ENGLISH

STUDENT TEXTBOOK

GRADE 11

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINSTRY OF EDUCATION

ENGLISH STUDENT TEXTBOOK GRADE 11

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINSTRY OF EDUCATION

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STUDENT TEXTBOOK

GRADE 11

Writers:

Elias Woemego Bushisso (PhD)

Kassa Mihiretie (PhD)

Editors:

Eshete Kassaye (PhD) (Content Editor)

Wube Kassaye (PhD) (Curriculum Editor)

Kebede T/Michael (PhD) (Language Editor)

Illustrator:

Biruk Wedajo (Msc)

Designer:

Birhane Bekele (Msc)

Evaluators:

Solomon Worku Megra (PhD candidate)

Hamid Mustefa (MA)

Badima Belay (PhD)

Mohammed Hassen (PhD candidate)

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UNIT 1 Environmental Hazards

Unit Objectives

At the end of this unit, you will be able to:

- identify the gist of a listening text.
- utilize the appropriate expressions to talk about the causes of environmental hazards
- make logical presentation of ideas in debate
- skim to find the gist of a text
- scan for specific information
- identify the implied information in the text
- find out the implicitly and explicitly stated information in a text
- identify the information in a text to answer a given reading comprehension question
- use word attack skills
- infer the meanings of vocabulary words based on the contextual clues
- summarize and retell a story
- identify various types of nouns
- identify the difference between the pronunciation of monophtongs/diphthongs
- differentiate the various types of sentences in English
- use punctuation marks correctly
- use clause of concessions correctly
- distinguish noun categories

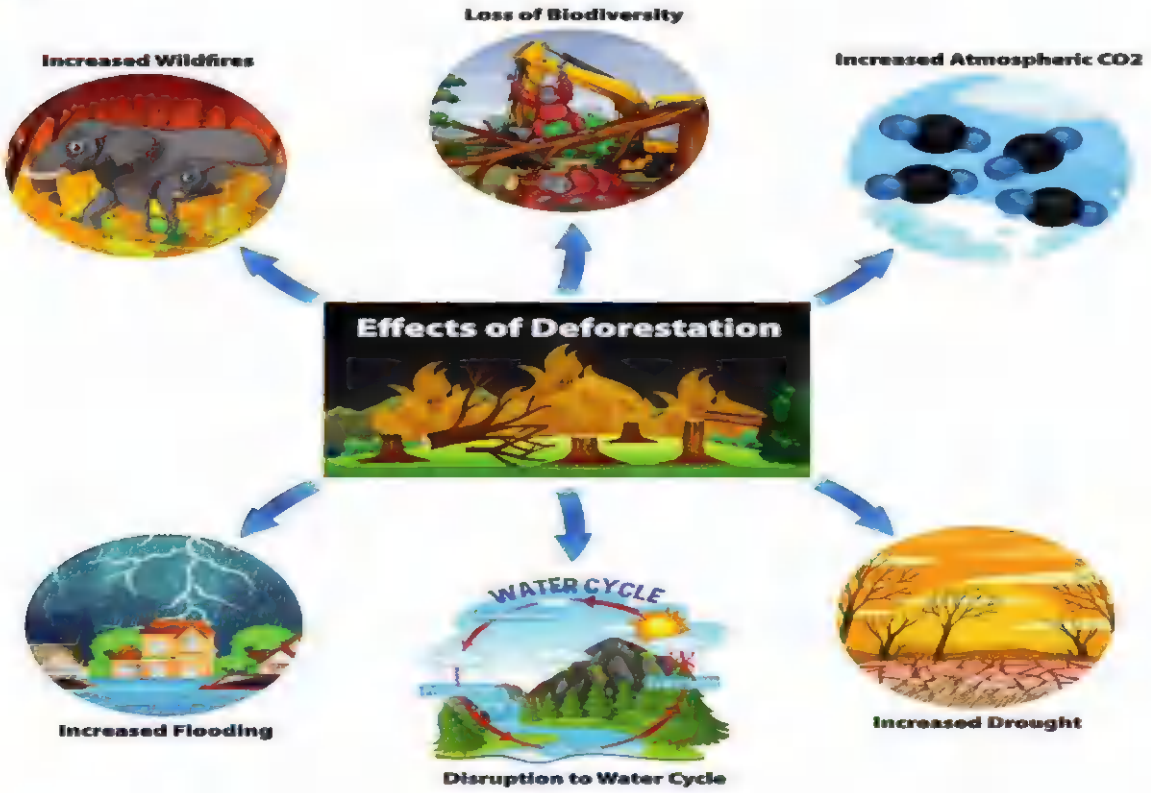
1A Listening Skills

1A. 1 Listening Text A: Environmental Conservation

You are going to listen to a lecture note read to you by your teacher about conceptualizing environmental hazards.

Activity 1.1

I. Before listening to the text, look at the picture below and guess what the listening text will be about. Then, share your ideas of anticipation with your partner.



II. Listen to your teacher reading a text about conceptualizing environmental conservation and do the following questions. First try the questions individually. Then, check your answers in a small group.

1. What do you think is the main purpose of the listening text?
2. What do you understand about the concept of environmental conservation in the text?

3. What is the main idea of the listening text?
4. How do you explain the main focus of environmental conservation psychology?
5. Mention two major behaviors of environmental conservation.
6. Summarize the major ideas of the listening text you listened to. Then, retell it to your partner.
7. What one lesson have you learnt from the text to reduce environmental hazards?

1A. 2 Listening Text2: Environmental Hazards

Activity 1.2

You are going to listen to a lecture note read to you by your teacher about environmental hazards.

I. Before listening to the text, discuss the following questions in group of three.

1. What are some of the environmental hazards you encountered so far?
2. How serious and dangerous are the environmental hazards you mentioned?
3. List down some of the causes of environmental hazards.

Activity 1.3

I. Listen and take note while your teacher reads the lecture. Use your note to complete the table below The first one is done for you.

Causes of environmental hazards	Consequences of environmental hazards
Green gas emissions and acid deposition	Health problems

II. Say True or False to the following statements based on the information in the listening text.

1. Environmental pollution has already become hazardous to the entire world.
2. Urbanization and industrialization are minimizing environmental hazards.

3. Water pollution and poor waste management are not serious causes of Environmental hazards.
4. Environmental hazards seem to be more serious in the area of human health.
5. The main purpose of the text is to show the debate on environment hazards.

III. Answer the following questions according to the evidence in the listening text.

1. What do you think is the purpose of the text?
2. What do you think is the main idea of the text?
3. Which area of our environment has become more hazardous?
4. Are environmental hazards decreasing or increasing? Give evidence for your answers. .
5. What do you think would happen to our environment if timely measures are not taken?
6. Paraphrase the main ideas of the listening text in your own words and re-tell to your partner.
7. What important lesson have you learnt from the text about caring for your environment?

1B Speaking Skills

1B.1 Discussing on Familiar Environment Hazards

Activity 1.4

I. Look at the picture above and answer the following questions.

1. What environmental problems are related to the picture .
2. How common is this problem in your local area? Discuss your answers with a partner.
3. In small groups, identify the causes, consequences and solutions to environmental hazards and then report to the whole class.

II. Panel Discussion

To create environmental awareness, we need the collaborated effort of different stakeholders. These stakeholders are the public, the media, environmentalists, and the government.

II. Get into a group of five and play the role of various stake holders (panelist, public, media, environmentalist, government) in panel discussion in which each stake holder is expected to give and ask for different opinions about preserving a healthy environment.

III. Now, look at the model conversation held among diferent panalists and answer the questions that follow it. The conversation is on a televsion show held by different stakeholders.

Host: How serious do you think is the environmental problem in our country?

Public Rep: I think, the situation seems to be devastating.

Media Rep: I really agree with what the public Rep. said. The condition is deteriorating from time to time.

Environmental Rep: I also share the concern of my colleagues. It is absolutely true that the environmental hazards are becoming very serious. So it should emerge as the concern of humanity.

Government Rep: I can agree more with you all. It is a harsh reality that we are compeled to face. Environmental problem has already become a real threat to our existence.

Host: Thank you. We all have agreed that the problem is real. Let's move on to discussing the causes. May I start with the public representative and we take turns clockwise.

Public Rep: There could be a number of causes, but I think one of the major causes is lack of awareness among the general public.

Media Rep: I definitely agree with what the public rep said. As a media expert I can be an eye witness. The general public do not have enough information about the situation even those informed are not conscious of its seriousness .

Environment Rep: In my opinion, the main cause cannot be far from limitations in awareness among the general public. But still commitment of the stakeholders is very crucial to solve this problem.

Host: If we have done with the causes, let's come to the solutions.

Public Rep: _____

Media Rep: _____

Environment Rep: _____

Government Rep: _____

Host: Thank you all for your active participation and contribution on this sensitive issue on preserving our environment healthy and safe from various hazards.

1. List the expressions used to:
   a. ask for opinion
   b. give advice
   c. second someone's ideas
2. Add some more expressions to the list above
3. What are the expression used to oppose or reject someone's opinion? List them

1B.2 Speaking: Asking for and Giving Opinions

Asking for and giving opinion is something we frequently do in our everyday life. We need to ask and give opinions in formal communications of various topics. We can do this in formal speaking and writing.

Example:

It **seems** to me that the government should save the environment from various hazards.

What do you **think** about preserving our environment from various pollutions?

Note:

The underlined expressions are used to ask and give opinion on the given idea. First individually, and then in small groups of three, identify all the expressions used to ask for and give opinions in the panel discussion held above about the causes, effects, and solutions of various environmental problems. Thereafter, discuss with your partner whether the expressions of opinion used in the panel discussion are of formal/informal and weak/strong in the context of their use.

Common expressions of giving and asking for opinions:

- I think/I don't think……
- I'm fairly certain that……

- I'm quite certain that……
- I would have thought that……..
- I believe……
- I don't doubt that……
- I feel certain that……..
- My impression is that……
- As I see it……
- It seems to me that……..
- It strikes me that……..
- I'm absolutely certain that……
- I'm convinced that……..
- I strongly believe that……

Examples:

1. *I think it's a good movie (weak opinion)*
2. *I don't doubt that smoking is bad for you (mild opinion)*
3. *I'm convinced that it's the best decision we could make for the company (strong)*
4. *It seems to me that weak gun laws lead to more crime. For one thing, it's too easy to get a weapon these days (weak opinion)*

Activity 1.5

I. Complete the dialogue between student A and B with appropriate expressions of asking for and giving opinions.

A: Why do you think we should put garbage in different garbage bins in our homes?

B:_____

A: What is your view about planting trees in our villeges and surroundings?

B:_____

A: Why do you think we should conserve water and energy?

B:_____

A: Do you agree with the idea that the problem of deforestation is caused by casual cutting of trees?

B:_____

A:What do you think the government should do to protect the environment?

B:_____

1B.4 Speaking: Pronunciation of English Words with Pure Vowels

Learning to pronounce correctly is one of the very important aspects of the English language. Though English pronunciation can be really tough at times,it does not mean that you cannot learn it. With proper practice and efforts, you can master it through time. This lesson is on English words with pure vowels (i.e. monophthongs). Pure vowels (monophthongs) are vowels produced by holding the tongue in certain position and height. Following is a list of pure vowel sounds in English:

Vowel Sound	Example Words
/iː/	need, keep, deep, sheep, eat, feel, see, meet, deal, read, beat, peak, seek, etc.
/ɪ/	think, link, wink, sink, big, six, live, since, miss, wrist, lift, pit, sit, pick,etc.
/ʊ/	put, would, look, hook, food, fool, cool, boot, cook, took, good, etc.
/uː/	to, you, new, who
/e/	get, when, well, very, bed, leg, hell, ben, pen, den, ten, men, bend, etc.
/ə/	the, about, could, us
/ɜː/	her, work, learn, word, burn, turn, firm, bird, curd, curse, curt, shirt,etc.
/ɔː/	more, call, all, hall, fall, tall, wall, warm, etc.
/æ/	have, can, sad, bad, hall, man land, sand, bat, mat, etc.
/ʌ/	but, cut, one, much, etc.

Activity 1.6

As you observe in the table above, there are pairs of sounds with similar quality [iː] and [I]; [uː] and [ʊ] etc. Their difference lies on the amount of energe exreted to articulate them. Practice producing them with the help of your teacher. These same pairs of vowels sometimes bring about meaning difference in different contexts.

I. Work with a partner and identify the long and short sounds from the pairs of words below.

a. sin/seen. b. ship/sheep c.lives/leaves d. rich/reach
e. sick/seek f. fill/feel g. full/fool h. sit/seat
i. hill/heel j. pull/pool

II. Complete the following sentences with the appropriate word from the pairs above .

1. Her _____ is forgiven
2. The _____wreck caused great damage
3. She_____ in the USA.
4. My uncle is a very _____ man.
5. We _____ some information on the matter.
6. Ask him to _____ the blank with the correct answer.
7. We got _____ information about the war.
8. The front_____ is not comfortable.
9. There is a _____ around our home.
10. Let's go to _____ house.

1C Reading Skills

1C.1 Reading: Environmental Hazards

Activity 1.7

I. You are going to read text on 'environmental hazards'. Before reading the text, look at the poster below. Do you expect that the reading passage would be related to the picture in some way? Discuss with a partner.

1. Which strategies of reading have you employed to develop your prediction? Previewing? Brainstorming? Idea/concept-mapping?
2. Which strategy have you found more effective? Explain Why?

II. Read the text below individually and silently.

The Reading Text

(1) Human activities have an adverse effect on the environment by polluting the water we drink, the air we breathe, and the soil in which plants grow. Although the industrial revolution was a great success in terms of technology, society, and the provision of multiple services, it also introduced the production of huge quantities of pollutants emitted into the air that are harmful to human health. Without any doubt, the global environmental pollution is considered an international public health issue with multiple facets. Social, economic, and legislative concerns and lifestyle habits are related to this major problem. Clearly, urbanization and industrialization are reaching unprecedented and upsetting proportions worldwide in our era. Anthropogenic air pollution is one of the biggest public health hazards worldwide, given that it accounts for about 9 million deaths per year.

(2) Without a doubt, the entire aforementioned are closely associated with climate change, and in the event of danger, the consequences can be severe for mankind. Climate changes and the effects of global planetary warming seriously affect multiple ecosystems, causing problems such as food safety issues, ice and iceberg melting, animal extinction, and damage to plants.

(3) Air pollution has various health effects. The health of susceptible and sensitive individuals can be impacted even on low air pollution days. Short-term exposure to air pollutants is closely related to COPD (Chronic Obstructive Pulmonary Disease), cough, shortness of breath, wheezing, asthma, respiratory disease, and high rates of hospitalization (a measurement of morbidity)

(4) The long-term effects associated with air pollution are chronic asthma, pulmonary insufficiency, cardiovascular diseases, and cardiovascular mortality. According to a Swedish cohort study, diabetes seems to be induced after long-term air pollution exposure. Moreover, air pollution seems to have various malign health effects in early human life, such as respiratory, cardiovascular, mental, and prenatal disorders, leading to infant mortality or chronic disease in adult age.

(5) Air pollution mainly affects those living in large urban areas, where road emissions contribute the most to the degradation of air quality. There is also a danger of industrial accidents, where the spread of a toxic fog can be fatal to the populations of the surrounding areas. The dispersion of pollutants is determined by many parameters, most notably atmospheric stability and wind.

(6) In developing countries, the problem is more serious due to overpopulation and uncontrolled urbanization along with the development of industrialization. This leads to poor air quality, especially in countries with social disparity and a lack of information on sustainable management of the environment. The use of fuels such as wood fuel or solid fuel for domestic needs due to low incomes exposes people to bad-quality, polluted air at home. It is of note that three billion people around the world are using the above sources of energy for their daily heating and cooking needs. In developing countries, the women of the household seem to carry the highest risk for disease development due to their longer duration exposure to the indoor air pollution.

(Adapted from Frontiers in Public Health Journal, 2020)

III. Read the text again and say TRUE or FALSE to the following statements based on the information in the text.

1. Human activities are more serious than natural activities in causing environmental hazards.
2. Industrial revolution was successful in reducing environmental hazards.
3. Environmental pollution hazards are more of the developed world concerns.
4. The purpose of this reading text is predominantly to persuade the reader.

5. The central theme of the text is to raise the reader's awareness for environmental care.

IV. In the text above, you find words whose meaning is similar to the ones listed below. Identify these words from the text. The paragraph in which you find the words is already indicated in the bracket.

1. Unfavorable, unpleasant, unhelpful, difficult,_____(para. 1)
2. Unparalleled, extraordinary, unmatched, _____(para.1)
3. Vulnerable, predisposed, at risk, _____(para.2)
4. Harmful, hurtful, damaging, _____(para.3)
5. Deprivation, humiliation, ruin, _____(para.4)
6. Differences, inequalities, discrepancies, _____(para.5)

V. The following words are found in the reading text above. Identify the word or phrase that they refer to. The paragraph number is already indicated.

1. It (para.1) refers to_____
2. This (para. 1) refers to_____
3. Those (para. 5) refers to_____
4. It (para. 6) refers to_____
5. Their (para.6) refers to_____
6. This (para.6) refers to _____

VI. Complete the table below according to the information provided in the above reading text. Work individually first and then check your answers in a group of three. The first one has been done as example.

Paragraph No.	Main idea	Supporting details
1	The impact of human activities on various environmental aspects	the role of industrial revolution on environmental pollution; the role of urbanization and industrialization on environmental pollution; the role of various anthropogenic activities on air pollution
2		
3		
4		
5		
6		

VII. Answer the following reading comprehension questions individually. Then, share your ideas in groups of three.

1. What do you think is the purpose of the reading text?
2. Which strategies of reading did you use to identify the main idea and to identify the supporting details?
3. Are the ideas in the text organized spatially, chronologically or emphatically? Give evidence for your stand.

VIII. Answer the following questions based on the information from the reading text.

1. Summarize the main ideas of the reading text in one paragraph based on the main idea and details you have listed in the table.
2. Orally share any important lesson you have learnt about securing your environment from various environmental hazards?

1D Vocabulary Skills

1D.1 Vocabulary: Increase your Word Power

Vocabulary is the knowledge of words and word meanings. "Vocabulary knowledge as knowledge of a word does not only imply to a definition, but also it implies to how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-learning strategies in various contexts.

It is obvious that vocabulary ability is very important for effective communication. Some scholars claim, 'without vocabulary nothing can be communicated, but without grammar something could be communicated' Do you agree with this opinion? If you agree with this idea, tell your partner the strategies you can use to increase your vocabulary.

Activity 1.8

I. **Now use the vocabularies given below in sentential contexts provided and practice their grammatical class with your partner from the way the words are used contextually.**

air pollution	acid rain	bacterial
deforestation	hazardous	longer droughts
pesticides	extreme	climate change
infectious viruses	flooding	oil spills
consumerism		

1. _____from factories are bad for our health.
2. Nuclear power plants are extremely _____for our environment.
3. _____kills many kinds of wildlife.
4. Dirty water causes _____infection.
5. _____creates a lot of garbage.
6. _____is increasing the temp of the earth's surface.
7. _____kill trees, plants and animals.
8. _____leads to increased flooding.
9. _____are a big problem for farmers.
10. _____weather causes death and destruction.
11. _____can spread extremely quickly
12. _____is a big problem in low laying areas.
13. _____kill many kinds of sea animals and plants.

1D.2 Contextual Use of Words

Activity 1.9

I. **If properly combined, the forms on the right and left colunmns make up acceptable English words. Make words by combining these forms and use them to complete the sentences below the table.**

Im-	versity
Con-	inent
Re-	verberate
Em-	ciliate
Ad-	minent

1. Once the thunder and lightning started, we knew that rain was _____.
2. It is easier to aggravate a person than it is to _____ him or her.
3. His was a life filled with _____, having spent time in jail on three separate occasions, and then finding it difficult to convince employers to hire him.
4. Melat could hear the sound of the engine _____ in the cool autumn air.
5. Who do you consider the most _____ researcher in the field of genetic engineering?

II. Read the following text and use contextual information to guess the meanings of the underlined words. Then, check your answers with your partner.

Stunned by a nearby explosion, the young soldier lay on the ground without moving, almost **insensible** owing to the force of the blast. Then he looked up. Through the smoke he could just barely **descry** a staff sergeant, the leader of his squad, walking toward him from a small building. This particular staff sergeant was the **apotheosis** of courage. In battle he was resolute, and he often risked his own safety to help the men under his command. Watching this brave man approach, the wounded soldier felt a sense of relief, and the anxiety that had been gripping him began to **abate**. "Nice day," said the staff sergeant **jovially** when he reached the soldier, "Any plans for the evening?" The sergeant was making a little joke, of course, trying to **assuage** the young man's fear. "Not sure yet," replied the soldier, **vying** with the sergeant to see who could be funnier, "know of any good movies?" The sergeant laughed. "Come on," he said, and with that he helped the soldier to his feet as **gingerly** as possible and guided him quickly to safety.

1. insensible:_____
2. descry:_____

3. apotheosis:_____
4. abate:_____
5. jovially:_____
6. assuage:_____
7. vying:_____
8. gingerly:_____

1D.3 Word Attack Skills

Vocabulary is the knowledge of words and word meanings. Vocabulary knowledge as knowledge of a word does not only imply to a definition, but also it implies to how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction on specific words and word-learning strategies in various contexts.

These are the skills/ strategies that can be employed by you as learners to overcome the problems of vocabulary learning.

a. Inferring the meaning of the unknown word from the general context preceding the word...."
b. Inferring the meaning of the unfamiliar word from the general context that follows the word...."
c. Inferring the meaning of the unknown word by looking at the word parts...." (i.e., by "looking at" its morphology);
d. Understanding the word's meaning in order to understand the passage . By estimating how definite a definition is required; if it is not necessary, further attempts
to define the word are optional....";
e. inferring the meaning of the unknown word by looking for specific cues in the surrounding context ...."
f. Constructing a coherent definition, using internal and external cues, as well as the general ideas expressed by the passage and general world knowledge...."
g. Checking definition to see if the meaning is appropriate for each appearance of the word in the context...."

1D.4 Phrasal Verbs

A **phrasal verb** is the combination of a verb and a particle, such as an adverb or a preposition to form a single meaningful unit on a word or sentence level. Examples: **turn down, run into, turn over and set up**. Commonly, phrasal verbs are used to describe the type of actions that we do every day.

Activity 1.10

I. Choose the correct form of a phrasal verb from the box below to replace the underlined words in the sentences. Put the verbs in the correct tense.

work out,	get up,	turn off,	put on,	go out,	take off,	wake up

1. We should solve our environmental problem so that we will have a better future.
2. My grandmother tried to stand on her own, but the sofa was too low for people of her age.
3. Let me dress my clothes well before rushing to catch a taxi.
4. The plane leaves the land half past 2:00, so we are expected to check in one hour time.
5. The sounds of both the storm and fireworks made people get freighted and leave the building through the backdoors.
6. He sleeps without trouble while the laundry machine is working. This is impossible for me. I have to stop it before going to bed.
7. It is not easy to sleep in a noisy place. You may be interrupted now and then.

II. Use phrasal verbs in the box to complete the short text below. Make sure that you have made necessary changes in the forms where ever necessary.

step in	result in	turn into	meet with	call for	come after

Environmental campaigners have (1) _____ a ban on traffic in the city center. This (2)_____ pollution levels were found to be dangerously high for two years running. The campaigners' plans to (3) _____ the city center _____ a car-free zone have (4) _____ support from city residents. Campaign spokesman Derek Shields said: 'Closing the city center to traffic would (5)_____ lower carbon emissions and make the city a more pleasant place to live. It's time for the city authorities to (6)_____ and address this problem.'

III. Construct your own sentences to show the meaning and use of the phrasal verbs in table below. Exchange your answers with a partner and discuss on your understanding of the use and meanings of the phrasal verbs.

keep off	keep on	keep to	know about	kick back
kick out	knock off	knock out	knock over	keep up

1E. Grammar Skills

1E.1 The simple present Tense

The simple present is a tense often used to describe actions or states that happen in the present, The basic form (V1) of the verb is used, but '-s' may be added as a suffix if the subject is third person singular(i.e. 'it', 'he' or 'she'). We use the simple present tense to talk about habitual actions, general truth, etc. The most common adverbials used in such sentences include: every day, every morning,every week, on Sundays, on weekdays, etc.

Activity 1.11

I. Read the text below and answer the questions that follow it.

My name is Tsadik Tufa. I am seventeen years old and a grade eleven student. Since I am a student, my daily routines are strongly related to my education. I attend classes regularly and study based on my weekly programs. I enjoy sittingin front of the class and listen to what the teacher says. Not to miss the chance of sitting in the first row, I often arrive atschool early. In the afternoons, I go to the play ground and spend one or two hourswith my friends. I usually return home before the sun sets. I don't want stay at the play ground after dusk. When I arrive home, I take a wash and get ready for my study.If I feel hungry, I eat supper alone or with my brothers and sisters.Then, I do my lessons till 9:00pm. Except on holidays, I spend most of my time preparing for my lessons, attending classes, reading books and doing assignments and homework. Of course, there are times when I spend one or two hours a day, watching films and documentaries.

1. List ten different verbs used in simple present form.
2. Is the definition given about 'simple present tense' complete enough to include the forms you have identified?
3. List at least three adverbials used with the simple present tense and indicate time.
4. Check your answers with a partner.

II. Now practice with your partner asking and answering questions in the simple present tense based on the information in the text above.

Example: 1. When does Tsadik return to home from playground?

2. Why Tsadik does not stay in the playground after dusk?

III. In pairs, get to know each other by asking questions about your hobbies, interests, likes and dislikes. Then, let each person introduce his/her partner briefly to the rest of the class based on the information s/he has gathered. Then, identify and discuss in small group of three about the simple present form of the verbs in the sentences you have generated about your partner.

IV. Complete the text below using the correct simple present form of the verbs in brackets.

Saturday is my favorite day,In the morning, my sister Diborah and I (1) _____ (play) basketball. We spend an hour or so there. We take shower and get ready for other businesses of the day. Diborah (2) ..... (go) to library with Dad. Let alone on weekends, I (3)..... (not like) going to library even on week days unless there are books I should refer to. I prefer to read in my study room. On Saturdays, I usually (4)..... (help) my mother with the shopping. In the afternoon, Dad and I (5) ..... (draw) pictures and exchange comments on each other's work. In the evening, we all (6) ..... (watch) TV programs together.

Grammar tips

The simple present tense in English is used to describe an action that is regular, true or normal.

1. for repeated actions in the present time/ period.
   Example: I **take** the train to the office.
2. for facts — A dog **has** four legs.
3. for habits — I **getup** early every day.
4. For things that are always / generally true. It **rains** a lot in winter.

1E.2 Describing processes: Present Passives

Describing processes : The simple present passive is an alternative form of the present simple in the active voice. The active form of the present simple tense is used to indicate that an action is repeated or has become habitual. The action may be a habit, a hobby, a daily or a scheduled event. In this case, the focus is on the performer. However, with similar meaning, we use the simple present passive when we are interested in the person or thing affected by the action. The present simple passive is often used to describe processes or procedure (e.g. the preparation of coffee, how to make soaps at home, etc.)

Activity 1.12

I. **Study the active and passive forms in the following table and answer the questions that follow.**

Active	Passive
1. We clean the rooms every day.	1. The rooms are cleaned every day (by us).
2. Many people speak English here.	2. English is spoken (by many people) here.
3. He runs the company.	3. The company is run by (him).
4, Almost no one speaks Spanish in China.	4.Spanish is not spoken (almost by anyone).
5.They don't serve coffee here.	5. Coffee is not served (by them) here.
6. We don't rely on his words.	6. His words are not relied on.
7. Do they serve coffee here?	7. Is coffee served here?

1. What is common for all the passive forms?
2. In the passive column, the 'by---' phrase is put in an optional bracket. Why?
3. Write the formula for simple present passive in the:
   a. positive form
   b. negative form
   c. question

II. Complete the following sentences with the simple present passive form of the verbs in the bracket.

1. The post _____(deliver) at about 7 o'clock every morning.
2. The building _____(not use) any more.
3. How ____(your name) _____(spell)?
4. These cars _____(not make) in Japan.
5. This room _____(use) for our guests.

III. Use these words to make sentences in simple present passive

1. block/ cars/roads of big cities

   _____

2. produce/too much wastes/in developed countries

   _____

3. cover/ plastic bags and bottles/ beaches

   _____

4. pollute/ air/ factories and vehicle exhausts

   _____

5. fill/ water/ toxic pollutants

   _____

IV. Look at the text below and identify the present passive forms of verbs that are used to describe the process of making paper from a pulp tree.

In order to make paper from a pulp tree, the pulp tree is fed or pumped into giant, automated machines. One common type is called the Fourdrinier machine. The Pulp tree is fed into the Fourdrinier machine on a moving belt of fine mesh screening. Then, the pulp is squeezed through a series of rollers, while suction devices below the belt drain off water. When the water-mark is received by the paper, a device called a dandy moves across the sheet of pulp and presses a design into it. Finally, the dried paper is wound onto large reels, where it is further processed depending on its ultimate use. The Paper is smoothed and compacted further by passing through metal rollers called calendars. A particular finish, whether soft and dull or hard and shiny, is imparted by the calendars.

V. Complete the following brief text on home-made tea by putting the appropriate present passive forms of the verbs in the bracket.

In order to make a cultural tea, first enough water _____(pour) into a tea pot and _____ (put) on the stove. Then, clean tea cups_____(prepare) while the water is kept boiling. Then after, the tea bag _____(put) in the cup and hot water_____ (pour) into the cups. The tea bag _____(keep) in the cups until the mixture stirs well. Right after that, the tea_____ (serve) on the table with sugar.

VI. Describe the preparation of cultural coffee in Ethiopia using the present passive forms. Check your description with that of your partner's.

Tips on simple present passive

The passive is a grammatical voice that moves an object of a sentence in the active voice into the subject position. The simple present passive is an English verb form that refers to verbs in the present tense, simple aspect, indicative mood, and passive voice.

Formation of the Simple Present Passive

Verbs in the simple present passive are formed by the present tense form of the verb *be* plus a past participle (regular or irregular). Only transitive verbs (verbs that can take objects) and verbs with verb phrase complements may be conjugated in the passive voice. The verb phrase patterns for the simple present passive are as follows:

- First person singular – ***am + past participle*** – I am beaten to work by my boss every day.
- Second person singular – ***are + past participle*** – You are easily scared by loud noises.
- Third person singular – ***is + past participle*** – The wind chime is rung by even a light breeze.
- First person plural – ***are + past participle*** – We are required to wash our hands frequently.
- Second person plural – ***are + past participle*** – Are you bothered by your neighbors a lot?
- Third person plural – ***are + past participle*** – Bagels are delivered to the office each Monday.

1E.3 The Simple Future Tense

In this section you are going to see different forms and functions of the simple future tense. Before getting into the details look at the following examples of various forms of the simple future. Then generate some sentences of your own using various forms of the simple future patterns.

1. The winner will be awarded (factual, uncontrollable)
2. I am sure the winner will be awarded (personal, belief)
3. The winner is going to be awarded (planned, decided)
4. The winner will be awarded when the guest of honor arrives(future arrangements time clauses)
5. The winner award program takes place tomorrow (official program, time table)
6. The winner award program is taking place next week (planned personal/office) arrangement

Activity 1.13

I. **Complete the text using the simple future form of the verb given in the bracket.**

Tomorrow, students_____(assemble) in the school playground at 08:00 am, to go to Heritage Village. They_____ (arrive) at 08:30 am, sharp. They _____(reach) the Heritage Village at around 10:30 am. On reaching the village, they_____(go) around to see various displays. The staff at the spot_____(welcome) the students with flowers and perfumes. They_____ (offer) the students snacks. After they eat their snacks, the students_____ (play) in the park. Around 01:00 pm, all students_____(assemble) for lunch. They_____(sit) in a circle and_____(sing) songs. At around 4:00pm, students_____(gather) near the bus. They_____(board) the bus in a queue. At around 6:00pm, they_____(reach) school. Their parents_____(pick) them up from school.

1E.4 Adverbial Clauses of Concession

An **adverb clause** of concession is a dependent clause that contrasts the idea expressed in the main part of the sentence.The principal conjunctions used to begin such a clause include"though", "although", "even though", "while", "whereas", "even if", "however", etc.

Activity 1.14

I. Look at the sentences below and identify the adverbial clause of concession in each case. Then discuss with your partner onthe meaning, distribution and use of the clauses.

1. Although it rained, they enjoyed their walk.
2. I enjoyed the meal, though it was expensive.
3. Even though I was full, I couldn't stop eating.
4. Harry, while he was almost crying from the pain, decided to finish the race
5. Joseph was very popular whereas his brother had more enemies than friends

II. Fill in the blanks with a suitable adverb of concession. There may be more than one correct answer.

1. _____ the weather was cold, she didn't take a coat.
2. _____ the bad weather, they played the match.
3. John isn't afraid of driving _____ he had a terrible accident.
4. Peter really enjoys opera _____ I hate it.
5. I won't forgive you _____ your apology.

III. Complete the sentences below withappropriate kinds of adverbial clauses of concession

1. We enjoyed our trip _____
2. The children slept well, _____
3. _____, Liya gives some money to her parents.
4. Yonas rarely sees Paul, _____
5. Addisu failed the exam, _____
6. _____, she didn't put on her coat.
7. Seble went to work, _____
8. I couldn't eat, _____

Language Tips:

Though, Although and Even though

Though and **although** mean the same, we use them to contrast two opposite meanings (positive and negative) and it always gives unexpected results, we can use though in any part of the sentence but although can't be used in the end of a sentence. When the ***though/although clause comes before the main clause, we usually put a comma at the end of the clause. When the main clause comes first, we don't need to use a comma***:

- *Though/ although he has plenty of money,* he doesn't spend much.
- We enjoyed our camping holiday *though/ although it rained every day.*
- The exam was difficult. *I think I did well, though.*

Even though

Even though is a slightly stronger form of although.

1E.5 Types of English Nouns

Nouns make up essentially all of the objects, people, and ideas that surround us in our everyday lives. Without nouns, we would not be able to communicate effectively with those around us. Nouns often answer questions such as "**who**", "**what**", or "**when**".

In this section, we are going to be looking at various types of nouns as well as their uses. This will give you the confidence in using them and in enhancing your understanding of the English grammar.

Activity 1.15

I. Under the umbrella term of noun, there are actually several types of nouns. Discuss with your partner the different types of nouns you know so far and their functions.

II. Review the bold words in the sentences below and decide what type, or types, of noun each one is. Work through the questions on your own, and then review the answers with your partner to see how you did.

1. I'm planning a trip to **Asmara** later this year.
2. Your room is such a **mess**.
3. Our countertops are made of **granite**.
4. How many **girls** are enrolled in softball camp this year?

5. I am looking forward to going to the **beach**.
6. I have three **children**.
7. I have been to **Sidist Kilo** many times.
8. My wedding ring is made of **platinum**.
9. I can't wait to sink my toes **in the sand** at the beach.
10. We use **cotton** from a local farm in our t-shirts.

III. Individually, look at the text below and identify the underlined noun type. Then, cross-check your answers in a small group of three to write similar sentences of your own.

I have a dream to visit Debresina. The weather is beautiful there. I love cold weather. When the temperature is low, I have energy! I also want to visit Debresina because I love nature. Debresina looks so pure and natural. I dream about its beautiful landscape. In addition, there are wild animals. Finally, I want to learn important information about the people there. Their culture sounds very interesting to me. I hope to visit this wonderful area as soon as possible.

Language Tips:

The concept and Types of Nouns

A **noun** is a word used to describe a person, place, thing, or idea. It is the most valuable part of speech in the English language. In a properly structured sentence, a noun can perform the function of the indirect object, direct object, object complement, subject complement, appositive, subject, or adjective. Nouns are arguably the most important part of speech English. Nouns make up essentially all of the objects, people, and ideas that surround us in our everyday lives. Without nouns, we would not be able to communicate effectively with those around us. Nouns often answer questions such as "who", "what", or "when".

Common Nouns

Common nouns refer to people, places, things, or ideas in general terms. Words like **friend, state, shoe, or freedom** are examples of common nouns.

Proper nouns: are specific nouns..

Concrete Nouns: can be perceived by at least one of our five senses. They are nouns that refer to things that exist physically and can be touched, seen, smelled, felt, or tasted.

Abstract Nouns refer to concepts or feelings that cannot be experienced concretely or touched physically. Ideas, qualities or conditions like love, hate, power, and time are all examples of abstract nouns.

Collective Nouns: refer to a group of something in particular. Often, collective nouns are used to refer to groups of animals.

Compound Noun: can be two words written as one (closed form), such as **softball** and **toothpaste**.

Singular Noun: refers to one person, place or thing. .

Plural Noun: refers to more than one person place or thing.

Possessive Noun: demonstrate a person, place or thing's ownership of something.

Countable Noun: occurs in both singular and plural forms. They can be modified by numbers, but also can be paired with quantifying determiners, such as many, most, more, or several.

1F. Writing Skills

1F.1 Sentences Level Writing

Sentence level writing: A sentence is the smallest structural unit of writing. It could operationally be defined as the smallest writing unit made up of words combined logically to convey a complete ideas, thoughts or feelings.

Types of sentences based on function/purpose of the writer or speaker.

Functionally, sentences are classified as declarative, interrogative, imperative and exclamatory sentences.

a. A **declarative sentence** is a sentence that is used to give information about something. E.g. my father is an engineer.
b. An **interrogative sentence** is a sentence that is used to ask question and gather information. E.g. what is your father's job?
c. An **imperative sentence** is a sentence used to pass order (commands and requests) E.g. keep quiet. Be active participant.
d. An **exclamatory sentence** is a sentence used to express strong emotional feeling and surprise. E.g. what a hot weather is it! Wow! I am dying of curiosity!

Activity 1.16

I. **Get into a group of three and think of three sentences for each of the following communicative language use situations:**

a. For expressing your weekend routines;
b. For asking questions a person you admire the most in politics;
c. for setting a ground rule for effective learning in English class;
d. for expressing your emotions, surprise in visiting

1F.2 Grammatical/Structural Types of Sentences

Sentences are classified as: simple, complex, compound and compound complex based on the number and types of clauses.

a. A **Simple sentence** is a sentence that has only one principal clause. E.g. my uncle is a teacher.
b. A **complex sentence** is a sentence that has one principal clause and one or more dependent clauses. E.g. my uncle who lives in Ambo is a teacher.
c. A **Compound sentence** is a sentence that has two or more principal clauses joined by any one of the coordinating connectors like and, but, or, nor, for, yet, correlative connectors, conjunctive adverbs or semi-colons. E.g. my uncle is a teacher, but my aunt is a merchant.
d. A **Compound complex sentence** is a sentence that has two or more principal clause with one or more dependent clauses. E.g. my uncle is very polite, but he loses his temper when he gets angry.

Activity 1.17

I. **Provide the appropriate independent or dependent clause to complete the following structural types of sentences. Then, determine the sentence type with your partner.**

1. Although she felt sick.....
2. While we were eating dinner.....
3. After John finished his work.....
4. When we went out for lunch.....
5. Until she completed high school.....

6. .....since I joined high school
7. .....unless you hurry up.
8. .....as she had a serious headache.
9. .....so that he could read better
10. .....that he fall asleep suddenly

1F.3 Punctuations and Mechanics in Writing

There are various types of punctuation marks that are commonly used in writing. These include: period, question mark, exclamation mark, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. Following their correct usage will make your writing easier to read and more appealing. In the subsequent sections you will practice on each one in detail. Let us begin with few of them.

Activity 1.18

I. **Get into a group of three and practice the use of punctuation marks in the sentences below. Add the appropriate punctuation mark where ever it is needed.**

1. After the student worked on the paper he took a break
2. Fozia who sat next to me in class lent me her notes
3. The students studied these punctuation rules later they took the final exam
4. The newspaper did not publish the news however it appeared in Times Magazine
5. MrAymelo the director of the program gave the students a welcome speech
6. Debritu wants to lose weight so she walks two miles every day
7. Seyoum sent the story to the instructor after he reviewed it carefully
8. The concert tickets were expensive we went to the movies instead
9. The woman who went swimming at the beach was attacked by a shark
10. You should finish the test check your answers and go home

II. Work in pair and list the punctuation marks you used to improve the sentences above. Indicate the function(s) of each punctuation mark you have identified.

Tips on Punctuation marks

a. **Period** (.) is used at the end of declarative sentences, after statements thought to be complete, and after many abbreviations. E.g. Jemila and Wajebo went to the market.

b. **Question mark** (?) is used to indicate a direct question.
E.g.When did Addisu leave for the market?

c. **Exclamation point** (!) is used to express an outcry or add emphasis.
E.g.What a difficult idea is it!

d. **Comma** is used to show a separation of ideas or elements within the structure of a sentence. E.g. We went to the movies, and then we went out to lunch.

e. **Semicolon** (;) is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.
E.g. Selam was hurt; she knew she only said it to upset him.

f. **Colon (:)** is used before a series of ideas/things.
E.g. He was planning to study four subjects: politics, philosophy, sociology, and economics.

1F.4 Errors in Sentence Structure

Students commonly make three kinds of sentence structure errors: fragments, run-ons, and comma splices.

a. **Fragments**: Fragments are incomplete sentences. Very often, they consist of a subject without the predicate.
Example 1: The child who has a rash. Example
2: Since the drugs have many side effects.

b. **Run-ons**: Run-ons are two independent clauses which are not joined in a grammatically correct manner.
Example: The doctor performed the operation the patient died.

c. **Comma splices**: Comma splices (CS) are two independent clauses that are joined by a comma, which is not a grammatically acceptable way to join independent clauses. Example: The doctor performed the operation, the patient died.

Activity 1.19

I. **Individually, identify any errors in the basic structure of the group of words given below and rewrite them correctly.**

1. The old man carrying a walking stick.
2. In doors in summer and outdoors in winter.
3. The man who lives next door.
4. The book on the table.
5. The way out for the environmental pollution.
6. Don't disturb the class, the instructor ordered the student.
7. The gift that had opened him a new experience.

1F.5 Report Writing

A **report** is a written presentation of factual information based on an investigation or inquiry on such important issues like environmental preservation and protection from various pollutions. Reports form the basis for solving problems or making decisions, often based on the subjects of the report. The length of reports varies from topic to topic and from purpose to purpose of the report making.

Some of the common qualities of a good report are: ***clarity in idea and structure, conciseness, and appropriateness.***

1. Discuss in pairs what is meant by each concept of a good report quality (clarity, conciseness and appropriateness) and what do they really address.
2. Write a report to your class mates on the causes, effects and solutions of 'Deforestation' as a common environmental problem. You can collect the appropriate and accurate information from the right source like environmental experts. Then, let your report be structured as introduction, body and conclusion.

Activity 1.20

I. **Before writing the report, complete the chart below by brainstorming some ideas from your background knowledge, experience and wider reading. Then draft, redraft and roughly write your report. Write the final version and submit the report to your teacher after you have thoroughly edited it. Let your report be based on the qualities of a good report.**

Type of Environmental Pollution	causes	effects	solution
Deforestation	Cutting down trees	flood	Grow tree
	-	Loss of life	Protect trees
	-	Poor soil quality	-
	-	-	-

II. **Call back to the speaking section activity of the panel discussion. Think of the roles played by various stake holders. Imagine that you were acting as a panelist. Write a brief report based on the information you gathered from various stake holders about the causes, effects and solutions of environmental problems.**

UNIT 2 Civilization

Unit Objectives

After completing this unit, you will be able to:

- listen to any listening text to get the main idea;
- listen and take notes;
- summarize a text;
- talk about preferences;
- reflect on the message of the text read;
- write narrative text;
- use punctuation marks correctly;
- use relative clauses correctly;
- use reported speech in writing and speaking;
- use present and past perfect tenses correctly; and
- read extensive texts out of classroom to understand the message.

General Introduction

In this unit, you will deal with topics related to civilization in developing the main skills (listening, speaking, reading and writing). Go through each lesson under these topics and learn more about them.

2A Listening Skills

2A.1 Listening Text 1: The Gregorian Calendar

Activity 2.1

I. In pairs, look at the following pictures, and reflect on the similarities and differences among the pictures.

II. Look at the pictures again and answer these questions.

1. What do the pictures describe?
2. Can you differentiate males from females on the pictures?
3. What message(s) do the pictures carry?
4. Compare these ancient pictures with modern pictures that you see these days. Are they different or similar?

1.

3.

2.

4.

III. Before you listen to the speech/talk, sit in groups of three and answer the following questions.

1. Give a short definition of calendar.
2. How many calendars do you know? Mention (list) some.
3. What do we do with calendars?
4. The following words are from the listening text. Find the meaning of these words in a dictionary.

Calendar	date	weekdays	season	solstice	leap year

IV. Your teacher will read out the text on "the Gregorian Calendar". Listen to the speech and match the expressions under column 'A' with meanings or expressions under column 'B'

A	B
1. The Gregorian calendar	A. are divided into 52 0r 53 weeks
2. Reason for creating the Gregorian calendar	B. makes the year 366 days long in the Gregorian calendar
3. Time of adoption of Gregorian calendar	C. has only 28 days during the common year
4. Leap year	D. a solar dating system representing dates and times
5. The days of the year in the Gregorian calendar	E. in 1580
6. The second month, February	F. to correct the slight inaccuracy of the Julian calendar solar measurements
7. On the 29th of February, one extra or intercalary day is added nearly every four years	G. nearly every four years

Know your words

You should revise words that you learned in the listening text.

V. Below is a text that is part of the listening text. Complete the text about the Gregorian calendar below. Use the words in the boxes.

days	solar	count	extra	numbered	representation	widely

Today, the Gregorian calendar is the most (1)_____ used calendar in the world today. It is the calendar that is used in the international standard for (2) _____of dates and times. It is a (3) _____ calendar based on a 365-day common year divided into 12 months of irregular lengths. During the common year, 11 of the months have either 30 or 31(4) _____, while the second month, February, has only 28 days. A leap year occurs nearly every four years, when one (5)_____or intercalary – day, is added to the Gregorian calendar on 29 February, making the leap year 366 days long.

The Gregorian calendar divides the year into 7-day weeks, which (6)_____ 1 to 52 or 53. Monday is the international standard for beginning the week. Several countries, including the United States and Canada, however, (7)_____ Sunday as the first day of the week.

VI. Now work in groups of three to answer the questions below. You have five minutes to do the questions.

1. What do we do with calendars?
2. The following words are from the listening text. Discuss the meaning of these words; Calendar, date, weekdays, season, solstice, leap year
3. Compare the Gregorian calendar with the calendar/s in your country. Then List down the differences between them.
4. In one paragraph, write a summary of what you learned from the listening about the Gregorian calendar.

2A.2. Listening Text 2: Ancient Civilizations in Ethiopia

Activity 2.2

I. Answer these questions before you move on to the second listening text.

1. What do you know about Ethiopian civilization?
2. In groups of three, discuss the ancient location and trade routes of Ethiopia.
3. List some places you think will be mentioned in the listening text.
4. Discuss the meanings of these words: perched, uninitiated, testimony, pilgrimage

II. Now listen to a speech about Ancient Civilization in Ethiopia, and complete the table below.

Places indicated in the listening text	Civilizations they are Known for
1.	
2.	
3.	
4	

III. The following statements are from the listening text. Say whether the statements are TRUE or FALSE.

1. Ethiopia is a country located in the deserts.
2. Ethiopia is not endowed with remarkable world heritage monuments like any African country.
3. Aksum is located in the central part of Ethiopia as a home of teetering 30-metre high stelae.
4. Gondar boasted some magnificent palaces, beautiful gardens and grand public baths in the 17th Century.
5. The Zagwe rose shortly after 400 BC at an important commercial crossroads between Egypt, the goldfields of Sudan, and the Red Sea.

IV. Now think of the current civilizations and developments in Ethiopia. Then compare the similarities and differences between ancient and current civilization of Ethiopia.

1. What are the similarities?
2. What are the differences?
3. Compare the civilization of Ethiopia to other African counties' civilization. List the differences or similarities.

2B Speaking Skills

2B.1: Pronunciation (Diphthongs- glided sounds)

Activity 2.3

I. Do the following activities according to each specific instruction.

1. Look at the pair of words below and identify the word with a diphthong in each case.

a. pool/pure b. bite /bid c. bet/fate d. time /team
e. trip/tribe f. face /far g. more/modern

2. How many different diphthongs have you identified in Question 1 above?
   a. three b. two c. four d. five

II. Of the eight diphthongs in English, the following table presents example words for four of them. Study the set of words in each column and answer the questions that follow.

Set 1	Set 2	Set 3	Set 4
near	pure	way	die
dear	during	pay	tie
fear	tour	say	file
here		day	mile

1. To which of the sets above do you think the following words belong?
   a. make b. fight c. name d. wild
   e. train f. beer g. fail h. date i. lure
2. Add at least one word of your own for each category or set identified above

III. Read the note in the box and answer the questions that follow.

The eight common English diphthongs are represented by the phonetic symbols

(1) /aʊ/ as in 'town'
(2) /aI/ as in 'light'
(3) /eI/ as in 'play'
(4) /eə/ as in 'pair'
(5) /Iə/ as in 'deer'
(6) /əu/ as in 'slow'
(7) /ɔɪ / as in 'toy'
(8) /ʊə/ as in sure.

1. What are the phonetic symbols of the diphthongs contained by the words in each set above (set 1-4)?
2. Write the phonetic symbol of the diphthongs under each sets in the table.

Set 5	Set 6	Set 7	Set 8
bare	oil	flow	wow
dare	boil	blow	how
fair	soil	home	drown
pair	soil		frown
			sound

3. To which category/set do the following words belong?

scout, round, spout, stout, without, cow, house, pound, joy, air

4. Take time to practice pronouncing all the eight diphthongs in English.
5. The following short extract contains words with diphthongs. Identify all the eight diphthongs of English by focusing on part which is written in bold.

   "Sorry! **No highway here, cowboys!**
   There're tourists visiting the area in large number"
6. Does a Standard English Dictionary help you learn diphthongs? How?
7. Explain how the spelling of words help you guess the diphthongs in words.

Note: In the previous unit, you learnt words with single vowel sound in a syllable, called pure vowels (i.e. monophthongs). Such sounds are produced by keeping our tongue at one position. For example, the sound [e] as in: 'get' and 'bet ' or sound [i] as in 'fit' and 'fear' are produced by keeping . But the sounds in words such as 'right' and 'fight' cannot be produced by holding our tongue in a single position.

Instead, it requires change in tongue shape to produce the sounds of these words. Such sounds are called diphthongs. Diphthongs are basically understood as a sequence of vowels in a single syllable, in which one vowel sound glides over the other. Just like the pure vowel sounds, diphthongs are key components of English pronunciation. That is why this section focuses on them.

In English, there are eight different diphthongs. You learn them step by step. Practicing how these sounds are pronounced is a key to learn them. So, take time to pronounce them correctly.

Diphthongs are gliding vowel sounds in the articulation of which there is a continuous transition from one position to another. The process of moving from one vowel sound to another is called gliding. The sounds "ou" in "out" and "oy" in "boy," for example show this movement.

2B.2. Interview

An interview requires preparing sets of questions. In this lesson, you will learn different ways of interviewing or asking people.

Activity 2.4

I. **In groups of three, discuss these questions and report your answers to the whole class.**

1. What is an interview?
2. Have you ever seen someone interviewed by another person? What was the interview?
3. What do you call a person who is making the interview?
4. What do you call a person who responds to the interview questions?
5. What kinds of questions are asked in an interview?

Ways of interviewing or asking questions

There are various ways of interviewing (asking questions) in an interview. We may use:

1. Open-Ended Questions

Open-ended questions don't have specific answers. They include questions like the following:

- Tell me about yourself.

- Why did you make the choices you made?
- With which skills and functions are you most comfortable?
- If I were to assign you a project based on your expertise, what would I give you?
- What are your weakest skills, and how are you addressing them?
- What areas would your supervisors say you need to develop?

2. Specific Questions

Specific questions have concrete answers and might include the following:

- Tell me about this project you did, lesson you taught, Etc.
- With which skills and functions are you most comfortable?
- If I were to assign you a project based on your expertise, what would I give you?

3. Motivational Questions

Interviewers often want to know about a candidate's motivation by asking the following questions:

- With which firms are you interviewing?
- What positions are you seeking?
- How will you choose?

4. Unconventional Questions

Some interviewers may want to inject a bit of stress; perhaps they want to shake you up a bit by asking what may seem to be crazy or certainly bizarre interview questions.

Examples:

a. If you were a tree, what kind of tree would you like to be? Why?

b. If you were a car, what color would you like to be? Why?

II. Now you are going to make an interview with your favorite teacher. You are going to ask him about: his/ her experience of visiting ancient places, which ancient places he/ she likes to visit, and his or her experience of keeping ancient pictures and artifacts. In groups of four prepare questions you need to ask him/ her. You can use the expressions in the box below if you like.

Language of interview

- (Can you) please tell me about .....
- Why are you the best person for.....
- Why do you think you're the best person .....
- Why do you.....
- How has your experience prepared you .....
- When do you.....
- Do you.....
- If you were.....,etc,

III. Now have an appointment with your favorite teacher and make the interview with him/her. Make sure that you are going to ask her/him about: his/ her experience of visiting ancient places, and his or her experience of keeping ancient pictures and artifacts.

IV. Orally, tell your preferences to your partner using the expressions in the table below.

2B.3. Expressing Preferences

like	dislike	prefer to	rather than	Would rather

Activity 2.5

I. Give your answers to the following questions using the above expressions. Write full sentences.

1. Which do you prefer to do, visiting ancient places, or going to modern buildings? .....
2. Which do you like, collecting artifacts or ancient pictures? .....
3. Do you prefer to read ancient scripts or look at ancient pictures? .....
4. Would you prefer to visit ancient places or see new buildings? .....
5. Would you rather have a visit h me to one of those places? .....

II. Sit in pairs. Tell each other about your likes and dislikes. Take note of what places your friend likes and dislikes. Ask questions such as:

1. What places do you like to visit? What places do you dislike to visit?
2. Which places do you like best?
3. Why do you like the places you mentioned?
4. Why do you dislike the places you mentioned, if any?

III. Now, present what you heard from your partner to the class. Begin with my friend likes/prefers…., or my friend dislikes/does not……

Note:

In English you can use some common phrases and expressions to express preferences. For example you can use:

- to Infinitive + rather than

I prefer to collect old cents rather than have gold.

- Would rather…….than

I'd rather visit ancient places than go to new buildings.

- Would rather + perfect tense

I'd rather have stayed at home.

Making an effective oral presentation is an art that requires paying attention to your audience's demands, careful planning, and careful delivery. It also includes taking notes, using visual aids, and giving a presentation on a computer.

IV. You are going to present a report on computer technology/ modern civilization orally. Prepare notes on the topic. Then present a three to five minutes oral presentation in the classroom.

2C. Reading Skills

2C.1 Features of Contemporary Civilization

Activity 2.6

I. You will now read a text titled "Features of Contemporary Civilization." Before you read the text, answer these questions.

1. How do you define the term "civilization" in your own words?
2. When talking about civilization, what criteria do you consider?
3. Do you think the passage will discuss any aspect of civilization? Which aspects?
4. Read the title and the first statement of the introduction, what do you think is the main concern of the text?

Now read the following text and do the activities listed below it.

Features of Contemporary Civilization

A civilization is a complex human society, usually made up of different cities, with certain characteristics of cultural and technological development. In many parts of the world, early civilizations formed when people began coming together in urban settlements. However, defining what civilization is, and what societies fall under that **designation**, is a hotly **contested** argument even among today's anthropologists.

The word "civilization" relates to the Latin word "civitas" or "city." This is why the most basic definition of the word "civilization" is "a society made up of cities." But early in the development of the term, **anthropologists** and others used "civilization" and "civilized society" to differentiate between societies **they** found culturally superior (which they were often part of), and those they found culturally **inferior** (which they referred to as "**savage**" or "barbaric" cultures). The term "civilization" was often applied in an ethnocentric way, with "civilizations" being considered morally good and culturally advanced, and other societies being morally wrong and "backward." **This** complicated history is what makes defining civilization troublesome for scholars, and why today's modern definition is still in **flux**.

Still, most anthropologists agree on some criteria to define a society as a civilization. First, civilizations have some kind of urban settlements and are not nomadic. With support from other people living in the settlement, labor is divided up into specific jobs (called the division of labor) so not everyone has to focus on growing **his/her** own food. From this specialization comes class structure and government, both aspects of a civilization. Another criterion for civilization is a **surplus** of food, which comes from having tools to aid in growing crops. Writing, trading, artwork and monuments, and development of science and technology are all aspects of civilizations.

However, there are many societies that scholars consider civilizations that do not meet all of the criteria above. For example, the Incan Empire was a large civilization with a government and social **hierarchy**. **It** left behind a wealth of art, and had highly developed architecture but no written language. This is why the concept of "civilization" is hard to define; however, it is still a helpful framework with which to view how humans come together and form a society.

Adapted fromhttps://www.nationalgeographic.org/encyclopedia/civilizations/

II. These questions are about the text you've just read. Write answers to the questions in your own words.

1. What makes it difficult todefine civilization?_____
2. According to the passage, what are the different aspects of contemporary civilization? _____
_____
3. What did anthropologists and others refer to when they used the terms "civilization" and "civilized society" in the past? _____
_____
4. Do you believe that in order to be considered a civilized society a civilization must meet all of the criteria outlined in the text? Why? Why not, after all?
_____
5. In paragraph 2 the writer says, "The term "civilization" was often applied in an ethnocentric way". What does this mean? _____
_____

III. What do the following Pronouns refer to in the text?

1. They found culturally… (Paragraph 2), 'they' refers to _____
2. This complicated…… (Paragraph 2), 'This' refers to_____
3. his/her own….. (Paragraph 3), 'his/her' refers to_____
4. It left behind….(Paragraph 4), 'It' refers to_____

2D. Vocabulary Skills

Mind your words: Ways of learning the meaning of new words

2D.1 Increase Your Words: Meaning in Context

Activity 2.7

I. Answer these questions.

1. What strategies do you use to learn the meanings of new words?
2. In pairs list the techniques you often use to know the meaning of a new word.
3. Compare your lists with other groups and see the differences.

II. The words below are taken from the reading passage. They are written in bold in the passage. Reread the passage and make educated guesses about the contextual meanings of the words.

1. designation (paragraph 1) _____
2. contested (paragraph 1)_____
3. anthropologists (paragraph2)_____
4. inferior (paragraph 2)_____
5. savage (paragraph 2)_____
6. flux (paragraph 2)_____
7. surplus (paragraph 3)_____
8. hierarchy (paragraph 4)_____

Vocabulary Learning Strategies

- Guessing meaning from context- looking at word or phrase before and after the new word.
- Using dictionary- to refer to the dictionary meaning of a word.
- Written repetition -writing the word again and again.
- Studying the spelling- looking at the spelling again and again.
- Asking other people – asking the meaning of a new word from friends or other teachers or persons.

Note: The most frequently used vocabulary learning strategies by learners are using a ***bilingual dictionary, verbal and written repetition, studying the spelling, guessing from context, and asking classmates for meaning*** (Schmitt, 1997).

III. **Which of the above vocabulary learning strategies do you use to guess the meanings of the above words?**

2D.2. Phrasal Verbs

Activity 2.8

I. **Read the following letter, and write the meanings of the phrasal verbs written in bold. In pairs, compare your answers and finally check your answer with your teacher.**

Dear Tigist,

I am pleased that you are doing fine. My sister gave birth to her first child last week. we were so busy. My sister decided to(1) **name** her child **after** his grandfather. In fact her child (2) **takes after** his father. She also finds it hard to imagine (3) **bringing up** her first child. However, with my mother's help she (4) **carried on** to bring her child up. That is why I didn't call you. I will (5) **call** you **up** as soon as I can.

I wish you good luck for the coming weeks.

Muna.

1._____ 4. _____

2. _____ 5. _____

3._____

Definitions and examples of phrasal verbs.

Phrasal verbs are verbs which have the **main verb** and a **particle** which, together, create one meaning. This meaning is different from the usual meaning of the separate words.

For examples:

1. The plane **takes off** from the airport in 10 minutes. (leave)
2. She often **looks after** her child.(takes care of)
3. He was **named after** my uncle who died in the war.(was given the name of someone)

Learn more about the meanings of phrasal verbs in the Table below.

Phrasal verbs	Meaning
let off	Not punish, allow someone to leave a car, bus etc.
lay off	Stop employment of someone, dismiss
lead up to	Cause something to happen
leave behind	Abandon, progress faster than someone
leave off	Stop, cease
leave out	Omit, exclude
Lay down	Put down, surrender, or sacrifice something
let down	Disappoint somebody
let in	Allow someone to enter

II. Complete the following sentences with the correct form of the following phrasal verbs.

let off	lay off	lead up to	leave behind	
leave out	let down	let in	lay down	leave off

1. A man stole historical artifacts in a big museum. The attorney general asked for a fine of prison sentence on the criminal, but the judge _____ the criminal with a fine of 500 birr.
2. He was _____ from the army for disciplinary cases.
3. The student often comes late, but the teacher _____ him _____.
4. We decided to visit our ancient historical places. We started the journey together. Unfortunately, we _____ him_____.
5. The girl was working on the farm, but soon she _____ and went home.
6. _____ the paper on the floor. I want to see what you drew.
7. The war may _____ destruction of many people's houses.
8. She is crying. I think he _____ her _____.
9. _____ the first line of this text. It is not that much important.

III. Look at the following word map. It is about things we do in a telephone conversation. In groups of three or four discuss the underlined verbs in the word map.

1. What do the underlined verbs describe? When do we use them?
2. Now in your groups write a telephone conversation using one of the following situations. Use the phrasal verbs you learnt in the map above. The first one is started. Finish it and do the same for situations b and c.
   a. Speaker **A** is a hotel receptionist and speaker **B** is a customer.
   b. Speaker **A** is a sports master and speaker **B** is a trainee.
   c. Speaker **A** is a banker and speaker **B** is a customer.
   d. Speaker **A** wants to know more about Ethiopian civilizations and speaker **B** is responsible person to do this.

Begin like this:

Receptionist: Hello, South Star International Hotel. Can I help you?
Customer: I want to stay two days in your hotel. Can I have one bedroom?
Receptionist: please **hold on**… single or double?
Customer: I am sorry, the phone is **cut off**. I need a single one……

2E. Grammar Skills

2E1. The Past and Past Perfect Tenses

Activity 2.9

I. Discuss these Questions in pairs.

1. Why is learning English tenses so important?
2. What are tenses in English?

II. Now look at the following sentences, and identify the verbs used in each sentence.

*a. I **lost** my wallet yesterday.*

*b. He **had** already **left** the museum when I arrived.*

c. *The kids **had been playing** for only five minutes when it began to rain.*

d. *Mary **broke** her leg last week.*

e. *When the police arrived, the thief **had** already **escaped**.*

III. 3. Read the following scenarios in pairs. Make a conversation using the past tense and past perfect tense in one of these situations. First, look at this example conversation.

Example: **Father**: Where were you this week? I didn't see you.

Son: I had been in Jimma since Monday June 20.

Father: What were you doing there? Had you got any personal affair?

Son: Yes, I had been visiting my friend. He had been sick for one month.

Father: What happened to him?

Son: He had been diagnosed for gastritis before I arrived. Now he completely recovered.

a. **Student A** was absent from school for more than 3 weeks. The homeroom teacher discovered his absence. The student came back to school after the homeroom teacher reported. **Student B** wanted to know what happened to student A.

b. For the past six months, a man had been sick until his disease was identified. He had gone to many hospitals before his disease was identified. A neighbor wanted to know about the man's health and went to the hospital which the man had been admitted to.

c. Student A had never visited a rural area. He was interested in learning about

The past perfect

It is used to talk about actions and events that happened before another action in a specific time in the past.

Examples: *Brooke* **had** *already* **moved** *to Djibouti when the accident happened.*

The past perfect continuous

The past perfect continuous is used to describe actions and events that began in the past and continued until another action or event occurred in the past.

Example: *He* **had been waiting** *for two hours when he decided to go back home.*

We learn English tenses because:

- The tenses of English are used to convey the relationship between two actions or to locate an activity in time.
- Tenses can help you say what you actually want to say
- Tenses will help you get fluent.
- Learning tenses can improve all your language skills.
- Tenses help you pass your English exams.

2E.2: Direct and Reported Speeches

There are two ways of reporting what someone says. We either use the direct speech or reported speech.

For example: Direct speech: "I haven't seen them since **last week**."

Indirect speech: She said (that) she hadn't seen them since **the previous week.**

Activity 2.10

I. Read the following paragraph and write the sentences that contain direct speech.

Ethiopia held a one-day tree planting event on 29 July, 2019 with an initial target to plant 200 million tree samplings across the country in the campaign, known as the Green Legacy Initiative, launched by Prime Minister, Abiy Ahmed. The government announced that the target had exceeded, with more than 350 million planted over a 12-hour period. "We have reached both targets that we have set for ourselves.

We have also learned a lot from this project in terms of agro-forestry for the country," said Seleshi Bekele, Ethiopia's Minister for Water and Energy. "To assure the exact number, we would encourage the regional leaders to get in touch with our records management team to review the recent progress," said a spokeswoman.

Source: https://www.bbc.com/news/world-africa-50813726

1. _____

2. _____

3. _____

II. Write the reported speech of the sentences you wrote above.

1. _____.

2. _____

3. _____.

2E.2.1: Direct Speech

Direct speech is one method for describing what someone said. We use direct speech, when we just repeat what someone says, putting the phrase between speech marks (also known as quotation marks).

For example: My brother came in and said, "I'm really hungry".

It is very common to see direct speech used in books or in a newspaper article.

For example:

The Addis Ababa Mayor said, "We plan to make this city a safer place for everyone."

As you can see, with direct speech it is common to use the verb 'to say' ('said' in the past). You can also use other verbs to indicate direct speech such as 'ask', 'reply', and 'shout'.

For example:

When W/ro Shetu opened the door, I asked, "Have you seen Tarikua?"
She replied, "No, I haven't seen her since lunchtime."

The boss was angry and shouted, "Why isn't he here? He hasn't finished that report yet!"

As an alternative to using 'say' we can also use 'tell' ('told' in the past) in reported speech, but in this case you need to add the object pronoun.

2E.2.2 Indirect Speech

Indirect speech is used to report what someone said without using quotation (speech) marks, or it is trying to use one's own words to report someone's saying. It is also called reported speech.

For example:
Direct speech: He says, "I am going to call you."
Indirect: He told me (that) he was going to call Alemu.

Activity 2.11

I. Change the reported speech of the given sentences into direct speech.

1. Indirect speech: They told her (that) they would arrive a little late.
   Direct speech: _____
2. Indirect speech:You told us you'd already finished the order.
   Direct (reported Speech): _____
3. Indirect speech: They say (that) they're cold.
   Direct speech: _____
4. In direct speech: She asked whether she was coming to the show that night.
   Direct Speech: _____
5. Indirect speech: He said it'd been raining since that afternoon.
   Direct speech: _____

Grammer Tips

When we report what someone says in the present simple, we normally don't change the tense, we simply change the subject and time adverb. However, when we report things in the past, we usually change the tense by moving it one step back. Example:

Direct speech: *"I have a new car."*

Indirect speech: He said he had a new car.

Changing Time Expressions

Sometimes when you report a speech, it's necessary to change the time expressions; particularly, when you are speaking about the past. Example:

Direct speech: "I'm seeing my brother **tomorrow**."

Indirectspeech: She said she was seeing her brother **the following day**.

Reporting Questions

When you report a question, you should change the interrogative form into an affirmative sentence, by changing the verb tense one step back, as in normal reported speech. When we report a yes/no question, we use 'if'. *For example:*

Directspeech: *"Do they live here?"*

Indirectspeech: *You asked me if they lived here.*

As you can see, in the reported version of the question, 'do' is eliminated because it is no longer a question, and the verb 'live' becomes 'lived'.

For questions starting with question words like 'what', 'where', 'when', 'who', etc. Examples below:

Directspeech: "Where do they live?"

Indirectspeech: You asked me **where they lived.**

Note: We usually use the verb 'ask' to report a question. The verb 'to ask,' like the verb 'to tell,' is usually followed by an object pronoun, though it can be omitted.

Reporting Orders and Requests

When you give someone an order, you use the imperative form, which means you don't use a subject and only use the verb as in the examples:

"**Call** *me back later.*"

"**Have** *a seat.*"

"**Don't do** *that!*"

We use the word 'tell' and the verb infinitive to report an order.

Examples:

You told me **to call** *you back later.*

She told us **not to do** *that.*

When you make a request, you normally use words like 'can', 'could', or 'will'.

Example:

"Could you call me back later?"

"Will you have a seat?"

"Can you not do that please?"

To report a request, we use the verb 'to ask' and the infinitive form of the verb. For

Example:

*You asked me **to call** you back later.*

II. Change the following direct speech into reported Speech.

1. She requested,"Could you call me back later?" _____
2. "Will you have a seat?" _____
3. "Can you not do that please?"_____
4. "When are you leaving?"_____
5. "I had a headache yesterday."_____

III. Read a short tale in English or a news article online or in books, which offer many examples of reported speech, and identify direct and indirect speeches. Then tell the story to your class using the correct form of direct or indirect speech.

The Elves and the Shoemaker

There was once a shoemaker, who worked very hard and was very honest: but still he could not earn enough to live upon; and at last all he had in the world was gone, save just leather enough to make one pair of shoes.

Then he cut his leather out, all ready to make up the next day, meaning to rise early in the morning to his work. His conscience was clear and his heart light amidst all his troubles; so he went peaceably to bed, left all his cares to Heaven, and soon fell asleep. In the morning after he had said his prayers, he sat himself down to his work; when, to his great wonder, there stood the shoes already made, upon the table. The good man knew not what to say or think at such an odd thing happening. He looked at the workmanship; there was not one false stitch in the whole job; all was so neat and true, that it was quite a masterpiece.

The same day a customer came in, and the shoes suited him so well that he willingly paid a price higher than usual for them; and the poor shoemaker, with the money, bought leather enough to make two pairs more. In the evening he cut out the work, and went to bed early, that he might get up and begin betimes next day; but he was saved all the trouble, for when he got up in the morning the work was done ready to his hand. Soon in came buyers, who paid him handsomely for his goods, so that he bought leather enough for four pair more. He cut out the work again overnight and found it done in the morning, as before; and so it went on for some time: what was got ready in the evening was always done by daybreak, and the good man soon became thriving and well off again.

One evening, about Christmas-time, as he and his wife were sitting over the fire chatting together, he said to her, 'I should like to sit up and watch tonight, that we may see who it is that comes and does my work for me.' The wife liked the thought; so they left a light burning, and hid themselves in a corner of the room, behind a curtain that was hung up there, and watched what would happen.

As soon as it was midnight, there came in two little naked dwarfs; and they sat themselves upon the shoemaker's bench, took up all the work that was cut out, and began to ply with their little fingers, stitching and rapping and tapping away at such a rate, that the shoemaker was all wonder, and could not take his eyes off them. And on they went, till the job was quite done, and the shoes stood ready for use upon the table. This was long before daybreak; and then they bustled away as quick as lightning.

The next day the wife said to the shoemaker. 'These little weights have made us rich, and we ought to be thankful to them, and do them a good turn if we can. I am quite sorry to see them run about as they do; and indeed it is not very decent, for they have nothing upon their backs to keep off the cold. I'll tell you what, I will make each of them a shirt, and a coat and waistcoat, and a pair of pantaloons into the bargain; and do you make each of them a little pair of shoes.'

The thought pleased the good cobbler very much; and one evening, when all the things were ready, they laid them on the table, instead of the work that they used to cut out, and then went and hid themselves, to watch what the little elves would do.

About midnight in they came, dancing and skipping, hopped round the room, and then went to sit down to their work as usual; but when they saw the clothes lying for them, they laughed and chuckled, and seemed mightily delighted.

Then they dressed themselves in the twinkling of an eye, and danced and capered and sprang about, as merry as could be; till at last they danced out at the door, and away over the green.

The good couple saw them no more; but everything went well with them from that time forward, as long as they lived.

Adapted from http://www.authorama.com/grimms-fairy-tales-39.html

2F.3: Relative clauses

Activity 2.12

I. In small groups, look at the following diagram and answer the questions below it.

a. What do you call these words?
b. For what purpose do you use them?
c. What are relative clauses?

A **clause** is part of a sentence that contains at least a subject and verb. Relative clauses are clauses that describe or define a noun or a noun phrase. There are two types of relative clauses: defining and non defining relative clauses.

Defining and Non-defining relative clauses

Non-defining relative clauses give **extra** information about the noun described in the sentence.

Whereas a defining relative clauses **defines or limits the noun it describes in** the sentence. You can see if a relative clause is defining or non-defining by removing it from the sentence. If you remove a non-defining relative clause, the sentence still has the same meaning. If you remove a defining relative clause, the sentence has a different meaning or is incomplete.

II. Read the following sentences and indicate the sentences as defining or none-defining relative clauses. Then underline the relative clauses.

1. The book that she read was important for her literature review.
2. The participants who were interviewed volunteered to be part of the study.
3. Addis Ababa University, which is entirely a face to face instruction, has main administrative offices at SidistKillo.
4. The student who sits in the back of the room asks a lot of questions.
5. The results that I obtained may invoke positive social change.
6. The journalist whose story I read yesterday has won prizes for her work.
7. The hypothesis, which I tested throughout the research, was rejected.
8. I have found the article, which I have been looking for.

2E.4: The Uses of 'Let' and 'Make'

Activity 2.13

In this section, you will practice expressing different functions of the words' **let'** and **'make'**.

I. Give complete sentences to answer thefollowing questions.

1. What are the things your teacher made you do that you didn't like doing?
2. What do/did you wish you could do,but can't because your parents don't/ didn't let you do?

II. Match sentences under column 'A' with the meanings under column 'B'.

A	B
1. My boss let me leave early.	A. He is the cause for my laughing.
2. My boss made me stay late.	B. I am going to make it possible.
3. My brother made me laugh.	C. He gave me permission.
4. I'm going to let *my hair grow*	D. The person didn't want to stay late, but she had to.

III. Choose the correct form of 'make' and 'let' to complete the following sentences

1. The teacher (let me/ let me to) leave early.
2. My boss (made me to/ mad me) stay late.
3. That story (made me/ made me to) cry.
4. My boss (let me to/ let me) work from home sometimes.

Rules how to use LET and MAKE

a. **'Let'** can be used with object plus bare infinitive (infinitive without 'to')

Examples: Musa's mother **let** him **use** her car.

Our teacher let us leave early.

Here **'let'** can mean **'allow' or 'give permission'**.

b. We can also use **'let'** to mean 'allow' in the sense of 'make something possible',Examples: This student card lets you book discount flights.

You can buy a pass which **lets you visit** all the art galleries more cheaply.

c. **Let's + infinitive** is often used to make a suggestion,

Examples:Let's go to the cinema tonight.

Let's get some coffee.

d. **Make** with bare infinitive (infinitive without 'to').**'Make'** can mean 'force someone to do something that he or she doesn't want to do',

Examples: His mother **made** him clean his room.

The teacher **made** us study very hard.

e. It can also be used to mean 'cause someone to do something' (the thing can be good or bad)

Examples: That film **made** me cry.

My brother often **makes** me laugh.

If we use **'make'** in the passive, we use the infinitive with 'to' instead of the bare infinitive, Example: She was **made to** work on Saturdays, even though she hated working at weekends.

2F. Writing Skills

2F.1. Summary Writing

Activity 2.14

I. In this lesson you are going to write a summary. Before that sit in groups of three or four and discuss the following questions.

1. What is a summary?
2. How do you write a summary?
3. What do you think is included in a summary?
4. Now look back to the reading passage titled "Features of contemporary civilization" and identify the main ideas of each paragraph. After you finish identifying them, compare your main ideas with your friends.
5. Using the main ideas you identified, write a summary of the text in one paragraph.

Note:

A summary is a brief statement or account of the main points of a text that has been read.

- When writing a summary:
- Remember that it should be in the form of a paragraph.
- Begin with an introductory sentence that states the text's title, and main point of the text.
- It is written in your own words.
- Contains only the ideas of the original text. Do not include any of your own opinions, interpretations, deductions or comments into a summary.
- Identify the main points to include.
- Do not copy word-for-word

II. Now, Show your summary to a friend or your teacher for comments and improve it including the comments your friend suggested.

2F.2. Writing Narrative Essay

In this section you will learn about narrative essays. A narrative essay is an essay that tells a story. It tells a story in chronological order.

Activity 2.15

I. In pairs discuss the following questions and write your answer.

1. In your childhood, did your parents tell you stories?
2. How did they tell you?
3. Have you tried to write stories of your activities, like story of a place you visit?
4. What kind of words do you use to make the story attractive?

II. Now read the story about 'Merkato' and answer the questions below it.

The Striving Jungle of Africa

Jan 2021

It was an amazing experience! It definitely worth you ah, half to a day! I spent 5 days in Addis and this is the most exciting and adventurous tour. I've been to places like Kebra in Nairobi but the 'Mercato' is another thing. Not the living area, but the Merkato is showing us the hustle and bustle of lower class African lives. They are working, striving, and fighting for their own future; the 'ethic' and 'vibe' educated me that though life could be hard, you still should fight for it.

I went with the famous guide Yared. He is probably the best guide I met in Addis. He is patient in a way where I could ask anything, including sensitive things like religions, polygamy, politics... He could give you a satisfying answer. He knows not only Merkato very well but also places nearby. We first stopped at the famous Tomoka coffee shop, which is the oldest coffee centreof the first coffee-drinking country of human kind. Then we went through the blankets and accessories area. Those things just broaden your eyes. And like a video game which has hidden plot, Yared would lead us to a historic place and asking if we want to get inside. There are so many of them so you'd better schedule your time properly.

I departed a little bit late that day, if you want to go you'd better leave 5 hours for that amazing jungle!

Elvis J., Beijing, China, https://www.tripadvisor.com.au, accessed on July 2021

II. Answer the following question based on the above description.

1. How did the writer describe 'Merkato' in his title?
2. How did the writer begin the story?
3. Identify the phrases and expressions the writer used to admire 'Merkato'.
4. What punctuation marks did he use to make his writing interesting?
5. Who do you think is the writer?
6. What kinds of language does the writer use?

III. Now write a similar story about a place you have visited recently (the places could be ancient buildings, palaces, historical places, cultural Heritages, stalae, etc).

Note: A narrative essay tells a story. You should follow some steps:

- Think of the topic
- Plan (what to include, what words, phrases and sentences you should use to make the writing inspiring)
- Sequence your ideas, phrases and sentences in logical order that help you tell a story.
- Write first draft
- Check for spelling, punctuation and grammar errors.
- Write the final draft

IV. Sit in groups of four. Swap your essays and read each other's work and give comments. Then take your essays back and include the comments your friends suggested. Your teacher will check while you are reading and correcting your essays.

2F.3 Punctuation and Mechanics

Activity 2.16

I. Punctuate the following sentences using the comma(,) and the apostrophe (').

1. I thought registration day would be tiring but I didnt know Id have to stand in so many lines.
2. The foundations of the house had been poured but to his disappointment nothing else had been
3. done because of the carpenters strike.
4. The grass was flourishing but the rest of the lawn unfortunately was dying.
5. Professors are supposed to be absent-minded and Ive seen plenty of evidence to support that claim since Ive been in college.

II. Punctuate the following sentences using the colon.

1. He was planning to study four subjects, mathematics, physics, chemistry, and economics.
2. I didn't have time to get changed I was already late.
3. There was one thing she loved more than any other, her dog.

III. Join the following sentences using the semicolon (;).

1. I had to complete the assignment by Friday. Otherwise I would have failed the course.
2. The office was closed. Consequently, I couldn't pay my bill.
3. The air was beautifully clear. It was a lovely day.
4. We always go to the mountains in the fall. They are at their prettiest time of the year.
5. Our dog seems to have a built-in alarm clock. He wakes us up at exactly the same time every morning.

UNIT 3 Causes of Road Traffic Accidents

Unit Objectives

At the end of this unit the learners will able to:

- listen and take notes
- listen and explain
- listen and summarize
- listen and identify explicitly and implicitly stated information
- apply the techniques of skimming and scanning texts correctly
- demonstrate the ability to answer comprehension questions
- infer the meanings of words based on the contextual clues
- write a cause and effect essay following the process approach
- understand and use adverbial clauses of reason and results correctly
- learn how to summarize texts
- use punctuation marks correctly
- use appropriate expressions to ask for and give advices

3A Listening Skills

3A.1 Listening: Introduction Causes of road traffic accident

In this section you are going to listen to a lecture note read by your instructor about causes and effects of road accidents in different parts of the world.

Activity 3.1

I. **Before listening to the text, look at the picture below and answer the questions that follow.**

1. What exactly comes to your mind when you look at the posters above?
2. What do you think could be the causes of the road accidents you witness above?

3. How much realistic do you think are the kinds of road accidents you look at the poster?
4. How do you see the prevalence and seriousness of road traffic accident in the world in general and in Ethiopia in particular?

II. Now listen to the lecture note read by your instructor and do the questions that follow it accordingly.

III. Say 'True' or 'False' to the following statements based on the information in the listening text.

1. According to the listening text, road traffic accidents are non-preventable
2. These days' road traffic accidents need immediate actions in a concerted way.
3. Currently, it is promising that traffic accidents are steadily declining.
4. The impact of traffic accidents is insignificant in low-income countries.
5. In relation to preventing road traffic accidents, there is no significant difference between high and low income countries.

IV. Complete the following table based on the information in the listening text. The first column is done for you.

Causes of Road Traffic Accidents	Effects of Road Traffic Accidents	Solutions to the problem
Poor road quality, speed, non-use of belts, helmets		

3B Speaking Skills

3B.1 Conversation Practice

Activity 3.2

V. Find partner to act out the conversation between a traffic police and a woman whose car was damaged. Take the role of either the traffic police or the driver and rehearse your part before the presentation

Traffic Police: Can I see your license and registration?

Driver: Yes, of course! Here you are!

Traffic Police: Thank you, Madam! How much damage is there to your car?

Driver: Just look at it. It's a write-off. There is no way I will be able to fix it.

Traffic Police: What happened?

Driver: Well, the light turned green so I started to drive.

Traffic Police: And then, what happened?

Driver: And then, he ran the red light and started to drive on the wrong side of the road.

Traffic Police: Was he speeding?

Driver: Absolutely!

Traffic Police: How fast were you driving?

Driver: I was driving the speed limit, of course.

Traffic Police: Do you know what the speed limit is here?

Driver: It's 70 kilometer per hour.

Traffic Police: No it isn't. This is a school-crossing and the speed limit is 3o km/h. That means you are driving 40 kilometer more than the speed limit.

Driver: Oh! My goodness! I had no idea.

VI. If completed, the following make up an imaginary conversation between the same traffic police man and a man whose car hit that of the woman's in the above conversation. Add appropriate lines to complete the dialogue.

Traffic Police: Hope you are safe. Can you show me your license and registration?

Driver: Thank you for asking! Here it is!

Traffic Police: (1)_____

Driver: It was counting down, but the light was still green when I tried to cross the light. It didn't even turn yellow.

Traffic Police: We'll check that on the camera.

Driver: Please do that!

Traffic Police:(2)_____?

Driver: I was driving slowly, below the limit. I got a flat tire. I was thinking of getting it fixed in the garage.

Traffic Police: (3)_____ exactly?

Driver: (4)_____.

Traffic Police: Still, you exceeded the limit by 10 kilometer.

Driver: Is that so? (5)_____.

Traffic Police: This is a school-crossing and the limit is 30 km/h.

(6)_____?

Driver: I was not expecting a speedy car crossing the line. I took an instant measure to minimize the damage. That is why I took the next lane. I think I was successful in that. The damage could have been worse.

Traffic Police: As to the damage, you two can settle. But still, the legal procedure continues.

Driver: (7)_____?

Traffic Police: You should show up at a nearby division and act as per the statements issued. **Driver**: (8)_____.

Traffic Police: It won't take more than 24 hours. Is that clear to you, Madam, too?

Driver (the woman): (9)_____. Thanks!

3B.1 Speaking: Asking for and Giving Opinion

In unit1, you dealt with this issue of asking for and giving opinion thoroughly; however, as this is very important in our daily life English communication, practice how to ask and give opinion about the social, economic and psychological impacts of road traffic accidents in our country.

Activity 3.3

I. Read the following conversation between Tedla and Selamu and identify the expressions used to ask for and give opinions. Work individually first and then compare your answers with a partner.

Tedla: I am worried that the road traffic accident is increasing alarmingly in our country.

Selamu: Sure, I've a similar concern. It would become a major threat to the nation unless actions are taken timely.

Tedla: But I don't think the concerned bodies are serious about the problem.

Selamu: Nor do I feel so. I think there must be something we should do about it.

Tedla: Definitely! It is a responsibility that everyone should take their shares.

Selamu. Yeah. But what do you think we can exactly do as citizen.

Tedla: One thing we can do is to participate in law enforcement activities. Don't you think so?

Selamu: I can't agree more! We can for example report on those who drive being intoxicated or who break the speed limits.

Tedla: Exactly. We should also engage in advocating for a proper implementation of safety rules such as wearing helmets and using seat-belts.

Selamu: I think pedestrians should be educated about road safety rules, too.

Tedla: Definitely! I know some countries that have produced highway codes for pedestrians. I think a similar measure should be taken here, too.

Selamu: Yes, you are right. Those countries that have already applied these rules have got promising results. Of course, drivers should be checked for their commitment to implement the pedestrian-first policy. Don't you feel so?

Tedla: Sure. We have to work for this sacred purpose and show our commitment. Is that ok?

Selamu: That is good, Thank you so much.

Tedla: It is all a pleasure to me.

II. Work in pair. Study the dialogue between Selamu and Tedla and act it out in front of the whole class.

III. Look at the expressions for asking and giving opinions below. Add some more expressions you know to the list and group them into the categories of 'formal' or 'informal'.

Tips on Expressions of asking for and giving opinion

- I think/I don't think……..
- I'm fairly certain that……
- I'm quite certain that……
- I would have thought that…….
- I'm absolutely certain that……
- I'm convinced that…….....
- I strongly believe that.....
- In my view------
- What do you think of ------
- What are your thoughts on-----
- I believe……
- I don't doubt that……
- I feel certain that……
- My impression is that…….
- As I see it……
- It seems to me that……
- It strikes me that……
- How do you feel about-----
- What is your opinion on------
- From my point of view-----
- From my perspective---------

IV. Now complete the sentences below by adding the most appropriate opinion phrases. Where you have more than one opinions,, explain the meaning difference.

1. _____ you should move to your new work place with your family
2. _____ the government should continue subsidizing the house projects.
3. _____ we can reduce road accidents through law enforcement.
4. _____ students' traffic policing?
5. The price of essential goods is increasing almost by double. _____, the government should encourage production of these goods.

3B.2 Speaking: Participation in Discussions

Activity 3.4

I. In this section you are going to discuss the causes, effects and possible solutions to road traffic accidents in our country.

1. Individually generate ideas on causes and effects of road traffic accidents in your home town/ village.
2. Then get into a group of four and assign a group member who can lead the discussion, take notes and finally report to the whole class.
3. Discuss and present your ideas on causes, effects, and solutions to road traffic accidents in Ethiopia through your representative in 5-7 minutes.

3B.3 Speaking: Giving Public Speech

In this section, you are going to make a public speech to the class on a topic related to road traffic accidents. This is an activity performed by individual in front of the whole class. The public speech takes between 7-10 minutes.

Activity 3.5

I. Follow the following procedure to complete the task.

1. Choose a topic from the following:
   a. The importance of having codes of rules for pedestrians
   b. The importance of wearing helmets and safety-gloves by motor cyclists importance of having act the role of a public speaker for your classmates The importance of taking serious measures on those who violate traffic codes
2. Make good preparation beforehand.
   - Know the purpose of your speech
   - Know your audience
   - Research on the topic and have enough knowledge (gathering enough data through reading, asking
   - Organize your speech coherently-consider how you frame your speech (identify important points, follow clear introduction development conclusion)
   - Be conscious of your language usage
   - Use your body language effectively
   - Adjust your volume of speech for a maximum effect
3. Rehearse your speech thoroughly before the presentation
4. Start confidently. Close your speech with final strong words of sincerity and appreciation of the audience

3C Reading Skills

3C .1 Reading: Socio-Economic Impacts of Road Traffic Accident

Activity 3.6

I. You are going to read a text on "the socio-economic impacts of road traffic accidents". Before you read the text answer the following questions.

1. How do road traffic accidents become sources of various socio-economic problems?
2. In what way do road traffic accidents affect a family?
3. What socio-economic problems of road traffic accidents do you expect to be included in the reading text?

II. Now, read the following question individual and answer the questions that follows.

The Reading Text

Nowadays, road traffic accident is both a public health and development issue and has attracted the attention of governments, organizations of civil society, businesses and community leaders alike throughout the world. According to the World Health Organization (hereafter WHO) report, every year more than 1.25 million people die on the world's road and about 50 million people are injured or disabled as a result of road traffic crashes. Principally, injured people have occupied 30 to 70 percent of orthopedic beds in hospitals of developing countries. If business continues as usual, according to WHO, "road traffic injuries are estimated to be the ninth leading cause of death across all age groups globally, and is predicted to be the seventh leading contributor to the global burden of disease and injury by 2030.

While low and middle income countries account for 54% of world's registered vehicles, every year about 90% of road traffic deaths occur in these countries, showing an asymmetrical relationship between the numbers of deaths and the level of motorization. Particularly, road traffic crashes are the worst in low and middle income countries and they are responsible for about 5% loss of GDP, which is more than double that of the development assistance that they receive.

As far as the African Region is concerned, the continent has the highest road fatality rates of the entire world's regions; that is 26.6 per 100, 000 population compared to17.5 per 100, 000 population as a global rate. The Region owns only 2% of the world's vehicles, but it contributes 16% to the worldwide deaths. The region will continue to have the highest road traffic death rates due to high rate of urbanization and motorization despite poor infrastructural development and road safety.

In Ethiopia, the number of deaths due to traffic accidents is reported to be amongst the highest in the world. According to the WHO, in 2013 the road crash fatality rate in Ethiopia was 4984.3 deaths per 100,000 vehicles per year, compared to 574 across sub-Saharan African countries. The number of people killed by road traffic accident was equivalent to those who died due to malarial (which is 9th cause of death) throughout the country. Besides, the number of people injured or killed in one crash in Ethiopia is about 30 times higher than that of the US. In general, the scale and the severity of the problem are increasing from time to time, and adversely affecting the economy of the country in general and the livelihood of individuals in particular.

Road traffic deaths and injuries has therefore been the key public health and development challenges of the country .Itwill continue affecting the livelihood of community and the economy of the country adversely unless effective measures are taken to control the problem.

Road traffic accidents not only adversely affect the livelihood of individuals but also their family members, as it can lead households into poverty via the enduring effects of the episodes: the costs of medical care, treatment and loss of family's income generators. Road traffic accidents have also a gigantic impact on national economy by consuming the already inadequate resources, damaging invaluable property, and killing and disabling the productive age group of the community.

In general, the severity of the problem is becoming shockingly horrific and reaching a catastrophic level showing that sufficient work has not been done to control and/or reduce the alarming rate of the accident. This also implies that timely, accurate, and relevant data need to be collected and analyzed periodically so as to examine the trends, scope, and severity of the problem and come up with reasonable solutions and to scrutinize the trends, causes, and economic implication of road traffic accidents in Ethiopia.

III. Find from the reading text words which are similar in contextual meaning with the following words/expressions.

1. Dreadful, appalling, awful (para.6)_____
2. Irregular, uneven, unbalanced (para.2)_____
3. Ruinous, disastrous, calamitous (papa.6)_____
4. Enormous, huge, massive (para.5) _____
5. Events, incidences, occurrences (para.5) _____
6. Badly, harmfully, negatively (para.4) _____
7. Source of revenue, income, occupation (para.3) _____
8. Harshness, strictness, brutality (para. 3)_____
9. Casualty, death, fatality, annihilation (para. 2) _____
10. Bone disorder prevention (para. 1)_____

IV. Say "True" or "False" to the following statement according to the literal information stated in the reading text..

1. Road traffic accident negatively affects only individuals.
2. In Ethiopia, road traffic accident is one of the leading causes of death.
3. The fatality rate of road traffic accident in Ethiopia is the lowest in Sub-Saharan Africa region.
4. The beds occupied by orthopedic cases annually in low and middle income countries is not that much significant.
5. In low and middle income countries, the number of vehicles and rate of death are related disproportionally.

V. Answer the reading comprehension questions below based on the information directly and indirectly stated in the reading text.

1. What do you think is the main purpose of the writer (entertainment, information, persuasion, or what)?
2. Did you set a purpose before you began to read the text?
3. What helped you to set goal and to predict it?
4. What is the central theme of the text?
5. How are ideas organized in the reading text? (Temporally, spatially, emphatically or how?) Give evidence.
6. What strategies of reading did you employ to identify the gist of the text?
7. What strategies of reading did you use to identify supporting details?
8. What lesson have you learnt from the text you have read?

VI. Complete the table below with the main and supporting ideas of the reading text.

	Main idea	Supporting Details
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		

3D Vocabulary Skills

3D.1 Contextual Guessing Skill.

Given the mass of words you are supposed to lean, there is no way you can learn all. Most vocabulary learning takes place out of classroom settings. Hence, it would be beneficial if you get ideas on how to guess the meaning of unfamiliar words without too much reliance on dictionaries. It would therefore be useful to be familiar with contextual meaning guessing skills. Thus, this section is concerned with the use of sense relationships such as synonyms, antonyms, hyponym, etc. and word structure and formation to guess meanings of unfamiliar words.

Activity 3.7

I. Use the surrounding words or phrases as contextual clues to guess the meanings of the words in bold. Write the contextual clue that has helped you guess the meaning in each case.

1. Because the teacher's explanation was **nebulous,** many students asked him to make himself clear. Meaning _____
2. Girma was not the first writer to use **pseudonym** 'Forefinger.' Newspapers writers usually use false names. Meaning _____
3. The Sudanese people prefer **austere** styles- their clothing and homes are plain. Meaning _____
4. A **franchise** is a business arrangement in which an individual obtains rights from a larger company to sell a product or service. Meaning _____

5. Because **hyperactive** children are easily distracted, teachers should provide a calm atmosphere. Meaning _____
6. **Celestial bodies**: the sun, moon, and stars are governed by predictable laws. Meaning _____

II. In the following passage, the target words are written in bold. Guess the meanings of the target words and write what kinds of contextual guessing clues have helped you to arrive at the meaning.

Peace of Mind

Peace seems to be a very **elusive** quality of life. I say elusive, because so many people, organizations and governments are searching for peace yet their efforts have not yielded much. Individuals try various methods to achieve peace, nations hold conferences and seminars, interested groups hold rallies and peace marches and yet when we look around the world, each day, we see more and more **unrest** such as lack of peace and tension. More people are stressed and troubled. In my opinion, the experience of peace or state of peace is very **attainable** – practically achievable. The only reason that seems to be so elusive is because we have not understood what true or real peace is. And to understand true or real peace, we first have to get rid of certain **misconceptions** that we have about peace. For instance, there are some people who think that a peaceful life is without any dynamics, something deadly and dull and therefore, unattractive. But peace is not boring, it is **invigorating.** Others believe peace to be **unpredictable** because it is a matter of luck or destiny. But really we are the master, the creators of our and thus we can create peace. It is all up to us.

3D.2 Word Formation (Prefixes, suffixes)

1. What do we mean by affixes?
2. How are they used in word formation?
3. Identify the root, prefixes and suffixes in the following words and determine their word class/grammatical class. Then, discuss with your partner which of the affixes are class changing and which are class maintaining.
   a. anti-establishment
   b. pre-requisite
   c. unkindness
   d. dysfunctional

e. ineffective
f. miscalculated
g. unchangeable
h. ill-mannered
i. disproportional

III. first individually generate about ten words that are formed through affixation. Then, get into a small group of three and discuss on the word formation process and the grammatical class of the words you formed.

Tips on word formation

Affixation is a process of adding or fixing inflections (prefixes, infixes and suffixes) to root words to form new words. For example, if the suffix -able is added to the word pass, the word passable is created. Likewise, if to the word passable the prefix in- is attached, another word is formed, impassable.

Affixation is a very common and productive morphological process in English language to form new words of the same or different grammatical class. In English, derivation is the form of affixation that yields new words. In the given example, the word 'impassable' derived from the root word 'pass' through the process of adding the prefix im-' and the suffix '-able'. The suffix '-able' changes the word class of the root which is a 'verb' to adjective. And the prefix 'im-' does not change the word class, but changes the meaning of the word completely-from positive to negative. Both affixes are thus derivational. There are also inflectional affixes which only change the grammar of the root or base word (e.g. markers of number, tense, degree etc. in English). For example, the affixes such as '-er' in 'stronger', '-ed' in 'asked' , and '–s' in 'books' do not change the word class or meaning of the base words, but they only change the simple degree to comparative, present to past and singular to plural, respectively.

Activity 3.8

I. **Insert the correct form of the base word in the bracket to complete the story of the short text below. You are expected to add affixes (inflectional, derivational or both) to appropriate these base forms.**

Human capacity to respond to this major public health concern is an important component of efforts to prevent road traffic injuries. Policy-makers, researchers and (1)_____(practice) need information on effective prevention measures and how to develop, implement and evaluate such (2)_____(intervene). There is a need to train more specialists in road traffic injury (3)_____ (prevent)in order to address the growing problem of road traffic (4) _____ (injure) at international and national levels. The World report on road traffic injury prevention, launched in 2004, identified the (5) _____(develop)of capacity as a key recommendation. Consequently, the World Health Organization, in (6) _____(collaborate) with the Transport Research and Injury Prevention Programme of the Indian Institute of Technology in New Delhi, was prompted to develop this manual to provide (7)_____(guide) to professionals working on road traffic injury prevention.

3D.3 Phrasal verbs:

This is another lesson on phrasal verbs. In this section, you learn about phrasal verbs formed by coming the verb 'let' and prepositions or adverbial particles. You learn them because they are very common and are used to facilitate effective communication.

Activity 3.9

I. **Study the following sentences and answer the questions below. Focus on the meaning of the underlined words.**

1. Hanna knocked on the door but her sister didn't let her in.
2. My friend Kider often misbehaves in class, but this time, the teacher decided not to let him off.
3. I was planning a surprise birthday gift to my father, but my younger brother decided to let him on

Questions:

1. Is it possible to guess the meaning of the phrasal verbs by looking at the meaning of the parts that make up the phrasal verb?
2. What helped you guess the meaning of the phrasal verbs?

II. Please select the phrasal verb that best completes the sentence context below.

1. What time does class (let down / let out / let off)?
2. The bus stopped on Park Avenue to (let off / let by / let up) a few passengers
3. She is not as innocent as she (lets out / lets down / lets on).
4. The boy (let off / let out / let on) a firecracker in the driveway.
5. The tailor said that there is enough cloth to (let off / let out / let up) the pants by an extra two inches.
6. I want to (let you down / let you on / let you in) on what I heard about the new office romance between Jerry and Sue.
7. After two hours of searching it is clear that he is not (letting up / letting down / letting off) until he finds what he is looking for.
8. Be careful not to (let the cat off / let the cat down / let the cat out) when you open the side door.
9. Once it was dark outside, she decided to (let down / let up / let off) the curtains.
10. I didn't want to (let them off / let them on / let them down) so decided to keep my promise and go to the party even though I didn't want to.

III. Guess the meaning of the phrasal verbs in bold based on the contextual clues found in the sentences.

1. I had tried to let on that I had already guessed the answer.
2. The students were let out of the school early.
3. The rain shows no sign of letting up.
4. I promised to meet him there and I will not let him down.
5. He opened the window to let in the air.
6. I need to let down this dress; it is too short.
7. Despite our expectation, the police officer lethim off without arresting him.
8. Let's move to the side and let them by.
9. She never let on that she had a boyfriend
10. They look like they are in a hurry, let's move to the side and let them by.

3E Grammar Skills

3E.1 Adverbial Clauses of Reason

Activity 3.10

I. In this sub-section of language focus, you are going to deal with adverbial clauses of reason. Before getting into the details of the section, individually try to answer the following questions.

1. What are adverbial clauses of reason?
2. How are they different from other types of clauses?
3. What are the focus areas of these kinds of clauses?
4. Write down some examples of your own adverbial clauses of reason.
5. Check your answers with that of your partner's for a few minutes.

II. Identify the adverbial clause of reason in the sentences given below

1. I sing because I like singing.
2. He thinks he can get anything because he is rich.
3. Since he has apologized we will take no further action against him.
4. As he was not there I left a message with his mother.
5. I am glad that you have come.

III. Put a tick next to the 5 sentences that have examples of adverbial clauses of cause/reason.

1. She likes the red dress more than her friend does.
2. Since we handed the essay in early, we got a two-day break from studying.
3. If you buy a lottery ticket, you might win some money.
4. As I don't live in Addis anymore, I can't see Entoto from my window.
5. I lift weights because I want to get stronger.
6. Unless you're already happy with your phone, you should get an upgrade.
7. She was glad that he came to the party yesterday.
8. Because he had not wrapped up warm, he caught a cold.
9. As soon as they finish the housework, they will start cooking the dinner.
10. Although he is a qualified teacher, he is working as a waiter to pay his bills

IV. Join the clauses using an adverb of cause/reason. More than one option is possible.

1. I want to meet you. I will come to your work. _____
_____
2. He has written a letter of complaint. We have to refund his money. _____
_____
3. It is snowing. I will have to cancel the road trip. _____
_____
4. She was disappointed. You failed your English exam. _____
_____
5. you didn't pick up the phone. I left a voicemail. _____
_____

V. Identify some adverbial clauses of reason or cause from the essay you developed for the "causes and effects of road accident in our country". Check your answers with your partner and practice using the clauses in your own sentential context.

Language Tip: An Adverb clause of reason/cause

An adverb clause of cause or reason gives the information about the cause or reason for any action of the verb in the main clause. An adverb clause of reason or cause uses subordinating conjunctions ***because, as, since and that.***

Adverbial clauses as and since are used when the listener is already aware of the reason. For instance, you can have a look at the example. **As** it is raining again, we will have to cancel the match.

The adverbial clause **because** is used to give information which isn't already known to the reader or listener.

Examples for Adverbial Clause of Reason/Cause

1. **Because he had not paid the bill**, his electricity was cut off.
2. **Since he has apologized** we will take no further action against him.
3. **As he was not there,** I left a message with his mother.
4. I am glad **that you have come.**
5. I did not buy it **because I did not like the look of it**.
6. **Because he is rich**, he thinks he can buy all of us juices. **As he was not there**, he spoke to his brother.

3E.2 Adverbial Clauses of Result/Effect

Activity 3.11

I. In this sub-section of language focus, you are going to deal with adverbial clauses of result/effect. Before getting into the details of the section, individually try to answer the following questions.

1. What are adverbial clauses of result/effect?
2. How are they different from other types of clauses?
3. What are the focus areas of these kinds of clauses?
4. Write down some examples of your own adverbial clauses of result/effect.
5. Check your clauses with that of your partner's for a few minutes.

II. Identify Adverbial clauses of result/effect in the following sentences

1. The famine was so severe that thousands perished.
2. They fought so bravely that the enemy fled.
3. He is such a good man that all respect him.
4. He spoke in such a low voice that few people could hear him.
5. She was **so weak that** she could hardly stand.
6. It was **so hot** we didn't go out.

III. Complete the following clauses of result/effect with your own clauses

1. He wears eye glass so that _____
2. He is such a kind man that_____
3. We started early in order that_____
4. I like visiting historical places so that_____
5. Hawassa is such a beautiful town that_____
6. _____everybody likes her.
7. _____**so that** she could improve her English.
8. _____**in order that** everybody would hear him.
9. _____we didn't go out.
10. _____she couldn't walk.

IV. Identify about five adverbial clauses of result/effect from the essay you developed for the "causes and effects of road accident in our country". Check your answers with your partner and practice using the clauses in your own sentential context for a while.

Language Tips:

Adverbial clauses of result/effect

An **adverb clause of result or consequence** is used to say what happens or what may happen as a result of the action mentioned in the main clause. The chief conjunction used to introduce adverb clauses of result are: **so that, in order that, so…that** and **such…that.**

- So that and in order that

Both **so that** and **in order that** are used to talk about purpose. In order that is more formal.

Speak clearly **sothat** we can all hear you.

He spoke loudly **inorderthat** everybody would hear him.

In clauses introduced by **sothat** and **in order that**, we can use present tenses to refer to the future. Future tenses are also possible.

Send the letter by SMS message, so that she **gets / willget** it before Wednesday.

- So…that

So can be followed directly by **that-clauses**.

It was **so** hot **that** we didn't go out.

The same idea can often be expressed using the structure **too…to.**

It was **too hot to go** out.

- Such…that

Such can be followed by a that-clause.

She spoke in **such** a low voice **that** nobody could hear her.

It was **such** a hot afternoon **that** we stopped playing.

3F Writing Skills

3F.1 Mechanics of Writing: Semicolon, Apostrophe, Hyphen

Punctuation marks help the reader to make sense of what has been written.

When we speak, we use not only words but also body language, voice tone and emphasis, and pauses to convey our message. When we write, on the other hand, we need to use punctuation marks to help the reader understand our meaning. In this sub-section, we focus on Semi colon, Apostrophe and hyphen.

Activity 3.12

I. **Individually generate ideas and jot down what you know about the semicolon, apostrophe and hyphen in writing. Then get into groups of three and share your ideas with your partners.**

II. **Insert the appropriate punctuation marks of semicolon, apostrophe and hyphen wherever it is necessary in the activity below.**

1. Some people spend a lot of money hiring people for wedding services they are lucky to have such talented friends.
2. Each flower has its own personality some seem shy and others seem bold.
3. On the day of the wedding, were going to rent a limo.
4. My brothers wife will make the arrangements.
5. Shes a great party organizer.
6. The groom danced with his new mother in law.
7. It was a spectacular, fun filled day for everyone.

III. **Read the following paragraph. Edit by adding semicolon, apostrophes, and hyphens where needed. There may be more than one correct way to edit some sentences. Consider how the punctuation you choose affects the meaning of the sentence.**

I was a little nervous about the interview it was my first in years. I had to borrow my roommates suit, but it fit me well. A few days ago, I started to research the companys history and mission. I felt like I was well qualified for the job. When I arrived, I shook hands with the interviewer she had a strong grip! It nearly caught me off guard, but I did my best to smile and relax. I was a little distracted by all the books in the womans office she must have had a hundred books in that tiny room. However, I think my responses to her questions were good. Illsend her an e-mail to thank her for her time. Hopefully shell call me soon about the position.

Language Tips

The semicolon: is most commonly used to mark a break that is stronger than a comma but not as final as a full stop. It's used between two main clauses that balance each other and are too closely linked to be made into separate sentences.

For example: The film was a critical success; its lead actors were particularly praised.

The Apostrophe: The two main uses of apostrophe are: **possession** and **omission**

Example: Malcolm's cat was extremely friendly. (possession)

I'm afraid the pie isn't suitable for vegetarians. (omission)

The Hyphens: are used to link words and parts of words. The three main cases where you should use them are: in compound words, to join prefixes to other words, to show word breaks

Example: My mother-in-law is visiting soon (in compound words).

The novel is clearly intended to be a post-Marxist work (to join prefixes).

He collects eighteenth- and nineteenth-century vases (word breaks).

3F.2 Descriptive Writing

Such kind of writing provides readers a clear picture of people, places, objects, or events In descriptive writing, the writer does not tell readers what was see, felt, tested, smelled or heard. He/she rather make readers see, feel, test, smell or hear through the use of clear language and accurate sensory details. Use of figurative language, adjectives, adverbs and modifiers is common in descriptive writings.

Activity 3.13

I. Look at the sample descriptive paragraph below and answer the questions that follow.

"Spynax is my cat. He is an adorable cat. He has orange fur with black and white spots. I like to hold him because his fur feels soft. Every morning, I give him milk. Unlike the other cat I had two years ago, Spynax doesn't like rice, so I feed him cat foods. Spynax is an active animal. He likes to chase everyone in my house. When he feels tired and sleepy, he usually sleeps on the sofa in the living room or under the table."

1. List the adjectives used to describe the physical characteristics of 'Spynax'
2. List the adjectives used to describe the habits and behavior of 'Spynax'

3. What is the difference between objective and subjective description? Are there examples of subjective descriptions in the above text? If so, write it or them.

II. Read the following short extract and discuss the image created about a workplace.

"The workers arrived every morning at 6 a.m, and each morning they were greeted with thick curtains of dust and soot that coated their tongues, so that they could taste their own deaths approaching day-by-day."

III. Read the paragraph level description about a person called Mr. X. and identify the important description on physical appearance and dressing. Discuss your answers in group of three.

Mr. X is of medium height, but the thinness of his body and the length of his legs give him the appearance of being much taller. The green coat he is putting on seems to have been once a smart garment, but has originally been worn by a man much shorter than him, for the soiled and faded sleeves scarcely reach his wrists. It is buttoned closely up to his chins and is stretched tightly around his back. His scanty blank trousers are worn thin signaling that they have been well used for many years. On his feet he wears a pair of patched and mended shoes, above which one could his dirty white socks. His long black hair is covered in untidy hat. Glimpses of his bare wrists could also be seen between the tops of his gloves and cuffs of his coat sleeves. His face is thin and haggard, but indescribable air of cheeky confidence still remains in the overall impression.

IV. Now write a paragraph or an essay describing one of your classmates. Don't mention his or her name; rather make your reader guess who he or she is from your description. Exchange your paragraph/essay with a friend and ask him or her to guess who your description is about.

Note: Follow the following steps to write your descriptive paragraph.

- Brainstorming
- outlining
- drafting
- redrafting
- writing
- editing

3F.3 Writing a Cause-Effect Paragraph/Essay Cause-effect Writing

In writing, cause-effect is one method of developing paragraphs or essays. In cause-effect paragraph/essay, the writer analyzes the reason/cause for a certain consequences/ results. The consequence can be an action, an event or decision. The purpose of writing a cause-effect paragraph or essay is to show how various phenomena are related.

Activity 3.14

I. Rewrite the following sentences using the conjunctions given in the bracket

a. I stayed at my office, for it was raining heavily.(So)

b. She made on big mistake, as a result, she lost her job. (because)

c. It rained heavily; consequently, the football game was cancelled.(due to)

d. Since I spent all my money in the first week, I had no money to buy air-ticket. (as a result)

e. They had to postpone the meeting, owing to the strike.(because of)

II. Read the following short text and complete the table below it by writing the causes and their corresponding effects.

I woke up late this morning because my alarm clock did not ring. As a result, I had to rush to get ready for school and I made a huge mess all over the house. I missed the bus because I had to go back home to fetch my cell phone. Consequently, I was late for school, and my lecturer was not pleased with me at all. Due to the fact that my day had been going so badly, I was in a bad mood and I shouted at my friends. Since I was in such a bad mood, they didn't want to hang out with me and they left. After they left, my day only got worse. In view of all that happened today, I've decided that I need two alarm clocks instead of one, to make sure I wake up on time in the morning.

Cause	Effect
My alarm clock didn't ring	I wake up late

III. Identify the different conjunctions and transitional words we can use to show cause and effect. Compare your answer with a partner.

IV. Use one of the set of sentences to write a cause-effect paragraph. Add some more sentences of your own to develop the paragraph adequately. Use appropriate conjunctions or connectors to keep the logical flow of ideas.

a. I liked business in high school
Salaries in the field are high
I have an accountant aunt
I am good with numbers
I chose to major in accounting

b. I reduced work hours
My income decreased
My employer got irritated
I got more time to study
I got more time for my family and friends

V. Now you write an essay of three paragraphs on 'Causes and effects of road accident'. Use the following notes as a start and develop it by adding ideas of your own. Don't forget to use appropriate conjunctions or connectors of cause and effect.

Poor quality of roads
Inefficiency of drivers
Carelessness of pedestrians
Lack of law enforcement
Loss of life
Physical injuries
Loss of economy
Mental damages

Tips on Cause-effect writing

Transitions that signal cause and effect

accordingly	as a result	because of	so
consequently	due to	for that reason	on account of
if . . . then	leads to	results in	hence
since	therefore	thus	

Verbs That Signal Cause and Effect (sample list)

constitute	construct	contribute	control
create	damage	determine	facilitate
force	harm	induce	influence
initiate	institute	preclude	prevent

Nouns That Signal Cause and Effect (sample list)

Actor	**Author**	**Agent**	**Benefit**
Condition	consequence	creation	creator
damage	effect	end	event
factor	grounds	harm	impact
influence	issue	outcome	outgrowth
Product	Result	Source	

3F.4 Summary Writing

Activity 3.15

I. **In this sub-section you are expected to learn about the concept and mechanisms of summary writing. Before dealing the concept, individually generate ideas on the following trigger questions.**

1. What is summary writing?
2. Why do we need to summarize?
3. When do we need to summarize?
4. How do you go about summary writing?

II. **Individually summarize the following cause-effect essay in your own language. Let your summary be 1/5th of the original text. Check your summary with that of your partner's for its inclusion of the main ideas and your own language use.**

The homeless epidemic is a serious problem in nearly every major city across our country. According to the report of Housing and Urban Development, there are over 500,000 people experiencing homelessness on any given night. It's a difficult challenge to tackle precisely because it is so multi-faceted, both in terms of its causes and its far-reaching effects. Homelessness affects not only the people who must struggle to survive on the street, but also the business owners or residents in the neighborhoods. Petty crime and drug abuse are common. While many factors have contributed to the rise in homeless rates, one of the most profound is the lack of adequate social support services.

By definition, a homeless person is someone without a permanent home. They may seek shelter in parking garages, and subway stations. On a purely practical level, if a city can provide enough homeless shelters and other forms of affordable housing, the people who would otherwise sleep on the streets can sleep far more safely with a consistent roof over their heads.

Social support services, whether they are funded publicly or privately, would be able to tackle many of the immediate and long-term challenges that face people experiencing homelessness. In addition to providing adequate and reliable shelter, services like drug counseling, treatment for physical or emotional abuse, and career counseling can address some of the factors that lead to homelessness.

The individual stories of each person going through homelessness will vary. What is often found, though, is that the homelessness came about because of a series of events. A person may unexpectedly lose his job, which may lead to family problems at home, which may lead to drug abuse as a coping mechanism, which may lead to further financial stress, and so on. Appropriate social services at any point in this process may be able to prevent homelessness from becoming this person's reality.

The effects of homelessness are equally complex and can be mirror images of the root causes. Because the person is experiencing homelessness, this may put profound strain on personal relationships. Drug abuse can become an issue, as the person seeks some way of coping with the pain and hardship of living on the streets. This leads to a downward spiral that drives the person deeper and deeper into the depths of crippling poverty and isolation.

The impact extends well beyond the individual, too. As homelessness becomes an increasingly visible issue in a neighborhood, home values can plummet.

Middle and working class families may move out, providing a bigger opening for various forms of crime. Businesses may close as the area becomes too prone to theft and property crime.

Every city, every neighborhood faces unique challenges when it comes to homelessness. While the specific root causes can vary between individuals, the lack of adequate social services is a leading contributor. The right social services can address, reduce or even remove some of these other underlying causes. With powerful effects for both the individual and society at large, homelessness is a pressing issue and one that must be approached with tact and compassion.

(Adapted from htts://wwweapfoundation.com)

III. Call back to the causal-effect essay you developed for the "causes and effects of road accident in our country". Individually summarize this essay by 1/4th and check the inclusion of main ideas and use of your own language with your partner.

Tips on Summary Writing

Summarizing means giving a concise overview of a text's main points in your own words. A summary is always much shorter than the original text. The length of a summary can range from just a few sentences to several paragraphs; it depends on the length of the text/essay you're summarizing, and on the purpose of the summary. Writing a summary does not involve critiquing or analyzing the source—you should simply provide a clear, objective, accurate account of the most important information and ideas, without copying any text from the original and without missing any of the key points. There are many situations in which you might have to summarize a text , an essay or other source:

- as a stand-alone assignment to show you've understood the material.
- to keep notes that will help you remember what you've read.
- to give an overview of other researchers' work in aliterature review.

Important issues to be considered in summary writing are:

- reading the text carefully
- breaking the text into sections
- identifying key points in each section
- writing the summary
- checking the summary against the original text

UNIT 4 People and Natural Resources

Unit Objectives

At the end of this Unit, students will be able to:

- explain the theme of the listening text;
- summarize a text based on important points;
- identify relevant points from a listening text;
- pronounce triphthongs correctly;
- make presentations in front of audiences;
- discuss how to conserve natural resources;
- skim to find the gist of a text;
- scan for specific information;
- infer the meanings of new words based on the contextual clues;
- pronounce triphthongs correctly;
- make presentations in front of audiences;
- ask for direction accurately;
- identify prefixes and suffixes;
- write expository paragraph on how to conserve natural resources;
- use adverbial clause of purpose correctly;
- identify the meaning of some new phrasal verbs; and
- use punctuations and mechanics correctly.

4A Listening Skills

4A.1 Listening 1: Care for Natural Resource

Activity 4.1

I. You are going to listen to a text on "Care for Natural Resource". Before you listen to the text (speech), sit in pairs and answer the following questions.

1. What do you know about natural resources?
2. Which natural resources are found in your area?
3. Who takes care of natural resources in your area?
4. Discuss the meanings of the following words which are taken from the listening text: **expansion, migration, urbanization, resettlement, sustainability**

II. While listening to the teacher reading the text, answer the following questions.

1. Which one of the following factors is influencing natural resources in Ethiopia?
   A. overpopulation B. urbanization
   C. environmental pollution D. all
2. Degradation of land, water, forest, range land, and wildlife resources resulted in _____.
3. According to the listening text, the Ethiopian Governments have been extremely successful in addressing problems like launching soil and water conservation campaign, tree planting programs. A. true B. false

III. Look at the following words. They are taken from the listening text. Use them to complete the paragraph below.

interconnected	degradation	population	amplified
burden	unsustainable	sustainability	deterioration

In Ethiopia, natural resources are under the influence of various 1_____ factors like population pressure, agricultural expansion, migration, rapid urbanization, resettlement, climate change, and environmental pollution. Its huge 2_____ number had been putting a great 3_____ on the 4_____ of almost all types of natural resources.

There is, therefore, serious 5_____ of land, water, forest, rangeland, and wildlife resources that appear to feed off each other. This results in severe soil loss, low vegetative cover, 6 _____ farming practice, continuous use of dung and crop residues for fuel, overgrazing, and destruction and/or migration of wildlife, which again are intensifying the degradation of available resources in a vicious circle. The process ends with 7_____ environmental consequences such as water quality 8 _____, biodiversity decline, and ecosystem services averts.

IV. Work collaboratively in groups of three or four to identify endangered natural resources in your area.

1. List the natural resources that are endangered.
2. Trace the causes why they are endangered.
3. Suggest solutions for each problem you identified.

4B Speaking Skills

Pronunciation

4B.1. Triphthongs

Here you will learn the pronunciation of triphthongs as in power, hour, layer, etc.

Activity 4.2

I. Answer these brainstorming questions

1. Think of what you have learnt in unit two and give some examples of words with triphthongs.
2. What are triphthongs?

II. Now read the text and underline the words that contain triphthongs (sounds with three vowels).

When I was a child I wanted to be a lawyer, I could spend hours imagining myself as one. I admired those who believed in justice and helped the powerless. I saw trials like games, where both lawyers were the players and the final point was to win the case instead of reaching the highest tower. When I grew up, I studied in university and I was hired in a law firm. My dream finally came true!

Triphthongs

Note: When three vowel sounds come together, they are called **triphthongs**.

Triphthongs (UK: /ˈtrɪfθɒŋ, ˈtrɪpθɒŋ/, US: /-θɔːŋ/) (from Greek "triphthongs", literally "with three sounds," or "with three tones").Triphthongs are sounds which consist of a diphthong followed by a schwa "ə:''.Triphthongs is three vowel sounds that occur consecutively and can be separated in different syllables.

Here are some examples. The symbols of the vowel sounds are written above each word.

Example

eɪ + ə:	ɔi + ə:
layer	lawyer
ɑɪ + ə:	ɑʊ + ə:
admire	power
əʊ + ə:	
lower	

As we are talking about sounds, **the addition of /ə/ is only on speech**, as there is no form to put across the sound in a written word. The words with triphthongs have a consonant written in the clustering (example: 'w' in power).

III. Group the following words under the given triphthongs. A word as an example and the way you can pronounce the words is given.

mayor	player royal	soya	fire	hire tower	hour slower	mower

eɪ + ə

1. Layer _____ , _____

ɔi + ə:

2. Lawyer _____ ,_____

ɑɪ + ə:

3. adm**ire** _____, _____

ɑʊ + ə:

4. power _____, _____

əʊ + ə:

5. lower _____,_____

4B.2. Making Public Speech

Making public speech requires preparation. You should think about the topic, make research on the topic and plan the speech.

When you prepare for public speech, consider the following points.

a. The audience (think who your audiences are, for example, educated people, uneducated people or mixes).
b. The way you present, (referring to your note orally, using a projector, etc).
c. Planning your presentation (ordering it in the way it attracts your audiences).

Speech presentation – forest conservation in focus

You are going to make a 3-5 minutes speech on 'forest conservation' for both educated and uneducated people.

1. Individually, make a search of information about the topic and prepare a note on forest conservation.
2. Then compare your notes with a partner and develop them.
3. Revise your notes and recite them.
4. Present your speech orally.

4B3: Asking for and Giving Directions

In this lesson you are going to practice to ask for and give directions. You should use different words or expressions that show direction when you indicate directions.

For example: **go up** or **walk up** the street, straight along this road, etc.
It is **on the left/right,on the right** side, etc.

Activity 4.3

I. **Individually, write five questions for asking directions where natural resources are located. Then in pairs, correct your questions collaboratively. If you like, you can show your questions to other pairs. While you write your questions, use the following expressions.**

1. How can I get to .....?
2. Where is the .....?
3. How far is the ..... from the .....?
4. Is there a ..... around here?

5. Could you tell me how to get to .....?
6. How do I find/get to .....?
7. Pardon me, I'm lost. How do I get to ...?
8. Which is the best way to ...?

II. Now sit in pairs and ask your questions where natural resources are located. Your partner will show you the direction. Take turns when you give directions using the following expressions.

Expressions used to show directions when:

a. **Giving Directions to Say 'Go Straight':**
- Go straight, along the road, down there, go down or walk down the street, , etc.
- Continue straight ahead for about a mile, continue past the petrol station, (pass the station and continue), etc.
- Keep going for another station, keep going down/up this Street, etc.
- Take this road, Walk to the corner, etc.
- Follow this street for 300 meters; follow the road until you get to the bank.

b. **Giving Directions to Say 'Turn':**
- Turn right/left past the bank, Turn back,
- Take the first right,
- Round the corner from the post office,
- Cross the pub, pass the school etc.

c. **Giving locations:**

It is, on straight ahead, near/next/behind my office, etc.

d. Unable to indicate a place or give direction:

When you respond that you don't know a place (direction), use these expressions.

- I am sorry.
- I don't know.
- I am stranger here myself.

III. Look at the following situations of asking for directions using different expressions. In pairs ask questions and give directions for each situation.

1. Student A is looking for his biology teacher's office in your school. Student B meets him by chance. Student B knows the teachers office.
2. A man is visiting your village. He wants to meet the 'kebele' chairman, but he does not know his office.

3. You are in hospital for treatment. You are looking for the pharmacy in the hospital.
4. A man wants to preserve forests in order to avoid irreversible environmental and financial disaster. He asks for the organization that is responsible.

IV. Sit in pairs and play the roles in activity 4.3, III. One should be student 'A' and the other should be student 'B'. Then act the roles in each situation.

4B.4: Expressing Complaint

Explaining complaint is telling grieves to people who initiated those grieves. Here you will learn how you could express your complaints and accept them.

Activity 4.4

I. What would you say in the following situations?

1. You are studying at home. Your next-door neighbor is playing the music so loud that you can't study.

   You: (complain to your neighbor)……..
2. Your classmate is making too much noise and you can't concentrate on reading the text.

   You: (complain to your classmate)……

   Your classmate :(accepts your complaint)……
3. Your friend always seems reluctant to take part in voluntary work.

   You: (complain to your friend)……

   Your friend: (accepts yourcomplaint) …….....

Here are some more expressions you can use when you complain:

1. Sorry to bother you but……....
2. I'm sorry to say this but.....
3. I'm afraid I've got a complaint about……...
4. I'm afraid there is a slight problem with……...
5. Excuse me but there is a problem about, (you can add many).

II. Now, in the table below are some complaints. Write the main concerns for each complaint.

Example sentences of complaint	Main concerns
1. "I'm sorry but there appears to be a problem here. I asked for a single bedroom, not a double room. Can this be amended?"	
2. "I am sorry to say this but I am really disappointed in the work on this project. I expected this to be done more quickly. What went wrong and how can we avoid this problem in the future?"	
3. "I'm very sorry but I have to say I'm not happy with this haircut at all. How can we fix it?"	

4B.5 Social Expressions to Say No

Activity 4.5

I. Here are some expressions for you to saying 'no' tactfully. Use them and say no for the following questions.

Examples of Expressions

(I'm not keen on …, I don't particularly like …/ I'd really rather not …/ If it's OK

Example: Q: Can we talk?

RESP: If it's ok with you, I'd prefer not to talk to anyone. with you, I'd prefer not to …)

1. Do you have time to visit natural heritages? _____
2. Can you visit the Semen Mountains with me? _____
3. Do you have time to help me with something? _____
4. Would you mind showing me Lake Chamo? _____
5. Can you stop near the park, please? _____

4C. Reading Skills

4C.1 Reading: Indigenous Forest Conservation

Activity 4.6

I. Answer these questions before you start reading the next text.

1. What do you think forest conservations are?
2. How do you protect forests in your local area?
3. What is the meaning of the word 'indigenous'?
4. By looking at the title of the reading text, what do you think the text will be about?

II. Now read the text and do the activities following it.

Indigenous Forest Conservation

1 Indigenous and tribal peoples play vital roles in global and regional climate action and in fighting poverty. **Deforestation** rates are significantly lower in indigenous and tribal territories, where governments have formally recognized collective land rights, according to a new report.

2 On an average, indigenous and tribal territories in the Amazon Basin lost 0.17 percent of the carbon stored in their forests each year between 2003 and 2016 due to deforestation and forest degradation, said the report titled 'Forest Governance by Indigenous and Tribal Peoples'.

3 Incontrast, forests outside indigenous territories and **protected** areas lost 0.53 per cent each year, 0.36 per cent more than the indigenous territories, the report said. Improving the tenure security of these territories is an efficient and cost-effective way to reduce carbon emissions, showed the report jointly published by Food and Agriculture Organization (FAO) of the United Nations and the Fund for the Development of Indigenous Peoples of Latin America and the Caribbean (FILAC).

4 The indigenous people follow forestry management practices such as assisted forest regeneration, selective harvesting and reforesting and assisted growth of trees within existing forests. These form an efficient and cost-effective way to reduce carbon emissions, the study noted.

5 Myrna Cunningham Kain, president of FILAC, said: The time has come to create a more inclusive, resilient, and sustainable future. This requires new ways of conceptualizing and doing development, to achieve a good co-existence between peoples and between humans and other living beings, nature.

6 The report showed how the "cultural, geographic, economic and political conditions and factors that have favored the preservation of the forests in the indigenous and tribal peoples' territories" are changing drastically. The consequences can cause serious, **irreversible** harm both environmentally and financially, it said.

7 **These people** who dwell in forests have a vast wealth of culture, knowledge and natural resources but have the lowest incomes and poorest access to services. They were also among the worst-hit during the novel corona virus disease (COVID-19) pandemic, health wise and economically.

8 To respond to these challenges, the FAO report proposed a set of investments and policies that have great potential to reactivate the economies of the indigenous and tribal territories, mitigate climate change, preserve biological and cultural diversity, and reduce social and environmental conflicts.

9 The proposal is based on six pillars: Recognition of collective territorial rights; Compensation for environmental services; Community forest management; Revitalization of ancestral knowledge; Strengthening of grassroots organizations and mechanisms for territorial governance.

This would help in promoting social inclusion and reduce the inequalities that affect the indigenous and tribal peoples of Latin America and the Caribbean and go a long way in improving equitable access to climate finance and to rural economic recovery.

10 The first ever Global Assessment Report on Biodiversity and Ecosystem Services, which assessed the status of biodiversity on the planet, also said that the rate of decline in biodiversity is lower in areas where indigenous people own land. However, the knowledge and perspective of the indigenous communities is absent in the global approaches to conservation.

11 The FAO report is significant because it comes days after forest fires in Odisha's Similipal highlighted the importance of engaging local communities in the first line of action. The report calls for a new relationship with indigenous peoples and to "allocate resources to **revitalize** their **intangible** wealth of cultures and ancestral knowledge".

Source: https://www.downtoearth.org.in/blog/natural-disasters/

III. Answer the following questions according to the reading text.

1. One of the following is true according to the information in the text?
   a. Deforestation rates are significantly higher in forests of indigenous and tribal territories
   b. Deforestation rates are significantly higher in forests outside indigenous territories andprotected areas.
   c. Forests in indigenous and tribal territories lost high percentage of the carbon stored in their forests than forests outside indigenous territories and protected areas in the Amazon Basin each year.
2. According to the study mentioned in the reading text which mechanism of reducing carbon emissions is efficient and cost-effective?
   a. Practicing assisted forest regeneration
   b. practicing selective harvesting
   c. reforesting and assisted growth of trees within existing forests
   d. all of the alternatives
3. In paragraph 11, the report concludes by saying:
   a. FAO's report is significant for it came after a fire break out.
   b. calling the international organizations to collaborate disregards of indigenous people
   c. calling to involve indigenous peoples and to "allocate resources to revitalize their intangible wealth of cultures and ancestral knowledge".
   d. all
4. According to paragraph 10 the indigenous communities' knowledge and perspective is not forgotten in the global approaches to conservation.
   a. true b. false

5. FAO report calls for a new relationship with indigenous peoples and to allocate resources to revitalize their intangible wealth of cultures and ancestral knowledge. a. false b. true

IV. The following words are taken from the reading text. Indicate what they refer to in the text.

1. The word 'their' paragraph 2 line 2 refers to _____
2. The word 'these' paragraph 3 line 3 refers to_____
3. The word 'it' paragraph 6 line 4 refers to _____
4. The phrase 'these people' in paragraph 7 line 1 refers to _____
5. The word 'it' in paragraph 11 line 1 refers to _____

V. In groups of four, study the forests around your area. Then write a report on what you have observed. You can ask your science teachers if you like. Focus on the carbon content, land ownership and mechanisms of conservation or protection.

4D: Vocabulary Skills

4D.1 Word Formation (Opposites)

In this lesson you are going to practice forming words from roots by adding prefixes or suffixes.

Activity 4.7

I. The following words are taken from the reading passage you have read. Write the opposites of each word.

1. deforestation (pragraph 1) .....
2. Protected (pragraph 3) .....
3. irreversible (pragraph 6) .....
4. revitalize (pragraph 11) .....
5. intangible (pragraph 11) .....

Antonyms are words that have opposite meaning. Some words have direct opposites, but some words do not have direct opposites.

II. Give direct opposites or antonyms to the following words.

Example: the opposite of **strong** is **weak**.

1. friend _____
2. gloomy _____
3. guilty _____
4. horizontal _____
5. Important _____
6. Increase _____
7. inner _____

4D. 2 Prefixes and Suffixes

Learning the functions and meanings of prefixes and suffixes will help you expand your vocabulary which intern will help you improve your writing.

4D.2.1 Prefixes

Activity 4.8

I. Do the following activity.

1. What do you think are prefixes? What are their functions?
2. In the following paragraph, identify the words with prefixes and write their meanings on your exercise book.

At first, I thought one of my fuzzy, orange socks disappeared in the dryer, but I could not find it in there. Because it was my favorite pair, nothing was going to prevent me from finding that sock. I researched all around my bedroom, under the bed, on top of the bed, and in my closet, but I still was unable to find it. I did not know that I would discover the answer just as I gave up my search. As I sat down on the couch in the family room, my dad was reclining on his chair. I laughed when I saw that one of his feet was orange and the other blue! I forgot that he was color-blind. Next time he does laundry I will have to supervise him while he folds the socks so that he does not accidentally take one of mine!

3. Work collaboratively in groups with your classmates to share and compare your answers.
4. Find more prefixes in dictionaries or online sources and study their meanings.

Prefixes are parts of a word that are added to the beginning of the word to change its meaning. There are many prefixes. Look at the list of prefixes and learn their meanings.

List of prefixes and their meanings

Prefix	Meaning	Examples
de-	from, down, away, reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	Not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace
non-	not	nonfiction, nonsense
pre-	before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

II. Write words that begin with the prefixes below. Write as many as you can.

anti-	de-	dis-	ex-	il-	im-	in-	non-
over-	pre-	re-	sub-	tri-	un-	with-	

III. Work individually to complete each sentence and add the correct prefix to the words given in brackets. Write the words on your own sheet of paper or exercise book.

1. I wanted to ease my stomach _____ (comfort) so I drank some ginger root tea.
2. The man looked funny in his _____ (matched) shirt and pants.
3. The woman felt _____(glamorous) at the party because she was the only one not wearing a dress.
4. The child's _____(standard) performance on the test alarmed his parents.
5. When my sister first saw the meteor, she thought it was a _____ (natural) phenomenon.
6. Even though she got an excellent job offer, Trsit did not want to _____ (locate) to a different country.

7. With a small class size, the students get to _____ (act) with the teacher more frequently.
8. I slipped on the mud because I did not heed the _____ (cautions) about watching my step.
9. A _____(combatant) is another word for civilian.

4D.2.2. Suffixes

Suffixes are group of letters added at the end of a word. Suffixes change the word from one part of speech to another or give it a different meaning.

Activity 4.9

I. Here is a list of 6 important suffixes that are most frequently used in written or printed English. Study them and complete the table. The first one is done as an example.

Suffix	Meaning	Example
1. –ed	past-tense of verbs	hopped, loved
2. –ing		
3. –ly	characteristic of	
4. -s, -es		
5. -able, -ible		
6. –ful		

Here are some rules how to use suffixes to form a word.

More rules

When adding the suffixes –ness and –ly to a word, the spelling of the word does not change.

Examples: dark + ness = darkness

scholar + ly = scholarly

Exceptions to this rule

When the word ends in y, change the y to i before adding –ness and –ly.

Examples: ready + ly = readily

happy + ness = happiness

When the suffix begins with a vowel, drop the silent e in the root word.

Examples: care + ing = caring

use + able = usable

Exceptions to this rule

When the word ends in *ce* or *ge*, keep the silent *e* if the suffix begins with *a* or *o*.

Examples: replace + able = replaceable

courage + ous = courageous

When the suffix begins with a consonant, keep the silent *e* in the original word.

Examples: care + ful = careful

care + less = careless

Exceptions to this rule

Examples:true + ly = truly

argue + ment = argument

When the word ends in a consonant plus *y*, change the *y* to *i* before any suffix not beginning with *i*.

Examples:sunny + er = sunnier

hurry + ing = hurrying

When the suffix begins with a vowel, double the final consonant only if (1) the word has only one syllable or is accented on the last syllable and (2) the word ends in a single vowel followed by a single consonant.

Examples: tan + ing = tanning (one syllable word)

regret + ing = regretting (The accent is on the last syllable; the word ends in a single vowel followed by a single consonant.)

cancel + ed = canceled (The accent is not on the last syllable.)

prefer + ed = preferred

II. Now you are going to use the adjectives and adverbs you learnt in your paragraph writing.

1. Write a paragraph describing one of the natural resources in your area.
2. Include five words with prefixes and five words with suffixes.
3. Check if you have used the adjectives and adverbs correctly in your paragraph.
4. Then exchange your paragraph with a classmate and circle the prefixes and suffixes in your classmate's work.
5. Correct theprefix or suffix that is spelt incorrectly if any.

4D.3: Phrasal Verbs

Phrasal verbs are verbs that contain a combination of a main verb and a particle or preposition. Remember how you learnt phrasal verbs in unit 2 and 3 of this book.

Example: **look for** means **search**.

I am looking for my lost watch. This means I am searching my lost watch.

Activity 4.10

I. Look at the following phrasal verbs. Find the meanings of these verbs in a dictionary.

Examples:

1. look out (n)- careful watch: He made a fine lookout. That was why he was not attacked.
2. Look over (v) – examine somebody or something: The doctor hurried into and looked over the patient.

a. lock out-.....
b. lock up-.....
c. look around-.....
d. look at-.....
e. look down on- .....
f. look up- .....
g. look into- .....
h. look forward to- .....

III. Write your own sentences using each phrasal verbs listed above (under Activity I)

Examples:

1. look out (n)- He made a fine look out. That was why he was not attacked.
2. look over (v) –The doctor hurried into and looked over the patient.

a. .....
b. .....
c. .....
d. .....

e. .....

f. .....

g. .....

h. .....

Note: Phrasal verbs are verbs that contain a combination of a main verb and a particle or preposition.

Example: **look for** means **search**.

I am looking for my lost watch. This means I am searching my lost watch.

4E: Grammar Skills

4E.1 Parts of Speech

Activity 4.11

I. Workout the following questions.

1. What do you know about parts of speech?
2. How many parts of speech do you know?

II. Look at the following sentences carefully. Then, indicate the part of speech each word in the sentences belongs to.

Example: Oh! What a wonderful story it is. Oh (interjection); what(pronoun); a(indefinite article); wonderful(adjective); story(noun); it(pronoun) and is (verb).

a. The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my God!
b. He's well-liked in his community.
c. I dropped a penny in the well.
d. I cooked breakfast and lunch, but Steve cooked dinner.
e. I brought everything but the pens you asked for.
f. Tell me about your most recent holiday.
g. Were there any good restaurants?
h. The man speaks fast, so I can't hear.

III. Look at the paragraph below. Some of the lines are correct, but some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space. Line numbers 1 and 2 are done for you as an example.

Losing your memory

1 Imagine it that one day you woke up and ___it___
2 discovered that you had completely lost your ___√___
3 memory. How would you have feel exactly? _____
4 I have thought about this recently after I was _____
5 involved in a traffic accident. I woke up in _____
6 hospital, and said to myself 'It's the time I _____
7 got up and have went to school!' I soon realized _____
8 my mistake. A nurse came in and asked to me _____
9 what my name was. I thought about it for a _____
10 moment and then said, 'I would wish I knew!' _____
11 Then I tried to get up. 'I'd rather prefer _____
12 you didn't do that,' said the nurse. 'Don't worry _____
13 you'll have it your memory back soon.' _____
14 'I wish you hadn't have said that,' I replied. _____
15 'Now I am really worried! If I hadn't looked _____
16 in my wallet, I wouldn't have been known my _____
17 own name!' Unfortunately my memory soon came _____
18 back, and I realized I had a Maths test the next day! _____

Note: English has eight parts of speech: (noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection). The part of speech indicates how the word functions in meaning as well as usage within a sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary.

4E.2: Simple Future and Future Perfect Tenses

Activity 4.12

I. Identify the simple and perfect future tenses in the following letter.

Dear sister, five years from now, in August 2021, my little child will begin kindergarten. Little Sally is only two weeks old right now. But before that time, she will have learned to walk, to talk and to do many other things that she can't do now. She will learn how to do these things during the next few years, but she will have finished learning them at some time before she begins kindergarten. There will be a space of time between the end of learning those things and the beginning of kindergarten.

Note: "Simple Future" tells about something that is predicted to happen or will happen in the future.

Example:

1. I think I will do it again.
2. I will come tomorrow.

Whereas, the future perfect tense is used to indicate a future event that has a definitive end date. The **future perfect tense** is also used to describe an action that will have been completed at some point in the future.

For example: 1. Surafel will have baked a cake.

2. They will have painted the fence.

The future perfect tense is often used with a time expression (shown in bold) that identifies a point in the future. For example:

The baker will have baked a cake **before you arrive**.

They will have painted the fence **before I have a chance to speak to them**.

4E.3. Adverbial Clause of Purpose (so that, in order that, lest,)

Activity 4.13

I. Answer these brain storming questions

1. What do you use the phrases so that, in order that and lest for?
2. Write one sentence for each of the above phrase.

II. Complete the following paragraph using the appropriate adverbs given(So that, in order to, in order).

Moges is a merchant in his village. He works hard (a)_____ he will become a millionaire. He usually wakes up early in the morning. He drives two kilometers (b)_____ to start his daily activity in his shop. He also learns in the evening session (c)_____ to improve his education. He has to wait for schools to be closed (d) _____ go out of his country for trade.

III. Complete the following sentences using the appropriate adverb.

1. We eat _____we **may** live.
2. Walk carefully _____you **should** fall.
3. He spoke in a low voice _____ he **should** wake up the baby.
4. She raises her hand _____ask a question.

Note: So that and **in order that** are normally followed by modal auxiliary verbs such as **can** or **will**.

May is also possible but it is more formal.

Examples:

1. I am working hard so that I **can** pass the test (adverb clause)
2. I am leaving now so that I **will** be there by six o'clock (adverbial clause of purpose).

Present tenses can be used to refer to the future after **so that** and **in order that.**

Examples:

1. Send the letter today itself so that she will get it by Thursday.

OR Send the letter today itself so that she gets it by Tuesday.

2. I am going to make an early start so that I will reach there before 3 o'clock.

OR I am going to make an early start so that I reach there before 3 o'clock.

An adverbial clause of purpose tells you about the purpose of the verb in the main clause. Adverb clauses of purpose are introduced by the subordinating conjunctions (that, so that, in order that, in order to, so and lest).

Examples:

1. Put on your warm clothes **lest** you should catch a cold.
2. She worked hard **so that** she **might** pass the test.

4F: Writing Skills

4F.1 Punctuation Marks (ellipsis, parenthesis, quotation mark: single and double quotation marks)

In English writing, punctuations are important to make the idea or message clear. Punctuations are also used to add or omit ideas in sentences or in a piece of writing. Here you are going to learn the uses of: **ellipsis**, **parenthesis**, and **quotation marks**.

An ellipsis is a punctuation mark that is made of three dots (…). It is used:

1. to show an **omission** of a word or words in a quote.
2. to shorten the quote without changing the meaning.

For examples:

Full sentence: "After school I went to her house, which was a few blocks away, and then came home."

Ellipsis: "After school I went to her house … and then came home." Here the ellipsis shortens the quote.

3. to show a **break**, or **trailing off**, of a thought or pause.

Examples:

1. She opened the door . . . and saw . . . a cake!
2. I was thinking . . . maybe we should call him.

Activity 4.14

I. Punctuate the following sentences according to the instruction given in parenthesis.

1. We went to the city, shopped, ate lunch and arrived home after midnight (removing the words "shopped, ate lunch").
2. She said, "I like apples, oranges and bananas because they are all fruits." (omitting the reason clause)
3. What do you want to say? (making pause beginning from the word "want")

Parentheses are a pair of bended marks that you put around words or numbers to indicate that they are additional, separate, or less important. The symbols ( ) are put around these words or phrases.

Example: He has an exercise book and pens (2).
They are in the lakeside (Abebe and Alemu).

Quotation marks enclose a direct quotation (word-for-word).

Example: "I am busy," he said.

II. Punctuate the following direct speeches using quotation marks.

1. He said, the case is far from over, and we will win.
2. I hope you will be here, he said.
3. What would you do, I asked, if money didn't matter?
4. The king shouted, Let the games begin!

4F.2 Descriptive Writing

4F.2.1 A Guided Paragraph Writing

Activity 4.15

I. Now you are going to write a descriptive paragraph. Write a paragraph of 9 sentences using the following details. The first sentence is written for you as an example below the details.

- Lake place to study
- Air hot, but water cool and fresh
- Enjoy swimming and surfing in lake
- When tire, lie on lake
- Some rest, continue study subjects
- lake noisy seagulls and children laughing, but pleasant noise
- like lake's smell
- never disturb study
- When study exams, go lake side

The lake side is the perfect place for me to study. .....

.....

.....

.....

.....

II. In groups of three, read each other's paragraph and give corrections of grammar, punctuation, spelling, etc.

III. What words have you used to describe the lake, water, children, etc in your paragraph?

IV. Now, read this paragraph and compare it with the paragraph you have written above.

The lake side is the perfect place for me to study. The air is hot, but the water is cool and fresh. After studying, I enjoy swimming and surfing in the lake. When I am tired, I come out and lie on the lake side. After some rest, I continue studying my subjects. The lake is noisy with seagulls and children laughing, but it is a pleasant noise. I even like the lake's smell. This never disturbs my study. When I want to study for exams, I usually go to the lake.

V. Read this paragraph again and:

a. List the words that describe;
   - The lake
   - The air
   - The water

b. What types of words are used to describe the lake, air and water?

c. List the words that are used to join sentences in this paragraph?

Descriptive writing describes people, places, objects, or events using descriptive language (i.e. using words like, adjectives and adverbs).

In descriptive paragraph writing, you use words that create an image on the reader's mind. Descriptive paragraph writing includes providing details about an event or person. This requires: brainstorming ideas, outlining, sorting words, writing sentences and using transition words.

4F2.2 Free Writing

Activity 4.16

I. **Write an expository paragraph based on the following guidelines.**

1. Think of a natural resource in your local area. List what things are happening to these resources.
2. Compare your lists with other partners. How similar or different are your lists?
3. Use the notes you listed to write an expository paragraph on a "natural resource in your area".
4. In groups of four, read each of your paragraphs and correct the errors if any.

Note: An expository writing states facts or information about a topic.

UNIT 5 Irrigation

Unit Objectives

At the end of this unit as learners you will able to:

- listen for general and specific information;
- summarize the listening text;
- predict the message of the text using their background knowledge;
- synthesize the reading text;
- retell the story by taking important notes from listening and reading texts;
- identify the important information in reading texts;
- skim for gist and scan for details;
- use the text to create a story;
- infer the meanings of vocabulary words using based on the contextual clues;
- use adverbial clause of cause or reason/purpose appropriately; and
- use gerund, infinitive, participle phrases, articles, and expressions of mood correctly.

5A Listening Skills

5A.1 Listening: Agriculture in Ethiopia

Activity 5.1

In this sub-section of listening, you are going to listen to a teacher read a lecture note about agriculture in Ethiopia.

I. Before listening to the text, look at the two pictures and discuss what you observe. What similarities and differences do they have? Work individually first and then compare your ideas with a partner for five minutes.

1.

2.

II. Now answer the following questions individually.

1. How important is agriculture in Ethiopian Economy?
2. What do you expect to learn from this listening text about agriculture in Ethiopia? Jot down your expectations.

III. Answer the following listening comprehension questions based on the information in the listening text.

1. What is the main idea of the listening text?
2. According to the listening text, what are the priority areas of agriculture identified by the government?
3. What are the challenges of expanding large scale farms in agricultural sector?
4. How are the ideas organized in the text? (emphatically, chronologically, spatially or integrated)/ give evidence.

IV. Say the statements below True or False based on the information in the Listening text .

1. According to the listening text, Ethiopia has shortage of resources to modernize the agricultural sector.
2. According to the listening text, Ethiopia has not yet identified the priority areas for agricultural interventions.
3. The listening text mentions water supply shortage and land ownership policy as the most serious obstacles to large scale farming
4. According to the listening text, agro-processing is one of the country's focus areas of agriculture,

5B Speaking Skills

5B.1 Public Speaking.: Agriculture in Ethiopia

In this sub-section, you engage in various activities that help you promote your speaking abilities. These include participating in dialogue, in debating and in public speaking. In doing so, you learn various social expressions and skills that are important for your interpersonal and public communications.

5B.2 Speaking: Dialogues

In this section, you are going to practice making a dialogue with your partner. Here, the focus would be on expressions for accepting or rejecting ideas and turn taking. You start with sample conversations and move on to producing your own dialogues.

Activity 5.2

I. Read the dialogue between Simegn and Munira and answer the questions below it. Simegn and Munira are agriculturalists. They met during a tea break at a conference.

Simegn: Hi Munira!

Munira: Hi! How are you doing?

Simegn: I'm okay, but a bit busy.

Munira: I understand. You have to get used to the new responsibility entrusted to your care.

Simegn: Yes, that is another challenge. I didn't know you were here. When did you come back from the fieldwork?

Munira: Just yesterday night.

Simegn: Oh! You are bothering yourself a lot. You should have time for yourself and your family.

Munira: Yeah, you're right, but I don't want to miss this opportunity. It is a marketplace for new ideas. How do you get the paper on market-driven police for agriculture? Don't you think it is advantages for us?

Simegn: Hmm, interesting, but don't you think it is a bit premature for the situation we are in? I think our immediate problem is food security.

Munira: I know. I thought it would have positive implication for increasing productivity.

Simegn: I'm not really sure I agree with that. The policy rather highlights making profit and competing for resources. It has less concern for environmental degradation.

Munira: You're absolutely right. There should be a mechanism to address the problem. What if you raise this as a discussion point later?

Simegn: I am thinking about it.

Munira: Please, do that.

Simegn: I will, if it is okay with them.

Munira: Why not? We are not expected to accept everything they say. They have to be challenged. How about raising the concern indirectly?

Simegn: That sounds a good idea. For example, asking them about their recommendations on the idea of equipping farmer with farm management skills.

Munira: Definitely. I think it's time for the next presentation. Let's be in.

Simegn: Yes, you're right.

1. List out the expressions used:
   A. to make suggestions
   B. to accept suggestions
   C. to reject suggestions
2. Give at least two alternative expressions for each category of expression.

II. Work with a partner and produce a dialogue of not less than ten lines on "ways of increasing agricultural productivity in Ethiopia". Make sure you have used the expressions you learned appropriately.

5B.3 Debate

In this sub-section, you are expected to develop your speaking skill through debating. The word "**debate**" has a variety of meanings depending on the context:

1. formal discussion of an issue at a public meeting or in a parliament, and
2. an argument or discussion expressing different opinions.

This lesson takes the second definition. A debate involves two sides: **one supporting a resolution (a cause) and another opposing it**. Such a debate is governed by rules previously agreed upon.

Activity 5.3

I. Answer the following questions first individually and then discuss them with your partner.

1. What do you know about debate? How does it differ from causal conversation between friends?
2. Do you have any experience in debating? Do you remember the topic of the debate? What was your position-supporting the statement (proposition) or opposing it?
3. What are the qualities of a good debater?

II. Now get into a group of five or seven and debate on the proposition: "Agriculture should remain at the center of the Ethiopian economy". But before debating in front of your classmates, plan your debate in advance following the procedures below.

a. Decide the position you and your sub-group takes-are you in support of the proposition/resolution or opposing it?
b. Establish the rules of the debate, including budging time.
c. Agree on a group member who can lead the debate
d. Collect sufficient facts and data to support your position
e. Frame your arguments in complete, but persuasive sentence forms and support them th facts and figures from reliable sources.
f. Anticipate counter arguments and prepare refutation

Important Tips on Debate

i. **For those leading the debate**

- **Greeting:** Good afternoon/morning /evening class
- **Stating the resolution:** Today we are debating on the resolution: "Agriculture should remain at the center of the Ethiopian economy "
- **Introducing the debaters:** We have two groups of debaters-the affirmative team, strongly supporting the resolution, and the opposing team, strongly opposing the resolution or suggesting the alternative solutions.
- **Sitting arrangement and turn taking:** The supporting team, on my left/right, takes the first----------minutes to present their ideas, and the opposing team on my left/right takes the next -------minutes.

ii. **For the debating teams**

- Begin by greeting the audience, announcing the resolution, stating the team's position, and giving the number of reasons/points to support or oppose the resolution.
- Focus on going after your opponent's case, not your actual opponent.
- Have fun and take advantage of having an audience.
- Make (appropriate) jokes, be fun to watch, use effective body language.
- Try to win them (and the judges) over through both argumentative and non-argumentative means.

5B.4 Public Speaking.

Activity 5.4

I. Answer the following questions first individually and then discuss the answers in group of three.

1. What is the difference between public speaking and casual conversation?
2. What do leaders do with public speaking?
3. Have you ever participated in public speaking? What was the challenge of a making a public speech?

II. Preparing for a Public Speech

You are going to deliver a ten-minute speech on "The importance of technology use in agriculture" to your classmates. Follow the procedures below:

1. Research on the topic and collect important information
2. Determine 'the message' and the intent of the message
3. Organize your speech in different sections-introduction, body and conclusion
4. Rehearse (practice) the speech again and again
5. Check movement and body language use
6. Check your volume and rate of speech
7. Keep notes of key words (if necessary)
8. Incorporate visual prompts where necessary

5C Reading Skills

5C.1 Innovations in Irrigation

Activity 5.5

I. Answer the following questions first individually and then compare your answer with a partner.

1. What comes to your mind when you think about 'irrigation'?
2. How do most Ethiopian farmers irrigate their lands?

3. Do you think that Africa is ready to benefit from technological innovations in irrigation? How, if your answer is 'yes' and why not, if your answer is "no"

II. Read the passage individually and silently. And then, answer the question below the passage.

Opportunities for Innovation in Irrigation

Given the significant effects that climate change may have on the agriculture sector and on farming families in particular, irrigation has great potential not only in increasing agricultural productivity but also in improving resilience and food security in farming families. **This** in turn empowers women and opens employment opportunities. It may be for this reason that there is a surge of interest in irrigation among small scale African farmers. At the same time, a growing population across the continent demands more reliable and continuous supply of food. Hence, elevating irrigation to a top policy priority and bringing it to the scale required has a lot to continent. **Doing this** could help ensure the continent's food security in the face of more extreme weather conditions, and be an engine of agricultural transformation.

In many countries across Africa, irrigated areas rely on basic or improvised techniques such as flood recession, spate irrigation, and use of wetlands, **all of which** are less productive and reliable than modern irrigation technologies. However, there are signs of increasing uptake of on-farm pressurized irrigation technologies, such as sprinklers and micro-irrigation, which have potential to reduce water consumption and significantly improve the productivity and quality of horticultural crops. On average, 18 percent of areas equipped with modern irrigation technologies in Africa now use pressurized irrigation equipment, compared with just 2 percent in Asia and 12 percent in the rest of the world.

As can be seen across the continent, there are innovations that can substantially increase countries' irrigation potential. Because irrigation is highly site-specific and not limited to a single method, a range of factors need to be considered in the selection of different irrigation innovations and water harvesting methods. Market factors, such as crop prices, energy costs, and labor supply also need to be taken into consideration when developing irrigation technologies and systems. In addition, the costs of technologies, crop and farming characteristics, local climate, regulatory provisions such as groundwater pumping restrictions, drainage discharge limits, and water transfer provisions will define the effectiveness of the technology applied.

In many cases, irrigation technologies are used in combination with rainwater harvesting a technique used for collecting, storing and using rainwater for landscape irrigation and water-spreading dams. Rainwater harvesting is widespread in many African countries, implemented by individual farmers or at the community level. Unlike big dams, which collect and store water over large areas, small-scale rainwater harvesting loses less water to evaporation, as the rain is collected and stored locally through runoff from roofs or ground catchment. **It** does not also deplete aquifers or impact other farmers' water supply. Of course, the type of storage plays an important role and is determined by material, size, rainfall amounts, water demands, location and costs.

Water-spreading dams harvest floodwater to distribute the runoff into valleys, allowing as much water as possible to infiltrate the soil and hence reach an aquifer. Water-spreading dams can be developed using locally available materials, but as large-scale projects, **they** require careful planning and construction. In Niger, over 4,700 farms benefitted directly from water-spreading dams and were able to increase their arable valley land from 0.6 ha to 2.2 ha on average, with an increase in millet yields of 85 percent and sorghum yields of 25–30 percent.

(Source: Adapted from: A Malabo Montpellier Panel Report, 2018)

III. Complete the table below with the important information from the reading text above. Try it first individually and then discuss it with your partner.

Paragraph No.	Main Idea	Supporting Details
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		

IV. Answer the following questions based on the information in the reading passage

1. What is the central message of the reading passage?
   A. The importance of integrating farming with technology
   B. The impact of climate change on agriculture
   C. The importance of modernizing the irrigation system
2. Which of the following is an example of a modern irrigation system?
   A. Spate-irrigation
   B. Pressurized irrigation
   C. Water-land initiated irrigation
3. Which of the following is not mentioned as the advantages of modern irrigation technologies over the traditional ones?
   A. Increase in productivity
   B. Being suitable to individual farmers
   C. Increase in water conservation
4. Africa is at the top of the hierarchy with regard to using innovative irrigation technology.
   A. True B. False
   C. No information is given
5. Irrigation technologies are usually blended with water harvesting methods.
   A. True B. False C. No information is given

V. Identify what the following pronouns refer to in the reading text above.

1. this (para.1)_____
2. doing this (para.1) _____
3. all of which (para. 2) _____
4. it (para.4) _____
5. they (para.5) _____

5D Vocabulary Skills

5D.1. Contextual Meaning of Words.

Activity 5.6

I. Work in a group of three and work out the meanings of the underlined words using contextual clues in the extract. Identify the specific word or phrase that helped you guess the meanings.

1. After spending the week with him, Martha told her mother, it was confirmed her uncle Alemu was definitely eccentric. He let his shepherd sit at the table at dinner time; he refuse to eat anything that is yellow; and he visits his refrigerator all the time for some other type of food.
   a. What does the word 'eccentric' mean? _____
   b. What is the contextual clues _____
2. There have been a great many atrocities in history. Some people cite the holocaust in Europe and others the genocide in Rwanda. But there are many examples as, unfortunately, people have been committing atrocities all throughout human history.
   a. What does the word 'atrocities' mean? _____
   b. What is the contextual clues _____
3. Even though her ankle was not broken, at the moment of impact, Aberash found the pain to be excruciating. She cried out and collapsed; her eyes squeezed tightly shut, waiting for the first waves of agony to subside. When they did, she began to crawl towards the house, all the time wondering if she would be able to make it up the stairs by herself.
   a. What does the word 'excruciating' mean? _____
   b. What is the contextual clues _____

II. Now in a similar manner, individually put the following words (vulnerable, stricken, sustainable, diligence) in a small paragraph level context of your own. Let your partner guess the meaning and the contextual guessing strategies that helped him/her to identify the contextual meaning.

III. Work individually and identify the contextual meaning of the phrasal verbs underlined in each sentence.

1. I did not know what mitochondrion until I looked it up in dictionary
2. My elder brother is a very caring and kind person. I always look up to him.
3. My parents are on vacation. It is my responsibility to look after the kinds)
4. I arrived early, so I had enough time to look around the museum nearby
5. Everyone made for the emergence exist when fire broke out in the kitchen.
6. The suspect made off with a gun on his hand when he saw the police arriving
7. My father would be mad at my test result. I had to make up for it immediately
8. The afternoon breeze messed up my hair. I had to visit the nearby hairdresser
9. I always mix up Tsehay with Demitu. But I know that they are not sisters.
10. We must move out before the end of the month; otherwise, we pay for our extended stay.
11. We moved in to this apartment ten years ago. Two of my kids were born here.

IV. Compare your answers with your partner and discuss the clues you used to guess the meaning of the phrasal verbs.

5E Grammar Skills

Adverb clauses of reason, verbs followed by infinitives and gerunds, participle phrases.

5E.1 Adverb Clauses of Reason

In this sub-section of language focus, you are going to deal with the concept and nature of adverb clause of reason as distinct from other types of clauses.

Activity 5.7

I. Before we directly move to the details, answer the following questions first individually and discuss your answers in group of three.

1. What is an adverbial clause of reason?
2. What is the purpose of using adverbial clause of reason in a sentence?
3. How do you differentiate adverbial clauses of reason from the other types of adverbial clauses?
4. What do you say about the position of adverbial clauses in the sentence? What difference do you observe when they come at different positions?
5. Write five sentences of your own, having adverbial clauses of reason in them.

II. Read the sentences below and identify the adverbial clauses of reason used to explain the main idea of the sentence.

1. Since we live near the river, we often go for swimming.
2. As long as you are here, we can study together for the exam.
3. As Yohannes was the youngest, I looked after him.
4. As you go to Kefa, I hope you would bring me some honey.
5. The roses are growing so well because I have been watering them properly.
6. I watered the roses because they were dry.
7. Since the weather has improved, the game will be held as planned.
8. I can get a job in teaching, because I have a bachelor's degree in English education.
9. Now that the final exams are approaching, every student is spending a lot of time reading their notes.
10. As long as you follow the procedure, you will make it happen.

III. Add main clauses to adverbial clauses below so that the ideas of the sentences would be complete. Try them first individually and then compare your answers in a group of three.

1. As I had failed the exam_____
2. Now that the exams are over, _____
3. _____ because he had not paid his fees.
4. Since irrigation is very important,_____
5. As I wanted to talk to her,_____
6. Because the rain has stopped, _____
7. Since your parents told me so,_____
8. _____ since the weather has improved.
9. _____ as I am dressed in shorts and a T-shirt
10. _____ as most of the goods were damaged by the rain

5E.2 Verbs Followed by Gerunds, Infinitives or both

Activity 5.8

I. Commonly, there are verbs that are followed by gerunds or infinitives or by both. Before dealing with these concepts in detail, answer the following questions.

1. What are gerunds in English grammar?
2. What are infinitives?
3. Can you mention some verbs that are always followed by gerunds?
4. Can you mention some verbs that are always followed by infinitives?
5. Can you mention some verbs that could be followed by both?

II. Put the verb into either the gerund (-ing) or the infinitive (with 'to' form)

1. I don't recommend_____(take) the bus.
2. She agreed _____(bring) the food to the dinner.
3. We discussed _____(go) to the cinema.
4. I promise _____(help) you tomorrow.
5. I don't feel _____(go) out tonight.
6. She avoided _____(tell) him about her plans.
7. I would like you _____(go) to the party with you.
8. He enjoys _____(have) a bath in the evening.
9. She kept _____(talk) during the meeting.
10. I am learning _____(speak) English.
11. Do you mind _____(give) me a hand?
12. She helped me _____(carry) my suitcase.
13. I have finished _____(cook) come and eat!
14. He decided _____(study Biology).
15. I dislike _____(wait).
16. He asked _____(come) with us.

III. Answer the following questions based the exercise above.

1. Which of the verbs are commonly followed by gerunds, and which ones by infinitives?
2. Are there verbs which are followed by both? If so, is there any meaning difference (big or little)? Explain how.

IV. Look at the pair of sentences below. Is there difference in meaning? Explain how.

1. A. I forgot to meet him. B. I forgot meeting him.
2. A .He went on to learn English and French. B. He went on learning English & French.
3. A. She quit to work here. B. She quit working here.
4. A. I regret promising to help you. B. I regret to promise to help you
5. A. She remembered to visit her grandmother B. She remembered visiting her grandmother.
6. A. I stopped to call you. B. I stopped calling you.
7. A. I tried to open the window B. I tried opening the window.

V. Below is a list of verbs that can be followed by (a) gerund only , (b) infinitive only and (c) both infinitive and gerund, with significant or little difference in meaning. Construct sentences of your own and bring them to class for discussion.

Group A: admit, anticipate, can't see, complete, deny, encourage, enjoy, imagine
Group B: afford, aim, bother, care, fail, learn, hesitate, offer, prepare, volunteer
Group C: quit, regret, remember, try, need, love, propose, neglect, prefer

5E.3 Participial Phrases and their Functions

A participle is usually identified as a verbal adjective, modifying a noun or a pronoun. There are two types of participles-present participle and past participle. While the present participle adds the suffix '-ing' to the basic form of the verb, the past participle usually ends with '-ed' or '-en'. There are also past participle forms having different shapes. In this sub-section, you learn about the different types and functions of participial phrases.

Activity 5.9

I. Look at the following sentences and answer the questions that follow.

a. The man standing by the gate is the new manager.
b. Feeling depressed, we went to bed early.
c. Children interested in music early develop strong intellectual skills.
d. I have got an interesting book to read.

e. With a broken heart, she said 'Goodbye' to him.

f. She usually wears clothes made of cotton.

1. Categorize the participles into their types.
2. What do the participle phrases modify in each sentence?
3. Where the participle should be placed in relation to the noun/pronoun it modifies?
4. What does a participle phrase usually consist of?

II. Look at the sentences below and identify the functions and types of participles.

1. She placed the **cut** flowers in the vase.
2. The **winning** athlete gets a trophy.
3. **Having** finished the report, she took a nap.
4. **Having** relied on his grandfather's advice, the boy felt utterly lost after his grandfather's death.
5. **Wearing** his new suit, Bill went to work.
6. A **laughing** man is stronger than a suffering man.
7. **Having** eaten their lunch, the kids went to the playground.
8. The man **carrying** the bricks is my father.
9. **Stunned** by the blow, Mike quickly gathered his sense.
10. The **washed** car is on display today.

III. The following are participle phrases. Add your own ideas so that you will have complete sentences.

1. Having looked down at his shoes, _____
2. Having felt tired,_____
3. Dressed in shorts and T-shirts, _____
4. Hiding under the bed, _____
5. Damaged by the rain,_____
6. Signed by the president_____
7. Huddled around the radio, _____
8. Born in war age, _____
9. Searching for food, _____
10. Looking at pictures, _____.

More Examples of Participle Phrases

The Verb	The Present Participle	The Past Participle	Example of a Participle Phrase
To rise	the rising sun	the risen sun	Rising out of the sea in front of us, the sun started to warm our faces.
To print	the printing document	the printed document	Printed on the very first press, the document was extremely valuable.
To break	the breaking news	the broken news	Broken by a government whistle-blower, the news is all over the media.

- **Perfect Participles**

  "Having" + [past participle]

  Examples:

- Having signed: E.g. Having signed the document, Merga felt the weight of responsibility lifted from his shoulders.
- Having read. E.g. having read your book, I now understand your position.

5F Writing Skills

In the previous grades or previous units of this textbook, you learnt about types of essays, parts of essays, and the process approach to writing. You study these again by writing an argumentative essay through the process approach.

The Structure of an Essay

An essay is a piece of formal writing dealing with a single idea. It is written with a purpose. The purpose may be to inform, entertain, persuade or a mix of these. An essay is usually made up of an introductory, a body and a concluding paragraph.

5F.1 Revision on Process Writing Approach

Activity 5.10

I. Be in group of three and answer the following questions.

1. What are the basic parts of an essay? What is the function of each part of the essay? How do you identify one from the other?
2. Does the structure an essay vary with the type of the essay? If so, how?

3. What do you know about 'a thesis statement' and 'a topic sentence'? Where are they located in the structure of an essay? Which one expresses a broader idea-a topic sentence or a thesis statement?

II. Answer the following questions first individually and then discuss your answers in group.

1. Do you think you have benefited from your previous practice on process writing? How?
2. What are the advantages of following the steps in process writing? Is there any disadvantage? What is that?
3. Can we use the process approach to writing to develop argumentative essay or paragraph? How?

III. Now you are going to write an argumentative essay in group on the title: "Promoting Irrigation-based farming is more important than mechanized farming in the present Ethiopia". Follow the following steps strictly before submitting the final copy of your writing.

1. Be in the group and list down the ideas you will include in your writing.
2. Put the ideas you gathered as a group in complete sentences.
3. Organize the sentences under different main ideas and start writing the first draft.
4. Read the draft carefully and make necessary modifications (adding, deleting or reorder sentences, and changing words) so that it becomes clear and readable.
5. Write a second draft if you feel you made so many modifications.
6. Proofread the draft for any grammar, spelling, and punctuation errors.

IV. Discuss with your partner on the ideas you generated.. Then, check your ideas in a small group. Let someone from your group move around all other small groups and explain his/her original group's ideas to the other group members.

Tips on the Process Approach to Writing

1. **Pre-writing stage:** At this stage, you decide the topic of writing, generate ideas and plan your writing. This specifically includes brainstorming ideas, planning, organizing and selecting ideas.
2. **Drafting stage:** At this stage, you put the ideas in complete sentences; organize the sentences into main ideas and supporting details, and finally start composing the first draft of the paragraph or essay.. You also add supporting details or illustrations where necessary.
3. **Revision stage:** Here, you read the draft carefully and make changes where necessary. This may include adding, deleting or reorder sentences, and checking the appropriateness of the words used. This stage is important to make your writing clear and meet your reader's needs and expectations.
4. **Editing stage:** This is the stage where you proofread the draft work for grammar, spelling and punctuation. You can do it yourself, or more importantly, get feedback from another person on your writing.

5F.2 Structure of an Essay

The purpose of writing an essay is to convince your reader about the topic of your writing. To do so, you should put both your main ideas and illustrations (examples) in their right places in the essay consisting of paragraphs. Thus, the activities you carry out in this sub-section focus explaining how paragraphs should be organized to make up a good essay.

Activity 5.11

I. Answer the following questions first individually and then compare your answers with a partner sitting next to you.

1. When does the idea of 'structuring the essay' come?
   a. Before deciding about your main idea of your writing
   b. After deciding about the main idea, but before identifying the supporting details for the main idea?
   c. After deciding about both the main idea and the supporting details(reasons)
2. What do you understand from the term a 'topic sentence' and a 'thesis statement?
3. What are the different sections of an essay?
4. Is the structure of an essay the same for all types of essays?

II. Read the following short essay and answer the questions that follow.

Practical Challenges for Water in Agriculture

The ability to improve water management in agriculture is typically inhibited by inadequate policies, major institutional under-performance, and financing limitations. Critical public and private institutions generally lack the supportive environment and necessary capacities to effectively carry out their functions.

For example, basin authorities often hold limited ability to enforce water allocations and to bring stakeholders together. Institutions in charge of developing irrigation often limit themselves to capital-intensive large-scale plans and they tend to depend on public sector-based approaches. They give little attention to developing opportunities for small-scale private financing and irrigation management. Farmers and their organizations are often responding to highly distorted incentive frameworks in terms of water value and agricultural support policies, which further hinder positive developments in the sector.

Moreover, most governments and water users fail to invest adequately in the maintenance of irrigation and drainage (I&D) systems. Inadequate management and operation may play a part in the poor performance of I &D systems. But, more specifically it is the failure to sufficiently maintain systems that results in their declining performance.

This failure to provide adequate funds for maintenance of I&D systems has resulted in the "build-neglect-rehabilitate-neglect" cycle commonly observed in the sector.

Given the existing constraints above, the agricultural water management sector is currently promoting itself to modern and sustainable service provision. It proposes a singular water approach on building reliable water services and sustaining water resources, while also managing water-related social and economic impacts. This includes transforming governance and service provision, supporting watershed management and greening the sector. And all these can be achieved by providing improved incentives for innovation, reforms, and accountability.

(Source: https://www.worldbank.org/en/topic/water-in-agriculture#1 retrieved on 25 April, 2022) .

1. What is the thesis statement of the essay?
2. Identify the three topic sentences which are used to develop the idea of the essay.
3. What is the function of each paragraph in the essay?

III. Now individually produce your own essay on 'The Role of Agriculture in Ethiopian Economy' considering all the steps and structure of essay writing. After you have produced the essay, discuss with your partner on procedures, structures and functions of the paragraphs you have develop the idea of the essay.

Tips on the Structure of a Good Essay

An essay is a piece of writing that is written to convince someone about something or to simply inform the reader about a particular topic. In order for the reader to be convinced or adequately informed, the essay must include several important components to make it flow in a logical way. The main parts (or sections) to an essay are the introduction, body, and conclusion.

Introduction: Must contain an attention holders for the reader or at least make the essay sound interesting, moves from general to specific issues of the topic; provides the reader with a "road map" of the essay in a logical order; at the end, there should be what is called a thesis statement, arguably the most important component of the introduction; the thesis statement states the aim of the paper and may give insight into the author's examples and evidence.

Body: includes the evidence and support of the paper in addition to the writer's ideas; Paragraphs must include a topic sentence which relates the discussion back to the thesis

statement; logical ordering of ideas:

Conclusion: this section should wrap all of your arguments and points; should restate the main arguments in a simplified manner; ensures that the reader is left with something to think about, particularly if it is an argumentative essay.

Ways of developing/ordering ideas in an essay and/or a paragraph:

1. **Chronological order**- order of time, good for narratives;
2. **Spatial order-good for descriptions of locations**; top to bottom.
3. **Emphatic order**- it is a technique of ordering ideas from least important to most important ones; most common in high school writing; includes substantial examples and evidences to support your argument and uses transition sentences to create a good flow to the essay. But it always important to remember the examples/illustrations are relevant and sources are properly cited.

5F.3 Argumentative Essay Writing:

In this sub-section of writing, you will focus on the nature and feature of an argumentative essay.

Activity 5.12

I. **Answer the following questions individually first and then share your ideas with your partner.**

1. What makes one essay type different from the other type?
2. What makes an argumentative essay different from other types of essays?
3. What are important issues to be considered in argumentative essay?

II. Read the argumentative essay on 'single sex or mixed sex schools' below and answer the questions below it.

Whether to educate both boys and girls together or to separate the two sexes is a controversial issue. There are advantages to both sides; however on balance, I believe that the co-educational system is better than the single.

On the one hand, there are many advantages of educating boys and girls in the same class room. The first advantage is that children learn to understand the opposite sex and to treat each other as equals. Another point is that this system reflects society because children are educated in a realistic situation. Moreover, it is cheaper to teach boys and girls in one school, an important consideration in developing countries. Finally, it can be more fun for everyone as boys and girls can learn to enjoy each other's company. If children enjoy their education, they will probably be more motivated to work hard.

On the other hand, segregating the sexes has some distinct advantages. Firstly, the academic results at single sex school are often very good as the students not distracted from their work and can concentrate on their studies. Secondly, both sexes have the opportunity to express themselves without worrying about what the other sex may think of their opinions. In male-dominated societies, this is particularly important. Finally, system suits some students, for example shy and nervous children might feel more secure in a single sex environment.

In conclusion, both system of education have benefits. In my opinion, the children studying in a mixed school have a better experience.

III. Answers the questions given below based on the argumentative essay given above.

1. What is the thesis statement?
2. What is the position of the writer, for or against single sex schooling?
3. What arguments and counter arguments are mentioned by the writer?
4. How did the writer organize the essay?

IV. Write an argumentative essay supporting the idea: "Agriculture-led economy is better than industry-led economy for the present Ethiopia". Use the following points as a guide.

a. Follow all the steps of writing: prewriting, drafting, revising and editing.

b. Try to organize the ideas you have generated into introduction, body and conclusion.

c. Ask your partner to comment on outline before you write the draft copy.

d. Finally, sit in group of three or four and comment each other's essays focusing on the structure of the essay, function of each section and the way the arguments are developed.

Tips on writing an argumentative essay

A good **argument** is a simple numbers game with a clear winner. An argumentative essay teaches students how to present their claims clearly and confidently, while backing their views with solid evidence from literary texts and credible research materials. The parts of an argumentative essay include a strong introductory paragraph with a clear thesis, body paragraphs substantiated with detailed evidence, and a compelling conclusion. Students should also use transitional words and phrases to guide readers through their arguments.

An introductory paragraph introduces your argument and explains why readers should be interested in your topic. In relatively short argumentative essay, get to the point quickly and gain your readers' interest right from the start. Include a concise, well-constructed thesis statement in your introductory paragraph that explains what you'll be arguing. A thesis statement is often the last sentence in an introduction. If you're arguing about a literary work, include the title and author in your introduction. When arguing a theory or an issue, incorporate background information and explain its relevance.

Develop three distinct, yet unified, body paragraphs to support the claims in your thesis. For example, if you're arguing that standardized tests don't accurately represent a student's academic strengths or problem-solving capabilities, one body paragraph might discuss the shortcomings of ACT and SAT tests, another might explain why some academic skills and abilities aren't represented by standardized tests and a third why some students struggle to perform well on timed tests, despite their knowledge and understanding of the material. Create a topic sentence that clearly explains the objective for each body paragraph. Use specific examples from reliable resources, such as academic journals, peer reviews and professional commentaries, to back your views. Address counterarguments in the body of your essay -- always treating opposing viewpoints with courtesy and respect -- and explain how those arguments don't hold up.

Create a compelling conclusion that brings your argument to a close. Don't introduce new information in your conclusion. Explain how your evidence clearly supports your arguments and why your thesis is well-founded, logical and credible. The conclusion will leave readers with a lasting impression of your essay. Challenge readers to consider your viewpoints, using passionate, persuasive language to make your closing remarks.

Incorporate transitional words and phrases throughout your paper to unify your paragraphs. Otherwise, your paper will seem short, abrupt and choppy. Opt for transitional words and phrases, such as similarly, on the same note, in agreement with, contrarily, in support of, to back the argument, equally important, nevertheless, with this in mind, provided that, for example, all things considered and given these points, to add continuity, flow and readability to your argumentative essay.

UNIT 6 Global Warming

Unit Objectives

After completing this unit, you will be able to:

- identify main points of listening texts;
- recognize the main points of listening texts;
- take notes of major points in a listening text in order to create a similar story;
- present speech on "the Effects of Global Warming";
- express their likes and dislikes;
- comprehend a reading texts;
- predict the message of the text using their background knowledge;
- use contextual clues to infer the meanings of new words;
- use the present and past tenses to talk about present and past events;
- use clauses of comparisons correctly;
- use conditional clauses correctly;
- write a compare and contrast essay;

6A Listening Skills

What is Global Warming?

1.

2.

3.

Activity 6.1

I. Look at the pictures above and answer these questions.

1. What did you notice from the pictures?
2. Do you observe similar problems in your area?
3. What measures has your community taken to overcome the problem?

II. Now, answer these questions before your teacher reads the listening text.

1. In pairs look at the title of the listening text, and guess what the speech would be about?
2. What do you think is global warming?
3. These words are taken from the listening text. Guess the meanings of the words and indicate the part of speech they belong to **(radiated, acted, reflective, terrible, trapped)**

III. Now listen to the talk. While listening to the talk, complete the following paragraphs with words or phrases from the listening text. Your teacher will repeat you the talk twice.

Global warming is the 1_____ in the average temperature of the earth's atmosphere because an increased amount of the energy (heat) striking the earth from the sun is being 2_____ in the atmosphere and not radiated out into space.

Today, we have the 3_____ problem. The problem is not that too little sun warmth is reaching the earth, but that too much is being 4 _____ in our atmosphere. So much heat is being kept inside greenhouse earth that the temperature of the earth is 5 _____ faster than at any previous time in history.

IV. Do the following tasks.

1. Think of a problem caused by global warming in your area or anywhere, and compare it with the problem mentioned in the listening text.
2. Suggest solutions to the problems you mentioned in 1 above.
3. In groups of three, compare your answers to questions 1 and 2 and present a report to the class.

6B Speaking Skills

6B.1 Pronunciation

Activity 6.2

I. Answer these questions

1. How do you learn pronouncing English consonant sounds?
2. How do you pronounce the following sounds?

   / ŋ / / ʃ/ /ʧ/
3. List the strategies you used to learn how to pronounce new words.

6B1.1 English Consonant Sounds

II. Under line the Consonant letters that represent the Sounds given in 1 and 2 and indicate the place of articulation of the sounds in 4.

1. ð (the, father, them, that, they, those, their)
2. θ (think, birthday, south, math tooth, teeth, tenth)
3. What is the difference between the sounds in 1 and 2?
4. Indicate the place of articulation to this sounds(d, b, t, m, n, g, p, s)

III. Underline the consonants in the following words that are pronounced as:

1. /m/: (mad, mom, animal, female, master)
2. /n/: (man, lamb, learn, corn, cone)
3. /ŋ/ (song, long, thing, going, wrong, sing, fishing)

There are essentially two ways air can move through the vocal tract. It can travel through the mouth, or it can travel through the nose. Consonant sounds produced when the air is sent through the mouth (the **oral cavity**) are called **oral sounds**, and sounds produced when the air is sent through the nose (the **nasal cavity**) are called **nasal sounds**.

Nasal sounds

English sounds vary in the way the air passes through the mouth or nose. Nasal consonants are created when you completely block air flow through your mouth and let the air pass through your nose. There are three nasal consonants in English. These are:

1. **/m/** – "**m**ad" and "cla**m**" – in producing these sounds, the mouth or oral passage is blocked by closing the lips (bilabial).
2. **/n/** – "**n**o" and "ma**n**" – while producing this sound the oral passage is blocked by pressing tongue tip against the alveolar ridge (alveolar).
3. **/ŋ/** – "goi**n**g" and "fu**n**k" – in producing this sound, the oral passage is blocked by pressing the back of your tongue against the soft palate (velar).

Affricatives

There are many ways to make the air flow through your mouth (oral) passage. For example, you can squeeze the back of your tongue against your velum to block the airflow. Or you can lightly touch that same place and let some air pass through.

Although both of these motions occur at the same place, they make **different sounds** because of the **manner of articulation**. This is why many distinct consonant sounds are created at the same place of articulation. In short Sounds vary by the **manner** and **place** of **articulation**. **Manner of articulation is the way the airstream is affected as it flows from the lungs and out the nose and mouth.**

The English affricative sounds are:

1. **/tʃ/** – "**ch**ick" and "ma**tch**" –When air is blocked with tongue just behind the alveolar ridge (post-alveolar), then these sounds are released as affricative.
2. **/dʒ/** – "**j**am" and "ba**dg**e" – When the passing of air is blocked with the tongue just behind the alveolar ridge (post-alveolar), then the sound released is affricative consonant sound.

Note: here are some strategies of learning pronunciation

1. Listen to yourself- listen to your voice while pronouncing words.
2. Slow down!- Speaking slowly will give you time to breathe properly and think about what you want to say next.
3. Picture it…- Close your eyes and think about how to make a sound before saying it
4. Get physical contact(pronoune it out)!-Pronunciation is a physical skill.
5. Watch yourself-stand in front of a mirror to see the placement of your tongue, lips, and shape of your mouth.
6. Copy the experts- copy from experts or native speakers.
7. Practice English alone- practice is essential.
8. Find a language partner -getting feedback from an outside observer is crucial.
9. Pay attention to intonation(rise and fall of stress
10. Sing a song!

6B.2 Likes and Dislikes

In unit 2, you have learnt about expressing preferences. Here you will do more practice.

Activity 6.3

I. Read the following situations and express what you prefer. Use (like, prefer, dislike, and similar words).

1. You are hungry, and you want to eat food. Where do you like to go to, a hotel or a restaurant ?
2. You and your friend are in school. Because your teacher is absent, your friend wants to go home. Do you like to go home like your friend or stay at school?
3. You are watching football, but you are not interested in the game. What is your decision to stay there and finish the game or leave ?
4. Ask questions of preferences using introductory phrases like (Would you prefer ...? Or would you rather ....?)

   a. taking a nap or going for a walk

   b. a trip to another school or visit your parents in Hawassa

   c. watch a talk show or see a movie

   d. to stay at home or go outside with friends

Expressing Preferences

We often use words like *prefer, would prefer, and would rather* to talk or ask about preferences.

"I prefer living on my own."

"Would you prefer to see a movie or go to a club?"

"Would you rather go shopping with me?"

Those expressions are quite **different in meaning** and this is why learners of English often find them challenging. So here is how we can separate them:

Difference in meaning

We tend to use *'prefer'* to talk generally about *likes, dislikes, or what we want.*

"He **prefers** *reading books."*

"I **prefer** *going to the beach than going to a swimming pool."*

The expressions *'would prefer'* and *'would rather'*, to be a little *more specific*.

"I **would prefer** *to see him in person."*

"I **would rather** *go home now."*

Difference in form: (would prefer, prefer) +verb –ing; infinitive (to +verb) or infinitive without to.

Examples:

"I prefer living in a city." (Followed by the **gerund**; the '**-ing**' ending)

"I would prefer to be told the truth." (Followed by the **infinitive**; **to**+ the verb)

"Would you rather stay at a hotel?" (Followed by the **base form** of the verb; the verb without 'to'.

Here are some examples of role plays in expressing preferences. Look at them carefully and create a dialogue with the situations below.

Examples:

Student A: Let us celebrate the end of the class going to the movies.

Student B: I would rather spend the day on the riverside.

Student A: what about going to the movies and going to the riverside?

Student B: I would prefer not to go to the movie and the riverside the same day. It's very tiring.

Student A: How about spending a day in a national park?

Student B: I prefer that. Count me in.

- I would like to eat in a Japanese restaurant tonight! (an Ethiopian restaurant)
- How about going to the cinema this evening? (theatre)
- What about going camping on a holiday? (go on a tripe)
- Would you like to visit one of the national parks in Ethiopia? (the national museum)
- I found the exhibitions fascinating. Would you like to go again? (boring)
- The day trip on the beach was exciting. Let us do it again! (tiring and boring).
- Do you want to help me clean my room? (No, I don't.)
- Let us take up dance classes this summer (creative writing classes).

6B.3 Solving Global Warming/Climate Change Problem

A Panel Discussion is a specific meeting that involves a group of people gathered to discuss a topic in front of an audience. A Panel usually includes a moderator who guides the discussion and elicits audience questions; panelists who share their wisdom with the goal of being informative and entertaining, and audiences who are listening to the panelists and ask questions.

Activity 6.4

I. **You are going to hold a panel discussion to solve the problems of global warming.**

1. Assign a moderator and panelists.
2. Then prepare notes on the topic to share your ideas and give insights on it.
3. Now, imagine changes people gained after the panel discussion, and make a public speech about the results or changes you observed.

6B.4 Debate

II. **In groups of four, prepare a debate on the proposition: 'It is difficult to reduce global warming'.**

Before you begin the debate, organize your points of argument. You should also use expressions of arguing for and against like:

- My objection is….
- I agree/disagree with the idea that…
- I didn't agree with…
- In my view…
- In my opinion, etc., and present your debate to your class.

6C Reading Skills

6C.1 The Effects of Global Warming on Economic Development

Activity 6.5

You are going to read a text entitled 'The Effects of Global Warming on Economic Development'.

I. Answer the following questions in pairs, before you read the text.

1. What makes our environment hot?
2. Why is drought frequently happening in our country?
3. What is the cause of an uneven rain fall?
4. Look at the title of the reading text, what do you think is the text about?

The Effects of Global Warming on Economic Development

1 Scientists and economists are beginning to grapple with the serious economic and environmental consequences. If we fail to reduce global carbon emissions quickly and deeply, "The most expensive thing we can do is nothing."

2 Sea-level rise, floods, droughts, wildfires, and extreme storms require extensive repair of essential infrastructure such as homes, roads, bridges, railroad tracks, airport runways, power lines, dams, and seawalls.

3 Disruptions in daily life related to climate change can mean loss of work and school days and can harm trade, transportation, agriculture, fisheries, energy production, and tourism. Severe rainfall events and snowstorms can delay planting and harvesting, cause power outages, **snarl** traffic, delay air travel, and otherwise make it difficult for people to go about their daily business. Climate-related health risks also reduce productivity, such as when extreme heat **curtails** construction, or when more **potent** allergies and more air pollution lead to lost work and school days.

4 Global warming is likely to increase the number of "climate refugees" people who are forced to leave their homes because of drought, flooding, or other climate-related disasters. Mass movements of people and social disruption may lead to civil unrest, and might even spur military intervention and other unintended consequences.

5 Societies may find ways to prepare for and cope with some climate impacts provided that we do not let our carbon emissions continue **unabated**. However, even a partial accounting of these measures suggests that coping is likely to be more costly step to reducing carbon emissions thereby reducing associated climate impacts. For example, farmers might need to irrigate previously rain-fed areas, cool vulnerable livestock, and manage new or more numerous pests. Local and state governments that take early steps to ensure that houses are more energy efficient, and build early warning systems for heat waves and disasters and add emergency responders are more likely to cope with extreme events. Governments may also have to build sea walls, contain sewer overflows, and strengthen bridges, subways, and other critical components of the transportation system.

6 Rebuilding after disasters strike is likely to prove even more costly than these preventive measures, studies show. And these costs do not include those stemming from lives lost and other **irreversible** consequences of allowing heat-trapping gases to accumulate unchecked in our atmosphere.

Adapted From Union of concerned Scientists article; http://www.globalwrming.

Online retrieved on 19/07/2021

II. The following list contains the main ideas or issues of the paragraphs in the reading text. Match theses main ideas with the paragraphs in the text. Write the paragraph number in the space given.

1. Post disaster management paragraph _____
2. Coping costs paragraph_____
3. Bad result paragraph _____
4. Lost productivity paragraph _____
5. Damage to property and infrastructure paragraph _____
6. Mass migration and security threats paragraph _____

III. Read the passage again and answer the following questions.

1. In paragraph 1, the writer says"The most expensive thing we can do is **nothing**." What does the writer want to say? _____

2. One is not the consequence of global carbon emissions according to the passage. Which one is it?
   a. disruptions in daily life of people
   b. sea-level rise, floods, droughts, wildfires, and extreme storms
   c. increase in the number of "climate refugees
   d. rebuilding after disaster strike
3. Which of the following is less costly measure of controlling global warming compared to the cost of preventive measures?
   a. reducing global carbon emissions
   b. finding ways to cope with some climatic impacts
   c. rebuilding after disasters strike
4. Rebuilding after disasters strike is more costly than the cost of preventive measures. a. false b. true
5. "And these costs do not include those stemming from….".(Paragraph 6)

The word 'these' refers to:

   a. costs of lives and other irreversible consequences
   b. cost of rebuilding after disaster
   c. costs of reducing global carbon emission

IV. Say TRUE or FALSE to the following statements based on the information in the passage. are , Write "NOT GIVEN" if there is no information in the text about the statement.

Statements	True	False	Not given
1. Scientists and economists believe that there will be less serious economic and environmental consequences of global carbon emissions.			
2. Interruptions in daily life related to climate change can mean lose of work and school days and can harm trade, transportation, agriculture, fisheries, energy production, and tourism			
3. Diseases such as HIV/AIDS and Covid-19 are results of severe global warming.			
4. People are forced to leave their homes and become refugees due to global warming.			

5. Letting our carbon emissions continue helps us cope with some climate impacts.			
6. Studies show that rehabilitation is less costly than preventive measures.			
7. Geologists and health workers are seriously concerned with global warming.			

6D. Vocabulary Skills

6D1. Guessing Meaning from Context

Activity 6.6

I. **The following words are taken from the reading text. Guess the meanings of the words based on the context they are used in the passage. Focus on the words or phrases around them.**

1. grapple (paragraph1 line 1)_____
2. snarl (paragraph 3 line 4) _____
3. curtail (paragraph 3 line 6)_____
4. potent (paragraph 3 line 6)_____
5. unabated (paragraph 5 line 2)_____
6. irreversible (paragraph 6 line 3)_____

6D.2 Phrasal Verbs

Activity 6.7

I. **Be in groups of four and try to remember the phrasal verbs you learnt in the previous units.**

a. What were the phrasal verbs you learnt?

a. Write your own sentences using them.

Now, complete the sentences below using the phrasal verbs in the box.

narrow down	pay back	pay for	pay up	pile up

1. The Egyptians protected Ethiopia from getting monetary funds from World Bank for its Renaissance Dam construction. They will _____ it _____ through time.

2. In the 2020 Tokyo Olympic 5000 meters men's competition, the athletes were trying to _____ the gap amongst one another.

3. People living in the forests are cutting trees and _____ the logs one over the other.

4. I think you have to _____ for the electricity consumption or they will quit the service.

5. He claimed to _____ him _____ the job he accomplished.

II. Now find the meanings of the following phrasal verbs from a dictionary and recognize their meanings. Then write sentences using each phrasal verb.

pay off	piss off	pick on	pick out	pick up

1. .....
2. .....
3. .....
4. .....
5. .....

6E Grammar Skills

6E.1 Adverbial Clause of Comparison (the simple degree, comparative degree and superlative degree)

Activity 6.8

I. Anser the following questions.

1. What do you know about adverbial clauses of comparison?
2. What are the main structural units of this clause?
3. What do we use this clause for?

II. Join the following sentences using (as…as or not so …as) in order to show similarities.

Example: The banker collects much money. The cashier collects much money.
The banker collects so much money as the cashier.

1. He is fast. She is fast.
2. She likes more pizza. Her husband likes more pizza.
3. Reading is enjoyable. Writing is enjoyable
4. The results in this study were conclusive. The results in previous studies were conclusive.
5. Finding participants for the study was not easy. Finding participants for the meeting was not easy.
6. Her level of expertise was not extensive. Her employer had hoped her level of expertise was extensive.

III. Change the following sentences into comparative degrees to show differences.

Example: His application was processed **quickly.**
He did not think they could process it quickly.
His application was processed more quickly than he thought.

1. He is fast. She is fast by far.
2. She likes pizza. Her husband likes more pizza.
3. Reading is enjoyable. Writing is more enjoyable.
4. The results in this study were conclusive. The results in the previous studies were more conclusive.
5. Finding participants for the study was not easy. Finding participants for the meeting was easy.
6. Her level of expertise was not extensive. Her employer had hoped her level of expertise was extensive.

IV. Construct a sentence that shows a superlative degree by combining the following pairs of sentences. Use the correct form of the adjective or adverb written in bold in the sentences.

Example: All the students are good participants in this class.

She is good participant by far in this class.
She is the best participant of all the students in this class.

1. She is a **polite** person compared to other people. I met many people.
2. That's a **wonderful** film. I have seen many films this year.
3. I have three sisters: Lidya is **older**. Trsit is **the younger**.
4. The Sahara is **hot** compared to other deserts. The Sahara is a desert in Africa.
5. He thinks English is **difficult** to learn of all languages. English is a language of the world.
6. The students in this class are **intelligent**. He is intelligent and he stands first in this class.

General Rules for adjectives and adverbs of Comparatives and Superlatives			
	Adjective or Adverb	**Comparative**	**Superlative**
One-syllable adjectives	Small	Smaller	(the) smallest
	Fast	Faster	(the) fastest
	Large	Larger	(the) largest
	Big	bigger (Note the spelling here)	(the) biggest
Most two-syllable adjectives	thoughtful	more/less thought-ful	(the) most/least thought-ful
	Useful	more/less useful	(the) most/least useful
Adverbs ending in –ly	Carefully	more/less carefully	(the) most/least careful
	Slowly	more/less slowly	(the) most/least slowly
Two-syllable adjectives ending in –y	Sleepy	Sleepier	(the) sleepiest
	Happy	Happier	(the) happiest
Two-syllable adjectives ending with –er, -le, -or, or –ow	Little	Littler	(the) littlest
	Narrow	Narrower	(the) narrowest
	Gentle	Gentler	(the) gentlest
Three or more syllable adjectives	intelligent	more/less intelli-gent	(the) most/least intelligent
	important	more/less important	(the) most/least important

NB: There are also adjectives and adverbs which have both forms.

Example:

Clever: cleverer/more clever, the cleverest/the most clever'.

Dirty: Comparative: dirtier. Superlative: dirtiest. The comparative form of dirty; more dirty; the most dirty.

Happy: happier/ more happy, the happiest/most happy, etc.

Examples: She is cleverer than her sister.

She is more clever than her sister.

Note: The uses of comparatives and superlatives

To describe how individuals or things are different, we use comparatives and superlatives. We use a comparative adjective to describe the differences between two persons or things, and a superlative adjective to describe the differences between one person or object and all others of its kind.

V. Complete the following sentences with the correct comparative or superlative form of adjectives or adverbs given in brackets.

1. My sister thinks she's _____ (intelligent) than me, but I don't agree!
2. 24 hours is probably _____ (bad) film I›ve ever seen!
3. What is _____ (wet) month of the year in Ethiopia?
4. Do you think films are _____ (good) than the books?
5. Who is _____ (powerful) person in your country?
6. Tedla is _____ (nice) person that I know.

6E2: Conditional Clauses

Look at the following table and learn the structures of conditional sentences.

Type of conditional	If clause	Main clause
The zero condition	If you mix water and electricity, If you heat ice,	…you get a shock. …it melts.
Conditional type I (probable condition)	If people eat too much sweets, If you come in the afternoon,	…they will get fat. …you will get me in my office.

Conditional type II (Improbable condition)	If I were you, If you were ready,	I would accept the offer. …you would do it.
Conditional type III (Impossible condition)	If you had told me about the meeting, If you had told me about the meeting,	I would have come. I wouldn't have missed it.

Activity 6.9

I. Answer these questions based on the above table

1. What did you learn from this table?
2. Could you tell the structure of conditional sentences to your partner?
3. Write your own example sentence for each conditional.

II. Now, sit in pairs and write conditional sentences for the following situations.

Example: You joined school too young.

Conditional= If I had not joined school too young, I would not have reached grade 11.

Situations

1. You came late and you missed class.
2. You had not seen your grandfather. You regret.
3. You want to go out of your country, but you haven't money.
4. You wanted to be someone to get something.
5. You have class tomorrow. You don't want to miss it, but you have an appointment.

Note: The first conditional expresses a condition or possibility that occurs in the present or in the future.

Example: If you study, you will pass the examination.

The second conditional describes a Condition that is unlikely to happen. It is used to talk about unreal situation in the present or in the future.

Example: If I were you, I would invite her.

The third conditional is used to express the past consequence of an unrealistic action or situation in the past

Example: If she had not studied well, she would not have joined to university.

III. Match the beginnings of the sentences to the correct endings, to make logical conditional sentences.

A	B
1. If I were taller,…	a. … if I thought he really loved me.
2. I'd buy a new computer…	b. … you lost your job?
3. How would you feel if…	c. … if you apologized.
4. If you could visit any country in the world,	d. … I'd come to the party with you.
5. He'd be really upset…	e. … if he knew about the theft.
6. I'd marry him tomorrow…	f. … I wouldn't wear high heeled shoes.
7. I'd forgive you…	g. … if I had enough money.
8. If I didn't feel so ill …	h. … where would you go?

For example: If he had studied harder, he would have passed the exam.

Using unless for if…not

Unless can be used instead of if…not. It means if not.

For example: If you do not call me, I will not come to the meeting.

Unless you call me, I will not come to the meeting.

IV. Rewrite the following sentences using <u>unless.</u>

1. If children don't eat well, they aren't healthy.
2. If you do not mix water and electricity, you don't get a shock.
3. If you do not smoke, you do not get yellow fingers.
4. If we're not there, she would miss the test.
5. You wouldn't save this money if you did not work hard.
6. She would have given you a fine if you hadn't apologized.
7. If they hadn't won that match, the club would have fired the manager.

Inversion of conditional III

Inversion is used in conditional sentences to make sentences more formal. To make an inversion in conditional sentences, **we first omit the word if**. When we use **should**, the conditional sentence is a real conditional, which means that we talk about a present choice and its future consequence.

Example: If I had known you before, I could have told it to you.

Inverted: Had I known you before, I could have told it to you.

V. Now invert the following third conditional sentences.

1. If Sultan had been here, I could have talked to him.
2. If I had come here before, I could have completed the task.
3. If Samuel had performed better, he could have won the contest.
4. If you had been here, you could have enjoyed the program.
5. If I had seen you before, I could have given it to you.
6. If Ayantu had studied harder, she could have stood first.
7. If I had been there, I could have sung the song.
8. If Kidst were here she could have performed in the program.

VI. Complete the text below with the appropriate conditional form of the words in parentheses.

Sara: Halima, have ever had a teacher who changed your life or influenced you greatly?

Halima: Yes. But the teacher influenced me in a very negative way. I have always had problems with math, and I think it comes from my seventh grade math teacher. He thought girls couldn't do math. If any girl (ask) 1_____ a question, he always (sigh)2_____and (say) 3_____, "Girls couldn't do math. It is a well-known fact." If a boy (ask) 4____ a question, he would smile and (ask) 5_____ for his answer.

Sara: That's terrible! Your teacher actually said that to you?

Halima: Yes. If he ever did let me answer a question, and I actually got it right, he always (say) 6_____ that it was a lucky guess.

Sara: your parents (should, do) 7_____ something about him if you had told them. They (could, go) 8_____ to the principal of the school and complained about the way your math teacher treated the girls. If you (be) 9_____ my child, I (demand) 10_____ that such an irresponsible teacher be fired.

Halima: you're right! If somebody (force) 11 _____ my math teacher to treat the children equally, I (become) 12_____ more confident in math. His behavior might have affected every girl in that class.

Sara: It might have. I'm glad our children don't have teachers like that!

More practice on conditionals

VII. Now practice the following chain stories as in the example.

Example: If she works hard, she will pass her examination.

If she passes, she will join grade 12. If she joins grade 12, she will take the national examination. If she takes the national examination… etc.

1. If the world agreed to control climate change,_____
2. If industries minimize the emission of carbon by 50 percent, _____
3. If we stand together, _____
4. If global warming continues._____
5. If the world did not determine to revers climate change, _____

6E.3 The Present, Past Tenses and Future Tenses (Revision)

In this lesson you are going revise the different tenses you have learnt in the previous units.

Activity 6.10

I. Read this letter. Notice the underlined verbs. Indicate the tense form of the underlined verbs and explain what each is used for.

Dear friend, last month, I applied (1) to graduate school. I had been thinking (2) about doing this for a long time, and I finally did it. Before I sent in my application, I had called (3) the school because I wanted to talk (4) to the head of the department about the program I was interested in. She was working (5) hard on her department's budget when I called, but she said she could talk (6) to me for a few minutes. Half an hour later, we were still talking (7)! Today is (8) Thursday. I am sitting (9) at my desk trying to concentrate on my writing. Worrying (10) about my application will make (11) me crazy. I must think about something else. What's that? The phone has just rung (12). May be it's the head of the department . . . Later, I'm in! I made it! I was accepted! (13) Graduate school, here I come! I have been dreaming (14) about this for a long time. I'll be in school for another two years. By the time I get (15) my MSC, I will have been (16) in school for 17 years altogether, and I will have been studying (17) biology for six years. That's a long time, but I think it (18) will be time well spent.

Answers	explanations
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	

II. Before you read the following article answer these questions.

1. Do you use the Internet a lot? Why?
2. What search engine/s do you usually use?
3. Do you try to learn English tenses online?

III. Now read the following web article and see how internet can help you learn tenses. Pay special attention to the present perfect tense.

Since its start in 1998, Google **has become** one of the most popular search engines. It **has grown** from a research project in the dormitory room of two college students to a business that now employs approximately 20,000 people.

Google's founders, Larry Page and Sergey Brin, met in 1995 when they were in their twenties and graduate students in computer science at Stanford University in California. They realized that Internet search was a very important field and began working together to make searching easier. Both Page and Brin left their studies at Stanford to work on their project. Interestingly, they **have** never **returned** to finish their degrees.

Brin was born in Russia, but he **has lived** in the U.S, since he was five years old. His father was a mathematician in Russia. Page, whose parents were computer experts, **has been** interested in computers since he was six years old.

When Google started in 1998, it did 10,000 searches a day. Today it does 235 million searches a day in 40 languages. It **indexes** 1 trillion Web pages.

How is Google different from other search engines? **Have** you ever **noticed** how many ads and banners there are on other search engines? News, sports scores, stock prices, links for shopping, mortgage rates, and more fill other search engines. Brin and Page wanted a clean home page. They believed that people come to the Internet to search for specific information, not to be hit with a lot of unwanted data. The success of Google over its rivals **has proved** that this is true.

Over the years, Google **has added** new features to its Web site: Google Images, where you can type in a word and get thousands of pictures; Google News, which takes you to today's news; Google Maps; and more. But one thing **hasn't changed:** the clean opening page that Google offers its users. In 2009, Forbes.com listed Page and Brin as having net worth of $12 billion each, at 36 and 35Year sold.

IV. The following sentences are taken from the article you have read. Underline the present perfect tense in each sentence. Then write if the sentence is true or false.

Example: Google has become a very popular search engine. (True)

1. Google has grown over the years.
2. Larry Page and Sergey Brin have known each other since they were children.
3. Larry Page has been interested in computers since he was a child.
4. Sergey Brin has lived in the U.S. all his life.
5. Brin and Page have returned to college to finish their degrees.
6. Brin and Page have become rich.
7. The noun "Google" has become a verb.

V. Now change the tense in the above sentences into the past perfect. (Note: Some of the sentence may not be changed).

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____
7. _____

6F: Writing Skills

The writing process (Revision)

6F.1 Generating Ideas for Writing

Activity 6.11

I. **You are going to write a five paragraph essay about the Abay River or the Grand Renaissance Dam (GERD).**

a. First, list ideas that you want to include under the topic.
b. Second, write main ideas for each paragraph.
c. Next write details for each paragraph.
d. Finally write the first draft of your essay.

II. **Work in groups of three and compare your lists and draft of the essay.**

Note: Check if you have Followed this stages of developing your essay (Stages of writing)

- **Pre-writing**- thinking of the issue to write about.
- **Brainstorming**- planning, generating ideas, listing ideas.
- **Mapping/ clustering**- combining related ideas, phrases, and sentences.
- **Free writing** –writing the first draft as it is coming in mind on the topic.
- **Editing** –checking for cohesion, spelling, grammar errors, etc.
- **Writing**- the final draft

6F.2 Writing a Compare and Contrast Essay

An expository essay is one in which information and facts are explained. One example of this type of essay is a compare and contrast essay. It is developed by comparing and contrasting data and facts. That is, we compare and contrast two or more things based on their similarities and differences.

Activity 6.12

1. Write a compare and contrast essay the idea that: whether humans are doing enough to slow down global warming, or whether global warming is being neglected because of big money and other factors.
2. "Which one is more dangerous- slowing down global warming or neglecting it for making big money?"
3. Sit in pairs and read each other's essay and correct it.

Note: Finally, edit your essay for grammar, spelling, punctuation, coherence (using appropriate connectors and transition words to create smooth flow of ideas in sentences and paragraphs).

UNIT 7 Patriotism

Unit Objectives:

At the end of this unit, you will able to:

- identify the main points of the listening text;
- predict the message of the listening text using your background knowledge;
- use contextual clues to infer the meanings of new words;
- identify the main points of the reading text;
- use appropriate ideas of debating;
- write different types of business letters;
- write a narrative essay about your heroes;
- use the verb wish to express aspirations;
- use the simple past tense accurately; and
- use reported speech appropriately.

7A Listening Skills

7A.1 Patriotism/ Nationalism

In this section you are going to listen to a lecture note read by your instructor or an audio record about the concept of strong national feeling/patriotism.

Activity 7.1

I. Before listening to the text, answer the following questions about patriotism. Work individually first and then compare your answers with a partner.

1. Look at the pictures above. How do you associate them with the concept of patriotism?
2. What comes to your mind when you think about patriotic people?
3. Can you mention two or three people who you think are patriots? Explain to your friend why you consider them as patriots?
4. Does 'patriotism' mean 'nationalism'? Are they different? How?
5. Do you think that patriotism is flourishing or declining in the present Ethiopia? Share your opinion on this with your partner.

II. Determine whether the following statements are "True" or "False" based on the information in the listening text

1. The concept of patriotism is confined to military sacrifice.
2. International relations do not have impact on the concept of patriotism.
3. Patriotism gives different meanings to rulers and societies.
4. Patriotism is the love and devotion that people have for their country.
5. The modern idea of patriotism is drawn from the joint practices of various societies in different places and contexts.

III. Listen to the text again and complete the following sentences with words or phrases from the listening text.

1. Patriotism is fashioned by_____ and _____.
2. Patriotism provides legal ground for _____and _____.
3. _____ and _____ are assigned a special place in the traditional concept of patriotism.
4. Patriotism is understood as _____ and _____.
5. Patriotism was fueled by admonitions in _____ and _____ centuries.

IV. Answer the following questions based on your listening of the text.

1. What is the purpose of the listening text?
2. What is the main idea of the listening text?
3. What is the difference between the traditional and modern concept of patriotism?
4. What are the factors affecting patriotism nowadays?
5. Why is it necessary to talk about patriotism in light of the dynamics of the contemporary societies?
6. What is the important lesson you have drawn from the listening text?

7B Speaking Skills

Activity 7.2

In this sub-section, you learn and practice important expressions for asking and giving permission and for praising people. You also practice how to conduct public speech and participate in debates.

7B.1 How to Ask for and Give Permission

In this sub-section, you are going to practice asking for and giving permission under various communicative situations.

I. Answer the following questions individually first and then discuss them in a small group.

1. List some of the common situations for asking and giving permission.
2. What are the common expressions for asking permission?
3. What are the common expressions of giving permission?

II. Read the following two small talks (conversations) between Sirak and Jemila. Identify the expressions used to ask for and give permissions. Then, practice using them in sentences of your own with a partner.

Small Talk 1:

S: Can I turn the TV on? I want to hear sport news.

J: Oh sure, no problem.

S: Do you mind if I turn the volume up?

J: No, go ahead. (I will ask you to turn it down when I make a call to my boss)

S: I am interested in the highlights. It's a matter of 10 minutes.

J: That is okay. I have a scheduled call. You have more than 30 minutes to enjoy.

S: Thank you!

J: What if your team loses in the today's game.

S: Nothing significant happens. My team is up there in the ladder.

J: Don't boast about it. It is just a five-point difference.

S: It's a lot, friend.

J: We'll see.

Small Talk 2:

S: Is it okay if I take your car to school tomorrow?

J: No, sorry. I need it for a different business.

S: Oh! I thought you would be off duty tomorrow.

J: Yes! I won't be driving to work tomorrow, but I'm planning on staying the night at my grand-mam's house. What do you think?

S: It's a good idea. But, don't you think it would be a long drive?

J: Yes, of course, but I think it is the best time to pay her a visit.

S: What if you do it over the weekends?

J: I am planning to take an online exam for my driving license.

S: Great! So, would you like me to bring the guidebook back?

J: No, I have already made enough notes from it. It is enough for me.

S; By the way, you are good at making notes. Would you lend me the notes when you are finished with your exam?

J: Sure, no problem.

III. Identify expressions used to ask for and give permission in the dialogue between A and B below. Then, use the expressions in a dialogue of your own.

A: I wonder if I could borrow your car this weekend for raising fund for displaced people.

B: Sure, I think that would be possible. Where is the fund raising?

A: It is in the park downtown.

B: Do you need it for both Saturday and Sunday?

A: We will need it for Saturday only.

B: I think that would be OK. Who will be driving it?

A: Mary and I will be driving the car.

B: Could you bring it back to me on Sunday night?

A: Yes, we can do that. Can we borrow the chairs from the lunchroom, too also?

B: Yes, it is fine. Just make sure that everything is returned by Sunday night.

7B.2 Expressing Praise in English

One of the most important communicative functions of English is the use of expressions of praise under various social environments.

Activity 7.3

I. Look at the different expressions used by a teacher to praise a student for his or her effort. Identify these expressions.

'You are right!' Can you tell me more?

'Yes, that is good.' What else do you know about that?

'You are correct'. How did you learn that?

'Yes, that is a very good answer.' Tell me why this information is important?

'I like the way you answered that!' Can you repeat the answer?

'I like that! Good thinking.' Can you say it in another way?

Good thinking. Good idea. Good English. I like your responses.

II. Identify at list three communicative situations where you can use expressions of praise and write expressions of praise that best fit each situation. Compare your answer with a partner.

Expressions of giving praise	Expressions of receiving to praise
• Good job! • Well done! • Fantastic! • Perfect! • That's great! • Nice work! • Excellent! • That's really remarkable. • Good grades	• How kind of you to say so. • It's nice of you to say so. • It's very kind of you to say that. • Really? I'm not sure about that, actually. • Thank you. • Thank you so much. • Thanks a lot. • Thanks for your compliment. • I'm glad you like it

Tips on Giving Praise

Extending language of praise to someone really elevates their state of mind and makes them feel good. Additionally, it goes a long way in establishing rapport with the person you're interacting. Your ability to give timely and sincere language of praise brings the spark in conversations and enables you to stay present in the conversation. Receiving language of praise is the other half of the social convention that you need to follow in order to maintain reciprocity in the communications.

Maxims of Giving praise

Sincere: The intended praise must be sincere and genuine.

Specific: Be specific to make your praise effective. Try avoiding generalized praises.

Spontaneous: This involves giving praise as soon as you identify something wonderful.

7B.3 Public Speaking: Heroic deeds of Ethiopian patriots during the Battle of Adowa

In this sub-section, you are going to deliver a public speech on 'Heroic deeds of Ethiopian patriots at the Battle of Adwa' to your class mates. Before you deliver the speech, you need to gather sufficient and relevant information from the people concerned. You can talk to elderly people, veteran and government officials from defense minister. Organize your information in a way that it helps you present effective speech. Follow the procedures below seriously so that you deliver effective speech to your classmates within ten minutes:

- Gather appropriate information
- Organize speech in different sections
- Practice properly
- Support your presentation with visuals if possible
- Get ready to respond to questions if any.

7B.4 Debating

In this sub-section of speaking, you are expected to develop your speaking skill through debating with a pair and in groups.

Activity 7.4

I. Before dealing the issue of debate in detail, Answer the following questions individually first and then.

1. What is a debate?
2. Do you have any experience of debating?
3. What are the qualities of a good debater?
4. From supporting and opposing, which one do you favor in debate?

II. You are going to debate on patriotism among Ethiopians in different walks of life (battle, science, and athletics, etc.). Follow the following steps to guide your preparation for the debate.

1. Work in pair and generate ideas either supporting or opposing the proposition: of 'Patriotism is declining in different walks of life of Ethiopians.'

2. Generate sufficient facts, figures, opinion and ideas for and against the given topic.
3. Follow all the steps of organizing ideas to carry on the debate with your partner.
4. Frame your ideas in such a way that they support your position (for or against) in relation to the proposition.
5. The following table presents some important ideas you can use to prepare yourself for the debate. You can elaborate and modify some of the ideas in the table.

Debate topic	Supporting Ideas	Opposing ideas	Related connectors
The patriotism of Ethiopians is declining	Wide spread selfishness	Presence of some generous people	similarly, on the same note, in agreement with, contrarily, in support of, to back the argument, equally important, nevertheless, with this in mind, provided that, for example, all things considered and given these points
	Ethno-centricity	Presence of some people with strong national feeling	
	Internal conflicts	Poverty reduction	
	Deep-rooted poverty	Athletics victory	

7C Reading Skills

7C.1 Adwa a Symbol of National Unity

In this sub-section, you are going to read text titled '**Adwa: A Symbol of Ethiopian National Unity**'.

Activity 7.5

I. **Before you start reading text, individually think over the following trigger questions and generate ideas.**

1. What comes to your mind when you hear the phrase Adwa as a Symbol of Ethiopian National Unity?
2. Write down what you expect to get learn from the reading text?

3. How do you see the need for talking about Ethiopian National Unity?
4. What do you think are the challenges affecting Ethiopian National Unity?

Adwa- A Symbol of National Unity

(1) The battle of Adwa was a stunning victory for Ethiopia, but a rout and a disaster for Italy. Adwa – the story of Africans seeing to their own freedom – played out against a background of almost unrelenting European expansion into Africa. The success of Ethiopia's forces assured that Ethiopia would be the only African country successfully to resist European colonization before 1914. **It** also resonated powerfully in post-Emancipation of America where hierarchies of race and ethnicity were only beginning a process of challenge and renegotiation.

(2) Italian interest in East Africa dates from 1869, when the opening of the Suez Canal transformed the commercial and strategic significance of the Red Sea coast. An official Italian presence didn't begin until they established themselves at the Red Sea port of Massawa in 1885, **after which** the Italians began to move up into what are now the Eritrean highlands. Ethiopian commanders sought to halt the Italian advance, with some notable successes, but the Italians artfully played on rivalry among Ethiopian leaders.

(3) The Italians continued to push westward, into the Sudan, and southward, toward the northern Ethiopian province of Tigray. By 1890, the Italians had secured control over a significant territory west and south of Massawa; they announced the creation of the colony of Eritrea, with a capital at Asmara. In late 1894 Ras Mangasha, the ruler of Tigray, used the pretext of war against the Dervishes to mobilize forces to resist Italian incursions. In a series of victories in early 1895, the Italians defeated Mangasha's forces. They pursued Mangasha deep into northern Ethiopia, establishing fortified positions in Tigray provinces – vastly expanding the territory under Italian control.

(4) In September 1895, Menelik, king of the southern province of Shoa, called the population of Ethiopia to arms. He began to lead a force of some 100,000 men northward toward the Italian-occupied territories. Through late 1895 and into the early months of 1896, Menelik led a brilliant campaign that forced the overextended Italians to fight on **his** terms. General Baratieri was reluctant to attack Menelik's army in the open field.

Recognizing that he had been outmaneuvered, he believed that tactical retreat was his best option. However, some of Baratieri's officers argued forcefully against retreat, citing spy reports to the effect that Menelik's forces were demoralized and depleted. Baratieri agreed to a plan that called for his army of some 15,000 to advance under cover of night and occupy forward positions, a move that would have forced Menelik to lose face if **he** declined to attack Italian forces holding strong defensive positions.

(5) By outflanking the Italian forces, Menelik maneuvered the Italians into a position that left **their** supply lines exposed, vulnerable to a population that was now turning against the occupiers. In March 1896 a well-disciplined and massive Ethiopian army did the unthinkable - it routed an invading Italian force and brought Italy's war of conquest in Africa to an end. In an age of relentless European expansion, Ethiopia had successfully defended its independence and cast doubt upon an unshakable certainty of the age - that sooner or later all Africans would fall under the rule of Europeans. **This event** opened a breach that would lead, in the aftermath of world war, fifty years later, to the continent's painful struggle for freedom from colonial rule.

(6) Europeans and European-Americans interpreted the story of Adwa in different ways. For some, it was an opportunity to discredit Italy militarily. For others, it was important to advance the view that the Ethiopians were not black, thus explaining away the significance of white and European defeat. The victory at Adwa sealed the unification of Ethiopia and solidified Menelik's claim to the title of Emperor. Ethiopian victory secured independence for more than a generation. **It** also assured Ethiopia's status as a beacon throughout the African Diaspora.

(Adapted from:The Battle of Adwa: African Victory in the Age of Empire, Cambridge: HUP, 2011).

II. Say "True" or "False" to the following statements based on the information in the reading text.

1. The battle of Adwa was a remarkable victory for both Ethiopia and Italy.
2. Europeans and Americans interpret the victory of Adwa differently.
3. General Baratieri was unwilling to attack Menelik's army in the open field.
4. Ras Mangasha's war against the Dervishes was a cover to resist Italian incursions.
5. By the time General Baratier decided to pull back his forces, Minilik's forces were really demoralized and depleted.

6. General Baratier was not in a position to expand his force before the Adwa battle.

III. Find a word in the reading text that matches with the contextual meanings given below.

1. dramatic, spectacular (para.1) _____
2. cruel, harsh, merciless (para.1) _____
3. resist, stop (para.2) _____
4. division, hostility, opposition (para.2) _____
5. alleged reason, excuse (para.3) _____
6. hesitant, not ready (Para.4) _____
7. weakened, worn out (para.4) _____
8. huge, enormous, gigantic (Para.5) _____
9. strong, solid, well-founded (para. 5) _____
10. preserved, conserved (para.5)_____

IV. Identify the word or phrase that the following pronoun refer to in the reading passage.

1. It (para.1, line 5): _____
2. after which (Para. 2, line 4) _____
3. his (para.4, line 5) refers to _____
4. he (para.4, line 11) _____
5. their (para.5, line 2) refers to _____
6. This event (para.5, line 8) refers to_____
7. It (para.6, line 6) _____

V. Answer the reading comprehension questions below based on the information in the reading text.

1. What do you think is the purpose of the writer?
2. What do you think is the main idea/central theme of the reading text?
3. How is the information in the reading text organized?
4. Why do you think the Ethiopian commanders could not stop the Italians advance to the port of Massawa?
5. What was the strategy used by Minilik's force to defeat Baratier's forces in one of the battle fields?
6. What benefits did the Adwa Victory bring to Ethiopia and Menelik?

VI. Write a summary paragraph of the reading text. Complete the table below with the main idea and supporting details of each paragraph first. Finally, compare your paragraph with a partner.

No of paragraph	Main idea	Supporting ideas
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		

7D Vocabulary Skills

In this sub-section, you learn about the importance of contexts to identify the meaning of certain common words and phrasal verbs.

7D.1 Using Context Clues to Guess Word Meanings

In this section, you are going to practice the contextual meanings of words employing various clues of identifying contextual meanings of words.

Activity 7.6

I. Before dealing with the topic in detail, answer the following questions individually first. Then, share your ideas with your partner.

1. Why do we need to use contextual clues?
2. What are some of the common contextual clue types you usually employ
3. How do you determine the usefulness of a given clue?

II. Identify the meaning of the following words using the sentential clues . Try it first individually and then share your ideas with your partner.

1. The role of a psychiatrist is to mitigate the suffering of a patient.

2. There is a strong demand not for foreign rather indigenous plants that can grow in desert areas of the country.
3. His lucid lectures, along with his clearly presented explanations, made him a popular professor.
4. Their vociferous chatter made me wish I had ear plugs.
5. He was so impudent to his mother that I would have punished him if he talked to me that way.
6. The Great Flood of Noah's day was caused by incessant rain that fell for 40 days and nights.
7. The students who arrived late told the teacher an implausible story about stopping to watch.
8. After spending three weeks in the hospital, I had a surfeit of daytime TV programming.
9. The prisoners liberated from the Nazi death camp were so emaciated that they looked like skeletons.
10. The complexity of routes made it almost impossible for Alemu to find his house.

III. Identify the meaning the words in bold base on the context clues given before or after these words . Try it first individually. Then, check your answers with your partner.

Diborah was a **precocious** child to say the least. She produced brilliant watercolor paintings at the age of three. At first, her parents were **flabbergasted**—utterly blown away—by their daughter's ability, but soon they got used to their little painter. Her preschool teacher said that Diborah's **dexterity**, or ease with which she used her hands, was something she had never seen before in such a young child. Little Diborah never **gloated** or looked proud of her paintings; she just smiled **contentedly** when she finished one and requested her parents to give it to someone as a gift. Whenever people met Diborah for the first time they often watched her paint with their mouths **agape**, but her parents always kept their mouths closed and simply smiled over their "little Monet."

Tips on Word Relationship

Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words. A reader should rely on context clues when an obvious clue to meaning is provided, or when only a general sense of the meaning is needed for the reader's purposes. Context clues typically fall into four categories: **Definition, synonym, antonym, example, and general sense of the sentence.**

Definition: The new term may be formally defined, or sufficient explanation may be given within the sentence or in the following sentence. Clues to definition include "that is," commas, dashes, and parentheses. Example: a. His **emaciation**, that is, his skeleton-like appearance, was frightening to see. "Skeleton-like appearance" is the definition of "emaciation."

A synonym context clue means that there is a word in the sentence that contains the same meaning as the word you may not know. E.g. "The math test was arduous; students spent the entire class working on the difficult exam, and many needed extra time just to complete it".

An antonym context clue means the opposite of what another word means. Example: "The class completed the easy grammar test in thirty minutes, but the arduous math test took the entire class period".

The example: is another context clue type. Sentences with these types of context clues give illustrations of the difficult word. Example: "Our pond is home to amphibious creatures such as frogs and turtles, which enjoy swimming in the clear water".

"General sense of the sentence" is also a great help when decoding words. Here, we simply look at what the sentence is saying and figure out the meaning of an unknown word. E.g. "The student received an expeditious answer to her email because her instructor was online and answering student questions."

7D.2 Contextual Clues for Guessing Meanings of Phrasal Verbs

In this sub-section of vocabulary use in context, you are going to focus on the contextual use of phrasal verbs.

Activity 7.7

I. **Try to guess the meaning of the following phrasal verbs from the sentential contexts within or in the next sentence. Try them first individually. Then share your ideas with your partner.**

1. After fierce competition in the whole race, Alemu managed to pull ahead in the end.
2. My brother pointed out the little brown bird among the others in the tree.
3. Aster pointed up important issues out of her today's lesson.
4. The troop pulled out of the conflict zone.
5. The armed force was obliged to pull back from the town
6. He pulls in a lot of money from his new business.
7. As soon as she got home, she pulled offher clothes.
8. Addisu is beginning to pull away from the rest of the competition. He has found the competing group very tough.
9. He needs a print out of ten pages for his assignment, though it costs him a lot.
10. Quick! The train is pulling in. You will get wet in few minutes.

II. **In activity I above, you have identified the contextual meaning of the underlined phrasal verbs. Now work on the same phrasal verbs, first individually and then with your partner to further practice the contextual meaning of the phrasal verbs by constructing your sentences.**

7E Grammar Skills

7E.1 Adverbs and their Categories

In this sub-section of grammar focused lesson, you focus on understanding the concept of adverbs and their categories.

Activity 7.8

I. Before moving on to the details of the topic, give your reactions to the trigger questions below. Generate ideas first individually. Then check your answers in a small group three.

1. What are adverbs?
2. What is the function of an adverb in a given sentence?
3. Give some examples of adverbs.
4. What are the common types of adverbs?

II. Identify the adverbs and its function in the following sentences. Try the questions first individually. Then, share your ideas with your partner.

1. Simegn sang loudly.
2. We left it here.
3. I worked yesterday.
4. He undoubtedly did it.
5. You often make mistakes.
6. He speaks English easily and fluently.
7. I'll finish my project tomorrow.
8. Kasahun drove us almost to the station.
9. Lately, you've been rude to everyone around.
10. You are quite right.
11. You ran really quickly.
12. Aselefech is exceptionally pretty.

III. Identify the functions and types of adverbs in the paragraph below. Try the answers first individually. Then, check your answer with a partner.

Mass extinctions are insanely catastrophic—but important—events that punctuate the history of life on Earth. The Jurassic/Cretaceous boundary was originally thought of to represent a mass extinction, but has subsequently been "downgraded" to a minor extinction event based on new discoveries; however, compared to other important stratigraphic boundaries, like the end-Triassic or the end-Cretaceous, the Jurassic/Cretaceous boundary remains really poorly understood.

IV. Based on the adverbs and their function you identified in activity III above, categorize each adverb under time, place, manner, intensity, etc., and then compare your answer with a partner.

Language Tip on Adverbs:

Adverbs modify verbs, adjectives or other adverbs. Since verbs are such integral parts of our everyday language, their modifiers are also multi-faceted. To start, there are five types of adverbs you should familiarize yourself with: **adverbs of manner, frequency, degree, place, and time.**

Adverbs of Manner: tell us how, or in what manner, something is carried out. They mostly modify verbs and can often be found at the end of a clause or right before the word they modify. This category usually end in -ly. E.g. beautifully, generously, happily, well, formally, sincerely.

Adverbs of Degree/intensity: tell us more about the intensity of the verb in the sentence. They describe how much, or to what degree, something happened. E.g. almost, enough, hardly, just, nearly, quite, simply, so, too.

Adverbs of Frequency: let us know how often something occurs. These adverbs tend to appear right before the main verb in the sentence or at the end of the clause. E.g, again, always, every (hour, day, week, year, and so on), never, normally, rarely, seldom, sometimes, usually.

Adverbs of Place: tell us more about where the verb took place. Common adverbs of place include: above, anywhere, back, below, everywhere, here, inside, nowhere, out, outside, there.

Adverbs of Time: detail when the verb takes place. Adverbs of time include: already, earlier, immediately, lately, later, now, recently, soon, tomorrow, and yesterday.

7E.2 Adverbial Clauses of Time

In this sub-section of a grammar lesson, you deal with adverbial clauses of time. This type of clause answers the question 'when' something happens. Thus, adverbial clause of time is a subordinate clause in a given sentence and is used to show the time when something happens. We use Adverbs of time such as: ***when, before, after, as, by the time, while, until, as soon as, until, till, since, no sooner than, as long as*** to introduce the adverb clauses of time. The adverbial clause can occur after or before the main clause.

Activity 7.9

I. Use the adverbs of time listed above and construct sentences containing adverbial clauses of time. Try about ten sentences of your own individually first and check them with your partner.

Example: As soon as the bus arrives, every one rushes to the entrance gate.

II. Identify the adverbial clause of time in the following sentences. Try the questions first individually. Then, share your ideas with your partner.

1. I stopped running when I saw my friend.
2. Mimi gets excited whenever she sees a dog.
3. I'll do my homework before I go back to school.
4. Shimelis went home after the movie ended.
5. I watched my mother as she prepared dinner.
6. He washed the dishes while his girlfriend vacuumed the floor.
7. I will come over as soon as I finish eating.
8. Demitu hasn't stopped working since she arrived.
9. When I arrived home, the housemaid had arranged everything
10. By the time we paid the bill, the service resumed.

III. Complete the following sentences with appropriate words and phrases. Then identify the adverbial clause of time in each sentence. Try the answers first individually. Then, check your answers in a small group of three. Pay special attention to the tenses of the verbs.

1. Last night, I went to bed after I _____ my homework.
2. Tonight, I will go to bed after I _____ my homework.

3. Ever since I was a child, I _____ afraid of dogs.
4. Reread your composition for errors before you _____ it in to the teacher.
5. I have known my best friend since she _____ ten years old.
6. By the time I leave this city, I _____ here for four months.
7. Whenever Dinberu_____ angry, his nose gets red.
8. We will have a big party when _____.
9. The next time I _____ to Addis, I'm going to visit Arat kilo
10. I had fried potato the last time I _____ at that restaurant.

IV. Join the following pairs of sentences with the time adverb 'until'. Then, underline the adverbial clauses of the sentences you have constructed.

1. I can't pay my bills. I haven't gotten my paycheck yet.

   _____

2. We can't leave yet. We have to wait for the car man.

   _____

3. Tell me the truth or I am not going to leave this room.

   _____

4. Finally, he arrived. Before that, it had been a dull party.

   _____

5. Dinner won't be ready for a while. I think we should sit here.

   _____

6. When I go to bed at night, I like to read. After a while, I get sleepy.

   _____

V. Join the pieces of information in each clause or sentence by using 'before', 'as' or 'after' as connectors. Try the activity first individually. Then, check your answers with a partner.

1. I got into the plane fifteen past eight. The plane left ten minutes later.
2. You should not eat heavy meal and then go to bed immediately afterward.
3. I went to bed at 11:00. The phone rang at 1105
4. We were sitting on the bus. At that moment, the bus stared to move.
5. I was getting on the bus. At that moment, I remembered that I had left my briefcase at home.

6. We were sitting down to eat. At that moment, someone knocked at the door.
7. I got up to give my speech. Immediately before that, I felt anxieties in my stomach.
8. The guests will come at 7:00. At 6:55, I will light the candles.
9. I was bending over to pick up my pencil. My jeans split.
10. I was going out to see off my sister. At that moment, the school service arrived.

7E.3 Adverbial Clause of Place

In this section, you are going to study adverbial clause of place.

Activity 7.10

I. Before dealing with the details of the topic, answer the following questions individually first and then discuss your answers in group of three.

1. What is the function of adverbial clause of place?
2. Can you give some examples of adverbial clauses of place?
3. Write 3 to 5 sentences containing adverbial clauses of place and then indicate the adverbial clauses in the sentences you have constructed.

II. Identify the adverbial clause of place in the following sentences. Try the questions first individually. Then, share your ideas with your partner focusing on the parts that the adverbial clauses modify.

1. Wherever I go, I always see wild asses.
2. I'm not sure where she lives.
3. We met kind people everywhere we went to.
4. Where there is love, I will be there.
5. Wherever he went, he knew how to get home.
6. There is a theatre house where the street ends.
7. She hid herself somewhere the police could not find.
8. Where there is a will, there is a way.
9. He followed her wherever she went.
10. That's the town where I was born.

III. Complete the following sentences with your own adverbial clauses of place. Try the questions first individually. Then, check your answers with a partner. Pay attention to the tense.

1. The little boy played in the field where_____
2. Wherever you go _____
3. That is the restaurant where _____
4. Anywhere I meet them, _____
5. The teacher told the naughty student to sit in front raw where_____
6. Where ever he goes, _____
7. Lalibala is the place where_____
8. They visit some historical places in Ethiopia where_____
9. Anywhere you move in Addis, _____
10. Metehara is the place where_____

7E.4 Adjectives -Order of Adjectives in a Sentence

In this part, you are going to learn about the order of adjective in sentences. It is hoped that you are already familiar with the different functions of adjectives. Some adjectives describe size, while others describe quality, color, amount, origin, etc. Sometimes, more than one adjective can be used to modify a single noun or a given adjective only occurs after a linking verb while others only before the noun they modify. Thus, this lesson is concerned with describing what happens when two or more adjectives happen to modify a single noun, and adjectives that occur before the noun or after a linking verb.

Activity 7.11

I. Study the following table and answer the questions that follow. Work individually first and then discuss your answers with a partner.

Unacceptable	Acceptable
1a. *a young handsome nice man	A nice handsome young man
b.*that fierce big horrible dog	that horrible big fierce dog

c. *he sat in a grey comfortable big wooden table	he sat in a comfortable big grey wooden table
2a. "The problems with the machine are countless.	There are countless problems with the machine.
b. We saw an alive woman.	The woman we saw was alive.

1. What is the difference between adjectives in group 1 and group 2?
2. Why are the ones in the first column 'unacceptable'?
3. Is it possible to suggest a rule in ordering the adjectives in group 1?

II. Put the adjectives given in brackets in the correct order to complete the sentences below. Try the questions first individually. Then, check your answer with your partner.

1. my sister has a _____dress.(beautiful, cotton, white, big) dress.
2. My father bought a _____ (old, Italian, wonderful) clock.
3. Put it in a _____ (big, blue, square) box.
4. She bought a _____ (disgusting, plastic, pink) ornament.
5. I like _____ (slim, some , French, new) trousers.
6. This is_____ (amazing, American, new) movie.
7. I bought a pair of _____ (leather, black) shoes.
8. She drives a _____ (Japanese, luxury, Modern) car.
9. They built a _____ (big, rental, beautiful) villa house by the river.
10. He used a _____ (plastic, Chinese, long, narrow) broom to clean the window.

III. The underlined adjectives in the following sentences are not arranged correctly. Rewrite the sentences by putting the adjectives in their appropriate order. Try first individually. Then, check your answers getting into groups of three.

1. I'd like to know good three reasons why you don't like spinach.
2. I like that red, really big antique tractor in the museum.
3. My brother rode a big, black, beautiful Friesian horse in the parade.
4. I bought a pair of new, nice, red rain boots.
5. Please put the marbles into that round, little, old, red box.
6. I was surprised to receive a cute little eight-week-old golden retriever puppy for my birthday.
7. I've been spending a lot of time in antique shops looking for the perfect silver little Italian shoe.

8. During my college years, I wore a furry, red, big, hat to sporting events.
9. We went for a two-week picnic on a/an Italian incredible, brand-new, huge ocean liner.
10. The store carries an assortment of interesting new, old and antique objects.

IV. Put the adjectives in their correct order so that they describe the nouns in the brackets. Show your answers in meaningful sentences of your own. Try the questions first individually. Then, check your answer with your partner.

1. Giant, one, round, blue (chair) _____
2. Three, old, beautiful, Ethiopian (paintings)_____
3. big, ugly, old, brown, (hats) _____
4. small, green, gardening, , old (gloves)_____
5. Green, bush, large, (house) _____

Language Tip: Position of Adjectives in a sentence

An adjective comes either before or after the noun it modifies.

(1) Adjective that comes before a noun is called an attributive adjective

The attributive adjective modifies the noun that follows it. Some adjectives however, are only attributive adjectives, which can only come immediately before a noun and not anywhere else in the sentence. These adjectives include the following: **chief, elder, former, indoor, inner, main, mere, only, outdoor, outer, particular, principal, sole and upper**.

(2) Adjective that comes after a noun is called a predicative adjective

A predicative adjective in a sentence appears after a noun. It acts as a predicate as it completes the meaning of the predicate. The predicative adjective does not appear immediately after the noun. The noun is usually followed by a linking verb be ***(am, is, are, was, were, appear, look, taste, etc)***. The predicative adjective comes after the linking verb and also acts as a complement. E.g. The girl looks happy.

There are adjectives that can be used only as predicative adjectives. A group of these adjectives begins with the alphabet a ***(ablaze, adrift, afloat, afraid, aghast, alert, alike, alive, alone, aloof, ashamed, asleep, averse, aware, awake)*** and they usually come after a linking verb.

Other examples of predicative adjective that cannot appear before a noun are ***content, far, fine, glad, ill, near, pleased, poorly, ready, sorry, unwell, upset, well, etc.***

When there are more than two predicative or attributive adjectives, the common order is starting with determiner, quantity/number, quality, size, age, shape, color, proper adjective and purpose or qualifier.

E.g. Please put the marbles into that little old round red box (size-age-shape-color-proper adj)

I love that beautiful big old green antique car that always parked at the end of the street (opinion-size-age-color-proper adj.)

7E.5 Modal Auxiliary Verbs

Modal Auxiliaries: In this section, you are going to practice the meaning, function and use of the modal auxiliaries. .

Activity 7.12

I. To start with, generate ideas on the following questions. Try the questions first individually. Then, share ideas in a group of three.

1. What are modal auxiliaries?
2. Why are model verbs considered as auxiliary?
3. List the model auxiliaries you know so far.
4. What makes modal auxiliaries different from ordinary auxiliaries such as 'verb to be', 'verb to have' 'and verb to do'?

II. Look at the Conversation between Grandma and granddaughter. What makes modal auxiliaries different from ordinary auxiliaries such as 'verb to be', 'verb to have' 'and verb to do'? Then, share your ideas with your partner.

G. Daughter: Can I help you?

Grandma: Yes, of course, but you should wear an apron. (the G. Daughter wears an apron)

Grandma: Perfect.

Grandma: First we must mix everything in order to obtain the dough. Now we must roll the dough with the rolling pin.

G. Daughter: Can I do it, please?

Grandma: Yes, of course

Grandma: Now we are going to top it with tomato sauce, cheese, onion, bacon, and mushrooms.

G. Daughter: Can I slice the onion?

Grandma: No you shouldn't.

G. Daughter: Why not?

Grandma: Because your eyes may start to burn and tears may run down your face. But you can cut the bacon. You must be careful with the knife. And you shouldn't cut it so fast.

G. Daughter: (after a while). Here it is, Grandma. I think I have done it properly.

Grandma: Yes, it looks nice. Now we must put it in the oven.

G. Daughter: How long should we cook our pizza?

Grandma: We shouldn't bake it for more than 15 minutes, it could get burned.

Grandma: The Pizza must be ready now. Let's take a look.

G. Daughter: Grandma, is the pizza ready? It smells delicious.

Grandma: You must wash your hands before you eat.

G. Daughter: I have cleaned my hands already.

Grandma: Let's eat now. You must be very hungry.

G. Daughter: yeah, we are. (after putting a slice on her plate) Grandma, could you pass me the ketchup, please?

Grandma: of course, here you are

G. Daughter: Thanks.

Grandma: Would you like some more?

G. Daughter: No, thanks.

III. In the text below, you find different types of modal verbs used for different purposes. Identify the modal verbs and their functions. Work individually first and then, share your answers with your partner.

I'd like you to know the story of Helen Keller, who could not see and hear from the time she was a baby. Yet, this brilliant girl could overcome all those handicaps and was able to graduate from a college with honors and become a useful citizen. I must say there was nothing wrong with Helen Keller when she was born.

Her father and mother were very proud of their pretty baby, who tried to say "pa-pa" and "ma-ma". For nineteen months, Helen grew bigger and stronger. She could walk when she was a year old; she could say a few words. But one day, the child fell ill. She must have been very ill. For days she was laid up with a high fever and soon the parents learned that their darling would never be able to see and hear. The little child was now doomed to a life of silence and darkness. She could not hear what was said to her and did not know how to talk; she could not play with other children. When Helen was 6 years old, her parents took her to Baltimore and then to Washington to famous doctors to find out if they could do something to make her hear and see again, but the doctors could do nothing. The child was hopelessly deaf. Dr. Bell said: "the Kellers should address the Perkins Institution for the blind in Boston and ask if they could send someone to help the child".

IV. Rewrite the following sentences using modal auxiliaries so that your answer will have the same meaning with the original.

1. I suggest that you get a good teacher._____.
2. A university degree is unnecessary for that job,_____.
3. Perhaps my father will pick you up,_____.
4. Eating in class is forbidden,_____.
5. I am sure he is a poor man, _____.

V. Rewrite the sentences using modal auxiliaries that represent the function stated in the bracket. Work individually first and then compare your answer with a partner.

1. You are going to the lion's cage at Sidist-kilo for the weekend. (Make suggestions about things you do).
2. School starts in September. (talk about necessity).
3. H/Gebresillasie is a talented man. (Talk about one's ability).
4. You have won a lottery. (talk about possibility)
5. Peter has got a serious headache. (Give some advice).
6. You want to borrow your uncle's car. (ask for permission)

Language Tip on Modal verbs: **Modals** are Auxiliary verbs that provide additional and specific meaning to the main verb of the sentence. They can have more than one meaning depending on the situations. Look at the general examples for about the concept and use of the common modal verbs.

Modal verb	concept	Example
Can	ability/permission	I can speak English/Can I come in?
May	probability/permission	We may visit Aksum/May I go?
Must	responsibility/ assumption	you must study/she must be sick
Would	past habit/present unreal	I would play tennis/I would buy a car
Shall	Educated expression / contractual obligation	Excuse me, I shall go now. The company shall pay on Jan, 2nd.
could	unreal ability/past ability	I could go if I had time. She could the piano, but no more now.
Will	future	Alemu will go Hawassa
Might	small probability	I might go Langano
Should	recommendation	you should go to the doctor
Ought to	formal recommendation	you ought to know about safety rules

7E.6 Different Types and Forms of Questions in English

A. WH-Questions

Activity 7.13

I. **Provide appropriate question word to complete the sentence below. Compare your answer with a partner.**

1. _____ do you go after school hours?
2. _____ is coming with you to the party?
3. _____ are you doing?
4. _____ does the class start?
5. _____ did he run away?
6. _____ car is parked under the shed?
7. _____ of the two balls is yours?
8. _____ type of ice cream flavor do you like?
9. _____ did you come here?
10. _____ will the train arrive?

II. Individually elicit ideas about the use and formation of wh-questions based on the example questions given above.

Language Tip: Wh- Questions

We use the Wh- questions to elicit information. The various wh question words have their different functions. We use what for a thing and it is nominal in nature. We use which to refer to choice or options.

- What is it you are holding?
- Which way to the hospital?

Whom and who are used for a person and they are pronominal or relative in nature. We use whose to refer to a person but a noun must follow it.

- Who is the man looking for?
- Whom do you come to see on weekends? Whose bag is this?

We use why to show the reason for an action and it is adverbial in nature. We use how to indicate the manner of an action and it is equally adverbial in nature. How also indicates amount or way/means. The same goes for when which we use to depict the time an action or event takes place and where which indicates place.

- Why are you shouting?
- How did you solve the equation?
- How much did she pay for the goods?
- When do we take our leave?
- Where were you coming from?
- How do we get to the airport?

In forming this type of question, the Q-word, that is, wh comes first, the operator, which could be a modal auxiliary verb or a non-modal auxiliary verb follows, the subject comes next, then the lexical verb and the adjunct come.

B. Yes/No Questions.

In this part, you focus on the practice of forming and using the Yes/No questions.

Activity 7.14

I. Before dealing with the detail of the topic, how do you react to the following trigger questions?

1. How is Yes/No question different from other types of questions?
2. Why do we need to use this type of question?
3. How do we form Yes/No questions?
4. Give some examples of this type of question?

II. Complete the dialogue below with the following Yes/No questions forming words (are, do, does, did, has, have, and is). Try the activity first individually. Then, share your ideas with your partner.

Mesafint: (1) _____ you go to the training day that they told us about in the last meeting?

Melat : (2) _____ you talking about the computer training?

Mesafint: No, not about the computer training, I meant the sales training.

Melat: Oh yes, I went to that. It was quite good. (3) _____ you ever been on that course?

Mesafint: No, I haven't.

Melat: Well I found it very useful. It helps you to think about the type of questions we ask our clients during a sales conversation.

Mesafint: When you go on these courses (4) _____ the company pay or (5) _____ you pay yourself? I know that good training isn't cheap.

Melat: Oh, the company pays – they can afford it. It doesn't cost us anything.

Mesafint: And (6) _____ it helped you in your day-to-day work? Be honest now.

Melat: Yes, I think it has.

Mesafint: OK. I'm interested. (7) _____the course running again in the near future?

Melat: Yes, they begin registration in a month's time.

III. Based on the above dialogue, discuss the uses and rules of Yes/No questions with your partner. Use the Yes/No question forming words (auxiliaries) to ask and answer yes/no questions.

IV. Read the replies. Then complete the questions about the operating system computer.

1. A: _____ B: IBM? No, I was reading about Laptop.
2. A: _____ B: Laptop? No, most servers use desktop.
3. A: _____ B: Falling? No, the popularity of Laptop is growing.
4. A: _____ B: The eighties? No, Laptop started in 1991.
5. A: _____ B: On our computers? No, we haven't installed it.
6. A: _____ B: A lot of money? No, the inventor hasn't been making a lot. The software is free.

V. Practice similar type of conversation with your partner on certain classroom related issues. Focus on the practice of using yes/no forms to ask and answer questions in conversations.

VI. Change each affirmative sentence into a question. Try it first individually. Then, check your answer with your partner.

1. Jemila thinks it's a good idea. _____
2. Soliyana is arriving on Monday. _____
3. He made a copy of the Excel file. _____
4. They've offered her the job. _____
5. She'll be at the meeting tomorrow. _____
6. They went to the swimming pool. _____
7. She can drive a lorry. _____
8. He was born and brought up in Jigjiga. _____
9. He has brothers and sisters. _____
10. We are expected to show our I.Ds at the entrance. _____

A Yes–No Question, formally known as a polar question or a general question is a question whose expected answer is one of two choices, one that affirms the question and one that denies the question. The choices are either "**Yes**" or "**No**". This type of question is so called, because it deals with polar answer that has to do with the opposition between positive and negative. A Yes/No question is a type of question that elicits a two-way answer – positive or negative. It either gives the answer 'yes; or 'no'; hence the name, 'yes/no question. It is commonly formed shifting the position of the subject and the auxiliary, and then the main verb and other adjuncts follow.

7E. 7 Tag questions

This section is about the grammar of tag questions. You learn what a tag question is, why and how we use them, how they are formed and some special forms of tag questions. You learn about each by doing a range of activities. We begin with certain a task that help you activate your prior knowledge about the topic.

Activity 7.15

I. **Read the pairs of questions and answers in the table below and then answer the questions that follow.**

	A statement with a tag question	Answer to the tag question
1a.	You are not a student, **are you**?	1b. No, I am not.
2a	This is Hanna's pen, **isn't it**?	2b. Yes, it is.
3a	He is from Canada, **isn't he**?	3b. No, sir. He is from Italy.
4a	They shouldn't be late again, **should they**?	4b. No, they shouldn't.
5a	They arrived late, **didn't they**?	5b. Yes, they did.

1. What is a tag question and how is it different from other questions?
2. Why do we use a tag question?
3. What pattern do you observe while forming a tag question?
4. What are the basic rules of forming tag questions?

II. Write the most appropriate tag question forms for the following statements.

1. Your name is Berhanu, _____?
2. He is very handsome _____?
3. The boys have followed the procedure, _____?
4. She crossed the line and got fined, _____ ?
5. They won't report to us, _____?
6. We didn't understand the lesson! _____?
7. I couldn't borrow your car, _____?
8. He should follow the procedure, _____?
9. Let's go out for a walk, _____?
10. I have got something in return, _____?

III. Complete the following conversation by adding appropriate question tags to statements or sentences. First, try it individually. Then, share your ideas with your partner

Yonas: It's a good day.

Alemu: It's lovely, isn't it? Why don't we go to the lake side?

Yonas: yes, let's do that, _____?

Alemu: We could drive, but let's walk. We need the exercise.

Yonas: We do, _____? I'll get my things.

Alemu: Last time you forgot your towel.

Yonas: I didn''t have it with me, ____I? so, I borrowed yours. Anyway, let's go.

Alemu: That was great, _____it? I feel very hungry now.

Yonas: Me too. This place looks good.

Alemu: Yeah, we have been here before, _____ we? It does really have good sandwich.

Yonas: That's right. Oh, I haven't got my wallet.

You will lend me some money, _____you?

Alemu: First a towel, then your wallet. You never remember anything.

Yonas: Well, we are friends, _____ we? Let's go inside.

IV. Read the statements and corresponding tag questions and then answer the questions letter A to C. Do first individually and then compare your answers in a group of three.

1. Nothing is ready today, are they?
2. I am your friend, aren't I?
3. You never let me finish my sentence, do you?
4. Don't forget to sign on attendance sheet, will you?
5. We have to give up. There is little we can do about it, is there?
6. I shall do something, shan't I/won't I?
7. You are going to attend the meeting, aren't you?
8. He is going to do something, isn't he/ won't he?
9. I mustn't beg her to love me, should I?
10. The flight may be delayed, mightn't it?

A. In what conditions do you think the affirmative to negative and the native to affirmative rule is violated?

B. What can you say about the behavior of certain forms used as a subject and auxiliary verbs such as 'may/might', 'shall/should' 'must/have to' and 'going to'?

C. What do you say about sentences with negative adverbs, negative subjects, imperative sentences and sentences taking indefinite impersonal pronouns?

IV. Complete the following sentences with the appropriate question tag forms. Try the questions first individually. Then, check your answers with your partner.

1. She'll be late for class, _____?
2. I could do the experiment on my own, _____?
3. I won't be made to go, _____?
4. My friends shall be allowed to come, _____?
5. We mustn't cross the intersection with red marks, _____?
6. We hardly dare say bad things about you, _____?
7. I ought to get my car serviced, _____?
8. They hardly visited the museum, _____?
9. Let's go out and have a dinner, _____?
10. He is going to join university, _____?

11. I am going to start my new job, _____?
12. Don't smoke here, _____?
13. Close the door, _____?
14. I'll arrange the tables, _____?
15. I may not have enough money, _____?

Language Tip on Question tags:

Tag Questions are small questions (**usually of two words**) inserted at the end of statements. We use tag questions to confirm information (to check the listener's position in relation to the statement) or to ask for new information (in relation to the statement). Tag questions are very common in spoken English and they are key to improve one's fluency. Unlike the normal questions, the answers to tag questions are obvious or are expected by the speaker. That is why, tag questions are sometimes regarded as **'talking to oneself'**

The statements before the tag question can either be **negative or affirmative**, but the question tags always follow the pattern: negative after an affirmative statement and vice versa. That means, if the statement is negative, the question tag must be positive and if the statement is positive, then the question tag must be negative. We use tag questions to confirm information (to check the listener's position in relation to the statement) or to ask for new information (in relation to the statement). These are two of the basic rules in forming tag questions.

Example: You cooked this yourself, didn't you?
You have not done your homework, have you?

The other rules related to tag question formation are connected with imperatives, negative adverbs, negative subjects, and in cases where 'indefinite impersonal **ONE' is used** as subject

Imperatives

Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use won't for invitations. We use ***can, can't, will, would*** for orders.

1. Give me a hand, will you?
2. Hurry up, won't you?
3. Close the door, would you?

4. Keep quiet, can't you?
5. Lend me a tenner, could you?
6. Don't do that again, will you?

Negative adverbs

The adverbs ***never, rarely, seldom, hardly, barely*** and **scarcely** have a negative sense. Even though they may be in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive. Look at these examples:

1. She hardly completes her homework on time, ***does she***?
2. He almost never comes on time, ***does he***?

Negative subjects

Subjects that are negative normally lead to an affirmative–affirmative tag question

1. Nothing works, **does it**?
2. None of them can help, **can they**?
3. There is little one can do, **is there**?

After a clause with somebody, someone, everybody, everyone, nobody, no-one the tag pronoun is normally **they**.

1. Somebody told you the answer, ***didn't they***?
2. No-one called while I was out, **did they**?
3. Everyone had a good time, **didn't they**?

Indefinite Impersonal ONE as Subject

Indefinite impersonal one subjects can be tagged with either "one", or "you", or "they" as the pronoun.

1. One shouldn't be too quick to judge, **should one**?
2. One can't be too careful, **can you**?
3. One must be on the guest list, **mustn't they**?

Rules related to intonation:

- When we are sure of the answer and we are simply encouraging a response, the intonation in the question tag goes down:

  Example: This is your car, isn't it?

  (Your voice goes down when you say isn't it. **Falling tone-** Means the speaker is confident that the statement is correct).

- When we are not sure and want to check information, the intonation in the question tag goes up:

  Example: He is from France, isn't he?

  (Your voice goes up when you say isn't he. **Rising tone**- Means the speaker is making an assumption and is not totally sure. The speaker is actually asking a question, although he or she still expects an affirmative reply)

7F Writing Skills

Processes of Writing Descriptive essays own sentences.

7F.1 The Process of Writing Descriptive Essays

In this section, you are going to practice writing descriptive essays. A Good descriptive writing includes many vivid sensory details that paint a picture in the mind of the readers by appealing to a reader's senses of sight, hearing, touch, smell and taste whenever it is appropriate.

Activity 7.16

I. **Before moving on to the detail nature of this type of essay writing. Try the following questions first individually. Then, share your ideas with your partner.**

1. What is the purpose of a descriptive writing?
2. What are some of the distinctive features of a descriptive paragraph/ essay ?
3. How is the nature of language use like in descriptive writing?
4. What is the difference between objective and subjective descriptions?

Important steps in any process approach to essay writing are brainstorming, outlining drafting, re-writing and editing. A given essay writing process should pass through these important stages and the essay must be organized in sections like introduction, body and conclusion. When it comes to descriptive process writing, language use, word selection, and sensory details should be done carefully so as to create a vivid picture of the thing to be described. If we look at the importance of each section of a given descriptive essay, it can be summarized as follows:

- **Introduction**: Attract the reader's attention with an interesting fact, phrase, or quote without confusing the reader with too much information.
- **Thesis statement**: define the essay scope by narrowing down all the points to clarify its purpose; and also it creates suspense by attracting the reader to the body paragraphs of the essay.
- **Body paragraphs**: This is the main part that continues your essay. Usually, an essay consists of three body paragraphs but you can add more if needed. Don't add more than one central idea in one paragraph. Fusing different ideas will confuse the reader.
- **Concluding Paragraph**: This is thought provoking part that, include restating the thesis statement, summarizing the main points and adding intriguing closing statement.

II. Look at the descriptive essay below. Identify the different sections and features of the essay. Then discuss with your partner about different aspects of descriptive essay (language use, sensory details, and its different sections).

My family has always looked forward to leaving Florida during the torrid summer months. It is a tremendous relief to get out of the heated hustle and bustle of summer living in Florida. Each summer, we follow the yellow brick road to our hometown in upstate New York.

As we drive through state after state, it becomes apparent that the world around us is changing. In South Carolina, we already begin to notice changes. The trees appear to be touchable, offering soft, plush leaves which sway in the breeze, and the grass actually invites us to share its place rather than scaring us away with mounds of intruding fire ants. As each state brings new surroundings, our anticipation builds, and home seems closer all the time.

Leaving the flatlands and entering an area where we are suddenly surrounded by hills of purple and blue are by far the most awakening moments. Virginia and Pennsylvania offer brilliant scenery with majestic hills and checkerboard farmlands. As we descend through the curves and winds of the northern region of the United States, home is now very close: we are almost there.

Suddenly, we have driven from wide-open flatlands to a narrow, winding road surrounded by hillsides of stone and trees. Around every curve, orange and black tiger lilies claim their place in the world as they push themselves out toward the car, waving hello and flashing their mysterious black spots toward us as we drive by.

The journey to home is almost complete. As we begin our final descent through the state of Pennsylvania into upstate New York, the surroundings become comfortably familiar. Before long, we are welcomed by a sign that reads "Waverly, 18 miles" and the familiar fields of grazing cattle. Through the last stretch of Pennsylvania, the bursting foliage seems to envelop us and carry us over the hills like a carriage created by nature.

It is at this point that our family, even the youngest member, knows that our vacation in New York is about to begin. Our eldest son has joked for years that he can "smell" Grandma's apple pie already. Approximately fifteen minutes pass and as our vehicle takes us over the final crest, we see the smoke stack from the local factory as we cross the border of Pennsylvania and New York and are aware of our surroundings. A couple of turns later, we are there. We have reached our destination; we are home.

III. Write a descriptive essay of five paragraphs about an event, a place or a picture you found interesting to share with your classmates. First list out all the important details about the event, the place or the picture you wanted to write about and then frame them in such a way that they create a mental picture in the mind of the reader. Write your draft and then rewrite it by adding ideas and increasing its appealing power and vividness. Let the structure of your essay be framed on introductory paragraph, three body paragraphs and a concluding paragraph each having its own distinctive purposes. Look at the language tip about descriptive essay before beginning to write this essay.

Language Tip on Descriptive Essay Writings

- **Descriptive writing** helps the reader visualize the person, place, thing, or situation being described. Descriptive writings are based more on "show" than "tell" -- giving readers a visual idea of the subject. Through vivid depictions, the writer conveys to readers individual impressions based on emotions or perceptions. When a text conjures a vivid, sensory impression in the reader's mind, not only does it make the writing more interesting to read; it helps the reader understand the text better and recognize the author's intention more clearly.
- **Descriptive writing** makes use of the five senses. The writer effectively conveys personal perceptions on the subject through the use of sensory details and figurative expressions. A descriptive writing (especially subjective one) provides a good platform for the writer to express his/her feelings on a subject. It helps the writer make writing more interesting and engaging to read. It also creates opportunities to practice using new words in meaningful contexts, and so is a key strategy for building vocabulary.
- A descriptive essay should be interesting to read. To make the essay appealing, the writer needs to consider audience preferences, and use words and descriptions that attract readers' interest. The essay generally includes an introduction, body and conclusion centered on a chosen theme. The writing style is expressive and may include descriptions, opinions, comparisons, personal perceptions and sensory perceptions. The main objective of a descriptive essay is to relate the unique qualities of the person, object, etc. vividly and comprehensively.
- A descriptive essay can be either objective (concrete, factual) or subjective (personal). The type of essay that a writer creates will be determined by the kind of emotion that the writer wants to elicit from readers. Presenting a purely objective can be difficult. Conversely, a writer can reduce subjectivity in an essay by including more objective factors, like size, color, shape and distance, exhausting them before injecting personal opinions or feelings.

UNIT 8 Efficiency of Health Services

Unit Objectives

At the end of this unit, you will be able to:

- listen to a text to identify the main idea;
- identify specific information from a listening text;
- re-tell the story you listened to;
- summarize the story in the listening text;
- make an interview and give oral report;
- identify expressions for talking about purpose;
- involve in panel discussion and present speech;
- identify the gist and details of reading texts;
- predict the message of the reading text;
- use contextual clues to find the meaning of new words;
- use quantifiers accurately; and
- write argumentative essay.

8A Listening Skills

8A.1 Listening text on HIV/AIDS

Activity 8.1

In this unit, you are going to listen to a lecture on HIV/AIDS.

I. Before you listen to the lecture, answer these questions.

1. What is HIV/AIDS?
2. How does one get infected with HIV?
3. What do you think people should do when they know they are infected with HIV?

8A1.2 Note Taking and Summary Writing

II. Now, while you listen to the lecture, do the following tasks.

1. Take your own notes.
2. In pairs, compare your notes.
3. Listen to the lecture again and develop your notes.

III. After you finish developing your notes, do the following tasks.

1. In pairs tell the main points of the lecture to each other and report it to the whole class.
2. Using your notes, write a summary of the lecture. Note, your summary should cover the main ideas of the lecture.
3. Go to your school community and make an interview to check public awareness of HIV/AIDS. Then report the interview result to the class.

8B Speaking Skills

8B.1 Making Debate

Activity 8.2

I. In this lesson, you are going to make a debate on 'Sexual practice before marriage is good or Sexual practice before marriage is bad'. To begin with, answer these questions.

1. What is a debate? And what features does a debate include?
2. What do you do during a debate?
3. List language expressions you may use to support, reject or refute someone's ideas while making a debate.

II. Now follow these procedures to make the debate.

1. Make a group that contains four members and assign tasks for each member.
2. Prepare yourself on the motion: 'Sexual practice before marriage is good'.
3. Prepare your argument for or against the topic. Don't forget to use expressions like (I argue, I propose…, my objection…., I agree/ disagree, in my opinion, in my point of view, etc) while supporting or rejecting others ideas.
4. Present your debate to the class.

8B.2 Conducting Interview

You have already discussed what an interview is in the previous units. Now you are going to make an interview with a friend on 'how to stop the spread of HIV/AIDS'.

Activity 8.3

I. **First, write five to 10 interview questions about the topic.**

Example: What do you think can the youth do to stop the spread of HIV/AIDS?

1. Use the expressions below to write your questions.
2. Next, sit in pairs and interview each other.
3. Then organize the responses and give a report to your class mates.

Social expressions for interviewing someone:

- What do you think……..
- How can you……
- Can you……
- Can you……
- Who do you think is responsible for……
- In your opinion… etc

8B.3 Panel discussion

As you have learnt it in the previous units, a panel discussion is a group meeting that aims to discuss a public issue or solve a problem.

Activity 8.4

I. **Now you are going to undertake a panel discussion in your class. Follow these steps.**

1. Prepare a panel discussion forum.
2. Use the information you gathered about stopping the spread of HIV/ AIDS through interview for the panel discussion.
3. Present the information to the panelists and collect different views from the discussion.
4. Report the points the panelists reached consensus in the discussion.

8C. Reading Skills

8C.1 Prevention of Chronic and Infectious Disease

Activity 8.5

I. In pairs, answer the following questions before you read the text.

1. What are infectious diseases?
2. Can you list some of the infectious diseases?
3. How are the infectious diseases you mentioned above transmitted from person to person?
4. Look at the title. What do you think the text will include?

II. Now read the passage and answer the questions below it.

Prevention of Chronic and Infectious Disease

Successful disease control efforts in some economically developing countries have increased life expectancy and resulted in changes in demographics from **predominantly** youthful populations to older and aging ones. Consequently, in the next 20 years, chronic diseases are expected to become increasingly important in economically developing regions and to encompass chronic conditions currently **attributed** to industrialized nations.

Not only will changing economics, shifting **demographics** with lower childhood mortality, and changing lifestyles affect this trend, but also migrating from rural to urban areas and to previously uninhabited ecosystems may expose populations to new infectious agents that underlie chronic disease. Both newly identified and well-recognized infectious **etiologies** of chronic disease, including infections known to enter a chronic state, such as tuberculosis and malaria, will acquire increasing importance to domestic and global health. As a result, countries with limited research capacities and health care services will face increasing burdens from both infectious and chronic disease.

Richard Guerrant illustrated the wide-ranging nature of the threats from chronic diseases caused by infections, using as an example the long-term consequences of early childhood enteric and parasitic infections. The chronic impact of repeated **mal-nourishing** diarrheal illnesses is greater than that of acute deaths from enteric illness, which claims more than 6,000 children each day. Early diarrheal illnesses have significant long-term effects not only on physical fitness, but also on growth, cognition, and school performance. Diarrhea appears to be a cofactor with malnutrition in that it reduces nutritional absorption.

Adapted fromhttps://www.nap.edu/read/11026

III. Answer the questions according to the reading passage.

1. What is the central idea of paragraph 1?
2. In paragraph 3, the writer states '….. Which claims more than 6,000 children each day', what does the underlined word mean?
   a. feeds someone
   b. cause loss of life
   c. declares something true
3. According to the reading text, growth in life expectancy and change in demographics come from:
   a. god management of industrialization
   b. increase in economic development
   c. successful disease control efforts
4. According to paragraph 1, chronic diseases are imperative in developing countries because of:
   a. economic growth
   b. migration from rural to urban areas
   c. demographic shift
5. During the next 20 years, chronic diseases are expected to become increasingly important in economically developing regions and to encompass chronic conditions because of demographic change. a. true b. false

8D Vocabulary Skills

8D.1 Knowing Word Meaning

Activity 8.6

I. Find the meanings of these words in a dictionary and compare the meanings with their contextual meaning in the passage.

1. predominantly (paragraph 1)_____
2. attributed (paragraph 1) _____
3. demographic (paragraph 2)_____
4. etiologies (paragraph 2)_____
5. mal-nourishing (paragraph 3) _____

8D.2 Phrasal Verb

You have learnt what phrasal verbs are in the previous units. Now you are more acquainted with phrasal verbs. Now you should use them to construct your own sentences.

Before using these phrasal verbs to construct your own sentences, understand the meanings of each phrasal verb.

Phrasal verb	Meaning
pull out	withdraw, retreat
Pull over	Stop vehicle at roadside
put off	Postpone
punch in	register arrival, enter data using keyboard
punch out	Knock somebody unconscious, register leaving work
put away	Save or store
put back	Return something, pay something back
put down	Put something on the surface, insult
put in	Make claim, say something
pull through	Recover from illness or difficulty

Activity 8.7

I. **Now, make your own sentences using each of the above phrasal verbs.**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

8E Grammar Skills

8E.1 Adverbial Clause of Manner

A clause is - a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence.

An adverbial clause is a dependent clause that functions as an adverb. That is, the entire clause modifies a verb, an adjective, or another adverb. As with all clauses, it contains a subject and predicate.

An adverbial clause of manner describes *how* or *in what manner* something occurred or will occur, to what degree something occurred or will occur, or how something compares to something else. Some of the most often used subordinating conjunctions are *like, as, as ... as, as if, and the way*.

For example:

- He sings like he wants to be a rock star.
- The teary-eyed friends embraced as long-lost siblings would.
- **Note**: The underlined parts are adverbial clauses.

Activity 8.8

I. Combine these sentences as the examples above by using the conjunctions given in the parentheses.

1. The freshly picked flower is beautiful. It is soft and healthy (as).
2. She looked excited. She could jump up and dance at any moment (as if).
3. Senna walks confidently. A model struts on a runway (the way).
4. Hagos is nervous. Mamo is nervous (as).
5. The house was big. We had imagined it (as…as).
6. She is beautiful. Her mother is beautiful (as).
7. That restaurant is not good. It used to be good (as).
8. He acted confidently. He was a boss (as if).

8E.2. Adverb Clauses of Comparison

Adverb clauses of comparison of degree are introduced by the relative adverb **as…as** (for positive degree) or by the subordinating conjunction **than and "the plus adjective"** for comparative degree. The adjective also ads '-er' if it is one or two syllable word in the comparative degree.

Activity 8.9

I. Complete the sentences with the appropriate adverb of comparison.

1. She is _____ (old) than her husband.
2. He works _____ (hard) than I do.
3. It is _____ (late) than I thought.
4. She earns _____ (much) than her brother.
5. She is not _____ (stupid) _____ you think.
6. He is _____ (stupid) _____ he is lazy.

Note: 'The' is always accompanied by a Comparative adjective or adverb in the subordinate clause of comparison for example:

1. The sooner it is done, the better you feel.
2. The more one gets, the more one wants.
3. The higher you ascend, the colder it becomes.

Note: In adverb clauses of comparison of degree, the verb after 'than' is usually understood and not expressed (can be omitted).

Examples:

1. Nobody loves you more than I (do).
2. Nobody knows it better than he (does).

In an informal style, it is more common to use object pronouns after '**as**' and '**than**'. This is particularly common when the verb is not expressed.

Compare:

She earns more than I do. OR She earns more than me.

(The second sentence is more natural than the sentence, 'She earns more than I'.)

The following sentences have errors. Write the correct sentence in the right column.

Incorrect	Correct
1. You are healthiest than I am.	
2. This is the most complete building.	
3. He is cleverer than intelligent.	
4. He is healthier than his sister.	
5. Which of these two books is the best?	
6. Do you have some good book?	
7. I have not heard the last news about hear health.	
8. My older brother is a doctor.	
9. I have only few good shirts.	

8E.3 Passive Voice Practice with all Tenses

What is passive voice?

Look at the following sentences and learn the function and structure of the passive form in different tenses.

1. Passive voice is used when the **focus is on the action** or when the doer is not important or not known.

Example: "A letter was written."

The focus, here, is on the fact that a letter was written. We don't know, however, who wrote it.

2. Sometimes a statement in passive is more **polite** than active voice, as the following example shows:

Example: A car was broken.

Focus, here, is on the fact that a car was broken, but we don't blame anyone. Compare this to: "You broke the car." Here the focus is on the doer of the action, and the doer is blamed for breaking the car.

Form of the passive voice:

Subject + the appropriate form of to be + Past Participle

Examples of active and passive voice in all tenses

Active voice	Passive voice
A few well-chosen words **convey** a great deal of meaning.(simple present active)	A great deal of meaning **is conveyed** by a few well-chosen words.(simple present passive)
The city **is disposing** of waste materials in a variety of ways.(present continuous active)	Waste materials **are being disposed** of in a variety of ways.(present continuous Passive
The city **has disposed** of waste materials in a variety of ways.(present perfect tense active)	Waste materials **have been disposed** of in a variety of ways.(present perfect Passive
The city **has been disposing** of waste materials in a variety of ways(present perfect continuous active voice)	Waste materials **have been being disposed** of in a variety of ways.(present Perfect continuous Passive)
Ali **repaired** the car.(simple past active voice)	The car **was repaired** by Ali.(Simple past active)
The salesman **was helping** the customer. (simple past active)	The customer **was being helped** by the salesman.(Past continuous passive)
The man **had repaired** many cars. (past perfect active)	Many cars **had been repaired** by the man.(past perfect passive)

The girl **had been doing** the work.(past perfect continuous active)	The work **had been being done** by the girl.(past perfect continuous passive)
The girl **will finish** the work by 5:00 PM.(simple future active)	The work **will be finished** by the girl by 5:00PM.(simple future passive)
At 8:00 PM to night, the girl **will be finishing** the work.(future continuous active)	At 8:00 PM tonight, the work **will be being finished**.(future continuous passive)
They **will have completed** the project before the deadline.(future perfect active)	The project **will have been completed** before the deadline.(future perfect passive)
The famous artist **will have been painting** the mural for over six months by the time it is finished.(future perfect continuous active)	The mural **will have been being painted** by the famous artist for over six months by the time it is finished.(future perfect continuous passive)

NOTE: The appropriate form of *to be* is put in the tense of the active voice main verb. When rewriting active sentences in passive voice, note the following:

- The object of the active sentence becomes the subject of the passive sentence.
- The form of the verb is the appropriate form of to be (the tense of the active voice main verb) + the past participle.
- The subject of the active sentence becomes the object of the passive sentence (or is dropped.)

Activity 8.10

I. Complete the following conversation with the appropriate passive form.

Student A: I have a problem in changing the active voice to passive. Can you change the sentence "I have written my first letter" to passive voice?

Student B: It is not as such difficult. Look, you can change it this way: _____

Student A: Oh, I understand. What about; " I will have bought a new book my tomorrow"?

Student B: Ok. You can change it as: _____

_____

Student A: What about; "He had been buying a new guide to improve his English"?

Student B: It is so easy. It is like this; _____

_____

Student A: Give me one more example on; "I was writing a second letter."

Student B: It is like this; _____

8E.4 Quantifiers

Activity 8.11

I. Answer the following questions.

1. What do you say when you want to buy oranges put in someone's basket?
2. What do you say when you see 'teff' in a big store and you want to say there is more?
3. You are on a trip, and you are looking animals on a field. How do you tell the number of animals?
4. Someone wants to borrow a pen from you, but there is no pen in your bag. What can you say?
5. You like to give someone tea or coffee. What will you say to know his interest?

What are quantifiers?

These are words that describe quantity. Quantifiers are adjectives or adjectival phrases that describe "how much" (uncountable) or "how many" (countable) of a given noun there is (are). The following table shows you the list of adjectives or adjectival phrases of quantity that are used in affirmative, negative and interrogative sentences.

A Table showing usage of some common quantifiers in sentence types

	Affirmative	Negative	Interrogative
Neutral	some, several, a number of, enough	any, enough	any, enough
Large quantity	numerous, plenty of, a lot of, lots of, too many	much, many, too many	much, many, too many
Small quantity	few / a few, Little / a little		

Examples:

1. I have many reasons for thinking that this man is innocent (more formal).
2. I have plenty of/ a lot of / ample reasons for thinking (commonly used).
3. Do you have any reason for saying no?
4. Do you have enough money to buy this book?
5. No I have enough money.
6. I have few minutes to go.

A few and few (for countable) as well as a little and little (for uncountable nouns) may seem very similar, but they actually hold very different connotations. A few and a little indicate **that** the speaker feels positively about the quantity he/she is describing: though he/she may not have much, it is enough. Few and little indicate the speaker feels negatively about the quantity: he/she is lacking in the noun and would like more if it were available.

Some quantifiers can only go with countable (precise quantity) nouns, while others can only modify uncountable (imprecise quantity) nouns. Some quantifiers can also modify both. Some examples are listed below.

Quantifiers used with countable	Quantifiers used with uncountable nouns	Quantifiers used with both types of nouns
A few, few, a number of, several, many	A little, little, a bit of, a great deal of, a large amount of, much	No, none, some(of), any, a lot of, lots of, plenty of, enough

The use of few/ a few and little/ a little

Without the article, few and little (used respectively with count nouns and non-count nouns) have the meaning of «not much/ not many, and possibly less than one might hope for or expect". These expressions have a negative value to them.
With the article, a few and a little have the meaning of "atleast some, perhaps more than one might expect". These expressions have a positive value.

Examples:

1. Few of my friends were there, so I was disappointed.
2. A few of my friends were there, so I was quite happy.
3. Hurry up; there's little time left!
4. We have a little time to spare, so let's stop and have a cup of coffee.

II. Choose the correct quantifier from the list and complete the sentences below.

lots of	a lot of	little	a little
any	much	many	most

1. They have had _____ homework in mathematics recently.
2. How _____time do you need to finish the work?
3. There are too _____students in the library.
4. Have you visited _____ foreign countries?
5. Although he's very ill, he didn't take _____ medicine.
6. Few people know as _____ about linguistics as he does.
7. They say _____ knowledge is a dangerous thing.
8. He's having _____ trouble passing his driving test.
9. I spend _____ of my time reading novels.
10. He knows _____ English. He knows enough English to manage.

8F Writing Skills

8F.1 Mechanics and Punctuation

Activity 8.12

I. Look at the following piece of writing, and indicate the errors.

this is excellent stuff. would it be ok with you if i shared this post with some of my students? its a little too advanced for most of them, but there are a lot of things they could glean from what youve written here nevertheless. thanks, by the way, for liking my post. its good to know there are other writers out there stuck in the same racket!

II. Rewrite the correct version of the above paragraph.

_____

_____

_____

_____

_____

Writing Tips

In writing, if you do not punctuate your sentences properly and do not begin sentences and paragraphs appropriately, your reader may not understand your message. The use of mechanics and punctuation is very important to achieve this. Punctuating sentences and making writing smooth (mechanics) needs practice. Do the following activities to help you practice.

Note: In writing, **mechanics** is the convention governing the technical aspects of writing, including spelling, punctuation, capitalization, abbreviations, etc.

Whereas **punctuation** refers to the "symbols" we use to help people read/ process sentences the way we want them to be heard and understood. It includes the use of apostrophes, colons, commas, dashes, exclamation points, hyphens, periods, question marks, quotation marks, semicolons, slashes, etc.

8F.2 Cohesive Devices

Activity 8.13

I. Answer these questions.

1. What are cohesive devices in writing?
2. List some examples of the cohesive devices.
3. What do the cohesive devices you listed are used for?

Cohesive devices are words that are used to connect words, phrases, sentences and paragraphs. These words make smooth transition in the flow of ideas. Whensentences, ideas, and details fit together clearly, readers can follow along easily, and the writing is coherent. The ideas tie together smoothly and clearly. In other words, cohesive devices or linking words maintain to achieve a clear and logical flow of thoughts from sentence to sentence and from paragraph to paragraph. There are many words of this kind for example; and, but, however, also, moreover, in conclusion, etc. The following table shows a list of cohesive or transitional devices you need to use in writing sentences, paragraphs, and essays.

Transitional Words

Addition		
again also and and then besides	equally further(more) in addition (to...) indeed next	in fact moreover too what is more finally
Comparison		
compared with in comparison with in the same way/ manner	similarly likewise	again also
Contrast		
besides but however in contrast instead conversely it may be the case that certainly also likewise	naturally nevertheless of course on the contrary on the other hand regardless granted like different from Alternatively	still whereas while yet although despite it is true that notwithstanding
Enumeration		
first(ly) second-ly etc. finally in the (first) place	last to (begin) with more important	on top of (that) next then
Concession		
although it is true that it may appear regardless certainly	granted that naturally it is true that I admit that	of course it may be the case that

Exemplification		
as (evidence of...)	such as	
for example	to show what (I mean)	
for instance	specifically	
thus	let us (take the case of...)	
to illustrate		
Inference		
if not, ...	otherwise	then
in (that) case	that implies	
Summary/Conclusion		
in all	in short	on the whole
in brief	in conclusion	to sum up
to summarize	therefore	basically
in summary	In a nutshell	
Time and Sequence		
after (a while)	before (that time)	since (then)
afterwards	finally	so far
at first	in the end	then
at last	meanwhile	(up to) (then)
at (the same time)	next	later
while	immediately	somewhat earlier
first , second, third...	next	shortly
thereafter	firstly , secondly,	over the next (2 days)
concurrently	thirdly...	as long as
soon	in the future	last
as soon as	subsequently	
	at that time	
Result		
accordingly	for that reason	then
as a result	hence	therefore
consequently	thus	the (consequence) of that is...
since	if...then...	...is due to...
as a conse-	...result(s) in ...	brought about by/because...
quence of...	contribute to	lead to...
caused	In consequence	
accordingly		

Adapted from: David O'Regan (2002), http://home.ku.edu.tr/~doregan/Writing/Cohesion.html

II. Fill in the blanks with the suitable cohesive devices from the list given below.

and, so, because, but or or.

1. I could not go out last night _____ I was too busy.
2. I could not go with my friend _____ he went without me.
3. My friend went to the cinema to see a film _____ the film wasn't very good.
4. The cinema was full of people _____ they were all smoking.
5. I like people ____ I don't like smoke.
6. Do you want an orange juice ____ a pine apple juice?
7. It was my birthday _____ he didn't send me a card.
8. I didn't write to him _____ he didn't write to me.
9. We couldn't contact him _____ we didn't have his number.
10. The new department store is now open _____ it is offering big discounts.

III. Complete the following paragraphs with the appropriate cohesive device from the lists given at the end of each paragraph.

1. One of the most wonderful inventions of modern times is television. It is now possible to sit in the comfort of one's home ——— watch on a screen events ——— are happening hundreds of miles away. We can ——— get entertainment from films, dances, plays and sports ——— are shown on the screen. It is difficult to imagine ——— life would be like without television. (What, and, also, that, which)
2. We need regular exercise to keep ourselves fit. ——— exercises, we need regular sleep. ——— we need regular relaxation ——— the duration of sleep varies with age, ——— it varies with the nature of work we do. Infants sleep for long hours,——— sleep is necessary for their growth. (and, but, also, besides, because)

IV. These paragraphs lack cohesion. Identify the sentences that break the logical flow of the ideas. Explain your answer to a partner.

1. Reading is a popular hobby for people of many ages. Children often enjoy reading for entertainment. Other adults enjoy reading because they have found specific authors or genres that move them and they can create a connection with the story. Teenagers enjoy reading as a hobby because they are able to learn about other places and cultures by reading about them. Little children may also enjoy reading because they enjoy spending time with their parents. Young adults may enjoy reading for a hobby because it can help them socialize with other young adults

who are reading the same stories. Some adults read to relax after a long day at work. It is obvious that reading is such a popular hobby due to the reasons people of all ages choose to read.

2. However, reading is more than a hobby; it is also a great tool for education. If people want to learn new skills, they can learn about those skills in books. If people want to understand history, they can learn it in a book. If they want to learn how scientific processes occur, there are books that can explain them. The education you can gain from a book can include skills, history, science, and even how to succeed in business. If people want to learn about successful business practices, there are also books that can teach about that topic. Reading can open the door to learn many new things.

8.3F Writing a Report

Activity 8.14

1. You are going to write a report of an interview you will make. Before you do this, interview your classmate what things she/he plans to do in the weekend, and take notes.
2. Write a report of the interview you made. Make sure that you punctuate your sentences correctly. You should also use connecting words (cohesive devices) to join sentences and paragraphs.

8F.4 Argumentative Essay

Activity 8.15

I. The following questions are about the model argumentative Essay below. Read the model essay and answer these questions.

1. Read the essay and identify cohesive devices or connectors used to join sentences or paragraphs.
2. What is the issue of the argument?
3. The thesis statement or proposition of the argument is _____
_____
4. Compare the introductory paragraph and the last paragraph of the essay; do they have the same idea? _____

As online learning becomes more common and more and more resources are converted to digital form, some people have suggested that public libraries should be shut down and, in their place, everyone should be given an iPad with an e-reader subscription.

Proponents of this idea state that it will save local cities and towns money because libraries are expensive to maintain. They also believe it will encourage more people to read because they won't have to travel to a library to get a book; they can simply click on what they want to read and read it from wherever they are. They could also access more materials because libraries won't have to buy physical copies of books; they can simply rent out as many digital copies as they need.

However, it would be a serious mistake to replace libraries with tablets. First, digital books and resources are associated with less learning and more problems than print resources. A study done on tablet vs book reading found that people read 20-30% slower on tablets, retain 20% less information, and understand 10% less of what they read compared to people who read the same information in print. Additionally, staring too long at a screen has been shown to cause numerous health problems, including blurred vision, dizziness, dry eyes, headaches, and eye strain, at much higher instances than reading print does. People who use tablets and mobile devices excessively also have a higher incidence of more serious health issues such as fibromyalgia, shoulder and back pain, carpal tunnel syndrome, and muscle strain. I know that whenever I read from my e-reader for too long, my eyes begin to feel tired and my neck hurts. We should not add to these problems by giving people, especially young people, more reasons to look at screens.

Second, it is incredibly narrow-minded to assume that the only service libraries offer is book lending. Libraries have a multitude of benefits, and many are only available if the library has a physical location. Some of these benefits include acting as a quiet study space, giving people a way to converse with their neighbors, holding classes on a variety of topics, providing jobs, answering patron questions, and keeping the community connected. One neighborhood found that, after a local library instituted community events such as play times for toddlers and parents, job fairs for teenagers, and meeting spaces for senior citizens, over a third of residents reported feeling more connected to their community.

Similarly, a Pew survey conducted in 2015 found that nearly two-thirds of American adults feel that closing their local library would have a major impact on their community. People see libraries as a way to connect with others and get their questions answered, benefits tablets can't offer nearly as well or as easily.

While replacing libraries with tablets may seem like a simple solution, it would encourage people to spend even more time looking at digital screens, despite the myriad issues surrounding them. It would also end access to many of the benefits of libraries that people have come to rely on. In many areas, libraries are such an important part of the community network that they could never be replaced by a simple object.

Adapted from anonymous source

II. Imagine that you are going to write an argumentative essay on the following statement.

Statement: Some people say "HIV/AIDS is not a problem now."

1. Plan your arguments to write a five paragraph essay.
2. List the main ideas of argument for each paragraph.
3. Sit in groups and show your lists of arguments.
4. Improve your lists of arguments.
5. Finally, write your essay using the ideas you outlined.

- **Note**: **An argumentative essay** is a writing that uses evidence and facts to support the claim it's making. Its purpose is to persuade the reader to agree with the argument being made.
- A good **argumentative essay** will use facts and evidence to support the argument, rather than just the author's thoughts and opinions.This essayrequires you to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic.

UNIT 9 Indigenous Conflict Resolution

Unit Objectives

At the end of this unit, you will able to:

- listen to a text and explain textual information;
- identify the salient features of summary writing;
- listen and argue for or against a writer's position;
- use background knowledge to predict the information in reading text;
- skim for gist and scan for specific information;
- use context clues to guess the meaning of unfamiliar words;
- apply textual information to prepare an oral presentation;
- describe the salient features to retell a story;
- identify the thesis statement of an essay;
- use different kinds of adverbs accurately;
- use phrasal verbs in speaking and writing appropriately; and
- ask for clarification and apology.

9A Listening Skills

9A.1 The Concept of Indigenous Conflict Resolution

In this Sub-section of the listening skill, you will be engaged in varieties of listening activities that help you enhance your listening abilities.

Activity 9.1

I. **Before dealing with the listening text, answer the following triggering questions. Try the questions individually first and then discuss your answers in group of three.**

1. How do you understand from the phrase "indigenous conflict resolution"?
2. When do people in your area get in conflict?
3. How do they resolve their conflict?
4. Which one do people in your area prefer- the indigenous or the modern conflict resolution mechanisms? Why do you think so?

II. Determine whether the following questions are "True" or "False" based on the information in listening text.

1. Conflict occurs in some kind of human relations only.
2. The absence of conflict signals the presence of meaningful interaction.
3. Conflict is an inevitable part of human life.
4. Different societies have different ways of resolving conflicts.
5. The conflicting parties could be individuals, groups or societies.

III. Answer the following questions based on evidences in the listening text.

1. What do you think is the purpose of the listening text? (informing, entertaining, persuading)
2. What do you think is the main idea of the text?
3. According to the listening text, why do you think conflict is an integral part of human life?
4. What do you think is the importance of the indigenous conflict resolution mechanism for multicultural societies like Ethiopian?
5. What is the important lesson you have learnt from the text? How do you use it to resolve conflicts you might come across in the future?

IV. Listen to the lecture note again and complete the table below.

Societies that use the resolution	Conflict resolution type
Silte	
Afar	
Amhara	
Sinasha	
Gambela	
Gamo	

9A.2 The Role of Indigenous Conflict Resolution

In this second sub-section of the listening skills practice, you are going to focus mainly on the role of indigenous conflict resolution.

V. Before dealing with the detail aspects of the listening strategies, share your ideas with your partner on the following questions.

1. Tell two/three roles of indigenous conflict resolution in your society.
2. What do you know about the role of indigenous conflict resolution in your culture?
3. What are some common roles of indigenous conflict resolution over the modern ones?
4. Which roles are dominant in conflict management system of your culture?

VI. Determine the questions below as True/False based on information in the listening text.

1. Conflicts cannot always be solved without the intervention of governments.
2. We, as Ethiopians, could not sustain our life if we had not copied the western mode of governance.
3. The success rate of elderly intervention is more than sixty-percent.
4. People prefer the indigenous conflict resolution over the modern one.
5. Indigenous conflict resolution comes in violent social situations.

VII. Complete the following listening comprehension questions based on the text information.

1. What do you think is the main purpose of the text? (informing, entertaining, persuading)
2. What is the central theme/message that the text conveys?
3. When do we consider indigenous conflict resolution is successful?
4. When do we consider that an indigenous conflict resolution is unsuccessful?
5. What is the major problem with indigenous conflict resolution mechanism?
6. How are modernity and civilization influencing the indigenous conflict resolution?
7. When do people badly look for indigenous conflict resolution?

VIII. Complete the missing information in table below with the appropriate information from the text and/or your background knowledge about indigenous conflict resolution. The first one has been done as an example.

Information from the text	Responses for the required information
Factors affecting Indigenous conflict resolution mechanism	Modernity, civilization, lack of proper documentation
Criteria for the success of Indigenous conflict resolution	
Criteria for the failure of Indigenous conflict resolution	
The need for indigenous conflict resolution	

9B Speaking Skills

9B.1 Asking for Clarification.

This is one of the most important skills to practice in language classroom. In various communicative situations, we end up with some kind of communication failure or ambiguity. In that case, we are supposed to express our failure to understand something and ask for clarification. When you ask someone for clarification, you are asking him to say something in a different way or provide more information so that you understand him better. The person might not have explained himself clearly, or maybe he used difficult language, or maybe you *think* you know what the person means but want to make sure that you are correct.

In this case, the first step is to tell the person that you are not sure that you have understood him fully by using such phrases of lack of understanding before asking for clarification.

- I'm sorry but I'm not sure I understand what you mean by "giants."
- Sorry but I don't quite follow what you're saying about the new policy.

After you express your lack of understanding, the next step is to ask the person to clarify what they have said. Here are some phrases you can use.

For many of them, you can use "can" or "could," with could being a little more formal:

- Could you say it in another way?
- Can you clarify that for me?
- Could you rephrase that?

Activity 9.2

I. Think of a situation where you can express your lack of understanding and you ask for clarification from someone. The situation can be in the classroom or outside the classroom. Use as many different expressions as possible.

Example:

A: I'm sorry for asking this but, I don't understand why only elderly men participate in conflict resolution.

B: Sorry Teacher! I am not sure I have exactly understood the first two procedures. Would you mind repeating them?

II. Read the following hypothetical situations and use as many expressions as possible to politely indicate your and Aynalem's lack of understanding and to ask for clarification.

Situation 1:

You missed an important assignment in one of your English classes. Your teacher is telling you about things you can do to improve your mark. But she is not giving enough information and hasn't said how much on each thing to raise your mark. Write what you would say to her—(be polite; tell about your lack of understanding and ask for clarification)

Situation 2:

Aynalem is standing with her school friends during a break. She understands most of the conversation. Suddenly, one of her friends says something and everyone starts laughing. This friend of hers used an unusual expression. Aynalem does not laugh because she does not know the expression.

9B.2 Asking for Apology:

Despite the best intentions, there will be times in a relationship—whether it's personal or professional—where one party gets hurt or upset. You might've been a little careless with your words or insensitive to the other party's feelings, and in some cases your actions might've been taken out of context. Whatever the case may be, you're eventually going to apologize to someone for something. Since it won't always be possible to avoid your co-workers, friends, and family whose emotions run high, you need to learn how to ask for forgiveness and deal with these uncomfortable situations. Learning how to apologize properly and sincerely is crucial skill if you want to build long-lasting relationships in and out of work. Common introductory phrases of apology are:

- I'm sorry.....
- I'm very sorry.....
- I'm terribly sorry.....
- Excuse me.....
- Pardon me.....
- I apologize.....
- I'm afraid.....

Activity 9.3

I. **Look at the model dialogue below and identify expressions used to ask for apology. Then, be in pair to act out the conversation between Samuel and Yacob.**

Samuel: You've broken my window. Can't you see?

Yacob: We're so sorry, uncle. We were playing cricket. We never thought that the ball would hit the window.

Samuel: Haven't I told you not to play in the street? Why don't you go to the park?

Yacob: We know we shouldn't have played here. We're really sorry. We won't repeat this mistake.

Samuel: That's okay, but I don't want you to play in the street again.

Yacob: Ok, uncle, we'll never repeat this terrible mistake!

II. Provide appropriate expressions of accepting/ rejecting the apology to complete the dialogue between A and B below.

A: I'm really sorry. I'm afraid I can't come to the party tomorrow night after all.

B: Oh, _____

A: I'm working on a big report. It's a huge report for school. I haven't finished it yet.

B: Oh, _____

A: Mm….well….maybe. I'll see how the report goes.

B: Any way, _____

A: But, I feel terribly sorry if I totally miss it.

B:That is ok, but_____

Language Tip : Making apologies:	Accepting apologies:
• I do apologize for... • I must apologize for... • I apologize for... • I'd like to apologize for... • I am so sorry for... • I shouldn't have... • It's all my fault. • I'm ashamed of... • Please, forgive me for... • Excuse me for ... • I'm terribly sorry for... • Pardon me for this... • Please, forgive me for my.... • Please, accept my apologies for	• That's all right. • Never mind. • Don't apologize. • It doesn't matter. • Don't worry about it. • Don't mention it. • That's OK. • I quite understand. • You couldn't help it. • Forget about it. • Don't worry about it. • No harm done.

9B.3 Asking for Information

One of the most important language skills that you need to be familiar with is asking for information.

Activity 9.4

I. Before dealing with the topic, answer the following triggering questions.

1. What are some common expressions of asking for information you know so far?
2. Why do need to ask for information?
3. When do we need to ask for information?

II. Read the conversation between a man and his business colleague and identify the expressions used to ask for and give information. Work individually first and then compare your answer with a partner. Finally, be in pair and act out the dialogue.

Man: Excuse me, would you mind answering some questions?

Business Colleague: I'd be happy to help.

Man: I wonder if you could tell me when the project is going to begin.

Business Colleague: I believe we're beginning the project next month.

Man: and who will be responsible for the project?

Business Colleague: I think Bob Smith is in charge of the project.

Man: OK, finally, would you mind telling me how much the estimated cost will be?

Business Colleague: I'm afraid I can't answer that. Perhaps you should speak to my director.

Man: Thank you. I thought you might say that. I'll speak to Mr. Anders.

Business Colleague: Yes, that would be best for that type of information.

Man: Thank you for helping out.

Business Colleague: My pleasure.

III. Complete the dialogue between A and B below with appropriate phrases of asking for and giving information.

A Excuse me. May I ask you some information?

B : _____

A Can you show me the way to the bus station?

B :_____

A By the way, do you know any ATMs near here?

B :_____

A It's very kind of you. Do you have any idea if they can change dollar to birr?

B :_____

A No problem. And I wonder if you could tell me where I can find a toilet?

B :_____

A That's fine. Thank you for your help. Bye.

B :_____

Language Tip

Asking for information can be as simple as asking for thetime, or as complicated as asking for details about a complicated process. In both cases, it's important to use the appropriate formolanguage for the situation. For example, when asking for information from a friend, use a more informal or colloquial form. When asking a colleague, use a slightly more formal form, and when asking for information from a stranger, use an appropriately formal construction.

Some common Phrases to Ask for Information

- Can you tell me……..…?
- Could you tell me……?
- I'd like to know……..?
- Do you know…….....…?
- Do you have any idea…..……..?
- Could anyone tell me…….....…..?

9C Reading Skills

9C .1 Strategies of Indigenous Conflict Resolution

In this sub-section, you are going to read a reading text about Strategies of Indigenous Conflict Resolution.

Activity 9.5

I. **Before you start reading the text, answer the following questions. Work individually first and then discuss your answers with a partner.**

1. How do people in your area resolve conflicts between individuals and between communities? How often do they go to courts?
2. Do people in area have traditional mechanisms of solving conflicts? If so, who participate in the practices?
3. Look at the title of the reading passage. What do you expect to learn from the reading text?

Strategies of Indigenous Conflict Resolution

1) Societies world-wide have long used indigenous mechanisms to prevent and resolve conflicts. In every community, systems of indigenous conflict resolution are often based on community customs, familial relationships, or are embedded in institutional practices run alongside the formal state sanctioned processes. These systems are often known by different names: unofficial law, traditional institution of conflict resolution, traditional justice systems, non-state laws, customary dispute resolution mechanisms, restorative justice, and alternative dispute resolution. For the sake of consistency and proper contextualization of the concept, however, the term 'popular dispute resolution mechanisms' (PDRMs) is used here. The term 'popular' is preferred over others because this word is closely associated with the broad masses involved in conflict resolution practices.

2) PDRMs have a long history in Ethiopia. They have been practiced for many centuries. In the ancient days and most especially under the Fetha Negast [law of the kings], conflicts between individuals or communities were encouraged to be settled amicably at local levels. Elders-Shimagelle - or people appointed on ad-hoc basis played an important role in resolving conflicts. Even today, these mechanisms are widely practiced among various ethnic groups. For instance, the institutions of Gadaa among the Oromo, the Shimgillina of the Amhara and other ethnic groups are practiced. Moreover, even after passing through the procedures and penalties in the criminal court, some indigenous Ethiopians tend to use PDRMs for reconciliation and in order to control acts of revenge.

It is very common to see many rural and village communities referring complaints not to police or prosecuting authorities, rather to agents of indigenous institutions.

3) However, regardless of their wider popular acceptance throughout the country, PDRMs have been marginalized since the 1950s and 1960s. This was actually the time when the imperial regime was engaged in extensive codification and overhauling the existing laws with the aim of unifying and modernizing the laws. This was also a trend observed in most African countries, aftermath of Slave Trade and Colonialism.

4) As a result, PDRMs are not recognized by the law and not properly organized. Proper attention is not given to protect, develop, and utilize indigenous conflict resolution mechanisms in the development process. In a society where poverty and illiteracy prevail, and where judicial processes are less accessible to and costly for the ordinary citizens, traditional conflict resolution stands out as the best method of conflict resolution. Of course, during the enactment of the codified laws, in the Imperial period, PDRMs related to family relations and interpretations of contracts were incorporated as long as they did not contradict the Codes. Most of these conciliatory practices were designed to be used under the supervision and recommendation of the formal courts that functioned under the new Codes

5) Currently, both government officials and researchers have accepted the international and regional tendency to synchronize and apply PDRMs in the country's justice system. They have demonstrated their commitment by hosting national and regional forums, conferences and workshops; establishing research institutions and centers as well as sponsoring scholars who conduct research on PDRMs. The practical experience shows that the majority of the people are in favor of this consensus. This is a very great leap forward.

(Source: Adapted from Journal of Indigenous Social Development, Volume 7, Issue 2 , 2018)

II. Find words from the reading text whose contextual meanings are similar to the ones given below. The paragraph in which the word is found is indicated in the bracket.

1. Supporting, funding (para.5) _____
2. Harmonize, match (para.5) _____
3. peacemaking, settling a dispute (para.4) _____

4. takes priority, noticeable (para.4) _____
5. re-innovating, modernizing (para.3) _____
6. Presenting, requesting (para.2) _____
7. harmoniously, agreeably (para.2) _____

III. Determine what the following pronouns refer to in the context of the reading text.

1. others (para.1, line 10) refers to.....
2. this (para.3, line 5) refers to .....
3. They (para.4, line 8) refers to .....
4. their (para.5, line 3) refers to .....
5. this (para.5, line 7) refers to .....

IV. Answer the reading comprehension questions below based on the text information.

1. What type of text is it? (A. informative B. argumentative C. narrative)
2. What is the main idea/central message of the text?
3. What is the position of the writer in relation to the topic?
   (A. neutral B. advocator)
4. How is the information in the reading text organized?
5. What does the current tendency towards PDRMs look like?
6. What made some African countries abandon practicing PDRMs?
7. With what other names is PDRMs known?

V. Write a brief summary of this reading text and tell to your partner. You can use the information you generate for completing the table below.

Paragraph No	Main idea	Supporting ideas
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		

9D Vocabulary Skills

Semantic relationships between words- (synonyms, antonyms and homonyms); idiomatic expressions; phrasal verbs

9D.1 Semantic Relationships between Words

In this part you are going to focus on meaning relationship between at word level.

Activity 9.6

I. **Before dealing with the detail of the topic give your reaction to the following trigger questions. Try the questions first individually. Then, give your reactions in after you have discussed with your partner.**

1. What do we mean by semantic relationships of words?
2. Is semantic relationship different from the linguistic?
3. Can you think of some examples of semantic relationships?

II. **Some of the common types of semantic relationships of words are: synonyms, antonyms and homophone. What kind of meaning relationship does each of this semantic relationship show? Try first individually to explain and give example for each. Then, check your answers with your partner.**

III. **Provide possible synonyms, antonyms and homonyms for the words given below. Try them first individually. Then share your ideas with your partner. Finally, try to show the relationship of the words at sentence level.**

Word synonym	antonym	Homophone
Weak		
Right		
Poor		
Holy		
Vain		
Rude		

IV. Practice the following sentences by replacing the underlined words with a synonym. Write the synonym on your own sheet of paper. Then check your answer with your partner.

1. My only virtues are coffee, video games, and really loud music.
2. Gashu was so bold when he walked in the classroom that he sat in the back row and did not participate.
3. Maria thinks elephants that live in freedom and have a sad look in their eyes.
4. The teacher filled her students' minds with gloomy thoughts about their futures.
5. The guest attended to every one of our needs.

V. Correct the following sentences by replacing the underlined words with an antonym. Write the antonym on your own sheet of paper.

1. The pilot who landed the plane was a coward because no one was injured.
2. Even though the botany lecture was two hours long, I found it incredibly dull.
3. My mother says it is impolite to say "thank you" if you really mean it.
4. Although I have learned a lot of information through textbooks, it is life experience that has given me ignorance.
5. When I heard our instructor say "the final paper is compulsory", it sounded like a music to my ears!

VI. Replace the underlined words in the paragraph with appropriate synonyms. Write the new paragraph on your own sheet of paper.

When most people think of the Renaissance, they might think of artists like Michelangelo, Raphael, or Leonardo da Vinci, but they often overlook one of the very important figures of the Renaissance: Filippo Brunelleschi. Brunelleschi was born in Florence, Italy in 1377. He is considered the very best architect and engineer of the Renaissance. His impressive accomplishments are a testament to following one's dreams, persevering in the face of obstacles, and realizing one's vision. The most difficult undertaking of Brunelleschi's career was the dome of Florence Cathedral, which took sixteen years to construct. A major blow to the progress of the construction happened in 1428. Brunelleschi had designed a special ship to carry the one hundred tons of marble needed for the dome. He felt this would be the most inexpensive way to transport the marble, but the unthinkable happened.

The ship went down to the bottom of the water, taking all the marble with it to the bottom of the river. Brunelleschi was really sad. Nevertheless, he did not give up. He held true to his vision of the completed dome. Filippo Brunelleschi completed construction of the dome of Florence Cathedral in 1446. His influence on artists and architects alike was felt strongly during his lifetime and can still be felt in this day and age.

Language Tip: Words are related in many ways. When thinking about the relationship between two words, you must examine those words for ways in which they are different, alike, or related to each other. Understanding how words fit together helps you expand and network frameworks. As an active reader, this skill enables you to analyze and synthesize information. Such knowledge is useful in building your vocabulary. This, in turn, gives you more skill in using the context .Semantic relationships are the associations that there exist between the meanings of words (semantic relationships at word level.)

Key Takeaway

- Synonyms are words that have the same, or almost the same, meaning as another word.
- Antonyms are words that have the opposite meaning of another word.
- Choosing the right synonym refines your writing.
- Learning common antonyms sharpens your sense of language and expands your vocabulary.

9D.2 Idiomatic Expressions

An **idiomatic expression** is a combination of words that means something different from each word by itself. For example, in the phrase "pulling someone's leg," In literal sense, pulling means moving something towards yourself, and the leg is the part of the body above the foot. But pulling someone's leg doesn't mean to drag that person's leg; it rather means to try to fool the person.

Activity 9.7

I. **Before we go into the detail, answer the following questions first individually and then discuss your answers in group of three.**

1. What do you think is the advantage of learning idiomatic expressions?
2. Do you think you can learn them in the same way you learn other expressions in English?
3. How do you think you learn them best?

II. Study the meanings of the idiomatic expressions below and then put them in meaning sentences of your own.

1. Kill two birds with one stone
2. Let the cat out of the bag
3. Let bygones be bygones
4. Don't put all your eggs in one basket
5. A bird at hand worth two in the bush
6. Hold your tongue.

III. Guess the meaning of the underlined idiomatic expressions in the sentences below. Try it first individually. Then, share your answers in a group of three.

1. She was tickled pink by the good news.
2. He has been down the dumps lately.
3. My grandma has been under the weather
4. It is raining dogs and cats.
5. The sound is driving me up the wall.
6. The assignment is a piece of cake.
7. I was just pulling your legs.
8. It is just Greek to me
9. Keep your chin up
10. We are all in the same boat.

Language Tip: Idiomatic Expressions: expressions whose meanings cannot be inferred from the meanings of the words those make it up. Idiomatic expressions are a type of figurative language that can **be used to add dynamism and character to otherwise stale writing**. You can also use idioms to: Express Complex Ideas in a Simple Way. Oftentimes, idioms can help express a large or abstract idea in a way that is succinct and easy to understand.

9D.3 Phrasal Verbs

In this sub-section, you learn about phrasal verbs formed around the verb 'put'.

Activity 9.8

I. Answer the following questions based on your previous knowledge about phrasal verbs. Work individually first and then in group of three.

1. How is the phrasal meaning different from the literal meaning commonly used.
2. Is the meaning of the phrasal verbs the sum total of all the words found in the phrase or different from that?
3. If the meaning of phrasal verbs is different from the cumulative meanings of the words found in the phrase, what could help us understand their meaning clearly?

II. Decide the contextual meaning of the phrasal verbs underlined in the sentences given below. Try the questions first individually. Then, share your ideas with your partner.

1. All good communicators use examples to <u>put across</u> complex ideas.
2. Let's <u>put</u> our differences <u>aside</u> for the moment and get this project finished.
3. I try to <u>put aside</u> a few dollars in case I need it.
4. Why don't <u>you put on</u> your jacket? It is cold outside.
5. She has <u>put on</u> weight since she got married.
6. I hope we can <u>put</u> our doubts <u>to</u> bed.
7. We will need to <u>put together</u> our plan if we want to get this project finished.
8. Please <u>put up</u> your luggage in the overhead bins.
9. The meeting has been <u>put back</u> to 5:00pm.
10. After he was convicted, he was <u>put away</u> for ten years.

III. Use the above phrasal verbs in sentential context of your own. Then, compare your sentences with that of your friend's.

9E Grammar Skills

9E.1 Nominative Vs. Accusative Cases

In this sub-section of language focus, you are going to deal with nouns and pronouns that fill the subject and object positions of sentences. Basically, the concept of case in English is the grammatical relationship of nouns and pronouns to other words in a sentence. In English, nouns have only one case inflection: the possessive (or genitive). The case of nouns other than the possessive is sometimes called the common case. While Nominative case stands for the "Subject" of a sentence, Accusative case refers to the " direct object" of a sentence.

Activity 9.9

I. Before dealing with the topic, individually generate some ideas of discussion. Then, share your ideas with a partner.

1. What do you understand from the term 'case' in English Grammar?
2. How do we identify the nominative and accusative cases in sentences?
3. What is the importance of knowledge about nominative and accusative cases?
4. Can you give some example for each?

II. In each of the following sentences, write one personal pronoun that can replace the word or words underlined as a nominative case.

Example, Hilda brought her sister a new record. She brought her sister a new record.

1. Kitaw Egigu was a leading scientist. _____
2. My next-door neighbors and I went camping. _____
3. Our old car got better mileage than our new car._____
4. Ruth and I are both in the school orchestra._____
5. Solomon took sailing lessons last summer._____
6. What time did Phil and Don get home yesterday? _____
7. Maria and Selome are the best students in the whole school._____
8. If Mamo asks you, explain what happened._____
9. Gashaw and Shimelis are taking French._____
10. The girls came home with three medals and a trophy._____

III. Insert the appropriate form of the pronouns in the bracket to complete each of the sentences below.

Example:

You know the first computers were big, if you've seen photos of (they, them).

1. The size of old computers may seem funny to _____(us, we) today.
2. It was _____ (him, he) who did the work in the yard.
3. One of _____ (us, we) bring our game.
4. You and _____ (he, him) are invited to the picnic.
5. Today's professional may carry a laptop with _____ (he or she, him or her).
6. Most of _____ (we, us) find laptops easy to use.
7. Tom is several inches taller than _____ (I, me)
8. Tomas thinks his parents like the baby more than _____ (he, him)
9. Selam and Mekides can't sing as well as _____ (us, we).
10. We retain more students than _____(they, them)

IV. For each of the blank spaces in the following paragraph, choose the correct pronoun form in the bracket.

My grandfather, [1] _____ (who, whom) is from St. Martinsville, Louisiana, loves to talk about his background. Granny and [2] _____ (he, him) both have French Canadian ancestry. Granddad and [3] _____ (her, she) have been married for almost fifty years. They send my brothers and [4] _____ (me, I) photos and articles showing the French influence in their state. [5] _____ (Us, We) members of the younger generation didn't know that the word Cajun comes from Acadian, a member of the French colony in eastern Canada settled four hundred years ago. Apparently, French-speaking colonists, [6] _____ (who, whom) were proud of their language and customs, did not want to embrace the dominant English culture.

In 1713, forced into exile by their new rulers, [7] _____ (they, them) embarked on a long exodus to Louisiana and other places more hospitable to the French. Granny says that [8] _____ (she, her) and other people from the St. Martinville area always used to read in school about Evangeline, the heroine of Longfellow's epic poem.

If it had been up to [9] _____ (me, myself), I doubt I could have maintained perfect loyalty over the heartbreaking trip from Canada to Louisiana. Today, you can see for [10] _____ (you, yourself) a statue of Evangeline Bellefontaine in the town of St. Martinville.

V. Insert the most appropriate pronoun form to complete the following text. Focus on the nominative and accusative forms of pronouns.

Fred received a letter from his Uncle Albert, inviting (1)_____ to visit the television studio where he works. I was pleased when Fred asked (2)_____ to go with him as his guest. (3) _____ was an exciting visit. A guide met (4)_____ at the studio. We were taken to the control room where engineers showed us our earphones. We put them on our ears so we could hear (5)_____ directions. A woman was practicing a part (6)_____ has been assigned to do. Uncle Albert followed (7) _____ action with his camera. We watched both of (8)_____ for several minutes. Then I spoke to Fred saying, "_____ uncle certainly does _____ job well. Camera men must move quickly to capture the action (9)_____ see. (10) _____ takes practice to become good at his job.

Language Tip: **Accusative and nominative** are two of the cases in the English language. A case is the function of a noun or pronoun in a sentence. There are three cases in the modern English language; they are nominative, genitive and accusative. The nominative case marks the subject, genitive case refers to the possessive form and the accusative case refers to the object. Therefore, the **main difference** between nominative and accusative is, **nominative marks the subject** while the **accusative marks the object.** When a noun or a pronoun functions as the subject of a verb, it is said to be in the nominative case. The nominative case is also known as the subjective case. In the following sentences, nouns and pronouns in the nominative case are underlined. E.g. She became the President in 1991.Jim and Huck travelled by boat. The little girl is crying.

Accusative case refers to a noun or pronoun that acts as either the direct or indirect object of a verb or the object of a preposition. The accusative case is also known as the objective case.

The children went to school. School is a noun in the accusative case because it is the object of the preposition *to .They love apple pies. An apple pie is* a noun in the accusative case because it the direct objects of the verb love. *Mary wrote him a letter.*

9E.2 the Past Continuous and Past Perfect Continuous Tenses

In this sub-section of language focus lesson, you are going to be familiar with the form, meaning and use of these two types of tenses.

Activity 9.10

I. Before getting into the details of the issues under this topic, generate some ideas of discussion based on the inspiring questions set below. Try the questions first individually. Then, share your ideas with your partner.

1. What is the form and use of the past continuous tense?
2. What is the form and use of the past perfect continuous tense?
3. How do the two tenses differ in form and meaning?

II. put the verbs in brackets in the appropriate form of the past continuous tense.

1. When I phoned my friends, they_____ (play) in the field.
2. Yesterday at six I _____ (prepare) dinner.
3. The kids_____ (play) in the garden when it suddenly began to rain.
4. I _____ (practice) the guitar when he came home.
5. We_____(not cycle) all day.
6. While Aaron _____ (work) in his room, his friends _____ (swim) in the pool.
7. I tried to tell them the truth but they _____(listen / not).
8. What _____(you / do) yesterday?
9. Most of the time we _____ (sit) in the park.
10. She was _____(watch) a film when it _____(start) to rain.

III. Complete the paragraph below with either simple past or past continuous tense forms of the verbs given in the bracket. Try the questions first individually. Then, share your ideas with your partner

Yesterday, it 1/_____(rain) and (thunder) all day. Maritu 2/_____(play) inside the house. She wanted to be outside. She couldn't play outside because it 3/_____ (rain). She 4/_____ (feel) tired of being trapped inside the house. Maritu 5/_____ (try) to keep herself busy inside the house. She 6/_____ (read) her book until the electricity went out. Then, she decided to practice her sewing. She was practicing sewing until lunchtime. After lunch, she sat by the window and watched the rain. While Maritu 7/_____ (watch) the rain, the phone rang. It was her mother. She 8/_____ (call) to say she was coming home. As usual, she bought pizza for dinner. She also brought a new game. Maritu and her mother ate ice cream and played the game. While they 9/_____ (play), the rain stopped! But Maritu didn't even notice that. She 10/_____(have) such a good time with her mom!

IV. Complete the following sentences with an appropriate form of the past perfect tense.

1. He couldn't make a sandwich because he___(forget) to buy bread.
2. The hotel was full, so I was glad that we _____(book) in advance.
3. My new job wasn't exactly what I _____(expect).
4. When she ___ (enroll) on the course, she had never studied a foreign language before.
5. When I closed the door, I realized that I ___(leave) my keys inside.
6. She looked really sad but I didn't know what ___(happen).
7. This is the oldest building in the town. It ___(build) over 200 years ago.
8. By the time I moved in, they ___(finish) the building work.
9. I opened the door, and ___(go) inside.
10. I looked in the letter box yesterday and the letter still ___(arrive).

V. Complete the paragraph below with simple past, past perfect or past perfect continuous forms of the verbs given in the bracket. Try the questions first individually. Then, share your ideas with your partner.

Shiferaw and Getenesh 1/_____(drive) to church before they 2/_____ (stop). They 3/_____ (drive) down the dirt road when they 4/_____ (hear) a strange noise. Shiferaw stopped the car and 5/_____ (get) out of it. Then, he helped Getenesh out of the car. Getenesh sat and waited for Shiferaw. Shiferaw looked at the car. He 6/_____ (go) for an hour or so. He knew how to fix cars. He 7/_____ (work) as a mechanic for five years before he moved to the country. Shiferaw got his tools. He looked under the hood. It seemed that the engine 8/_____ (work) on the car for a while when yonas parked beside him. Yonas 9/_____ (drive) home when he 10/_____ (see) Shiferaw and Getenesh on the side of the road. Yonas helped Shiferaw fix the car. Shiferaw thanked Yonas for his help. Getenesh waved to Yonas as they drove away. Thanks to Yonas. They arrived to church on time.

Language Tip:

The past continuous tense, also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past. The past continuous tense is formed by combining the past tense of to be (i.e., was/were) with the verb's present participle (-ing word). There are many situations in which this verb tense might be used in a sentence. For example, it is often used to describe conditions that existed in the past.

- The sun was shining every day that summer.
- As I spoke, the children were laughing at my cleverness.

It can also be used to describe something that was happening continuously in the past when another action interrupted it.

- The audience was applauding until he fell off the stage.
- I was making dinner when she arrived.
- The past continuous can shed light on what was happening at a precise time in the past.
- At 6 o'clock, I was eating dinner.

It can also refer to a habitual action in the past; E.g. She was talking constantly in class.

One final caution: Though the irregularities are few, not every verb is suited to describing a continuous action. Certain verbs can't be used in the past continuous tense. One common example is the verb to arrive.

- At noon, he was arriving (wrong)
- At noon, he arrived (right)

The past perfect continuous tense (also known as the past perfect progressive tense) shows that an action that started in the past continued up until another time in the past. The past perfect continuous tense is constructed using had been + the verb's present participle (root + -ing).

The past perfect continuous is a verb tense that indicates something that began in the past, continued in the past, and also ended at a defined point in the past.

E.g. He had been drinking milk out the carton when Mom walked into the kitchen.

"When", "for", "since", and "before" are words that you may see used alongside the past perfect continuous tense.

- Martha had been walking three miles a day before she broke her leg.
- The program that was terminated had been working well since 1945.
- He had been throwing rocks at her window for five minutes before she finally came out on the balcony and said, "Hey, Romeo."

Both past continuous and past perfect continuous tenses are useful to tell stories. It may be difficult to conceptualize their difference. However, it would be better if you learn past simple and past continuous together and the past perfect continuous along with the past simple and the past perfect tenses.

9F Writing Skills

9F.1 Cohesive Device, and Thesis Statement in Expository Texts

In this sub-section for practicing the writing skills, you learn the use of cohesive devices and how to identify thesis statement of an expository essay.

Activity 9.11

I. **Before getting into the details of the topic, give your ideas on the following triggerring questions. Try the questions first individually. Then, share your vies with your partner.**

1. What are distinctive features of expository texts?
2. What is the main focus of expository text?
3. What are common types of cohesive devices in expository texts?
4. Where does thesis statement usually appear in expository texts?

II. Write the thesis statement for each extract and identify the cohesive devices used to connect ideas.

Student's life

A student's life is often hectic. Moving from class to class, ingesting lots of information, a load of coursework and preparing for examinations is a lot to handle. The leisure time a student gets should be treasured and used wisely. Sadly, most students in today's society spend their free time indulging in activities that are harmful to their well-being such as ingesting alcohol and drugs. Precious leisure time can be used to decompress using meaningful but still relaxing activities. Leisure time should contribute to a student's physical, mental and spiritual well-being. These three areas will contribute to a more wholesome student.

Exercise and Sport

Given that most classes are sedentary activities, a student should spend their time get their bodies active through exercise and other physical activities. Leisure time can be used as a way to look after your health. The body's well-being undoubtedly constitutes the physical aspect. When a student is in better physical shape, their concentration, energy levels and participation in class also increase. Most students sit while in class. Medical research shows that prolonged sessions of unadulterated sitting have adverse effects on the body's health by exercising during their leisure time, students can counteract these negative consequences. Exercise can include endurance activities such as running, swimming, martial arts and bike riding. It could also include power exercises such as weightlifting. Sports are also an excellent choice in this regard. You get to work your body out while having fun at the same time.

Artistic Pursuits

Students should be involved in arts during their leisure time. This activity is vital especially for those students studying scientific courses. Those studying artistic courses should practice other arts as well. Arts are critical to developing our

creativity. Creativity assists students to be more critical and original thinkers in their day to day lives. Studying new skills causes the brain to grow. It is challenging as well as exciting. Arts are also a way of self-expression. Self-expression is vital in giving a student a release from the pressures of everyday life.

A student may also discover hidden talents in this regard which he may go on to make a living out later in life. The arts could teach a student how to live passionately which is solely lacking in the modern world. A student gains much virtue from drawing, painting, and writing among other arts. Such virtues spill over into other areas of their lives.

Relaxation

Relaxation brings about the tranquility that a student cannot find anywhere else. In modern society's hurried ways, to slow down even for a few minutes each day will bring peace to a student's life. It helps to achieve peace of mind. A student can calm down and see what is crucial in their lives. Every endeavor is carried out with more clarity. An undercurrent of peace is very healthy while carrying on routine activities in a student's day to day life. Meditation is a practice that would help a lot of students in schools currently suffering and in pain. The activities outlined above seek to make a student more balanced. Since schoolwork is more specific and mainly deals with the intellect, students should find activities that are not curriculum oriented-activities that make them human beings that are closer to their nature.

Activities that give them enjoyment also bring them greater understanding of not only the world, but also of themselves. Activities that help them exercise their brains also bring relaxation. After all, work and no play makes Jack a dull boy and school is the last place anyone wants to feel dull and detached.

Activity 9.12

I. **Individually summarize the above text following the principles of summary writing you did in the writing part of unit 3. Your focus in this part should be to show the use of cohesive devices. Discuss with your partner which use of cohesive device is focused in each cohesion you made among words and sentences. For detail, look at the language tip given in the next page.**

II. **Write an expository text on 'The Role of indigenous conflict resolution mechanisms'. Follow all the steps of process writing approach by brainstorming ideas, drafting, redrafting, writing and editing your text. Then, clearly write the introductory paragraph having the thesis statement towards the end. Let there be three body paragraphs properly linked by cohesive devices and one concluding paragraph. Exchange ideas with your partner about the structure of the text, thesis statement and the use of cohesive devices.**

Language Tip:

Expository text: Usually nonfiction, informational text. This type of is not organized around a story like structure but is instead organized based on the purposes and goals of the author or by content. Examples include news articles, informational books, instruction manuals, or textbooks. Text structure / Text frames: The way in which the text or reading material is organized. Examples of expository text frames or structures include cause & effect, concept & definition, sequential, or proposition & support. In an expository text, the thesis statement states the topic of your paper and lists the key aspects of your topic that will be discussed in the paper.

Cohesive Devices: are words or phrases which are used to connect ideas in a sentence. Common types of cohesive devices for expository texts are :

- **Addition**: and, besides, furthermore, moreover, on top of that, etc.
- **Contrast**: but, however, nevertheless, on the other hand, on the contrary, instead of etc.
- **Comparison**: likewise, similarly, correspondingly, in the same way, in like manner etc.
- **Emphasis**: in fact, indeed, certainly, actually, as a matter of fact, etc.
- **Concession**: though, although, despite the fact, in spite of the fact, etc.
- **Examples**: for example, for instance, in other words, that is etc.
- **Reason**: because, as, since, accordingly etc.
- **Result**: therefore, thus, hence, consequently, as a result of,
- **Conclusion**: in sum, in brief, in short, finally, in conclusion etc.
- **Sequence**: first, second, then, next, there after etc.

UNIT 10 Artificial Intelligence

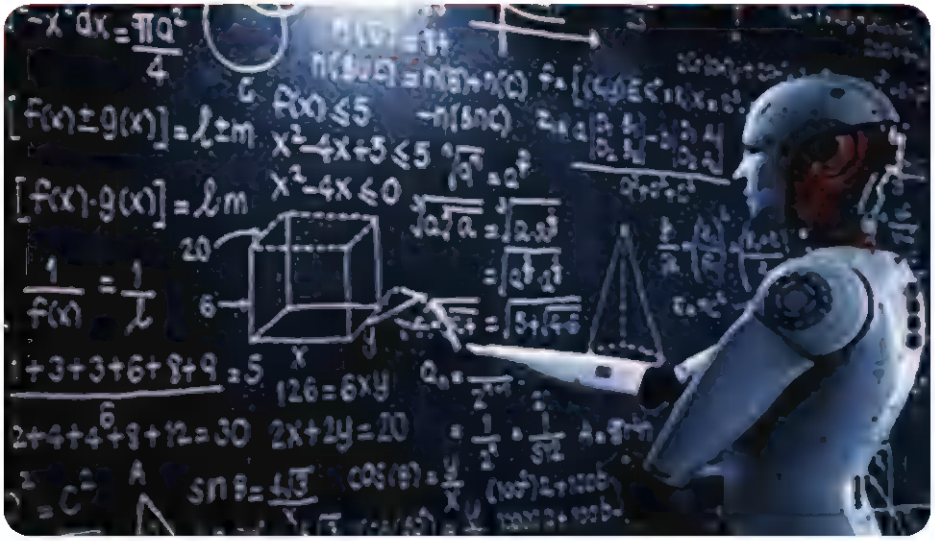
Unit Objectives

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

- listen to a text to get the main idea;
- take notes from a listening text;
- evaluate the information in the text;
- synthesize the textual information to create similar story;
- speak in front of an audience;
- identify the sounds of homophones and homographs;
- identify the salient points of a reading text;
- use background knowledge to predict the message of the text;
- skim for getting the gist of the reading text;
- scan the reading text for specific details;
- guess the meaning of unfamiliar words using context clues;
- summarize the reading text in one paragraph;
- use conditional sentences accurately in the proper situation;
- use the simple present and present progressive tenses correctly;
- use the different types of adverbs in their sentences properly; and
- write a descriptive essay using descriptive words.

10A.Listening Skills

10A.1 Listening Topic 1: What is Artificial Intelligece?



Activity 10.1

I. In groups of three discuss these questions.

1. What does the picture above represent?
2. What does the word intelligence mean?
3. What do you have any idea about artificial intelligence?
4. What do the following words mean? Enterprise, algorithm, pin down

Taking notes and writing summary

II. Now listen to the speech by your teacher and take your own notes.

1. Write the main ideas of the listening text you listened to.
2. Compare your main ideas with a partner's main ideas and tell the story to your partner.
3. Write a summary using your note and the main ideas you have listed.

Note: A summary contains the main ideas of the paragraphs of an essay. It omits details and repetitions.

III. Work in groups of four, and compare the paragraphs you have written in activity II above and select the best paragraph. Then read it to the class.

10A.2 Listening text 2: Robotics in Ethiopia

Activity 10.2

You are going to listen to a talk on the title "Robotics in Ethiopia".

IV. Discuss the following questions before the talk.

1. What can you say about the above picture? What is it?
2. How do you understand the concept robotics?
3. Have you ever seen robots doing things? And what do they do?
4. Have you heard about iCoG Labs? What is this?
5. What things do you think will be included in the talk?

V. Answer the following questions while you are listening to your teacher readingthe text.

1. What is the main message of the listening text?
2. Complete this paragraph with words from the listening text.

iCog was part of a team of _____ that developed the software for Sophia – the world's first_____. Sophia has even learnt some Amharic, the developers say.Designed with high cheekbones and a slender nose, the robot, who is also a _____ of Saudi Arabia can display 60 types of facial expressions and carry a conversation.

Based on the listening text, match the actors with their functions in the table below.

Actors	Functions
1. Assefa	A. Team of scientists that developed software
2. ICog	B. Shows 60 types of facial expressions and carry on a conversation.
3. Sophia	C. Created Sophia
4. Hanson Robotics.	D. A person who is Co-founder of iCog Lab in Ethiopia.
	E. Saud Arabia

VI. Work out this activity

1. In groups of three find industries or organizations where robots perform activities. Then write a report what these robots do. You can also ask people or browse the internet if there are no organizations that have robots.
2. Present your report to the class.

10B Speaking Skills

10B.1 Expressing Dissatisfaction

There are various ways of expressing dissatisfaction. Here are some of these expressions.

It is dissatisfying/ disappointing .....
It's very disappointing.....
What an awful .....
It's terrible.....
It's a terrible moment.....
I'm disappointed with.....
It's very disappointing.....
What a terrible.....!
How awful!
It's terrible / annoying.....
You should have done / known better.....
I want to complain about.....
I have a complaint to make.....
(I'm afraid) ... it just isn't good enough.....

Activity 10.3

I. Workout this activities

1. By using the above expressions, construct 10 sentences that show dissatisfaction of using artificial intelligence (AI).
2. In pairs, write a dialogue that shows dissatisfaction of using robots to replace human labour.
3. Present your dialogue to the class.

II. The following sentences are about expressing dissatisfactions. Identify the main concerns of the complaints.

1. This is not enough. I am not satisfied yet. This size of the ads should have been half of the page. Besides, the company only apologized, but they didn't mention what they would do with the robots.
2. Replacing human labour by robots is not a good idea. I am very disappointed with this idea. I feel people who inveted this technology will conseder our fear.
3. I am working in this factory. What are we going to do if robots perform the work . I am afraid we will be out of work.
4. I would rather choose the robots perform the heaviest jobs. I was dissatisfied with the robots performing every piece of job which we can do.

10B.2 Debate

Activity 10.4

I. Do the following tasks.

1. Sit in groups of four. Prepare a debate on the proposition 'Artificial intelligence is very important to Ethiopia'. Think of the statement and list your arguments for or against the proposition. Use expressions like, agree, disagree, objection, in my opinion etc., to start your arguments.
2. Present your debate to the class.

10B.3 MakingPublic speech

II. Prepare a speech on the problem stated below and present to your class

1. Artificial intelligence has posed a threat on the human labor. There is complaint from the public now, and then. Propose a solution to the problem and prepare a public speech about the threat artificial intelligence posed.
2. Then present it to the classroom

10C Reading Skills

10C.1 The Impact of New Technology on the Labor Market

Activity 10.5

I. You are going to read a text on "Impact of New Technology on the Labor Market". Before you read the text, answer the following questions.

1. What is technology?
2. How do you understand labour and labor market?
3. Do you think new technologies may affect the labour market? How?
4. List 10 words that you think would appear in the reading text.

The Impact of New Technologies on the Labour Market

1 New technologies, such as automation, artificial intelligence and industrial robots, are often seen as a real danger for existing jobs and also for future job-creation **prospects**. There is a perception that **they** will make work redundant and lead to massive job destruction.

2 However, **others** believe that automation, like previous technological waves, will increase the demand for labor in other sectors and create new jobs that did not exist in the past, and therefore lead to higher wages and improvements in the standards of living. It is important to note that technological advances have historically increased productivity, generated **sustained** increases in living standards and created more jobs than they have destroyed.

3 However, this progress has sometimes been accompanied, especially during the transition period, by several **disruptions**, particularly in the labour market. Indeed,

technology has brought about profound structural economic change, creating new jobs and sectors, while destroying and modifying **others**, with major consequences for certain categories of the population, especially low-skilled workers. Ongoing technological advances offer new prospects for higher productivity and economic growth.

4 However, **they** are also accompanied by growing concerns about their future impact on the workforce, especially in the current context of high and rising levels of inequality and **polarization** in the labour market. It should be noted that we have experienced in the past both an increase in incomes and a stable labor share because of other technological changes that have generated new tasks for labour and, thus, offset the job losses **induced** by automation.

5 The future of work will certainly depend on how artificial intelligence (AI), robots, and automation impact the **allocation** of tasks to labour and capital. **It** will also depend on the preparation and measures taken by governments, in particular, for effectively supporting the population during this transition, to ensure that new technologies are **inclusive** and beneficial to all social categories of society.

II. Based on the passage, answer the following questions.

1. Read the introductory paragraph of the above text quickly. The main idea is

   _____

2. Trace the cohesive device/connector that is frequently used to link the paragraphs in the text

   _____

3. According to the passage the future of work relies on:
   a. _____
   b. _____

4. The writer of this text has:
   a. a positive view of the use of technologies like, Robotics
   b. a negative view of the idea of using these technologies
   c. a neutral view.

5. What type of writing or essay is the above text?
   a. narrative b. descriptive c. argumentative d. expository

6. The writer believes that automation will increase the demand for labour in other sectors and create new jobs. a. true b. false

7. Write the opposing views stated in the reading text in two sentences

_____

_____

10D Vocabulary Skills

10D. 1 Guessing from Context

Activity 10.6

I. Guess the meanings of the following words from the words around them.

1. Prospects (paragraph 1)……..
2. Sustained (paragraph 2) ……
3. Disruptions (paragraph 3)……
4. Polarization (paragraph 4)……
5. Induced (paragraph 4)……
6. Allocation (paragraph 5)……
7. Inclusive (paragraph 5)……

II. Point out what each pronoun refers to in the paragraph indicated.

1. **They** (paragraph 1 line 3) refers to ……..
2. ***Others*** (paragraph 2 line 1) refers to ……
3. ***Others*** (paragraph 3 line 4) refers to ……
4. ***They*** (Paragraph 4 line 1) refers to ……
5. **It** (paragraph 5 line 2) refers to ……..

III. Do the following tasks based on the information you got in the reading text.

1. Do you think modern technology will create more job opportunities? Why or why not? _____

   _____

2. What do you think is the role of modern technology in our society? _____

   _____

3. Do you think more employees will get more jobs? Why or why not?

_____

4. Discuss the technologies that are available in your area.

_____

5. Write a summary of the reading text in one paragraph.

_____

_____

_____

_____.

10D. 2 Homophones and homographs

Boost (increase) your words

What are homophones and homographs?

Homophones are words that have the same sound but different meaning or spelling. In other words, homophones are words that are pronounced alike but are different in meaning or spelling. These words may be spelled differently from each other (such as to, too, and two) and (cent, scent and sent) differ in spelling:

Examples of homophones in sentences:

I have to go to church (to as a preposition).

I have two friends (two showing number).

I wish the same to you too (too, to mean also).

Activity 10.7

I. **Construct your own sentences with the following homophones to show their difference in meaning.**

a. cent, scent, sent
b. peace, piece, peas
c. there, their, they're
d. pray, prey
e. peak, peek, pique

II. Using a dictionary or thesaurus to learn some more homophones.

Homographs are words which have the same spelling but different meaning. In other words,*homographs* are words that are *spelled* alike but are different in meaning. For example, *Bank* (a financial establishment) and *bank* (the slope bordering a river); sewer (a conduit for waste) and sewer (a person who sews) are homographs that are spelled and sound the same

Example sentences:

- Go to the bank and deposit your money.
- The students went down to the river bank to admire the swans.
- The sewer drains were backed up.
- Novice sewers often buy their fabric on sale.

III. Construct your own sentences with the following homographs to show their difference in meaning.

1. lead (a type of metal) and lead (to start in front)
2. capital (main city) and capital (big for English letters)
3. object (to disagree) and object(an item or material)
4. wound (an injury) and wound(past tense of wind which means to wrap)
5. wind(moving air) and wind (twist or wrap)

IV. Using a dictionary or thesaurus, learn some more homographs.

10D.3: Phrasal verbs

Phrasal verbs are verbs that contain a main verb and a particle or preposition. Some examples of phrasal verbs you are going to learn in this section are: **rule out, run across, run around, run into, run out, run over, run up and run down**. These phrasal verbs give a meaning that is different from the meaning of separate words.

Activity 10.8

I. **Match the phrasal verbs to their meanings in the table below.**

Phrasal verb	Meaning
1. rule out	a. stop functioning
2. run out	b. accumulate
3. run across	c.to collide with
4. run away	d. crush
5. run into	e. come to end, exhaust supplies
6. run over	f. escape
7. run up	g. Meet by chance
8. run down	h. exclude, eliminate or ban

II. **Construct your own meaningful sentences using each of the above phrasal verbs.**

10E Grammar Skills

10E.1 Conditionals (Revision)

In this section you are going to revise what you have learnt about conditional sentences. In doing so, first you are given situation so that you could use conditionals to respond to the situations. You should attempt the questions and prompts given in the following activities.

Activity 10.9

I. **Imagine the following situations and write conditional sentences with these situations.**

Example: Your sister often tells you not to call her, but you want to call her soon.
If my sister allows me to call her, I will call her soon.

1. Your teacher gives you homework for tomorrow, but you know that you haven't time.
2. You like to drink coffee after some time, but there is no coffee house or tearoom around.
3. You haven't had money to buy a car, and you did not buy it, but you regret for it.

4. Your classmate got a chance to go abroad, but he didn't want to go. You wanted to go instead of him, but you did not get that chance.
5. You did not study very hard and you did not pass your national examination.

Note: The three types of conditional sentences have the following functions.

Type 1 conditional

This type is of two kinds: the present or Zero condition and Probable condition.

- The presentconditional (zero conditional) is used to talk about what you normally do in real-life situations and what is generally true.

  Form: If clause (If simple present tense); Main clause (subject + simple present tense)

  Examples:

  1. If I go to a friend's house, I usually take a bottle of wine or some gifts.

2. When I have a day off from work, I often go to the beach.

- The probable condition is used to talk about what probably will happen in the future.

  Form: If clause (if +subject+ verb 1; main clause (subject +will +object)

  Example: If you come tomorrow, you will get me in my office.

Type 2 conditional

Conditional type 2 is used to talk about what you would generally do in imaginary situations.

Form: If clause (If+ simple past); Main clause (subject +would + v1+object)

Examples:

1. If I **owned** a car, I **would drive** to work. Meaning: But I don't own a car.
2. She **would travel** around the world if she **had** more money. Meaning: But she doesn't have much money.

Type 3 conditional sentences are used to express:

- Regret about a situation in the past example: If you had worked hard, you would have passed your exam.
- Hypothesis about the past example: If she had found his phone number, she might have called him for the party.
- An impossible situation because it has already happened example: If I could have spoken English very well, I would have talked to the tourists.

Type 3 Conditionals have the following form.

IF clause(conditional clause)	Main clause
If + past perfect	Perfect conditional(would +have + past participle)
If this thing had happened,	that thing would have happened.

II. Find mistakes in the conditional sentences and correct them. If there is no mistake, just copy the correct verb forms.

Example: what will happen if I will do this?

Correction: What will happen if I do this?

1. He would not have been arrested if he informed the police after the robbery.
   Correction: He _____ if he _____ the police after the robbery.
2. If I had been sent to hospital now, how long would I stay there?
   Correction: If_____ to hospital now, how long _____ there?
3. What will happen if I will push this button?
   Correction: What_____ if I _____ this button?
4. If you had not overslept, you would not miss the train yesterday.
   Correction: If you_____ , you _____ the train yesterday.
5. Unless she is not careful, she will fall off the bike.
   Correction: Unless she_____ careful, she_____ the bike.
6. What a pity! Had I arrived on time, I would not missed it.Correction: What a pity_____ on time, _____ it.
7. I would give you the information if I had had it. Shall I fetch it?
   Correction: I_____ you the information if I_____ it. Shall I fetchit.
8. Even if I will lend you some money, it will not be enough.
   Correction: Even if I _____you some money, it _____enough.
9. I could have offered you my help in case I knew all about it. But I didn't.
   Correction: I _____ you my help in case I _____all about it. But I didn't.

III. Complete the conditional sentences below. Decide whether to use type I, II or III

1. If I had time, _____ shopping with you.
2. If you_____ English, you will get along with them perfectly.
3. If they had gone for a walk, they_____ the lights off.

4. If she _____ to see us, we will go to the zoo.
5. I would have told you, if I_____ him.
6. Would you mind if I _____ the window?
7. If they _____ me, I wouldn't have said no.
8. My friend _____me at the station if he gets off in the afternoon.
9. If I _____ it, nobody would do it.
10. If my father _____ me up, I'll take the bus home.

10E.2. Adverbial Clauses of Condition

In section 10.1E, you have learnt about conditional sentences which contain clauses. Clauses are groups of words which contain subject and verb (predicate). Here you are going to focus on the adverbial clauses of condition. These clauses begin with if, whether and unless.

Activity 10.10

I. Underline the adverb clauses in the following sentences.

1. If it rains tonight, I'm not going to work tomorrow.
2. Meseret can't attend the school dance unless her parents allow it.
3. He's always doing crazy stunts whether or not they're considered safe.
4. In the event of a hurricane, you must stay inside.
5. Had the people not been informed, the situation would have been much worse.
6. Had I come here earlier, I could have helped you.
7. Had Mesfin spoke the truth, he would not face so many difficulties.
8. If Alemu were with you, he could have shown you the way to the shop.
9. Unless Borento had started from home on time, he would have missed the flight.
10. They'll approve your request provided you pay the appropriate amount of money.

Note: Adverbial clauses of condition describe the conditions necessary for specific actions or events to happen. This type of clause usually employs the subordinating conjunctions *if, unless, whether or not, in the event*, and *provided (that)*.

For example: **If Ayele had had** a little patient, he could have done the task.

The underlined part of this sentence is an **adverbial clause**. For Ayele to have the task done the condition is having had a little patience.

10E.3 Review of the Present Simple Tense and Present Progressive

Activity 10.11

I. Look at the followings situations and write complete sentence for each situation.

1. Describe your everyday activities.
2. Write few activities you are doing at the moment.
3. You plan to go to school in the New Year. Write what you are planning.

II. Complete the following sentences with the correct simple present or present progressive form of the verbs in bracket.

1. Every Monday, Hagitu (drive)_____ her kids to football practice.
2. Usually, I (work)_____ as a secretary at ECA, but this summer I (study)_____ French at a language school in Addis Ababa. That is why I am in Addis.
3. Shhhhh! Be quiet! The child (sleep)_____.
4. Don't forget to take your umbrella. It (rain)_____.
5. I hate living in Seattle because it (rain, always)_____.
6. I'm sorry I can't hear what you (say)_____ because everybody (talk)_____ so loudly.
7. The teacher (write, currently) _____ a book about his adventures in the RasDejen Mountains. I hope he can find a good publisher when he finishes.
8. Solomon: Do you want to come over for dinner tonight? Adamu: Oh, I'm sorry, I can't. I (go)_____ to a movie tonight with some friends.
9. The business cards (be, normally) _____ printed by a company in New York. Their prices (be) _____ inexpensive, yet the quality of their work is quite good.
10. This delicious chocolate (be)_____ made by a small factory in Ethiopia.

10E.4 Types of Adjectives

An adjective is one of the eight parts of speech. It is part of the building blocks of an English sentence.

Activity 10.12

I. In the following sentences, identify the adjectives and underline them.

1. They live in a big, beautiful house.
2. Since it's a hot day, Lisa is wearing a sleeveless t-shirt.
3. The mountaintops are covered in sparkling light.
4. On her birthday, Brenda received an antique vase filled with fragrant perfume.
5. Do we have any peanut butter?
6. Grandfather has been retired for many years.
7. There are no bananas in the fruit bowl.
8. I usually read the first few pages of a book before I buy it.
9. We looked at several cars before deciding on the best one for our family.
10. This cat is a specific cat.

II. Choose the adjective or adjectives from the given alternatives that fit in each of the blanks best.

1. We visited the museum, where we saw _____ artifacts.
   A. a lot of B. ancient C. John's D. a room filled with
2. I received _____ awards at the ceremony today.
   A. the manager's B. two C. information about D. motivation at the
3. Please get me a bag of _____ apples.
   A. interesting B. ripe red C. oranges and D. real
4. The president sat in a _____ chair.
   A. important B. barber's C. funny D. leather
5. _____ weather is the norm in the Semen Mountains.
   A. blue B. big C. foggy D. the best

There are eight types of adjectives which are briefly discussed here. These are:

1. **Proper adjective: A proper adjective** is one derived from a proper noun. For example, "The *English* language"; "The *Indian* Ocean"; "The *Victorian* attitude.
2. **Descriptive, qualitative or attributive adjective: A descriptive, qualitative or attributive adjective** is one that shows the kind and quality of a person or thing. For example, "A *brave* person","A *beautiful* child","A *careful* mother." Some attributive adjectives are derived from nouns, e.g. a *law* college, a *flower* garden, *pay*-day.
3. **Quantitative adjective: A quantitative adjective** is one that shows how much (quantity) of a thing is meant. For examples:
   I did not eat *any* apple; he ate *much* bread; you drink *little* milk.

   A quantitative adjective is always followed by a singular material or abstract noun.
4. **Numeral adjectives**: **A numeral adjective** is one that shows the number or serial order of persons or things. They are further divided into two main classes.
5. **Demonstrative adjective**: A demonstrative adjective is one that points out which person or thing is meant, e.g. this boy, that person, those men.
6. **Distributive adjective:** A distributive adjective is one that refers to each one of a number. They are four in number; each, every, either, neither.
7. **Interrogative adjective**: An interrogative adjective is used to ask a question. For example, "whose pen is this?" "Which flower do you like best?"
8. **Possessive adjective**: The words my, our, your, his, her, its, their, when used before a noun, are called possessive adjectives.

10F Writing Skills

Adjectives for Descriptive Writing

10 F.1 Describing Place, People and Things

In descriptive writing, it is a common practice to use descriptive words (adjectives and adverbs) to describe palaces, things and people. For example: to describe a place, Guna is a very high and cold mountain. In Awash National Park there are many wild asses and beautiful birds. The words 'high', 'cold', 'wild' and 'beautiful' are adjectives.

Activity 10.13

I. Do the following tasks.

1. List three adjectives that describe color and write sentences using the adjectives.
2. List four adjectives that describe quality and write sentences using these adjectives.
3. Use these descriptive words (intelligent, innocent, well mannered, little, white) to construct two sentences that describe people or animals.

10F.2 Review of Reported Speech for Report Writing

Activity 10.14

I. Look at the following reports by Daily Press, and identify the statements that are in the indirect speech.

1. Today marks three years since the death of former Secretary-General Kofi Annan. As the current Secretary-General said, Kofi was one-of-a-kind, a man who embodied United Nations values. Deputy Secretary-General Amina Mohammed said that, on this day three years ago, the world lost one of its moral voices.
2. The International Organization for Migration (IOM) said today it urgently needs $27 million to continue providing emergency shelter for internally displaced people in Tigray. With more than 2.1 million people internally displaced, some have fled Ethiopia and sought refuge in neighbouring Sudan, the agency reported.
3. The World Food Programme (WFP) said today that, despite numerous challenges, it has delivered food to more than a million people in the north-western and parts of southern Tigray in June and July. More than 175 trucks arrived in Tigray during the first week of August, and an additional 90 are expected in the coming days.

II. Change the indirect speeches in "A 1-3" above to direct speeches.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Note: Using reported speech is common in report writing.

10F.3 Writing an Article/ Report to a Radio Broadcast

In any writing, you write on a variety of themes for a variety of objectives and audiences. You should follow some standards or guiding principles when writing an article or report for a radio broadcast. Here are some guidelines to follow when writing an essay or broadcasting on the radio:

- write conversationally (like you are talking in front of an audience).
- write to paint a picture in audience's mind.
- understand your audience(know the audience).
- write in active voice and present tense.

Activity 10.15

I. Below is a report on how inventions were invented. Match the inventers in (headings 1 and 2) with the things that inspired the inventers (a and b).

How are inventions invented?

In order to invent, inventors first identify a need or problem. They then think of a creative way to solve the problem, and work hard to make that solution possible. Here are a few examples of things that have inspired inventors to invent.

1)_____:

Blaise Pascal was a well-known French philosopher, mathematician and physicist but he was also a young inventor. His father was a tax collector who spent long

hours calculating by hand how much tax he had to collect. In 1642, at the age of 19, Pascal invented a mechanical adding machine which his father could use to calculate the taxes more quickly and accurately. Pascal's machine was called the Pascaline.

2)_____:

In 1850, at the age of 12, Margaret Knight witnessed a serious accident at a textile mill. Concerned for the safety of the mill's workers, she invented a stop-motion device to quickly stop the powered textile looms in case something went wrong. Her invention was put to use at many mills where it increased the safety of all mill workers. This was only the first of Margaret's many inventions. She was granted more than 25 patents in her lifetime, including one for a flat-bottomed paper bag still used in some stores today.

Adapted from: World Intellectual Property Organization, 2007

Headings

a. Wanting to help somebody

b. Needing something that is not available in the market

II. Imagine that you have invented a new technology. Write a report on your innovation to a radio program.

- Think of your innovation
- Describe it well using descriptive words.
- Follow the rules of report writing for a radio broadcast.

10F4. Extensive Writing

Activity 10.16

I. Develop your report about your innovation to a descriptive essay.

Make sure that your essay has:

- Back ground information followed by thesis statement
- supporting paragraphs
- a concluding paragraph

Appendix I: Regular and Irregular Verb Forms

Regular verb forms

All these verbs add -ed /d to form the simple past and the past participle

accept add admire admit advise afford agree alert allow	amuse analyse (BrE) analyze (AmE) announce annoy answer apologise appear	applaud appreciate approve argue arrange arrest arrive ask	attach attack attempt attend attract avoid
back bake balance ban bang bare bat bathe battle beam	beg behave belong bleach bless blind blink blot blush boast	boil bolt bomb book bore borrow bounce bow box brake	branch breathe bruise brush bubble bump burn bury buzz
calculate call camp care carry carve cause challenge change charge chase cheat check cheer chew	choke chop claim clap clean clear clip close coach coil collect colour comb command communicate	compare compete complain complete concentrate concern confess confuse connect consider consist contain continue copy correct	cough count cover crack crash crawl cross crush cry cure curl curve cycle

dam damage dance dare decay deceive decide decorate delay delight	deliver depend describe desert deserve destroy detect develop disagree disappear	disapprove disarm discover dislike divide double doubt drag drain dream	dress drip drop drown drum dry dust
earn educate embarrass employ empty encourage	end enjoy enter entertain escape examine	excite excuse exercise exist expand expect	explain explode extend
face fade fail fancy fasten fax fear fence	fetch file fill film fire fit fix flap	flash float flood flow flower fold follow fool	force form found frame frighten fry
gather gaze glow glue	grab grate grease greet	grin grip groan guarantee	guard guess guide
hammer hand handle hang happen harass	harm hate haunt head heal heap	heat help hook hop hope hover	hug hum hunt hurry
identify ignore imagine impress improve include	increase influence inform inject injure instruct	intend interest interfere interrupt introduce invent	invite irritate itch
jail jam	jog join	joke judge	juggle jump
kick kill	kiss kneel	knit knock	knot

label land last laugh launch	learn level license lick lie	lighten like list listen live	load lock long look love
man manage march mark marry match mate	matter measure meddle melt memorise mend mess up	milk mine miss mix moan moor mourn	move muddle mug multiply murder
nail name	need nest	nod note	notice number
obey object observe	obtain occur offend	offer open order	overflow owe own
pack paddle paint park part pass paste pat pause peck pedal peel peep perform permit	phone pick pinch pine place plan plant play please plug point poke polish pop	possess post pour practise (BrE) practice (AmE) pray preach precede prefer prepare present preserve press pretend	prevent prick print produce program promise protect provide pull pump punch puncture punish push
question	queue		
race radiate rain raise reach realize receive recognize record reduce reflect	refuse regret reign reject rejoice relax release rely remain remember remind	remove repair repeat replace reply report reproduce request rescue retire return	rhyme rinse risk rob rock roll rot rub ruin rule rush

sack sail satisfy save saw scare scatter scold scorch scrape scratch scream screw scribble scrub seal search separate serve settle shade share shave shelter	shiver shock shop shrug sigh sign signal sin sip ski skip slap slip slow smash smell smile smoke snatch sneeze sniff snore snow soak	soothe sound spare spark sparkle spell spill spoil spot spray sprout squash squeak squeal squeeze stain stamp stare start stay steer step stir stitch	stop store strap strengthen stretch strip stroke stuff subtract succeed suck suffer suggest suit supply support suppose surprise surround suspect suspend switch
talk tame tap taste tease telephone tempt terrify test thank	thaw tick tickle tie time tip tire touch tour tow	trace trade train transport trap travel treat tremble trick trip	trot trouble trust try tug tumble turn twist type
undress unfasten	unite unlock	unpack untidy	use
vanish	visit		
wail wait walk wander want warm warn wash	waste watch water wave weigh welcome whine whip	whirl whisper whistle wink wipe wish wobble wonder	work worry wrap wreck wrestle wriggle
yawn	yell		

zip	zoom		

English Irregulars Verb List

V1 **Root Form of Verbs**	**V2** **Past Simple**	**V3** **Past Participle**
be (is, am, are)	was, were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bid	bid	bid
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/**burnt**	burned/**burnt**
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
dive	dove	dived
do	did	done
draw	drew	drawn
dream	dreamed/**dreamt**	dreamed/**dreamt**
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown

forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown

shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Appendix II: Phrasal Verbs

List of some common phrasal verbs with their meanings

ask *somebody* **out**	invite on a date
ask around	ask many people the same question
add up to *something*	Equal
back *something* **up**	Reverse
back *somebody* **up**	Support
blow up	Explode
blow *something* **up**	add air
break down	stop functioning (vehicle, machine)
break down	get upset
break *something* **down**	divide into smaller parts
break in	force entry to a building
break into *something*	enter forcibly
break in	Interrupt
break up	end a relationship

break up	start laughing (informal)
break out	Escape
bring *somebody* **down**	make unhappy
bring *somebody* **up**	raise a child
call around	phone many different places/people
call *somebody* **back**	return a phone call
call *something* **off**	Cancel
call on *somebody*	ask for an answer or opinion
call *somebody* **up**	Phone
calm down	relax after being angry
catch up	get to the same point as somebody else
check in	arrive and register at a hotel or airport
check out	leave a hotel
clean *something* **up**	tidy, clean
come across *something*	find unexpectedly
come apart	Separate
come down with *something*	become sick
come forward	volunteer for a task or to give evidence
come from some place	originate in
count on *somebody/ something*	rely on
cross *something* **out**	draw a line through
cut back on *something*	consume less
cut *something* **down**	make something fall to the ground
cut in	Interrupt
cut in	pull in too closely in front of another vehicle
cut in	start operating (of an engine or electrical device)
cut *something* **off**	remove with something sharp
do *something* **over**	do again (AmE)
do away with *something*	Discard
do *something* **up**	fasten, close
dress up	wear nice clothing
drop in/ by/ over	come without an appointment
drop out	quit a class, school etc
eat out	eat at a restaurant
end up	eventually reach/do/decide
fall apart	break into pieces
fall down	fall to the ground
fall out	separate from an interior

fall out	(of hair, teeth) become loose and unattached
figure *something* **out**	understand, find the answer
fill *something* **in**	to write information in blanks, as on a form (BrE)
fill *something* **out**	to write information in blanks, as on a form (AmE)
fill *something* **up**	fill to the top
find out	Discover
find *something* **out**	Discover
get *something* **across/ over**	communicate, make understandable
get along/on	like each other
get around	have mobility
get away	go on a vacation
get away with *something*	do without being noticed or punished
get back	Return
get *something* **back**	receive something you had before
get back at *somebody*	retaliate, take revenge
get back into *something*	become interested in something again
get on *something*	step onto a vehicle
get over *something*	recover from an illness, loss, difficulty
get over *something*	overcome a problem
get together	meet (usually for social reasons)
get up	get out of bed
get up	Stand
give *somebody* **away**	reveal hidden information about somebody
give *something* **away**	ruin a secret
give *something* **away**	give something to somebody for free
give *something* **back**	return a borrowed item
give in	reluctantly stop fighting or arguing
give *something* **out**	give to many people (usually at no cost)
give up	stop trying
go after *somebody*	follow somebody
go against *somebody*	compete, oppose
go ahead	start, proceed
go back	return to a place
go out	leave home to go on a social event
go over *something*	Review
go over	visit somebody nearby
go without *something*	suffer lack or deprivation

grow back	Regrow
grow into *something*	grow big enough to fit
grow out of *something*	get too big for
grow up	become an adult
hand *something* **in**	Submit
hand *something* **out**	to distribute to a group of people
hand *something* **over**	give (usually unwillingly)
hang up	end a phone call
hold *somebody/ something* **back**	prevent from doing/going
hold *something* **back**	hide an emotion
hold on	wait a short time
hold onto *somebody/ something*	hold firmly using your hands or arms
hold *somebody/ something* **up**	Rob
keep on doing *something*	continue doing
keep *something* **from** *somebody*	not tell
keep *somebody/ something* **out**	stop from entering
keep *something* **up**	continue at the same rate
let *somebody* **down**	fail to support or help, disappoint
let *somebody* **in**	allow to enter
log in (or **on**)	sign in (to a website, database etc)
log out (or **off**)	sign out (of a website, database etc)
look after *somebody/ something*	take care of
look down on *somebody*	think less of, consider inferior
look for *somebody/ something*	try to find
look forward to *something*	be excited about the future
look into *something*	Investigate
look out	be careful, vigilant, and take notice
look up to *somebody*	have a lot of respect for
make *something* **up**	invent, lie about something
make up	forgive each other
make *somebody* **up**	apply cosmetics to
pass away	Die
pass out	Faint
pass *something* **out**	give the same thing to many people
pass *something* **up**	decline (usually something good)
pay *somebody* **back**	return owed money
pick *something* **out**	Choose
point *somebody/ something* **out**	indicate with your finger

put *somebody* **down**	insult, make somebody feel stupid
put *something* **off**	Postpone
put *something* **out**	Extinguish
put *something* **together**	Assemble
put *something* **on**	put clothing/ accessories on your body
run into *somebody/ something*	meet unexpectedly
run over *somebody/ something*	drive a vehicle over a person or thing
run over/ through *something*	rehearse, review
run away	leave unexpectedly, escape
run out	have none left
send *something* **back**	return (usually by mail)
set *something* **up**	arrange, organize
set *somebody* **up**	trick, trap
shop around	compare prices
switch *something* **off**	stop the energy flow, turn off
switch *something* **on**	start the energy flow, turn on
take after *somebody*	resemble a family member
take *something* **apart**	purposely break into pieces
take *something* **back**	return an item
take off	start to fly
take *something* **off**	remove something (usually clothing)
take *something* **out**	remove from a place or thing
take *somebody* **out**	pay for somebody to go somewhere with you
tear *something* **up**	rip into pieces
think back	remember (often + to, sometimes + on)
think *something* **over**	Consider
throw *something* **away**	dispose of
turn *something* **down**	decrease the volume or strength (heat, light etc)
turn *something* **off**	stop the energy flow, switch off
turn *something* **on**	start the energy, switch on
turn up	appear suddenly
try *something* **out**	Test
use *something* **up**	finish the supply
wake up	stop sleeping
warm *somebody/ something* **up**	increase the temperature
warm up	prepare body for exercise
wear off	fade away
work out	Exercise