

Skills Through English for Public Servants

TRAINER'S RESOURCES

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.

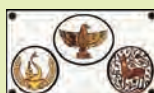
The **Trainer's resources** contain tapescripts, printable materials, photos and illustrations for all the classroom activities. Listening materials on audio CD and film material on DVD are also included.

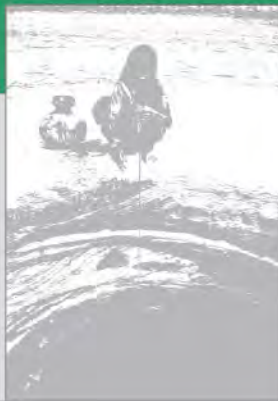
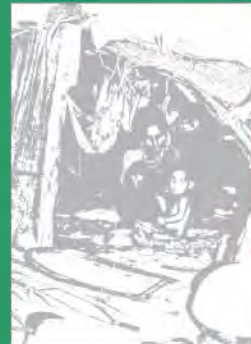
The **Participant's workbook** is not a stand-alone textbook but contains all the worksheets plus the reading and listening texts needed to carry out the tasks. As the course progresses, it provides learners with both a record of the course and a reference tool for the future.

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Ministry of Nation
Building and Estate
Infrastructure
Development





STEPS

Skills Through English for Public Servants

TRAINER'S RESOURCES

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Contents

Unit 1

Session 1.1 Introductions

Resource 1.1A	7
Resource 1.1B	8
Resource 1.1C	9
Resource 1.1D	10
Resource 1.1E	11
Resource 1.1F	12
Resource 1.1G	13
Resource 1.1H	14
Resource 1.1I	15
Resource 1.1J	16
Resource 1.1K	17

Session 1.2 Indicators of economic development

Resource 1.2A	19
Resource 1.2B	20
Resource 1.2C	21

Session 1.3 Describing economies (1)

Resource 1.3A	23
Resource 1.3B	24
Resource 1.3C	25

Session 1.4 Describing economies (2)

Resource 1.4A	27
Resource 1.4B	28
Resource 1.4C	29
Resource 1.4D	30
Resource 1.4E	31
Resource 1.4F	32
Resource 1.4G	33
Resource 1.4H	34

Session 1.5 Note-taking

Resource 1.5A	35
Resource 1.5B	36
Resource 1.5C	37
Resource 1.5D	38

Session 1.6 Winners and losers in economic development

Resource 1.6A	39
Resource 1.6B	40
Resource 1.6C	41

Session 1.7 Globalisation and the individual

Resource 1.7A	43
Resource 1.7B	44
Resource 1.7C	45
Resource 1.7D	46

Session 1.8 Globalisation: advantages and disadvantages (1)

Resource 1.8A	47
Resource 1.8B	48

Session 1.9 Globalisation: advantages and disadvantages (2)

Resource 1.9A	49
Resource 1.9B	51
Resource 1.9C	69
Resource 1.9D	70
Resource 1.9E	71

Session 1.10 Free trade

Resource 1.10A	73
Resource 1.10B	74
Resource 1.10C	75
Resource 1.10D	77
Resource 1.10E	78

Session 1.11 Globalisation and Sri Lankan industries

Resource 1.11	79
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Session 1.12 Changing world, changing roles

Resource 1.12A	81
Resource 1.12B	82
Resource 1.12C	83
Resource 1.12D	84
Resource 1.12E	85
Resource 1.12F	86

Session 1.13 Microfinance

Resource 1.13A	87
Resource 1.13B	89
Resource 1.13C	90

Session 1.14 Who gets the loan?

Resource 1.14A	91
Resource 1.14B	92
Resource 1.14C	93

Unit 2

Session 2.1 What is conflict?	
Resource 2.1A	95
Resource 2.1B	96
Session 2.2 Conflict at home (no resource sheets)	
Session 2.3 Migration	
Resource 2.3A	97
Resource 2.3B	98
Resource 2.3C	99
Session 2.4 Conflict in the workplace (1)	
Resource 2.4A	101
Resource 2.4B	102
Resource 2.4C	103
Resource 2.4D	104
Session 2.5 Conflict in the workplace (2)	
Resource 2.5A	105
Resource 2.5B	106
Session 2.6 Whose side of the story?	
Resource 2.6A	107
Resource 2.6B	108
Session 2.7 Armed conflict and development	
Resource 2.7A	109
Resource 2.7B	110
Resource 2.7C	112
Session 2.8 Armed conflict and children	
Resource 2.8	113
Session 2.9 Victims of conflict	
Resource 2.9	117
Session 2.10 Consolidation: Effects of conflict	
Resource 2.10	119
Session 2.11 Positive solutions	
Resource 2.11A	121
Resource 2.11B	122
Session 2.12 Conflict resolution	
Resource 2.12A	123
Resource 2.12B	124
Resource 2.12C	125
Resource 2.12D	126
Session 2.13 Conflict prevention	
Resource 2.13A	129
Resource 2.13B	130
Resource 2.13C	131
Resource 2.13D	132
Session 2.14 Formal letters	
Resource 2.14	133

Unit 3

Session 3.1 The Millennium Development Goals	
Resource 3.1A	135
Resource 3.1B	136
Session 3.2 Development interventions (no resource sheets)	
Session 3.3 The plantation sector	
Resource 3.3A	137
Resource 3.3B	138
Resource 3.3C	139
Session 3.4 Millennium trends	
Resource 3.4A	141
Resource 3.4B	142
Resource 3.4C	143
Resource 3.4D	144
Resource 3.4E	145
Resource 3.4F	146
Resource 3.4G	147
Resource 3.4H	149
Resource 3.4I	150
Resource 3.4J	151
Resource 3.4K	153
Session 3.5 Development assistance	
Resource 3.5	155
Session 3.6 Food security (no resource sheets)	
Session 3.7 Good governance	
Resource 3.7A	157
Resource 3.7B	158
Resource 3.7C	159
Resource 3.7D	161
Session 3.8 Evaluating a proposal	
Resource 3.8A	163
Resource 3.8B	164
Session 3.9 Girls' education	
Resource 3.9	165
Session 3.10 Education and independent learning (no resource sheets)	
Session 3.11 Health	
Resource 3.11A	169
Resource 3.11B	170
Session 3.12 Health and the MDGs	
Resource 3.12A	171
Resource 3.12B	172
Session 3.13 Urbanisation	
Resource 3.13	173

Session 3.14 Health promotion
(no resource sheets)

Unit 4

Session 4.1 Environmental issues

Resource 4.1A 175

Resource 4.1B 178

Session 4.2 Making recommendations

(no resource sheets)

Session 4.3 The power station

Resource 4.3A 179

Resource 4.3B 180

Resource 4.3C 181

Session 4.4 Fishing and farming

Resource 4.4 183

Session 4.5 Disasters

Resource 4.5A 185

Resource 4.5B 186

Session 4.6 Emergency relief

Resource 4.6 189

Session 4.7 Recovery

(no resource sheets)

Session 4.8 Emergency preparedness

Resource 4.8 191

Session 4.9 Disaster mitigation

Resource 4.9A 193

Resource 4.9B 194

Resource 4.9C 195

Resource 4.9D 197

Session 4.10 Tourism and the environment

Resource 4.10A 199

Resource 4.10B 200

Resource 4.10C 201

Session 4.11 Ecotourism

Resource 4.11 203

Session 4.12 Course review

Resource 4.12 205

Aims of the STEPS course

To improve performance in the workplace by:

- developing English language skills
- developing critical thinking skills
- increasing knowledge and understanding of governance and development.

What STEPS stands for

Skills

Through

English for

Public

Servants

Hours, days and weeks

- STEPS is a 4-week course.
- You study for 5 days each week (Monday to Friday).
- There are 6 hours of sessions a day.
- That makes 30 hours per week.
- That makes a course total of 120 hours.

Weeks 1 and 2

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

Weeks 3 and 4

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'.

Every participant will meet 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
- advise you about your studying
- check your file and the work you have done.

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

Skills development

Spoken English

Your spoken English will be continuously assessed 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.

<i>Writing task</i>	<i>First draft due</i>	<i>Second draft due</i>
introductory	first day (timed assignment)	
week one	week 1, day 4	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 discussions during tutorials.

Participation and effort

At the end of the course, your trainers will give you a grade for participation and effort.

For a good grade, you should:

- participate well in all sessions
- complete all homework tasks
- work well with other participants, sharing skills and asking for help when necessary
- respond to trainer's advice.

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.
- Your file is 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 show your file 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.

Attendance letter

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.

Grouping list A

a coconut

sugar

a computer

cotton

oil

rice

shoes

vegetables

cloth

tea

motorbikes

a cup of coffee

salt

electrical goods

Grouping list B

a coconut

sugar

a computer

cotton

motorbikes

oil

electrical goods

rice

shoes

tea

vegetables

cloth

a cup of coffee

salt

Country and nationality cards

Cut along the dotted lines.

the UK	/ðə ˈjuːkeɪ /
Sri Lanka	/sri ˈlæŋkə/
Italy	/ˈɪtəli/
the USA	/ðə ˈjuweɪˈseɪ/
Vietnam	/ˌviətˈnæm/

/'brɪtɪʃ/	British
/sri 'læŋkən/	Sri Lankan
/ɪ'tæliən/	Italian
/ə'merɪkən/	American
/vi,etnə'miːz/	Vietnamese

Trade cards 1

Cut out following cards along the dotted lines.

<p>You are traders from the UK.</p> <p>Your country produces:</p> <ul style="list-style-type: none"> • sugar: \$0.42 a kilo • motorbikes: \$100 a bike 	<p>You need to buy:</p> <ul style="list-style-type: none"> • sugar • cotton cloth • shoes • tea • motorbikes
<p>You are traders from Vietnam.</p> <p>Your country produces:</p> <ul style="list-style-type: none"> • sugar: \$0.27 a kilo • shoes: \$1.00 a pair • tea: \$0.16 a kilo 	<p>You need to buy:</p> <ul style="list-style-type: none"> • sugar • cotton cloth • shoes • tea • motorbikes
<p>You are traders from Sri Lanka.</p> <p>Your country produces:</p> <ul style="list-style-type: none"> • tea: \$0.05 a kilo • shoes: \$2.00 a pair • cotton cloth: \$0.13 a metre 	<p>You need to buy:</p> <ul style="list-style-type: none"> • sugar • cotton cloth • shoes • tea • motorbikes
<p>You are traders from Italy.</p> <p>Your country produces:</p> <ul style="list-style-type: none"> • sugar: \$0.40 a kilo • motorbikes: \$70 a bike • shoes: \$3.80 a pair 	<p>You need to buy:</p> <ul style="list-style-type: none"> • sugar • cotton cloth • shoes • tea • motorbikes
<p>You are traders from the USA.</p> <p>Your country produces:</p> <ul style="list-style-type: none"> • sugar: \$0.30 a kilo • motorbikes: \$60 a bike • cotton cloth: \$0.26 a metre • shoes: \$3 a pair 	<p>You need to buy:</p> <ul style="list-style-type: none"> • sugar • cotton cloth • shoes • tea • motorbikes

Trade cards 2

Cut along the dotted lines.

Sri Lanka

You've just found out that the USA, Italy and the UK will tax you 40% on every metre of cotton cloth that you bring into their countries.

Adjust the price of cotton accordingly.

Vietnam

You've just found out that the USA, Italy and the UK will tax you 100% on every pair of shoes that you bring into their countries.

Adjust the price of shoes accordingly.

Italy

The government has just decided to pay shoe manufacturers \$2 for every pair of shoes they produce.

Adjust the price of shoes accordingly.

USA

The government has just decided to pay cotton cloth manufacturers \$0.10 for every metre of cloth they produce.

Adjust the price of cotton cloth accordingly.

UK

The government has just decided to pay sugar manufacturers \$0.18 for every kilo of sugar they produce.

Adjust the price of sugar accordingly.

Signposts

Cut along the dotted lines.

One of the main arguments is that ...
A second argument is that ...
Another benefit is that ...
A final argument for ... is that ...
One disadvantage is that ...
A second factor is that ...
Another argument against ... is that ...
A final disadvantage is that ...

A traditional role



A modern role



Women and the economy

Cut along the dotted lines.

Vocabulary cards

wages (n)	dependent (adj)	exploitation (n)
sweatshops (n)	empowerment (n)	discrimination (n)
dignity (n)	sexual harassment (n)	

Definition cards

Unfair behaviour towards people because of their race, religion or sex.	Offensive sexual suggestions.
A sense of your own importance and value; self-respect.	Treating someone unfairly in order to make a profit.
Small factories which are over-crowded and dangerous places to work.	Giving somebody control over their own life or the situation they are in.
Unable to survive on your own; needing money or care from another person.	The amount of money that somebody gets paid, usually weekly.

Vocabulary practice

Cut along the dotted lines.

<p>I don't have any money left this week but I'll get my _____ on Friday.</p>	<p>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.</p>
<p>I want to become a manager but my boss thinks that only men can be managers. That's _____.</p>	<p>My manager keeps asking me to go to dinner with him. Also he keeps touching me. That's _____.</p>
<p>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 _____.</p>	<p>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 _____.</p>

Discussion sentences

It is a good idea to pay women to bring up children and do the housework.

When a woman goes out to work, her husband should do some of the housework.

Women are good managers.

Workers' rights are more important than women's rights.

Men should be responsible for the money in a family.

Training women is a waste of money because they leave work when they get married.

Men are better at finance than women.

Tapescripts 1.12A and 1.12B

Tapescript 1.12A

Speaker A: In the past, women had traditional roles as housewives and mothers. These days, more and more women are going out 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 three main reasons.

First, when women go to work, they get wages. They have some money of their own and don't need to be dependent on their fathers or husbands. This gives them more control over their lives and more dignity. Secondly, women are more likely to spend their wages on their family. Studies show that women know what the family needs and spend their money on those things, for example, education ... I mean, books and school uniform. Thirdly, when they work, women have more opportunities to meet women from other backgrounds. They meet women that they wouldn't normally get to meet. So those are my arguments. Wages mean independence, women spend their money on the family and ... er ... they can meet other women from different backgrounds.

Tapescript 1.12B

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

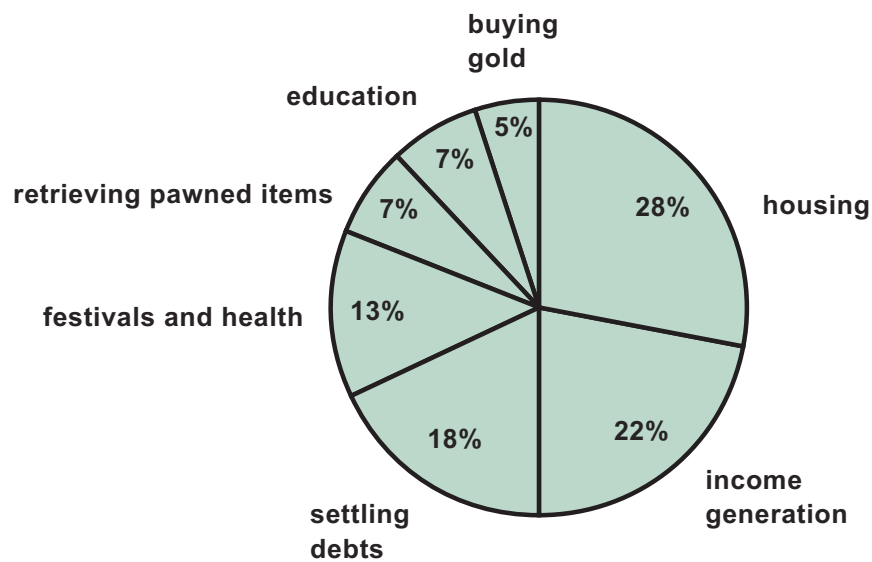
First, there is a lot of discrimination against women. For example, women's salaries are often lower than men's for doing the same job. That's because of discrimination. Secondly, working conditions can be terrible. Women often have to work for very long hours in dangerous, crowded sweatshops. Really long hours and then they go home to cook and clean. Thirdly, sexual harassment is very common. I've heard of male security guards searching female employees just for fun. That's sexual harassment. So, those are my arguments. Discrimination ..., mm ... very bad working conditions and ... sexual harassment.

Loan statistics charts

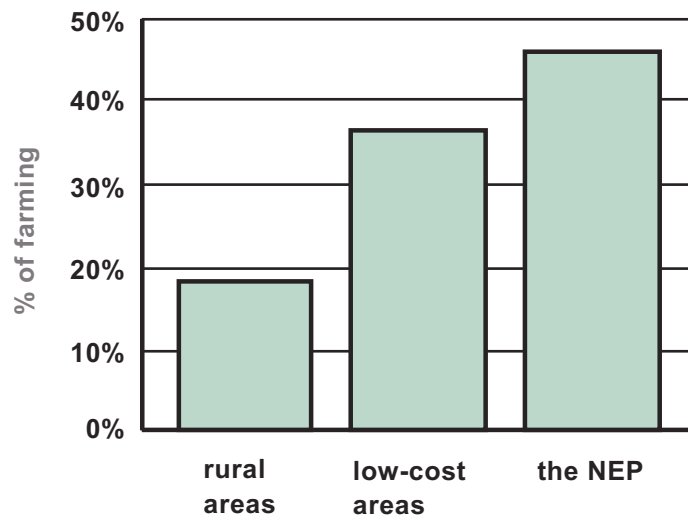
Cut along the dotted lines.

Statistics given with the permission of the Women's Bank, Sri Lanka

Reasons for taking out a loan

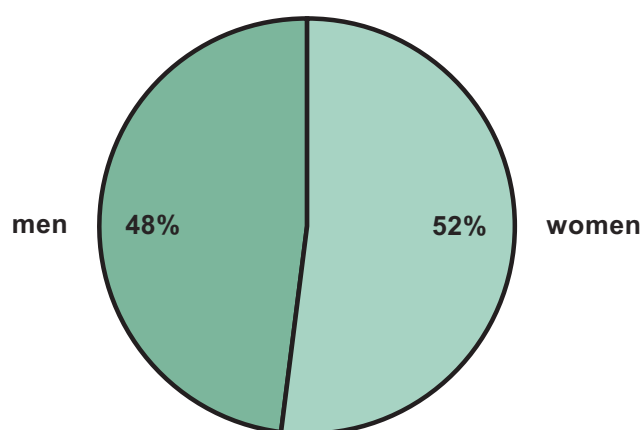


Female heads of household in Sri Lanka

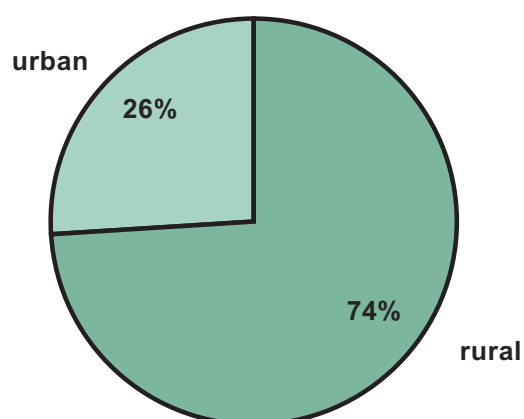


Areas in Sri Lanka

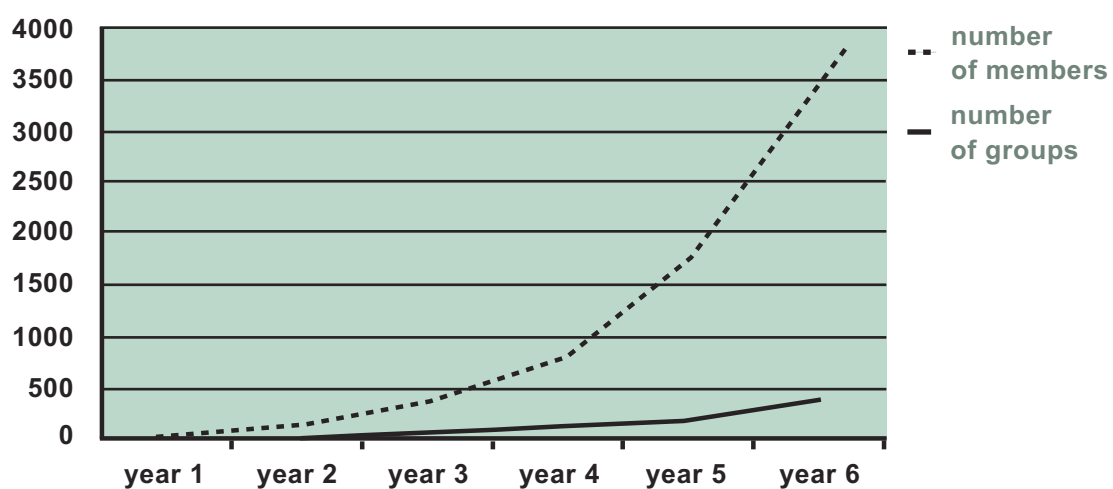
Gender demographic in Sri Lanka



Urban/rural demographic in Sri Lanka



Numbers of women's groups and members over the first 6 years



Loan statistics statements

Cut along the dotted lines.

More people take loans to help their business than to build a house.
More people take loans to build a house than to help their business.
There is a higher percentage of female-headed households in the Northern and Eastern Provinces than in other rural areas in Sri Lanka.
There is a lower percentage of female-headed households in low-cost urban areas than in rural areas.
There are more women than men in Sri Lanka.
There are more men than women in Sri Lanka.
More people live in rural areas than in urban areas.
More people live in urban areas than in rural areas.
The number of women's groups increased by over 3000 in the first 6 years.
The number of members of women's groups increased by over 3000 in the first 6 years.

Contrasting past and present

Before joining the credit scheme	After joining the credit scheme
sell roti	buy enough food for her family
children are hungry	sell roti
life is difficult	control of her life
feel helpless	has dignity
borrow from the money lender	life is difficult
exploited	new friends
worry about paying for medicine	work hard
work hard	share problems
feel alone	

Reasons for getting a loan

To buy gold

To settle debts

For housing

To retrieve pawned items

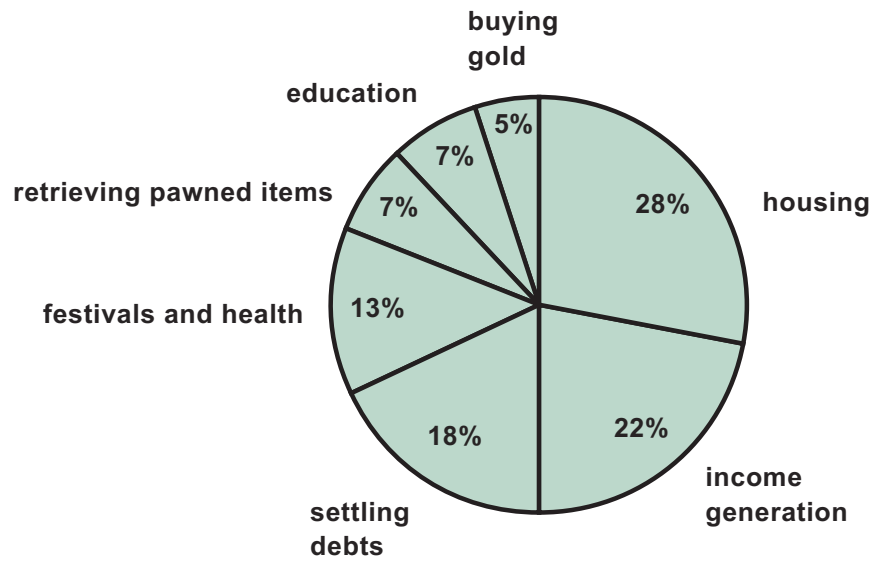
For festivals and health

For education

For income generation

Loan chart

Reasons for taking a loan



Who gets the loan?

Kunthavi wants a loan to pay back the money she borrowed.

Devi wants a loan to buy more supplies and help her business.

Farisa wants a loan to buy food and medicine for her husband.

Parveen wants a loan to repair her roof.

Gowa wants a loan to buy some material and shoes for her children.

Vocabulary recording

_____ : GDP /dʒɪˌdɪpiː/	_____ : the total value of all goods and services produced in a country in one year (but not including income received from nationals working abroad).
_____ : noun	
_____ : Sri Lanka's GDP increased slightly in 2006.	

The Sri Lankan economy

Cut along the dotted lines.

The GDP per capita of Sri Lanka

is \$1033 (World Development Report 2006).

Approximately 1.25 million Sri Lankans

work overseas.

Remittances from overseas workers

are approximately US\$1.5 billion annually.

Garments and textiles

are the main exports.

Tea

makes up 13% of exports.

The US

receives approximately 30% of Sri Lanka's exports.

Approximately 20% of imports

come from India.

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exports.

Approximately 20% of imports come from India.

The Thai economy

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.

Topic sentences

Today, agriculture contributes 10% of GDP in Thailand but still employs 49% of the labour force.

Thailand has a healthy industrial sector.

The services sector makes up 45% of GDP and employs 37% of the labour force.

The Thai economy has grown fast over the last 30 years but now faces several challenges.

The Thai economy

Cut along the dotted lines.

Today, agriculture contributes 10% of GDP in Thailand but still employs 49% of the labour force.

Thailand has a healthy industrial sector.

The services sector makes up 45% of GDP and employs 37% of the labour force.

The Thai economy has grown fast over the last 30 years but now faces several challenges.

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.

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.

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.

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.

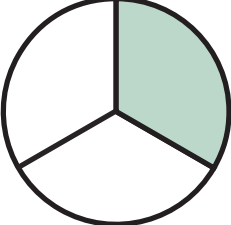
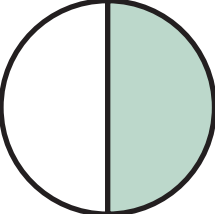
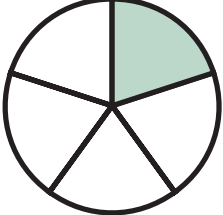
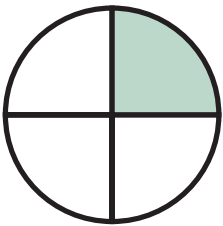
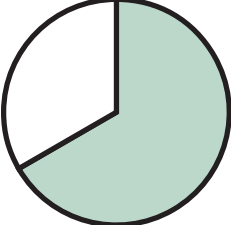
The high price of oil is causing a rise in the costs of production.

Finally, drought in parts of the country has severely affected the agricultural sector.

Numbers

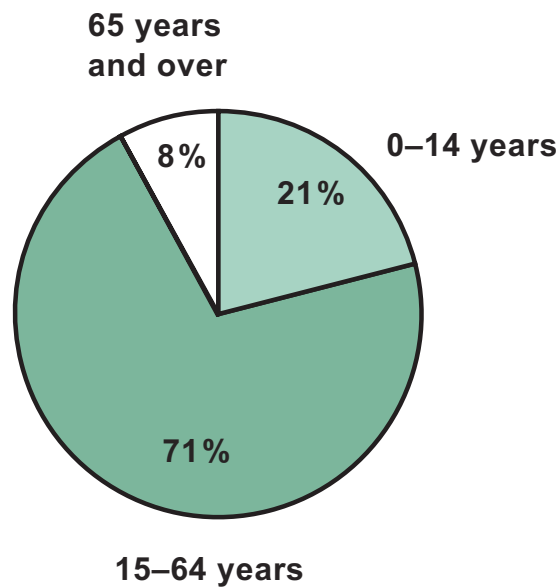
17	seventeen
26	twenty-six
175	one hundred and seventy-five
1467	one thousand, four hundred and sixty-seven
12 956	twelve thousand, nine hundred and fifty-six
135 500	one hundred and thirty-five thousand, five hundred
1 299 022	one million, two hundred and ninety-nine thousand and twenty-two

Fractions, decimals and percentages

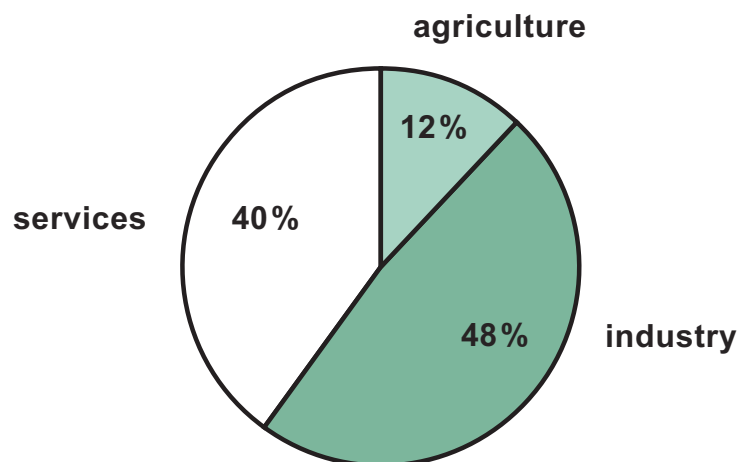
Pie chart	Fraction	Decimal	Percentage
	$\frac{1}{3}$	0.33	33%
	$\frac{1}{2}$	0.5	50%
	$\frac{1}{5}$	0.2	20%
	$\frac{1}{4}$	0.25	25%
	$\frac{2}{3}$	0.66 (or 0.67)	66% (or 67%)

The Chinese economy (1)

Age structure

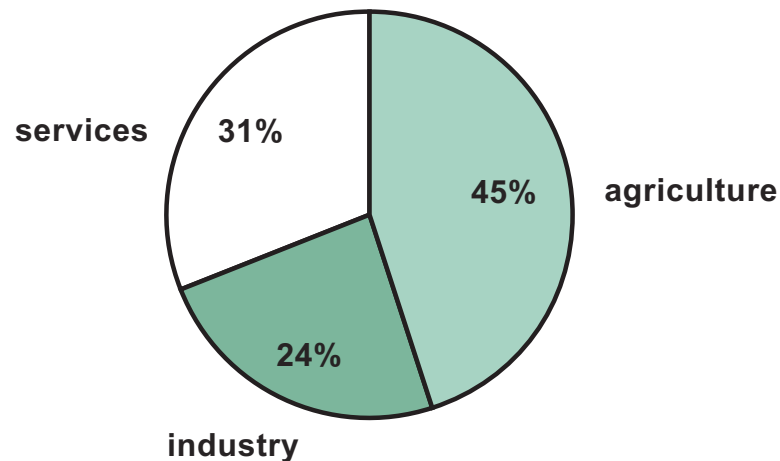


GDP – composition by sector

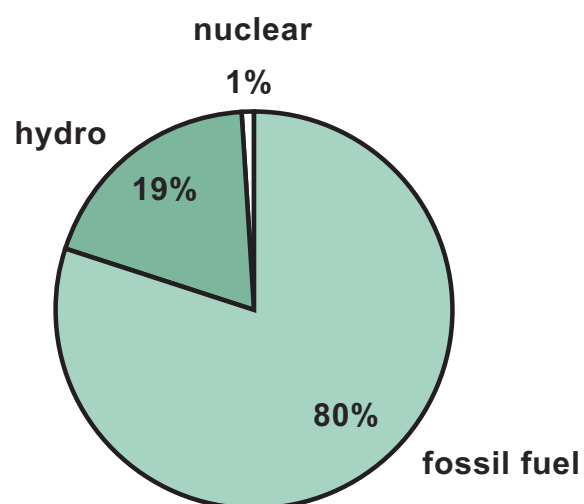


The Chinese economy (2)

Labour force –by occupation

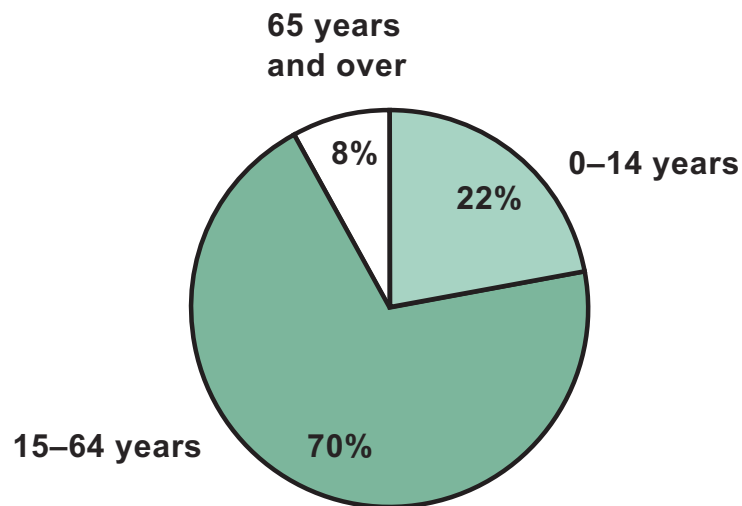


Electricity – production by source

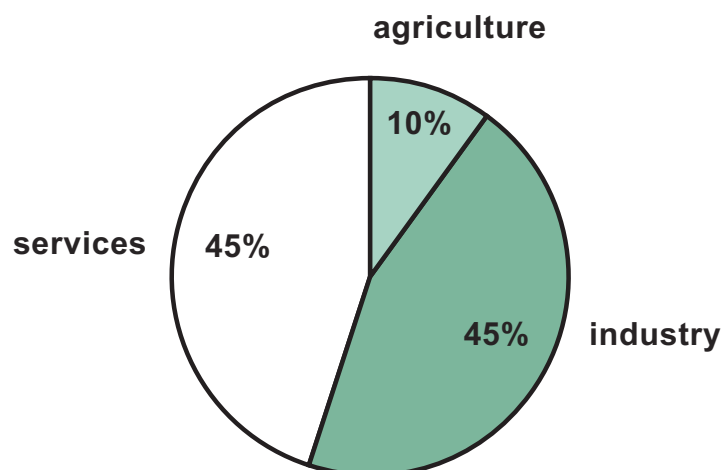


The Thai economy (1)

Age structure

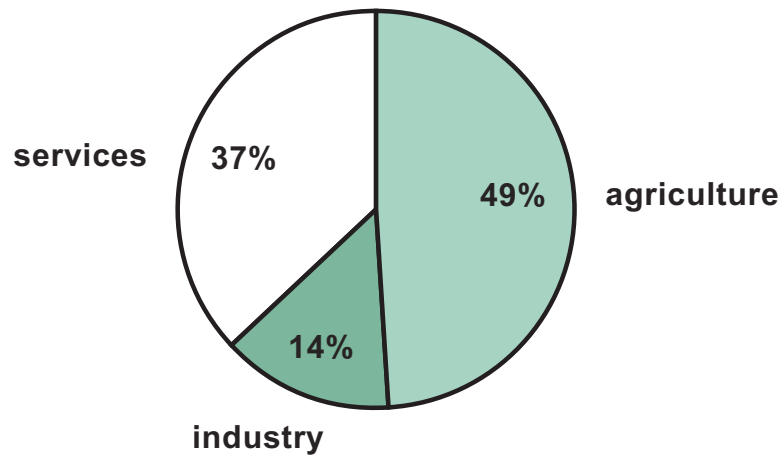


GDP – composition by sector

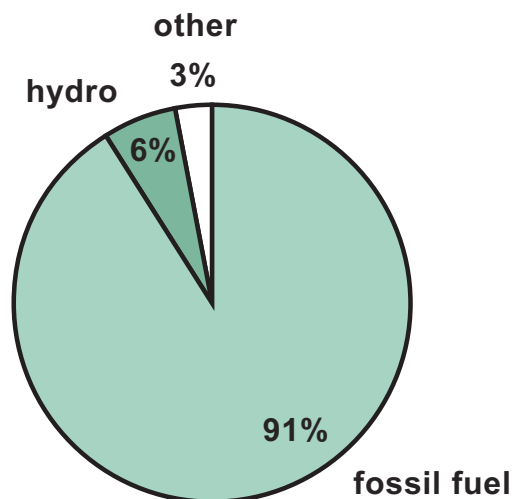


The Thai economy (2)

Labour force –by occupation

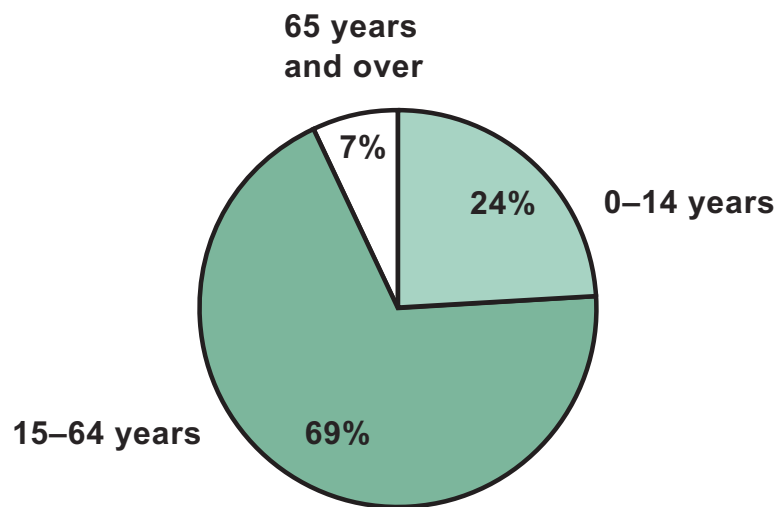


Electricity – production by source

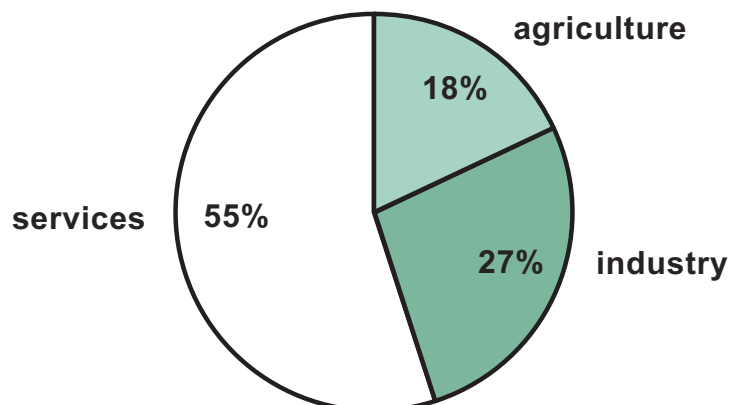


The Sri Lankan economy (1)

Age structure

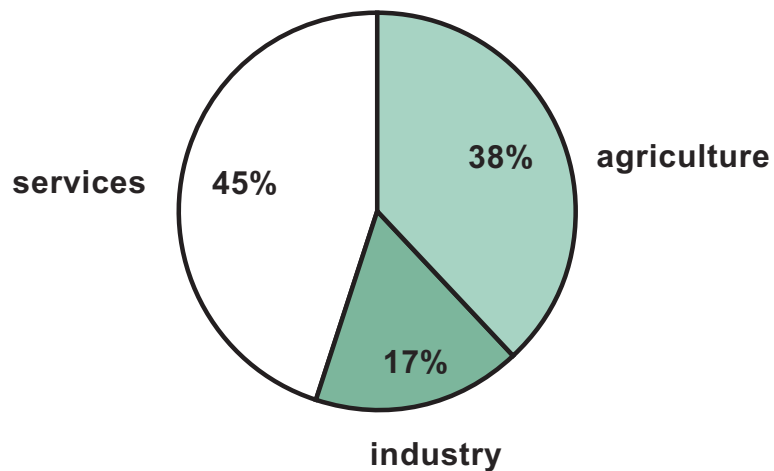


GDP – composition by sector

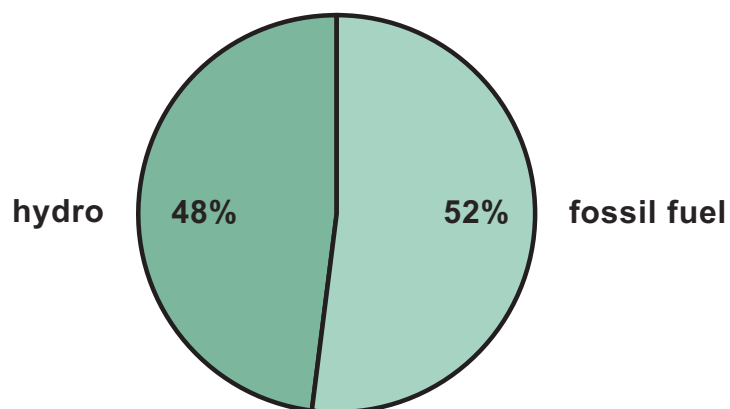


The Sri Lankan economy (2)

Labour force – by occupation



Electricity – production by source



Match the question and answer

Cut along the dotted lines.

Group A: questions	Group B: answers
Where do you live?	Trincomalee
Which department do you work for?	Planning
How many brothers and sisters do you have?	Three
How do you get to work?	By bicycle
How long does the STEPS course last?	Four weeks
What is the capital of Thailand?	Bangkok
Why are you tired?	I don't feel well
Who is captain of the national cricket team?	Mahela Jayawardene
How tall are you?	1 metre 58
When is Christmas?	In December
What time do you get up?	About 6 o'clock
How much do you weigh?	About 54 kilos

Ask the right question: List A

Rice

Beijing

Gross Domestic Product

Amitabh Bachhan

Textiles

Every day

Ten

By bus

Ask the right question: List B

Delhi

Electrical products

Friday

Muttiah Muralitharan

The market

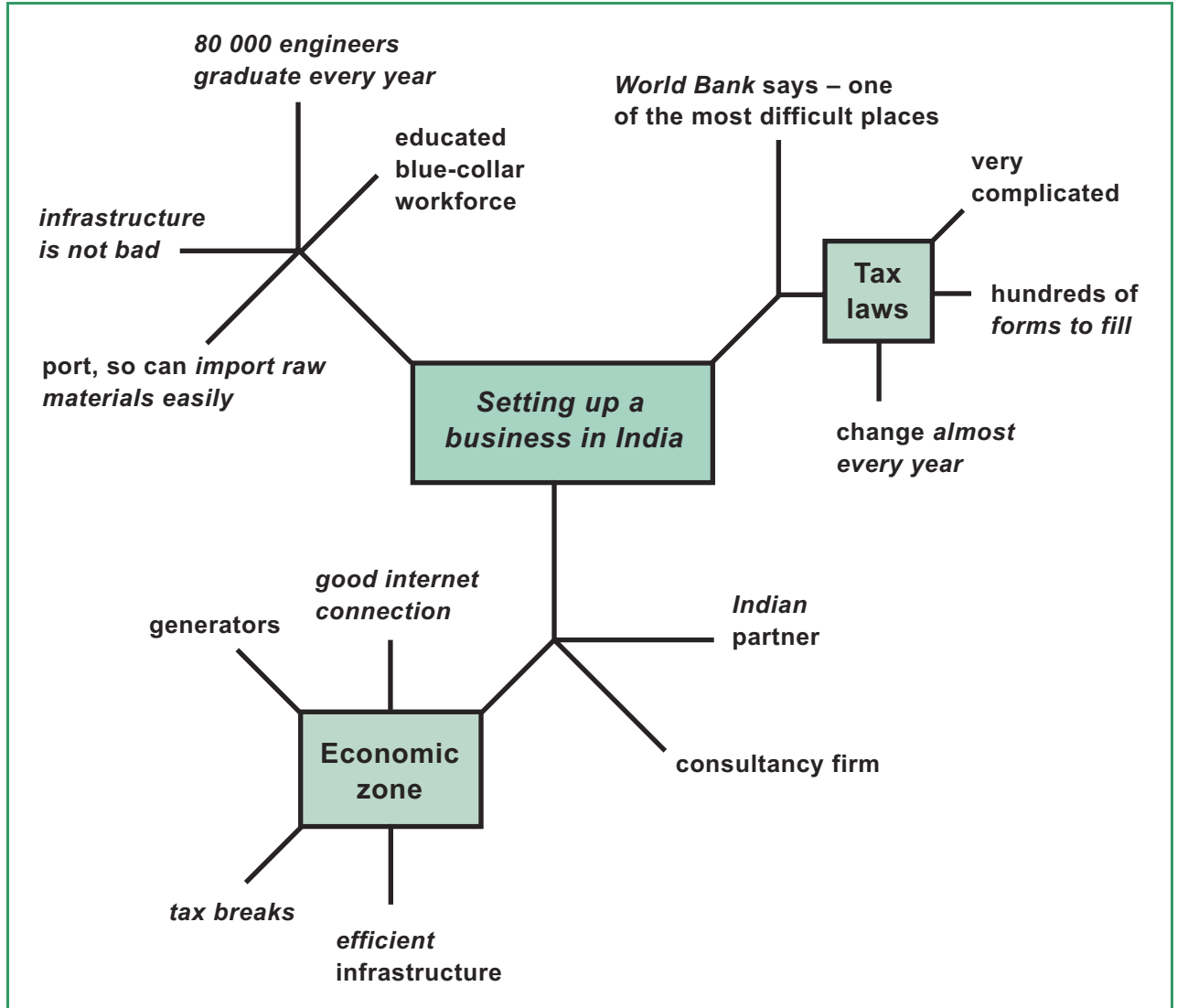
Fishing

Five

Symbols for note-taking

Symbol	Meaning
→	has (effect on) / causes / leads to
<	less / fewer than
>	more / greater than
e.g.	for example
bn	billion
–ve	negative
+ve	positive
∴	therefore
∵	because
↑	increase / increasing / rising
↓	decrease / decreasing / falling

Investing overseas



Economic development and health

Economic development can make it possible for a government to finance good healthcare programmes. It can also provide wider social care for groups that need special help. But there are some negative consequences of development too, which can expose many groups within society to new health risks.

Tapescript 1.6

Conversation between Mrs Peterson (MD of a company) and Paul (a business manager of the same company)

Knock at the door

- Paul: Morning.
- Mrs Peterson: Morning Paul, come in. Coffee?
- Paul: Thank you Mrs Peterson, but I've just had one.
- Mrs Peterson: OK. Have a seat.
- Paul: Thank you.
- Mrs Peterson: So how was the trip to India?
- Paul: Good.
- Mrs Peterson: Where was it you went, Madras?
- Paul: Yes, Chennai, it's now called Chennai.
- Mrs Peterson: Oh, that's right, yes. So what do you think, is Chennai an option for us?
- Paul: Well, before I can answer that, perhaps there are a few details I should explain, Mrs Peterson.

[Pause the tape here]

- Mrs Peterson: Yes, of course. Tell me what you've found out?
- Paul: Well, the bad news is that India is one of the most difficult places in the world to start a business.
- Mrs Peterson: Really?
- Paul: Well, according to the World Bank it is.
- Mrs Peterson: Oh. Why is it so difficult to start a business then?
- Paul: Basically, the tax laws make it difficult.
- Mrs Peterson: What's wrong with the tax laws?
- Paul: Apparently, they're very complicated. There are hundreds of forms to fill.
- Mrs Peterson: We have quite a few forms here, too.
- Paul: Yes, but you have to take them to the officials and wait in queues all day.
- Mrs Peterson: Can't we do the paperwork here and e-mail them to the officials?
- Paul: No, they must be presented in person. Another problem is, the tax laws change almost every year.

[Pause the tape here]

- [Paul:] We need an Indian partner to deal with the tax laws.
- Mrs Peterson: Mmmm, finding the right partner isn't easy.

Paul: Or we could use a consultancy firm who specialise in this kind of work.

Mrs Peterson: That's an idea.

Paul: There's another option.

Mrs Peterson: What's that?

Paul: There's a new, what they call, 'economic zone'. It's basically a business park a few kilometres outside Chennai.

Mrs Peterson: Is it finished yet?

Paul: Yes, yes, it's built and there are 30 manufacturing companies there already.

Mrs Peterson: What, foreign companies?

Paul: Yes. Companies like BMW and Infosys.

Mrs Peterson: They're big businesses! Why are they there?

Paul: Well, they're at the business park because there's an efficient infrastructure there: good internet connections, generators – so no problem with power cuts - and there are tax breaks too.

Mrs Peterson: Tax breaks! So if we use this business park, we don't have all the paperwork for the tax laws?

Paul: Well, the tax laws would be much simpler.

[Pause the tape here]

Mrs Peterson: Mmmm, remind me, why do we want to open a branch in Chennai?

Paul: It has a port, so we can import raw materials easily. The infrastructure is good, so we should have no problems with our deadlines.

Mrs Peterson: What about the workers, where would we find them?

Paul: That's another reason why Chennai is a good option, there are 80 000 engineers who graduate from Chennai's technology schools every year.

Mrs Peterson: Well, an educated workforce, that sounds attractive.

Paul: And it's not just white-collar workers, Chennai has a well-educated blue-collar workforce as well.

Mrs Peterson: So overall, what are your feelings, do you think we should open a Chennai branch?

Paul: Yes, I think we should. But you have to realise we won't make any money while we set up the business.

Mrs Peterson: Thanks Paul. You've obviously done a lot of research. I've got another meeting in half an hour, so why don't you write up a report for me by the end of the week.

Paul: Yes, certainly.

Warmer

Cut the dotted lines.

globe	noun	/gləʊb/
global	adjective	/'gləʊbl/
globalisation	noun	/,gləʊbəlaɪ'zeɪʃn/
globalise	verb	/'gləʊbəlaɪz/
the world		
covering or affecting the whole world		
the process of cultures or economic systems become similar or connected around the world		
to operate a business on a worldwide scale		

Discussion statements

- 1 People in Sri Lanka have a better standard of living now as a result of globalisation.
- 2 Improving the economy is more important than protecting the environment.
- 3 Globalisation is destroying Sri Lankan culture.

Tapescript 1.7A

- 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 2A: I wish that jeans shop had never opened! That's all she wears – jeans and t-shirts. What is wrong with shalwaar? We do not need this shameless fashion.
- Speaker 3A: Oh, look at all these different packs of coffee – Kenyan, Vietnamese, Ethiopian ... I think it's great to have so much choice!
- 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. I think that factory should be shut down.
- Speaker 5A: All these burgers and pizzas are making our children really unhealthy! In my opinion, the government shouldn't allow these foreign restaurants to set up here.
- 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's having on our wildlife. I mean, soon there'll be no wild elephants left in Sri Lanka.

Tapescript 1.7B

- 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: Maybe, but 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 do not need this shameless fashion.
- Speaker 2B: Absolutely! 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 ... I think it's great to have so much choice!
- Speaker 3B: Yes, but if we buy foreign products how will the local growers make a living? I feel 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. I think that factory should be shut down.
- Speaker 4B: I agree, we've had nothing but problems since it opened.
- Speaker 5A: All these burgers and pizzas are making our children really unhealthy! In my opinion, the government shouldn't allow these foreign restaurants to set up here.
- Speaker 5B: Really? I don't agree. 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's having on our wildlife. I mean, soon there'll be no wild elephants left in Sri Lanka.
- Speaker 6B: I think you're right. And when all the wildlife has gone, the tourists will go too! Then we'll be left with nothing again!

Globalisation topics

Cut along the dotted lines.

Multinational companies
Developed countries
Developing countries
Local companies which export
Local companies which don't export
Skilled workers (white-collar workers)
Unskilled workers (blue-collar workers)

Reading quickly

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.

Globalisation pros and cons

Cut along the dotted lines.

Pros

Countries have a higher national income.

There is more employment in the towns.

It is easier to work abroad.

Multinational companies can put pressure on governments to respect human rights.

Multinational companies attract world attention, which encourages governments to follow international standards.

Multinational companies train people in new skills.

Multinational companies invest in communities.

Local companies can export goods.

Multinational companies raise quality standards.

Cons

There is a bigger difference between rich and poor countries.

There is less employment in the countryside.

There is a bigger difference between people who can travel and people who cannot.

Multinational companies can put pressure on governments to give them trade benefits.

Multinational companies could leave in times of crisis.

There is a bigger difference between skilled and unskilled workers.

Multinational companies can put local companies out of business.

Local companies which do not export goods cannot compete with larger competitors.

Small companies cannot maintain quality standards.

work abroad easier

MNCs pressure gov^ts
→ trade benefits

↑ national income

MNCs invest in communities

MNCs train in new skills

local comp^s can
export goods

local comp^s can't
compete with larger
competitors

↑ diff between skilled
and unskilled workers

MNCs → local comps
out of business

↑ diff between rich
& poor countries

↑ employment in
towns

**small comp^s can't
maintain quality
standards**

MNCs ↑ quality
standards

↓ employment in
countryside

**MNCs may leave in
times of crisis**

MNCs pressure gov^ts
to respect human
rights

MNCs → world
attention → countries
follow international
standards

↑ diff between people
who can/can't travel

Paragraph outline

Paragraph 2

There are many arguments in favour of globalisation.

- | | | |
|---|----------------------------|-----------------------------------------------------|
| 1 | ↑ national income | free trade: ↑ salaries in
Ch + In + Vi ∴ exports |
| 2 | MNCs invest in communities | MNCs buy products
→ money to area |
| 3 | MNCs train in new skills | MNCs need services &
skilled employees |
| 4 | Loc. companies can export | ∴ quicker & more
effective transportation |

Signposts

One of the main arguments is that ...

A second argument is that ...

Another benefit is that ...

A final argument for ... is that ...

One/A disadvantage is that ...

A second factor is that ...

Another argument against ... is that ...

Speaking cards

Cut along the dotted lines.

What benefits do multinational companies bring to your region?

Are there any drawbacks that multinational companies bring to your region at the moment?

How can multinational companies help local communities in your region?

Why do multinational companies invest in a region?

What is happening?



Tapescripts 2.1A and 2.1B

Tapescript 2.1A

- Manager: Oh Sarath, have you finished that order for CTG yet? They've been on the phone again. If they don't receive it by Thursday they're going to cancel the order.
- Sarath: Errr, no, I haven't. I need to speak to you about it, actually ... and the other order ... Ravi is sick, he's got a bad back from that ...
- Manager: I don't have time to stand around talking. If that order doesn't go out tomorrow, we lose the contract.
- Sarath: But it's impossible for me to complete the order on my own. Ravi is sick and the new man can't work the packing machine.
- Manager: Well train him then!
- Sarath: But I don't have time! It'll take two days to teach him to use the machine properly.
- Manager: Look, I don't care how you do it – I want those orders out of here tomorrow morning.
- Sarath: Well, do them yourself then. I'm quitting!

Tapescript 2.1B

- Manager: Oh Sarath, have you finished that order for CTG yet? They've been on the phone again. If they don't receive it by Thursday they're going to cancel the order.
- Sarath: Errr, no, I haven't. I need to speak to you about it, actually ... and the other order ... Ravi is sick and I just can't manage on my own
- Manager: Okay, come into my office a minute. Take a seat. So what's the problem?
- Sarath: Well, Ravi is sick and ...
- Manager: But what about the new man, Silan?
- Sarath: Well, he doesn't know how to use the packing machine yet. We've been so busy I just haven't had time to train him.
- Manager: (*Big sigh*) I see. Well, is there anyone else who can help?
- Sarath: I don't think so, no. I mean, *I* can do it but I just don't have enough time.
- Manager: Well, do you think you could work overtime today and tomorrow to get it done? We'll pay you extra, of course. And then we must look at training the new packer. And maybe we need to look at your job description again. It seems to me that you may need more help.
- Sarath: Mmmm, maybe, we've had a lot more orders this year.
- Manager: Okay. Well, let's talk again on Friday. And let me know when that order has been sent, won't you?
- Sarath: I will.
- Manager: Thanks, Sarath.

Pairwork cards

Cut along the dotted lines.

women	women
soldiers	soldiers
the truth	the truth
children	children
democracy	democracy
parents	parents
values	values
communities	communities
development	development

Adjective pairs

- good
- calm
- confusing
- professional
- patient
- hard-working
- successful
- polite
- rude
- boring
- healthy
- friendly

Tapescript 2.11A

- Speaker 1 That's rude.
 That isn't very polite.
- Speaker 2 Sue was really angry.
 Sue wasn't very calm.
- Speaker 3 It's really noisy in here.
 It's not very quiet in here.

Tapescript 2.11B

- Speaker 1 That isn't very polite.
- Speaker 2 Sue wasn't very calm.
- Speaker 3 It's really noisy in here.

Tapescript 2.11C

- Speaker 1 Why don't you talk to John and suggest some ways to be more positive?
- Speaker 2 You could give Francis some training and ask someone to work with him for a while.
- Speaker 3 How about sending someone from the Purchasing Department on a report writing course?
- Speaker 4 You could monitor the next project and check that things are working from the beginning.

What do you see?



Jaysh's conflict

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.

Which strategy?

Case study 1	Case study 2	Case study 3
Mrs Balendra Divisional Secretary a local councillor a panel	Jaysh his neighbour	Patrick Fernando Chandra
talk to person responsible talk to 3 rd party present to panel	talk to person responsible	talk to 3 rd party

Step 1:	Negotiation
Step 2:	Mediation
Step 3:	Arbitration

Tapescripts 2.12A and 12.B

Tapescript 12A: Case study 1

Panel Leader: Thank you for coming today. First, we'll hear from the Divisional Secretary, then we'll hear from Mrs Balendra. After that, the panel will make a decision.

[Pause the tape here]

[Panel Leader:] So, Divisional Secretary, could you please explain to the panel what happened.

Div. Secretary: Certainly. In January we received a complaint about a tree on council land. The tree was causing problems for the neighbours. It was very big and blocking the light. Also the roots had spread under a neighbour's wall and were causing damage to his house. We needed to take action quickly. The tree was on council land so we cut it down.

Panel Leader: But Mrs Balendra says that the tree was on her land.

Div. Secretary: We have documents which show that it is council land. We have no record of Mrs Balendra owning the land.

Panel Leader: Can I see your documents, please?

Div. Secretary: Of course. Here you are.

Panel Leader: Thank you. That will be all for now.

[Pause the tape here]

[Panel Leader:] Mrs Balendra, could you tell us what happened, please.

Mrs Balendra: I had a very old tree in my garden and one day, I got home, and the tree was gone! My neighbour said some council workers had come and removed it.

Panel Leader: And why was this a problem?

Mrs Balendra: It was my tree! It was on my land! I have documents to show that it is my land.

Panel Leader: Can I see them please?

Mrs Balendra: Of course.

Panel Leader: Thank you. And what did you do when this happened?

Mrs Balendra: Well, first I went to see the Divisional Secretary. I took my papers to show him but he didn't even look at them. He was sure it was council land.

Panel Leader: I see. So what did you do after that?

Mrs Balendra: I went to see my municipal councillor. He tried to help. He showed me the council's documents but they're not valid.

Panel Leader: What do you mean?

Mrs Balendra: If you look at the date, madam, you'll see that my documents are more recent. The council's documents are much older.

Panel Leader: I see, so finally you came to us. OK, I think the panel has enough information to make a decision.

[Pause the tape here]

[Panel Leader:] The panel decides in favour of Mrs Balendra. The council will pay Mrs Balendra Rs 20 000 in compensation and costs.

Tapescript 2.12B: Case study 3

Chandra: Good morning both of you.

Patrick / Fernando: Good morning.

Chandra: Thank you for joining me. I've asked you both to see me this morning because of your resignation letter, Fernando. Tell me, why did you write that letter?

Fernando: Well, I always do my job well. I do everything that Mr Walford asks me to do ...

Patrick: Oh, that's rubbish.

Chandra: Please, Patrick, I'll ask for your side of the story later. Go on Fernando.

Fernando: Well, Mr Walford isn't very polite to me. It seems that my work isn't good enough. I don't understand why.

Chandra: Patrick, is this true?

Patrick: Well, I'm not *rude* to him. I've told him off sometimes, but he deserved it.

Chandra: Could you explain the incidents for me again, please?

Patrick: First, there was the fan incident, when Fernando came back with pans. I mean, why would I want pans in an office? What a stupid idea.

Fernando: I thought he said pans.

Chandra: Ah, so there was a misunderstanding about what was said.

Patrick: Yes, but there was no logic there. Pans in an office. Tch!

Chandra: What did you do to stop this from happening again?

Patrick: I told him to use his brain more and to listen more carefully.

Chandra: How did this make you feel, Fernando?

Fernando: I felt really bad and I'm worried that I'll make another mistake.

Chandra: How about giving your staff written purchase requisitions? Do you think that might help?

Fernando: Yes, that would be much better.

Patrick: We could give it a try, I suppose.

Chandra: Was that the only problem?

Patrick: No. Fernando doesn't follow company procedures. Everyone knows that you have to get three quotes and you have to test all electrical equipment before you buy it. That's standard procedure.

Fernando: But I didn't know about these procedures. I got the items quickly and at a very good price. I thought that I got the best deal.

Patrick: But you didn't, did you? The filing cabinets were expensive and the printers didn't work. How was that the best deal?

Chandra: Patrick, please. That kind of accusation won't help anybody. Fernando, when did you start working in the Purchasing Department?

Fernando: On 20 January this year.

Patrick: That's the same day I started working here!

Chandra: And what did you do before that?

Fernando: I was a driver.

Chandra: So this was the first job you had in purchasing?

Fernando: Yes, that's right.

Chandra: So, Patrick, did you give Fernando any training when he came to this department?

Patrick: Well no, I thought he'd been there for years.

Chandra: So you mean you didn't check?

Patrick (*sheepishly*): Well ... no, I didn't.

Chandra: How do you think we can solve this problem?

Patrick (*sheepishly*): Er ... make sure that new staff know the procedures, so ... err ... provide training for new staff.

Chandra: What do you think, Fernando?

Fernando: I think training is a really good idea.

Chandra: I assume that company policy about not buying things from your family will also be in the training.

Patrick: Of course.

Chandra: Patrick, I think Fernando deserves an apology.

Patrick: Yes, Fernando, I'm sorry that I didn't make the procedures clear to you. And I'm sorry for getting angry with you.

Chandra: And Fernando, I saw the newspaper article last week. It wasn't very fair to talk to the newspaper before talking to Mr Walford.

Fernando: Yes, I realise that, I'd like to apologise for talking to that journalist. I'm sorry it was so one-sided.

Chandra: Okay. So, err, can I give you back this resignation letter?

Fernando: Yes, I want to stay here.

Chandra: Excellent. Thank you very much both of you. I hope things will improve now.

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

Madhukarai



Role-cards

Cut along the dotted lines.

**Role-card A: You are the CBO president.
You will chair the meeting.**

What services do the people of your village need?
Identify 3-4 priorities.

Who do you think should provide the services?

What can the villagers contribute?

Role-card B: You are a rural development officer.

What can the provincial departments provide for the village?

What can local government provide?

What can you *not* provide? Why not?

What do you think the villagers can contribute?

Role-card C: You are a representative of a new INGO.

You would like to work in the village.

What can you provide for the village? Why?

What can you *not* provide? Why not?

What do you think the villagers should contribute?

Role-card D: You are the Grama Niladhari.

What can the central government representatives provide for the village?

What can the central government departments provide for the village?

What can you *not* provide? Why not?

What do you think the villagers should contribute?

Tapescript 2.13

- CBO president: The older children can travel to the school in town, but we really need a pre-school for the younger children.
- Grama Niladhari: Well as you know, the central government isn't responsible for pre-school education so we can't help you there, I'm afraid. How about your department, Mr Indrakumar?
- Education Officer: Well, the Provincial Department of Education has some funds to pay pre-school teachers but we can't build a pre-school – we simply don't have the money. Maybe our international friends can help. Mr Hanson?
- INGO rep: Yes, we can help to build a pre-school. If the villagers provide the labour, we can provide the materials.

Jumbled sentences

- 1 look / to meeting you / I / forward
- 2 invitation / am writing / you / for your / I / to thank
- 3 monthly / I / to our / meeting / would like to
/ invite you
- 4 grateful / report / I / send me / your annual / would be
/ if you could
- 5 further information / telephone our office / if
/ 0124 364829 / on / you require / please

Interrupting phrases

Cut along the dotted lines.

Excuse	Can	Sorry,
Sorry	interrupting,	but ...
but ...	but ...	you,
interrupt	to	I
me	for	something
say	here?	

Interrupting cards

Cut along the dotted lines.

Sorry, but ...	Sorry to interrupt you, but ...
Can I say something here?	Excuse me for interrupting, but ...
Sorry, but ...	Sorry to interrupt you, but ...
Can I say something here?	Excuse me for interrupting, but ...
Sorry, but ...	Sorry to interrupt you, but ...
Can I say something here?	Excuse me for interrupting, but ...

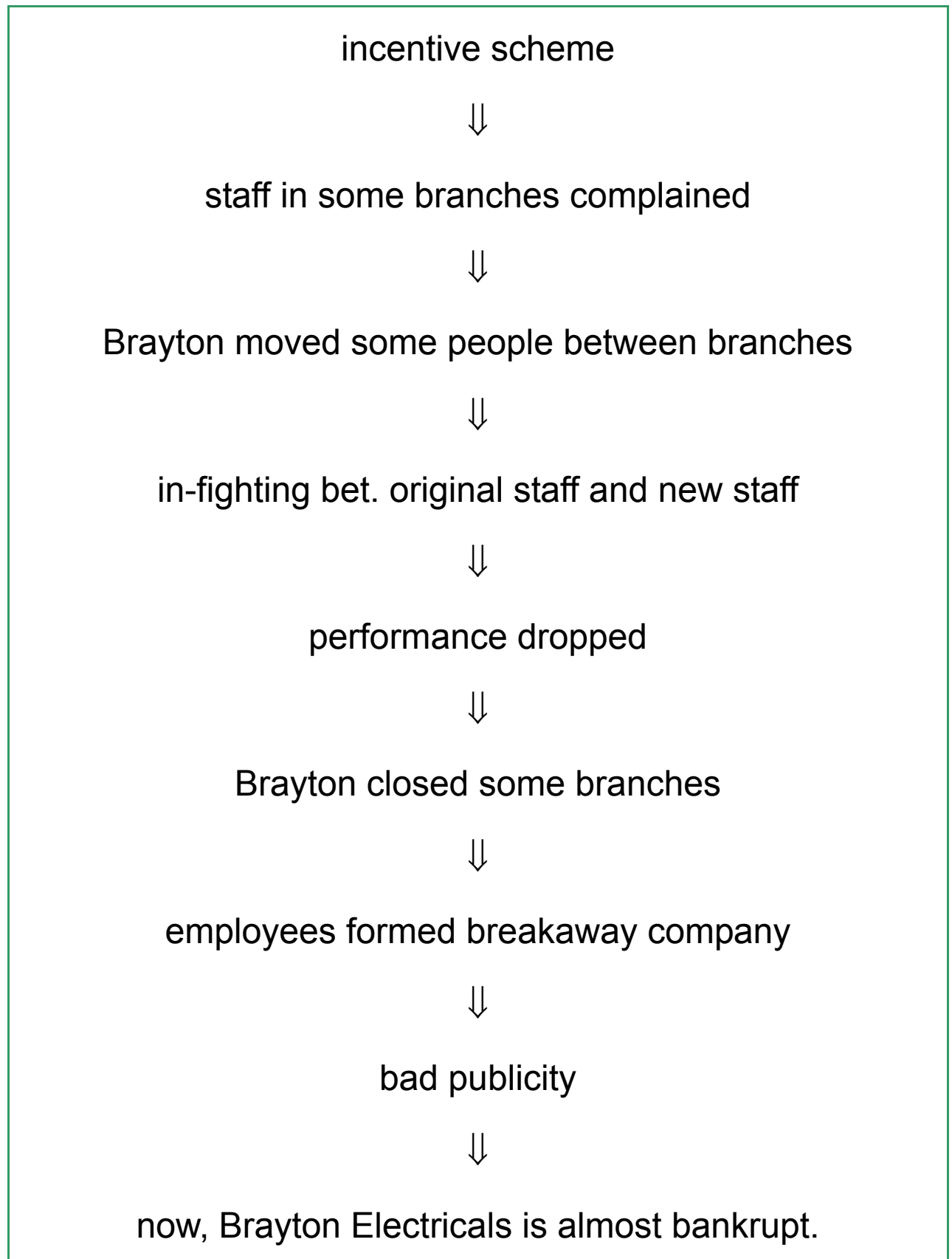
Tapescript 2.3

Experiences of working abroad

- Gerald: Good morning everyone. My name's Gerald. I'm going to talk about my experience of working in Qatar. And this is Mrs Veraratna who is going to talk about her daughter who is living in the UK. Why don't you begin, Mrs Veraratna?
- Mrs Veraratna: Okay. Good morning. My daughter is living in London. She works in a bank, she's a director in the International Department. She enjoys it very much. She's made a lot of
- Speaker 1: **Sorry, but** how long has she been in London?
- Mrs Veraratna: Err, three and a half years now and, as I was saying, she's made a lot of friends and is very happy there.
- Gerald: And I spent three years in Qatar.
- Speaker 1: Why did you go to Qatar?
- Gerald: My sister was living there. She was there on her own so my parents asked me to ...
- Speaker 2: **Sorry to interrupt you, but** why was your sister living there on her own?
- Gerald : Well, she went out to Qatar with her husband but then he got a scholarship to the UK. My sister had to stay to finish her contract so my parents asked me to go to Qatar to be company for her.
- Speaker 2: I see, and why did your daughter go to the UK, Mrs Veraratna?
- Mrs Veraratna: She felt she was wasting her time working here. She's very qualified but her job wasn't very interesting and ... and ... not much chance of promotion. And the salary was very low, so she decided to look for work abroad.
- Speaker 1: **Can I say something here?** I know that salaries are low in Sri Lanka, but the cost of living is also low. But London is very expensive. You need a lot of money to live in London. Was this a problem for your daughter?
- Mrs Veraratna: Well, it was difficult at first, but then she got the job at the bank. She gets a good salary and so she can manage quite well.
- Gerald: Mmm, she's lucky to get a job with a good salary.
- Mrs Veraratna: Why do you say that?
- Gerald: Well, a lot of people who go abroad expect to get a good salary but often they find themselves working for long hours for low pay. In Qatar, my salary was quite low. I was very unlucky because ...
- Speaker 2: **Excuse me for interrupting, but** why didn't you look for a different job?

- Gerald: Well ... the employment company in Colombo got me a job and a visa for one year. Unfortunately, it's not possible to change jobs after you have the visa.
- As I was saying, I was unlucky because I was offered a very good job when I got to Qatar but my visa was already processed. So this was a problem for me.
- Speaker 2: Mrs Veraratna, did your daughter have any problems when she first went to the UK?
- Mrs Veraratna: Oh yes, she had a lot of problems in the beginning. It was difficult finding somewhere to live ... and finding a job – it took her nearly a year to find a job!
- Speaker 2: And was it hard to get to know people?
- Mrs Veraratna: Yes, it was. She was really homesick! She wanted to come back to Sri Lanka ... But then she got the job at the bank and started to make friends ... And now she's very happy.
- Speaker 2: And what about you Gerald?
- Gerald: It wasn't too difficult for me because my sister was already in Qatar, but work was really hard. But after a year I was able to change jobs and I found a much better job, with better pay. And when my sister came back to Sri Lanka, two of my friends came to Qatar to live with me so that was fun.

Cause and effect flow chart



Past simple questions

- 1 How did a powerful organisation get into so much trouble?
- 2 Did it work at Brayton Electricals?
- 3 Why did things get worse after that?
- 4 What did they do after that?
- 5 Did the company ever recover from the bad publicity?

Speaking prompts

1 _____ you leave Brayton Electricals?

2 _____ the management do?

3 _____ did you feel about that?

4 _____ they move you to?

5 _____ it take you to get
to work?

6 _____ you have another job afterwards?

Tapescript 2.4

- Speaker 1: Why did you leave Brayton Electricals?
- Speaker 2: Because I wasn't happy with the management. There was discrimination against people in small branches.
- Speaker 1: What did 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: How did you feel about that?
- 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: Where did they move you to?
- Speaker 2: A branch in a city that was a long way from my house.
- Speaker 1: How long did it take you to get to work?
- Speaker 2: Over two hours. I didn't see my children because they were in bed when I got home.
- Speaker 2: Did you have another job afterwards?
- Speaker 2: Yes. Some of my friends started a breakaway company and I decided to join them.

Tapescript 2.5A

Conflict in the workplace (Part 1: Patrick's story)

Patrick: I'm in charge of the purchasing department for FLO Sri Lanka. This department is very important because we give everyone the things that they need when they need them. We also want to get the best deal for the company. We need to get three quotes. When we get three quotes, we can show which one is the best deal. Also, as manager of this department, I aim to get quality products at the best price. I want to make sure that we get good quality products. To get the best quality, it's a good idea to test a product before we buy it. In fact, for electrical products, we must test them first because they are often expensive. It's not only about money, after all.

[Pause the tape here for Listening activity A]

Conflict in the workplace (Part 2: Fernando's story)

Fernando: I'm really pleased that I have this chance to work in the purchasing department at FLO. I'm the best person for the job because I have a lot of contacts. In fact, my uncle owns a stationery shop, so I'll be able to get lots of things from there. Then my uncle will be happy with my new job too because I can help the family business. I know that my company wants to save money. I can do this very well because I'm very good at bargaining. I can get really good discounts. I also know where to buy goods more cheaply than the bigger stores. I'm going to do very well in this position.

Tapescript 2.5B

Language focus activity B

Speaker 1 On 12 January, Patrick began working for FLO.
On 20 January, FLO made him responsible for purchasing.
The next day, he met Fernando for the first time.
A month later, he sent Fernando out to buy some fans.
In March, he asked Fernando to get some filing cabinets.
In April, he gave Fernando the job of buying some printers for the office.
In May, he said he needed some pens.
On 31 May, he told Fernando off.

Tapescript 2.5C

Pronunciation activity B

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

Vocabulary

annoyed (adj.)	/ə'nɔɪd/
commission (n)	/kə'mɪʃən/
creation (n)	/kri'eɪʃən/
destruction (n)	/dɪs'trʌkʃən/
livelihood (n)	/'laɪvliːhʊd/
to mishear (v)	/mɪs'hɪə/
a procedure (n)	/prə'sɪːdʒə/
to purchase (v)	/'pɜːtʃəs/
a quote (n)	/kwəʊt/
to quote (v)	/kwəʊt/
resignation (n)	/rezɪg'neɪʃən/
scared (adj.)	/skeəd/
stationery (n)	/'steɪʃənəri/
to terrorise (v)	/'terərəɪz/

Tapescript 2.6

Whose side of the story?

- Chandra: Ah, Patrick, morning.
- Patrick: Morning Chandra. You wanted to see me?
- Chandra: Yes, it's, er, about Fernando.
- Patrick: Fernando? What's he done now?
- Chandra: He sent me a resignation letter this morning.
- Patrick: A resignation letter? Mmm, well, maybe that's not such a bad thing.

[Pause the tape here for Listening activity A]

- Chandra: Not a bad thing? Do you mean to say you're pleased? I thought he was doing really well. He seems like a very pleasant young man.
- Patrick: He's a nice guy, yes, but he never gets anything right.
- Chandra: Can you give me a few examples.
- Patrick: I can give you a lot of examples! First, there was the time I asked him to buy some fans. He came back with pans!
- Chandra: Was it simply a, well, a misunderstanding?
- Patrick: But that's not all. The next week I asked him to buy a filing cabinet. He just went out and bought one. He didn't even get three quotes. He simply just bought one, no procedure, no nothing.
- Chandra: Mmm, without getting three quotes? That's clearly a problem.
- Patrick: The next thing that happened was when he went to buy a printer. He bought it, we installed it and the damn thing didn't work. He never got it tested. I mean, forgetting to follow procedure once is excusable, but twice?
- Chandra: Are we sure that he actually knows the procedures?
- Patrick: Well he started working here before I did. Anyway, the final straw was on Thursday.
- Chandra: Why what happened on Thursday?
- Patrick: Well, this is where it gets more serious. He went to buy some stationery as he usually does on Thursdays. I was in the shop at the same time. It turns out the stationery shop he buys from is his uncle's shop!
- Chandra: And ...?
- Patrick: Well, he's clearly been on commission. I think he's been making good money out of us.
- Chandra: Hold on a minute, Patrick! You need evidence before you start making accusations like that.

King Hussein I quote

Nothing is more useless in developing a nation's economy than a (1) _____, and nothing blocks the road to social development more than the financial burden of (2) _____.

King Hussein I

Answers given

Cut along the dotted lines.

India and Pakistan

Read the text. Then use the question word with the verb in brackets to complete the questions so that they go with the answers given.

1 Who (increase) _____?

Answer: Pakistan

2 Who (increase) _____?

Answer: India

3 Why (increase) _____?

Answer: To defend themselves against each other

4 How much (account for) _____?

Answer: Over 80%

Nepal

Read the text. Then use the question word with the verb in brackets to complete the questions so that they go with the answers given.

1 How much (spend) _____?

Answer: \$260 million

2 How much (spend) _____?

Answer: \$29 000

3 What percentage (depend) _____?

Answer: 80%

4 Who (control) _____?

Answer: The King

China

Read the text. Then use the question word with the verb in brackets to complete the questions so that they go with the answers given.

1 Who (increase) _____?
Answer: China

2 How much (increase by) _____?
Answer: 14.7%

3 What (happen) _____?
Answer: China fired an anti-satellite weapon

4 What (cause) _____?
Answer: China's new military power

Burma

Read the text. Then use the question word with the verb in brackets to complete the questions so that they go with the answers given.

1 Who (control) _____?
Answer: Burma's military government

2 In the late 1990s, how much (spend) _____?
Answer: 30%.

3 In the late 1990s, how much (spend) _____?
Answer: 3.25%.

4 Who (rank) _____?
Answer: WHO

Tapescript 2.7

Armed conflict and development

Speaker 1

One child dies unnecessarily of poverty every three seconds. Approximately 12 million children under the age of five die every year; most of these children live in developing countries. Lack of food and clean water, malaria and measles are some of the main causes. These conditions can be prevented or treated with low-cost interventions. So if we have the knowledge, the money and the power to prevent these deaths, why do they continue today?

In 2004 over \$1000 billion was spent on weapons worldwide. If we continue spending money on defence in the same way, by 2015 more than \$11 000 billion will be spent on guns. Just a small fraction of that money could provide universal access to water, universal primary education *and* reduce infant mortality by two-thirds to achieve the millennium development goals by 2015. This would cost \$760 billion – that's less than 8% of the money that the world will spend on weapons by 2015. In developing countries, increasing the defence budget means taking money away from health and education. Look at Pakistan, for example – in 2002, spending on defence consumed half of the country's GDP. Pakistan has nuclear weapons, but half of its people cannot read or write, and at least one-third of the nation's children are not in primary school. As Dwight Eisenhower, a former US president, said in 1953 '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.'

Tapescript 2.8

- Interviewer: Today on World Issues we are talking with Joanna Prior, director of Children in Conflict. Welcome to the programme, Joanna.
- Joanna: Thank you.
- Interviewer: Joanna, a lot of your work is with child soldiers. How big is this problem?
- Joanna: Well, there are an estimated 300 000 child soldiers involved in military activity around the world today.
- Interviewer: 300 000! But why would anybody use children in the military?
- Joanna: Well, children don't question orders in the same way that adults do. Children follow the rules so they're easier to control. And they cost less than adults – they eat less food and need less clothing.
- Interviewer: But why do children agree to serve?
- Joanna: Many child soldiers don't choose to serve. They are often taken from their schools or homes ...
- Interviewer: Do you mean they're recruited by force?
- Joanna: Yes, they may be recruited by force or abducted even ... but some children join willingly. Many of them are driven to join by poverty. In the army, they can find shelter, food and some kind of protection. Others join because they've lost their families during the war and see nowhere else to turn.
- Interviewer: Those who choose to join the army, do they really know what they're doing?
- Joanna: Well, some think that it's exciting, that they'll find adventure. But most of them don't understand what war means or why it's being fought even. But that's not true for all the children of course. Some believe they're fighting for an important cause, there can be a lot of pressure on children to support a conflict, pressure from their communities and from their leaders.
- Interviewer: And what do the children experience when they join the military?
- Joanna: Well, most receive little or no training and they're often placed in the most dangerous situations ... crossing minefields or at the front line.
- Interviewer: And are girls involved too?
- Joanna: Oh yes, girls engage in combat alongside the boys, at the front line too. And many girl soldiers experience sexual abuse. They're often forced to become sexual partners for adult soldiers.
- Interviewer: What happens to children who've been exposed to these terrible experiences? Or at least, to the ones who manage to get away?
- Joanna: They face many challenges when they leave the conflict.

[Pause the tape here for Listening activity A]

[Joanna:] Many of them find that they're not welcome in their old homes.

Interviewer: You mean, their own families don't want them back?

Joanna: That's right, often their families and their communities don't want them back. They may have committed violence in their own community so they're often feared. Many of the girls have had babies so they are looked down on ... their families are ashamed of them.

Interviewer: They must be affected emotionally by their experience ...

Joanna: Yes, many of them bear terrible psychological scars. For many of them a normal life just isn't possible. War is the only life they've known, for them war is normal life. Often, they choose to return to the armed forces because there they feel that they belong, they feel part of a group.

Interviewer: For those who return home, are they able to find jobs?

Joanna: Well, they've not had the chance to complete their education so many of them have no skills. And as many are left with physical disabilities so earning a living can be very difficult ...

Interviewer: I see ...

Joanna: ... and there's a lot of prejudice against them. People don't trust them, people don't want to work with them so it's very difficult for them to get a job.

Interviewer: I see. So what does Children in Conflict do to help reintegrate these former child soldiers?

[Pause the tape here for Listening activity B]

Joanna: We try to ensure that the children can undertake the process in safety and in dignity. To do this, we believe it's important to work with the whole community so a lot of our efforts are focussed at this level, I mean, at community level. We facilitate discussions which bring together returned child soldiers and the rest of the community so they can discuss their beliefs and fears. Reintegration is never easy so the more that people are able to talk openly about their feelings and understand each other's feelings, the better. We encourage community interaction through sports and other activities ...

Interviewer: Are the children able to return to school?

Joanna: Well, not to normal schools, no; they're too old, but we provide 'catch up' classes to make up for the years of schooling that the children have missed and vocational training, for both boys and girls, in subjects like tailoring, masonry and basket-weaving – skills that are useful to them, to their families and to their communities.

Interviewer: And do you find that they're able to reintegrate successfully?

Joanna: Reintegration is a complex process. It's important to do more than simply meet their physical needs. We have to address their psychological needs and their needs for social interaction.

Interviewer: So do you provide counselling?

Joanna: Yes, we provide both individual counselling and family counselling to help people manage the situations they face, to help them cope with their

emotions and feelings and to help them make positive choices and decisions.

Interviewer: It's a tough task that you're facing but obviously it's a really important job that you're doing. We wish you all the best in your work, Joanna, and thank you for joining us today.

Joanna: Thank you.

Interviewer: And for those of you who would like to find out more about the work of Children in Conflict, you can visit their website at www.cic.org ...
(*fade out*)

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.

Development warmer

Cut along the dotted lines.

de	vel	opm	ent
dev	elo	pme	nt
deve	lo	pm	ent
d	eve	lop	ment
dev	elo	pmen	t

Millennium Development Goals (MDGs)

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

What is health?

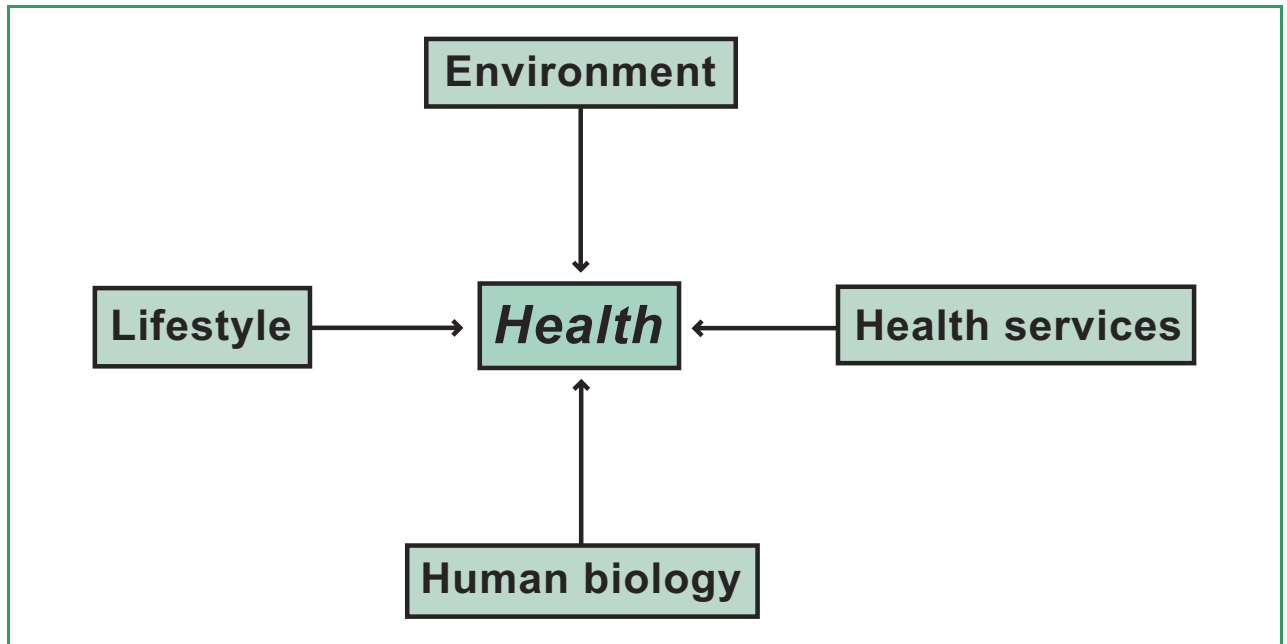
Health is a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity.

World Health Organisation, 1946

Responsibility for health

Action	State responsibility	Individual responsibility

Influences on health



Facts for life

Cut along the dotted lines.

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 The health of both women and children can be significantly improved when births are spaced at least 2 years apart, when pregnancy is avoided before age 18 and after age 35, and when a woman has no more than four pregnancies in total. |
| 4 Breast milk alone is the <i>only</i> food and drink an infant needs for the first 6 months. After 6 months, infants need other foods in addition to breast milk. |
| 6 Every child needs a series of immunisations during the first year of life to protect against diseases that can cause poor growth, disability or death. Every woman of childbearing age needs to be protected against tetanus. Even if the woman was immunised earlier, she needs to check with a health worker. |
| 7 A child with diarrhoea needs to drink plenty of the right liquids – breast milk, fruit juice or oral rehydration solution (ORS). If the diarrhoea is bloody or frequent and watery, the child is in danger and should be taken to a health centre for immediate treatment. |
| 9 Many illnesses can be prevented by good hygiene practices – using clean toilets or latrines, washing hands with soap and water or ash and water after defecating and before handling food, using water from a safe source, and keeping food and water clean. |

Tapescript 3.13

- Speaker 1: I mean, it was nice for a few days but I couldn't *live* there, it's too quiet. I think I'd go mad!
- Speaker 2: There isn't enough housing. It's really difficult for young people to find somewhere to live.
- Speaker 3: It can be quite a lonely place really. People rush around all the time. They're always too busy to stop and speak.
- Speaker 4: There aren't enough young people around. They've all moved away to study or find jobs.
- Speaker 5: There's too much rubbish everywhere. People just dump it on the street. I wish we had a proper rubbish collection system.
- Speaker 6: I get stuck in traffic every morning and every evening. There are too many cars on the road!
- Speaker 7: There aren't enough medical facilities and there aren't enough doctors. When my daughter was ill, I had to take her 20 kilometres to find a clinic.

What does it mean?

1 plantⁿ sect = estate areas. In cent SL / hill count^y. Cool^r climate → ideal for tea = main plantⁿ crop.

2 Estate areas = plantation
cent. SL/hill
cool climate
ideal for tea → main crop

3 Plantatⁿ = estate areas
Middle of country / hill ∴ cooler
→ Tea = main plantⁿ crop.

4 The plantation sector is also known as the estate areas. It is mainly located in the centre of Sri Lanka, in the hill country. There, the climate is cooler and ideal for growing tea, which makes up the main plantation crop.

Jigsaw reading questions

Cut along the dotted lines

A Answer the following questions from your original text.

What is the difference between poverty in estate areas and urban areas?

What sign of malnutrition is more common in the estate areas than in other sectors?

B Answer the following questions from your original text.

What similarity is there between education in estate areas and low-income urban areas?

What is the result of poor teaching methods in the plantation areas?

C Answer the following questions from your original text.

What is the difference in percentage of visits by health workers to new mothers?

Why is the income gap between men and women more of a problem in estate areas?

D Answer the following questions from your original text.

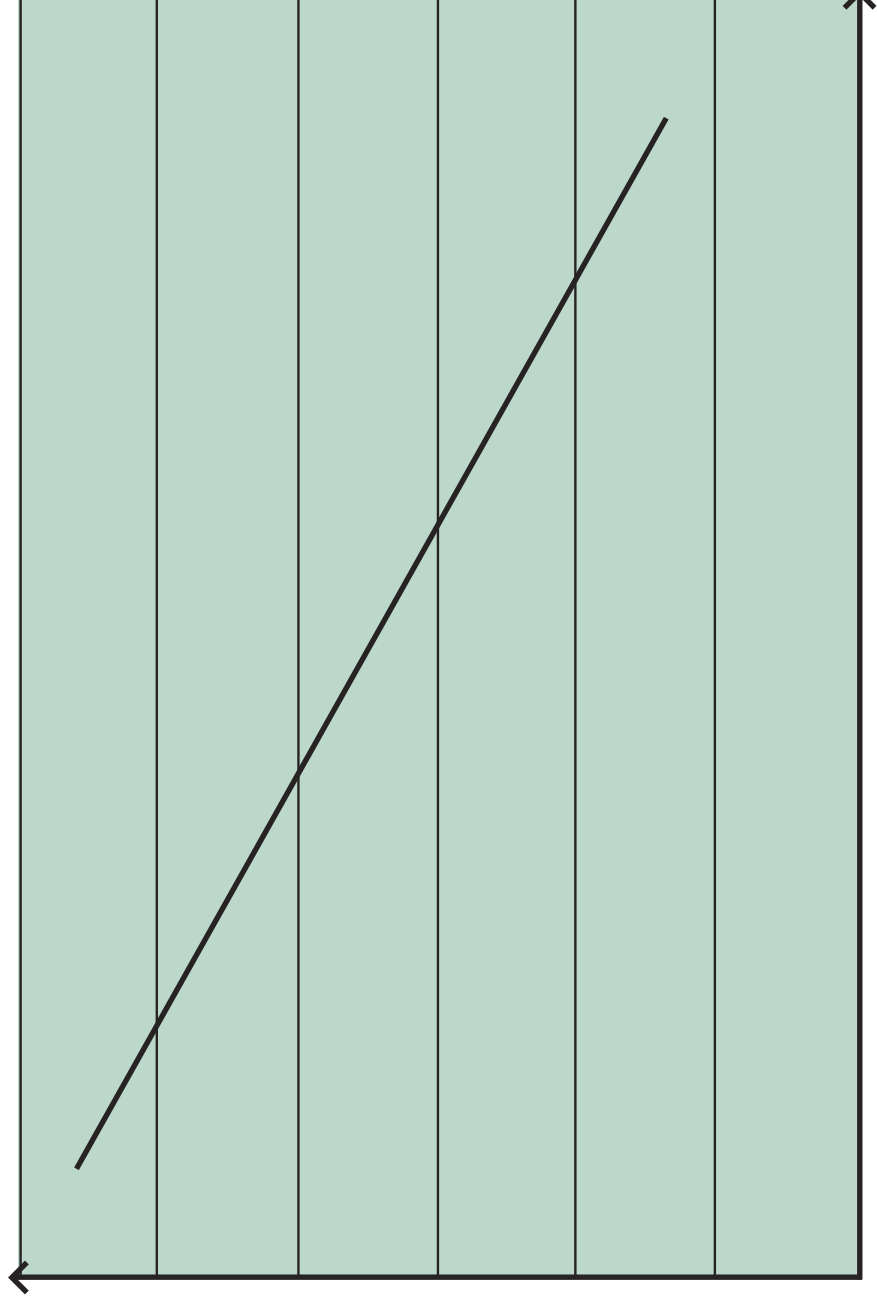
What reasons does the writer give for the high maternal mortality rate in the estate areas?

What difference in infectious diseases is there between the estate areas and Colombo?

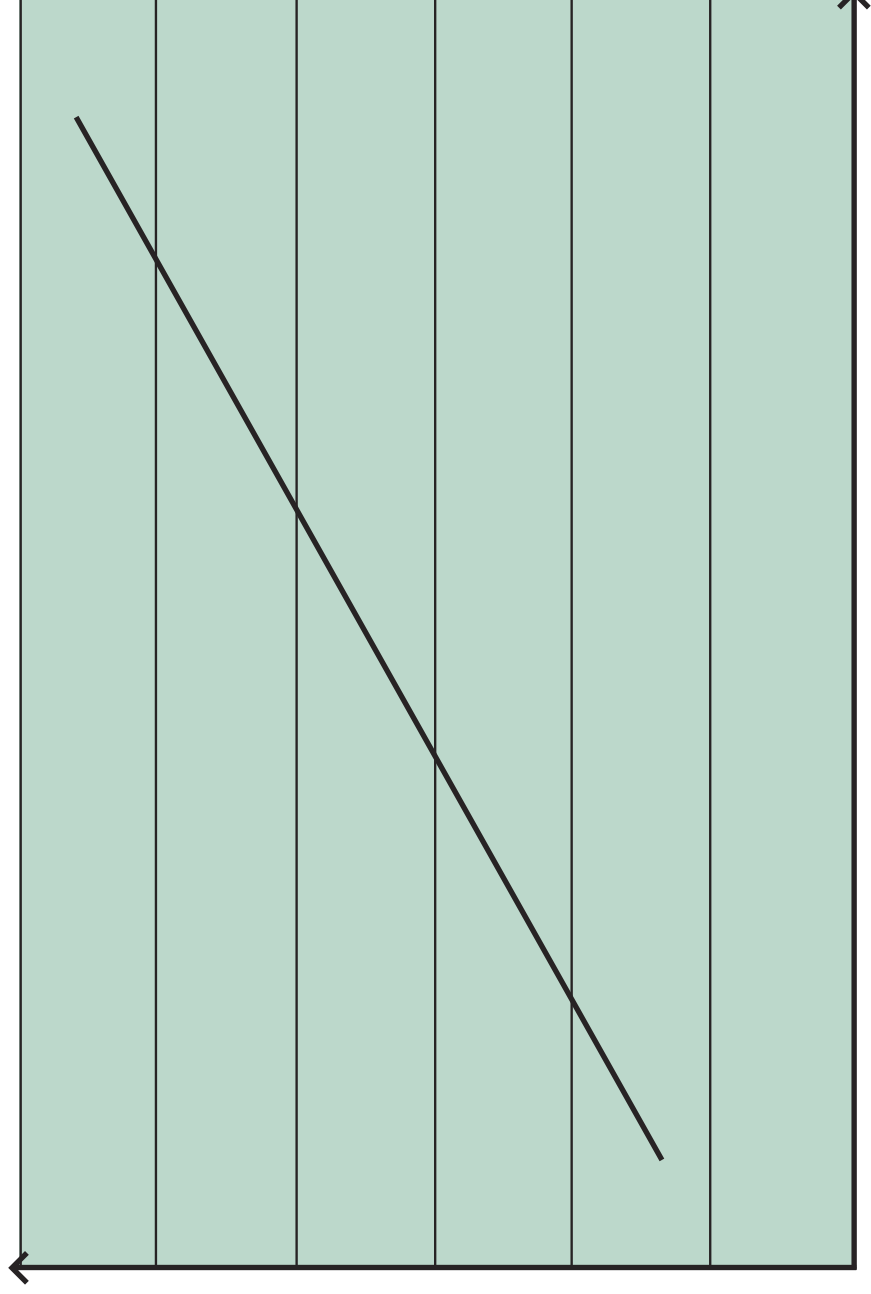
Example introduction

In 2000, many countries, including Sri Lanka, agreed to adopt the Millennium Development Goals in order to reduce poverty. These eight goals aim to reduce poverty and hunger worldwide. The targets cover the period between 1990 and 2015, giving member states 25 years to meet the goals. This report is for the Sri Lanka Development Focus Group and therefore it focuses on the situation in Sri Lanka. However, it does not cover the Northern and Eastern provinces as there are no statistics available for that region. The report describes the similarities and differences between the plantation sector and other areas in Sri Lanka in order to highlight the increasing inequalities.

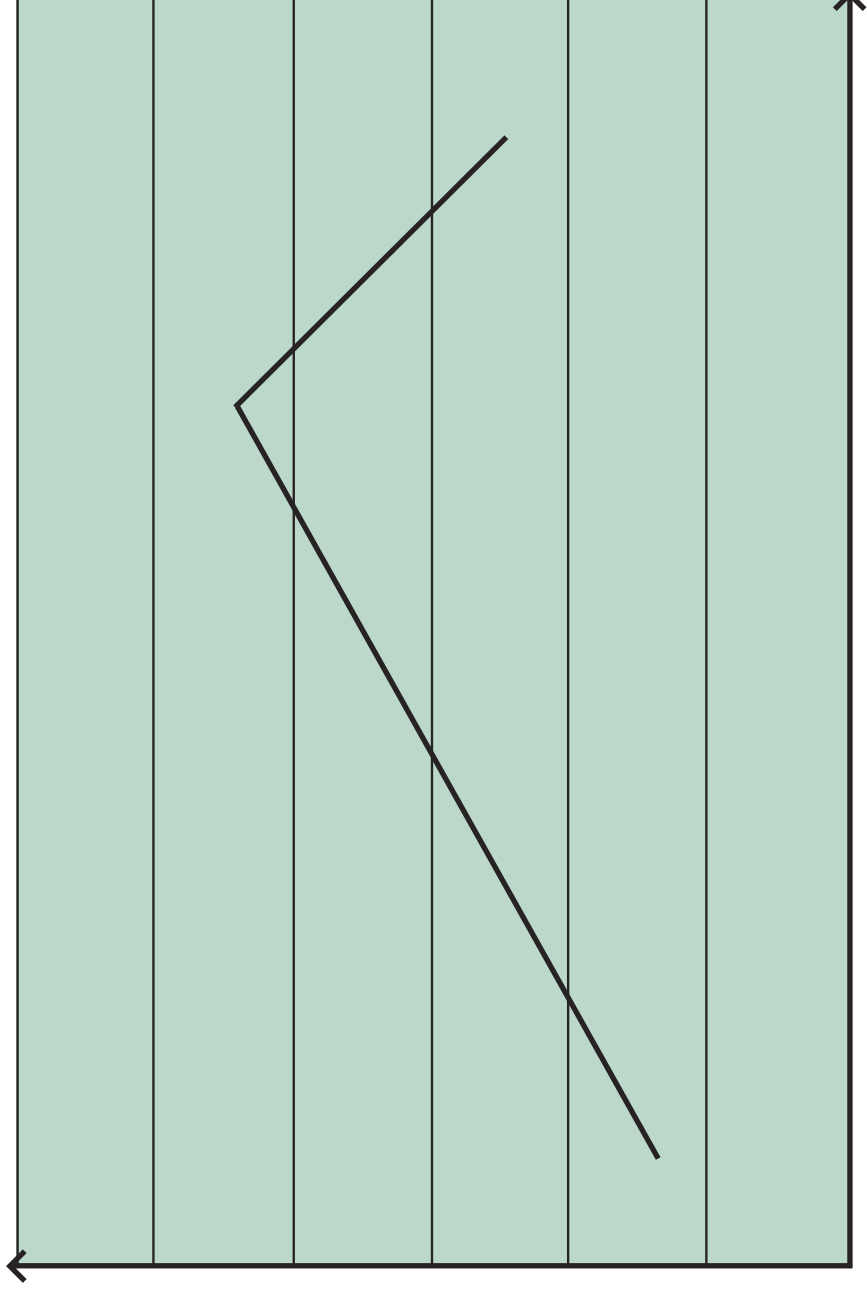
Graph A



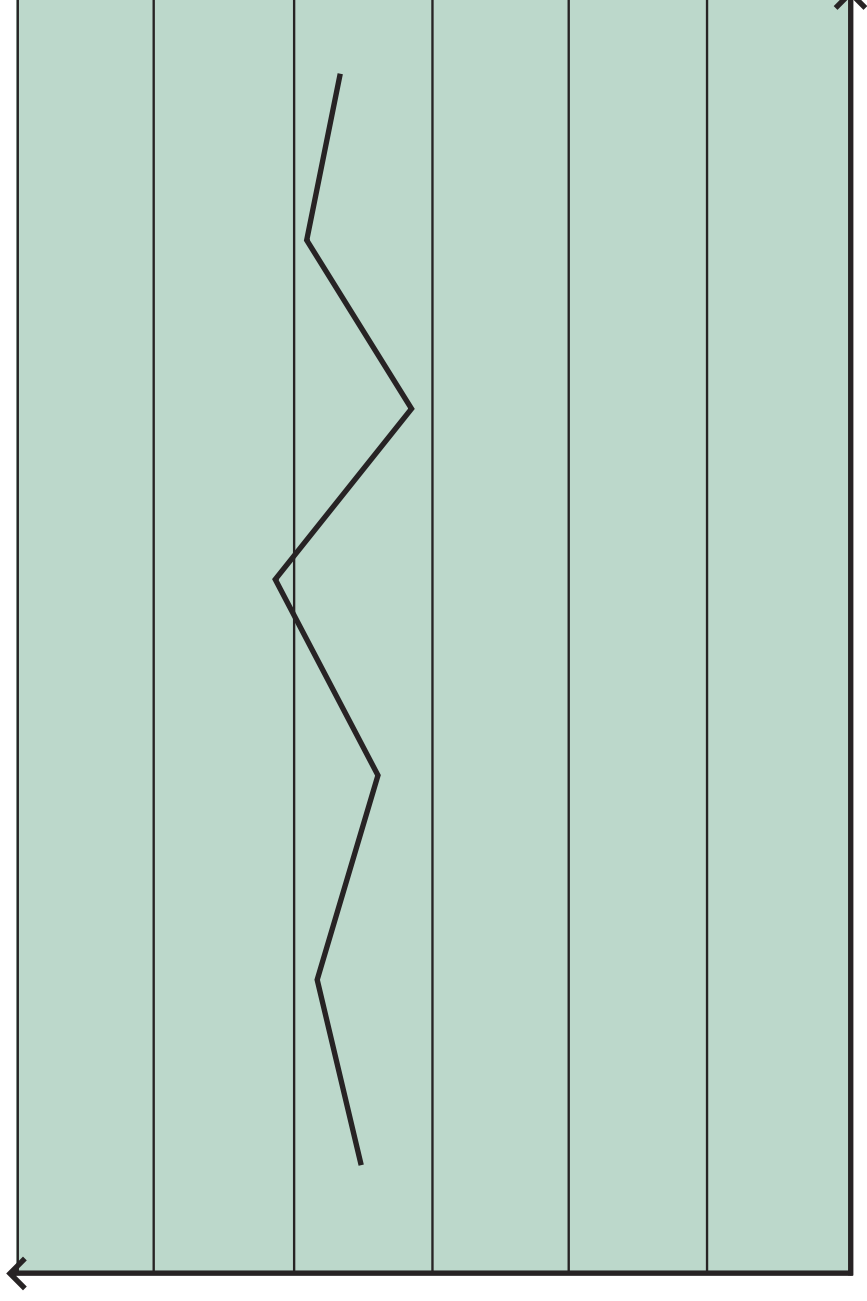
Graph B



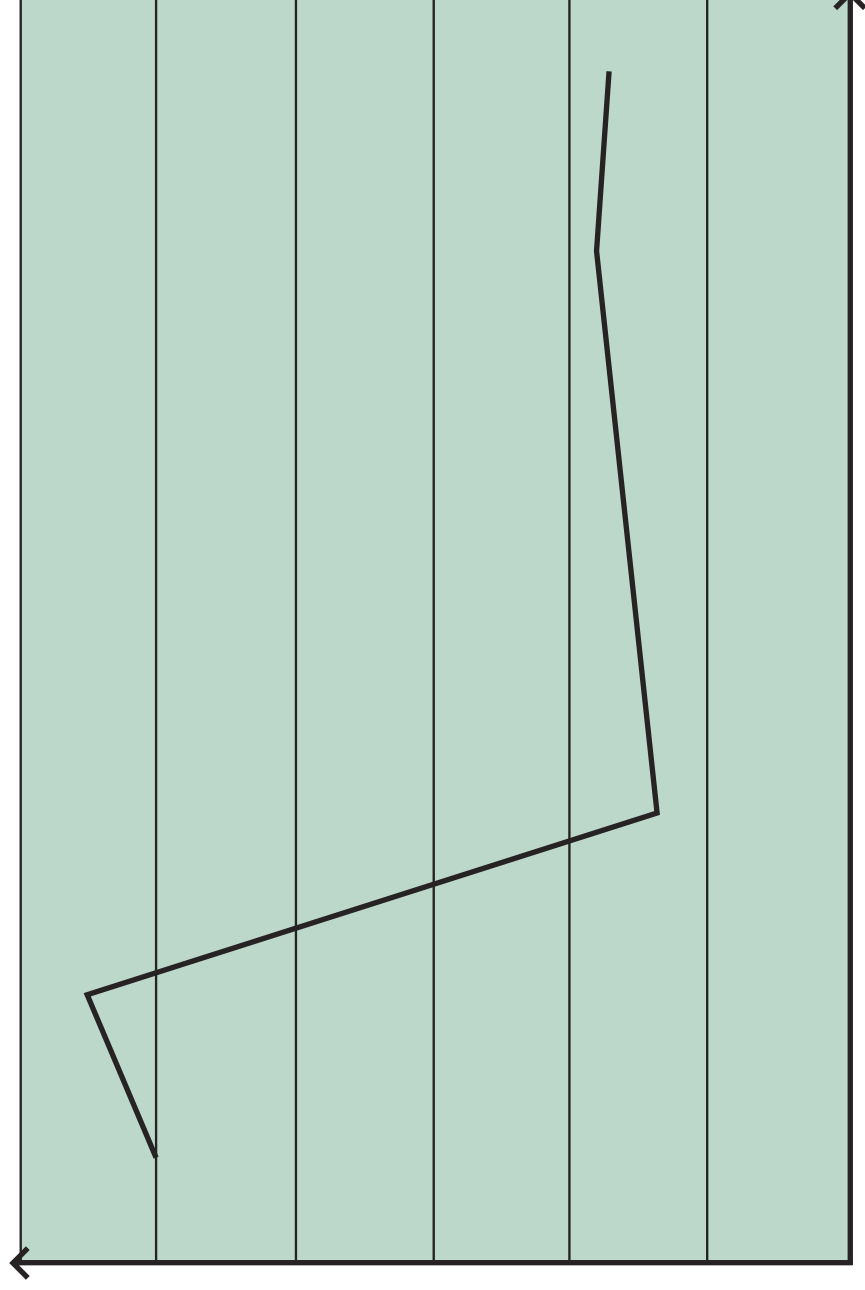
Graph C



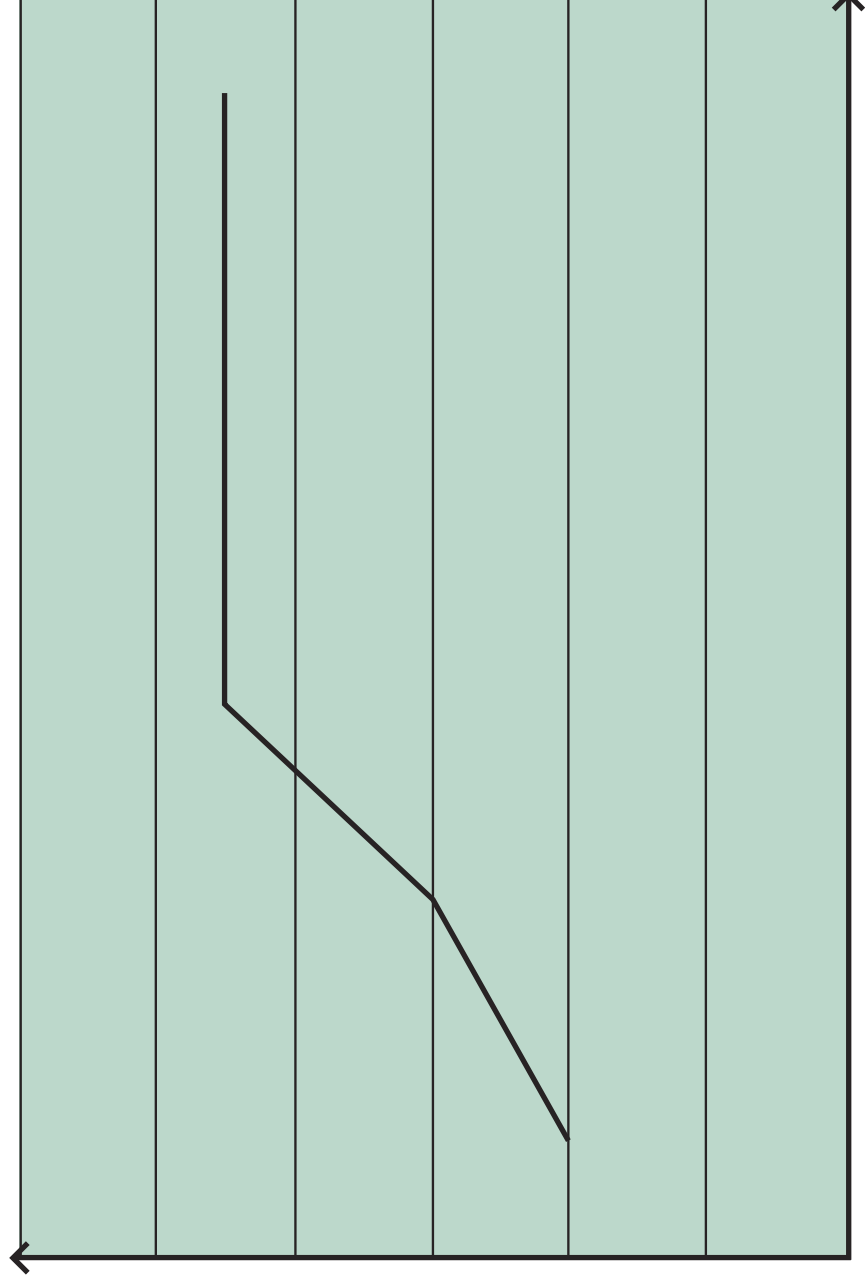
Graph D



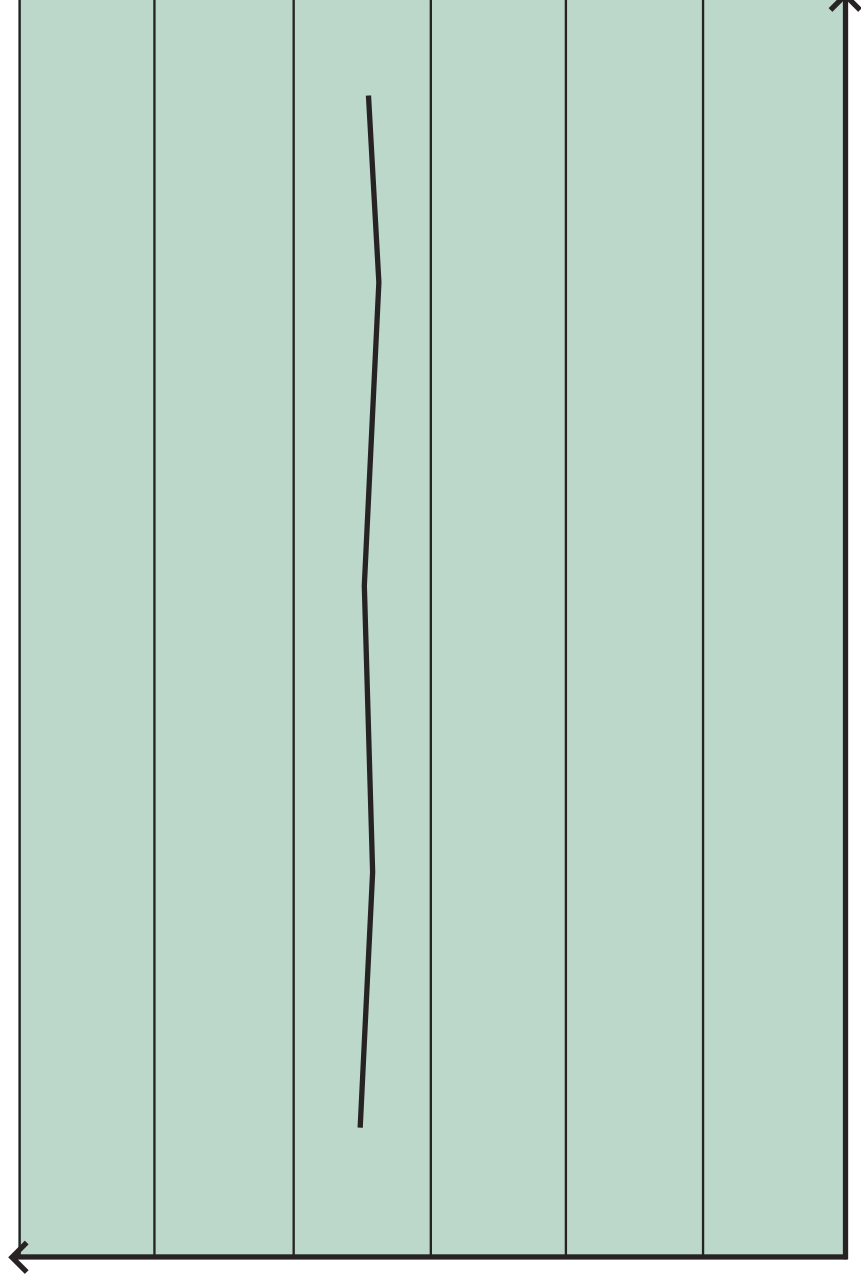
Graph E



Graph F



Graph G



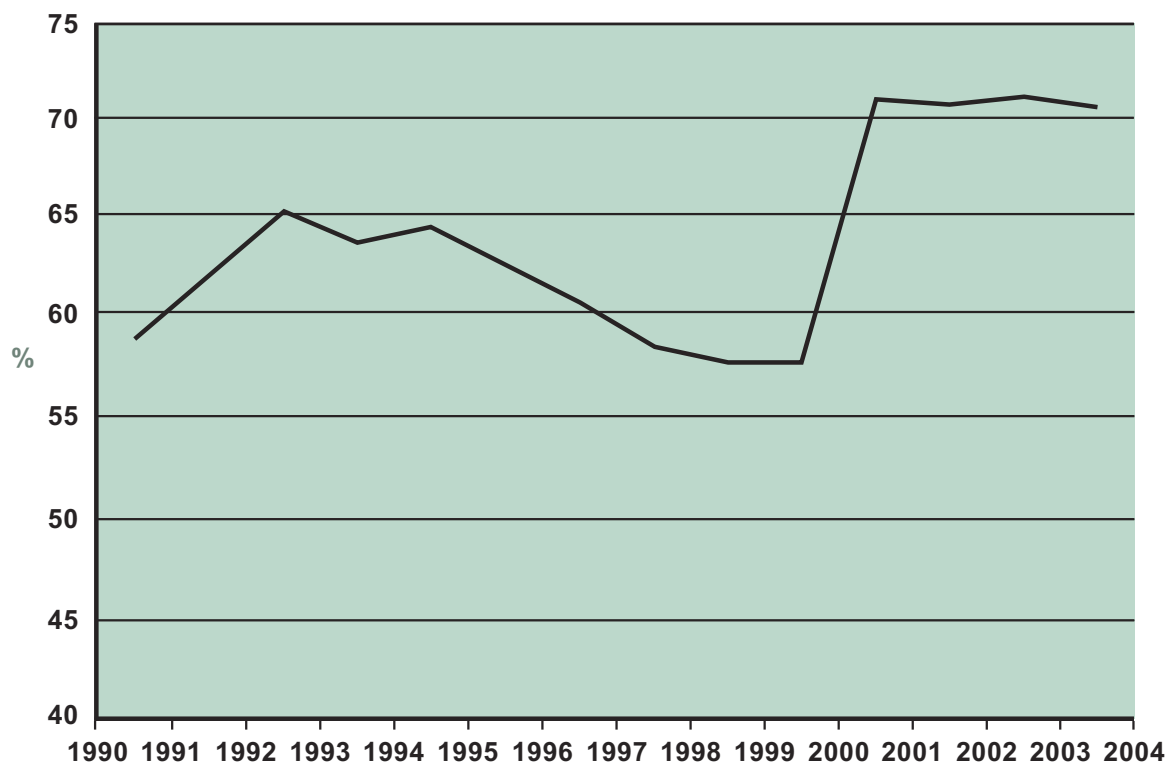
Describing trends: verbs

Cut along the dotted lines.

to decrease	to reach a peak	to rise	to fall
to drop	to decline	to go up	to level off
to fluctuate	to increase	to remain constant	to remain stable

Describe the graph

Share of male youth unemployment to total unemployed



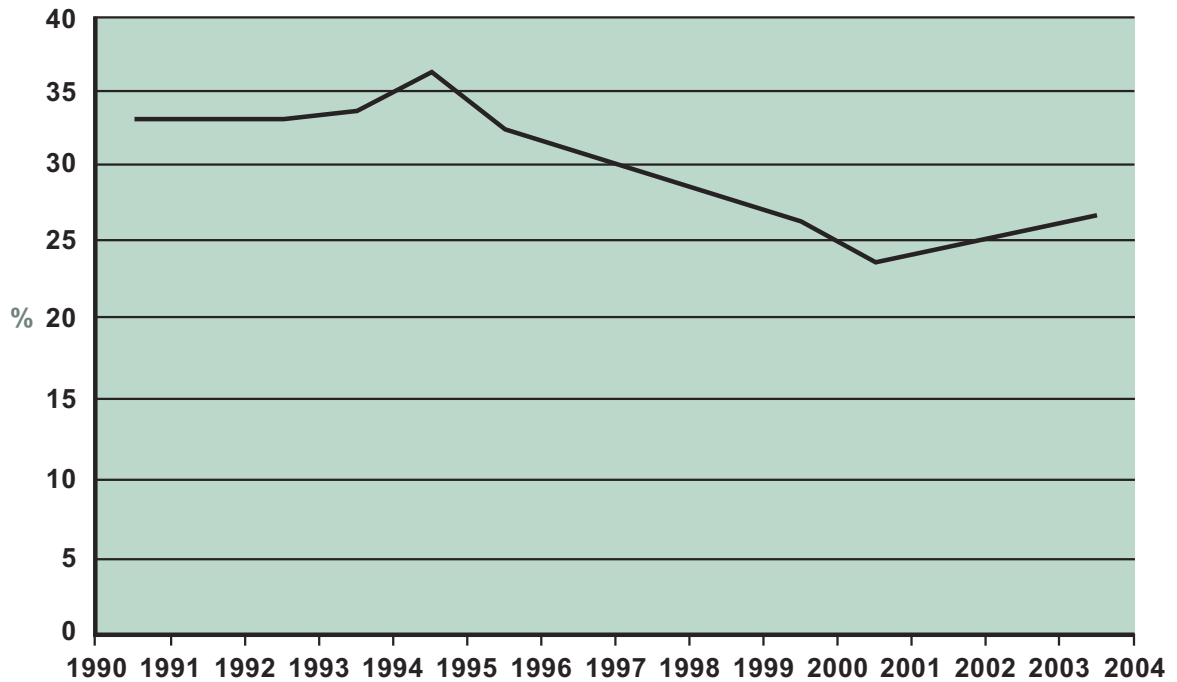
Sentence transformation

- 1 There was a gradual increase in the proportion of youth unemployment between 1990 and 1992.
- 2 From 1992 to 1995, there was a fluctuation in the percentage.
- 3 From 1995 to 1999, there was a gradual decrease in the proportion.
- 4 From 1995 to 1999, the proportion decreased gradually.
- 5 Then it rose sharply until 2001.
- 6 The percentage dropped sharply in 2003.

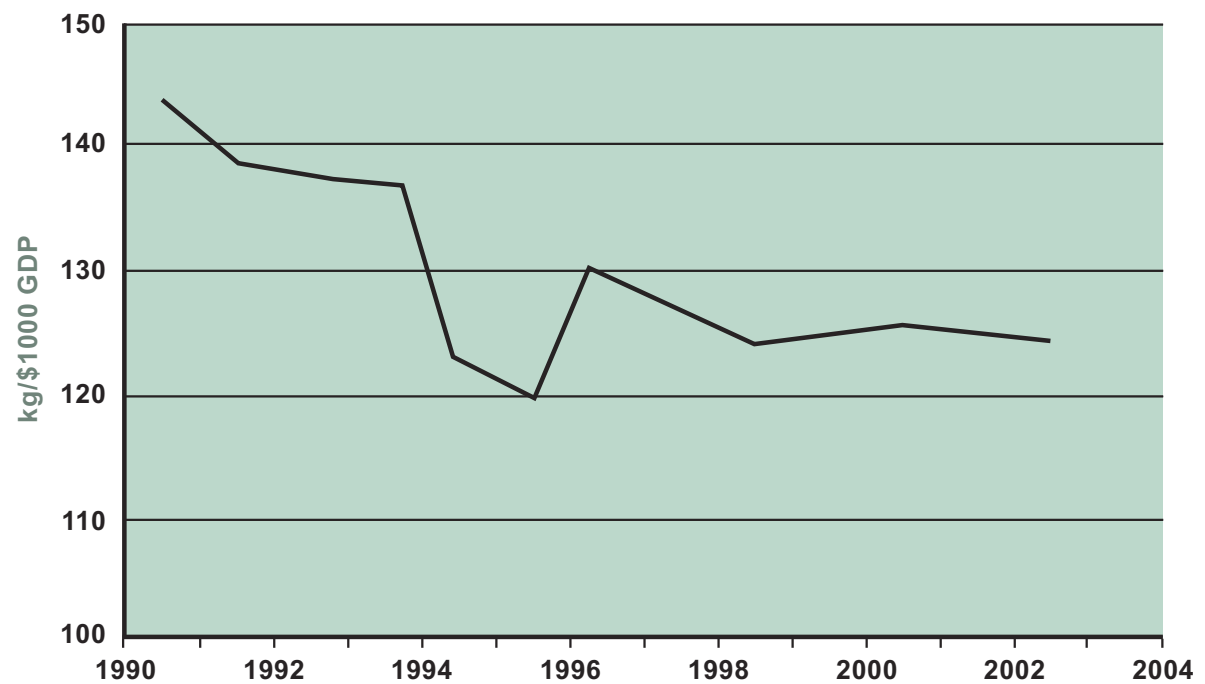
MDG indicators: Sri Lanka

Cut along the dotted lines

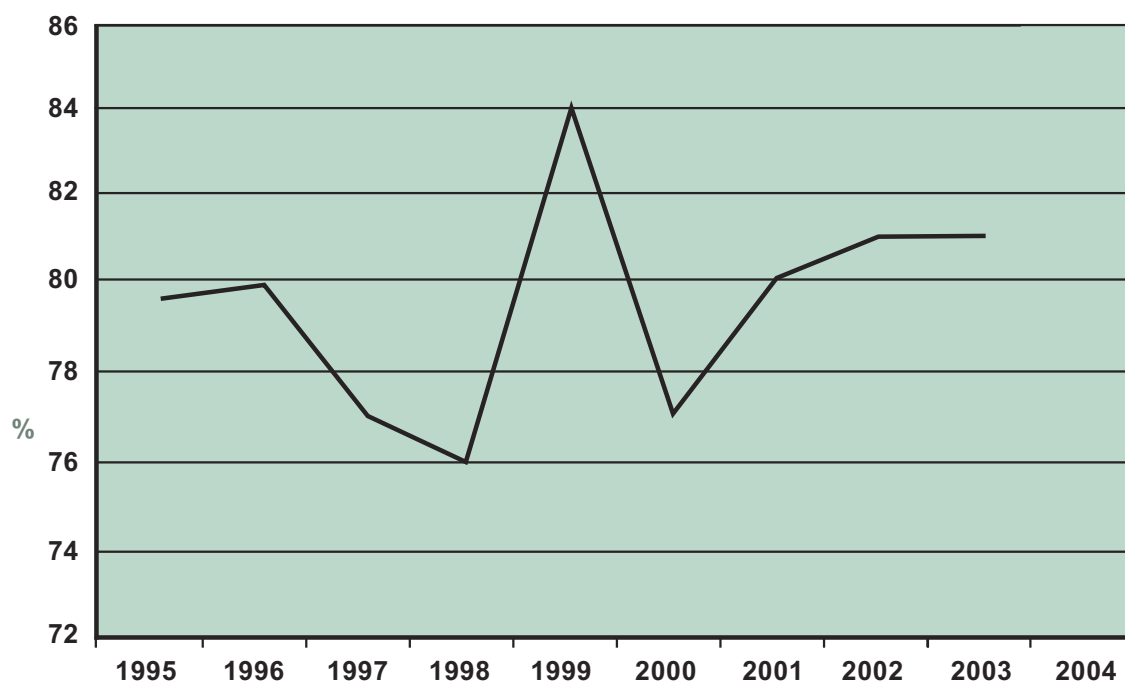
A Youth unemployment



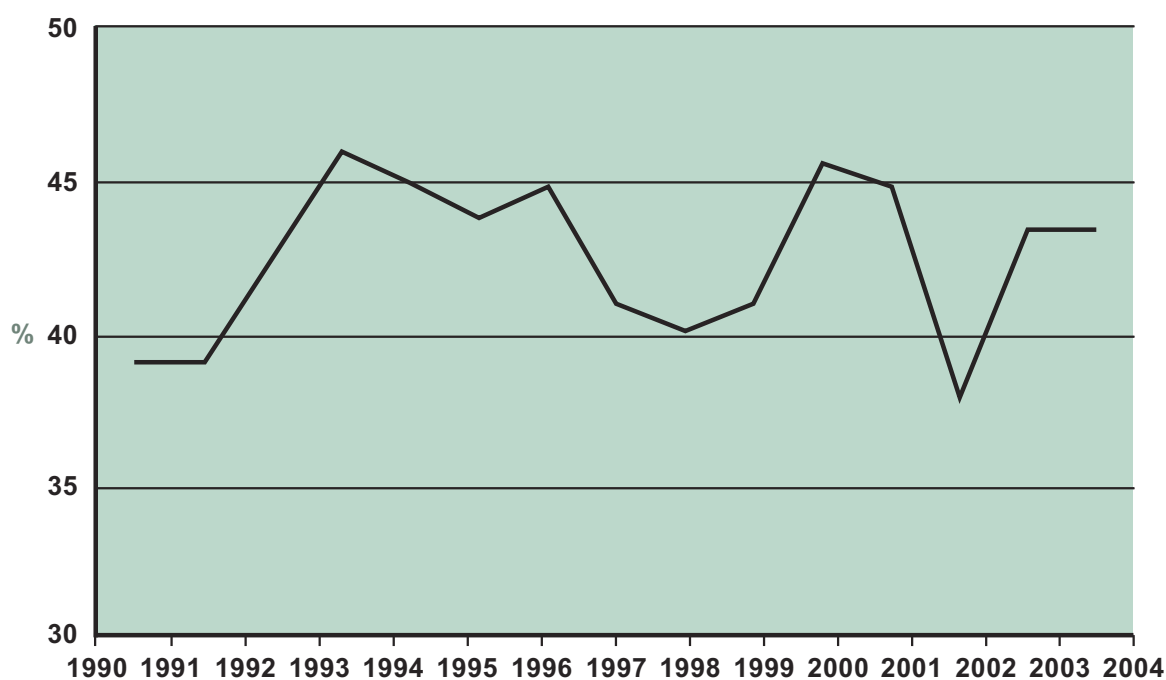
B Energy use



C TB cases cured



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



<http://unstats.un.org/unsd/mdg/Data.aspx?cr=144>

Mission statement

Our aim is to reduce poverty by helping people to help themselves.

About FLO

- FLO (Food and Livelihood Organisation) is an international non-government organisation.
- We work at grassroots level to develop livelihoods and eradicate hunger.
- _____
- FLO is a completely independent organisation.
- We work with all people, regardless of class, ethnicity, gender, nationality, religion, or race.
- _____
- FLO works with local partner organisations and beneficiaries to implement projects.
- We provide advice, training, tools, materials and infrastructure.
- We do not give funds directly.

Partner organisation criteria

Essential

- minimum of 2 years' work experience in the project area
- proof of registration with the National Secretariat for NGOs
- ability to communicate in English
- no political connections

Desirable

- experience in livelihood development
- experience in food security
- bilingual in Sinhala and Tamil
- locally based

Project criteria

Essential

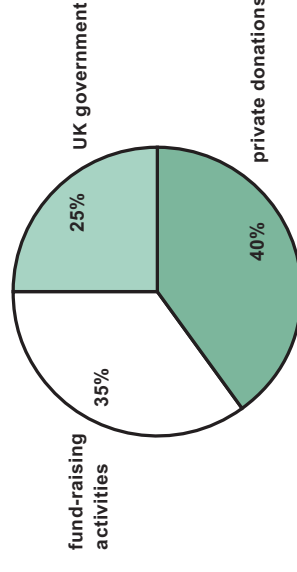
- contributes to the achievement of MDG 1
- benefits women and children
- contributes to social harmony
- has no negative effect on the achievement of MDGs 2–8

Desirable

- contributes towards MDGs 3 and 7

Frequently asked questions

How is FLO financed?



Is FLO a funding agency?

No. It is the policy of FLO never to give funds directly.

Does FLO employ local or international staff?

FLO's policy is to promote employment of local staff. However, if it is not possible to recruit local experts, foreign experts will be recruited.

Does FLO implement projects directly?

Yes, FLO implements projects directly, but we always work in partnership with a local organisation and the beneficiaries.

Millennium Development Goals

- 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

Food and Livelihood Organisation



Contact us at:
45 Market Street
Ompuram
Tel: 096 2224545
Email: flo@lk.net

Food and Livelihood Organisation



Food security

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

Good governance

‘Governance’ means the process of decision-making and the process by which decisions are implemented (or not implemented).

www.unescap.org/huset/gg/governance.htm

What is good governance?

Good governance

Good governance has eight major characteristics. It is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimised, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society.

Participation

Participation by both men and women is a key cornerstone of good governance. Participation could be either direct or through legitimate intermediate institutions or representatives. It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making. Participation needs to be informed and organised. This means freedom of association and expression on the one hand, and an organised civil society on the other hand.

Rule of law

Good governance requires fair legal frameworks that are enforced impartially. It also requires full protection of human rights, particularly those of minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force.

Transparency

Transparency means that decisions taken and enforced are done in a manner that follows rules and regulations. It means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media.

Responsiveness

Good governance requires that institutions and processes try to serve all stakeholders within a reasonable timeframe.

Consensus oriented

There are several actors and as many view points in a given society. Good governance requires mediation of the different interests in society to reach a broad consensus on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development. This can only result from an understanding of the historical, cultural and social contexts of a given society or community.

Equity and inclusiveness

A society's well being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of the society. This requires that all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well-being.

Effectiveness and efficiency

Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

Accountability

Accountability is a key requirement of good governance. Governmental institutions, the private sector and civil society organisations must all be accountable to the public and to their institutional stakeholders. Who is accountable to whom will vary depending on whether decisions or actions are internal or external to an organisation or institution. In general, an organisation or an institution is accountable to those affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

Conclusion

It should be clear that good governance is an ideal which is difficult to achieve. Very few countries and societies have come close to achieving good governance in its totality. However, to ensure sustainable human development, actions must be taken to work towards this ideal with the aim of making it a reality.

Based on: www.unescap.org/huset/gg/governance.htm

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.

Report outline

Introduction: Background
 Purpose of the report

Paragraph 1: Topic sentence
 1 + explanation
 2 + explanation
 3 + explanation

Paragraph 2: Topic sentence
 1 + explanation
 2 + explanation
 3 + explanation

Conclusion:

Signposts

One of the main arguments is ...

A second argument is ...

Another benefit is ...

One disadvantage is ...

A second factor is ...

Another argument (against ...) is ...

Tapescript 3.9

- Presenter: Thank you for joining us. As you know we've been talking about the Millennium Development Goals and Sri Lanka's progress in achieving the goals. I believe you are interested in one of those goals in particular.
- Educationalist: Yes, that's right. I've been looking at Goal 3, the one about gender ... and promoting equality between men and women.
- Presenter: And what makes you so interested in this particular goal?
- Educationalist: Well, first as a woman, and also as a Sri Lankan, I'm interested in Sri Lanka's achievement in comparison to other developing countries.
- 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!

[Pause the tape here for Listening activity B]

- 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.
- Educationalist: Yes. And when women vote they tend to vote for politicians who represent women's issues more.
- Presenter: Uh huh. So ... the economy, politics ... what else does girls' education impact on?
- Educationalist: Well, education itself. Educated mothers are much more likely to send their own daughters to school. So girls' education increases the demand for girls' education. It's a positive cycle.

Presenter: I understand. Like mother, like daughter. Doesn't that also mean there are more women teachers and more school directors who are women too?

Educationalist: Yes. Exactly. And the more women there are in key places in the education system, the more positive role-models girls have. They see women in positions of responsibility and power, in good jobs, making good money and doing good things for the community. They have something positive to copy.

Presenter: I see what you're saying. Is it also true with the health system?

Educationalist: Actually, it's in the area of health where the biggest benefits can be seen. First, there's a direct correlation between educated women, longer life expectancy and lower maternal mortality rates.

Presenter: Do you mean that educated women will live longer?

Educationalist: Yes. Not so many of them die in childbirth. But also their babies and young children don't die so much either. Child mortality rates are lower among educated women.

Presenter: Why? Because they know to go to a doctor straight away when there's a problem?

Educationalist: That's right. Uneducated women tend to go only when it's too late. But also, women who are educated tend to have smaller families anyway.

Presenter: Are you saying that educated women not only have fewer children but also that their children are more likely to survive?

Educationalist: Exactly, and this is true even when the family income is low.

Presenter: So it is a success story after all?

Educationalist: I'd say we have a golden opportunity to make it a success story. With all those women already having access to an education, it's our duty to make that education a quality one. This will empower them to make the most of life.

Environmental issues

Cut along the dotted lines.







Vocabulary example

Environmentally friendly /ɪnvəɪrən'mentəli 'frendli/

- a harmful to the environment
- b not harmful to the environment
- c not interested in the environment

Luxury hotel



Eco-lodge



Tapescript 4.10

- Speaker 1 It's such a shame! Ten years ago there was a great beach here to sunbathe on but now it's all gone. After they removed the rocks and coral reef so that tourist boats could come in and out of the bay, the sea washed away all the sand from the beach.
- Speaker 2 It just gets worse and worse – rubbish everywhere! They usually throw it all behind the hotel, which is bad enough. But sometimes, they even dump it in the sea – further up the coast, mind you. And what happens? The sea just brings the rubbish down here to us.
- Speaker 3 I'm not sure I'd swim there, if I were you. The lagoon is pretty polluted from all the jet skis and speedboats flushing their engines right into the water.
- Speaker 4 It's not good! The builders of that new hotel over there have thrown all the rubbish, including toxins like paint, into the river. I think they have no idea how dangerous some of those paint chemicals are.
- Speaker 5 It's such a shame! Since the area became popular with tourists, the turtles have left. It's just too noisy for them.
- Speaker 6 They actually pulled out all the mangroves and brought sand from further up the coast to make an artificial beach for the hotel. Can you believe it? This area used to be full of fish. There's not a single one left now.
- Speaker 7 It's a huge area – more than 50 acres. They cut down all the trees to make room for the hotel and the golf course. Cut down the trees and planted grass ...
- Speaker 8 All the birds have gone. This area used to be famous for birds. But then the hotels came. They put in roads, cleared the coast, planted grass, diverted the river – all that disturbs the local eco-system. The birds' natural habitat was taken away from them – so they left.

Tapescript 4.11

- Interviewer: I'm standing here with Sunil Fernando, the owner of Kola Kade, an eco-lodge on the edge of the Sinharaja forest. Good afternoon, Sunil. This is quite a special place isn't it?
- Sunil: Glad you like it!
- Interviewer: So can you tell us something about this environmentally friendly hotel of yours? What made you build it?
- Sunil: Well ... tourism is the world's fifth largest industry ... you can imagine what kind of a destructive effect that has on the environment ... I just think tourism doesn't have to be so bad. We can be tourists and we can protect the environment at the same time. That's why I built the place – to show everyone that tourism can be green.
- Interviewer: And how do you achieve that here at Kola Kade?
- Sunil: Oh, in lots of ways! Come and take a look at our guest accommodation! Over here – see those little cottages in the forest? That's where our guests stay. We've tried to make the rooms as eco-friendly as possible. We've used all local building materials – sticks bound together, cajan roofing, see? We've used local knowledge too. The design is based on the traditional *chena* tree huts found here in the Sinharaja forest and in Yala, and we employed only local builders to do the work.
- Interviewer: So, you were able to give work to people from this area.
- Sunil: Yes, that's correct. I think it's important that tourism generates jobs for the local community. I also think it's important to make use of what's available locally without using up all the natural resources.
- Interviewer: How did you do that?
- Sunil: Well, we didn't use any imported materials and we didn't cut down any trees to build the huts. The wood we used is all from fallen trees and branches – stuff we found lying around the forest. Even the furniture is made from local bits and pieces. And all of this is integrated amongst the trees so we don't disturb the wildlife.
- Interviewer: Wow! That is definitely eco-friendly. You use the forest but you don't damage it. At the same time, the accommodation looks so natural – it fits right in. Very clever indeed ... And what about the food at Kola Kade?
- Sunil: As you can imagine, the lodge serves only traditional Sri Lankan cuisine made by our local cook. We pride ourselves on re-creating local dishes that foreign guests won't have had before.
- Interviewer: Do you employ local people in the kitchen too?
- Sunil: Yes, it makes all the difference. They're the ones who know how to make these dishes. But also we make sure we pay them a fair wage too.
- Interviewer: So tell me about some of your specialities.
- Sunil: Well, all the food comes from the area – though of course we don't go hunting the animals! *[laughs]* For breakfast we serve real buffalo curd

- with kitthul-palm syrup. Or you can have string-hoppers with all the traditional side-dishes. These things may be common enough for Sri Lankans, but for our international clients they are really special.
- Interviewer: It all sounds pretty special to me!
- Sunil: It's certainly tasty! And there's always plenty of local fruit and pots of Broken Orange Pekoe tea from the hill country.
- Interviewer: Go on, go on ... You're making me hungry!
- Sunil: Well then, for main meals, the curries we serve are all made with local ingredients ... banana flower, manioc, green banana, jack fruit ... all um ... seasoned with cinnamon and cardamom, curry leaves and cloves from the spice country around Matale.
- Interviewer: Gosh! I can't wait for lunch! It sounds great ... and all so fresh. But apart from eating, what can visitors do while they're staying here at Kola Kade Lodge?
- Sunil: Well, for one thing, you can simply relax, take the time to unwind, forget about city life and um ... start to appreciate the natural world around you.
- Interviewer: Mmm ... it feels like the right place for that!
- Sunil: But also for the more serious animal lover or bird watcher, there's just so much wildlife here to see or even study. Dawn and dusk are the best times to go on safari and in the meantime we've got a small library which guests can use. We've got books on elephants, local trees and plants, birds and insects of the region ... but there are also books for those interested in culture – books on, um ... Buddhism, Hinduism, our local gypsies, the Veddhas, and historical places nearby to visit.
- Interviewer: Do you arrange guided tours or do visitors have to find their own way around?
- Sunil: It's very much up to the individual ... some people like to explore on their own, but Kola Kade also arranges treks and overnight camping into the hills, with an experienced guide from a nearby village.
- Interviewer: I like the way you've been able to capture the maximum effect of being in nature and yet you've done it in a way that has minimum impact on the environment.
- Sunil: Yes. For me, that's what eco-tourism is all about ... that, and spreading the financial benefits to the local community.
- Interviewer: Well, I think I'm ready to book myself in for a few nights!
- Sunil: Be my guest!

Principles of good governance

Cut along the dotted lines.

Accountability	Individuals, organisations and communities are responsible for their actions and may be required to explain them to others.
Transparency	Negotiations and decisions are arrived at openly and are presented so that all can know and understand the process and terms.
Responsiveness	Decision makers respond rapidly to the real needs of society.
Equity and inclusiveness	All people are equal and no-one has an unfair advantage. All groups have an equal opportunity to improve or maintain their well-being.
Effectiveness	Decisions that are taken result in the successful achievement of the stated goals and objectives.

Efficiency	Goals and objectives are achieved without wasting time, money or energy.
Rule of law	Every member of a society and the government must follow the laws of the country. In turn, these laws are applied to everybody in the same way.
Participation	A process during which individuals, groups and organisations are consulted or have the opportunity to become actively involved in a project or programme or activity.
Consensus-oriented	A process for decision-making that tries to get the agreement of most participants. It tries to mitigate the objections of those who don't agree in order to achieve the most acceptable decision.

Fuels

1 lio

2 trepol

3 tawer

4 ndiw

5 cola

6 slaro werop

7 desile

8 sag

9 ncleura

Role-cards

Cut along the dotted lines.

<p>You are the power station manager. You are in favour of the power station.</p>
<p>You are a local residents' representative. You are against the power station.</p>
<p>You are a local business representative. You are in favour of the power station.</p>
<p>You are an environmental action group representative. You are against the power station.</p>
<p>You are a local government representative. You are not sure about the power plant. You are the mediator.</p>

Tapescript 4.3

- Speaker 1: I'm really worried about the effect it'll have on my health. Even a small fire has smoke and ash, so there'll be a lot of smoke and ash floating around from the power station, I'm sure.
- Speaker 2: I hear they're going to build a jetty because the coal's going to arrive by sea. I live on the coast and I'm really worried about all those big boats coming in. They'll make big waves. I'm worried that they'll erode the soil and the wall of my garden will fall down.
- Speaker 3: The burning of coal and other fossil fuels is the largest source of emissions of gases that contribute to global warming. It's really important that we reduce these emissions to slow global warming and protect the environment.
- Speaker 4: One problem that has happened with coal-burning plants in other regions is that they emit gases that cause acid rain. Wherever acid rain falls, it runs down into the soil and finds its way into streams and then into rivers and lakes, causing damage to vegetation and wildlife. This could be a really big problem if there are no controls in place.
- Speaker 5: I have a fish farm which is about 200 metres away from the site of the new power plant. Somebody told me they use sea water to cool the plant and when the water is pumped back into the sea, it makes the temperature of the sea water rise by 2 or 3 degrees. This means my fish will die. They won't be able to live in water that is 3 degrees warmer than normal!

Answer key

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

True or false?

The Saffir–Simpson scale, the Beaufort scale and the Richter scale are all used to measure earthquakes.

False.

The Richter scale is used to measure earthquakes but the Beaufort scale and the Saffir–Simpson scale measure winds and tropical storms.

Disaster quiz

Cut along the dotted lines and then paste the cards back to back.

<p>TRUE OR FALSE?</p> <p>A natural disaster is the same as a natural hazard.</p>	<p>ANSWER</p> <p>Natural hazards are physical events (such as earthquakes, volcanic eruptions, floods). If these events happen in an uninhabited area, they do not cause a disaster. They become disasters when they affect people.</p>
<p>TRUE OR FALSE?</p> <p>Natural disasters cannot be prevented.</p>	<p>ANSWER</p> <p>Natural disasters such as earthquakes and cyclones cannot be prevented. However, some floods are caused by bad water management and these can be avoided. Even when a disaster can't be prevented, we can take steps to lessen the impact of the disaster, or to mitigate it. An example of this is not allowing people to live in disaster-prone areas.</p>
<p>TRUE OR FALSE?</p> <p>Disaster preparedness saves lives.</p>	<p>ANSWER</p> <p>There are many ways individuals and authorities can prepare themselves for disasters. Families can keep stocks of dry food to use in emergencies. In Bangladesh and India, specially designed cyclone shelters have been built where people can take refuge when a cyclone strikes.</p>

<p style="text-align: center;">TRUE OR FALSE?</p> <p style="text-align: center;">Natural disasters cannot be predicted</p>	<p style="text-align: center;">ANSWER</p> <p>Some disasters are more predictable than others. Flooding as a result of monsoon rains can be predicted, as can droughts resulting from a lack of rain. There have even been successful attempts at predicting earthquakes, such as in February 1975 when officials in the Chinese city of Haicheng-Yingkou successfully evacuated thousands of people before an earthquake struck.</p>
<p style="text-align: center;">TRUE OR FALSE?</p> <p style="text-align: center;">A tsunami occurs after an earthquake.</p>	<p style="text-align: center;">ANSWER</p> <p>A tsunami can occur after earthquakes, or volcanic eruptions under the sea. However, not all earthquakes cause a tsunami and not all tsunamis are caused by an earthquake. Very large landslides or meteorites hitting the earth could also cause a tsunami.</p>
<p style="text-align: center;">TRUE OR FALSE?</p> <p style="text-align: center;">Hurricanes and typhoons are different from tropical cyclones</p>	<p style="text-align: center;">ANSWER</p> <p>They are all the same. Tropical cyclones are called cyclones when they occur in the Indian Ocean, hurricanes when they occur in the Atlantic Ocean and typhoons when they occur in the Pacific Ocean</p>

<p>TRUE OR FALSE?</p> <p>Natural disasters occur much more frequently in the developing world than in the developed world.</p>	<p>ANSWER</p> <p>We cannot say that natural disasters occur much more frequently in the developing world. However, we <i>can</i> say that their effects are much worse in the developing world. 98% of deaths caused by natural disasters occur in the developing world. Richer countries have better warning systems, build disaster-resistant homes and cope with emergencies better. In addition, more people have insurance in richer countries so they are not so affected financially.</p>
<p>TRUE OR FALSE?</p> <p>Natural disasters affect the rich and the poor alike.</p>	<p>ANSWER</p> <p>The poor are much more vulnerable to natural disasters. This is not only true in developing countries. New Orleans, USA, where Hurricane Katrina hit in August 2005 has a poverty rate which is double the national average: 1 in 4 live below the poverty line (the national average is 1 in 10). Poorer quality homes are more likely to be destroyed and land in disaster-prone areas is cheaper. The poor often survive on daily wages so cannot earn a living in the chaos that follows disasters. They have no savings or insurance to support them.</p>
<p>TRUE OR FALSE?</p> <p>More people died in the Asian tsunami than in any other natural disaster before.</p>	<p>ANSWER</p> <p>Over 200 000 people died in the Asian tsunami: the highest death toll of a tsunami ever recorded. However, other natural disasters have caused more deaths. In 1970, a storm in what is now Bangladesh, then East Pakistan, killed over 300 000 people. In Sri Lanka, over 500 000 people were displaced by the tsunami. The 2004 flooding in Bangladesh displaced 4 million people.</p>

Source Wikipedia.com, www.oxfam.org.uk/coolplanet

Tapescript 4.6

- Interviewer: This morning I'm talking to Andrew Butler, head of International Relief's emergency response team. Good morning, Andrew.
- Andrew: Good morning.
- Interviewer: With the Indian Ocean Tsunami, the Pakistan earthquake and Hurricane Katrina in the US, the last few years have seen some of the worst natural disasters in living memory. Are there more victims of natural disasters today than previously?
- Andrew: Actually the number of people killed by disasters has been falling in recent years – although of course 2004 and 2005 were exceptions due to the tsunami and the Pakistan earthquake.
- Interviewer: Well that's good news at least. What is the most common cause of natural disasters?
- Andrew: Most natural disasters are caused by weather-related events such as floods, typhoons, hurricanes and drought. And these will become more frequent and severe in the future, causing enormous destruction ... and with long-term consequences on populations, of course.
- Interviewer: So there *is* bad news too.
- Andrew: I'm afraid so.
- [Pause the tape here for Listening activity A]
- Interviewer: How do you respond to disasters such as these?
- Andrew: Well, each disaster is unique and requires a different response so the first - and the most important thing - is to gather accurate information from the affected area so that we know exactly what has happened, how much destruction there has been, the scale of loss of life and the most pressing needs of the survivors.
- Interviewer: How do you get this information?
- Andrew: We send in an emergency assessment team to find out how badly the infra-structure has been damaged, whether communication systems in the area are working, whether people have access to clean drinking water, to identify local partners ...
- Interviewer: But doesn't this take up valuable time?
- Andrew: Well, disaster-relief efforts require a rapid response but the help *must* be of the right kind. Non-essential or even un-needed items can actually slow down the relief effort by clogging distribution channels and can even prevent the delivery of essential items like medicines and food.
- Interviewer: Do you mean like warm clothes being sent to hot countries where they're not needed?
- Andrew: Exactly. And our experience has taught us that it's essential to work with the local people right from the start. For example, getting the supplies to the affected country is usually quite simple. However, getting them to the affected area in the country and distributing them to the people who

really need them can be much more difficult so we try to identify trustworthy partners who can clear our supplies through customs quickly and who will use them well.

Interviewer: By 'local people', do you mean local government authorities?

Andrew: No, I mean local organisations, nongovernmental organisations, community groups ... But of course it's essential to coordinate with the local government authorities - and with other international NGOs - to ensure the most efficient use of resources and .. er... to avoid duplication of effort.

Interviewer: Coordination with other organisations can be problematic, can't it? The International Red Cross reported that although there was a fast response to the Asian tsunami, a lack of communication between aid agencies led to serious mistakes. They gave the example of lots of medical teams turning up in the same place at the same time.

Andrew: Yes, many important lessons were learnt from the response to the Asian tsunami, especially about coordination of humanitarian assistance.

[Pause the tape here for Listening activity B]

Interviewer: Tell me about the kind of assistance that International Relief provides.

Andrew: Well, we focus on water and sanitation. Our first priority is to provide an adequate quantity of water for drinking, cooking and bathing, and to protect water sources from contamination. This is a big problem in the case of flooding where the water source might become contaminated by flood waters – I mean flood waters that might contain fecal material from overflowing sewage systems or from agricultural and industrial byproducts.

Interviewer: What can you do if the water source is contaminated?

Andrew: We look for a short-term solution like using water trucks while we deal with the contamination by disinfecting the wells or carrying out emergency repairs to damaged pipes ...

Interviewer: How do you decide when the needs of the victims have been met and it's time for you to leave?

Andrew: That's a good question! Our experience has shown that the initial outpouring of assistance tends to lessen as the media coverage decreases. This results in severe difficulties for the victims to begin the process of reconstruction and redevelopment so we provide assistance from the immediate relief phase throughout the long-term recovery phase. So while we are often the first organisation to respond, our commitment to provide assistance remains after the headlines fade. We provide support until we see that communities are able to take care of themselves again.

Interviewer: I see, so can you give examples of the kind of work ... (*fades*)

Role-cards

Cut along the dotted lines.

You are members of a special working group that has been set up by the Sri Lankan government to address the problem of recurring flooding in Ratnapura district. Your group includes representatives of central, provincial and local government. In your group, make suggestions about what you can do to help local people prepare for the annual flooding and thus minimise the risk of loss of life and property.

You are members of an NGO working group that has been set up by the UN to address the problem of recurring flooding in Ratnapura district. Your group includes representatives of INGOs and local NGOs. In your group, make suggestions about what you can do to help local people prepare for the annual flooding and thus minimise the risk of loss of life and property.

You are members of the affected community in Ratnapura district. You are worried about the risk of more flooding in the future. Your group includes community leaders, CBOs, school principals and local people. In your group, make suggestions about what you can do to prepare for the annual flooding and thus minimise the risk of loss of life and property.

Disaster mitigation

Cut along the dotted lines.

landslide
earthquake
tsunami
cyclone
flood
drought

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 *is directed* through 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 in times of drought.

Then and now

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

Tapescript 4.9

- Mohan: Good morning, Ms Sagarika.
- Sagarika: Good morning, you must be Mr Mohan.
- Mohan: That's right.
- Sagarika: Welcome to Ampara. I hope you had a pleasant journey. It's a long way from Mannar.
- Mohan: It is, but I'm sure it'll be worth it.
- Sagarika: I hope so. You're here to find out about rainwater harvesting, I believe?
- Mohan: Yes, that's right. Drought is a big problem in the Mannar district and we hope harvesting rainwater might help alleviate the problem.

[Pause the tape here for Listening activity A]

- Sagarika: Well, it's certainly made a difference here. The families who use rainwater harvesting have enough water the whole year round.
- Mohan: Really? Could you explain to me how rainwater harvesting works.
- Sagarika: Of course. Rainwater harvesting simply means collecting rainwater. By collecting water in the rainy season, we can have enough water to survive in the dry season.
- Mohan: But surely you don't drink the water - it must be very polluted.
- Sagarika: Well, actually rainwater is probably cleaner than the water you get from the well, it depends how you collect and store it.
- Mohan: And how do you collect and store it? I mean, how does the system work?
- Sagarika: Well, let's start with the storage. There are many different ways you can store the water, but we find that a concrete tank in the garden is the most suitable.
- Mohan: And how big should the storage tank be?
- Sagarika: How big? That depends on the need - the demand, if you like - and the supply. It's best to ask an expert to help you calculate the size. It's also good to get advice on how to keep the tank clean.
- Mohan: OK, so that's the storage, but how do you actually collect the water?
- Sagarika: Well, for houses the most convenient collection surface is the roof.
- Mohan: Any kind of roof?
- Sagarika: Tin sheet roofs are particularly suitable. First you fix guttering to the edge of the roof to catch the water.
- Mohan: Most of the houses already have guttering.
- Sagarika: That's right, you often just have to check that it's suitable. You need to make sure that your guttering is compatible with the vertical pipe.
- Mohan: What's the vertical pipe for?
- Sagarika: It feeds the water into the storage tank.

Mohan: I still don't think I'd be happy drinking this water.

Sagarika: Ah, but just a moment, I was coming to that.

Mohan: Sorry, please go on.

Sagarika: Well, there are two measures you can take to make sure the water is clean. The first step is to install a 'first-flush system.' This ensures that dirt from the roof is not washed into the storage tank.

Mohan: And the second?

Sagarika: You also need a filter system. You can build this into the piping system, or simply treat the water before you use it with chlorine or by boiling it.

Mohan: That doesn't sound too complicated.

Sagarika: No, it isn't. Though of course you need expert advice on setting up the first-flush system, the filter system and the size of the tank.

Mohan: And where can I get this expert advice?

Sagarika: I'd recommend contacting the Department of Irrigation.