quickly and check your ideas.

B Mark the statements below as true or false.

- 1 The movement of people from rural areas to urban areas is increasing in developing and developed countries.
- 2 In the traditional model of urbanisation seen in North America and Europe in the 19th century, people left the countryside because agricultural production decreased so there were no jobs for them.
- 3 Economic growth in sub-Saharan Africa is attracting more people to towns and cities.
- 4 Urbanisation is happening at a faster rate today than in the 19th century.
- 5 Western aid agencies spend more money on developing rural areas than urban areas.

Read the text and check your answers.

C Look at the words that are in *italic* in the text. Work with a partner and try to work out the meaning of these words.

What strategies did you use to work out the meaning? Which words do you need to look up in a dictionary?

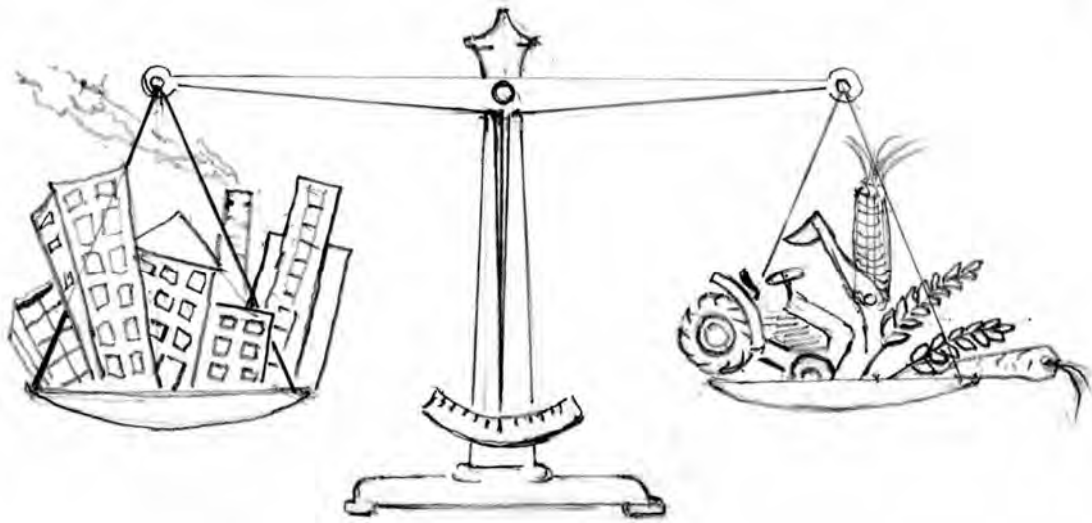
Write new vocabulary from the text in your vocabulary record.

Speaking

Discuss the following questions.

- 1 The writer says that the world has experienced urbanisation ‘throughout history’. In what ways does the writer say that urbanisation is different today? What problems does this cause?
- 2 What are the differences in the causes of urban migration in sub-Saharan Africa and in China? Is the situation in Sri Lanka more like Africa or more like China?
- 3 In what ways do economic and trade policies encourage urban migration?
- 4 What evidence of migration is there in your area?
- 5 What do you think the Sri Lankan government should do to help control the problem of urban migration?

Urbanisation



Somewhere, sometime in 2007, someone migrating from their rural home to begin a new life in a town or city will *tip* the global rural/urban balance, the UN estimates. In 1950, less than one in three people lived in urban areas. Today, approximately half the world's population live in towns and cities.

Throughout history, the world has experienced urbanisation. In North America and Europe, about 70–80% of the population already live in urban areas. These numbers are expected to *stabilise* at these levels. However, globally there has been a *huge* rise in the number of people making their homes in towns and cities in recent years. The United Nations estimates that about 180 000 people are being added to the urban population every day. Most of this *burden* is *shouldered* by developing nations, who are unable to manage the huge *influx* of people into urban areas. The result is that the population of some cities is 40 times larger today than in 1950.

In the traditional model of urbanisation, which North America and Europe experienced in the 19th century, people were pushed away from the countryside by the mechanisation of agriculture, and pulled towards urban areas by the offer of jobs and wages in the new industries that were growing up there. But sub-Saharan Africa, which has the world's highest *rate* of urban migration, is not following this pattern. Here, urban areas are not generating economic growth. However, failing crops, natural disasters and conflicts are forcing people to *flood* into towns and cities. Currently, about 36% of Africa's population lives in urban areas but the continent is experiencing urbanisation rates twice as high as those seen during the West's industrial revolution. Because the urban areas are not developing economically, local authorities do not have the money or expertise to provide services such as water, housing, education and healthcare. As a result, 70% of Africa's urban population find themselves living in *slums*.

Africa is not alone. An estimated one billion people in Latin America and Asia, as well as Africa, live in slums or informal settlements that are not legally recognised. Without any intervention, this number could double by 2020. In Asia, China's

urbanisation has followed the traditional model experienced by the West. Its industrial revolution is the most *rapid* the world has seen and has led to millions of people migrating from rural to urban areas to fill the jobs generated by the economic explosion. The Chinese government says it has helped lift more than 200 million people out of poverty. However, not everyone sees it that way. Anti-poverty campaigners say many workers receive low wages and live in poor conditions. An estimated 200 000 people each year move to slums on the southern *outskirts* of the capital, Beijing.

UN-Habitat, the UN's human settlements agency, says the 'urbanisation of poverty' has been overlooked. Traditionally, Western aid agencies have focused their efforts on the *impact* of floods, droughts and conflicts affecting rural *dwellers*. In an effort to focus attention on the problem, the UN Millennium Declaration set the target of significantly improving the quality of life for 100 million slum dwellers by 2020. The UK government's Commission for Africa said that the international community had to work together to *tackle* the problem of urban poverty gripping the continent. The Commission reported that the slums are filled with an increasingly youthful population, unable to find employment and angry with the authorities. They warned that, as a result, 'Africa's cities are becoming a *powder keg* of potential instability and discontent.'

Methods of communication

Speaking

- A Compare mass media and face-to-face channels of communication. Make notes in the table.

Characteristics	Mass media	Face-to-face
Speed to cover a large population		
Ability to select a particular audience (e.g. teenagers, new mothers)		
Direction (1-way or 2-way communication)		
Ability to respond to the local needs of a specific community		
Ability to increase knowledge		
Ability to change attitudes and behaviour		

- B In your group, review the targets you set in Session 3.12. Choose one of the targets and design a health promotion programme to achieve that target. Consider the following questions.

- 1 What specific health behaviour are you trying to promote?

Do you need to convey simple facts, complex information, or practical skills, or do you need to change attitudes and behaviours?

2 Who is your target group?

What characteristics of the target group will affect your choice of methods (e.g. age, experience of life, education and literacy level, ownership of radio/TVs, listening, watching and reading habits, traditional communication methods already in use, etc.)?

3 How will you promote the desired changes?

What activities will you plan?

Are the resources available?

How much will it cost (initial costs, operating and maintenance)?

How many staff and what level of skills do you need?

C Prepare to present your ideas to the other groups.

Planning an intervention

Speaking

A Work with a partner. What are the main causes of illness and death from malaria in the north and east? Make notes below.

B Work in a group. Use your ideas above to plan an intervention. Be prepared to explain how your intervention will result in reducing illness and death caused by malaria in the Northern and Eastern Provinces.

You can use the space below to make notes.

Jigsaw text A

While poverty has decreased in urban areas, the estate areas have seen a substantial increase. In fact, the proportion of poor households in those areas almost doubled between 1990 and 2002. In contrast, the proportion of poor households in urban areas more than halved from 12.9% to 6.2% over the same period.

Similarly, people in estate areas are more likely to be undernourished than those in urban areas. As with all other sectors of Sri Lanka, the number of short and under-weight children has decreased in the estate sector. However, the rate of very thin children has increased on the plantations. This is an indication that malnutrition is more of a problem in the estate sector than in urban areas of Sri Lanka.

Jigsaw text B

Sri Lanka as a country is on target to meet its education goal. However, there are still problems. There are high drop-out rates in the plantation sector. Similarly, there are high drop-out rates in low-income urban areas. One difference is that a lot more schools in the estate areas have fewer than four teachers. Teaching methods are more likely to be old-fashioned, and teachers are more likely to be under-trained. This means plantation sector children are at an educational disadvantage to urban children.

Jigsaw text C

Sri Lanka is also on track to meet the gender equality target. There are more women in work now than before. In the plantation sector, female workers make up almost half of the workforce. This has been true for a long time as traditionally women have picked the tea. The difference in income between men and women has, however, increased. This income gap is particularly noticeable in the estate areas.

Another goal that Sri Lanka is on target to meet is that on child mortality. However, in the estate areas, nearly 1 in 20 babies die before their first birthday. This rate is much higher than in urban areas. The rate of under-five mortality is also higher in the estate areas. Across Sri Lanka, 84% of new mothers receive visits at home from health workers, whereas in the estate areas, only 42% of new mothers receive visits. In urban areas, the figure is 90%.

Jigsaw text D

Goal 5 focuses on improving maternal health. As a country, Sri Lanka has reduced the maternal mortality rate (MMR) by half already. However, in the estate regions, malnutrition and poor emergency healthcare result in much higher MMRs. In 1995, the highest rate of MMRs was in Nuwara Eliya, at 180 per 100 000 population in comparison with about 17 in Colombo.

Millennium Development Goal 6 aims to combat infectious diseases. Sri Lanka is not on track to meet this because the number of cases of TB and dengue fever has increased across the country. The estate areas and the urban areas are similar in this respect because they both suffer from poor sanitation. In contrast, there are relatively few cases of HIV. Where estate areas differ is that only 45% of women there are aware of AIDS. This compares to 90% in Colombo.

The plantation sector

Reading

A Work with a partner. Read your text aloud to your partner.

B Use your notes to tell your new group about your partner's text.

C Answer the following questions.

- 1 What is the difference between poverty in estate areas and urban areas?
- 2 What similarity is there between education in estate areas and low-income urban areas?
- 3 What is the difference in percentages of visits by health workers to new mothers?
- 4 What sign of malnutrition is more common in the estate areas than in other sectors?
- 5 What reasons does the writer give for the high maternal mortality rate in the estate areas?
- 6 What difference in infectious diseases is there between the estate areas and Colombo?
- 7 Why is the income gap between men and women more of a problem in estate areas?
- 8 What is the result of poor teaching methods in the plantation areas?
- 9 Is the purpose of this text:
 - a to highlight similarities?
 - b to highlight differences?
 - c to highlight similarities and differences?

Language focus

A Look at the two sentences below. Underline the verbs.

- 1 The proportion of poor households in urban areas almost doubled between 1990 and 2002.
- 2 The proportion of poor households in urban areas has almost doubled since 1990.

B Answer the following questions.

- 1 Which tense are the verbs you underlined?
- 2 Which period of time do the two sentences cover?
- 3 Is that time finished or unfinished?

C Put the verb in brackets into the correct tense in the sentences below.

- 1 The number of cases of TB _____ over the last 20 years.
(increase)
- 2 The percentage of households in poverty _____ in 1997.
(decrease)
- 3 From 1990 to 2002, infant mortality across Sri Lanka _____.
(fall).
- 4 The difference between women's and men's income _____.
(go up).

D Complete the rule below.

We use _____ for finished time.

We use _____ for unfinished time.

Writing

A The seven paragraphs in worksheets 3.3A–D make up the body of a report. The report needs an introduction. To prepare your ideas, discuss the questions below with a partner.

- 1 What are the MDGs?
- 2 Why were the MDGs introduced?
- 3 What area does the report cover?
- 4 Why did the writer write the report?

B Use the answers to the questions above to write an introduction to the report.

Describing trends

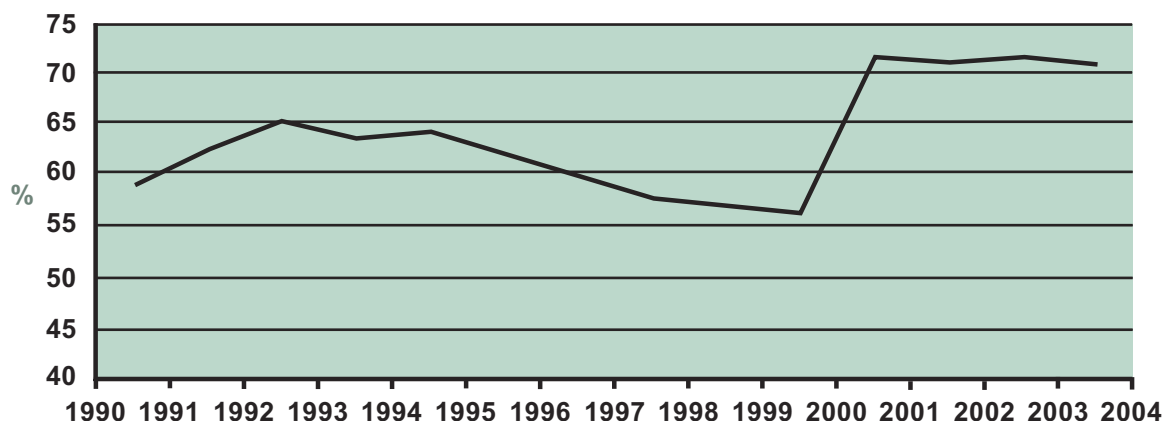
Language focus

A Complete the table below.

Verb	Past tense	Noun
to decrease		
to fall		
to decline		
to increase		
to rise		
to go up		
to reach a peak		
to fluctuate		
to drop		
to level off		
to remain constant		

B Look at the chart and then read the text below it. Use words from the previous exercise to complete the text.

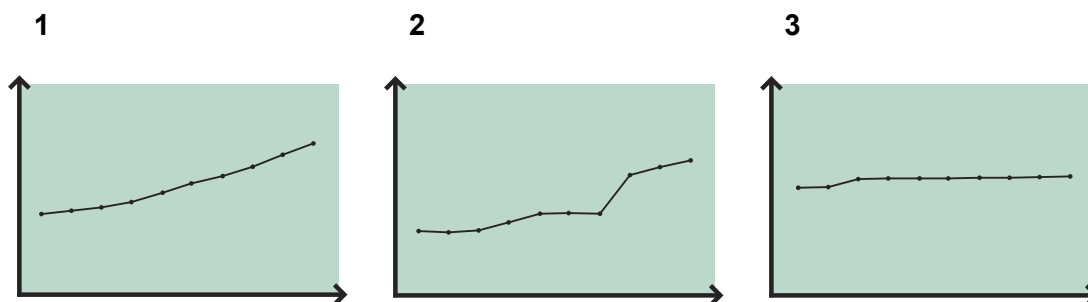
Share of male youth unemployment to total unemployed



The line graph shows the proportion of male youth unemployment to total unemployment between 1990 and 2003. In 1990, youth unemployment was around 60%. There was a gradual (1) _____ between 1990 and 1992. Then, from 1992 to 1995, there was a slight (2) _____ in the percentage of male youth unemployment. Between 1995 and 1999, the percentage (3) _____ gradually. It then (4) _____ sharply until 2001, when it (5) _____ at around 70%. Thus, there is now a higher proportion of unemployed youths than there was in 1990.

C Match the phrases to the charts below.

a slight increase	a gradual increase	a sharp increase
-------------------	--------------------	------------------



D Look at the sentences below.

Example 1 There was a gradual increase between 1990 and 1992.

Example 2 The proportion increased gradually from 1990 to 1992.

- 1 Look at *increase* / *increased* in the two sentences. What is the difference?
- 2 What is the difference in the words *gradual* and *gradually* in the two sentences?
- 3 Why do we use *1990 and 1992* in sentence 1, but *1990 to 1992* in 2?

E Correct the mistakes in the sentences below.

- 1 The percentage went up between 1999 to 2001.
- 2 There was an increase slightly from 1998 to 2000.
- 3 The figures levelled off from 1997 and 2000.
- 4 Unemployment fell sharp between 1996 and 2000.

F The sentences below follow the same pattern as example 1 in activity D (i.e. *adjective + noun*). Change them to the same pattern as example 2 (i.e. *verb + adverb*).

e.g. There was a slight increase in the proportion of youth unemployment between 1990 and 1992.
The proportion of youth unemployment increased slightly from 1990 to 1992.

- 1 From 1992 to 1995, there was a slight fluctuation in the percentage.
- 2 From 1995 to 1999, there was a gradual decrease in the proportion.

G Change the sentences below from *verb + adverb* to *adjective + noun*.

e.g. From 1992 to 1999, the proportion decreased gradually.
From 1992 to 1999, there was a gradual decrease in the proportion.

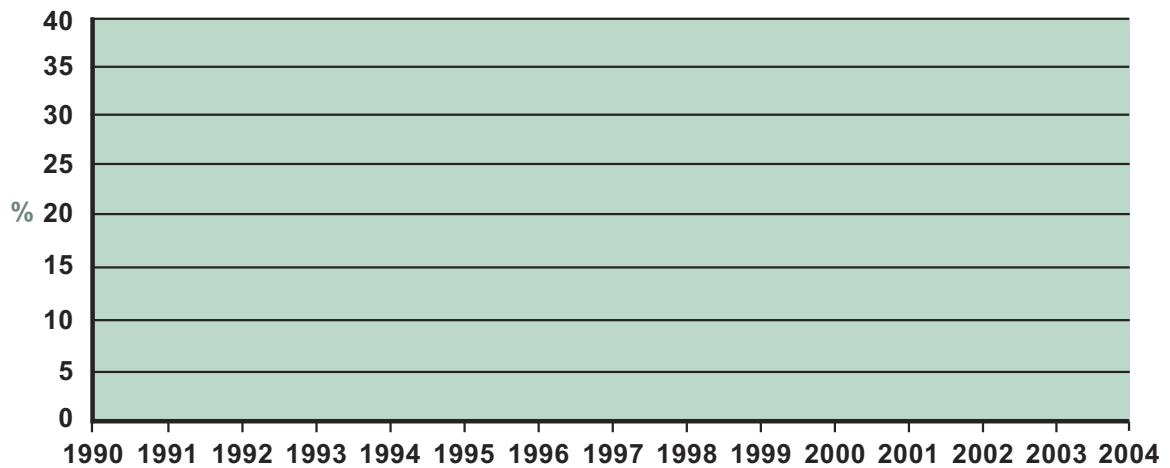
- 1 The percentage dropped sharply in 1999.
- 2 Then it rose sharply until 2001.

Describing graphs

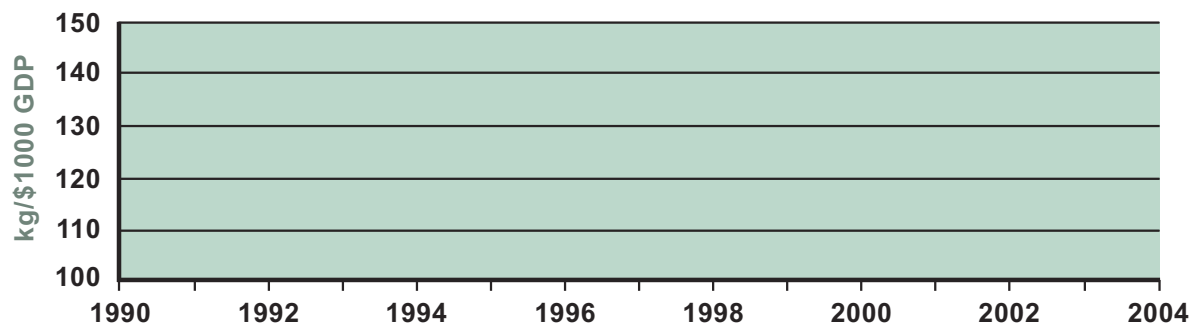
Speaking

A Listen to your partner. Draw the graph on the relevant grid below or overleaf.

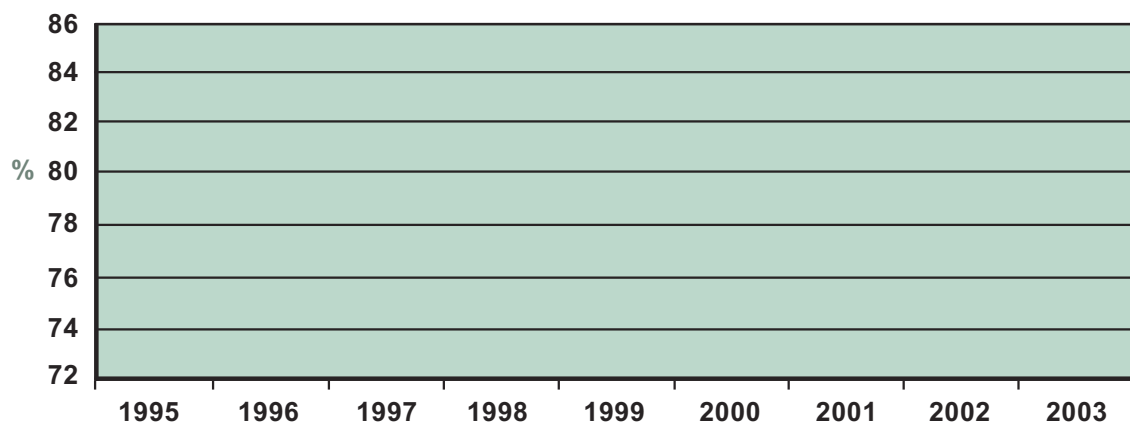
Youth unemployment



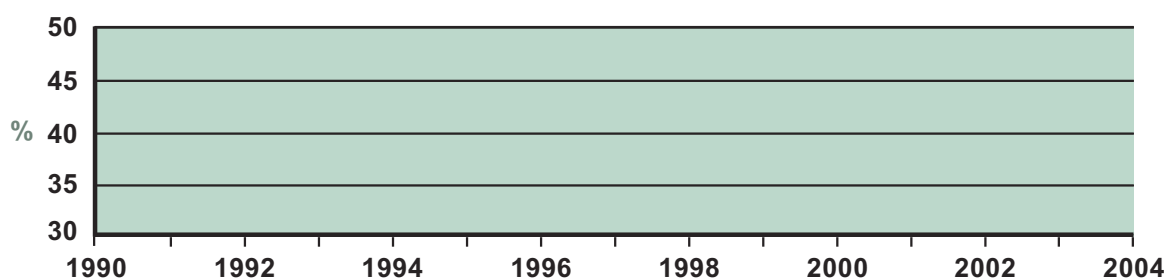
Energy use



TB cases cured



Percentage share of women in wage employment in non-agricultural sector



B Work with a partner. Discuss the questions below.

- 1 What possible reasons can you give for the trend?
- 2 Which Millennium Development Goal does your chart relate to?
- 3 According to your chart, is Sri Lanka on target to meet the relevant MDG?
- 4 Your chart shows one indicator of the MDG. What other indicators can you think of?

e.g. Goal 1: *income, malnourished children*

Model descriptions

Graph A

The line graph shows the percentage of youth unemployment from 1990 to 2003. Between 1990 and 1993, youth unemployment remained constant at around 34%. Then it rose and reached a peak at 36% in 1995. After that, it decreased gradually until 2000. Then there was a sharp drop to below 25% in 2001. From 2001 to 2003 it went up gradually to 27%. Youth unemployment varied between 24% and 36%. The percentage was higher in 2003 than in 1990.

Graph B

The line graph shows the amount of energy use from 1990 to 2002. Overall, the amount of energy used varied a lot between 1994 and 2000, but by 2002 it was lower than in 1990 by about 20 kg per \$1000 GDP. Energy use decreased gradually from 143 kg per \$1000 GDP between 1990 and 1994. It dropped sharply to 122 kg from 1994 to 1995 then rose sharply to 130 kg in 1997. There was a gradual decline between 1997 and 1999 to 124kg, followed by a gradual rise until 2001. After that, it levelled off at around 127 kg per \$1000 GDP.

Graph C

The line graph shows the percentage of TB cases cured from 1995 to 2003. Between 1995 and 1996, the percentage went up slightly to almost 80%. There was a gradual drop to 76% from 1996 to 1998. After that, there was a sharp rise in the percentage of cases cured. It reached a peak at 84% in 1999, then dropped sharply to 77% in 2000. From 2000 to 2002 it rose gradually and levelled off at 81% in 2002. Overall, the percentage of TB cases cured stayed between 76 and 81%, apart from a very good year in 1999 when 84% of cases were cured.

Graph D

The line graph shows the percentage share of women in wage employment in the non-agricultural sector from 1990 to 2004. Overall, the percentage share fluctuated between 38% and 46% from 1990 to 2004. It remained constant at about 40% between 1990 and 1991. Then, from 1991 to 1993 there was a gradual increase to 46%. Between 1993 and 1995 the percentage share decreased slightly then increased again in 1996. There was a drop to 40% in 1998 and a gradual rise to 45% between 1998 and 2000. There was a sharp decline to 37% in 2002. The percentage rose to 43% between 2002 and 2003.

Development assistance

Speaking

- A Discuss similarities and differences between NGOs, INGOs, bilateral agencies and multilateral agencies in Sri Lanka.
- B Record the main advantages and disadvantages of the way they deliver assistance. Fill in the table.

	Advantages	Disadvantages
NGOs		
INGOs		
Bilateral agencies		
Multilateral agencies		

Reading

A You are going to read a brochure about an aid organisation called FLO. Write three things that you would like to find out about FLO.

- 1 _____ ?
- 2 _____ ?
- 3 _____ ?

B Read the brochure quickly to try to find answers to your questions.

C Read the brochure again. Answer the following questions:

- 1 What does FLO stand for?
- 2 How does FLO work in foreign countries?
- 3 What is the purpose of the brochure?

Language focus

A Work with a partner. Imagine that you are the directors of FLO. The following local organisations want to apply to become local partners. Read about the organisations. Discuss if they meet your criteria and decide which you will accept.

- 1 A local CBO wants help from FLO to clear a forest to make fields so that local people can grow more vegetables. They want FLO to fund heavy equipment for clearing the trees, agricultural tools and seeds.
- 2 The local Parents' Association wants assistance from FLO to set up an income-generating project to teach children basket-weaving. They want FLO to fund materials and payment for the trainer.
- 3 TFD, a Colombo-based training group, wants FLO to pay for them to come to the project area and provide training in small-scale income-generating projects. They also want FLO to provide tools and seeds.
- 4 A local women's group wants to provide training for women on preserving fruits and vegetables. They want FLO to help provide a venue and materials.
- 5 WAD, a women's rights group, would like FLO to help them introduce powdered milk so that mothers with young babies can go back to work more easily. They need assistance with planning and delivering an education programme and buying the powdered milk.
- 6 A CBO wants FLO to help provide training in masonry skills. They have found a trainer but need help with providing materials. The course will be open to both Tamil men and women.

B Work with another pair. Compare your ideas.

.....

Vocabulary

A The words below appear in this session. Look at the words and think of a title for the session.

subsistence farming	fertiliser	hunger
cash crops	organic farming	malnutrition
bought seed	WTO	famine
herbicides	trade barriers	starvation, (to) starve
pesticides	food shortages	vulnerable

B Check the meaning of the words with a partner.

Speaking I

Decide whether the following statements are true or false.

- 1 More than 9 million people die worldwide each year of hunger and malnutrition.
- 2 More than 2 billion people suffer from hunger or malnutrition.
- 3 There is enough food in the world to feed 120% of the world's population on a vegetarian diet.
- 4 In the 1974 Bangladesh famine, most people died because they couldn't afford to pay the high prices for food, not because there were food shortages in the markets.
- 5 Spraying fields with herbicides to kill weeds also kills nutritious green vegetables.
- 6 Pesticides kill bees and butterflies that normally pollinate plants.
- 7 Growing cash crops can reduce the water table.
- 8 The price of coconuts has fallen 80% since the WTO forced India to reduce trade barriers.

Reading

Work with a partner. Answer the questions with *because* and *because of*. Try to find more than one answer for each question.

- 1 Why was Mogana poor?
- 2 Why didn't she get a good price for her land?
- 3 Why did she collect prawns?
- 4 Why did she use seeds from her own vegetables?
- 5 Why did her plants grow even when there was a water shortage?
- 6 Why did she use cow dung and kitchen compost?
- 7 Why did she use homemade insecticide?
- 8 Why wasn't Thamby's new spray a good idea in the end?
- 9 Why did Thamby become poor?
- 10 Why do you think Thamby only planted tomatoes?
- 11 Why did Mogana plant different kinds of plants?

Language focus

Fill in the gaps with *because* or *because of*.

It is important to empower both men and women as food producers in the North and East of Sri Lanka. Agriculture is the key to economic progress in these rural areas _____ most people who live there are farmers. Many rural development projects fail _____ they do not include the most important group of food producers: women. In many developing countries, women grow more than 70% of the food. But _____ they own less than 5% of the land, they are often left out of farm extension services or small scale agricultural credit schemes. _____ this problem, many NGOs want to help women food farmers. These NGOs provide small-scale direct credit for women and women's groups. _____ it is easier for a group of women to pay back a loan, rural credit schemes prefer to give out group loans rather than individual loans. Women learn to work in teams and 'collectives' _____ this system. Some NGOs give women training before they receive the loan _____ they need to learn business and leadership skills, and basic book-keeping in order to manage the loan. Some women who participate in these schemes go on to become leaders in their communities _____ the experience they have gained.

Speaking II

In your group, discuss one of the following questions.

- 1 How can Thamby become a better farmer?
- 2 How can Mogana develop her garden skills into a business?
- 3 How can public servants in the Department of Rural Development and the Department of Agriculture, staff in projects like NEIAP and NECCORD and NGOs help people like Mogana and Thamby?

To eat or to sell?

A story of neighbours, land and crops

Mogana was a widow because of the war. Her husband had been a simple labourer, so they had never managed to save much money. She used to own some land but she sold it to pay the hospital bills when her husband was shot. Her neighbour, Thamby, bought the land. He didn't pay much for it because it was by the sea. Mogana had to collect prawns, when she could, to pay for her child's education.

Mogana watched her neighbour Thamby develop her old land. He used bought seed to grow tomatoes. Mogana couldn't afford to do that so she continued to save seeds from her own vegetables to plant the following season. Because of the water shortage, Mogana put some of her plants near the tap where she washed her dishes. She only watered her other plants after dark.

At first, her neighbour sold a lot of tomatoes. But one day she noticed that he did not have so many to sell. He said he had a new spray that would stop the insects eating his crop. It seemed to help. Mogana simply carried on her old ways, and grew the vegetables that her mother used to grow. She produced her own insecticide, made from red chillies, to stop the ants from eating her carrots. She remembered helping her grandmother to make it. Apart from that, the only other things she added were cow dung and the family's composted kitchen waste.

She wished she could grow more to support her family by selling her produce. She was jealous of Thamby and his new methods. But she began to notice that he was spending more and more on the spray and he was always worried about the level of the water in the well. Then one day he told her that everyone was selling tomatoes. He was having problems getting a good price and there was more disease in his crop than ever before. He blamed the soil, but Mogana's garden seemed to have good soil. Mogana knew the reason. Because Thamby only grew one crop, the soil was poor. She began to think her situation was not so bad after all. Although she didn't have much money she could at least feed her family.

A project proposal

Listening and speaking

A Match the principles of good governance (1–8) with the reasons they are important in projects (A–H).

- | | |
|--------------------------------|---|
| 1 Participation | A To ensure that the planned activities and inputs meet the needs of the public and are delivered when and where they are needed. |
| 2 Rule of law | B To hold decision-makers responsible for decisions they make in all matters involving the public interest. |
| 3 Transparency | C To build mutual trust between the organisation, the local authorities and the public through: <ul style="list-style-type: none">• providing information that is accurate, freely available, easy to access and in easily understandable forms and media• making and carrying out decisions in a manner that follows rules and regulations. |
| 4 Equity and inclusiveness | D To guarantee the delivery of services that meet the needs of society by making the best use of available resources (including the sustainable use of natural resources and the protection of the environment). |
| 5 Responsiveness | E To ensure that no members of society are denied an opportunity to improve their welfare. |
| 6 Consensus oriented | F To allow all stakeholders to express their opinion in the process of making decisions, either directly or indirectly. |
| 7 Accountability | G To ensure the support of all key stakeholders for the project. |
| 8 Efficiency and effectiveness | H To ensure that decisions are taken and enforced in a manner that follows rules and regulations. |

B Listen to the proposal and make notes in the table.

Aim	
Beneficiaries	
Main activities	
Project duration	

C Listen again and mark these statements true or false.

- 1 The Divisional Secretary recommended that AFD work in the villages of Malwatta and Sorikalmunai.
- 2 AFD plans to teach women what to do with the surplus fruit and vegetable that they grow.
- 3 All women in the village will be invited to join the project.
- 4 AFD has made a plan to assess the effectiveness of the project.

D Find examples of principles of good governance in the AFD project proposal.

Vocabulary

Can you find 10 words connected to food security in the table? Some of the words go horizontally (→) and some go vertically (↓).

e	v	s	a	t	i	g	s	e	w
n	u	t	r	i	t	i	o	n	e
s	l	e	g	r	o	w	i	t	h
i	n	r	u	s	l	y	l	l	e
p	e	s	t	i	c	i	d	e	s
c	r	o	p	s	a	c	i	s	e
s	a	r	l	m	l	n	e	d	e
o	b	h	a	r	v	e	s	t	d
c	l	r	n	e	b	b	u	l	s
t	e	h	t	g	a	r	d	e	n

Tapescript 3.7

A project proposal

Speaker 1

As you know, Agriculture For Development has been working in the district for five years now. During this time, we've developed a good understanding of the needs of the local people as well as a good working relationship with the local authorities, especially the agriculture department. We've identified our two target villages – Malwatta and Sorikalmunai – using data from the Centre for Information Resource Management. The data shows that these two villages are among the poorest in the Eastern Province and are, therefore, most in need of development assistance. The aim of the project is to improve the nutritional status of approximately ten low-income families in the two target villages, that is, about five families in each village. We aim to increase both the *amount* of food that is available to the families and the *nutritional value* of the food that is available. We plan to achieve these aims through two main inputs. First, we'll develop an agricultural skills training programme for women. We plan to develop model vegetable gardens in a central location in each village. The women will come to the model garden every day for a combination of practical work and more formal classroom teaching. The curriculum will cover soil preparation, vegetable composting, use of fertilisers and pesticides, seed selection, and harvesting rainwater. The women will be encouraged to copy the work that is done in the model garden back in their own homes. That is, they'll be encouraged to plant the same vegetables in their own gardens. We'll give them seeds and young plants to get them started and our project staff will visit them once a week – at least once a week – to give advice and encouragement.

Secondly, in the second year of the project, we'll provide training to enable the women to develop some kind of small income-generating project using the produce that they grow. The income-generating projects will depend on the skills and interests of the women themselves so it might be selling the surplus vegetables from their gardens or selling young vegetable plants, for example. We'll provide training and advice to the women on growing and marketing their products. We'll also provide credit to help them start a small business, and training in management of a credit scheme. The women will be able to use the cash they earn to buy other food and non-food products that they need. In this way, we hope to lift vulnerable families out of extreme poverty.

We'll follow strict criteria to identify women from vulnerable families – like family income and number of young children. And the women must be able to read and write to follow the course. We'll hold meetings to inform women about the criteria and how they can join the project.

As for monitoring the project ... We'll use several indicators to measure its success – attendance at the skills training programme, the number and amount of vegetables women are able to grow at home, the number of women taking out loans and the ability of the women to repay the loans.

If this project is successful, we hope to extend it to two new villages in the third year.

Evaluating a proposal

Speaking

A Work with a partner. Discuss the strengths and weaknesses of the AFD proposal. Make notes in the table.

Strengths	Weaknesses

B Compare your ideas with another pair. Add to your list of strengths and weaknesses.

C Put the strengths and weaknesses in order of importance with 1 as the most important.

Writing

A You are going to prepare the introduction to an evaluation report on the AFD proposal. Make notes to answer the following questions.

- 1 What kind of project does AFD propose to set up?
- 2 What is the aim of the project?
- 3 Who will benefit?
- 4 What is the purpose of this report?

B Write a topic sentence for each paragraph.

C What signposts could you use to introduce each idea?

D Use phrases a–c to complete the sentences 1–3.

- a ask that you give immediate attention to the problems we have identified above.
- b we are not able to support the proposal.
- c look forward to working with you.

1 We are pleased to support your proposal and _____

2 We agree to support the proposal but _____

3 Because of the problems we have identified above, _____

E Decide if you agree to support the project proposal or not. Use one of the sentences in activity D to conclude your report.

Girls' education

Listening

A Before you listen, predict the answers to these questions.

- 1 The interview is about the millennium development goal to:
 - a achieve universal primary education.
 - b promote gender equality and empower women.
 - c eradicate extreme poverty and hunger.
- 2 According to reports, Sri Lanka has:
 - a met the target of gender equality at all levels of education.
 - b almost met the target of gender equality at all levels of education.
 - c not met the target of gender equality at all levels of education.
- 3 There are more females than males:
 - a at primary schools.
 - b at secondary schools.
 - c at universities.
- 4 Education in Sri Lanka has been free since:
 - a 1940.
 - b 1942.
 - c 1952.
- 5 Poor parents can send both their sons and daughters to school because:
 - a they don't have to pay fees.
 - b the government provides subsidies for books and food.
 - c both of the above.
- 6 Teaching materials in schools:
 - a show boys and men as more important than girls and women.
 - b show girls and women as more important than boys and men.
 - c show boys and girls, men and women as equals.
- 7 Most women who work:
 - a are well paid but do not have many rights.
 - b are not well paid and do not have many rights.
 - c are well paid and have many rights.

- B Now listen to the first part of the interview and check your answers.
- C What impact do you think education for girls has on the country? Fill in the table with some examples.

Educating girls has impact on			
The economy	Politics	Education	Health

- D Listen to the second part of the interview. Tick any ideas that you have in common with the woman being interviewed. Add any new ideas that she mentions.

Language focus

- A Read the extract from tapescript 3.9 on worksheet 3.9B and underline the phrases and questions the presenter uses to clarify the educationalist's ideas. The first one has been done for you.
- B Clarify ideas from your table above with a partner using the presenter's questions:

Do you mean that ...?

Are you saying that ...?

Could you give me an example?

For example:

Speaker: More women with wages is good for the country's economy.

Listener: Do you mean that more women have money to spend?

Speaker: That's right

Speaker: Educated mothers make sure their daughters also go to school.

Listener: Are you saying that because they had an education their daughters will too?

Speaker: Exactly.

Tapescript 3.9 (extract)

- Presenter: It certainly looks good – according to the latest report, Sri Lanka has already met the target of gender equality at all levels of education.
- Educationalist: Yes, it has ... and, um, certainly in some fields we have done very well.
- Presenter: In some fields ... Could you give us an example?
- Educationalist: Well, there are actually more female students at university than males ...
- Presenter: Really? More women than men in higher education? That's unusual! But that also means the school system must be pretty good for so many girls to get to university, doesn't it?
- Educationalist: Yes, I think there are two very important factors about the Sri Lankan education system that we have to acknowledge. First, education is highly valued in Sri Lanka. Parents really want their children to get a good education – and that goes for girls as well as boys. And secondly, since 1942, education has been free. From nursery school right through to university, we do not have to pay for our education.
- Presenter: So, are you saying that there are no real financial barriers for girls to go to school?
- Educationalist: Well, yes and no. It's not entirely free. There are still some additional costs that parents have to meet. They still have to pay for school books, and for their children's lunches ... things like that. But then again, the government does subsidise poorer families in this respect.
- Presenter: Do you mean that the government gives money to poor families to pay for school books and school lunches?
- Educationalist: Yes, that's right. So parents don't have to choose between educating their sons and educating their daughters. They can educate both.
- Presenter: But if I understand you correctly, it's not all one big success story, is it?
- Educationalist: Well, for some women it may be, yes, but for many girls and women out there, there are still many challenges, and that's really what interests me.
- Presenter: Can you tell us a little more about these challenges?
- Educationalist: Well, let's look at what actually happens in schools. Old-fashioned teaching materials continue to support traditional roles for men and women. We are missing out on a fine opportunity to empower girls while they are still at school.
- Presenter: Could you give an example?
- Educationalist: Well, in the textbooks, for example, all the role models – people with important jobs, famous people, historical figures – they're all men. The textbooks are full of kings, sportsmen, male doctors, male engineers ... that kind of thing.
- Presenter: I see what you're saying. Not enough women professionals, or famous women doing things, is that it?
- Educationalist: Exactly. Girls are portrayed as passive, not as achievers. In many of the pictures in the textbooks, boys are seen in the centre of the picture taking

- some active role, while girls in the pictures sit on the sidelines and cheer them on!
- Presenter: And what about when girls leave school? What happens to the ones who don't go to university?
- Educationalist: Most women in Sri Lanka work in low-paid jobs in the informal sector, where they have few rights. The number of women at university is impressive, but we have to remember this accounts for only 1% of the population.
- Presenter: Let me get this right ... you're saying that the other 99% don't really benefit from education at all?
- Educationalist: No, no. That's also not fair to say. Educating girls has a huge impact on the development of the country, don't get me wrong!
- Presenter: Can you tell us what some of those impacts are?
- Educationalist: Well, let's start with the economy. Educated women are more likely to earn a wage. This means that they actually contribute to the country's economy.
- Presenter: In what way? Could you be a little more specific?
- Educationalist: Women earn their own money so women spend their own money. This didn't happen before. They have new spending power and they increase the demand for goods and services – that's good for the economy.
- Presenter: I understand.
- Educationalist: And the same is true politically. Educated women are more likely to understand and be interested in politics. They see that they can improve their lives by participating in the political system.
- Presenter: So what you're saying is: more women are voting, more women are participating on Election Day, and so there's more democracy in the country.

Tamara

A Read the story.

Tamara's story

Tamara came from a poor family. Her parents worked very hard to save money so that Tamara could get a good education. Tamara's mother died but her father coached her through her A levels and Tamara got a place at university.

At university, Tamara didn't work very hard. She spent the days with her friends, enjoying herself. When it was time to do her final examinations, she knew she was going to fail. So she went to visit a female lecturer who she admired, to ask her for help. The lecturer scolded Tamara for not working harder before. She told Tamara it was too late to fix things now, it was Tamara's own fault and there was nothing she could help Tamara with.

Tamara went to see the male lecturer who set and marked the final exam. She begged him to help her. He told her he would pass her if she went to bed with him. She agreed. She passed the exam. But she became pregnant. She couldn't get a job.

She wanted to go home to have the baby but her father refused to have anything more to do with her. He said she was no longer his daughter. Tamara found a job in an office in the capital where no-one knew her. When the baby was a year old, Tamara met an older man whose wife had died. He offered to marry Tamara on condition that she gave up her job completely so that she could look after him, his house and his children.

B Working on your own, rank the characters in the story you have just read according to whom *you* feel most sympathy with:

1 = you feel most sympathy; 5 = you feel least sympathy.

Get ready to explain why you have ranked them in this way.

Character	My ranking
Tamara's father	
Tamara	
The female lecturer	
The male lecturer	
The older man	

C Observer: Use these questions to evaluate and make notes on how well the listener did.

- 1 Did the listener show respect for and interest in the speaker's opinions?
- 2 Did the listener's questions help the speaker explain ideas more clearly?
- 3 Was the listener actively listening and genuinely seeking clarification?
- 4 Did the listener try to 'lead' the speaker to say what the listener wanted?
- 5 Did the listener disagree with, interrupt, judge or criticise the speaker?

A self-study activity

Aim: to develop strategies for working out the meaning of unknown words in a reading text from context.

Time: approximately 30 minutes

- A In the box below is a short newspaper story. Look at the headline before reading the text. What is the topic? Do you think that the story has a happy or a sad ending?
- B Read the newspaper story without stopping. If there is a word you don't understand, ignore it and keep going to the end. When you have finished, discuss with a partner what the story is about.

Cargo ship blarg saved in Atlantic

London, Jan 12 – All 19 **blarg** were **glooned** to safety from a British cargo ship **clasting** badly in heavy seas and gale force winds in the Atlantic yesterday, coastguards said. The 7000-tonne *Irving Forest*, whose **blarg** included Britons, Canadians and Filipinos, sent a Mayday bloop after it lost power and started taking on water about 300 miles north of the Azores. The **blarg**, including one woman, **triatomed** ship and got into life **guffs**. Later, they were picked up by a British tanker, *The Nestor*. Some of the **guffs** were dropped from the **surview** aircraft – a British Nimrod – that flew 1000 miles to the scene. The Bermuda-registered *Irving Forest* was carrying a cargo of wood **dilp** and newspaper print for recycled paper production from St Johns, Newfoundland to Rouen in France.

- C Read the text again. Make a list of all the words you don't understand.
- D Look at the list of proper nouns in the table below. Use your general knowledge to decide if they are a place or a thing. Complete the table.

Proper noun	Place (what kind of place?)	Thing? (what kind of thing?)
The Atlantic	✓ (ocean)	
The <i>Irving Forest</i>		✓ (ship)
Mayday		
The Azores		
The <i>Nestor</i>		
a British Nimrod		

- E Look at your list of unknown words. Identify which part of speech they are (e.g. noun, verb, adjective or adverb). Endings *-ed* and *-ing* mean the unknown word is probably a verb. Articles *the* and *a* or the plural *-s* at the end probably mean it is a noun. As you do this, think about the possible meaning of the words.

Check all your answers so far with the answers on **worksheet 3.9E**.

- F Identify any unknown words which are repeated in the text. Compare the various contexts that these words appear in. Study the sentence before and the sentence after the one with the problem word. Test your guess (you may have thought of a word in Tamil or Sinhala or a synonym in English): place it where the problem word is to see if it makes sense.
- G Complete the matching exercise below to check if the definitions you worked out for the unknown words are correct.

Unknown word	Definition	Match number and letter	
1 blarg	A leaning to one side (listing)	1	
2 glooned	B observation / surveillance	2	
3 clasting	C pulp	3	
4 blooper	D crew	4	
5 triatomed	E rafts / boats	5	
6 guffs	F taken	6	
7 surview	G abandoned	7	
8 dilp	H distress signal	8	

Check your answers with the answers on worksheet 3.9E and assess how well you did.

- H Work individually or with a partner to list all the strategies you used to work out the meaning of the unknown words from their context. Be ready to share your list with your group at the next session.

Answer key for self-study task

Possible answers

- A The story is about a ship with a problem, maybe a shipwreck. It probably has a happy ending because of the word *saved*.
- C All the words in bold will be a problem as these are nonsense words. Other words that may be difficult are *cargo*, *gale force* and *Mayday*.
- D Mayday – an emergency signal
 The Azores – group of islands
The Nestor – a ship;
 a British Nimrod – an airplane.
- E *Glooned* is a verb; a past participle because of the ending *-ed*.
Clasting is an adjective; a gerund or present participle because of the ending *-ing*.
Blooper is a noun because of (indefinite) article *a*.
Triatomed is a verb in the past tense.
Survive is an adjective because of its position between the article and the verb (or the adjectival part of a compound noun).
Dilp is a noun; it is part of a compound noun *wood dilp*.
- F *Blarg* (crew) is repeated four times. The words surrounding it show it is a collective noun for people on a ship – clues for this include ‘ship blarg saved’, ‘included Britons’ ‘including one woman’.
Guffs is repeated twice. Surrounding words show it is a plural noun, it is some object people got into and it is small enough to be dropped from an airplane (second reference); therefore, life-boats or rafts.
- G 1 D
 2 F
 3 A
 4 H
 5 G
 6 E
 7 B
 8 C

Vocabulary

A Match the word or phrase (1–5) with a definition (A–E).

1 Land degradation	A The reduction in mangroves and coral reefs around the coast, as well as erosion of beaches.
2 Waste disposal	B The disappearance of a variety of life forms (insects, plants and animals) due to human activity like agriculture and forestry.
3 Pollution of waterways	C A decline in the overall quality of soil or vegetation.
4 Depletion of coastal resources	D Making a body of water dirty by adding industrial waste, sewage and other materials that are harmful to living organisms.
5 Loss of biodiversity	E The depositing of waste from domestic, industrial or agricultural sources.

B Choose the correct meaning of the words below.

- 1 deforestation /diːfɒrɪs'teɪʃən/
 - a removing trees from natural land
 - b planting trees on farmland
 - c using wood for building
- 2 dumping sites /'dʌmpɪŋ saɪts/
 - a places where people park their cars
 - b places where people leave their solid waste
 - c places where people go to see natural wildlife
- 3 hazardous waste /'hæzədəs weɪst/
 - a waste that is harmful to health or the environment
 - b waste that is difficult to destroy
 - c waste that we can use again
- 4 agrochemicals /'ægrəʊkɪmɪkəlz/
 - a chemicals which industries use, for example, to clean equipment
 - b chemicals which housewives use, for example, to clean the house
 - c chemicals which farmers use, for example, to kill pests

- 5 contaminate /kən'tæmɪneɪt/
a to add a chemical to soil to improve quality
b to pollute soil or water by adding a chemical
c to move something from one place to another
- 6 sewage /'suːwɪdʒ/
a industrial waste
b clinical waste
c human waste
- 7 global warming /'glɒʊbl 'wɔːmɪŋ/
(a) the gradual increase in temperature around the world
(b) a method of cooking which is good for the environment
(c) a way of keeping children warm at night
- 8 ecosystem /'iːkəʊsɪstəm/
a an example of a good environmental policy
b the connection between land use and the economy
c the plants and animals in an area and the relationship between them
- 9 cash crops /kæʃ krɒps/
a crops which cost a lot of money to grow
b crops which a farmer can grow quickly for a profit
c crops which only grow on good quality land
- 10 soil erosion /sɔɪl ɪ'rəʊʒən/
a the removal of soil due to the movement of wind or flowing water
b the improvement of soil by adding chemical fertilisers
c the pollution of soil by the use of chemical fertilisers and pesticides

C Choose one of the words or phrases from activity B to complete the sentences below.

- 1 Gases which come from motor vehicles cause an increase in carbon dioxide (CO₂) in the atmosphere. This is causing climate change, or _____.
- 2 Hospitals throw away body tissue, bandages and used needles (e.g. from vaccinations). These are examples of _____.
- 3 When a kind of plant or animal dies, it has an effect on other plants and animals. This is because nature has a very delicate _____.
- 4 _____ can happen when people need wood for building materials, fires, or when they need more land.
- 5 The use of _____ is becoming more common because people want to grow more crops.
- 6 When people use open latrines, _____ goes into the waterways.
- 7 _____ happens when there are not enough trees to protect the soil from wind and rain or other water sources.
- 8 I go past three _____ on my way to work. They are not official, though. People just throw their rubbish by the side of the road.
- 9 Fertilisers and pesticides can _____ land and waterways.
- 10 Farmers like to grow _____ because they can earn a lot of money.

Reading

Read the section of the report assigned to you and make comments in the appropriate column in the table.

Causes of environmental issues in Sri Lanka				
Land degradation	Waste disposal	Pollution of inland waterways	Depletion of coastal resources	Loss of biodiversity

Environmental issues in Sri Lanka: text

Introduction

Environmental issues affect everyone today and will effect future generations even more. The dangers of ignoring the environment are becoming more obvious as evidence of global warming increases. Of all the environmental hazards that have been identified internationally, it is possible to highlight five key issues for Sri Lanka:

- land degradation
- waste disposal
- pollution of waterways
- depletion of coastal resources
- loss of biodiversity.

This report examines the causes of these issues in Sri Lanka.

Contributing factors

Land degradation

Unsuitable land use and poor land management are direct causes of land degradation. The clearance of forests and natural vegetation for farming, housing projects and roads result in increased soil erosion due to exposure to wind and water. This in turn reduces the quality of the soil. The cutting of natural forests and woods for building timber and fuel for cooking also contributes significantly to deforestation.

Poor land management refers to the use of land in ways which could be sustainable if managed well. Good management is necessary to protect soil from erosion by water in hill areas and from erosion by wind in dry lands. An example of poor land management is the over-grazing of natural pastures by sheep and cows. Overgrazing results in a decrease in vegetation cover which protects the soil from wind and water erosion. Other examples of poor land management are failure to use natural fertilisers like buffalo manure to conserve the quality of the soil, and failure to use mulches such as dead leaves around the base of plants to prevent erosion. Furthermore, intensive cultivation of cash crops to increase profits and the use of chemical fertilisers result in an imbalance of nutrients in the soil.

Waste disposal

Waste disposal in Sri Lanka is a major problem. The final disposal of municipal waste is mainly in open dumping sites with few environmental controls. This leads to increased environment degradation, air pollution and growing health problems. In addition, the collection of municipal waste is often poorly managed with the result that individuals dump private waste by the side of the road or on vacant land. As the country develops, the amount of waste that is generated is increasing and creating a need for more dumping sites.

Factories store hazardous industrial waste on site, often without paying attention to health and safety regulations. The disposal of industrial waste is poorly controlled and toxic waste is often dumped near residential areas and water sources.

As for hospital waste, some hospitals do not separate clinical waste like theatre waste and needles from general waste. This leads to hazardous clinical waste going into the municipal waste and ending up on open dumping sites.

Pollution of inland waters

The development of the agricultural sector has increased the use of agrochemicals and fertilisers. These are washed through the soil and make their way into the ground-water aquifers and other waterways. In coastal regions, the overuse of groundwater for irrigating crops has led to an intrusion of salt in some areas.

The discharge of industrial waste into waterways is another major cause of pollution. Textile, food processing and other factories produce large amounts of waste water containing toxic chemicals and other pollutants that are often released untreated into waterways.

Urbanisation and the lack of adequate waste disposal and management facilities have resulted in the discharge of domestic waste and untreated sewage into waterways. In rural areas, the use of pit latrines is still common. In rural areas where the population density is high, the bacterial pollution of wells is high because of pit latrine soakaways.

Depletion of coastal resources

The coral reefs and mangroves which provide important protection for coastal areas are disappearing. There are a number of reasons for this. Mangrove trees are cut for firewood for cooking and for building houses. The shallow water makes an excellent environment for shrimp farming and also makes land filling easy. All these activities have led to a significant reduction in the number of mangroves along the coast of Sri Lanka. Coral is affected for different reasons. Mining the coral for lime for the construction industry and fishing with dynamite destroy the reef structure and habitat. Another commercial activity which has harmed coral reefs is the trade in tropical fish. Selling tropical fish means that there are less fish on the reefs, which causes an imbalance in the reef ecosystem.

While coastal erosion is caused by a natural process, human activities such as the mining of river sand is a major contributing factor. It reduces the amount of sand that is carried to the seashore. Consequently, the sea sand that is washed away as a result of wave action is not replaced by the inflow of sand from rivers. The mining of corals and the construction of badly planned buildings also contribute to coastal erosion.

Loss of biodiversity

Many factors contribute to the loss of biodiversity in plant and animal life. The increased population of Sri Lanka has resulted in an increase in the amount of land under urban, agricultural and industrial development. This in turn has led to the loss and reduction of natural forest ecosystems and genetic diversity.

Threats to natural forest ecosystems in the wet zone are mainly due to the expansion of tea, rubber, oil palm and other cash crops. In the dry zone, the cultivation of cash crops and large-scale development schemes impact on natural forests. In coastal areas, mangrove ecosystems are threatened by the reclamation of land, urbanisation and prawn culture. Other threats to natural forest ecosystems are the removal of timber for construction and firewood, and the removal of other forest products like medicinal plants. The removal of these forest products contributes to the degradation of natural forests and the loss of biodiversity.

The hunting of wild animals for food and the collection of wild species for commercial purposes cause an imbalance in the ecosystem. Sea life on the coral reefs is affected by global warming which has resulted in an increase in the temperature of seawater. Finally, Sri Lanka's national parks are attracting more and more visitors. They bring with them the problems of rubbish, emission of petrol and diesel fumes and noise pollution. All of these are harmful to the delicate ecosystem.

Recommendations

This report makes six key recommendations.

- 1 Environmentally sensitive areas, including coastal areas, should be protected.
- 2 Environmental regulations should be enforced.
- 3 Waste disposal should be well managed.
- 4 Incentive schemes to encourage people to use proper dumping sites should be offered.
- 5 Environmental issues should be considered at the planning stage for any new project.
- 6 Environmental information should be included in plans for new business projects.

Tourism

Language focus

A Work with a partner. Discuss the following.

- 1 Where do you like going on holiday?
- 2 Where do you plan to go this year? What kind of hotel do you plan to stay in?
- 3 What do you enjoy doing on holiday?
- 4 Which places do you avoid going to? Why?
- 5 Which famous places in Sri Lanka do you suggest visiting?
- 6 What kind of hotels do foreigners want to stay in?
- 7 What kind of facilities do they expect to have?
- 8 What does the Sri Lankan tourist industry need to improve?

B Work with a partner. Underline the verb patterns in the questions in activity 1 and complete the table

verb + verb- <i>ing</i> (gerund)	verb + <i>to</i> verb (infinitive)
e.g. like going	e.g. plan to go

C Make complete statements that are true for you from the following cues.

e.g. *I / like / go to the beach*

I like going to the beach. I don't like going to the beach

- 1 I / like / go to the beach
- 2 I / enjoy / walk in the hill country
- 3 I / avoid / be out in the sun

OR

- I / like / be out in the sun
- 4 I / need / have hot water in my hotel
- 5 I / expect / spend a lot of money on holiday
- 6 I / want / be busy all the time I'm on holiday

D Work with a partner. Ask and answer questions from the statements above.

e.g. A: Do you like going to the beach?

B: Yes, I do / No, I don't

E For each question, find a person who said *yes* and another who said *no*. Write their names next to each statement. You cannot put the same name twice.

Speaking

Discuss in groups the advantages and disadvantages hotels bring to a region. Consider the following areas and fill in the table.

	Advantages	Disadvantages
Money		
Work		
Buildings		
Natural environment		

Environmental effects of tourism

Listening

- A Listen to eight complaints about the effects of tourism. Number the problems as you hear them – put a 1 next to the first problem you hear, 2 next to the second problem you hear, etc.
- B Listen a second time and fill in the cause of each problem. Compare and improve your answers with a partner.

Problem	order	Cause	Environmental effect
No turtles			
No beach			
Hotel rubbish everywhere			
Dangerous chemicals in the river			
No birds			
Petrol in the lagoon			
Deforestation			
No fish			

- C Use the following headings to categorise the environmental effects. Fill in the last column in the table. Compare answers with a partner.

Land degradation Coastal erosion Waste disposal
 Loss of biodiversity Pollution of waterways

D Choose one of the following and discuss how they can reduce the negative effects of tourism on the environment. Make notes.

- Hotel developers and managers

- Local authorities

Kola Kade

Listening

- A You are going to listen to an interview with an eco-lodge owner. Work with a partner to predict the topics and information that will come up.
- B Listen and tick which of your predictions were discussed. Add any new topics you didn't predict.
- C Answer the following questions with a partner. Find as many points as you can for each answer.
- 1 How do the building materials protect the environment?
 - 2 How do the buildings protect the environment?
 - 3 How does the lodge support the local economy?
 - 4 How does the lodge support the local culture?
 - 5 How do the activities promote nature?

Language focus

- A Complete this summary of the interview by underlining the main verb and crossing out the gerund (verb + verb-*ing*) or the infinitive (verb + *to* verb), as shown in the first sentence.

Kola Kade eco-lodge manages ~~supporting~~ / to support the environment as well as the local economy. The owner likes showing / to show visitors that tourism can be eco-friendly. He believes tourism and tourists can afford being / to be 'green'. This involves understanding / to understand and enjoying / to enjoy the environment without destroying it. For example, the owner refuses using / to use imported building materials – everything comes from the forest. The rooms try copying / to copy local designs and blending / to blend in with the environment. As well as this, the owner avoids employing / to employ outsiders – all the staff come from the local village.

At Kola Kade they have learnt integrating / to integrate nature in the accommodation, the food and the activities. Guests can enjoy living / to live in wooden huts in the forest, eating / to eat local dishes, and exploring / to explore nature on treks or even in the library.

There's plenty to do at the lodge. It's good for different types of tourists – for those who feel like relaxing / to relax and for those who want going / to go on safari. The place might appear being / to be ordinary for locals, but it's new and exciting for foreigners. (continues overleaf)

Eco-tourism captures being / to be in nature but avoids damaging / to damage it. At the same time it attempts promoting / to promote the local culture, customs and work force.

- B** Compare texts with the rest of your group. Use a dictionary to resolve any disagreements. Complete the table below.

Verb + verb- <i>ing</i> (gerund)	verb + <i>to</i> verb (infinitive)
e.g. enjoy	e.g. want

- C** Work with a partner. Underline the best word to complete these eco-tourism recommendations.

- 1 An eco-lodge should have (maximum / minimum) impact on its natural surroundings.
- 2 Eco-tourism should build (economic / environmental) awareness of the local area and (political / cultural) awareness of the local people.
- 3 'Green' holidays should provide a (negative / positive) experience for both tourists and local residents.
- 4 The tourist industry should provide (direct / indirect) (financial / legal) benefits for local people.
- 5 Participatory planning should ensure (equal / ecological) opportunities for local communities.
- 6 Conservation projects should protect the (natural / urban) environment.
- 7 Hotel owners should respect (international / national) human rights and labour agreements.
- 8 Eco-tourism should preserve (local / global) customs and culture.

Speaking

- 1 Which of the recommendations does Kola Kade follow?
- 2 Discuss the advantages and disadvantages of eco-tourism in Sri Lanka.

Economy or environment?

- A Work in groups. Read about these two tourist hotels in Sri Lanka. Complete the table with notes on the economic and environmental impacts the hotels have.

Hotel Excelsior		Back-of-Beyond Lodge	
Hotel Excelsior is a luxury hotel on the south coast near Yala National Park. It has a large swimming pool, health spa and golf course. There is a luxury shopping complex with expensive international restaurants. The hotel has a wall around and locals cannot use the facilities. It arranges 4-wheel drive safaris into the national park. The hotel has theme nights with local dancing and singing. The hotel's management is from Colombo. • Number of Rooms: 100 • Cost per night: Rs. 8000 • Number of employees: 180 (20 middle management and higher) • Average employee salary: Rs. 8000 • Profit per annum: Rs. 150 million		Back-of-Beyond is an eco-lodge located near Yala National Park. To reach the lodge you have to walk for 30 minutes through the forest because there are no vehicles. It is a model eco-lodge and has won international recognition for its conservation in Sri Lanka. The hotel relies on the natural beauty and wildlife of the region for entertainment. The lodge also has a library with books on Sri Lankan history and wildlife. • Number of rooms: 8 • Cost per night: Rs. 4000 • Number of employees: 6 • Average employee salary: Rs. 15 000 • Profit per annum: Rs. 500 000	
Economic	Environmental	Economic	Environmental

- B Discuss which hotel is best for your region and give reasons.

Course review

Reading

A Match the principles of good governance (1–8) to features of the STEPS course (A–H). Compare your answers with a partner.

Principles of good governance	Features of the STEPS course
1 Participation	A The grading criteria are explained at the start of the course. Participants are clear about what they must do to get a good grade.
2 Rule of law	B STEPS participants are selected from all government departments. They include a balance of women and representatives from all ethnic groups.
3 Transparency	C STEPS enables participants to improve their ability in English, critical thinking skills and knowledge of government and development issues in a relatively short time.
4 Responsiveness	D All participants are encouraged to take part in STEPS activities and share their opinions.
5 Consensus oriented	E STEPS trainers keep a record of grades achieved by the participants and a report is given to the head of department after the course.
6 Equity and inclusiveness	F In order to design the STEPS course, a series of meetings and workshops were held to find out and agree the training needs of the public service.
7 Effectiveness and efficiency	G All STEPS trainers are qualified and legally meet the requirements of the contract they have been assigned.
8 Accountability	H The STEPS materials aim to help public servants develop skills that are important for their work. If a participant has a special need or request during the course, STEPS trainers work to address that need in an up-coming session.

B Read the following statements about the STEPS course. Mark your responses by ticking the appropriate column.

English language skills	Not at all	A little	Quite a lot	A lot
My reading skills have improved.				
My writing skills have improved.				
My listening skills have improved.				
My ability to make a presentation has improved.				
My ability to engage in a conversation or discussion with another person has improved.				

Critical thinking skills	Not at all	A little	Quite a lot	A lot
I am able to organise information and ideas better.				
I am able to analyse problems and ideas better.				
I am able to evaluate solutions better.				
I am able to prioritise ideas better.				
I am more able to make correct decisions.				

Knowledge	Not at all	A little	Quite a lot	A lot
My knowledge and understanding of economic issues has improved.				
My knowledge and understanding of conflict has improved.				
My knowledge and understanding of society and development has improved.				
My knowledge and understanding of environmental issues has improved.				
My knowledge and understanding of good governance has improved.				

C Look at your answers above. Which of the following do you *most need* to continue to improve?

English language skills	Critical thinking skills	Knowledge
reading	organising information	the economy
writing	analysing	conflict
listening	prioritising	society and development
spoken production	problem-solving	the environment
spoken interaction	evaluation	governance
	decision-making	

D Write a personal study goal.

I would like to improve _____.

To do this, I will _____

_____.

Making recommendations

Speaking

A Discuss the following questions in your group.

- 1 What are the main environmental issues in your region?
- 2 What causes the problems?
- 3 What can be done to solve the problems?

B Which of the five key environmental issues does each recommendation on Worksheet 4.1B refer to?

C Which of the following words do you think apply to the recommendations? Why?

strong general detailed weak specific practical

Analysis

Discuss the following questions with your group.

- 1 Environmentally sensitive areas, including coastal areas, should be protected.
How?
- 2 Environmental regulations should be enforced.
Which regulations?
By whom?
- 3 Incentive schemes to encourage people to use proper dumping sites should be offered.
What kind of incentive schemes?
- 4 Waste disposal should be well-managed.
How?
- 5 Environmental issues should be considered at the planning stage for any new project.
Which environmental issues?
By whom?
- 6 Environmental information should be included in plans for new business projects.
What kind of environmental information?
Who will use the information?

Language focus

A Look at the verbs in the sentences below. How and why are they different?

- 1 Mangrove forests *should be given* national park status.
- 2 Local authorities *should give* mangrove forests national park status.

B Complete the sentences below using *should* + the verb in brackets.

e.g. Local authorities _____ environmental regulations.
(enforce)

Local authorities *should enforce* environmental regulations.

- 1 Companies _____ environmental policies. (have)
- 2 Endangered animals _____. (protect)
- 3 Waste _____ on the same day every week. (collect)
- 4 Hospital staff _____ hazardous waste from other waste.
(separate)
- 5 People _____ plastic into waterways. (not throw)
- 6 Children _____ about protecting the environment.
(educate)

Writing

Work with a group. Choose one environmental issue for your region. Discuss the main causes of the problem. Write recommendations to improve the situation.

Concerns about the power station

Pre-reading

A You are going to read a news article. The headline is:

Power station to solve region's problems

What do you think the article will say?

B What benefits could the power station bring?

Reading

A Read the text quickly and say whether the sentences below are true (T) or false (F).

- 1 Paranthan has good transport, communication and energy systems.
- 2 Paranthan's main industry is farming.
- 3 There are enough jobs for the people living in the region.
- 4 Multinational companies have not moved to the region because of the poor power supply.
- 5 Energy International is going to build a power plant which uses water for fuel.
- 6 MNCs are interested in moving to the area because of the new power plant.
- 7 This is a balanced and unbiased report.

B What economic problems does Paranthan face?

C How does the article think that the new power plant will solve the region's problems?

Pre-listening

Before listening to some local residents, discuss the question below.
Work with a partner.

How do you think local residents feel about the plan? Why?

Listening

A Listen to five people talking about their concerns about the power station. Use notes to complete the table.

Speaker	Notes
Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

B Which speakers are concerned about the effects on the environment?

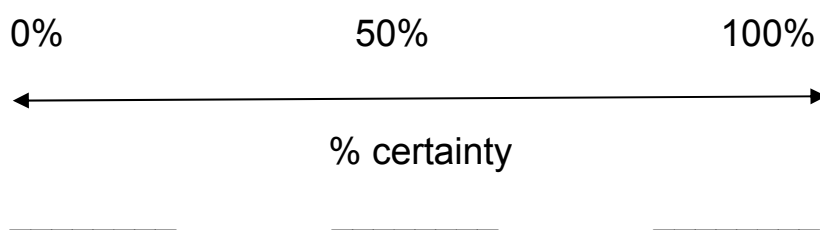
C Which speakers are concerned about the effects on them personally?

Language focus

A Look at the three sentences below.

- 1 If they build the power plant, the region's economy *will* improve.
- 2 If they build the power plant, local residents' land *might* fall into the sea.
- 3 If they build the power plant, the area *won't* look natural anymore.

B Use the words in italics to complete this diagram.



C Which other words are possible for sentence 2?

D Use the ideas below to make similar sentences about the power plant.

- 1 cause acid rain
- 2 cause coastal erosion
- 3 damage the local economy
- 4 attract MNCs to the region

What the press say

Power station to solve region's problems



Paranthan region is one of the poorest in Sri Lanka. The infrastructure in the area is basic and in urgent need of investment. While maintaining its traditional industries in the agricultural sector, recent years have seen a steady growth in food-processing industries, in particular canning based around coconut products. However, while growth has been steady, it has also been disappointingly slow. Unemployment in the region remains

higher than the national average, forcing young people to migrate to urban centres in search of work. Investment by large organisations is urgently needed to create jobs and kick start the development process. Until now, multinational companies (MNCs) have been reluctant to set up businesses in the area due to the unreliable power supply. However, things are about to change. Energy International is planning to build a new coal-fired power plant in Paranthan, near the region's district centre, providing a reliable power supply for the whole area. Four MNCs have already expressed interest in investing in the region so it looks like unemployment, as well as power cuts will soon be a thing of the past!

Energy Weekly Magazine

Industrial guidelines

How to minimise the environmental impact of your coal-fired power station

- 1 Build chimneys which are 150 m tall. The smoke goes into the atmosphere and does not cause ground level pollution.
- 2 Use coal with low sulphur content and fuels which do not burn much nitrous oxide. This reduces the amount of sulphur dioxide and nitrous oxides emitted. These are both greenhouse gases and contribute to acid rain.
- 3 Make sure that all international standards on emissions are met.
- 4 Identify suitable landfill sites for solid waste such as residue from the burning process.
- 5 Spray water to reduce dust and ash emissions.
- 6 Plant trees around the proposed site. These collect coal dust and also make the site more attractive.
- 7 Allow 2.5 acres of ocean which could be affected by warm water discharge. Studies show that over 100 m from the discharge site, the temperature difference will be only 1.5 °C.
- 8 Use cylindrical supports for jetties. These have minimum effect on the wave patterns and are the least likely to cause soil erosion.

Fishing and farming: letter 1

Harbour Road
Ward 3
Muthugrumum Village

6 June 2006

Dear Sir/Madam,

The council does not help fishermen. I take my fish to the market and make enough money for my family to eat. I would like to know what the council intends to do about my loss of earnings. I am a fisherman and I have fished in Muthugrumum Bay for all of my life. I catch all my fish in the inner harbour area. Please explain why you have not stopped the local factory putting polluted water into the bay. Even very small amounts of chemicals from the factory can kill all the fish. We saw this happen last year. The factory never paid for the damage and never gave us compensation for the dead fish. Most of the money came from INGOs in the end. Now there are only a few fish. I am worried that the factory will do it again.

Yours faithfully,



Ampola Da Silva

Fishing and farming: letter 2

School Road

Ward 5

Muthugrumum

6 June 2006

Dear Sir/Madam,

I am writing to complane about my naybour, who is a Farmer, and the chemicals that he uses on his land.

I live next door to a farm and there is a River which runs next to my garden. I am worried because i use the water from the river to water my plarnts. my wife also woshes the clothes and the pots and pans with water from the river. Recently I have noticed that the Fish in the river are ded and there is a strange Smell. I think the chemikals on my neighbour's Land have poyzoned the fish and are causing the strange smel.

I would like you to look at the rivver and take some Water samples. I would also like you to talk to my Neighbour and ask him not to use the agrochemicals.

I look Forword to hearing from you.

Yours faithfully,



S. T. Vathanan

Dealing with letters of complaint

Reading

A Read the letter on worksheet 4.4A from a fisherman to a local government office and answer the questions.

- 1 What problems does the fisherman have?
- 2 What action does he want?
- 3 Was this information easy to find? Why / why not?

B Answer the questions below.

- 1 What might someone complain about if they live next door to a farmer?
- 2 Which of those issues are connected to the environment?

C Read the letter from a farmer's neighbour to a local government department on worksheet 4.4B. Then answer the questions below.

- 1 What problems does the neighbour have?
- 2 What action does he want?
- 3 Was this information easy to find? Why / why not?

D There are 10 spelling mistakes and 10 mistakes with the use of capital letters in the letter. Find the mistakes and correct them.

Speaking

Imagine that you have to deal with the letters at work. Work with a partner. Discuss the questions below.

- 1 Which department / person deals with the issues in the two letters?
- 2 What action should you take?
- 3 Who do you need to write to in each case?

Writing

- A Decide whether you want to write to the factory or the farmer, then discuss the following questions with a partner.
 - 1 Purpose: Why are you writing?
 - 2 Background: What problems does the factory/farmer cause?
 - 3 Action: What do you want the farmer/factory owner to do to solve the problem?
 - 4 Closing statement: How can you finish the letter?
- B Prepare an outline for your letter using short notes.
- C Write the letter. You should write 150–200 words.

Natural disasters

Vocabulary

Match the word in column A with a definition in column B and the information in column C.

A	B	C
Cyclone	a very large wave	It causes crop failure and starvation.
Tsunami	a person	She/he studies earthquakes.
Landslide	a period of dry weather	It can occur after an earthquake and destroy the coastline.
Flood	a person	It occurs after heavy rainfall and washes houses away.
Drought	a very strong wind	It is a result of deforestation.
Earthquake	a fall of earth	It is caused by low pressure weather systems.
Meteorologist	an overflow of water	It causes buildings to shake and often collapse.
Seismologist	a movement of earth	He/She studies the weather.

Language focus

A Look at the following pairs of sentences.

- 1a A tsunami is a very large wave. It can occur after an earthquake and destroy the coastline.
- 1b A tsunami is a very large wave that can occur after an earthquake and destroy the coastline.
- 2a Cyclones are very strong winds. They are caused by low pressure weather systems.
- 2b Cyclones are very strong winds that are caused by low pressure weather systems.
- 3a A meteorologist is a person. He or she studies the weather.
- 3b A meteorologist is a person who studies the weather.

Describe the differences between sentence *a* and sentence *b* in each pair.

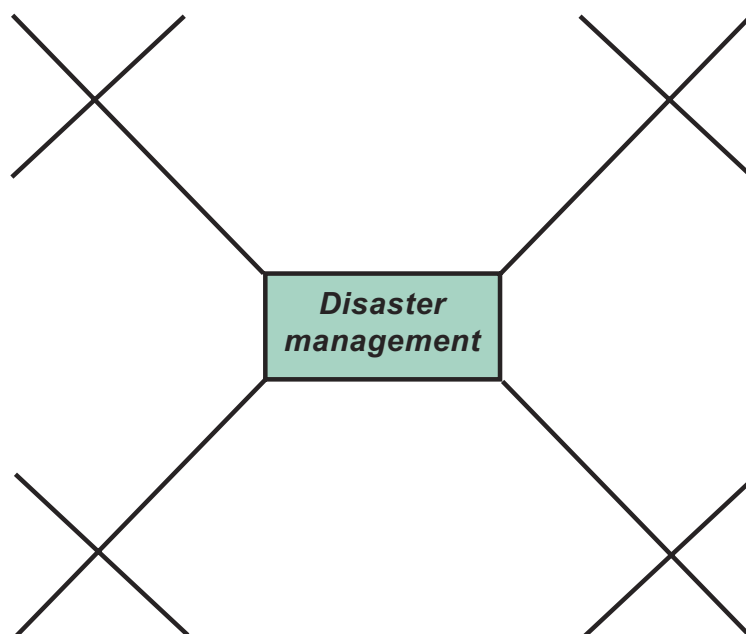
B Work with a partner. Make a rule for defining relative clauses.

Speaking

A Work with a partner. Check the meaning of the words in the box.

earthquake-resistant housing	food	action plans	recovery
flood prevention	mitigation	relief	early warning system
preparedness	welfare camps	buffer zone	livelihoods
search and rescue	permanent shelter	education	counselling

B Write the words from the box on the mind map.



Relief in emergencies

Listening

A Read the statements below and choose the right answer to fill the gap. Give reasons for your opinions. When you have finished, compare your answers with a partner.

- 1 The number of people affected by natural disasters _____ in recent years.
 - a has increased
 - b has remained stable
 - c has decreased
- 2 The most common cause of natural disasters is _____.
 - a earthquakes
 - b the weather
 - c volcanoes
- 3 Weather-related disasters will be _____ in the future.
 - a less frequent and less severe
 - b more frequent but less severe
 - c more frequent and more severe

Listen to the first part of the tape and check your answers.

B Look at these questions. Discuss your ideas in a group. Make notes.

- 1 Why is collecting information from the disaster area important *before* sending in supplies?
- 2 Why is working with local people necessary?
- 3 Why is coordinating with local government agencies, NGOs and INGOs essential?

Listen to the second part of the tape and compare your ideas to the speaker's.

C Listen to the last part of the tape and answer the questions.

- 1 What kind of work does International Relief specialise in?
- 2 What do they do if a water source is contaminated?
- 3 How long does International Relief provide support to victims of conflict?
- 4 According to the speaker, what is the relationship between the media and the provision of assistance? Do you agree? Give examples to support your opinion.

Language focus

A What is the function of the words in italics in the following sentences? What structure are they followed by?

- 1 After the tsunami numerous INGOs arrived in Sri Lanka *to* provide assistance.
- 2 A lot of medical teams turned up in the same place at the same time *because of* a lack of communication between aid agencies.
- 3 Coordination was difficult *due to* the large number of agencies working in the affected areas.
- 4 The effects of the tsunami were worse in the north and east *because* coastal erosion is worse in these areas.

B Link the following ideas to show either 'cause and result' (using *due to*, *as a result of*, *because of* or *because*) or 'purpose' (using *to*).

- 1 After the tsunami, delivery of aid was slowed down / the bad condition of the roads
- 2 Customs got blocked / too many things arrived at the same time
- 3 The government lifted restrictions on customs clearance / get supplies to the affected areas more quickly
- 4 However, later the government had to impose restrictions again / abuse of the system by drug smugglers and other criminals.
- 5 After the tsunami the government put in place a buffer zone / reduce the effects of a tsunami in the future and protect the coastline.
- 6 However, the government has not enforced the decision / the large number of protests.

Ali

Ali's story

- 1 Ali lives near Pottuvil with his 10-year-old son, Rifaz and 12-year-old daughter, Zahra. He lost his wife, Musniya in the tsunami. On the morning of the tsunami, the family were in the garden of their home in Pottuvil. When the water receded before the first wave, Musniya went to collect the fish that were lying in the sand. When the first wave came, she had no time to get back to the house and was swept away.
- 2 At first, Ali, Rifaz and Zahra lived in a tent in the welfare camp. Zahra cried for her mother every night and Rifaz had nightmares that the tsunami was coming again. Ali didn't have any work and the children didn't go to school. Soon Ali and the children started to argue. Ali was happy when people came to the camp and played games with the children. He was also very grateful for the cooking equipment and food which they were given. However, he hated lining up for the food distribution. He felt ashamed that he couldn't provide for his own family. Everyday, Ali hoped to hear news about when his family would move out of the camp and into a new home. But day after day went by and he heard nothing. It seemed like his life would never change.
- 3 Eventually, Ali was given a boat. But so was everyone else. Before the tsunami Ali had worked on someone else's boat with four friends. Now everyone had a boat and everyone was fishing. It was very hard to compete.
- 4 After six months, the family moved into a temporary house. It was better than the tent but the walls and roof were made from tin sheets so it was very hot. An NGO provided the family with more cooking equipment and then, a week later, they received even more. The family had a good laugh about what to do with all their pots, but what they really needed was sleeping mats. Although life was better than in the welfare camp, the children couldn't wait to move into their permanent home. Ali was now spending most days helping to build their new house and the children enjoyed making plans for the rooms and the garden. Ali felt much happier now that he was able to do something about their future.
- 5 Fifteen months after the tsunami, the family moved into their new home in a new village 5 km from the sea. At first, people were angry about the site and few people moved into the new houses. Most of them were fishermen and needed to be near the sea. They were also worried about the lack of facilities. Their old village was near the town so they could get to the market easily and their children could walk to school. Eventually after several months, they held a community meeting to discuss their needs. An NGO offered to help the villagers re-train and to start new businesses and shops, and the government agreed to provide school transport. Ali's children started school again and Ali decided to take a masonry course as there seemed to be a lot of work around for masons after the tsunami. Slowly people started to move into the new houses and a feeling of community began to grow once again.

Recovery in emergencies

Reading

A Read the text quickly and answer the following questions.

- 1 How many different places did Ali's family live in after the tsunami?
- 2 What was Ali's job before the tsunami?
- 3 What problems did the community face?
- 4 What are Ali's job plans for the future?

B Find evidence in the text to support the following statements.

- 1 The children were traumatised by their experience.
- 2 Life was difficult because the family had no routine.
- 3 Ali felt useless in the welfare camp.
- 4 Ali wasn't able to think about the future.
- 5 There were too many boat owners.
- 6 The temporary house wasn't suitable for the climate.
- 7 The wrong supplies were provided.
- 8 Ali didn't feel helpless anymore.
- 9 In the new village, fishing wasn't possible to earn an income.
- 10 At first, the villagers didn't take part in making decisions about the new village.

C What needs of the family are represented in the sentences in activity B?

Speaking

How can some of the mistakes of the post-tsunami recovery process be avoided in future disasters? Use examples from the text and from your own experience.

Disaster preparedness

Reading

A Read the text on worksheet 4.8B and answer the following questions.

- 1 Where did the disaster happen?
- 2 What caused the disaster?
- 3 How many people were saved in Kurantatuth?
- 4 How many people were saved by the cyclone shelters in the whole of Orissa state?

B Read the text again. Fill the gaps. Use only *one* word for each gap. When you have finished, compare your answers with a partner.

C Underline examples that show disaster preparedness in the text.

D Discuss the following questions in your group. Give reasons to support your opinions.

- 1 Where do you think this text comes from?
 - a An Indian newspaper
 - b A report by the Orissa government
 - c A report by an NGO/INGO
- 2 What do you think is the purpose of the text?
- 3 In what way does the cyclone shelter link emergency preparedness and development assistance? Why do you think the writer makes this point?
- 4 Where did the money for the cyclone shelter project come from?

Speaking

What are the responsibilities of the following in disaster preparedness?

- 1 Government (central, provincial and local)
- 2 International donors/INGOs/local NGOs
- 3 The affected community/individuals

What happened in Kurantatuth

On an October night in 1999, India's worst disaster in living memory struck the village of Kurantatuth in Orissa state. Windspeeds reached 300 kilometres (1) _____ hour. Tidal waves seven metres (2) _____ crashed inland. Whole villages disappeared.

As warnings reached the local Red Cross office, volunteers (3) _____ door to door telling people to evacuate. When visibility dropped to less (4) _____ five metres, the rescue team tied a rope to a tree and ran it to the Red Cross cyclone shelter.

Before the tidal wave engulfed (5) _____ village, over 2000 people were squeezed into a structure meant for no more than 1500. After the storm subsided, (6) _____ looked out and saw nothing but water, and hundreds of floating corpses, among them the neighbours who had chosen to stay (7) _____ home. Virtually nothing remained of Kurantatuth but the cyclone shelter.

Similar stories could be heard from Orissa's 22 other cyclone shelters, all built by the Indian Red Cross with German government support. According to the Orissa government (8) _____ saved 40 000 people. Based on the shelter project's budget, that works out at around US\$80 per life saved.

But the shelters not only (9) _____ lives. Between cyclones, Red Cross shelters provide a focal point for rural disaster preparedness, education, first-aid training and self-help savings groups run by local women – all inseparable elements of living with, and recovering (10) _____ disasters.

Mitigating disaster

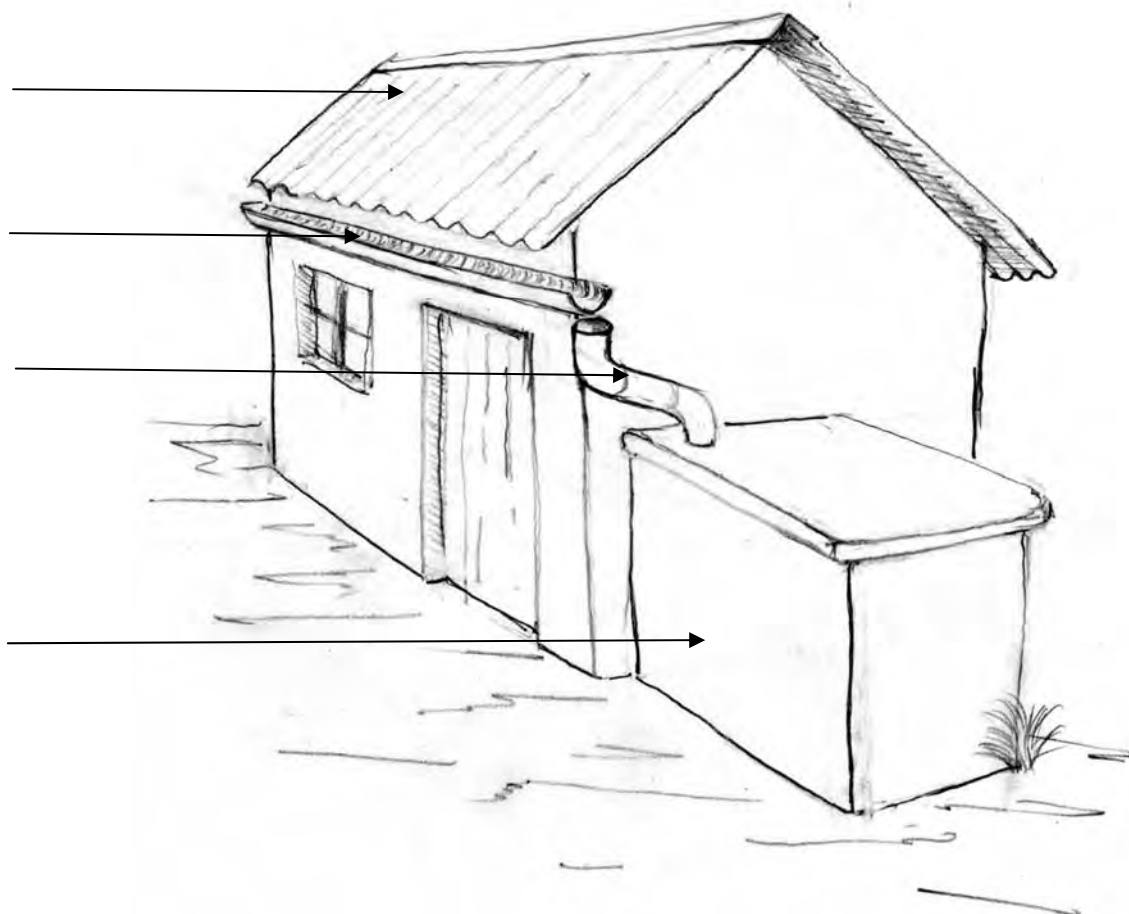
Pre-listening

A Discuss the following questions with a partner.

- 1 What causes drought?
- 2 What are the effects of drought?
- 3 What methods do you know that can mitigate drought?

B Label the following items on the picture below.

guttering	roof	storage tank	pipe
-----------	------	--------------	------



Listening

A Listen to the first part of the conversation between two community development officers.

- 1 Where does Ms Sagarika work?
- 2 Where does Mr Mohan work?
- 3 Where are they now?
- 4 Why is Mr Mohan visiting Ms Sagarika?

B Listen to the rest of the conversation and number the following items in the order that they are mentioned:

guttering

first-flush system

filter system

roof

pipe

storage tank

C Listen to the whole conversation again. Decide if the following statements are true or false.

- 1 The most suitable type of storage tank is made of wood and situated in a garden.
- 2 The most suitable type of roof is made of tin sheets.
- 3 Most houses don't already have guttering so guttering needs to be fixed.
- 4 Water is fed into the storage tank by the vertical pipe.
- 5 The first-flush system is used to stop dirt going into the storage tank.
- 6 The filter system is built into the storage tank.
- 7 Expert information is provided by the Department of Agriculture.

Language focus

A Read the following extract from the report that Mr Mohan wrote for his head of department. Underline the verbs in the text.

Domestic rainwater harvesting system

Domestic rainwater harvesting is a relatively simple system of water collection. Installation requires technical expertise but the basic system works as follows:

- 1 Guttering is fitted to the edge of the roof of a house.
- 2 Rainwater is collected in the guttering.
- 3 The water from the guttering is directed by a vertical pipe into a storage tank.
- 4 A filter and 'first-flush system' are installed in the pipe to keep the water clean.
- 5 The water is stored in a storage tank for use at times of drought.

B The following information has been collected for a text about natural disasters. Rewrite the sentences using the passive.

- 1 Satellites detect cyclones.
- 2 Rainwater harvesting mitigates the effects of drought.
- 3 Natural disasters kill thousands of people every year.
- 4 Effective land management prevents landslides and floods.
- 5 The public waste too much water.
- 6 The overuse of agrochemicals destroys the balance of minerals in the soil.

Reading

A Read the email from Mr Mohan to Ms Sagarika.

Dear Ms Sagarika

Thank you for your informative introduction to rainwater harvesting on my recent visit to Ampara. I have studied the documents you gave me closely and prepared a report for my head of department, who is very interested in starting a similar project here in Mannar.

However, I need some further explanation of the process. I do not really understand the first-flush system. Could you please explain how it works?

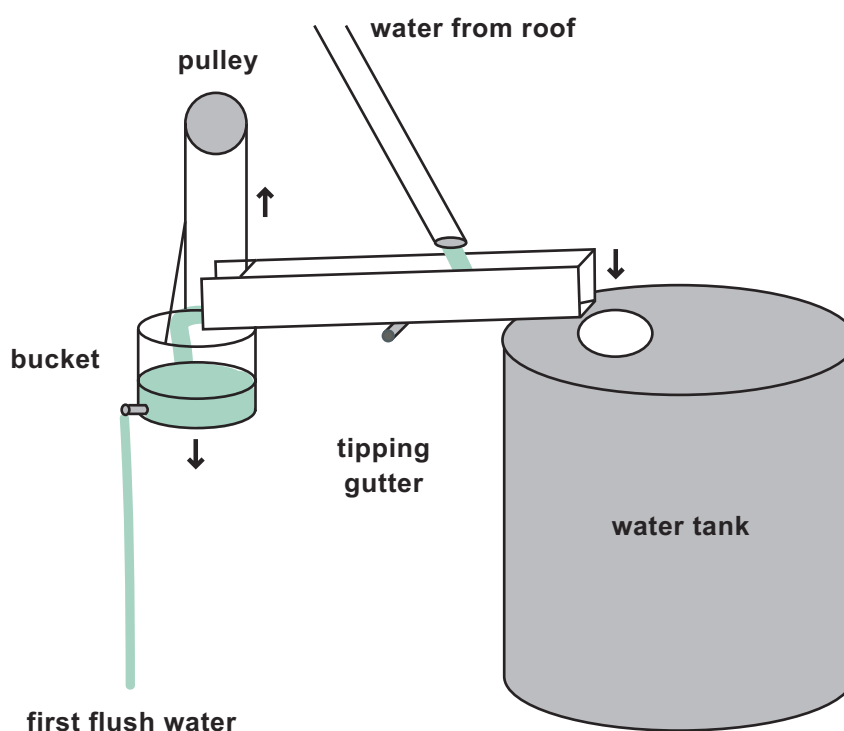
I am attaching the diagram of the system that you gave me.

Many thanks

Mr Mohan

- 1 Why is Mr Mohan writing to Ms Sagarika?
- 2 What document is attached?

B Look at this diagram of the first-flush system.



Note: The outlet from the bottom of the bucket is small, so the water runs out of the bucket very slowly. This means the bucket will fill up and then drop. The water still in the bucket continues to leak out slowly and when the bucket is empty, the system resets itself.

Put these sentences in the correct order to describe how the system works.

- 1 The water is directed into a bucket.
- 2 The remaining clean water is directed into the water tank.
- 3 The first-flush system consists of a bucket and a tipping gutter, which are attached to opposite ends of a pulley.
- 4 When the bucket is full of water it drops, and the left-hand side of the tipping gutter is pulled upwards.
- 5 When it starts raining, the first water (which contains dirt from the roof) flows into a tipping gutter from the pipe.

C Read Ms Sagarika's reply and check the order of your sentences.

Dear Mr Mohan

Thank you for your email. It was a pleasure to introduce you to rainwater harvesting and I hope that you can start a new project very soon. I'm sorry that I didn't explain the first-flush system to you clearly when you were here. I hope this email will help you to understand it.

The first-flush system consists of a bucket and a tipping gutter, which are attached to opposite ends of a pulley. When it starts raining, the first water (which may contain dirt from the roof) flows into the tipping gutter from a pipe. The water is directed into the bucket. When the bucket is full of water, it drops and the left-hand side of the tipping gutter is pulled upwards. The remaining clean water is directed into the water tank.

If you would like more information about rainwater harvesting, I suggest you take a look at the website of the group Practical Action at www.practicalaction.org

Please do not hesitate to contact me if you need any further information.

Regards,

Ms Sagarika

Speaking

Compare King Parakramabahu's quotation and the UN statistics below.

Not a single drop of water received from rains should be allowed to escape into the sea without being used for human benefit

King Parakramabahu, AD 1153

79% of rainwater that falls in the wet zone escapes into the sea without being used for human benefit.

State of the Environment – Sri Lanka, United Nations Environment Project, 2001

- 1 How have Sri Lanka's water management systems changed?
- 2 Why do you think the situation is so different today?

Skills Through English for Public Servants – STEPS – is designed for government and non-government staff working with disadvantaged communities in the North and East of Sri Lanka. It is a content-and-language integrated course which helps participants improve their critical thinking, communication skills and English language while learning more about good governance and development.

STEPS provides core materials for approximately 100 hours of study. It is divided into 54 sessions in four units. Each unit is based on a major governance and development theme.

- Unit 1 - **The economy**
- Unit 2 - **Conflict**
- Unit 3 - **Society and development**
- Unit 4 - **The environment**

The **critical thinking component** provides practice in organising information, analysing, prioritising, evaluating, problem solving and decision making. The **communication skills component** develops capacity in team work, networking, presentation skills, interpersonal skills and active listening. The **English language component** accommodates the learning needs of most Sri Lankan professionals. Reading, listening, speaking and vocabulary are developed at an intermediate level, while writing and grammar activities target a pre-intermediate level. The **methodology** is participatory, task based and learner centred. The sessions follow a guided discovery approach.

The **Trainer's notes** provide comprehensive plans for each session, including an overview, notes on preparation and timing, and step-by-step instructions for how to conduct the session. Background information and answer keys are included to brief the trainer on context and content.

The **Trainer's resources** contain tapescripts, printable materials, photos and illustrations for all the classroom activities. Listening materials on audio CD and film material on DVD are also included.

The **Participant's workbook** is not a stand-alone textbook but contains all the worksheets plus the reading and listening texts needed to carry out the tasks. As the course progresses, it provides learners with both a record of the course and a reference tool for the future.

ISBN:978-955-1896-02-7



9 789551 896027



Ministry of Nation
Building and Estate
Infrastructure
Development

