

ENGLISH FOR ETHIOPIA

DISTANCE MODULE TWO

GRADE 10



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

Price: ETB XXX



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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



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Hawassa University

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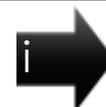
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Unit Six

Migration in Ethiopia

Module Introduction



Dear learner, this English language distance learning module for Grade 10 is designed to provide a comprehensive English course. The course is intended to develop your understanding and use of English both as a medium of instruction and as a subject. The module is designed based on the requirements of the current Grade 10 English syllabus, and it has been modified to meet the needs of distance learners. Since distance education learners follow the course at their own pace, some of the skills that are not convenient for self-study are deliberately left out. Therefore, this distance English module for Grade 10 focuses on the development of listening, speaking, reading and writing skills. It also focuses on the application of grammar rules as well as the development of English vocabulary. Other sub-skills, like pronunciation rules for vowels and diphthong sounds and using dictionary are also included. You are supposed to cover the whole module in the earliest possible time preferably in four months' time.

In this distance learning material, you will be involved in a variety of learning experiences that enable you to achieve many of the expected language learning knowledge and skills. The module contains five units all in all. Besides, the module helps you to deepen your understanding of migration, branding Ethiopia and national identity, the healing power of plants, multilingualism, and technological devices (digital versus satellite television).

Each sequence in the textbook begins with an order overview, outlining what you will be learning and practicing in the sequence. Every sequence consists of several lessons, with the following components:

Unit Learning Outcomes:

Upon the completion of this unit, you will be able to

- ⌘ listen to expository text from a spoken source and extract specific information
- ⌘ examine the existing realities in the country (Ethiopia) in particular and Africa in general in connection to migration and reflect the possible solutions that mitigate the plight
- ⌘ use the words you learnt from the listening passage into your everyday communication
- ⌘ pronounce the vowels and the diphthongs [æ], [ɔ] [ɒ], [ɪ], [eɪ] and [aɪ] in different words correctly and make their communication clear
- ⌘ talk about the root causes of migration and its negative effects with particular reference to the Ethiopian context
- ⌘ read, infer, analyze and evaluate different information discussed in the passage/literature they read
- ⌘ familiarize yourselves with the selected words from the passage and use them in expressing yourselves when/where the situation require them
- ⌘ practise how to form different compound words with hyphens and prepositions and use them correctly into your written texts
- ⌘ apply phrasal verbs that are attached to the verb “go” and use them into your both spoken and written communication
- ⌘ familiarize yourself with clauses of purpose and use them in constructing correct sentences
- ⌘ summarize a longer text following the guidelines discussed
- ⌘ interpret the data on different graphs and share information with others
- ⌘ acquaint yourselves with the spelling rules of “-ei” and “-ie” and pluralization with “-ies”

The following graphics guides are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.

Common Symbols used in the modules

	an overview of the unit and what the unit is about.
	There is an in-text question to answer or think about in the text.
	take note of or remember an important point.
	there is a checklist
	There is a written assignment
	It is the key to the answers for the self-tests.
	Listening: Listen attentively.
	Viewing: Take time to look at this.
	Reading: Set aside some time for reading.
	Note: Take note of and remember this important information or reminder.
	There is a self-test for you to do
	Speaking
	Writing

Good luck with the course!

Module Assessment Methods



Dear learner: your learning progress in attaining each language skill is assessed based on your ability in doing the activities developed for you in each section. For this reason, there are activities developed to help you practice and check the improvement you have made in learning a particular language skill.

After you have done each activity, you are given answer keys at the end of each unit. You can cross-check your answers against those given by the writer of this module. In addition, after you have finished doing all the activities in each unit, you will be provided with self-assessment activities in the form of assignments, and project works.

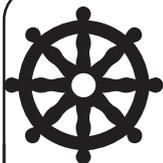
You are expected to do them carefully and submit to the center module tutor based on the time that will be set for you. The other form of assessment is that the examination you take after you have completed learning all the units in the module. You will take this examination based on the timetable of the responsible individuals who are leading this program.



Section 6.1 Listening

Title: Migration

Section Overview



Dear learner, in this unit as usual, you will experience English language lessons that enhance your basic language skills, listening, speaking, reading, writing and other language skills, such as grammar, vocabulary (Word Formations and mechanics).



Bear in mind that you will be given an electronic recorded listening text that you will follow the instruction written on it.

The listening lesson is entitled, **Traffickers outside of Ethiopia**, particularly in Yemen, often use violence or threats to put the migrants' family members or their contacts into stressful situations "Ethiopians are abused on their ways to Arab". Before you listen to the passage, first, you will find out the meaning of the words: "Abused", "Human trafficking", "Human Rights Watch", from your dictionary and study their meanings. Studying the meaning of the above words will help you understand the main ideas in the passage with less difficulty. After you have done this, your second task, is to answer the pre-listening questions which have connection with the ideas that

you will listen to the passage. Answering these questions will increase your interest to read the passage and predict what it is all about.

The third stage is to listen to the script (passage) and insert the correct word in the spaces provided. At the end, the post-listening stage, you will make oral report on what you listened about. Doing this will help you associate the ideas that you have gained from the listening passage and express them in other language skills. Moreover, you will expand the lesson you have got from the listening passage. The criteria on which you will be evaluated are relevance of the content, credibility, organization of ideas, language use and voice audibility.

In the speaking section, you will practice how to pronounce the vowels and consonants given in each word very carefully. In addition, you will learn how to talk about Causes and Effects in expressing comparing and contrasting ideas in your daily walks of life. Before you give your responses, you are provided with study notes that guide you on how to use each of them in your statements to practice on the following connectors: **because, since, as, owing to, due to, therefore, so, is caused by, due to, the cause of is, as a consequence, as a result, consequently, thus, hence** and the like.

The next part is reading. Before you read the passage, you are expected to answer the questions that are presented to you as part of the pre-reading activity. Your second task is to read the main ideas taken from the first two paragraphs and write out two sentences that can further explain each of them in your own words. Your third task is to re-read the passage, and gives your own reflection based on your experience about punctuality. Following this, you have two vocabulary tasks. The first is to read the meaning of different words that are taken from the passage, and then you will find the correct word that each of them refers to. The second part, asks you to read the list of words selected from the passage and write out their meaning based on their use in the passage.

After you have completed doing the reading activities, you will learn different word formation processes, that is, how to convert a noun to a verb, an adjective to a verb and an adjective to a noun. Learning the correct derivation of a word, that is, from nouns to verbs, nouns to adjectives, and the vice-versa is important to use the correct form for different purposes. Thus, it is essential to use your dictionary, learn their forms and meanings and use them in your communications whenever they are important.

The following part focuses on reading. Before you begin reading the passage, there are pre reading questions you have to answer. The next activity is reading the passage on “Migration in Ethiopia” and you will answer some open ended comprehension questions. Also you will discuss on how our country is affected by illegal migration. The third activity is practicing vocabulary tasks. You will find different new words and their formations, such as Word compounding with hyphen

and prepositions, and words on phrasal verbs in communication. You will work out their contextual meanings and then construct your own meaningful sentences using each of them.

The next activity will focus on grammar part, practicing different types of tenses, present perfect, simple past, and past perfect tenses. You will also practice these tenses with different prepositions and adverbial clauses of purpose to develop your English language skills. You will also write a Summary in paragraph form using different guidelines to shorten the whole idea for your readers. Besides, you will exercise how to interpret graphs using different expression techniques and practice some spelling rules to be conscious enough in writing some ambiguous words.

Unit Learning Outcomes

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

- ⌘ listen to expository text from a spoken source and extract specific information
- ⌘ examine the existing realities in the country (Ethiopia) in particular and Africa in general in connection to migration and reflect the possible solutions that mitigate the plight
- ⌘ use the words you learnt from the listening passage into your everyday communication
- ⌘ pronounce the vowels and the diphthongs [æ], [ɔ] [ɑ], [ɪ] , [ei] and [ai] in different words correctly and make their communication clear
- ⌘ talk about the root causes of migration and its negative effects with particular reference to the Ethiopian context
- ⌘ read, infer, analyze and evaluate different information discussed in the passage/literature you read
- ⌘ familiarize yourselves with the selected words from the passage and use them in expressing yourselves when/where the situation require them
- ⌘ practice how to form different compound words with hyphens and prepositions and use them correctly into your written texts
- ⌘ apply phrasal verbs that are attached to the verb “go” and use them into your spoken and written communication
- ⌘ familiarize yourself with clauses of purpose and use them in constructing correct sentences
- ⌘ summarize a longer text following the guidelines discussed
- ⌘ interpret the data on different graphs and share information with others
- ⌘ acquaint yourselves with the spelling rules of “-ei” and “-ie” and pluralization with “-ies”

Required Study Time: 15 Hours

Unit Learning Strategies/Methods



Dear learner: You will use pre-listening, while-listening and post-listening ways of learning (strategies), to learn the listening skill. This means, before you begin to listen to the text, you will answer two pre-listening questions which will help you generate interest to listen to it and extract important information using your background knowledge and experience. Next, you will listen to the audio recorded materials carefully as much as you understand the message of the passage. Then after, you will focus on two activities written in your textbook and answer the questions on your exercise book.

6.1 Listening:

Ethiopians Abused on the Gulf Migration Route



Self-Learning Activity 6.1

Instructions: Before listening to the passage, answer the following questions using your background knowledge about migration.

1. Have you heard or read any story that narrates about the hardships Ethiopian migrants undergo, especially in Middle East countries? What measures do you think can convert this worst scenario into past history?
2. Why do people leave their home countries to migrate to other countries? Can you speak about people you know who have traveled to other countries for various reasons? What sort of changes have they brought in their total walks of lives?



Self-Learning Activity 6.2

Instructions: Listen to the audio record material carefully and fill in the blank spaces in the following passage with the correct word or phrase.

1. According to Human Rights Watch report (2018), Ethiopians who are undertaking the perilous journey by boat across the Red Sea or Gulf of Aden, encounter exploitation and torture in Yemen by a network of trafficking groups. They also bump up on with abusive prison conditions in Saudi Arabia before being forcibly deported back to Addis Ababa. Authorities in Ethiopia, Yemen, and Saudi

Listening:

Arabia have taken few measures to curb the violence the migrants face or to reduce abuses perpetrated by their own security forces. "Many Ethiopians who hoped for a better life in Saudi Arabia face unspeakable dangers along the journey, including death at sea, torture, and all manners of abuses," said Felix Horne, senior Africa researcher at Human Rights Watch. According to the interview the above organization conducted with humanitarian workers and diplomats working on Ethiopians' migration-related issues, about _____1 an average of 10,000 per month, were deported from Saudi Arabia to Ethiopia between May 2017 and March 2019 and the deportation has continued up to the present despite the worst life still they lead in their own country.

2. As the data from the interview indicate eleven of the interviewees out of twelve confirmed that those migrants who had been deported to Ethiopia were found engaging themselves into _____2 such as smuggling and trafficking networks that are regionally linked across Ethiopia, Djibouti, Somalia's semi-autonomous Punt land state, the self-declared autonomous state of Somaliland, Yemen, and Saudi Arabia. Traffickers outside of Ethiopia, particularly in Yemen, often use violence or threats to put the migrants' family members or their contacts into stressful situations. In his further explanation, one of the respondents said, "There were one hundred-eighty people on the boat, but twenty-five died. The boat was in trouble and the waves were hitting it. It was overloaded and about to sink. so the broker picked some out and threw them into the sea."
3. Those who had arrived in Yemen, as the interviewees explain, almost all Ethiopian migrants were captured by traffickers. They were physically assaulted and were compelled _____3 from family members or contacts in Ethiopia or Somalia. In many cases, the relatives of the captives _____4 to obtain the ransom money. After paying the traffickers or escaping, the migrants eventually made their way north to the Saudi-Yemen border, crossing in rural and mountainous areas. At this time, the Saudi border guards fired at them, _____5 others crossing at the same time and that they saw dead bodies along the crossing routes.



Self-Learning Activity 6.3

Instructions: Read the question given below very carefully; collect the necessary information from your environment about the advantages and disadvantages of migration.

Ethiopia is naturally an endowed country with enormous resources that can even be used by other African countries. Contrary to this fact, a

lot of citizens decide to migrate to different countries, especially to the Middle East countries where they experience a number of hardships and even lose their lives. What corrective measures do you think can reduce this irritating situation?



Section 6.2 Speaking

Title: Pronunciation & Causes and Effects

Section Overview



Dear learner, in this speaking section you are expected to practice pronouncing the consonant, vowel and **diphthong** sounds. You will stress for emphasis, look up words in a dictionary, and choose the meaning, which will increase your dictionary skills. Besides, you will guess the meaning of unknown words, analyze different pronunciation vocabulary groups, understand dictionary definitions, and use a dictionary to increase your word power. Furthermore, this part also focuses on cause and effect, in other expressions, if there is a cause; it is always common to expect the effect. In speaking or writing, when we talk about cause and effect relationships, it is inevitable to use the sentence connectors such as: **because, since, as, owing to, due to, therefore, so, is caused by, due to, the cause of ... is, as a consequence, as a result, consequently, thus, hence** and the like. This situation will provide opportunities for you to negotiate meaning, expand your language resources, notice how language is used, and take part in meaningful interpersonal exchange to develop your communicative competency.

I think, you will enjoy this part.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ Pronounce different consonant and vowel sounded words fluently and accurately
- ⌘ Understand how to refer dictionary to use the IP intelligibly,
- ⌘ Use the cause and effect linking words effectively and efficiently

6.2 Speaking

6.2.1 Pronunciation

I. Practicing Pronouncing Vowels: [æ], [ɜ], [ə], [j] and diphthongs [ei] and [ai]



Self-Learning Activity 6.4

Instruction: Please refer to your dictionary, and add more words of your own with the vowels and diphthongs given above.

[æ] as in bath [bæθ], jacket [dʒækɪt]	[j] as in yet [ju:], science [sajəns]
[ɜ:] as in girl [gɜ:rl], her [hɜ:], work [wɜ:k], learn [lɜ:n]	[ei], as in day [d ei], bay [bei], say [sei]
[ə] as in action [ækʃən] , after [æftə] , animal [ænəm]	[ai] as in time [taim],life [laif], wife [waif]

II. Talking about Causes and Effects



Dear learner, if there is a cause, it is always common to expect the effect. For example, if there is migration, there are challenges the emigrants face though the degree varies from country to country or context to context. In speaking or writing, when we talk about cause and effect relationships, it is inevitable to use sentence connectors such as: **because, since, as, owing to, due to, therefore, so, is caused by, due to, the cause of is, as a consequence, as a result, consequently, thus, hence** and the like.



Self-Learning Activity 6.5

Instructions: Read the short dialogue given below and complete the spaces with one of the discourse markers listed above correctly.

Ubang: Do you think that flexibility is important to have a quality life style in the modern world?

Belaineh: Yes, of course, because if you are a flexible person, you adjust yourself with the existing realities so that your decisions become dependent on current evidences.

Ubang: I hear sometimes people saying flexibility erodes the firm stand of a person that helps her/him cope with challenges

Belaineh: Not at all. You see, flexibility and having a fickle position are different. As you understand, when you are flexible, your decisions fit into the realities to your access;

Consequently

Ubang: How often do you struggle to strengthen your communication skills?
Belaineh: U...I often try to learn different communication skills from different books and individuals **due to the fact that** _____

Ubang: We are at the age of digital technology. Owing to this, _____

Belaineh: I always manage to adapt myself to the new digital technology but having access to some of them is not easy for me.

Ubang: You are right. This is a challenge for most of us. The main thing is to have interest and use different opportunities in your reach. You see, the cause of such problems _____

Belaineh: I feel that there are different attempts from the government's side in introducing different technologies to different sections of the community. For example, most of our farmers these days are utilizing different technologies in running their farm activities **since** _____



Section 6.3 Reading

Title: Migration in Ethiopia

Section Overview



Dear learner, the following part focuses on reading. Before you begin reading the passage, there are pre reading questions you are expected to answer. Then, you will read the passage entitled "**Migration in Ethiopia**" and you will answer some open ended comprehension questions. Also, you will discuss on how our country is affected by illegal migration. Under this section, you will also skim the passage to get the general idea, express their views and comprehend some new vocabularies. Besides, you will guess the meaning of unknown words, such as, **abuses, livelihood, imposed, constraints, ironically unprecedented compatible desperation smuggling endowed**, analyze vocabulary groups, understand dictionary definitions, and use a dictionary to increase your word power.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ read, interpret and process the main points in the reading passage.
- ⌘ use the words that you have learnt from the passage in both spoken and written communications
- ⌘ understand the way we use dictionaries to infer meaning out of them

6.3 Reading: Migration in Ethiopia



Activity 6.6

Instructions: Here below is a passage on “Migration in Ethiopia”. Before reading the passage, discuss the questions given below in a think-pair and share mode.

1. A number of economists have been witnessing that Ethiopia is a country with rich natural resources that have not yet been utilized for a number of reasons. Contrary to the above fact, the number of Ethiopian irregular migrants is growing from time to time alarmingly. We also hear that they have been facing different challenges that go up to losing their lives. As students, what possible solutions do you suggest to change the existing controversial scenario?
2. Do you think that all graduates from universities should be employed in governmental organizations? Why?



Fig. 16: The journey of emigrants to Saudi Arabia, Yemen and South Africa.



Activity 6.7

Instructions: Read the passage below carefully and individually, and then answer the questions that come next to it in full sentences.

1. There is consensus on the urgency and importance of addressing the root causes of migration at global level in general and in the context of Ethiopia in particular. In this regard, though economic and political violence, ecological degradations, drought, and human right **abuses** have their own contributions in expanding the number of Ethiopian migrants, lack of decent livelihood and employment opportunities are identified as the main driving forces. Mainly due to difficulties to make **livelihood** here in the country, thousands of Ethiopians have taken migration as the last solution over the past decade. They travel by boat over the Red Sea and then by land through Yemen to Saudi Arabia and neighboring Gulf states. These are favored destinations because of the availability of employment. Studies show that most of the emigrants travel irregularly and do not have legal status when they reach Saudi Arabia. Because of this, most of them are treated inhumanly and sometimes even they are killed brutally. When they are prone to such attack and mistreatment, it is not only they who suffer the consequence but also the country loses its respect and integration. The government of Ethiopia **imposed** a ban on migration to the Middle East in 2013. The law, however, has not helped the government reduce the problem. Rather, it has increased the number of migrants using irregular meanses to cross borders. For instance, in January 2016 alone, the number of total migrants from east Africa reaching Yemen was around 10,000, of which 75% were Ethiopians.
2. Over the past decade, youth employment in Ethiopia has showed significant progress. However, ensuring full productive employment poses a challenge in both rural and urban areas for the approximately three million young Ethiopians entering the labour force every year due to different constraints that hamper the economic progress of the country. As a result, the number of Ethiopians who move to capital cities in the country and other urban areas in search of job opportunities is growing from time to time alarmingly. After they enter cities, they often participate in the informal economic activities, which serve as a stepping stone for migration outside the informal economic activities, which serve as a stepping stone for migration outside of the country. Although the exact number of Ethiopians who have migrated overseas is not known due to the absence of a centralized registration system, there is evidence that an overwhelming number of them migrate to the Gulf countries,

Europe and South Africa seeking employment through irregular migration channels.

3. Despite the economic progress achieved in the last decade, there has not been sufficient and adequate job creation and placement for the young people. While access to education has increased over the past years, **ironically** the number of unemployed educated youth has also increased at an **unprecedented** rate. Evidences show that an in contemptible number of the young, including those graduated from universities with degrees, rarely have been engaged in decent job and thus are seen in doing pieces of work that are not **compatible** with their professional knowledge or do jobs that do not have relationship with the professions in which they have been certified after completing their education at universities. Reports show that job scarcity in the country has also resulted in other severe problem on the economy of the country. Due to their **desperation** in getting decent jobs here in the country, a large number of youths have chosen to engage themselves in the illegal economic activities such as **smuggling** or contraband. Over and above, they are seen working with limited social protections that are subjected to poor working conditions. The situation is even more severe for women, who cannot find decent work opportunities and are most often concentrated in the informal sector.
4. Evidences tell us that 71% of the population in the country is under the age of thirty, which is regarded as a productive force significantly capable of building strong economy in the country. Everyone witnesses that the country is surprisingly **endowed** with immense natural resources sufficient not only for its citizens but also for others. If this size of population is supported to create its own jobs or both governmental and non-governmental organizations expand economic sectors that could provide the young with different job opportunities, the risk of huge number of migrants that prefer to immigrate to other countries irregularly through undocumented channels in search of a better livelihood, decreases substantially. We understand from literature that those countries which do not have half of Ethiopia's natural resources, have achieved huge economic progress. Thus, how, when and by whom should this puzzle be solved?

1. What is the relationship between those Ethiopians who involve in illegal economic activities and immigrate to other countries illegally? _____
2. Do you think that the expansion of education, especially higher education in our country, has helped the graduates get their livelihood? Why? _____

3. Write the main idea of paragraph four in one sentence ____
4. According to the information in the passage, what are the most pressing problems that force Ethiopians to immigrate to other countries irregularly? _____
5. How does illegal immigration affect the pride of our country?



Self- Learning Activity 6.8

Instructions: Discuss the following questions

1. Assume that one of your relatives is planning to leave for another, economically developed, country as an immigrant with the view that there is better job opportunity. What do you advise her/him?
2. We often hear that several of our citizens are being mistreated and sometimes they also die while travelling to other countries to get a better job. On the other hand, we see that a great many young Ethiopians are still travelling to the Gulf States and losing their lives. What should be done? Discuss.

Section IV: Vocabulary

Title: Word Attack

Section Review:

Vocabulary is a significant predictor of overall reading comprehension. You will find different new words and their formations. You will work out their contextual meanings and then construct your own meaningful sentences using each of them.

You will also look up words in a dictionary and choose the meaning, which will increase your dictionary skills. Besides, you will guess the meaning of unknown words, analyze vocabulary groups, understand dictionary definitions, and use a dictionary to increase your word power. Not only these, but also in this section, you will experience/learn. The next activities are practicing on vocabulary tasks. You will find different new words and their formations, such as **word compounding with hyphen and prepositions, and words on phrasal verbs** in communication. You **will** work out their contextual meanings and then construct your own meaningful sentences using each of them. In word formations, it includes Word compounding with hyphen (**commanders-in-chief, brother-in-law, bed-sheets**), Using compound words with prepositions (**background, post- reading etc.**), using the phrasal verbs in communication (**go by, go down, go for, go in for, go through**).

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ able to extract meaning from the reading passage
- ⌘ understand different word formations
- ⌘ identify Phrasal verbs from verbs without preposition
- ⌘ familiarize yourself with the words which are hyphenated in their nature.
- ⌘ make use of each phrasal verb in your spoken or written communication when the needs come.

6.4 Vocabulary



Self-Learning Activities 6.9

Instructions: Find the each of the words given below from the passage, work out their contextual meanings and then construct your own meaningful sentences using each of them.

1. unprecedented (par 3, line 6) _____
2. compatible (par 3, line 10) _____
3. desperation (par 3, line 15) _____
4. smuggling (par 3, line 18) _____
5. endowed (par 4, line 5) _____
6. abuses (par 1, line 5) _____
7. livelihood (par 1, line 9) _____
8. imposed (par 1, line 21) _____
9. constraints (par 2, line 6) _____
10. ironically (par 3, line 4) _____

6.4.1 Word Formation

I. Word compounding with hyphen

Example: Sometimes it is a must to get a takeaway from a restaurant if you do not have time to cook food at home.



Self-learning Activity 6.10

Instructions: Identify the sentence which contains the correctly written compound word.

1.

- A. The book contains up-to-date information on language learning.
- B. The book contains up-to-date information on language learning.
- C. The book contains up-to- date information on language learning.

2.

- A. I have paid forty four birr for the coffee at Bole.
- B. I have paid forty- four birr for the coffee at Bole.
- C. I have paid forty four- birr for the coffee at Bole.

3.

- A. The commander-in-chief's in all war fronts have never lived their own life.
- B. The commanders-in-chief in all war fronts have never lived their own life.
- C. The commanders-in-chiefs in all war fronts have never lived their own life.

4.

- A. The editors-in-chief have great responsibilities in increasing the qualities of publications.
- B. The editor-in-chiefs have great responsibilities in increasing the qualities of publications.
- C. The editors-in-chiefs have great responsibilities in increasing the qualities of publications.

5.

- A. In an international hotel, the rooms are cleaned and bed-sheets are changed before customers arrive for check in
- B. In an international hotel, the rooms are cleaned and bed-sheets are changed before customers arrive for check-in.
- C. In an international hotel, the rooms are cleaned and bed-sheets are changed before customers arrive for check-in-
- D. In an international hotel, the rooms are cleaned and bed-sheets are changed before customers arrive for-check-in.

II. Using compound words with prepositions

Words can be compounded using prepositions. Look at the following words as example.

after life	back dates	back ground	by pass
down stairs	fore head	in group	in service



Self-learning Activity 6.11

Instructions: Study the meaning of the above listed compound nouns and make a meaningful sentence with each. The first one is done as an example for you.

Example: Religious people worry about their **afterlife**, so they do not pay attention to the ups and downs of this world.

III. Using phrasal verbs in communication

Study the meaning of the following phrasal verbs: **go around, go away, go ahead, go through, go into, go back, go back on, go beyond, go by, go down, go for, go in for, and go through.**



Self-learning Activity 6.12

Instructions: Look up the meaning of each phrasal verb given above from a dictionary and then individually, insert the correct one in the spaces given in the text below.

Participations in Argumentative Communications

People show different behaviors when they are involved in an argumentative communication. Some of them _____1 the bush instead of directly explaining the position they have held. Moreover, they are so rigid that it is difficult to present reasons and convince them. Because of this, they often have difficulties to _____2 others' ideas as they think that if they show agreement to others' views, they might be considered inferior. It is obvious that no one in this world can _____3 every discipline equally and become efficient. Therefore, it is a must to give room for others' views and opinions to succeed in one's communications. The second group are people who _____4 the limit when they argue with others for or against a given issue. Even under some circumstances, they attempt to _____5 you if they think that you have underestimated them during your argumentative discussions. This type of characteristics is really very harmful to enhance one's communication skills and learn from others. Therefore, it is important to advise such people to _____6 the rules of communication and understand them clearly before they take part in any sort of social discussions.

Grammar: Tense Now, you, as a person who want to develop your communication skills, do you _____7 with your discussions or stop it suddenly and _____8 or attempt to convince them? The third group are also discussants in an argumentative discussions who are not willing to understand you unless you _____9 and explain ideas according to their own level of knowledge. Even sometimes while the argument is

going on, they ask you to _____10 and re-explain what has already been discussed. This kind of characteristics also has an adverse effect on the interpersonal communication that people make because time is one of the requirements in modern human communications. In argumentative discussions, there is neither a winner nor a loser. The most important thing is to _____11 the major premise as deeply as possible, look for evidences that enable to convince the listener and present them in a logical manner. The third group of arguers are people who communicate with you by following the rules of communication as carefully as possible, but they lose their emotion and insult you in case you _____12 your promise and ignore appointments. In its nutshell, ability to engage in argumentative communication is so essential that it needs referring to literatures and presenting one's position with data-base statements.

Section 6.5: Grammar

Title: Tenses, Prepositions and Adverb clauses of Purpose

Section Overview

Dear learner, this section provides you with grammar lessons that focus on language entities. This section focuses on grammar/Language part and you will concentrate on use of tenses, especially, **present perfect, simple past, and past perfect**. It also focuses on prepositions: **in, at, behind, below, beside, after, around, between, by, from, down, inside, near, into, next to, outside, towards** etc. Besides, the section focuses on adverb clauses of purpose such as, **so that, for fear that, lest, in order that** etc. In this, you will practice some pronunciations, use modal stress for emphasis, look up words in a dictionary, and choose the meaning, which will increase your dictionary skills.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ use different tenses, the present perfect tense, simple past, and past perfect in their day-to-day walks of life
- ⌘ practice different prepositions in your different walks of life
- ⌘ exercise Adverb clauses of Purpose in your Adverb clauses of purpose.

6.5 Grammar: Tense

6.5.1 Present Perfect, Simple Past, and Past Perfect



Activity 6.13

Instructions: The text below talks about the history of Momina who had planned to immigrate from Oromia Regional State, Eastern Harargie Zone, Bedeno Town to the Gulf State few years ago. Read the story and fill in the blank spaces with the correct tense verb given in the parentheses.

Momina ____1 (was/has been) born of a family of middle economy. Her parents _____2 (have lived/lived) in Bedeno town for more than forty years. They produced eight children, and seven of them have started to live by their own. She is the youngest child in the family. They _____3 (sent/have sent/had sent) her to school when she had turned eight. She continued her primary school education with good result up to grade eight.

One day, while she was going to the river to fetch water, she ____ 4 (heard/had heard) that her niece, Kedija, had come back from Jidda to her family to pay a visit. After she _____ 5 (had put/ has put) the water pot on the ground, she immediately ran to her niece's house. As soon as she arrived there, she found Kedija with expensive and beautiful clothes and fresh complexion. They discussed so many things for hours before departing. On the next day, Kedija _____6 (went/has gone) to Momina's parents house to continue their discussions. Momina welcomed her warmly, prepared traditional food, "dailo" and tasty coffee. After the invitation was over, they began to discuss their future life. Momina asked Kedija how she could lead this kind of luxurious life. Kedija explained to her the way she left her birth place, Bedeno, communicated with a broker, reached Saudi Arabia and hired in one of the richest person's house in Jidda. All the family members are so religious and Allah fearing people that she _____ 7 (had not faced/has not faced/faced) any sort of problem up to now. They were considering her as if she were their own daughter.

Having heard everything about her life in Jidda, Momina asked Kedija how she can leave for Jidda and lead such type of life. Though Momina was a good student academically and did not have economic problem, she _____8 (preferred/ has preferred) to leave for Jidda and start to lead more luxurious life to passing her time on her education. Accordingly, Kedija told her to steal money that will be paid for a broker and used for other purposes and meet her after two days. Momina broke in her father's box, took a good deal of money and _____9 (began/has begun) her journey with Kedija to Dire Dawa. No sooner than they_____10 (had arrived/ have arrived/arrived) there than the broker Knocked on the door of their hotel room . He is a smart broker who involves in many activities. Kedija introduced Momina to

the broker and then she left them alone to discuss different things freely. They ___ 11 (kept on/have kept on) their discussions for hours. Momina was so happy thinking about the bright future she will face in Jidda. After they _____ 12 (finished/have finished) their discussions, the broker asked Momina to give him 30,000 birr to settle different payments for her journey and stay the night with him. He further told her that if she does these two things, he will make life a bed of rose for her. After thinking for some minutes, she discussed the matter with Kedija. She _____ 13 (thought/has taught) for few minutes and told her to accept his requests. She also convinced her by telling her that he is an honest person who has succeeded in changing the lives of many girls like her from different places. If she does not respond positively to his question, her future plan cannot be successful. Accordingly, Momina gave him the money he asked her, stayed the night with him, and lost her virginity. They went on staying together for many more days without taking any contraceptive pills.

The days _____ 14 (have gone/went) but no sign of journey to Jidda. Momina ___ 15 (has finished/finished) her money, lost her virginity, and feeling a sense of pregnancy. Now things have become complicated, and asked Kedija about their journey. She looked at her fiercely and told her” Keep quiet. This is the place where I _____ 16 (have worked/worked/had worked) for the last ten years. Let me assure you that I _____ 17 (havenever seen/had never seen/did not see) Jidda with my eyes. I have been pretending as if I were there to draw your attention. The broker will find a job for you somewhere and work as a house maid.” Momina screamed and told her that she has nausea and does not feel comfortable after she eats food. Kedija laughed with her and told her that based on her own experience, she _____ 18 (has already been/hade already been) pregnant. Weeping bitterly, she asked Kedija what she should do. Kedija smilingly responded to her “

If this is the case, you can go back to Bedeno and give birth to a new baby and enjoy with it” Kedija shouted loudly again and cursed the day on which she was born and left the room hurriedly. She did not come back. Oh, the helpless Kedija!



Short Note

Simple past tense: is used to describe past actions or events that do not have any sort of relationship with the present situations.

Present perfect tense: is used to describe an action that started in the past and is still going on at the time of speaking or stopped right at the time of speaking

Past perfect tense: is used to describe an action that happened earlier

before the subsequent past action. Due to this, this tense is sometimes called the “before” tense. Using the prepositions at, in or of

6.5.2 Using Different Prepositions



Activity 6.14

Instructions: Being in pairs, use the prepositions: “at”, “in” or “of” in the blank spaces given in the text given below.

Have you ever thought that Ethiopia will be _____ (1) war? I heard the outbreak of the war ___ (2) 6 a.m. in the morning. The war broke out _____ (3) October, 2020. It reminds me _____ (4) the humanitarian and property losses whose effects have still been observed _____ (5) Kara Mara battle field. If you get the chance to go to Jigjiga, you could observe many unforgettable sacrifices paid during the war that took place between Ethiopian and Somali soldiers ___ (6) 1969 E.C. I went to Jigjiga _____ (7) Ethiopian Christmas in 2000. When I arrived _____ (8) Kara Mara _____ (9) lunch time ___ (10) the mid-day, I could see many remnants that witness the bloody war that took place between Ethiopian and Somalian soldiers forty-four years back. As I arrived _____ (11) the hill _____ (12) the afternoon, I was unable to get off the bus and take photographs. My nephew, who arrived at the place ___ (13) sunset, however, could do it. In the same way, currently war is going on _____ (14) the northern part of the country. War has become the dominant part of the country’s history. May this country have better thinkers who believe in the war that takes place around tables?



Short Note

We use “at” when we are talking about a specific time of day, or event like breakfast time, Easter, night, Easter Holiday, Christmas, scene, etc

We use “in” to describe a more general period of time that does not have a specific clock time or time of day. Example, early in the morning, in the



Activity 6.15

Instructions: Use the prepositions in, at, behind, below, beside, after, around, between, by, from, down, inside, near, into, next to, outside, and towards in the blank spaces given in the sentences below.

1. Before you give opinions, it is important to look _____ the case and decide what to say .

2. Zazotie always sits _____Almaz and Roman but her sister Zebenay sits _____Firew, Teshome and Alayu.
3. _____you finish doing your exam, it is a must to check your answers once again.
4. In the country-side children sit ___the fire at night and listen to stories from older people.
5. The temperature of the day has gone _____zero degree Celsius; many people decided to stay indoors.
6. Why do you sit _____the desk while you can sit on the chair next to it?
7. Merima always likes to sit _____her friend, Teshome, in the classroom so that she can easily discuss anything and solve problems.
8. Feyisa has lots of money _____the drawer. Ask him to lend you some.
9. Our teacher gave the test papers out to us _____the end of the class, so we did not have time to get corrections.
- 10 Hadgu always rides his bicycle _____to the town quickly to bring his child from school.

6.5.3 Adverb clauses of Purpose



Activity 6.16

Instructions: Read the example sentences given below very carefully and construct your own sentence in the same way. This year, our farmers have sufficient amount of rain so that they will get good harvest.

1. We left early **for fear that** we would be late for classes.
2. We left early **lest** we would be late for classes.
3. Our farmers these days use new technologies when they do their farming activities **so that** they can save time and energy.
4. This year the spread of weeds and plant diseases is being well controlled across the country **in order that** our farmers will obtain high yield.



Short Note

A clause of purpose is used to tell you about the purpose of the verb in the main clause. It is introduced by the subordinating conjunctions such as that, so that, in order that, in order to, to, for fear that and lest.



Section 10.6 Writing

Title: Summary Writing

Section Overview



Dear learner, in this section, you will exercise summary writing in a paragraph form using the reading text given to you in your textbook. You do not write everything you are given, but you are expected to comprehend the main idea in each paragraph and rewrite it briefly in your own words. In addition, make sure that one-third of the original text is a good summary. You are given a passage on **“Skills required for the 21st century”** on which a summary of the passage is written for you to use as a sample. **Using this model, you will also make a summary of the paragraphs written on “Causes and Solutions to Reduce Academic Dishonesty”**. Remember that do not insert any of your own opinions, interpretations, deductions or comments into it.

Following the points mentioned above, you will learn how to translate/ infer graphs of different data/issues. A graph is a diagram that consists of statistical data or information in number. If you do small scale research, for example, entitled, **“The Causes of Late Coming to School”**, you collect the data from different student-respondents, analyze them, and present the results either in the form of a table or graph. Lastly you will learn Spelling Rules. In this regard, in many English words an **“i”** comes before **“e”** except a **“c”** or sounding like **[a]** or **[e]**. You will practice choosing the words spelt correctly from the alternatives given in parentheses.

I hope, you will manage this part very well!

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ Write a summary writing on Causes and Solutions to Reduce Academic Dishonesty;
- ⌘ Practice how to translate graphs into written form;
- ⌘ Exercise different spelling rules in the lesson given.

6.6 Writing

6.6.1 Revision: Summary Writing



Dear learner, I think, you remember that we have discussed

what a summary writing is and the main guidelines that help you write a good summary in this textbook in the preceding units. Now, let us continue writing a summary as it is an important study skill that you should well master it to succeed in your academic works.

Summary is a piece of writing that talks about the main idea of the original text as briefly as possible. In writing a good summary, it is important to follow the guiding principles listed here below:

1. It should be in the form of a paragraph.
2. It begins with an introductory sentence that states the most essential ideas of the writer.
3. Do not try to include every idea in the original text
4. Understand the main idea in each paragraph and rewrite it briefly in your own words
5. Make sure that one-third of the original text is a good summary
6. Do not insert any of your own opinions, interpretations, deductions or comments into it.
7. Write a last sentence that “wraps” up or concludes your summary



Activity 6.17

Instructions: Read the original text given below and its summary, and then summarize the next text accordingly.

The Original Text

Skills Required for the 21st Century

The twenty-first century skills have been developed for the 21st century education system. They are widely used in every aspect of human activities such as learning, teaching, business, farming, sport, etc. In this globally and digitally interconnected world, all learners from cradle to career need these skills and knowledge to succeed. If students want to prepare themselves for success in school, work and life, they need to essentially develop these skills as they are more important for them now than ever before. They not only provide a framework for successful learning in the classroom but also ensure readiness and competence in a world where change is constant and learning never stops. The 21st century is not in the distant future; it is today. Students, who are the building blocks of their country in the future, do not have a moment to lose in preparing themselves to compete and succeed in every aspect of life. Though some researchers list twelve skills that people need for the 21 century, the most important ones are communication, collaboration, critical thinking and creativity.

Communication refers to student's ability to share information while expressing their thoughts and opinions clearly to others. It requires strong listening and evaluation skills to make interactions and clarity of the message effective. Nowadays, however educated you are or diligent enough to do your academic activities, it is unthinkable to achieve your goal unless your communicative skills are strong and up to the required standard. When your communicative skills are strong, fast and of the required standard, your academic competence shows progress from day to day, month to month and year to year. Communication can be carried out orally, in writing or paralinguistically. The other essential skill is collaboration. It is the practice of working together to achieve a common goal. Virtually, every job requires someone to work with another person at some point even if it is for something as simple as what to get for lunch. Practicing collaboration helps students understand how to address a problem, pitch solutions, and decide the best course of action. It is also helpful for them to learn that other people do not always have the same idea in doing the same work. Hence, working with others collaboratively helps them to learn from others and thus they will be ready to apply another way if they find the first one less applicable. If students practice collaboration more and more, they share what they have for others and take also from others and fill in their gaps. In fact, when they work collaboratively, they may face different challenges that retard their progress. The point that should be capitalized here is that challenges by themselves are schools in which a variety of solutions to problems are learnt. We all know that the more we are challenged, the better we think and look for solutions. Therefore, it is always important to appreciate challenges that appear due to collaborative activities and benefit the lessons that they provide in the course of solving a problem.

Critical thinking is the practice of analyzing, evaluating, measuring and interpreting a given idea or theory from different angles with sound reasons and coming up with convincing conclusions. Different people attempt to solve problems in different ways but those people who critically think and pass decisions, solve them in a better way. Students need this skill to always ask why and how before accepting any idea or theory. When they do this, they become self-assertive and reasonable who do not disseminate informed opinions to others. It is because of this scholars say that critical thinking is the practice of thinking outside the box. The understanding is that if you are a critical thinker, you do not shout when others shout. You do not throw stones at buildings when others are doing it. You do not hate others when others fill you with hate speech. Instead, you always take time, analyze situations, evaluate the pros and cons and come up with final decisions. Now, are you ready to become a critical thinker? The other skill that students need in this

century is creativity. There is an old platitude which goes as “Necessity is the mother of invention”. We are always living with problems though the degree varies from context to context. However, when people are creative, every problem has its own solution and the solution can make life simpler and simpler for others. Do you observe the human progresses made around computer, media, clothing, housing, etc.? Do you think that all the progress we observe are free from creativity? The answer is no. The cell-phone that you are currently using may not be used after few years because human needs are dynamic. So, creative minds innovate better cellphones and provide you. Make sure that if there are questions that are going on in your brain, creativity has already started. It is a matter of time. In this regard, do not you appreciate our illiterate mothers and fathers, who have never gone to school but created different farming implements, cultivated the land through their own creativity and supply different food items to their family and others? Do not you appreciate the process that they pass through in making different delicious traditional dishes and drinks that they serve us ? Hence, students, are you ready to create and solve one of the problems troubling you and others?

The Summarized Version

The 21st century skills are one of the crucial components in the educational system across the world. The belief is that unless students have developed these skills, it is difficult for them to succeed both in schools and tomorrow in the world of work. The most essential skills are collaboration, communication, collaboration, critical thinking and creativity. Communication refers to the skill to get and share accurate and relevant information that speed up learning. Collaboration is a skill we need to work with others to share experiences and bridge the gaps with one another. Critical thinking is a skill that enables one to examine ideas from different angles reasonably before reaching a decision. Creativity is a skill that leads people to innovate new procedures or objects that make life simple and comfortable. Thus, you as a student should always work day and night to achieve them.

A text to be summarized

Causes and Solutions to Reduce Academic Dishonesty

Many pieces of research have been conducted on the causes and effects of cheating on examinations, tests, essays and assignments whether at primary, secondary or higher learning institution level. In their findings, they list the major factors for cheating as: stress, failure to attend classes properly, difficulty to understand the lessons taught in the class, laziness to study lessons on time, lack of commitment to tackle academic challenges, less interest to work collaboratively with peers, pressure and stress revolving around exams and grades, and

lack of confidence and study skills.

As findings confirm, those students who cheat on tests, essays, or assignments find themselves facing repercussions such as failure, suspension, expulsion, and notoriousness. If a student succeeds at cheating once, he/she is likely to repeat the task perhaps in the next environment. She/he does not attempt to critically think and work hard to achieve her/his goal. She/he is often seen fail to see a path beyond failure and create strategies that enable her/him to deal with anxiety and pressure in the interim. The other worst thing of all other negative side effect is that if cheating is the inherent behavior of a student, she/he does not attempt to genuinely work and bring about progress in the other contexts of life. For such students, intelligence is to deceive or cheat and behave as if they were abled and efficient. Because of this, they are always suspicious to trust others since they themselves have already experienced success through cheating.

Academic dishonesty has been around since time immemorial and is a problem with seemingly no solution in sight. However, as students, make sure that those students who allow you to cheat are murderers, and you are a diseased. Make sure that the moment you decide to cheat on examinations, you have decided to distort your life and accept failure. Notice that cheating is thinking with someone's mind and this is the beginning of losing your human integrity. You have been provided with brain that functions equally with that of the student from whom you copy answers on examinations. The difference is the preparation you make, your commitment to think actively and critically, your effort to solve problems and develop confidence.

The first important quality to achieve success is honesty. To this effect, you should first be honest to yourself. When you are honest to yourself, you develop one of the essential personal qualities that give you high social value in any community. Cheating may temporarily bring you success, but its effect always disturbs your mind and makes you restless. When this happens, your health is affected, and sometimes it can lead to protracted diseases. Be certain that you begin to build your country the moment you have started to believe in honesty and genuinity. If you cheat at school, there is no reason to immerse yourself into corruption and other harmful activities that are detrimental to your country when you join the world of work. So, are you now ready to fight cheating as a student of Grade Ten?

6.6.2 Interpreting Graphs

A graph is a diagram that consists of statistical data or information in number. If you do a small scale research, for example, entitled, **“The Causes of Late Coming to School”**, you collect the data from different

student-respondents, analyze them and present the results either in the form of a table or graph.

When you explain the data given in a graph, you can use the sentence starters such as: **The number of late comers increases/ decreases, rises, grows, the pattern I notice in the graph is..... The difference betweenand is, A probable reason for this is..... As we observe on the graph, the number of late comers.....declines; fluctuates, gently, gradually, slightly, steadily; suddenly, sharply, dramatically.**



Activity 6.18

Instructions: Look into the bar graph given below and explain what it talks about using different sentence starters.

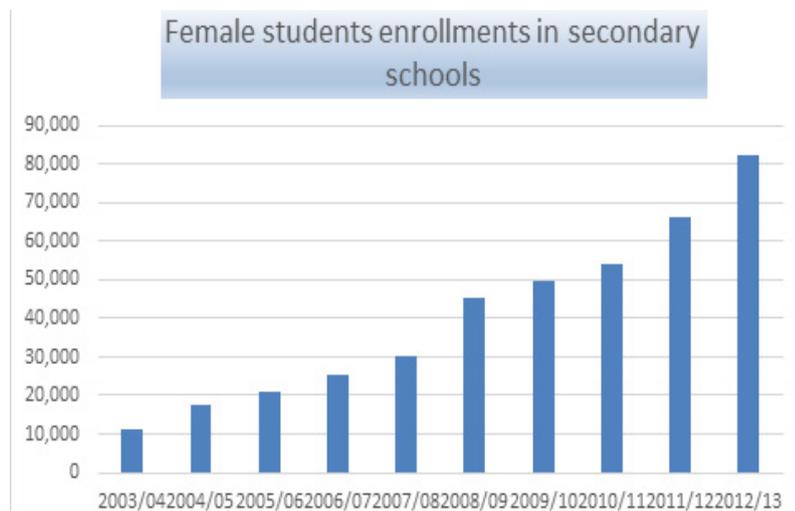


Fig17. Female students' enrollments in secondary schools.

6.6.3 Spelling Rules

1. In many English words an "i" comes before "e" except a "c" or sounding like [a] or [e]

Example: niece, belief, cashier and achieve but conceit, ceiling, perceive, deceive like leisure, height and heiress but neighbor" and "weigh."

2. Keep silent "e" when adding **-able**

Example: manage.....**manageable**, encourage...
encourageable, etc

3. The silent "e" is removed when you add the suffix "**-y**"

Example: shine..... **shiny** but dice..... **dicey**

4. The plural form of a noun takes **-ies** if the noun before a "**-y**" is a consonant but takes only an "-s" when it comes before a vowel

Example: baby...**babies**, lorry...**lorries**, story...**stories**, but day...
days, key.... **Keys**,

5. The final “-e” is removed from the word when you add “_ies”

Example: shine....**shinnies**, ice..... **icies**



Self-learning Activity 6.19

Instructions: Choose the word spelt correctly from the alternatives given in the parentheses.

1. You should always check your (**wieght/weight**); otherwise, you will face a serious health problem.
2. Tsedale has less interest for (**foriegn/foreign**) products.
3. We Ethiopians do not have any tolerance when anyone attempts to trespass up on our (**sovereignty/ soverniegnty**).
4. What are main (**species/speceis**) of lion?
5. (**Neighbours/Niebours**) have important roles in strengthening mutual life if they are mature and resourceful.
6. Ato Teklay has been an honest and positive person. Nowadays, however, he has been caught doing lots of (**mischiefs/mischeifs**)
7. Tiruwork was so hungry that she stood up and (**seized/siezed**) the man furiously.
8. Nowadays, asking for a (**receipt/reciept**) after buying any item or getting any service is one of the basic requirements from a genuine citizen.
9. Have you ever (**recieved/received**) any message from your boss about your progress?
- 10 I am neither rich nor poor but I am always self (**sufficient/sifficeint**).

Unit Seven

Branding Ethiopia and National Identity

Unit Introduction



Dear learners: In this lesson, you will be dealing with a title "Branding Ethiopia" that makes the country unique in its historical heritage, production, means of transportation, music, artifacts galleries, indigenous knowledge, medicinal plants, and etc. that makes Ethiopia exceptional in the world. Thus, in this module, you will be dealing with four English language skills, such as listening, speaking, reading and writing. Most of the learning contents, also, are Ethiopianized that you can develop your language learning competencies easily in the way you could master the language performances.

The lessons and the exercises are designed to develop your language proficiency with a particular focus on enhancing your basic language competency and performance. Besides, the module helps you to deepen your understanding of Migration, Branding Ethiopia and National Identity, The Healing Power of Plants, Multilingualism, and Technological Devices (Digital vs. Satellite Television).

Each sequence in the textbook begins with a sequence overview, outlining what you will be learning and subsequent practical activities. Every sequence consists of several lessons, with the following components:

Unit Learning Outcomes:

Upon the completion of this unit, you will be able to:

- ⌘ listen to an expository or descriptive texts and extract specific information;
- ⌘ pronounce English vowel and consonant sounds and communicate intelligibly;
- ⌘ describe a process involved in producing something;
- ⌘ analyze and interpret meanings, read an expository and descriptive text (factual articles);
- ⌘ work out the contextual meanings of words from the passage and

- use in your daily life;
- ⌘ analyze, infer, interpret and personalize information from the reading text;
 - ⌘ use a variety of text-attack–skills (skimming, scanning ,intensive reading)& get meaning;
 - ⌘ identify different word formation and use the words in your communication;
 - ⌘ practice with different phrasal verbs and use them both in spoken and written English;
 - ⌘ use different types of conditionals correctly in both spoken and written communications;
 - ⌘ describe places or objects in different essays.

Unit Contents

Assessment Methods



Dear learner: your learning progress in attaining each language skill is assessed based on your ability in doing the activities developed in each section for you. For this reason, there are activities developed to help you practice and check the improvement you have made in learning a particular language skill.

After you have done each activity, you are given answer keys at the end of each unit. You can cross-check your answers against those given by the writer of this module. In addition, after you have finished doing all the activities in each unit, you will be provided with self-assessment activities in the form of assignments, and project works. You are expected to do them carefully and submit to the center module tutor based on the time that will be set for you. The other form of assessment is that the examination you take after you had completed learning all the units in the module. You will take this examination based on the timetable of the responsible individuals who are leading this programme.



Section 7.1 Listening

Title: Ethiopia: The Land of Origins

Section Overview



Dear learner, do you know that Ethiopia is the land of origin for human life in the world? In this unit, thus, you are going to discover Ethiopia more than you know it before. In the meantime, you will also learn different language skill so as to be competent and effective in English language.

In aural (listening) skills, you will focus on pre listening question to brainstorm the background knowledge on " **Ethiopia is the land of origin.**" Then you will answer the close and open ended questions. Next, you will listen to the text prepared in electronic medium. Then after, you will deal with post listening activates.

Section Learning Outcomes

Dear learner, in this section of unit seven, you will be able to:-

- ⌘ listen a text about "Ethiopia, The Land of Origins" and answer comprehension questions;
- ⌘ understand the geographical and political boundaries of an old Ethiopia;
- ⌘ Pronounce the vowel and consonant sounds (**Diphthongs**) in English language,
- ⌘ State and ask for an opinion, agree/disagree with partner on different issues;
- ⌘ Giving advice
- ⌘ read a passages on Ethiopia written by different writers and answer questions from short extracts;
- ⌘ guess the meaning of new words from the reading extracts;

I hope, you will enjoy the unit very well.

Good Luck!

7.1 Listening

Ethiopia: The Land of Origins



Self-Learning Activity 7.1

Pre-listening Activity

A. Dear learners: Before listening to the text entitled "Ethiopia is the land of origin", answer the following questions both individually and being in group.

1. Are you familiar with the geography and climate of Ethiopia?
2. Why do some people describe Ethiopia as "Thirteen Months of Sunshine?"

3. Why is Ethiopia called "The Land of Origin"?

- B. Ask each group to report the results of their discussions and finally give your reflections to the whole class.
- C. Give them few minutes to go through the questions that ask them what to do during the while listening activity

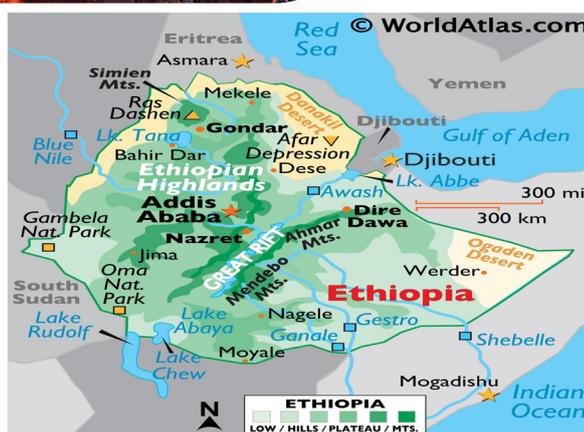


Fig. 20: Map of Ethiopia

- 1. Are you familiar with the geography and climate of Ethiopia?
- 2. Why do some people describe Ethiopia as "Thirteen Months of Sunshine?"
- 3. Why Ethiopia is called the "The Land of Origins"?



Self-Learning Activity 7.2

Instructions: Dear learners: Now, listen the listening text, and fill in the blank spaces with the correct word or phrase.

Ethiopia: The Land of Origins

- 1. _____ and _____ are the highest and the lowest parts of Ethiopia.
- 2. The two Africa's biggest geological structures are _____

and _____.

3. Location of Ethiopia _____.
4. Countries that are neighboring to Ethiopia _____, _____, _____, _____ and _____.

Approximate length



Self-Learning Activity 7.3

Instructions: Answer the following questions based on the information in the listening text.

1. What are the two famous international organizations based in Ethiopia?
2. Where was Lucy discovered?
3. Which country is the most populous in Africa?
4. Ethiopia is the land of origin, what do you understand on this expression?

Instructions: According to the listening text, confirm whether each of the following sentences is true or false.

1. As I think, Lucy is older than Ardi
2. The Solomon Kingdom is not the oldest one in Ethiopian history.

Approximate length:



Self-Learning Activity 7.4

Instructions: Answer the questions below based on the lessons you get from the listening text.

1. Why do we say that Ethiopia is a landlocked country? Has it always been landlocked?"
2. Can we make our cultural and historical values more modern than before?
3. How can we make Ethiopian coffee more acceptable and unique brand in the world market?

7.1.1 Language Focus:

Pronouncing [æ], [ə] and [j] Vowels



In this lesson you will learn how to pronounce diphthong sounds

Approximate length



Self-Learning Activity 7.5

Instructions: Hello Dear Learner, this is also another part of activity that you can practice with your YouTube using your Smartphone, if any, on English pronunciation. Let you pronounce the underlined words in sentences 1-6.

1. The **carpenter** spent a **fantastic** holiday with his friend.
2. Mr. Aberra is a **manager** of a **charity** organization.
3. You **better** be a producer rather than only a **consumer**.
4. The **firm** is **economical** in using **consumables**.
5. My **tenure** in the university changed my attitude.
6. Would you like to **continue** with your **education**?



Self-Learning Activity 7.6

Instructions : Dear learner ,now, look up two words for each vowel sound given below from a dictionary and pronounce them loudly to your neighbor and vice versa.

1. [æ], _____
2. [ə], _____
3. [i], _____



Self-Learning Activity 7.7



Dear learners: It is quite usual when you listen to the word vowel sounds. There are five different vowel letters: A, E, I, O and U. Vowels are very common in the English language as they can be found in almost every word and syllable. In relation to this, Dear learners, we shall also see diphthong sounds.

Diphthong sound is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards

another (as in coin, loud, and side).

Instructions: Match the diphthongs listed under column A with their appropriate examples under column B. Then, practice pronouncing the examples with referring your dictionary.

Column A		Column B	
1	/aɪ/	a.	bound, house
2	/eɪ/	b.	pair, lair, chair
3	/əʊ/	c.	cry, my, like, bright, lime
4	/aʊ/	d.	bake , rain, lay, eight, break
5	/eə/	e.	go, oh, slow, loan, though
6	[ɔɪ]	f.	sure, january
7	[uə]	g.	boy, voice, enjoy
8	[iə]	h.	hear, here, appear

There is an overview of the Consonants and Vowel sounds

A. Vowels

Consonant sounds are mostly articulated via closure or obstruction in the vocal tract; however, vowel sounds are produced with a relatively free flow of air, and they are all typically voiced. To describe vowel sounds, we consider the way in which the tongue influences the shape through which the airflow must pass. To talk about a place of articulation, we think of the space inside the mouth as having a front versus a back and a high versus a low area.

B. Diphthongs

We regularly create sounds that consist of a combination of two vowel sounds, in addition to single vowel sounds. These are known as diphthongs and are of course, symbolized by the combination of their elements. When we produce diphthongs, our vocal organs move from one vocalic position [a] to another [ɪ] as we produce the sound [aɪ], as in Hi or Bye.

C. Pronouncing the Diphthongs: [eɪ] and [aɪ]

When a day goes, months and years may come eventually.

Goodbye, see you at eight o'clock.



Section II. Speaking

Title: Giving Advice, Suggesting or Criticism

Section Overview



Dear learner, it is human behavior that we express our opinions to others in a way we feel as a suggestion, commenting and as a critics, either positively or negatively respectively. For things or ideas we feel excited, we admire, appreciate and honor. Whereas, when we feel discomfort and demotivated, we express our feelings in critics things to be better. We also use a range of expressions to add information, discuss our own reflection, and decide on what are wrong and wright.

Accordingly, to express your thoughts and beliefs, you need to know the expressions that are frequently used in your everyday life. To achieve this, study the note given below until you understand how you use each phrase or expression.

In this section, you are expected to use a range of structures **to advise express agreement, ask for and express opinions, giving Advice, using Should, Ought to and had better(WHY + Negative or What If) expressions, Suggesting or Critics to someone** etc. Furthermore, this part also focuses on **describe objects, places and people using positively (attractive, beautiful, calm, charming, enchanting, fascinating, fresh, homey, inspiring, peaceful, vibrant, magical, majestic, contemporary, modern, ancient, quite, traditional, exciting, huge, popular) or negatively (boring, ugly, senseless, crowded, deserted, dull, expensive, horrifying, terrible, stormy, shanty, and etc.)** using social expressions for illustrating points.

Section Learning Outcomes

At the end of this lesson you are expected to be able to:

- ⌘ Give advice, suggestions or critics to someone in different communicative encounters.
- ⌘ Narrate or describe objects using social expressions.
- ⌘ Express possible reply for admiration, appreciation, approval/ respect etc.
- ⌘ Express their agreement and disagreement using the lesson they have learned.

7.2 Speaking:

7.2.1 Giving Advice, Suggesting or Criticism

Dear learners: Now you are going to make revision on "Expressing Opinions through Agreement and Disagreement" remarkets.



Self-Learning Activity 7.8

Instructions: *The dialogue below is between two students, Abebe and Metselo: Read it carefully and write an appropriate opinion that shows agreement or disagreement in the blank spaces.*

Abebe: As far as I am concerned, war is always a backward approach to solving a problem.

Metselo: In my opinion, _____.

Abebe: What do you think of the ever lighting victory Ethiopia achieved over the Italian Army?

Metselo: As I see, _____.

Abebe: That is an interesting point but I am of the opinion that though we fought courageously and defeated the Italians' troops, we have never defeated poverty so we are still under the influence of the developed countries.

Metselo: Yes, of course. I agree with you but sometimes I think that the patriotic achievements should not be limited only to defeating war but also conquering hunger and famine.

Abebe: _____.

Metselo: I agree with you but from my point of view, if people first achieve their freedom, the sacrifice that they pay for economic progress is not beyond control.

Abebe: _____.

Metselo: Neither do I.

Abebe: I am busy with my assignments. Let us stop our discussion here and meet next time.

Metselo: _____.



Self-Learning Activity 7.9

Instruction: *Dear learners, I think you have read the previous dialogue of two friends, Abebe and Metselo on how to give opinions. Now you are expected to think of any title that requires different opinions either through agreement or disagreement. For example, "giving priority to indigenous knowledge is a means to fast development in all aspects of human life" and then exchange your opinions with your ideal friend.*

Good Luck!



Note: Stating and asking for an opinion

Try to use some of the language to ask for and give opinions. Choose any topic such as: marriage, the dangers of the internet for children, the government should interfere in market price, COVID-19 is a curse from God.

Example:

- A. What do you think about marriage?
- B. I don't think it's comfortable for everyone. There are people who do not want to get married throughout their life due to their own reasons. In addition, even if there are people who want to get married, the cost of wedding is this days skyrocketing.
- A. Well, I agree with you but don't forget that it is a foundation to build a society. In my view, the cost for wedding can be determined by the agreement to be made by the two parties.
- B. Sorry to interrupt. As I see it, marriage leads to divorce when the couple don't study each other carefully before the marriage takes place.

Well done!

Instruction: Now, you are going to focus on different expressions on opinion giving.

Dear learner: When you give opinions, try to use the expressions given in the table below.

Stating an opinion	In my opinion...
	The way I see it...
	If you want my honest opinion....
	According to Aziza...
	As far as I'm concerned...
	If you ask me...
Asking for an opinion	What's your idea?
	What are your thoughts on all of these?
	How do you feel about that?
	Do you have anything to say about this?
	What do you think?
	Do you agree?
	Wouldn't you say?



Note: Agreeing and Disagreeing

When you want to indicate that you agree with someone, the simplest way is to say 'yes'. People often say something further, especially in more formal discussions. The following table contains expressions we use to state

agreement. By the same token, rather than simply expressing complete disagreement, people usually try to disagree politely using expressions which soften the contradictory opinion they are giving. 'I don't think so' and 'Not really' are the common of these sayings. The table below contains additional expressions we use to show our disagreement.

Expressing agreement	Exactly.
	That's an interesting point, isn't it?
	I agree with you 100 percent.
	It was really good, wasn't it, Berhanu?
	I couldn't agree with you more.
	That's so true.
	That's for sure.
	That's right.
	You're absolutely right.
Expressing disagreement	I don't think so.
	Not really.
	(strong) No way.
	Actually, no.
	I'm afraid I disagree.
	I don't know about that.
	(strong) I totally disagree.
	I beg to differ.



Self-test Activity 7.10

Instructions: Dear learners,, use the expressions of agreement from the above table to discuss your agreement with the following topic.

Topic:

1. Foreign aids do not necessarily solve the problem of developing countries.

2. Social media should be censored by the government.

1. _____

2. _____

Language Focus

7.2.2 Revision: Giving Suggestions/Advice

I. Giving Suggestions

There are many ways of suggesting a course of action to someone. Study the following examples carefully.

Using What about/How about + “-ing” Form and Let.

Danite: Today, we do not have class; let us visit the new zoo.

Gelebo: What about going to the library this afternoon?

Kereta: I am feeling wretched; let us play football.

Denboba: How about the meeting we have been called by the Charity Club?

Demeke: Let us discuss how we can help the helpless people in our village.

Fozia: That is the wonderful idea. Where shall we sit?

Instructions: Be in pairs and let one of you give suggestion and the other agree or disagree to them in full sentences as in the examples given above.

Using Could to give suggestions

We can use “could” to give suggestions.

Examples

- A. You want to buy the new book but you don't have money.
Suggestion: you could talk to your friend and ask him to lend you some money.
- B. You cannot talk to your friend on cell phone.
Suggestion: you could talk to him on fixed telephone.



Self-test Activity 7.11

Instructions: Please, make as many suggestions as you can using the expressions above.

II. Giving Advice with Should, Ought to and had better

There are many ways of giving advice to someone. In English, we use the modal verbs ought to and had better to express that we think something is a good (or a bad) idea. Should is the most common way to give advice.

Giving advice with WHY + Negative or What If

- A. Why don't we go to the farm tomorrow?
- B. Why don't the children eat their lunch before they leave for picnic?
- C. Why don't you read this book on friendship instead of getting advice from others?
- D. What if some of us discuss this lesson in groups?

Self-test Activity 7.12

Instructions: give as many pieces of advice as you by using the expressions *ought to* and *had better*.

Example:

Mikreab: Hey Tolkaso, do you mind if I ask you for some advice?

Tefera: Of course not. Please go ahead.

Mikreab: I'm thinking about buying a new shirt. What kind of shirt should I buy?

Tefera: Hmm... good question Mikreab. you had better buy Ethiopian brand?

Mikreab: I have thought to buy an Italian model, but I have changed my idea to buy the made in Ethiopia brand.

Tefera: oh, that sounds better; you ought to buy the Hawassa Industrial product.

Mikreab: Thank you indeed, I'll buy it.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Describing places, people and objects



Self-test Activity 7.13

Instructions: Practice about the following pictures using the vocabularies mentioned below.

Adjectives to express likes of a person or a place	attractive, beautiful, calm, charming, enchanting, fascinating, fresh, homey, inspiring, peaceful, vibrant, magical, majestic, contemporary, modern, ancient, quite, traditional, exciting, huge, popular
Expressing dislikes of a person or a place	boring, ugly, senseless, crowded, deserted, dull, expensive, horrifying, terrible, stormy, shanty, and etc.



Fig. 21: Ethiopian Lady with traditional costume and Adwa

1. An Ethiopian Lady making traditional coffee being in her traditional costume.
2. The historical chain of Mount Adwa where Ethiopians fought with the Italian troops, achieved victory and declared the equality of all human race for the first time.

Describing Things



Activity 7.14

Instructions: Read the description given below carefully and then describe any other furniture in your house in the same way and then speak about it to the whole class.

A. kitchen platform

Fig. 22: kitchen platform

This is a kitchen platform. Above it, there is a small cupboard in which there are kettle and pans. On the platform, there is a gas-stove as well as a microwave unit. Near the microwave, there is a sink with water-taps. Below the kitchen platform, there are a number of cupboards to keep big and small dishes, pots, etc.



Self-test 7.15

Choose the thing you best like in your room, and write the speech you will describe about.

B. My cell-phone

1. My cell-phone is the latest model, which is not only a phone,
2. It is a device for storing all essential information, such as a telephone directory, financial transactions, addresses, etc.
3. I can use it for sending and receiving messages.
4. My cell phone provides immense entertainment to me.
5. I have stored in it all my favorite songs.
6. It has a powerful camera in it, and a device to attach it to my computer.
7. I use my cell-phone to keep record of my financial transactions, bank-account numbers, and all essential information, such as my C.V., postal addresses, etc.
8. My cell-phone is constantly with me, wherever I go.
9. There is a device in it to remind me of my appointments, train timings, etc.



Self-test 7.16

What are other activities you make mostly using your mobile telephone different from the above mentioned activities?

C. Ethiopian Airlines

1. Can you describe about the following picture of Ethiopian airline?
2. Do you like it? Why?
3. What do you want to be in the future?
4. How can you achieve your goal?
5. What do you understand from the picture?



Fig 24. Ethiopian Airlines

Ethiopian Airlines is one of the assets that the country contributes to the world. It is the representation of Ethiopians which contains three colored flags, Green, Yellow, and Red. It is Africa's leading airline and twice the size of number two. It has grown faster than the rest of Africa's top 10 put together. Ethiopian currently serves 121 international destinations (64 in Africa) across 5 continents with over 270 daily departures. If passengers travel within Ethiopia, there are substantial discounts offered for domestic flights. On the other hand, if the flight is an international either from Ethiopia to abroad, or from abroad to Ethiopia, the Ethiopian Airlines is more comfortable than other Airlines in Africa and else more .

Ethiopian Airlines is a highly-coordinated center carrier that uses its well-positioned Addis Ababa hub to target growing and increasingly important markets. It mainly focuses on connecting the Middle East, Asia, Europe, and North America with East, South, Central, and West Africa, along with connecting other countries. Due to all these contributions, Ethiopian Airlines has been crowned the 'Best African Airline' at the 2021 Business Travelers Awards.

Thus, it is a call for every passengers, either in domestic or to abroad, our guest are welcome to use the Ethiopian Mobile Booking App, can now book, pay, check in and download boarding cards to their phones.

Adapted from Ethiopian Airlines, December, 2021

Answer the following questions from the above text.

1. Do you like the colors the Ethiopian Airlines carries? If your answer is yes/no, why?
2. What is/are your favorite color/s in your life?
3. How the Ethiopian Airlines representation of Ethiopians?
4. How many countries does Ethiopian Airline fly in transporting people from place to place?
5. How the Ethiopian Airlines sells its ticket using electronic devices?



Section 6.3 Reading

Title: Ethiopia through Writers' eyes

Section Overview



Dear learner: This section of the module, which aimed at developing your reading skill. Before you begin reading the passage, there are pre reading questions you are expected to answer. Then, you will read the passage entitled **“Ethiopia through Writers’ Eyes”**. Next, you are provided the opportunity to read the series of reading paragraphs, taken from the magazine, known as “Selamta”, individually, scan and skim information as quickly as possible, that is, you will find specific information in each paragraph and comprehend the general theme (central idea) of each, but independent texts. Besides, the section accommodates another title, **“Ethiopia’s Heritages Registered by UNESCO”** from which you can understand different reading technic also can grasp different new words. Each short text contains different vocabularies, **vista, visceral, stronghold, distended, spawn, confluence, retain, summits, vicinities, sacred city, and delimited**, which need deep reading to realize them.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ read a passage and answer comprehension questions;
- ⌘ use the words that you have learnt from the passage in both spoken and written communications
- ⌘ understand the way how use dictionaries to infer meaning out of them

7.3 Reading

7.3.1 Part I: Ethiopia through Writers' Eyes

Hello Dear learner, I think you are enjoying the lesson so far. In this lesson, you will learn what has been written about the old Ethiopia by various writers. Have you got an insight about an old Ethiopia from the story? If your answer is yes, go through the following questions.



Self-Learning Activity 7.17

Instructions: Before you read the passage given below, think about the following questions.

1. Do you know the old boundary of Ethiopia?
2. What do you understand when the Great books, Holy Bible and Koran say about **Shem, Kush, Ham, Athiopia, and Ityopis**?



Self-Learning Activity 7.18

Instructions: Dear learners, the series of reading paragraphs is taken from the magazine known as “Selamta” published at different times. Read the views of the writers and then answer to the questions that follow.

1. “Today, we may be sure Ethiopia is a country in northeast Africa, but the country’s borders have not always been so well defined. In the past, Ethiopia, depending on the **whims** and knowledge of writers and geographers, was at times made up of all of sub-Saharan Africa - with a coastline that wandered from the Red Sea to the Atlantic Ocean - or was solely the area circumscribed between the northern reach of Egypt’s desert and the **confluence** of the Blue Nile and Atbara Rivers. The Greek Bible had the **spawn** of Shem, Kush and Ham go and multiply in Egypt and Aethiopia - a tale later reprised in a legend that has Axum’s capital founded by none other than Ityopis, son of Kush.”

Source: Ethiopian Airlines, Selamta (Yves-Marie Stranger)

2. “Some of the **inhabitants** of **that** part of the coast which is without water go inland every five days, accompanied by all their families, with songs and rejoicings, to the watering places, where, throwing themselves on their faces, they drink as beasts until their stomachs are **distended** like a drum. They then return again to the sea-coast. They dwell in caves or cabins, with roofs consisting of beams and rafters made of the bones and spines of whales, and covered with branches of the olive tree. The Chelonophagi [Turtle-eaters] live under the cover of shells (of turtles), which are large enough to be used as boats. Some make of the sea-weed, which is thrown up in large quantities, lofty and hill-like heaps, which are hollowed out, and underneath which they live. They cast out the dead, which are carried away by the tide, as food for fish.”

Source: Selamta: Strabo’s Geographica , written circa 7 BC and, published in its first ‘modern’ edition in 1469.

3. “We went to the King’s **stronghold** and climbed a high building, a stately edifice which ranks among the most wonderful of wonderful buildings and among the most beautiful of exceptional wonders, constructed of stone and lime. And there is in **that town**, indeed in the whole of Abyssinia, no other but it (as it is of very pleasing appearance and handsome design), because all other dwellings in these localities are only nests of grass. . . .

Source: Ethiopian Airlines, Selamta, Hasan Ben Ahmed El Haimi, na Yemeni Embassy to Gondar in the year 1648.

4. “Last year, I returned to Ethiopia for only the second time in 13 years. I did it in careful stages, spending a day getting re-acquainted with Gondar, its unpaved back roads and crumbling castles, and a couple in Lalibela, where, hiring a guide, I began to encounter a country both foreign to me, and, in a **visceral** way, completely familiar.

Source: Selamta, Aida Edemariam’s writing in The Guardian, Sept. 1, 2007

5. The day I left Lalibela dawned clear and sunny, and by 10 a.m. I was being driven in a 4x4 into the towering mountain escarpments that ring the town by Mokedim. We were coming to the end of the small rains, but the stony terraced fields were dry. . . . At a seemingly random point Mokedim said, ‘stop: let’s walk from here.’ Minutes later, we saw why: the ground dropped away into a sudden vista of depth and wonder, jagged cliffs soaring down to valleys hundreds of meters below, to mountains upon mountains piling into the distance. The vast sky was **punctuated** by the grey shrouds of rain showers. They blew past like visitations, soaked everything and were gone.”

Slightly adapted from Selamta magazine May-June 2017 edition



Self-test exercise 7.19

Instruction: Answer the following questions by reading the above extract.

1. Do you know the meaning of Aethiopia?
2. Why is Yves-Marie doubtful about Ethiopia’s border?
3. According to Strabo, the then dwellers of the coastline lived in _____ and _____.
4. In Strabo’s Geographica, why do the people throw their dead in the sea?
5. Hasan Ben Ahmed El Haimi talks about “that town”. Which town was he referring to?

6. When did Aida Edemariam first come to Ethiopia?
7. How many days did Aida spend in Gondar?
8. Why did Mekedim advise Aida to walk?



Self-Learning Activity 7.20

Instructions: Discuss the following questions.

1. Which history of Ethiopia is amazing and inspiring for you? Why?
2. Why do people call Ethiopia "The Land of Origins"?

7.3.2. Part II: Ethiopia's Heritages Registered by UNESCO



Self-Learning Activity 7.21

Instructions: Discuss the following questions before you read the articles given below.

1. What are heritages?
2. Mention the Ethiopian heritages registered in UNESCO and describe one of them.
3. Predict what the reading text is about from the illustrations given below.

Harar Jugol

1. The fortified historic town of Harar is located in the eastern part of Ethiopia, 525 km from the capital of Addis Ababa, on a plateau with deep gorges **delimited** by deserts and savannah. The walls surrounding this **sacred city**, considered "the fourth holy city" of Islam, were built between the 13th and 16th centuries and served as a protective barrier.



There were five historic gates, which corresponded to the main roads to the town and also served to divide the city into five **vicinities**, but this division is not functional anymore. The Harar gate, from where the main streets lead to the center, is of recent construction. Harar Jugol numbers 82 mosques, three of which date from the 10th century, 102 shrines and a number of traditional, Indian and combined townhouses with unique interior designs, which constitute a **spectacular** part of Harare's cultural heritage.

The Konso Cultural Landscape (Terraces)

2. The Konso Cultural Landscape is characterized by extensive dry stone terraces bearing witness to the persistent human struggle to use and harness the hard, dry and rocky environment. The terraces **retain** the soil from erosion, collect a maximum of water, discharge the excess, and create terraced fields that are used for agriculture. The terraces are the main features of the Konso landscape and the hills are contoured with the dry stone walls, which at places reach up to 5 meters in height. The walled towns and settlements (paletas) of the Konso Cultural Landscape are located on high plains or hill **summits** selected for their strategic and defensive advantage. These towns are circled by between one and six rounds of dry stone defensive walls, built of locally available rock. The cultural spaces inside the walled towns, called 'moras', retain an important and central role in the life of the Konso.



Self-Learning Activity 7.22

Instructions: Individually, answer the following questions based on the articles you have read and write your answers on your exercise book.

1. Explain the main idea of the first paragraph.
2. When do you think that Harar Jugol city was formed and why it is said to be a sacred city?
3. The Konso Cultural Landscape is characterized by _____

4. What are the benefits of "The Konso Terracing"? _____

5. Why could heritage be an individual, group and national identity? _____

Section 6.4 Vocabulary

Title: Increase Your Word Power

Section Overview

In this section, you will practice some word attack strategy in matching two columns, "A" with "B". You will also look up words in a dictionary and choose

the meaning, which will increase your dictionary skills. Besides, you will guess the meaning of unknown words, analyze vocabulary groups, as well as understand dictionary definitions, and use a dictionary to increase your word power. Besides, you will exercise phrasal verbs (verb+ preposition) which are different from the original verb. You will make practice phrasal verbs making your own sentence from the given words. You will focus on different **Word Formations, Prefixes and suffixes** formation with different vocabulary roots through which you can enhance your diction power.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ able to extract meaning from the reading passage
- ⌘ identify Phrasal verbs from verbs without preposition
- ⌘ Familiarize yourself with the meaning of the phrasal verbs listed below.
- ⌘ make use of each phrasal verb in your spoken or written communication when needs comes.
- ⌘ practice on different word formations, prefixes and suffixes

7.4 Vocabulary

Part I: Increase Your Word Power:



Self-Learning Activity 7.23

Instructions: The following words are taken from the above reading passage. Match those words under column "A" with their contextual meaning under column "B".

A		B	
1	whims (par 1)	A	interrupted
2	confluence (par 1)	B	landscape
3	spawn (par 1)	C	primitive
4	inhabitants (par 2)	D	throttlehold
5	stronghold (par 3)	E	swollen
6	visceral (par 4)	F	population
7	vista (par 5)	G	offspring
8	punctuate (par 5)	H	flowing together
9	distended (par 2)	I	ideas/notions

Part II: Increase Your Word Power:



Self-Learning Activity 7.24

Instructions: Look at each of the words given below in paragraphs 1,2, 3 and 4 and then, write their contextual meanings as they are used in the passage.

1. sacred city (par 1) _____
2. fortified (par 1) _____
3. vicinities (par 1) _____
4. shrines (par 1) _____
5. spectacular (par 2) _____
6. retain (par 2) _____
7. summits (par 2) _____
8. contoured (par 2) _____

7.4.1 Word Formation: Prefixes and suffixes

Prefixes and suffixes are common in English and their correct use can help enhance the language skills and deal with unknown vocabulary easily.

I. What is Prefix?

A prefix is part of a word that is added at the beginning of the root word to form a new word. A prefix does not have any meaning of its own but when added to a root word it modifies the meaning of the word. Prefix makes a word negative, indicate opinion or show repetition.

Study the following examples:

un- (prefix) + happy (root word) = unhappy (new word)

dis- (prefix) + organized (root word) = disorganized (new word)



Self-Learning Activity 7.25

Instructions: Write the new word by adding the correct prefix from the list below. You can use one prefix more than once. The first one has been done for you.

bi-, de-, pre-, un-, im-, kilo-, out-, mis-, re-.

No.	Root word	New Word	No	Root word	New Word
1	moral	immoral	7	design	
2	write		8	wise	
3	weigh		9	necessary	
4	classify		10	polar	

5	management		11	annual	
6	expected		12	fix	

II. What are Suffixes?

Like prefixes, suffixes are also parts of words that are added to the root word to form a new word but suffixes are added at the end of the root word. Suffix does change the meaning of the word it is added to but not make the word opposite or negative like prefix do, it simply changes the class of the root word like a verb is changed into an adjective by adding a suffix.

Study the following examples

Forget (root word) + Ful (Suffix) = Forgetful (New word)

Happy (root word) + Ness (Suffix) = Happiness (New word)



Self-Learning Activity 7.26

Instructions: Write a new word by adding the correct suffix from the list below. You can use one suffix more than once. The first one is done for you.

-ship, -ment, -less, -fully, -er, -tion, -ness

No.	Root word	New Word
1	joy	joyfully
2	Tall	
3	happy	
4	manage	
5	kind	
6	slow	
7	mercy	
8	inform	
9	leader	
10	made	
11	beautiful	
12	care	

7.4.2 Revision: Using Phrasal Verbs in Communications

Increase Your Word Power: Meaning and Use Phrasal verbs are common, especially in spoken English and in informal writing. They are often used to replace a more formal verb.

Study the following example:

1. Please complete this form. □□ Please fill in this form.

In the above example, 'fill in' is a phrasal verb which has a similar meaning to

the word 'complete'.

Form

Prepositions (e.g. at, up, in) are added to verbs (e.g. go, get) to make phrasal verbs (e.g. go up, get at, get in) which have meanings of their own. These meanings are often very different to the meanings of the original verbs. Phrasal verbs can take the same range of tenses as other verbs.

Look at the following examples:

1. They are putting up the aerial.
2. She'll put on goggles later.
3. Ali put off the job until later.
4. There are three groups of phrasal verbs.

Phrasal verbs with no object	Phrasal verbs with objects in end-position	Phrasal verbs with objects in mid or end-position
They sat down . (on a chair)	He looked after the video.	She put down the phone.
Look out! (There's a car.)	She searched for the radio.	She put the phone down.
They dropped in . (for a chat)	I looked forward to a break.	He tidied up the mess.
		He tidied the mess up

Pronouns (e.g. it, us, her, them) used as the object of the verb can only be used in mid-position with phrasal verbs in group 3.

With object With pronoun as object

- Markos wrote down the words. Markos wrote them down.
- Markos wrote the words down. Markos wrote down them.



Self-Learning Activity 7.27

Instructions: Individually, look up the meanings of the phrasal verbs given below from a dictionary and then fill in the blank spaces with the correct phrasal verbs.

go on	go in	go in to	go off
go out	go over	go through	go up
go with	go for	go down	

1. The lights in our schools _____ as we were working in the laboratory.
2. Aster _____ the nursing school after completing her high school.

3. I can't believe he _____ the divorce.
4. I want to _____ with these plans with you again.
5. Which of these ties _____ my suit?
6. The football game _____ for another 30 minutes.
7. I think I will _____ black coffee. What do you like to have?
8. Currently, the price of food _____ at alarming rate.
9. The food smells and it _____ me _____.
10. I want to _____ with my friends for a picnic.
11. It is cold outside. Shall we _____?

Section 6.5 Grammar

Title: Language Focus (Conditional Sentences & Reported Speech)

Section Overview



Dear learner, in this unit, the learning contents are aimed to Provide opportunities for you to negotiate meaning, expand your language resources, notice how language is used and take part in meaningful interpersonal exchange to develop your communicative competency including the **Direct and Reported Speeches**. Communication is a holistic process that often calls upon the uses of several language skills or modalities. It also provides you with grammar lessons that focus on language entities giving attention to grammar/Language part and you will concentrate on the use of phrasal verbs. It also uses grammatical competence involving words and rules expressions, emphasizes on modal verbs, language focus (the present perfect tense, different past simple tenses. In relation to these, this section also focuses on conditional sentences, if clause and main (result) clause. Sometimes, the word if can be replaced with the phrases such as: **provided that, on condition that, so long as** and the like. They can express probable, improbable and impossible conditions.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ notice how language is used and take part in meaningful interpersonal exchange,
- ⌘ make use of modal verbs, conditional tenses, the present perfect tense, different past simple tenses in your written and spoken skills.

7.5 Grammar

Language Focus

7.5.1 Conditional Sentences

Conditional sentences are made up of two clauses: if clause and main (result) clause. Sometimes the word if can be replaced with the phrases such as: provided that, on condition that, so long as and the like. They can express probable, improbable and impossible conditions. Of course, sometimes they can convey truths or facts.

General truths -for things that are always true (zero conditional)

Present simple	if	Present simple
Water freezes		you heat it below zero.
You can't be promoted		you don't score above 50 percent in your exam.

Possible & probable conditions -for things that are very likely to happen.

Present simple	if	Present simple
We'll catch the bus		we hurry.
The doctor won't see you		you don't have an appointment.

Possible but improbable conditions -for things which might happen, but probably won't.

Would + V1	if	Past simple
I'd live in my own house		I had enough money. (but that's not likely to happen)
She'd be more relaxed		she didn't work so hard. (but she always works too hard)

Impossible conditions - for situations which are in the past and therefore no longer possible



Note: The if clause can be in first or second position.

Would have + past participle (V3)	if	Past perfect
I'd (would) have gone to the meeting		I had heard about it in time. It's now too late.
You'd have got better marks		You had spent more time revising.

**Note:**

The if clause and the main clause can exchange their positions without creating any meaning change.

For example: If we understand each other, we will reduce our life challenges.

Or: We will reduce our life challenges if we understand each other.

**Self-Learning Activity 7.28**

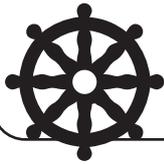
Instructions: Complete the following sentences using the correct form of the verb given in parentheses.

1. If I were you, I _____ (find) a new job.
2. I _____ (be) happy if I had visited my grandmother.
3. If you mix yellow and green, you _____ (get) blue.
4. If he _____ (be) an architect, he would have re-designed the house.
5. She can come and stay with us if she _____ (want).
6. If you look in the middle of the picture, you _____ (see).
7. If I _____ (be) in his circumstances, I would do the same thing.
8. If he hadn't driven fast, he _____ (bump) against the electric pole.

**Self-Learning Activity 7.29**

Instructions: Complete the clauses given below with the correct conditional clauses.

1. If I had gone to Addis Ababa, _____.
2. If you always revise your daily lessons, _____.
3. Hadgu would have gained lots of money provided that he _____.
4. If we add water to acid, it _____ but if we add acid to water, _____.
5. Had the employees had the courage to tell him his weaknesses, _____.
6. If I were _____, I would be the first to join our defense army.
7. We could have a better chance if _____.
8. If you are a cowardly person, _____.



Dear learner, as you remember, you learned a lot about direct and reported speech in Grade 9. This section will help you to consolidate what you had learned before.

7.5.2 Reported Speech



Activity 7.30

Instructions: Please, discuss the following questions.

1. What is the main difference between direct and indirect (reported) speech?
2. What are the main changes you make when you convert direct speech into reported speech?
3. What is the meaning difference between the following pair of sentences?
 - A. Our English teacher said, "you will have a test tomorrow."
 - B. Our English teacher said that we would have a test tomorrow

Study the following sentences:

1. I'm tired of waiting. See you all later. **(Direct Speech)**
2. Samuel has gone. He said he was tired of waiting. **(Reported Speech)**
3. I can give you a lift at about 7 o'clock. **(Direct Speech)**
4. He said he could give us a lift at about seven. **(Reported Speech)**

Use

You use reported speech to tell other people what someone has said, to pass on messages, and so on. You often use **tell** or **say** to introduce reported statements.

Form

When you use reported speech, you usually change the verbs one step back into the past and the pronouns are also changed.

Direct speech	Reported speech
We're waiting outside.	They said they were waiting outside
I can type that for you.	Yohannes told me he could type it.
My brother's got a new job.	Amina told me her brother had got a new job.
I will bring all the items.	Yared said that he would bring all the items.
I slept all night.	He said he had slept all night.
I'm from Sore Mashido.	Thomas said he was from Sore Mashido.

You can put the word **that** in reported statements in written English, but you usually miss out **that** in spoken English.

Reported speech (written)	Reported speech (spoken)
They told the police that the driver was a woman.	They told the police the driver was a woman.



Self-Learning Activity 7.31

Instructions: Convert the following sentences into reported speech.

1. Jemel said, "I enjoy swimming at the Baro River ." _____

2. Senait said, "I am reading the short story written by the famous Ethiopian writer." _____

3. "We knew your family," said the boys. _____

4. John said, "I am English." _____

5. She said, "I have never seen a shark in my life." _____

6. "I met him two years ago," the hostess said. _____

7. She said, "I will be in Jigjiga tomorrow." _____

8. "We visited Aksum obelisks last year," the tourists told my brother.



Section 10.6 Writing

Title: Argumentative Essay

Section Overview



Dear learner, under this section, you will learn one of different writing types, **Argumentative Essay on “Women have more household responsibilities than Males”**. You are expected to put ideas/sentences in logical ordered paragraphs to be clear for your readers. In this regard, before you begin to present your argument in writing, make sure that you are clear about what your argument is about and how you can explain your position. For this purpose, you will learn very important notes in this section. For example, to write an effective argumentative essay, one of the requirements expected from you is collecting the necessary data that enable you convince your reader. Useful Phrases to explain your opinions in an argumentative writing are, therefore, **listing points**: in the first place, first of all, to start with etc. and **to add more points**: what is more, another major reason, also, furthermore, moreover, in addition to, besides, apart from this, not to mention the fact that, etc.; **to introduce conflicting viewpoints** the necessary phrases are, it is argued that, people argue that, opponents of this view say, there are people who oppose, etc. Besides, **to express opinions are**, I believe, in my opinion, I think, in my view, I strongly believe, etc. are some of them.

Finally, you will learn how to summarize the written text in a way it has to be. When we conclude our paragraph, for examples, we use conclusion starters: in general, generally, therefore, thus, to sum up, to conclude, to summarize, to make the long story short, briefly, in brief, shortly, in short, finally, etc.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ Use the necessary connectors to write an argumentative essay;
- ⌘ Understand the necessary parts of argumentative essay, Introduction, Body, and Conclusion,
- ⌘ Summarize the written text in short forms.

7.6 Writing

7.6.1 Argumentative Essay



Self-Learning Activity 7.32

Instructions: Please discuss the following questions.

1. What is an argumentative essay?
2. What are the procedures you follow in writing an argumentative essay?
3. What is a premise?
4. What is arguing for and against a premise?



Short Note

Before you begin to present an argument in writing, make sure you are clear about what your argument is and how you can explain your position.

- To write an effective argumentative essay, one of the requirements expected of you is collecting the necessary data that enable you to convince your reader.
- Don't assume that everyone else understands your point of view. Therefore, explain your point of view clearly and in unemotional language.
- Don't show double positions when you argue. Either go for (pro) the premise or against it.
- Check any fallacy that may destroy the credibility of your reasoning.
- At the end of your presentation, summarize the main points of your argument again.

Useful Phrases to explain your opinions in an argumentative writing

- **To list points:** In the first place, first of all, to start with, in the first place, etc.
- **To add more points:** what is more, another major reason, also, furthermore, moreover, in addition to, besides, apart from this, not to mention the fact that, etc.
- **To introduce conflicting viewpoints:** It is argued that, people argue that, opponents of this view say, there are people who oppose, etc.
- **To express opinion:** I believe, In my opinion, I think, In my view, I strongly believe, etc.



NB: Make sure that your essay needs to have introduction, where you explain the general background of your point of argument, body, where you give detailed explanations with supportive evidences and conclusion, where the most essential points are summarized to make major points of discussions clearer to your reader.



Self-Learning Activity 7.33

Instructions: Read the following story on Awramba Community and examine how the writer argued by supporting gender equality in sharing a job in the house hold of that particular community.

One of the argumentative issues in most Ethiopian culture is sharing house activities equally in the family. We know that most families in Ethiopia are patriarchal or male-led. There is a widely accepted traditional social rule that both males and females have their own job-share at home based on their gender. For example, when your father and mother come back home from any work place, who is the one to enter the kitchen and begin cooking food or serving the cooked food? In many families, including in the educated ones, females themselves do not allow their husbands to enter the kitchen and do something by replacing them. Do you agree or disagree to this social rule? Why? In the essay given below, you find the Awramba community who is pioneer in changing this long established trend surprisingly. Read it carefully and explain your position by agreeing or disagreeing to the premise.

The Awramba community

1. The Awramba community is a self-sufficient one that follows four principles: respecting equality of women, respecting children's rights, caring for the elderly and avoiding bad deeds. Later, they also added "Accepting all humans as brothers and sisters" to the list.
2. The community mainly uses weaving as a source of income and has ordinary members and union members. The union members work according to their abilities, sharing different tasks like weaving, farming, attending the elderly, guarding, etc. The profit they make from



sales is equally shared among the members at the end of the year regardless of gender, input or capability.

3. Although the community once used to educate each other on a small blackboard under the shade of a tree, now all children are sent to a kindergarten built by the community to memorize the community's values by heart before joining elementary school. Elderly people are also taken care of in a house built for them.
1. Additionally, women are considered to be equal and are not limited to housework, whereas men have the responsibility of helping women with housework. Due to this, the community is a haven especially for divorced and widowed single parents whom in many other villages would have had no choice but to get married again or fall into poverty.



Self-Learning Activity 7.34

Instructions: Fill in the table given below by putting 'X' mark based on the real experiences in the community where you are living. After that, think on gender equality and write an essay of four to five paragraphs.

No.	Descriptions	Female	Male
1	buying groceries		
2	cleaning home		
3	domestic repairing		
4	family managing		
5	take children from home to school		
6	children care giving		
7	helping children with homework		
8	playing with children		



Self-Learning Activity 7.35

Instructions: Dear learner, please study the data in the table given below. And then, write an argumentative essay of three paragraphs on the title "Women have more house-hold responsibilities than Males".



Checklist

Dear learner: This is the end of unit seven. Indicate your responses to the right hand side by putting a "Yes"/"No" against each point to show whether you agree or not.

1	Understand the geographical and political boundaries of Ethiopia;	Yes	No
2	Pronounce the vowel, consonant and Diphthong sounds in English language		
3	State and ask for an opinion, agree/disagree with partner on different issues;		
4	Guess some new words from the reading extracts;		
5	Understand the word formations using Prefixes and suffixes		
6	Could write the argumentative essay		
7	Could listen the texts appropriately		
8	Learning the reading section to the extent which it has to be		

Unit Seven: “Women have more house-hold responsibilities than Males”.

Summary Exercises

Dear learner, you have come to the end of this unit. The following activities are taken from the topics you have learnt so far. Please do the activities according to the instruction.

Instruction: Answer the questions below based on the lessons you get from the previous lesson.

1. Why do we say that Ethiopia is a landlocked country?

2. As far as I am concerned, war is always a backward approach to solving a problem. What do you think?

Instruction: Fill the following blanks with should or should have + the verb in the brackets

1. Dachassa _____ the national exam. He has been studying very hard. (pass)
2. You missed the early morning bus. You _____ (come)
3. We have not seen you this moment. You _____ and see us more often (come)
4. I am in a bud health. What do you think I _____? (do)
5. Your sister is so sorry that she didn't take her mother's advice.

- She _____ what her mother said (do)
6. The journalist posted the message four days ago, so it _____ by now. (arrive)
 7. Is Zeberga here yet? I do not think, but he _____ here soon? (be)
 8. The football team lost the match, but it _____ .It was the better team. (win)
 9. Sangago will play tennis with Wakayo tomorrow. He _____. He plays much better than me. (win)
 - 10 I feel stomachache. I have drunk too much sup. I _____ so much(not/drank).

Instruction: Match the following conditions situated in "A" with the right advice/ suggestion given in the "B".

A		B	
1	Merima has got difficulty in getting up	A	He should go away for two days
2	What a good-looking view	B	She shouldn't use her car so much
3	My salary is very low	C	You have to look for another Job
4	Goytom drives all over the place	D	You have to take a photograph of it
5	Markos needs a change	E	She should not go to bed so late
6	She never walks	F	She should put some pictures on the wall
7	Hana's room is not interesting	G	He should change the device

Choose the correct words on prefix of the following sentences

1. What prefix would you add to the word 'view' to indicate that you see something before other People do?
 A. -re B. -pre C. -dis A. -un
2. If you wanted to say someone is not helpful, which word would you use?
 A. Inhelpful C. Helpfulness
 B. Unhelpful D. Dishelpful
3. If you heard that a band had re-formed, what would this mean?
 A. Formed again C. Formed for the last time
 B. Formed for the first time D. Stopped forming
4. Which of these words means 'not sure'

- A. Undone
B. Uncertain
- C. Dissure
D. Insure

5. With a small class size, the students get to _____act with the teacher more frequently.

- A. inact B. unact C. disact D. react

6. I wanted to ease my stomach _____comfort, so I drank some ginger root tea.

- A. preconfort B. infonfort C. discomfort D. recomfort

7. Bature looked funny in her _____matched shirt and pants.

- A. mismatched C. antimatched
B. mismatched D. D) ilmatched

UNIT Eight

Preventing Communicable Diseases Using Traditional Medicine

Unit Introduction



Hello Dear learner, do you know what Ethiopian traditional medicines are? Now, we shall focus on Ethiopian cultural medicines here after. There are rich knowledge and practice in Ethiopian traditional medicine of using plants for the treatment of various diseases. Our forefathers have been using these indigenous herbal medicines for treatment of various illnesses that the modern sciences could not discover so far. Though scholars have been working on documenting the ethno botanical use of plants, the studies are still ongoing.

In this module, as usual, you will be endowed with effective ways of dealing with four English language skills, such as listening, speaking, reading and writing. Most of the learning contents, also, are Ethiopianized that you can develop your language learning competencies easily in the way you could master the language skills. As usual, you will experience listening, speaking, reading and writing and other language skills, such as grammar, vocabulary as communication skills that are taking place in this unit. The section, thus, responds to calls for learning practices that address the language problem for increasing basic language skills. That means, the communicative language learning is regarded to play the primary function of the language targeted. You will practice your own directions to language learning, progress at different self-learning paces, and be motivated to complete the given language learning tasks.

In listening skills, you will focus on pre listening question to brainstorm the background knowledge on "Preventing Communicable Diseases Using Traditional Medicine." Then you will answer the close and open ended questions. Next you will listen to the listening text prepared in electronic medium. Then after, you will deal with post listening activities.

In speaking section you are expected to predict the content of stories using a variety of clues, act out the parts of the play script, use a range of structures to express agreement, ask for and express opinions, decide on what are wrong, learn apologize to someone etc. Furthermore, this part also focuses on describe objects, use social expressions for illustrating a point, talk about cause and effect -talk

about paragraphs. On top of these, in this part you will identify issues from simple statistics related to traditional medicine in Ethiopia, use a range of expressions to add information, discuss your own reflection the primitive Ethiopia, discuss gender based roles statistics in society, and discuss some important multilingual issue in society too. In the section you will practice some pronunciations, use modal stress for emphasis, look up words in a dictionary and choose the meaning, which will increase your dictionary skills.

In reading skills section is divided into three parts, pre, while and post reading. In the first part you will answer some questions on the title depending on your background knowledge about your under this section you will deal with reading stories and skim to get the general idea, read stories and express their views and opinions -read some texts for enjoyment as well as read and act a play.

I hope, you will enjoy the unit very well

Unit Learning Outcomes:

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

- ⌘ Listen to an expository passage and extract specific information
- ⌘ Work out the contextual meanings of the words that you learn from the passage and use them in their communication when/where necessary
- ⌘ Use quantifiers in different sentences correctly in different communication settings
- ⌘ Read the passage and explain the benefits of different plants in healing different diseases
- ⌘ Work out the contextual meanings of words from the passage and use them in their communication where/when necessary
- ⌘ Examine data from a graph and explain them into their essays

Required Study Time: 15 Hours

Unit Content



Dear learner: your learning progress in attaining each language skill is assessed based on your ability in doing the activities developed for you in each section. For this reason, there are activities developed to help you practice and check the improvement you have made in learning a particular language skill.

After you have done each activity, you are given answer keys at the end of each unit. You can cross-check your answers against those given by the writer of this module. In addition, after you have finished

UNIT 8

doing all the activities in each unit, you will be provided with self-assessment activities in the form of assignments, and project works. You are expected to do them carefully and submit to the center module tutor based on the time that will be set for you. The other form of assessment is that the examination you take after you have completed learning all the units in the module. You will take this examination based on the timetable of the responsible individuals who are leading this program.



Section 8.1

Title: Preventing Communicable Diseases Using Traditional Medicine.

Section Overview



Dear learner, it is you who can facilitate, create a learning climate conducive to language learning; and it is you who can provide opportunities for you to use and practice the language and to reflect on language use and language learning. The four skills (reading, writing, listening and speaking) are used along with grammar structures and vocabulary in this unit. The speaking competence is trained by leading dialogues, stating opinions etc. Reading competence is trained by working with authentic reading material, newspaper articles. Over the duration of this unit you will acquire knowledge and skills in order to develop your language fluency and accuracy.

Specifically, before you listen to a text, there are pre-listening questions you answer to brainstorm your previous experience on medicinal plants in your social environment. Right after you have listened to the main text entitled, "Traditional Medicine", which has been prepared in CD form, which is called the listening period; you are expected to answer questions prepared in your textbook, which is known as the post-listening session.

Section Learning Outcomes

Dear learner, in this section of unit Eight, you will be able to:-

- ⌘ Practice how to take notes while listening to a text,
- ⌘ Comprehend the meanings of some new words guessing from the context of text,

8.1 Listening

Preventing Communicable Diseases Using Traditional Medicine



Activity 8.1

Dear learners,

1. Do you know the names of the plants and spices shown in the following pictures?
2. Do you imagine plants your family and the community use for medical purposes?
3. Can you mention some of their medicinal values?
4. Apart from curing illnesses, what other values do herbs have?



Instructions: Now, you are going to listen the text entitled “Traditional Medicine” two times. After having listened to the audio text very carefully, write the main idea of each paragraph in your own words.



Activity 8.2



Audio Text on Traditional Medicine

Instructions: Dear learners, answer the following questions, which have been taken from the listening text entitled “Traditional Medicine”, by saying **True or False**.

1. Traditional medicine is used by 80% of the population in developing countries, particularly in Africa.

2. Many factors contribute to the widespread use of traditional medicine and some of which are accessibility, affordability, faith in the system and desire to have alternative system.
3. Though all plants have their own medical contributions, some plants have no better medial values than others. For example "Nech Shinkurt", "erd", "fetto", Kosso, "enkoko", "tena adam", "ades" and others.
4. If you mother-tongue is not Amharic, write the names of the above medicinal plants in your own native language; then, after collecting information about their medical values from the people you think around you and write in your notebook



Self-Learning Activity 8.3

Instructions: *Dear learner, do you have the opportunity to use some local medicine prepared from plants around you environment? If it is so answer the following questions.*

1. Have you ever taken any sort of traditional medicine for any disease you have caught? Did you face any problem?
2. There is a view that traditional medicines in Ethiopia have not yet received the recognition that they deserve from modern health professionals. Do you agree or disagree? If you agree with the preceding view, what should be done to change this situation?



Section 8.1 Speaking

Title: Delivering a short speech, how to apologize to someone

Section Overview



Dear learner, in this unit as usual, you will experience English language lessons that enhance your basic language skills in interpreting the information and delivering a short speech in your daily walks of life. Also you will practice how to apologize to someone and accepting apologies for something done wrong. In other expressions, making apologies and accepting apologies, for example, **I do apologize for...= That's all right; I must apologize for...= Never mind; I apologize for...= Don't apologize; I'd like to apologize for...= It doesn't matter; I am so sorry for...= Don't worry about it; I shouldn't have...= Don't mention it; It's all my fault= That's OK.** On top of these, in this part, you will identify issues from simple statistics related to traditional medicine in Ethiopia, use a range of expressions to add information, discuss your own reflection on information expresses in the given text.

Section Learning Outcomes

Dear learner, in this section of unit seven, you will be able to:-

- ⌘ Interpret the information and deliver a short speech in your daily walks of life,
- ⌘ Practice how to apologize to someone and accepting apologies for something done wrong,

8.2 Speaking



Self-Learning Activity 8.4

Instructions: Dear learner, read the dialogue between Achame and Saron presented below and express your view by supporting one of them with convincing reasons.

Cures

Achame: I strongly believe that there will be cures for all diseases in the future if the medical values of most plants are well studied.

Saron: As far as I am concerned, I strongly disagree because the nature of diseases changes from time to time and new diseases may also emerge.

Traditional Medicines and their characteristics

Names in Amharic	Habitat	Parts used	Uses
'Qontir'	Deciduous bush land	Leaves	Treats goiter, diarrhea, diabetes, sore gum, hemorrhage, and loose teeth. For curing sickness of stomach
'Girar'	Dry bush land	Fruits Leaflets	Treats diarrhea, diabetes, sore gum, hemorrhage, and loose teeth. For curing sickness of stomach
'Girar'	Dry bush land	Latex	Latex from the pounded stem is taken with honey to cure amebiasis and fire wound

'Yemider berbere'	Wetlands, forest floors, stream banks	Leaves & Flowers	Cures tonsillitis via chewing the flowers and spitted on tonsillitis
Nech Shinkurt'	Dry sandy plains, dried river course	Root	Treats cancer
Papaya	Irrigable cultivated land, home garden	seed	Prevents and treats malaria, diarrhea and ascariasis when the grounded roots and boiled seeds are drunk with honey
Eret	Steep bare mountain slopes	Root	cures anthrax when the root is pounded and mixed with cold water and local alcohol
Agam	Open Acacia bush land	Root	shortens the labor period just before delivery



Self-Learning Activity 8.5

Instructions: *Dear Learner, please look at the pie chart given below, and interpret the information. Finally, deliver a short speech assuming that you are in front of the ideal audiences..*

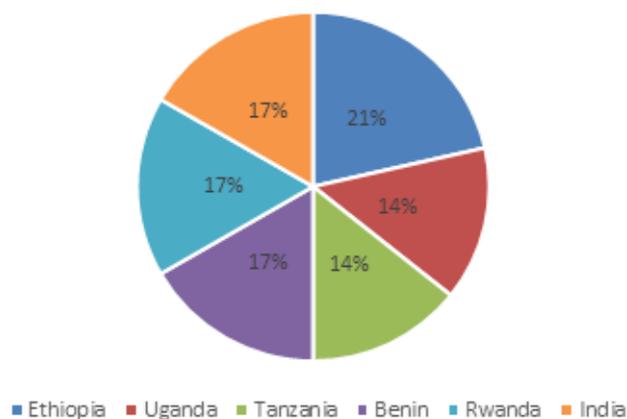


Fig. 29:

The first one is given as an example for you.

Source: Proceedings of a national workshop held in Addis Ababa, Ethiopia, 30 June-2 July 2003.

Example:

1. Twenty-one percent of Ethiopian people use traditional medicine

when they feel sick.

2. _____
3. _____
4. _____
5. _____
6. _____

How to apologize to someone

Apologizing to another person is often difficult because it requires humbling ourselves and admitting that we did something wrong. When you realize that you have damaged a relationship and need to apologize to your friend, you should:

Recognize that what you did was wrong, and take full responsibility.

Examples:

I must apologize to Mathewos for my late arrival.

I'd like to apologize for my trouble making.

Somano: I'm afraid I've spilt ink all over the tablecloth.

Goytom: Oh, never mind about that.

Somano I'm terribly sorry. Won't you let me pay for it?

Goytom: No, I won't hear of it.

Somano: I'm awfully sorry, but I seem to have mislaid your scarf.

Goytom: Oh, don't worry about that.

Here are some expressions that you can use to make and respond to apologies.

A	B
Making apologies:	Accepting apologies:
I do apologize for...	That's all right.
I must apologize for...	Never mind.
I apologize for...	Don't apologize
I'd like to apologize for...	It doesn't matter.
I am so sorry for...	Don't worry about it.
I shouldn't have...	Don't mention it.
It's all my fault.	That's OK.
I'm ashamed of...	I quite understand.
Please, forgive me for...	You couldn't help it.
Excuse me for ...	Forget about it.
I'm terribly sorry for...	Don't worry about it.



Self-Learning Activity 8.6

You accidentally stepped on your colleague's mobile phone and damaged it. Apologize, explaining why it happened, and promise that you will contribute some amount of money to technician to mending the damage.

A: _____

B: _____

A: _____

B: _____

- Do you find the apologies difficult? Why? Why not?
- Would you get upset if somebody didn't apologize to you if they had been rude? Why? Why not?
- Why do you think apologizing is important in maintaining good rapport?
- Have you ever felt the need to apologize to a colleague or classmate? What happened?
- Have you ever apologized to somebody even though you didn't do anything wrong? What happened?



Self-Learning Activity 8.7

Instruction: Choose one correct answer from the following alternatives, and check your answer key for correction.

- Kayamo: I'm so _____ I'm late. There was so much traffic!
Mekeno: That's all right.
A. apologize B. excuse C. sorry D. forgive
- Ucho: Please _____ me for interrupting you. I didn't realize you were on the phone. Emma: No harm done.
A. accept B. apologize C. sorry D. forgive
- Zassa: I would like to _____ for my fault. I shouldn't have done that. Betty: Forget about it.
A. excuse B. apologize C. sorry D. forgive
- Fetira: I'm _____ but you are sitting on my chair. Adam: Oh, pardon me.
A. sorry B. apologize C. excuse D. pardon
- Please _____ my sincere apologies for the mistake. It won't happen again.
A. accept B. excuse C. pardon D. have
- Which one of the following is apologizing and making a promise?
A. It is all my fault.
B. I am terribly sorry. I shouldn't have done that.
C. I am ashamed of being late. It won't happen again.
D. Please forgive me to forget your birthday

7. Which one of the given is not an appropriate response? Tom: It's all my fault; we missed the train. I should have woken up earlier. Adam: _____.
- A. Don't worry about it C. Forget about it
B. Don't mention it D. I am ashamed of it
8. She is always late, but she never _____ to her friends for being late.
- A. excuses B. apologizes C. forgives D. feel sorry
9. I had a terrible headache last night and I couldn't come to your birthday party. I hope you can _____ me.
- A. forgive B. pardon C. excuse D. apologize.
10. _____ we lost the keys. I should have been more careful.
- A. It doesn't matter C. It is all my fault
B. You couldn't help it D. No harm done



Activity 8.8

Instructions: Read the dialogue and participate with your ideal partner

Activity 'A'

Zeray: I can't get onto your Wi-Fi.

What do I need to do?

Fekede: The first thing you need to do is going to the Network Settings.

Zeray: Okay. Then, what?

Fekede: Then, add the password.

It's February without the first "r"

Zeray: Got it! Thanks.

Activity 'B'

Tringo: I preheated the oven.

What's next?

Balome: Next, mix all of the ingredients in a bowl

Tringo: I completed the first step.

Now what?

Balome: Now draw a straight line in the middle of your page.

Tringo: what do I do when the kids have finished the worksheets?

Balome: After that, take them outside for some fresh air.



Section 8.3 Reading

Title: A Traditional Medicine, Moringa Olifera

Section Overview



Dear learner: This section of the unit, which aimed at developing your reading skill. Before you begin reading the passage, there are pre reading questions you are expected to answer. Then, you will read the passage entitled "Moringa Olifera". Next, you are provided the opportunity to read the series of reading paragraphs, taken from the magazine individually, scan and skim information as quickly as possible, that is, you will find specific information in each paragraph and comprehend the general theme (central idea) of the text.

Section Learning Outcomes

- ⌘ Practice writing the main idea in each paragraph of the text you will read,
- ⌘ Answer the comprehension questions of the reading comprehension
- ⌘ Practice the reading the text using different technics, Skimming, Scanning, and intensive reading.

8.3 Reading:

A Traditional Medicine, Moringa Olifera



Moringa Olifera



Self-Learning Activity 8.9

Instructions: *Dear learner, pay attention to the following questions and write your answer in your exercise book.*

1. What is the picture about?
2. Of what importance are plants to us?
3. Name some herbs which can be used for both food and medicine.
4. Which medicine do you prefer? Modern or traditional? Why?



Self-Learning Activity 8.10

Instructions: *Now, read the passage given below individually, and answer the questions that follow it according to the information therein.*

Moringa Oleifera

1. Moringa Oleifera, what Ethiopians call 'Shiferaw', has several health benefits that are one of the reasons why it is named the "Miracle Tree" and the "Tree of Life" in many cultures. People benefit from Moringa Oleifera both in terms of prevention and healing. Moringa Oleifera is nutritious, natural and energizing. The immature pods are the most valued and widely used of all the tree parts. The pods are tremendously nutritious, containing all the essential amino acids along with many vitamins and other nutrients. The immature pod can be eaten raw or prepared like green peas or green beans, while the mature pods are usually fried and possess a peanut-like flavor. The pods also yield 38 – 40% of non-drying, edible oil known as Ben Oil. This oil is clear, sweet and unscented, and never becomes rancid.
2. Overall, Moringa's nutritional value most closely resembles olive oil. The root is used as pickle. The leaves are eaten as greens, in salads, in vegetable curries, as pickles and for seasoning. The Bark can be used for tanning and also yields a coarse fiber. The flowers, which must be cooked, are eaten either mixed with other foods or fried in batter and have been shown to be rich in potassium and calcium. Moringa is considered a complete food as it contains all of the essential Amino Acids required for a healthy body. The dried leaf is a nutritional powerhouse and contains all of the following Amino Acids. A California researcher, Ann Hirsch, PhD said that "One of the things that astonish me most about Moringa is the fact that it has the full complement of the essential amino acids those humans beings need-there are nine of them that we cannot synthesize, so we have to get them from our food."
3. In developing tropical countries, Moringa trees have been used to combat malnutrition, especially among infants and nursing mothers. Three non-governmental organizations in particular – Trees for

Life, Church World Service and Educational Concerns for Hunger Organization – advocate Moringa as “natural nutrition for the tropics.” Leaves can be eaten fresh, cooked, or stored as dried powder for many months without refrigeration, and without loss of nutritional value.

4. According to Optima of Africa, Ltd., a group that has been working with the tree in Tanzania, “25 grams daily of Moringa Leaf Powder will give a child” the following recommended daily allowances: Protein 42%, Calcium 125%, Magnesium 61%, Potassium 41%, Iron 71%, Vitamin A 272%, and Vitamin C 22%. These numbers are particularly astounding; considering this nutrition is available when other food sources may be scarce. Scientific research confirms that these humble leaves are a powerhouse of nutritional value. The Moringa tree has great use medicinally both as preventative and treatment. Much of the evidence is anecdotal as there has been little actual scientific research done to support these claims.

1. List the different parts of Moringa Olifera plants that can be used for nutrition and medicine.
2. What are the three non-governmental organizations that advocate Moringa as natural nutrition for the tropics?



Self-Learning Activity 8.11

Instructions: *Re-read the above passage very carefully and write the main idea in each paragraph, 1-5, in a complete sentence*

1. _____
2. _____
3. _____
4. _____
5. _____

Section 6.4 Vocabulary

Title: Increase Your Word Power

Section Overview

In this section you will practice some word attack strategy in matching two columns, “A” with “B”. You will also look up words in a dictionary and choose the meaning, which will increase your dictionary skills. Besides, you will guess the meaning of unknown words, analyze vocabulary groups, as well as understand dictionary definitions, and use a dictionary to increase your word power. Besides, you will exercise phrasal verbs (verb+ preposition) which are different from the original verb. You will make practice phrasal verbs making your own sentence from the given words. You will focus on different Word Formations,

Compounding: In the science of language, linguistics, compounds can be either native or borrowed. Example: mailman (composed of mail and man); fireplace, fire and place; email, e-mail and so on.
Backformation: Backformation always involves reduction (changing the form of the word). Examples: editor = edit, television = televise, babysitter = babysit, mathematics= maths, diplomatic = diplomat. You will develop your language competency with different vocabulary roots through which you can also enhance your diction power.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ able to extract meaning from the reading passage
- ⌘ identify Phrasal verbs from verbs without preposition
- ⌘ familiarize yourself with the meaning of the phrasal verbs listed below.
- ⌘ make use of each phrasal verb in your spoken or written communication when needs comes.
- ⌘ practice on different word formations, prefixes and suffixes

8.4 Vocabulary



Self-Learning Activity 8.12

Instructions: Look at each of the words given below in column “A” mentioned in paragraphs 1, 2, 3, 4, 5 and then match their contextual meaning with column “B” as they are used in the passage.

A		B	
1	allowances (para 4)	A	pocket money
2	acute (para 5)	B	continue with the same course of action
3	persistently (para 5)	C	great in amount, size or degree
4	depression (para 5)	D	feeling of sadness/unhappiness
5	healers (para 5)	E	that gives health again
6	tremendously (para 1)	F	sharp;very great
7	unscented (para 1)	G	having no fragrance
8	synthesize (para 2)	H	to makeup; produce
9	astonish (para 2)	I	great surprize
10	combat (para 3)	J	fight

8.4.1 Types of Word Formation Processes

Words can be formed in two ways: by compounding and backformation.

I. Compounding

In the science of language, linguistics, compounds can be either native or borrowed.

Example: mailman (composed of mail and man); fireplace, fire and place; email, e-mail and so on.

II. Backformation.

Backformation always involves reduction (changing the form of the word).

Examples:

editor = edit, television = televise, babysitter = babysit, mathematics = maths, diplomatic = diplomat



Self-Learning Activity 8.13

Instructions: Divide the following words into small units (morphemes) as in the example given below.

I. Compound words:

1	replaces = re place s,	befriended = be friend ed	psychology = psych ology
2	retroactive = re tro act ive,	televise = tele vise	endearment = en dear ment
3	changeable =	unreconstructed =	mistreatment =
4	previewer =	misleads =	holiday = Backformation



Self-Learning Activity 8.14

Instructions: Fill in the missing words of backformation in the blank spaces.

No.	Noun	verb
1	Circulation	
2	Organization	
3	Adaptation	
4	Teacher	
5	Advisor	
6	Rotation	
7	Civilization	
8	Orientation	

8.4.2 Phrasal Verbs

Short Note:

Phrasal verbs are expressions made up of verbs and prepositions. They are important in both spoken and written English since they give strength to the message. Notice that most phrasal verbs have different shades of meaning. Though studying and understanding each meaning is difficult, you need to study the most frequently used ones and use them in your verbal communications wherever or whenever the situations require them.



Self-Learning Activity 8.15

Instructions: Using the examples on phrasal verbs (1-5), make your own sentences in the following table.

	Phrasal Verb	Meaning	Example
1	carry on	Continue	Carry on quietly with your work until the expected results come.
2	care for	Like.	I don't care for alcoholic drinks; I prefer water.
3	come away	become separated from	
4	big up	Exaggerate the importance	
5	come about	happen/occur	
6	aim at	to target	The magazine is aimed at teenagers.
7	come back	return	
8	come around	change one's mind	
9	back away	retreat or go backwards.	
10	add up	To calculate the total	
11	come along	accompany	return



Self-Learning Activity 8.16

Instructions: Read each of the sentences given below and write the phrasal verb that substitutes the underlined part by choosing from the lists given in the box.

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

1. Sitina donned her coat and left the house quickly .
2. The woman left the house for a social activity with her neighbour.
3. She does physical exercise every day in the morning.
4. Is the computer turned on? Will you please stop it working by pressing the button?
5. I stopped sleeping early this morning.
6. My son has stopped sleeping and gets up from his bed at 7 A.M.
7. Gifty removes her jacket as she arrives at home.

Section 5: Grammar

Title: Quantifiers, Clauses of reason

Section Review



Grammar is a significant predictor of overall reading comprehension which are adjectives and adjectival phrases that give approximate or specific answers to the questions “How much?” and “How many?” You will practice some quantifiers, much, many, little, few, some, or any to complete each sentence. You can use a clause of reason introduced by a conjunction such as, because, as, for, due to, owing to, on account of, and since) or a phrase introduced by because of.

Section Learning Outcome

At the end of this lesson you are expected to be able to:

- ⌘ familiarize yourself with the meaning of quantifiers and , clauses of reason,
- ⌘ make use of each quantifiers and , clauses of reason in your spoken or written communication when needs comes.

8.5 Grammar

8.5.1 Quantifiers

Quantifiers are adjectives and adjectival phrases that give approximate or specific answers to the questions “How much?” and “How many?”



Self-Learning Activity 8.17

Instruction: Choose *much, many, little, few, some, or any* to complete each sentence.

1. You travel a lot. Have you been to _____ countries?
a. much b. many c. few d. more
2. It costs _____ money to give your children a good education.
a. much b. many c. less d. most
3. We haven't got _____ petrol. We need to stop and get some.
a. much b. many c. little d. more
4. We had _____ rain last autumn.
a. a lot of b. less c. many d. great
5. There was _____ food in the fridge. It was nearly empty.
a. little b. a little c. few d. greater

8.5.2 Clauses of reason

When you want to explain why something happens, you can use a clause of reason introduced by a conjunction (because, as, for, due to, owing to, on account of, and since) or a phrase introduced by because of.

Example:

1. Daniel joined the English Drama Club because / as/ since he wanted to improve his intonation.
2. As / Since/ Because Daniel wanted to improve his intonation, he joined the English Drama club.



Section 10.6 Writing

Title: Punctuation, Interpreting Graphs

Section Overview



Dear learner, writing is one of the focal areas in learning English language in our context, due to the fact that you can't do your academic tasks without equipping yourself with these skills. Therefore, enhancing your writing skills with the help of step-by-step activities expected from you. In this section, you will deal with actual writing post signs, Punctuations, in their appropriate manner correcting the wrongly composed sentences. It is difficult to write without punctuation. Well, you can, but your writing wouldn't make any sense to your reader; also you may be misunderstood by your readers. Punctuation is as important to your writing as your word choice, syntax, and structure.

After the end of this section, you will be able to:

- ⌘ Practice interpreting the bar graph at which the traditional medicines are utilized.
- ⌘ edit short paragraphs using different Punctuation markers

8.6 Writing

Writing is one of the focal areas in learning English language in our context, due to the fact that you can't do your academic tasks without equipping yourself with these skills. Therefore, enhancing your writing skills with the help of step-by-step activities is one of the requests of the day. In writing a good paragraph or essay, a good deal of knowledge on sentence connection is very essential; because unless ideas are joined coherently, readers can't get meaning. Therefore, Dear learner, please help yourself while interpreting the bar graph at which the traditional medicines are utilized.



Self-Learning Activity 8.18

Instructions: *Punctuate the following two short paragraphs by adding capital letters, commas and full stops.*

Text I

people travel more today than at any time in history more and more people are traveling by air space planes are being developed which will be able to travel at five times the speed of the sound however planes like this will use huge amounts of fuel and may damage the atmosphere.

Text II

many governments are worried about the pollution which is caused by petrol driven cars and lorries traffic fumes are often a serious problem in big cities these fumes can damage people's health as the result the petrol companies have developed a clear type of petrol which does not lead electronic cars are also being built these do not produce any exhaust fumes in the future most forms of land sea and air transport will use less fuel



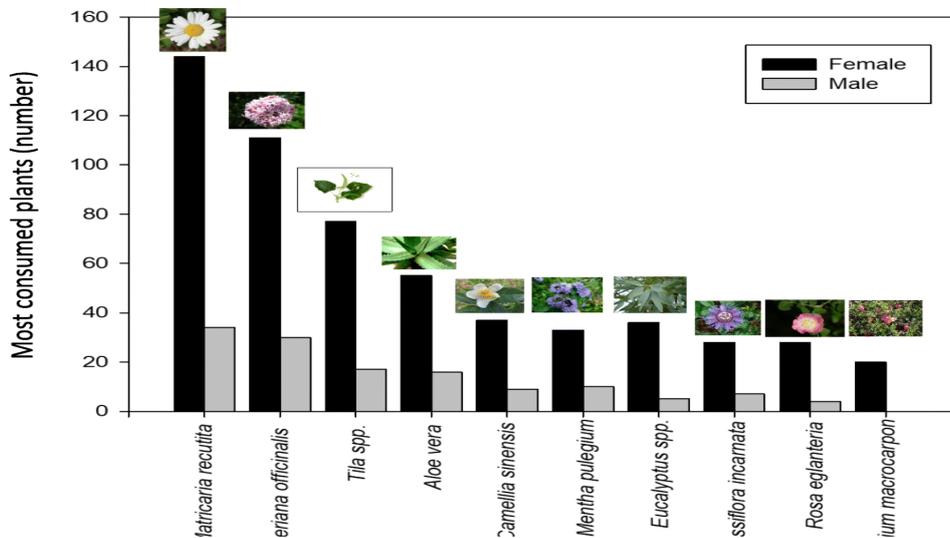
Self-Learning Activity 8.19

Let you discuss on the following words of how people use traditional Medicines at different rates.

1. Interpreting Graphs: useful vocabulary which are used to interpret graphs are: – increase, rise, grow, climb; decrease, drop, fall,

decline; fluctuate, stable; gently, gradually, slightly, steadily, suddenly, sharply, dramatically.

- Learners are expected to describe the bar graph how much the herbal medicine are used in the world.



Self-Learning Activity 8.20

Dear Learner, please pay due attention to the above bar graphs to compose a three paragraphed essay about the utilization of medicinal plants..

Medicinal Plants Consumptions

Introduction

The bar graph compares the 10 most consumed medicinal plants by the population of Autonomous Community of Madrid in Spain by both male and female consumers. The most popular medicinal herb used was *Matricuriarecutita*. This utility was also done by male consumers. The bar graph shows that the *Matricuriarecutita* used by male increased and lowered down by female.

Body

Conclusion



Checklist

Dear learners:

This is the end of unit eight. Indicate your choices for the responses on the right hand side by putting a tick (☑) mark against each point to show whether you agree or not.

No	Descriptions	Yes	No
1	I could use words relevant to the topic of the unit.		
2	I could assess my background knowledge about traditional medicines.		
3	I could read a passage about traditional Medicines.		
4	I could use ways of giving advice / warning and asking for apology.		
5	Learned how to use phrasal verbs and their meanings.		
6	I learned how to make a speech reading a pie chart.		
7	Learned how to ask for and accept apologizes from friends/ organizations, taking full responsibility for inconveniences that happen in different situations.		
8	I could learn how to use different punctuation marks and capitalizations in various English language written short extracts		
9	I Could learn different types of Word Formations Processes, Backformation and Compounding		

Unit Summary



Dear learner, you have come to the end of this unit. I hope you have gained many important things in the unit. I am pretty confident that you have been motivated reading about texts related to "The Healing Power of Plants". The grammar, vocabulary items, Phrasal verbs, language competences and performances, and other language activities have helped you to improve your overall language proficiency.

UNIT Nine

Multilingualism

Unit Introduction



Dear learner, do you know that Ethiopia is a multilingual country that many people speak more than two languages and some of them speak more than three languages. In this unit, thus, you are going to discover Ethiopia more than you knew it before. In the meantime, you will also learn different language skills to be competent and effective enough in the English language. Therefore, this unit focuses on developing listening, speaking, reading and writing skills. It also focuses on applications of grammar rules as well as development of English vocabulary. Other sub-skills, like pronunciation of vowel and diphthong sounds rules and using dictionary are also included. As a distant and self-learner, you will be involved in a variety of learning experiences that enable you to achieve many of the expected language learning knowledge and skills. The general learning outcomes are connected to each other, and can be achieved through a variety of language in different contexts.

I hope, you will enjoy the unit very well.

Unit Learning Outcomes:

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

- ⌘ listen to an expository and descriptive texts, analyze them, and synthesize their meanings;
- ⌘ Pronounce English vowel and consonant sounds intelligibly;
- ⌘ describe orally the values of herbal plants;
- ⌘ read an expository and a descriptive text (factual articles/ academic text) on polyglotism and explain how language is important for social interactions and co-existence;
- ⌘ work out the meaning of different words from the passage and use them in their communication;
- ⌘ express the student's wishes using appropriate form of the language;
- ⌘ use punctuation marks in their appropriate places;
- ⌘ correctly punctuate dialogues and sentences;
- ⌘ identify different word formation processes and use the correct form in different sentences;
- ⌘ summarize different texts;
- ⌘ write different letters for different purposes;

Required Study Time: 15 Hours

Unit Content

Module Assessment Methods



Dear learner: your learning progress in attaining each language skill is assessed based on your ability in doing the activities developed for you in each section. For this reason, there are activities developed to help you practice and check the improvement you have made in learning a particular language skill.

After you have done each activity, you are given answer keys at the end of each unit. You can cross-check your answers against those given by the writer of this module. In addition, after you have finished doing all the activities in each unit, you will be provided with self-assessment activities in the form of assignments, and project works.

You are expected to do them carefully and submit to the center module tutor based on the time that will be set for you. The other form of assessment is that the examination you take after you have completed learning all the units in the module. You will take this examination based on the timetable of the responsible individuals who are leading this program.



Section 9.1 Listening

Title: Multilingualism

Section Overview



Dear learner, in this section, the learning contents are aimed to Provide opportunities for you to negotiate meaning, expand your language resources, notice how language is used and take part in meaningful interpersonal exchange to develop your communicative competency. Communication is a holistic process that often calls upon the uses of several language skills or modalities. In listening skills, thus, you will focus on pre listening question to brainstorm the background knowledge on " " Multilingualism" Then you will answer the close and open ended questions. Next you will listen to the listening text prepared in electronic medium. Then after, you will deal with post listening activates. to descriptions and dialogues and identify gist, listen to a story and re-tell in some detail, listen to descriptive and identify the main idea, ask for and expression -listen to the story of an orphan

Section Learning Outcomes

Dear learner, in this section of unit nine, you will be able to:-

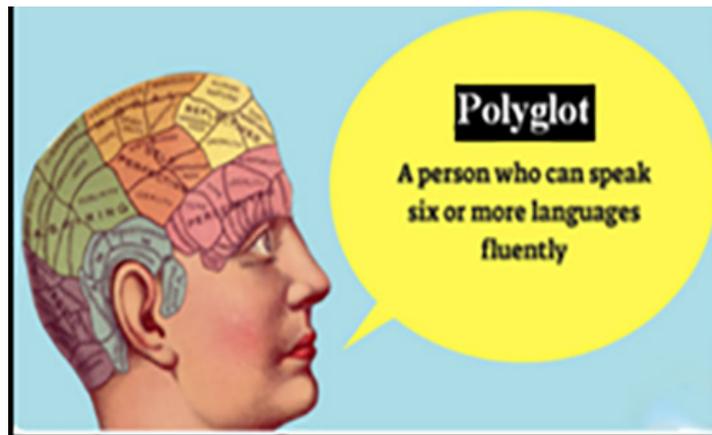
- ⌘ listen a text about "Multilingualism" and answer comprehension questions;
- ⌘ understand the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages;
- ⌘ practice some English language phrasal verbs
- ⌘ read a passage on Timothy's linguistic profiles and answer questions from the passage;
- ⌘ guess some new words from the reading passage,
- ⌘ reorder the jumbled sentence in their logical orders.

Unit Assessment



Dear learner: your learning progress in attaining each language skill is assessed based on your ability in doing the activities developed for you in each section. For this reason, there are activities developed to help you practice and check the improvement you have made in learning a particular language skill.

After you have done each activity, you are given answer keys at the end of each unit. You can cross-check your answers against those given by the writer of this module. In addition, after you have finished doing all the activities in each unit, you will be provided with self-assessment activities in the form of assignments, and project works. You are expected to do them carefully and submit to the center module tutor based on the time that will be set for you. The other form of assessment is that the examination you take after you have completed learning all the units in the module. You will take this examination based on the timetable of the responsible individuals who are leading this program.



Module Introduction bilingual, monolinguals, Multilingual, polyglot



Dear learner, in this lesson, you will deal with the title “Multilingualism is the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages”. Contrast with monolinguals, who have the ability to use only one language. A person who can speak multiple languages is known as a polyglot or multilingual.

Thus, in this unit, you will be dealing with four English language skills, such as listening, speaking, reading and writing. Most of the learning contents, also, are Ethiopianized that you can develop your language learning competencies easily in the way you could master the language performances.

9.1 Listening



Activity 9.1

Instructions: Before you listen to the text on a young polyglot, answer the following questions relying on your prior knowledge.

1. Can you guess the meaning of the word ‘polyglot’ depending on the pre-fix ‘poly-’?
2. What kind of people are said to be polyglots?
3. How do polyglots differ from monolinguals and multilingual?
4. Have you ever met people who are polyglots?
5. How do you relate polyglot people and multicultural country like Ethiopia?
6. What are the advantages having speak more than one languages?
7. How do you see yourself? Are you monolingual, bilingual or polyglot?



Self- Learning Activity 9.2

Instructions: You are going to listen to a text entitled 'A Young Polyglot'. First, copy all the statements into your exercise books. Then, write 'true' if the statement is correct and 'false' if it is incorrect after listening to the text.

1. Timothy Doner is an adult monolingual.
2. He first learned Giez language.
3. It took him four days to learn the Arabic alphabet, and a week to read it fluidly after completing grade eight.
4. Timothy learned about twenty languages including his native language, Hebrew.
5. People started to speak in different languages after learning them through the internet.
6. He made a video of himself speaking in English and uploaded it onto YouTube, with subtitles in French in which he got 10, 000 viewers in a week.



Self- Learning Activity 9.3

Instructions: The list of languages that Timothy learned is not in their correct order starting from the first.

1. Modern Hebrew
2. Arabic
3. French, Latin and Mandarin
4. Russian, Italian, Persian, Swahili, Indonesian, Hindi, etc.

C. Listening and completing a language background (profile) of Timothy



Self- Learning Activity 9.4

Instructions: Here is an overview of Timothy's linguistic profile. However, it is incomplete. First, complete the profile based on the information you have just gathered from the listening text. Then, construct a similar profile of your own.

Timothy is an Israeli teenager. He is 1. _____ years of age. 2. _____ is his native language. Apart from his native language, he speaks about twenty languages. Thus, he is not monolingual, but 3. _____. He learned all these languages using flashcards and his mobile phone. With the primary aim of sharing his language talent, he uploaded all his videos on the 4. _____. Fortunately, he earned about 10, 000 viewers within the first upload. Soon afterwards, many more people started to speak the languages and became 5. _____ which substantially discloses his adventure.



Section 9.2 Speaking

Title: Language Survey, Interview

Section Overview



Dear learner, in this unit as usual, you will experience English language lessons that enhance your basic language skills in interpreting the information and delivering a short speech in your daily walks of life. Specifically, you will choose certain person around your environment and interview them either they are monolinguals, bilinguals, Multi-linguals (polyglot). Then you will summarize your interview in a paragraph form and report to your Distance Learning Center Office.

Section Learning Outcomes

Dear learner, in this section of unit nine, you will be able to:-

- ⌘ Practice how to make the structured interview
- ⌘ Practice your communicative competency interacting with people,

9.2 Speaking

Language Survey

Interviewing



Self-Learning Activity 9.5

Instructions: Individually, identify persons around your environment who are bilinguals, multi-linguals and polyglots; interview them about how they could learn each language and report your findings to the Distance Learning Center. To interview those volunteer people; you can use the sample dialogue given below as an example.

Minota: Hello dear, my name is Minota. What's your name, please?

Guyo: Hello Minota, my name is Guyo.

Minota: What is your mother tongue/ native language?

Guyo: My native language is Affan Oromo. What about yours?

Minota: My native language is Guragigna, but I speak other four languages: Amharic, Sidamu Affoo, Kambatisa and English. What about you, Guyo?

Guyo: I also speak four languages: Affan Oromo, Wolaitatua, Amharic,

and English.

Minota: Wow, you are a multilingual person; you speak more than two languages.

Guyo: Yes, indeed. You are also multilingual person. What about your parents?

Minota: My father is bilingual. He speaks two languages, Guragigna and Amharic, whereas my mother is monolingual; she only speaks Amharic. What about your parents?

Guyo: My parents are bilinguals; they speak both Affan Oromo and Amharic languages.

Minota: Thank you for your information, Good bye.

Guyo: Good bye, dear.

Make similar interview to your ideal friends and report to the concerned body.



Section 9.3 Reading

Title: A Traditional Medicine, Moringa Olifera

Section Overview



Dear learner: This section of the module, which aimed at developing your reading skill, will first provide you with opportunity to read written texts individually. Then, you will scan and skim information as quickly as possible, that is, you will find specific information in each paragraph. You will read the passage entitled "Cognitive Benefits of being Multilingual" using the technics of reading, skimming and scanning to get information as quickly as possible. Then, you will find specific information in each paragraph and comprehend the general theme (central idea) of the text.

Section Learning Outcomes

- ⌘ Practice writing the main idea in each paragraph of the text you will read,
- ⌘ Answer the comprehension questions of the reading comprehension
- ⌘ Practice the reading the text using different technics, Skimming, Scanning, and intensive reading.

9.3 Reading: Cognitive Benefits of being Multilingual



Self-Learning Activity 9.6

Instructions: Before you read the text in detail, try to answer the following preliminary questions relying on your prior knowledge about multilingualism.

1. How do you define the term 'multilingualism' depending on the prefix 'multi-'?
2. What kind of people are said to be multilingual?
3. Are you monolingual, bilingual or multilingual?
4. Do you remember the privileges that you have got because of speaking more than one language or the situations in which you have been disadvantaged?
5. In your classroom, what type of language speakers, that is, monolinguals, bilinguals or polyglots account for the largest number?
6. Do you think that being multilingual is advantageous or disadvantageous for multicultural countries like Ethiopia?
7. Mention as many advantages and disadvantages as you can (if any). Exchange answers with your partner.

Cognitive Benefits of being Multilingual



Many languages from one source (Representation of Multilingualism)

Multilingualism has widely recognized social and career benefits. But did you know you can also reap the huge cognitive benefits of being multilingual? It's difficult to know exactly how many people are multilingual, but recent studies estimate that over half the world's population is multilingual to some extent. When a person is multilingual, they reap the social benefits of communicating with a whole new set of people, as well as numerous career benefits of being bilingual.

But there are other significant benefits to speaking more than one language: The cognitive benefits of being multilingual reach further

than most people realize. Your memory and learning abilities change over time. Your brain itself even becomes more efficient and actually physically restructures itself.

Read on to discover some of the many cognitive benefits of being multilingual!

1. A better innate understanding of how language works

Because learning a second (or third, or fourth) language brings your attention to the mechanics of the two languages, (including how they differ), multilingual people tend to understand things like grammar, conjugations, and sentence structure better than monolinguals. These people can more quickly pick up on the structure of any language and clearly understand how it can be used.

Multilingual people tend to be more effective communicators, more exact editors, and more compelling writers, because they better understand how languages function, including in their native language.

2. Less mental decline in old age

Many studies have demonstrated that the more cognitive energy that elderly people expend every day, the less cognitive decline they experience overall. It turns out that this is especially true when they expend that energy using multiple languages.

In fact, several studies have demonstrated that bilingualism can delay the onset of dementia and Alzheimer's disease by an average of five years! Even better, bilingual patients who do develop Alzheimer's tend to display less decay in cognitive abilities than monolingual patients with even less brain degeneration.

3. A more efficient and better developed executive control system in the brain

When you are multilingual, you constantly switch between languages without thinking about it. Perhaps this is why multilingual people have more efficient and better developed executive control systems. This is the part of the brain that controls your ability to switch your attention and exercise working memory. A more developed executive control system allows multilingual people to better perform on tasks that require high-level thought, multitasking, and sustained attention. Perhaps this is why multilingual people are often seen as more intelligent than peers with similar innate intelligence, education, and background.

4. Greater cognitive flexibility and problem-solving skills

Because learning a new language requires the brain to learn that the same exact thought can be expressed in multiple ways, multilingual people demonstrate more cognitive flexibility. This makes them more creative when solving problems, as they can more easily perceive situations in different ways and maintain or manipulate these perceptions to suit the task at hand. These people tend to solve complex problems

in more creative ways than their monolingual peers, no matter what kind of problem is being solved.

5. Improvements in learning abilities

As mentioned earlier, multilingual people have more developed executive functions. One important executive function is inhibition, the ability to discard irrelevant or unimportant stimuli and focus on the key stimuli. Inhibition is key to learning new information and skills, as it allows you to focus on new information while reducing interference from the information that you already know, as well as similar concepts. Since multilingual people have better-developed inhibition, studies demonstrate that they not only learn a third or fourth language more quickly, but also even develop any learned skill faster.

To sum up, the cognitive benefits of multilingualism can potentially outweigh the massive effort of learning a new language. This is especially true when you find an effective and simple way to develop your linguistic skills.

(Source: <https://onlinelibrary.wiley.com/doi/pdf/10.1111/psp.12111>)

9.3.1 Comprehension Questions



Self-Learning Activity 9.7

Instructions: Answer the following questions individually relying on the information contained in the passage.

- Which kinds of benefits can be obtained by being multilingual?
A. social benefits
B. career benefits
C. cognitive benefits
D. all
- Which of the following statement is true?
A. The cognitive benefits of being multilingual are better recognized by people than the social benefits.
B. The social benefits of being multilingual are better recognized by people than the cognitive benefits.
C. Both social and cognitive benefits of being multilingual are equally recognized by people.
D. None of the benefits are recognized by people.
- A person who can speak more than one language is _____.
E. monolingual
F. bilingual
G. multilingual
H. B and C
- Language points such as grammar, conjugations, and sentence

structure can better be understood by -----.

- A. monolinguals
B. native speakers
C. multi-lingual
D. none



Activity 9.8

Instructions: Find words/phrases that are synonymous with each of the words/ phrases given below.

1. mother-tongue (sub-topic 1) _____
2. many languages (sub-topic 2) _____
3. change (sub-topic 3) _____
4. people speaking only one language (sub-topic 4) _____
5. permits (sub-topic 5) _____



Self-Learning Activity 9.9

Instructions: Answer the following questions and write in your notebook.

1. As you may know, Ethiopia is a multicultural country. How do you see the economic, social and political advantages of being multilingual?
2. Interview some people in your community and check whether they have willingness and readiness to learn different local languages to become either multilingual or polyglots. Explain the reasons.

Section 9.4 Vocabulary

Title: Increase Your Word Power

Section Overview



Dear learner, in this unit as usual, you will experience English language Vocabulary, which are known as language words. You will focus on, especially, major language words, such as Mother-tongue/first language, multiple- languages, Diversity, Bilingual/bilingualism, Polyglot, Multilingual or multilingualism, Plurilingual, Communication, Multicultural, and multiculturalism. You will construct your own sentences according to the ideas you have acquired from your listing text and from your general experiences. Next, you will practice on Word formation, specifically; borrowing words increased the diction of English language. At last you will focus on Phrasal verbs, given as a revision.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ Familiarize yourself with language words constricting your own sentences using those new vocabularies;
- ⌘ practice on different word formations, specifically using some borrowed words;
- ⌘ identify Phrasal verbs from verbs without preposition
- ⌘ Familiarize yourself with the meaning of the phrasal verbs listed in the text;
- ⌘ make use of each phrasal verb in your spoken or written communication when needs comes.

9.4 Vocabulary

Learner, in this section you are going to learn some language words. Do you have any idea why such words are said to be language words? Such words are said to be language words, because they are commonly used in settings where we talk about languages. The listening and reading texts can be taken as such settings. This is because you may encounter some of the words within the texts. Here are some major language words:

1. Mother-tongue/first language
2. Multiple languages
3. Diversity
4. Bilingual/bilingualism
5. Polyglot
6. Multilingual/multilingualism
7. Plurilingual
8. Communication
9. Multicultural multiculturalism



Self-Learning Activity 9.10

You can now see the extent to which the above words are characterized to be language words. As this unit primarily focuses on language and cultural issues, you can find some of the words in the listening and reading texts. Construct sentences using your own ideas with each of the words. You may refer to a dictionary, particularly for those which are missing from the texts. For those which are found in the texts, you had better reach the meanings using contextual clues.

9.4.1 Word formation: Borrowing words

Borrowing words are the process of combining the beginning of one word and

the end of another word to form a new word or completely taken from other countries, such as French, Italy, Latin, etc.

Example: breakfast + lunch = brunch

French borrowed word	chancellor, country, court, crime, defendant, evidence, government, jail, judge.
Latin borrowed words	agile, abdomen, anatomy, discuss, excavate, expensive, fictitious, gradual, habitual, etc.
Greek borrowed words	Atmosphere, climax, comedy, data, history, parasite, pneumonia, skeleton, etc.



Self-Learning Activity 9.11

Instructions: *In English, words are formed in a variety of ways: borrowing, affixation, clipping, blending, compounding, and derivation. In this section, however, we will focus on borrowing. Mention as many borrowed Amharic words from English as you can that are currently being used directly or in modified forms.*

Example: *television, jacket, gas, mango, etc.*

1.	4.	7.
2.	5.	8.
3.	6.	9.

9.4.2 Phrasal verbs

Students, you may have noticed that there is no definition given for phrasal verbs in this section. This is because one of the best ways to learn phrasal verbs is to see them in context and then figure out the meaning by yourself. It seems that if you do this, you can get a clear understanding of the idea of phrasal verbs.



Self-Learning Activity 9.12

Instructions: *Refer to a dictionary and construct meaningful sentences using the phrasal verbs listed below:*

have on head back	hear up
head for	help out
head toward	hit on
hear about	hear of
	held against



Section 9.5 Writing

Title: Formal and Informal letters

Section Overview



Dear learner, as what we have been experiencing is that writing is one of the backbone language skills in communicating in English language. It is also crystal clear that you can't do your academic tasks without equipping yourself with these skills. Similarly, in this unit, you will practice on writing formal and informal letters.

The formal letter is a business letter which is also known as professional communication. This kind of letter can be informational, persuasive, motivational or promotional. Whereas, an informal letter is a kind of letter usually written to a family member, a close acquaintance, or a friend. The language used in an informal letter is also casual and personal.

Section Learning Outcome

At the end of this lesson you are expected to be able to:

- ⌘ Identify the differences between formal and informal letters;
- ⌘ Write both formal and informal letters to concerned bodies;

9.5 Writing: Letter Writing

9.5.1 Writing a Formal Letter

A formal or business letter is a formal way of communicating between two or more parties. This kind of letter can be informational, persuasive, motivational or promotional.

There are three major elements of writing a formal letter. The most important element of writing a good letter is your ability to identify and write to your audience. This means that you need to avoid using technical words that your audience is unlikely to understand. The next element is that you make sure you present your objective in a clear and concise manner. Do not be vague about your objective; most people will not have the patience to sit there and guess at the meaning of your letter, or the time to read a long-winded letter. Thus, just get to the point without going into unnecessary details. The last important element to remember is to remain professional. Even if you are writing a complaint letter, remain polite and well-mannered, simply state the problem(s) along with any other relevant information and be sure to avoid threats and slander.

Elements of a formal letter

A formal letter has six elements as listed below:

1. **Heading:** It carries the writer's name, address and date.
2. **Salutation:** Salutation is a greeting you present to your readers. It often starts out with the word 'Dear' followed by colon. Titles of people are often used.
3. **Inside address:** It carries the receiver's name, address and date.
4. **Body:** The phrasing should be simple, direct and supported by relevant details taking into account the three elements presented above.
5. **Closing:** A way of signaling the end of the letter. It usually ends with expressions such as 'Sincerely', 'Sincerely yours' followed by a comma.
6. **Signature:** The last element which is signed in hand using a pen.

Formats of a formal letter

There are two major kinds of letter writing formats. They are presented as follows:

1. **Full block format:** All the elements of the letter are placed against the left hand margin.
2. **Modified block format:** The same as full block format with two exceptions: the date line, closing and signature are placed on the right hand margin.



Self-Learning Activity 9.13

Instructions: Using the above information on formats of formal letters, write the following two activities. Then, use a peer editing strategy before submitting to your English language teacher.



Note: Do not forget to put all the elements in their correct places according to the format that you have just chosen.

1. Write an application letter to the Director of an agricultural company for the post of an agricultural supervisor.
2. Write a letter to the police commissioner complaining about the noise at night in a hotel in your neighborhood.

Section 10.9: Grammar

Title: Conditional Sentences, Modal auxiliaries, Transitive and intransitive, Articles: Definite and Indefinite

Section Overview



Dear learner, This section provides you with grammar lessons that focus on language bodies. This section focus on grammar/Language part and you will concentrate on use of modal verbs. It also deals with Conditional Sentences, Modal auxiliaries, Transitive and intransitive verbs, definite and indefinite articles. The other focal points are also concentrated on State Verbs. State verbs are verbs do not take an -ing form. They are termed as Thoughts and Opinion verbs. Verbs under thoughts are, think, believe, understand, know, realize hopes etc. Whereas, verbs such as, believe, hope, feel, see, etc. are under category of opinions. Thus, knowledge of the features of state verbs as stated above is of great value. Now, you will express your thoughts and opinions by constructing correct sentences using each of the above state verbs in this section.

Additionally, communication is a holistic process that often calls upon the uses of several language skills or modalities. This part, therefore, provides you with grammar lessons that focus on language entities giving attention to language part and you will concentrate on the use of phrasal verbs. It also uses grammatical competence involving words and rules expressions, emphasizes on modal verbs, language focus (the present perfect tense, future tense and different past simple tenses. In relation to these, this section also focuses on conditional sentences, if clause and main (result) clause along with definite and indefinite articles.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ notice how language is used and take part in meaningful interpersonal exchange,
- ⌘ make use of modal verbs, conditional tenses, the present perfect tense, different past simple tenses in your written and spoken skills;
- ⌘ practice the use of thought and opinion in their daily walks of life either in written and spoken mode of communications.

9.6 Grammar

9.6.1 Revision: Conditional Sentences



Self-Learning Activity 9.14

Instructions: Study the following conditional sentences, and work out their meaning being in pairs.

1. If she replies to my first letter, I will write to her again.
2. If she replied to my first letter, I would write to her.
3. If she had replied to my first letter, I would have written to her again.
4. If I were a bird, I would fly in the sky.
5. If I have had time, I will enjoy with you.
6. Were Radia intelligent enough to handle the problem, she would not hurt herself this much.
7. If the woman had had a good awareness about modern education, she would not have made such a great mistake.
8. If he told me earlier, I did not take this medicine.
9. If I knew that she had been such a suspicious person, I would not create a close relationship with her.

Conditional Sentences to express wishes

Wishes can be expressed in conditional sentences using:

if + subject + were+ main clause

Example:

What would you do if you were my sister? If I were your sister, I would marry him.



Activity 9.15

Instructions: Lists of conditional sentences are given below. Identify the sentences that potentially express wishes.

1. I would buy a house if I won the lottery.
2. If I were a teacher, I would teach the children effectively.
3. She would have married him if he had asked her.
4. My sister would live in New York if she was an American.
5. I would survive in the desert if I were a camel.
6. Michael Jackson would be happy if he was a white American.
7. Many people will prefer to fly to abroad if they get the chance.
8. If I were multilingual, I would be competent in every circumstance.



Self-Learning Activity 9.16

Instructions: One of the clauses of each of the following imaginary conditions is missing. Complete the missing clauses with your own ideas.

1. If I were the teacher, _____.
2. If my father was a midwife, he _____.
3. I would kill the snake if I _____.
4. What would you do if you _____?

9.6.2 Articles: Definite and Indefinite

Students, look at these sentences.

1. I have English book.
2. I want you to give me red pen.
3. Look at board now.

II. The above sentences can be re-written correctly as: I have an English book.

1. I want you to give me **a** red pen.
2. Look at **the** board now.

The bolded words added before each noun in the above sentences are called articles. Articles are normally used before nouns. They point out the nouns being talked about.

The article '**a**' means one. It is used with nouns that begin with consonant sounds. The article 'an' also means one. The article 'an' is used with nouns that begin with vowel sounds. However, there are exceptions. Look at the following examples:

a European	a one-eyed person	an heir
a uniform	an honorarium	
a union	an honest person	
	an hour	

The article 'the' is used before singular, plural, countable or uncountable noun. Note that there are also expressions that are always preceded by the article '**the**'.

the teacher	the guitar
the teachers	the piano
the milk	the first
the Sahara Desert	the second
the Awash River	the last
the earth	the largest
the old (old men/old women)	the smallest etc



Self-Learning Activity 9.17

Instructions: Use *a*, *an*, or *the* where necessary in the text given below.

I see _____ (1) man with long moustache in the picture. _____ (2) man was once a police officer. I saw him this afternoon for _____ (3) second time while he was walking to _____ (4) market to visit how people in the area are doing business. _____ (5) more he toured in the market. _____ (6) more he could learn about the culture of the people. He had only _____ (7) two-hour visit as he had a lot of work to do in the afternoon. Previously, he was one of _____ (8) richest persons in his kebele but currently he leads his life with meager salary. Many of the dwellers in his village respect him as he is _____ (9) honest person who has never attempted to deceive others for his own benefits. He always advises his daughter to be always in _____ (10) uniform. He has the belief that uniforms convey many meanings to others. At night, he likes to watch _____ (11) moon, especially when it reflects light from _____ (12) sun.

9.6.3 Tenses: Simple present, simple future and simple past

I. Simple present tense

Students, you are now going to learn about tenses that normally help you to talk about the past, present, and the future actions. Thus, can you mention the tenses that are used to talk about the present? Well, tenses that are used for such purposes are: present simple, present continuous, present perfect and present perfect continuous (in some way). In this section, however, you are going to practice the present simple tense.



Self-Learning Activity 9.18

Instructions: Write down five sentences that describe your everyday activities. The first one has been done for you as an example.

1. I wash my hands and face.
2. _____
3. _____
4. _____
5. _____
6. _____



Self-Learning Activity 9.19

Instructions: Construct five sentences that express the actions and states of being that are naturally true. The first one has been done for you as an example.

The heart pumps blood to different parts of the body.

1. _____
2. _____
3. _____
4. _____
5. _____



Self-Learning Activity 9.20

Instructions: Students, what do you do tomorrow? Write down five sentences. The first one has been done for you as an example.

1. I go to the clinic tomorrow.
2. _____
3. _____
4. _____
5. _____
6. _____

What can you generalize about the structural patterns that are commonly used in each of your sentence with the main verb? Explain this to your neighboring partner.

What kinds of ideas did you generally address through present simple? Explain this to your neighboring partner.

Present simple is primarily used to express habitual actions, general truth and future planned actions. Thus, in exercise 1, you attempted to construct sentences expressing habitual actions. Similarly, in exercise 2, you have constructed sentences addressing general truth. As you have seen, the main verb may or may not take (-s) depending on the nature of the subject. Thus, if the subject is singular, the main verb takes (-s). However, no (-s) is used when the subject is plural including the pronoun, 'I'.



Self-Learning Activity 9.21

Instructions: Answer each of the following questions using your own simple present tense sentence. The first one has been done as an example for you.

1. What do you do on Sundays? On Sundays, I go to church.
2. What does she play on the pitch every afternoon? She _____
3. How often do you wash your clothes? I _____
4. What do you do next Friday? We _____
5. Do plants prepare their own food? Yes / No, they _____
6. Where do you live now? Now I _____
7. Do you often eat raw meat? Yes / No, I _____
8. What is your father's name? My _____
9. What is your mother-tongue? My _____
10. Are you monolingual or multilingual? I _____



Notes: Negative and interrogative sentences of the present simple can be formed using the verb to do (do - with plural subjects and does - with singular subjects).

Example 1 (singular subjects)

1. She washes her hair twice a week. (affirmative)
2. Does she wash her hair twice a week? (question)
3. She does not wash her hair twice a week. (negative)

Example 2 (plural subjects)

1. The janitors clean the office every morning. (affirmative)
2. Do the janitors clean the office every morning? (question)
3. The janitors do not clean the office every morning. (negative)

Simple past



Self-Learning Activity 9.22

Instruction: Write down five simple past sentences that describe past actions. The first one has been done as an example for you.

1. Yesterday, I helped my mother with housework.
2. _____
3. _____
4. _____
5. _____
6. _____

Expressing past habits with "used to"

Do you remember activities that you habitually did when you were a child? Write down five of them in the spaces given below using the expression 'used to'. The first one has been done as an example for you.

1. When I was a child, I used to play with mud.
2. _____
3. _____
4. _____
5. _____
6. _____

Students, what did you notice about the forms of the verbs and the time expressions when you constructed the sentences in the above two situations? Exchange ideas with your partners and compare your sentences with your partners. Have you constructed negative and interrogative forms of sentences apart from affirmative ones? If so, what kinds of structural differences did you notice?



Note: Interrogative and negative forms of the simple future can be primarily expressed using the modal verb 'to do' 'will' or other types of modals such as 'may' and 'can'. Look at these examples.

1. We will go to church on next Sunday. (affirmative)
2. Will we go to church on next Sunday? (question)
3. We will not go to church on next Sunday. (negative)



Self-Learning Activity 9.23

Instructions: Re-write each of the following sentences using the correct form of the past simple verb in the bracket. The first one has been done as an example for you

1. The Director (visit) the school last week.
Answer: The Director visited the school last week.
2. She (take) the entrance exam and (join) the university last year.
3. My brother (smoke) cigarettes when he was young.
4. After she graduated from the college, she (become) a midwife.
5. My daughter (can speak) three languages before she joined the college.
6. As soon as the police (arrive), the criminal had left home.
7. He scored good grades before last semester, but last semester his grade (not be) good.

8. My sister (not communicate) with the people in the market effectively when she bought her new dress as she is monolingual.

III. Simple future

Students, tenses are not only used to express present and past actions as you see above, but also future actions too. Thus, using future tenses, we can talk about the future. Future actions can be expressed through three tenses: simple future, future continuous and future perfect. However, in this section, you are going to learn about simple future tense.



Self-Learning Activity 9.24

Instructions: Construct your own five simple future sentences. The first one has been done as an example for you.

1. I will wash my clothes tomorrow morning.

2. _____

3. _____

4. _____

5. _____

6. _____

Students, what did you notice about the forms of the verbs and the time expressions when you constructed the sentences? Exchange ideas with your partners and compare your sentences with them. Have you constructed negative and interrogative forms of sentences apart from affirmative ones? If so, what kinds of structural differences did you notice?



Notes: Interrogative and negative forms of past simple can be expressed using the verb 'to do' 'did'.

Examples

1. My wife visited her hometown last year. (affirmative)
2. Did my wife visit her hometown last year? (question)
3. My wife did not visit her hometown last year. (negative)

Tasks on tenses

1. Dear learners, you have just learned three tenses. Which tense do you think is most dominantly used in the reading passage entitled, "Cognitive Benefits of Multilingualism"? What do you think is the primary reason? Discuss it with your partner and report the answers to the class. Don't forget that your reports should be supported by reasons and evidences.

2. Do you remember the most dominant tense used in the listening text? Explain why this type of tense needs to be dominant unlike other tenses?



Self-Learning Activity 9.25

Instructions: The following sentences have been written wrongly. Make corrections and re-write them. The first one has been done as an example for you.

1. Did your English teacher gave you an assignment tomorrow?
Wrong
Corrected: Did your English teacher give you an assignment yesterday?
2. His sister does not helps her mother with housework.
3. The Minister will came last week to visit the school.
4. Will you attend the meeting next Tuesday?
5. Before I got married, I buy a house.
6. Water boiled at one hundred degree centigrade, but freezed at zero degree centigrade.
7. Water boiled at one hundred degree centigrade, but freezed at zero degree centigrade.
8. Do the farmers use fertilizers to promote crop production?
9. Currently she spoke three local languages, but in the past she used to speak four languages.
10. Next year, my daughter will take the entrance exam.
A: Where are you born?
B: I am born in Dilla town.
11. I use to smoked cigarettes when I was young, but now I did not.

9.6.4 State verbs: Thoughts and opinions

Students, have you ever heard or read anything about state verbs? If so, exchange ideas with your partner and then be ready to define these verbs to the class. You can even define such verbs depending on the word 'state' as a clue. In addition, we hope that you may grasp useful information by working on the following preliminary activities.



Self-Learning Activity 9.26

What do you think is wrong with each of the following sentences? Please re-write the sentences by making the necessary corrections depending on the forms of the verbs.

1. I am thinking that being multilingual is advantageous.

-
-
2. Are you believing that Ethiopia is advantageous being multicultural country?
 3. The teacher is hoping that most of the students will pass the exam.

Have you attempted to correct all the above sentences? We have great hope now that you have adequate clues to define state verbs. Thus, what are state verbs?

State verbs can be defined as verbs that are not normally used in continuous forms. Thus, all of the above sentences are wrongly written as they are all constructed using present continuous tense instead using present simple. In this regard they can be correctly re-written as:

1. I think that being multilingual is advantageous.
2. Do you believe that Ethiopia is advantageous being multicultural country?
3. The teacher hopes that most of the students will pass the exam.

Students, state verbs are of different categories: verbs of the senses, wants, likes/ dislikes, thoughts, opinions, belongings, etc. In this section, however, you are going to focus on verbs of thoughts and opinions. Verbs of thought mainly include: think, understand, know, realize, and recognize. Similarly, verbs of opinion mainly include: believe, hope, feel, and see.

Thus, knowledge of the features of state verbs as stated above is of great value. Now, express your thoughts and opinions by constructing correct sentences using each of the above state verbs (thoughts and opinions).



Checklist

Dear learner: This is the end of unit nine where you indicate your choices to the responses at the right hand side by putting a tick (☑) mark against each point to show whether you agree or not.

No	Descriptions	Yes	No
1	I could use words relevant to the topic of the unit		
2	I could assess my background knowledge about Multilingualism		
3	I could read a passage about Multilingualism		
4	Understand the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages		
5	I have done the exercises under each lesson,		
6	I learned how to make a speech and reading a pie chart		
7	Read a passages on Timothy's linguistic profiles and answer questions from the passage;		
8	I could discuss the activities under the section,		
9	Guess some new words from the reading passage		
10	I could check my answers for the exercises at the end of the study module,		

Unit Summary

Dear learner, you have come to the end of this unit. I hope you have gained many important things from the unit. I am pretty confident that you have been motivated reading about texts related to "Multilingualism". The grammar, vocabulary items, language competences and performances, and other language activities have helped you to improve your overall language proficiency.

Unit Ten

Digital versus Satellite Television

Unit Introduction



As usual, you will experience listening, speaking, reading and writing and other language skills, such as grammar, vocabulary as communication skills that are taking place in this unit. The section, thus, responds to calls for learning practices that address the language problem for increasing basic language skills. That means, the communicative language learning is regarded to play the primary function of the language targeted. You will practice your own directions to language learning, progress at different self-learning paces, and be motivated to complete the given language learning tasks.

In listening skills, you will focus on pre listening question to brainstorm the background knowledge on “Is television Harmful to Children?” Then, you will answer the close and open ended questions. Next you will listen to the listening text prepared in electronic medium. Then after, you will deal with post listening activates.

Unit Learning Outcomes:

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

- ⌘ listen to a variety of texts, analyze, compare, contrast and process meaning;
- ⌘ complement ideas or talk about similarities and differences of things
- ⌘ read the passage and associate facts with their own life
- ⌘ use different vocabularies from the passage in their communication
- ⌘ use modal auxiliary verbs correctly in different sentences
- ⌘ structure and write a series of paragraphs to develop essays

Required Study Time: 15 Hours

Unit Content

Module Assessment Methods



Dear learner: your learning progress in attaining each language skill is assessed based on your ability in doing the activities developed for you in each section. For this reason, there are activities developed to help you practice and check the improvement you have made in

learning a particular language skill.

After you have done each activity, you are given answer keys at the end of each unit. You can cross-check your answers against those given by the writer of this module. In addition, after you have finished doing all the activities in each unit, you will be provided with self-assessment activities in the form of assignments, and project works. You are expected to do them carefully and submit to the center module tutor based on the time that will be set for you. The other form of assessment is that the examination you take after you have completed learning all the units in the module. You will take this examination based on the timetable of the responsible individuals who are leading this program.



Section 10.1: Listening

Title: Is Television Harmful to Children?

Section Overview



Dear learner, in this lesson you are going to listen a text entitled, "Is television Harmful to Children?" Before you listen to the passage, there are four pre-listening questions that you will try to answer using your previous knowledge or experience. After having answered the pre-listening question, you will listen to the text that may be prepared in electronic form, Compacted Disc (CD).



Bear in mind that you will be given an electronic recorded listening text that you will follow the instruction written on it. The third step is you will answer the post-listening questions based on the lesson you have got from the listening passage. There are two activities which the first one focuses on comprehension questions and also the second part deals with writing the summary of the listening script.

Section Learning Outcomes

At the end of this lesson, you are expected to be able to:

- ⌘ give attention to words/phrases that have key role in transferring ideas while listening to spoken sources
- ⌘ associate the facts in the listening passage with your own life
- ⌘ use the words selected from the listening script during your communications when/where they are essential

10.1 Listening



Activity 10.1.1

1. Do you watch TV? How often?
2. What kinds of programs do you like to watch on TV? Why?
3. Do you think that watching television has harmful effect on your health?
4. Can you list down words or phrases you may come across in the listening text?

Self-Learning Activities 10.2

Instructions: Listen to the passage carefully and answer the questions that follow.

1. Which activity do children perform better than watching TV?
2. The writer believes that age is an important factor to consider when children are watching television. True or false?
3. When was the National Television Violence Study conducted?
4. As presented in the passage, what is the opposite of hero?
5. What is the Alpha State?
6. How does watching television create family togetherness?
7. How can television help develop critical thinking?
8. Which educational programs are famous for being intellectually engaging?
9. The passage talks about the effects of watching TV in different countries of Africa.

Self-Learning Activities Activity 10.3

Instructions: Answer the questions below based on the lessons you get from the passage.

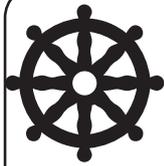
1. Write down major summary from the text you have listened to _____.
2. What do you want to add more to the above listening text? Tell to your classmate.



Section 10.2: Speaking

Title: Compliment

Section Overview



Dear learner, it is human behavior that we express our opinions to others in a way we feel either positively or negatively. For things or ideas we feel excited, we admire, appreciate and honor. Whereas, when we feel discomfort and demotivated, we express our feelings in disgrace ways. We also use a range of expressions to add information, discuss our own reflection, and decide on what are wrong and wright.

Accordingly, to express your thoughts and beliefs, you need to know the expressions that are frequently used in your everyday life. To achieve this, study the note given below until you understand how you use each phrase or expression.

Section Learning Outcomes

At the end of this lesson you are expected to be able to:

- ⌘ Express your thoughts and beliefs using the phrases such as, You're handsome!, You're awesome!, You're cool! You're brilliant! You smell good! You have a heart of gold! You're beautiful! I feel bad! I'm not happy! in different communicative encounters.
- ⌘ Express possible reply for admiration, appreciation, approval/ respect such as, you is wel come! thank you!, don't mention!, it's okay! etc.
- ⌘ Express possible reply for disapprovals adversely using, I'm sorry, what a shame! That's too bad! That's so disappointing!, and etc.

What's compliment?

A compliment is an expression of admiration, appreciation, approval, or respect. Giving a compliment is a quick way to show other people that you appreciate them and something they have.

In order to enhance their social life, people often give each other compliments. That means they praise each other on their appearances, performances, personalities, and belongings (house, car, clothes etc.)

10.2 Speaking



Fig 36

In English also, you can give compliments in different ways. Study the following expressions

You're beautiful!	You're brilliant!
You're handsome!	You smell good!
You're awesome!	You have a heart of gold!
You're cool!	

These are just a few of the many compliments people give one another on a daily basis. While some are given with hidden motives, most are spoken with good intentions. Nevertheless, unexpected compliments can put you on the spot and leave you wondering what to say next.

The list below exists to give you some ideas on how to incorporate some fun and wit into your replies to compliments. A simple "thank you" used to be acceptable, but these days, simple doesn't always cut it. If you're looking to in intention to make up your audience, here are some expressions to help you out!

Warning: Sarcasm ahead— use these replies at your own risk.

You can feel free to use any of the replies found here, but please— do so with caution. Some of these may come off as rude or offensive depending on how you say them, who you say them to, or what the context is. Always be gracious and kind whenever you can, and know that you're better than any compliment in the world.

Look at the examples of compliments and their possible replies mentioned below.

Compliments and Possible replies

No	Complement	Possible reply
1	This office really looks great!	Thank you, it is nice of you to say so.
2	What a beautiful shirt you have on!	Thanks, my brother bought it for me from Hawassa.
3	Your 'datta' is spicy and delicious; you are really a great cook!	Do you like them? Thank you, I am happy to hear that from you!
4	Those shoes look good on you.	Thank you, but they are pretty old.
5	I like your hair style.	T h a n k s , yours is also nice.

Express possible reply for

Look at the examples below.

Model Dialogues

- 1.** Zomma: You have got a beautiful baby.
Mamitu: Really? Thank you to say so!
Zomma: What's its name?
Mamitu: Amelework.
- 2.** Adey: I like your shirt! Where did you buy it?
Kumme: Thank you very much. I bought it from boutique in Hawassa.
Adey: How lovely it is! Is it made in Italy?
Kumme: Oh, not dear. It is a product of Ethiopia made in Hawassa Industrial park.
- 3.** Kume: You are smart in this dress.
Bontu: Oh, have you loved it? Thanks. What else do you want to add?
Kumme: Your hair style looks great, too!
Bontu: Yours is also nice. Where have you got it cut?
Kumme: At Nardos Beauty Salon.

Self-Learning Activities 10.4

Instruction: Respond to compliments for the following mentioned below.

- 1.** Look at the objects arranged in your house and compliment about them.
- 2.** Appreciate how your friend uses his or her time for a study. Ask about his experiences and successes.
- 3.** In your homeroom, taste a food or drink your family member prepared and praise for it.



Section 10.3: Reading

Title: The Digital versus Satellite Television

Section Overview



Dear learner, in reading skills under this section you will deal with answering some questions before your reading which is called pre-reading question. To this effect, read each of them carefully and write your answers in your notebook using your background knowledge. This will help you to activate your experience for the idea that will come later. Then, you will read stories on A Cable TV (a digital television) and a Satellite TV. You will skim (read at glance) to get the general idea, read stories and express your views and opinions.

Section Learning Outcome

- ⌘ read, interpret and process the main points in the reading passage.
- ⌘ use the words that you have learnt from the passage in both spoken and written communications

10.3 Reading

Self-Learning Activities 10.5

Instructions: Discuss the questions given below.

1. Do you know the different types of televisions before? What are they? Discuss with your partner.
2. What equipment can you name from television?

Self-Learning Activities Activity 10.6

Instructions: Now, read the following passage carefully and answer the questions given below.

The Digital versus Satellite Television

1. A Cable TV, what we call a digital television that comes to the place you are through a cable wire into your home. However, Satellite TV is that beamed down to a dish from a satellite. Cable and satellite both work by allowing you to “tune in” to specific channels within that signal. The big difference is that cable comes into your home through a wire and satellite through the air. When cable began in the 1940s, it provided

an analog signal. Satellite channels, which began in the 1990s, offer a digital signal, which includes higher-quality sound and photo. By 2009, all cable systems successfully had converted to only digital, and since then, cable and satellite systems both began increasing their high-definition options and now both types offer them to consumers.

2. Long gone are the days of simple analog television sets, when things were simpler and easier to understand. Technological advancement gave birth to more innovative and cutting-edge siblings of analog television sets. The most confusing one was the contrast between cable and digital television.
3. Being siblings, they had a lot in common but owing to the difference in the generation, there were many differences yet to be discovered. While you may even get the same channels and content, the way information reaches your television is very different between satellite and cable technology. Satellite data signals are transmitted from powerful antennas to satellites orbiting in space and then down to personal satellite dishes in the homes of consumers who contract the service. Cable television, on the other hand, is transmitted through coaxial cables from the service provider to coaxial outlets in the homes of cable TV viewers.
4. Cable TV and Digital Satellite TV are two of the major competitors when it comes to offering quality entertainment. Cable companies such as AT&T, Comcast, Cox cable, U-Verse TV, etc. offer television services that are nothing short in quality from what other satellite TV providers have to offer. Analog television sets of old fashion didn't support as many channels as satellite television service did, especially movie channels and the image quality was never appealing. However, the development of digital TV put a 180° shift to the situation. The newer development used a technology that used digital compressions to convey more refined and high-quality content. Here we explore the main differences between cable and satellite television, read on to find out more.
5. Satellite TV has a higher one-time cost as compared to a cable TV subscription unless you qualify for free equipment or installation offer in return for a yearlong commitment contract. The cable TV network, on the other hand, has a higher infrastructural maintenance cost which reflects in heavier monthly bills. In the longer run, satellite TV takes advantage here by offering more number of channels against each dollar spent.
6. Some satellite TV service providers ask for a mandatory subscription for at least 12 months in most cases. Most Cable companies, on the other hand, don't have any such conditions of committing to a minimum subscription period. Since TV technology keeps improving, satellite or cable companies are in a constant battle to convince customers that

they're the preferred choice and the rival media is the worst choice. In some cases, consumers can find things they like and things they're not fond of in both types of TV services, which makes a decision even more of a challenge. Similar satellite packages are available nationwide, but each local cable company may offer its own features and channel lineup.

7. Satellite television actually seems to have been leading, but not by much, in terms of innovation and picture quality. When it comes to entertainment and the content, it's all about what your personal tastes are. There really is no definite answer here as to which provider is suitable for you; until you call your satellite and cable television suppliers and ask questions regarding the current packages on sale.

I hope you enjoyed reading this passage, Dear learner. If it is so, you should go on to the next section.

Good Luck!



Self-Learning Activity 10.7

Answer the following statements saying either True/False.

1. The first television made is called Apollo. (True/False)
2. According to the above text, a cable television is as expensive as the satellite TV. (True/False).
3. When cable began in the 1990s, it provided an analog signal, and Satellite channels began 2009 started increasing their high-definition options and now both types offer them to consumers. (True/False).
4. Cable companies such as CDS, Chamonix, Uganda cable, Y-Verse TV, etc. offer television services to their customers. (True/False)
5. Analog television sets of old fashion didn't support as many channels as satellite television service did, especially movie channels and the image quality was never appealing. (True/False)

Section 10.4: Vocabulary

Title: Word Attack

Section Review



Vocabulary is a significant predictor of overall reading comprehension. In this section you will practice some word attack strategy in matching two columns, "A" with "B". You will also look up words in a dictionary and choose the meaning, which will increase your dictionary skills. Besides, you will guess the meaning of unknown words, analyze vocabulary groups, as well as understand dictionary

definitions, and use a dictionary to increase your word power. Besides, you will exercise phrasal verbs (verb+ preposition) which is different from the original verb. You will make practice phrasal verbs making your own sentence from the given words.

Section Learning Outcome

At the end of this lesson you are expected to be able to:

- ⌘ able to extract meaning from the reading passage
- ⌘ identify Phrasal verbs from verbs without preposition
- ⌘ familiarize yourself with the meaning of the phrasal verbs listed below.
- ⌘ make use of each phrasal verb in your spoken or written communication when needs comes.

10.4 Vocabulary



Self-Learning Activities 10.8

Instructions: Match the words/phrases given under column “A” with words/phrases under column “B” that are extracted from the reading text.

A		B	
1	transmit (Para. 3)	A	revealed
2	subscription (Para.5)	B	broadcasted
3	installation (Para. 5)	C	contribution
4	mandatory (Para. 6)	D	fixing
5	fond of (Para. 6)	E	obligatory
6	entertainment (Para. 7)	F	interested in
7	beamed down (Para. 1)	G	activity
8	tune in (Para. 1)	H	transmit
9	technological advancement (Para.2)	I	to be fixed
10	more innovative (Para. 2):	J	development in science
11	cutting-edge (Para. 2)	K	advancement
12	discovered (Para. 3)	L	popular

10.4.1 Phrasal Verbs

A phrasal verb is a combination of a verb and a preposition, a verb and an adverb, or a verb with both an adverb and a preposition. A phrasal verb often has a meaning which is different from the original verb.

Instructions: Study the phrasal verb lists below and then do the following exercises.

1. Hold on: To have or keep your hand, arms, etc., tightly around something.
Example: "Hold on to the railing, that way you won't fall".
2. Blow up: to fill (something) with air or gas
Example: "Please could you blow up those balloons?"
3. Bring up: to take care of and teach (a child who is growing up).
Example: "Their grandparents brought them up because their parents were always travelling"
4. Call off: to stop doing or planning to do (something) .
Example: "Maria called off the wedding, she decided she didn't love him"
5. Carry on: To continue to do what you have been doing
Example: "Sorry I interrupted, carry on talking!"
6. Come across: A. To seem to have a particular quality or character
B. To make a particular impression.
Example: "Julia came across as a bit bossy"
7. Come up with: To get or think of (something that is needed or wanted).
Example: "We finally came up with a solution to the problem!"
8. Fall apart: To break into parts in usually a sudden and unexpected way,
Example: "My cake fell apart when I tried to cut it"
9. Get along: To be or remain friendly
Example: "We're not together anymore, but we get along great"
10. Get away: To go away from a place.
Example: "I cannot wait to get away from the city".
11. Get over: To stop being controlled or bothered by something, such as a problem or feeling. Example: "I got over my fear of flying"
12. Give up: To stop an activity or effort :to admit that you cannot do something and stop trying Example: "We all gave up smoking on January 1st"
13. Go on: To continue.
Example: "They landed in Paris and then went on to Montpellier"



Activity 10.9

Instructions: Construct your own sentences using the phrasal verbs given in the table below. The first one has been done as an example for you. If you face difficulty, consult your dictionary.

figure out : (meaning) understand

Example: I could not figure out what you are saying

No	Verbs	Prepositions	Meanings	Example
1	Hold	on	wait	Please stay online until I complete the call with my friend
		off		
		out		
		up		
		back		
		into account		
2	Take	part in		
		up		
		over		
		down		
		on		
		away		

Section 10.5: Grammar

Title: Connectors of Compare-Contrast, Modal auxiliaries, Transitive and intransitive verbs

Section Overview



Dear learner: This section provides you with grammar lessons that focus on language entities. This section focus on grammar/ Language part and you will concentrate on use of modal verbs **should/ought to/must, use zero conditional and modal verbs**. It also focuses on connectors, such as, **also, just as, as well as, like / likewise, both, comparatively**. You will also practice on expressions for cause and effect, the past simple passive. This part also emphasizes on modal verbs, talks about using the past simple passive and revise expression of quantity. In this you will practice some pronunciations, use modal stress for emphasis, look up words in a dictionary and choose the meaning, which will increase your dictionary skills. Besides, you will guess the meaning of unknown words, -analyze vocabulary groups, as well as understand dictionary definitions, and use a dictionary to increase your word power.

Section learning outcomes

After the end of this section, you will be able to:

- ⌘ Recognize understand, speak and write new languages.
- ⌘ get an insight into how the language is structured and how it works
- ⌘ practice the grammar skills involved in writing sentences and short paragraphs
- ⌘ begin self-edit their oral and written production with growing confidence.
- ⌘ use of expressions of connectors of compare-contrast

10.5 Grammar

10.5.1 Connectors of Compare-Contrast

Compare means: discuss the similarities between two things; and **contrast** means: discuss the differences between two things. Some of these words have been used in the above texts. You can go back and see their uses again.

Look at the lists of Connectors below

- I. Words that signal comparison: (also, just as, as well as, like / likewise, both, comparatively, similarly/similar, identical, equivalent, the same as, too, have in common, share the same, in the same manner, in the same way).
- II. Words that signal contrast: (although, yet, while, unlike, however, in contrast to) but, on the other hand, contrarily, whereas, nevertheless, etc.).

Study how the above linking devices are used in constructing different sentences.

1. Mechanization has increased crop yields, **yet** production is still inadequate. (Contrast or opposition)
2. The economy is strong, **but/ yet** there are frequent strikes.(Contrast)
3. **Although/ while** there are frequent strikes, the economy is strong. (Contrast)
4. **In spite of/ despite** the frequent strikes, the economy is strong. (Contrast)
5. There are frequent strikes; **however/ nevertheless**, the economy is strong. (Contrast)
6. **Just as** referring to a dictionary frequently is boring, it might be detrimental to your comprehension of the text.(Compare)
7. Football and volleyball may seem very different sports **but in fact** they have many things in common. (Contrast)
8. An orange contains many segments that can easily be separated

by hand. **In contrast**, a knife must be used to divide an apple. (Contrast)

9. Television is an important medium to get information. **Similarly**, radio provides us with different information from different corner of the world. (Compare)
10. Writing is an important language skill that all students should develop. **In the same way**, reading is a core language skill that expands the thinking scope of the student. (Compare)



Self-Learning Activities Activity 10.10

Instructions: Complete the following blanks with contrastive/comparative connectors.

1. They managed to work together , _____ their differences of opinion.
2. I would rather go swimming _____ go to the library.
3. Referring to a dictionary frequently is boring; _____, language learners can tolerate it.
4. There are some significant differences between Stalin and Hitler; in many ways, _____, they had remarkably similar personalities.
5. The moon rises, _____ the sun sets. We will not go to swimming _____ the weather is good.
6. The door was open during the fight, _____ we couldn't hear the shouts. I studied more _____ he did.
7. They went swimming, _____ the coldness of the water.
8. She looks _____ your sister.



Self-Learning Activities 10.11

Instructions: Individually, join the sentences given below using any of the transitional words listed above.

1. Sales of the new car were poor. They were heavily advertised.
2. I am well now. I do not feel strong.
3. She has never come here. I invited her many times.
4. The equipment was expensive. It was unreliable. _____

5. My uncle has a lot of money. He does not want to buy any furniture. _____
6. This department must reduce expenditure. It needs to install new computers.

10.5.2 Modal auxiliaries: (ought to, should, must, have to, need to, can, will)

I. ought to and should

In English, we use the modals '**should**' and '**ought to**' to give advice. Study the following conversation between **Yimer** and **Tuji**.

Yimer: I've got really bad toothache. What should I do?

Tuji: Oh you should try my dentist. He's really good. You ought to ring now and see if he can fit you in.

Use

You give advice when you suggest actions to other people. Using the word **should** is a common way of asking for and offering advice in both formal and informal situations.

Form

Should is a modal verb. It is followed by the infinitive of the main verb without to.

Sentence	You should take more exercise.
	You ought to ask for some time off work.
Negative	Liyu oughtn't to eat a lot of sweet things.
	You shouldn't work so hard.
Question	Should I take the tablets before or after meals?
	Should I see him now?

Should and **ought to** are modal verbs which do not change form

	First person	Second person	Third person
Singular	I should go.	You should go.	He/ She should go.
	I ought to go.	You ought to go.	He/ She ought to go.
Plural	We should go.	You should go.	They should go.
	We ought to go.	We ought to go.	We ought to go.

Common errors

For should, using to before the main verb or adding -ing to the main verb
 She should **to** get it from the chemist. She should get it from the chemist
 He should **going** home early. He should go home early.



Self-Learning Activities Activity 10.12

Instruction: Give as many pieces of advices as you can using the expressions above.

II. Must and have to

Study the following sentences

1. Does Abebe have to wear a uniform?
Yes, all the students have to wear a uniform.
2. What time does school start?
At 8 o'clock, but you must be in your classroom at 7:45.
3. Do I have to fill in the form?
Yes, everybody has to complete it.

Uses

You use **must** and **have** to talk about rules and things that are necessary.

Form

positive	I / we/ you they must go.
	I / we/ you they have to go.
	He / she must go.
	He / she has to go.
question	Must I / we / you / they go?
	Do I / we. you/ they have to go?
	Must he she go?
	Does he/ she have to go?

When you talk about rules you can use **must** or **have to**.

1. Children must start school when they are five.
2. Children have to start school when they are five.

When you talk about something which you think is necessary, you use **must**.

1. I must work harder.
2. He must clean his car. It's very dirty.

When you ask about rules, it more usual to use **Do ... have to ...?** than **Must ...?**

Do I have to take my passport?

The **past** of **must** and **have to** is **had to**.

I had to go to a wedding ceremony last week.

Common errors

You don't add an "s" to must for he and she.

1. She ~~musts~~ do all her = He must do all
2. homework .her homework.

You don't use **to** after must.

1. She must ~~to~~improve = She must improve
2. her spelling.her spelling.



Activity 10.13

Instructions: Please, write as many sentences as you can using must and have to.

III. Can or Could

1. **Could** you pass the bag to Mulatu, please?
I'm afraid I can't. I **can't** carry the bag as it is very heavy.
2. **Can** I have a return to Bahir Dar , please?
Certainly. That's 200 Birr please.
3. **Could** you take me to the station, please?
Yes, of course. What time does bus arrive?

Use

You often use **Can I...?** or **Could I...?** when you ask for something.

1. Can I have a cup of coffee, please?
2. Could I have a ticket to Hawassa, please?

You use **Can you...?** or **Could you...?** when you make requests.

1. Can you help me with my bags, please?
2. Could you stop by the supermarket, please?

Form

Question	Can I have a return ticket?
	Could I have a sandwich?
Question	Can you meet me at the station?
	Could you help me with my bags?

When you ask for things you usually add, please.

Could I have a return ticket, please?

You often say here you are when we give somebody the thing they want.

Can I have a timetable, please? Yes, here you are.

When you say yes to a request, you say yes, of course.

Can you meet me at the station, please? Yes, of course / no problem.

When you say no to a request, you can say I'm afraid I can't and give a reason.

Could you post this for me? I'm afraid, I can't. I'm really busy.



Self-Learning Activities 10.14

Instructions: Write as many sentences as you can using *can* and *could*.

IV. Using will for future arrangements

1. The doctor's with a patient now but she will see you in a few minutes.
2. Don't worry, I'll make sure she leaves on time.
3. I'll meet you at the café at about five.
4. No, I won't let him drive my car. He's not insured. Use *will* to talk about an arrangement which is about to happen or is in the very near future.



Use *will* to make a promise or to offer to do something for someone.
Use *will* when asking someone to do something.
Use *won't* (will not) when refusing to do something.

Form

Will is a modal verb. It is followed by the infinitive of the main verb without *to*. *will* does not change its form according to person or singular and plural.

	First person	Second person	Third person
Singular	I'll (will) go.	You'll (will) go.	He/She'll (will) go.
Plural	We'll (will) go.	You'll (will) go.	They'll (will) go.

The negative of *will* is *won't*.
The librarian *won't* arrive till five.
There *won't* be anyone there now.



In speech we usually use the contracted form *'ll* or *won't* in sentences.
I'll be with you in a minute. We *won't* forget to contact you.

10.5.3 Direct and indirect Object

The English verbs are followed by two different kinds of objects - the direct object and indirect object.

Study the following sentences

1. I bought Tirhas some flowers.
2. I bought some flowers to Tirhas.

These sentences contain both direct and indirect objects. Flowers are the direct object and it refers to what I sent. Tirhas is the indirect object and it refers to whom I sent it.

The object of a verb or clause is a noun group which refers to the person or thing that is involved in an action but does not perform the action. The object comes after the verb. It is sometimes called the direct object.

1. She closed the window.
2. Some of the boys noticed me

Some verbs have two objects. For example in the sentence “I gave Ali the book’, ‘the book’ is the direct object, and ‘Ali’ is the indirect object. The indirect object usually refers to the person who benefits from an action or receives something as a result of it.

You can put an indirect object in front of the direct object or in a prepositional phrase after the direct object.

Look at the following sentences

1. Bacha told me the truth.
2. She handed the book to the librarian.



Self-Learning Activities 10.15

Instructions: Write as many sentences as you can having direct and indirect objects using the verbs from the following box.

throw	buy	hold	teach	tie	
drive	pass	ake		lend	show

10.5.4 Transitive and intransitive verbs

Study the following sentences

1. Solomon Barega runs fast.
2. Her tooth ached.

Some verbs do not take an object. These verbs are called intransitive verbs. Intransitive verbs often describe actions or events which do not involve anyone or anything other than the subject. In the above sentences, the verbs ‘runs’ and ‘ached’ are intransitive verbs.

Study the following sentences

1. He is washing clothes
2. She read a novel.

Some verbs describe events that must, in addition to the subject, involve someone or something else. These verbs are called transitive verbs. They take an object, that is, a noun group which is put after the verb. In the above sentences, the verbs ‘is washing’ and ‘read’ are transitive verbs.



Self-Learning Activities 10.16

Instructions: Write five sentences using intransitive verbs and another five sentences using transitive verbs.



Section 10.6 Writing

Title: Re-arranging Sentences of a Paragraph

Section Overview



Dear learner, under this section, you will learn different writing types, jumbled sentences putting ideas/sentences in logical ordered expository paragraph. You also put the actual writing post signs, Punctuations, in their appropriate manner correcting the wrongly composed sentences. It is difficult to write without punctuation. Well, you can, but your writing wouldn't make any sense to your reader; also you may be misunderstood by your readers. Punctuation is as important to your writing as your word choice, syntax, and structure.

On the other hand you will practice writing specially, writing a Conclusion to a Paragraph is part and parcel of this unit. In this regard, the concluding sentence is the last sentence in a paragraph. Its main function is to summarize (tie together) the ideas in the whole paragraph. A good conclusion is essential for most paragraphs written in different modes because it gives the readers to further understand the main idea discussed in the paragraph, avoid confusions or difficulties if the topic is challenging to understand from the supporting details.

When we conclude our paragraph, for examples, we use conclusion starters: in general, generally, therefore, thus, to sum up, to conclude, to summarize, to make the long story short, briefly, in brief, shortly, in short, finally, etc.

Section learning outcomes

After the end of this section, you will be able to:

- ⌘ summarize the main information and write notes into sentences using recapping words.
- ⌘ Punctuate to divide written words into sentences and clauses.

10.6 Writing

10.6.1 Re-arranging Sentences of a Paragraph



Self-Learning Activities 10.17

Instructions: The following sentences make one paragraph if you arrange them into their correct order. Arrange them into their appropriate order to make a paragraph.

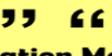
1. The jojoba is an example of a plant that scientists are trying to domesticate.
2. By domesticating the jojoba, scientists hope to change unproductive desert land into productive agricultural land.
3. This can be used in making cosmetics and high quality machine oils.
4. The jojoba, a wild desert bush that grows in some parts of the United States and Mexico, is about 2 meters high.
5. Its fruit is 40-60 percent liquid wax, called jojoba oil, which is valuable.

The correct orders are:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

10.6.2 Punctuations

Students, do you know the sign post which are used to put on the road side how vehicles and people travel from place to place either minimizing or maximizing their speed? The same hold is true that a punctuation mark is a symbol such as a full stop or period, comma, or question mark that you use to divide written words into sentences and clauses.

 Full Stop At the end of a sentence	 Comma To separate items in a series	 Colon To introduce a list
 Semicolon To join to independent clauses	 Question Mark To show that it is a question	 Exclamation After an exclamation
 Slash To separate letters, numbers etc	 Apostrophe To show when a letter or a number has been left out	 At sing For email address
 Ellipsis Mark one or more words have been intentionally left out	 Round Brackets To add extra information to a sentence	 Quotation Marks to indicate a phrase to show that someone else has written or said it

Source: www.englishgrammarhere.com

It is difficult to write without punctuation. Well, you can, but your writing wouldn't make any sense to your reader; also you may be

misunderstood by your readers. Punctuation is as important to your writing as your word choice, syntax, and structure. When any one of these elements is missing, you don't have a coherent piece of writing.

Example: *Though many snakes are dangerous, some are with great importance for medical purpose. In this situation if you want to pass an instruction to save the snake the coma in between are very crucial.*

Kill it not, save it !.

When the reverse is true, a comma can be put as follows,

Kill it, not save it!

Activity 10.18

Instructions: Choose the sentence which has been punctuated correctly.

1.

- A. Do you remember what we used to do, when we played together as childhood friends?
- B. Do you remember what we used to do when we played together as childhood friends?
- C. Do you remember what we used to do when we played together as childhood friends!
- D. Do you remember what we used to do when we played together as childhood friends?

2.

- A. In summer, its too hot around here.
- B. In summer its too hot around here.
- C. In summer, it's too hot around here.
- D. In summer, it's too hot around here!

3.

- A. We had pizza beef steak onion rings and diet coke at the dinner.
- B. We had pizza; beef steak; onion rings; and diet coke at the dinner?
- C. We had pizza, beef steak, onion rings and diet coke at the dinner
- D. We had pizza, beef steak, onion rings, and diet coke at the dinner!

4.

- A. You are the right person for the job, arent you?
- B. You are the right person for the job, aren't you?
- C. You are the right person for the job aren't you?
- D. You are the right person for the job, aren't you!

5.

- A. Stop you can't go any further
- B. Stop, you can't go any further!
- C. Stop you can't go any further.
- D. Stop, you can't go any further

6.

- A. I know, what you want
 B. I know what you want?
 C. I know what you want.
 D. I know what you want

7.

- A. You don't know me well do you?
 B. You, don't know me well do you.
 C. You don't know me well, do you.
 D. You don't know me well, do you?

8.

- A. Do you recall my name my address my job my passion?
 B. Do you recall my name? My address? My job? My passion?
 C. Do you recall my name my address my job my passion
 D. Do you recall my name, my address, my job and my passion?

9.

- A. What, I can't believe you did this to her?
 B. What I can't believe you did this to her.
 C. What? I can't believe you did this to her.
 D. What! I can't believe you did this to her.

10

- A. I knew what would happen if we went there, but we had to go anyway.
 B. I knew what would happen, if we went there but we had to go anyway.
 C. I knew what would happen if we went there but we had to go anyway?
 D. I knew what would happen if we went there but we had to go anyway!



Self-Learning Activities 10.19

Instructions: *punctuate the following two short paragraphs by adding capital letters, commas and full stops in your exercise book.*

Text I

people travel more today than at any time in history more and more people are traveling by air space planes are being developed which will be able to travel at five times the speed of the sound however planes like this will use huge amounts of fuel and may damage the atmosphere

Text II

many governments are worried about the pollution which is caused by petrol driven cars and lorries traffic fumes are often a serious problem in big cities these fumes can damage people's health as the result the

petrol companies have developed a clear type of petrol which does not lead electronic cars are also being built these do not produce any exhaust fumes in the future most forms of land sea and air transport will use less fuel.



Self-Learning Activities 10.20 Writing Expository Texts

An expository essay is an essay that gives an account of explanation on something. It can be developed using a variety of techniques such as: definition, illustration (example), cause and effect, classification, comparison, contrast, process description. One point to remember, it does not mean that the whole part of the essay is fully developed using only one of the techniques. The point is that the dominantly used technique is used to categorize the technique

Writing a Conclusion to a Paragraph

The concluding sentence is the last sentence in a paragraph. Its main function is to summarize (tie together) the ideas in the whole paragraph. A good conclusion is essential for most paragraphs written in different modes because it gives the readers to further understand the main idea discussed in the paragraph, avoid confusions or difficulties if the topic is challenging to understand from the supporting details. When you write an effective conclusion, try to bring the reader back to the main idea, re-examine the topic sentence and re-state it in another way, take a maximum care in connecting the supporting details with the topic sentence. Make sure that your conclusion can give re-enforcement, suggestions, advice and/or insight to your reader. It is also important to understand that sometimes conclusions are left to the reader when the writer thinks that the main idea can be concluded in several ways.

Examples of conclusion starters:

In general, generally, therefore, thus, to sum up, to conclude, to summarize, to make the long story short, briefly, in brief, shortly, in short, finally, etc.



Self-Learning Activities 10.21

Instructions: Look at the concluding sentence in the paragraph given below and then in the same way write a concluding sentence to the paragraph that comes next.

A Sample of a Concluding Sentence in a Paragraph

When people read any article, their purpose can vary from individual

to individual. Most readers like to concentrate on introductions and conclusions as these parts of a paragraph often carry the main points in the paragraph. A conclusion is an important part of any piece of writing. It helps to summarize all the essential points of the topic. For instance, if readers face difficulty in understanding the meaning of most sentences in a paragraph, the conclusion comes into the picture and reduces their challenge. In addition, a conclusion is important to get further information about the topic and pose different questions that lead to further reading. In sum, a conclusion is helpful in a paragraph as it can help to bind the whole ideas discussed in the paragraph.

Doping in Sports

Doping, performance enhancing drugs (PED) includes tampering, possession, trafficking, administration, assisting, encouraging, aiding, conspiring a prohibited substance and an anti-doping rule violation. The word is believed to be derived from the Dutch word “doop”, meaning a viscous opium juice. Doping has probably existed in one or another form since the beginning of the competitive sport. Doping in sports is increasing and diversifying involving a variety of serious public health problems. Nowadays, it is common to find it with both professional and recreational sporting people. Even though millions of dollars are being spent in advanced scientific researches, drug detection methods, doping control procedures, educational campaigns, policy advancements, studies conducted internationally and locally depict that the use of such drugs has not yet shown declination for several reasons. The pressing factors that enhance this stimulant are: the financial interests of athletes, coaches and their sponsors, the societal pressure to obtain better results, the media coverage of sports competitions and the human nature. To curb the problem, health professionals, nutritionists and sport scientists have not yet brought significant change despite their constant effort. If the situation continues with the same tempo, the value of sport and the meaning of winning a competition become valueless.

Thus, _____
_____.



Self-Learning Activities 10.22

Instructions: Think of any title on the most frequently used drugs in your locality/Ethiopia, write an expository paragraph of maximum seven sentences and conclude it with appropriate sentence.

**Self-Learning Activities 10.23**

Instructions: Read the following sample expository essay and answer the following questions.

1. What is the main technique the writer has used to develop the ideas in the expository essay given above?
2. Write out the main idea (the thesis statement) of the essay.
3. List down all the transitional words that the writer has used to develop ideas in each paragraph.
4. Select any title and write your own expository essay and bring it to class for evaluation.

Loneliness and Its Effects

1. A more narrow definition suggests that loneliness is the distressing feeling of being alone or separated. When a person is not surrounded by other people, spends most of his or her time alone and maintains little-to-no social contact, we can say that she/he has already developed the feeling of loneliness. Prolonged loneliness can be dangerous since it can cause a variety of emotional and physiological problems. However, the good news is that loneliness can be treated effectively mostly with the help of a professional psychotherapist.
2. Every person has a basic need to belong to a certain group; this need is as significant and natural as the need to eat, to sleep, or to feel safe. However, simply belonging on its own does not satisfy the need: it is important that a person can form strong, close, and stable interpersonal relationships and maintain them: only in this case, the sense of belonging will be full. Literarily speaking, loneliness is an emotion which signals that the need of belonging is not satisfied or that we are not getting the relationships or the quality of already existing relationships that we want. However, this may not be always true. for example, a person can have a lot of friends and see them often or he or she can be married and have children, have no problems with colleagues at work: everything is seemingly fine, but the sense of loneliness is still there and it is important to understand why it is present and what is lacking.
3. Everyone probably knows the feeling of isolation when the entire world seems to be behind a glass wall. In a world where communication is one of the requirements of the twenty-first century, extroverted behaviors are deemed healthy and normal and where everything calls a person to belong to a certain group, being and feeling alone often

seems wrong. In fact, there is nothing bad in needing solitude. We all need to spend some time on our own. However, when this condition becomes chronic, undesired and when a person feels the impossibility of establishing contact with others, this is already something many people around the world fear strongly.

4. Being in strong and close relationships affects our mental health beneficially; however, being alone for a long period of time can lead to a number of negative consequences both on mental and physiological levels. In particular, loneliness can lead to depression, which is a dangerous mental condition on its own, a feeling of hopelessness, low self-esteem, an impaired ability for social interactions and work, suicidal tendencies, poor sleep, the sense of defeat and helplessness. These sensations form a vicious circle nurturing each other. They aggravate the situation of a lonely person, preventing him or her from getting out of this span on his or her own. Not only the emotional sphere but also bodily functions are affected by loneliness. Studies show that lonely people face cardiovascular diseases more frequently than those enjoying strong and stable relationships with other people. Other effects include the loss of weight, hormonal imbalances, the inhibition of the immune system, low resistance to infections and inflammations. All these, however, does not mean that a person starts experiencing all these negative effects every time he or she feels lonely .

10.6.3 Confusing words

Confusing words are terms used for two or more words that are easily confused with one another because of similarities in spelling (such as desert and dessert or personal and personnel), pronunciation (allusion and illusion, accidental and incidental, perspective and prospective), and/or meaning (imply and infer).

Some of sample confusing terms are:

confidant/ confident

farther/farthest/ further

anyone/no one/ someone

advice/advise later/latter/latest

access/axis/excess beside/besides/till

a little/little/the little elder/older

raises/rises/races

breath/breathe



Self-Checklist



Dear learners: This is the end of unit four that indicate your choices to the responses at the right hand side by putting a tick (☑) mark against each point to show whether you agree or not.

No	Descriptions	Yes	No
1	I could use words relevant to the topic of the unit		
2	I could assess my background knowledge about Multilingualism		
3	I could read a passage about Multilingualism		
4	Understand the ability of an individual speaker or a community of speakers to communicate effectively in three or more languages		
5	I have done the exercises under each lesson,		
6	I learned how to make speech reading n pie chart		
7	Read a passages on different Timothy's linguistic profiles and answer questions from the passage;		
8	I could discuss the activities under the section,		
9	Guess some new words from the reading passage		
10	I could Check my answers for the exercises at the end of the study module,		

UNIT TEN: Summary Exercises

Dear learner, you have come to the end of this unit. The following activities are taken from the topics you have learnt so far. Please do the activities according to the instruction.

1. She is _____ of her success. A. confident B. confidant C. confidential
2. I don't want any _____ explanation. A. further B. farther C. farthest
3. Is there _____ in the class? A. anyone B. no one C. someone
4. The doctor _____ the patients to quit smoking. A. advised B. adviced C. Advising
5. He says he is enjoying his __ visiting to Ethiopian Renaissance Dam. A. later B. latter C. latest
6. All students should have _____ to a good library. A. access B. axis C. excess
7. _____ football, he plays cricket. A. Beside B. Besides C. Till
8. _____ knowledge is a dangerous thing. A. A little B. Little C. The little
9. He is my _____ brother. A. elder B. older C. either could be send here
10. The sun _____ in the east. A. raises B. rises C. races
11. Make sure to _____ deeply. A. breath B. breathe C. breathing



Answer Keys

Unit 6



Activity 6.9

NB: There is no single correct answer. If the answer gives sense, accept it

Answers

1. Unprecedented (par 3, line 6) _____ unceasable
2. Compatible (par 3, line 10)_____that go together
3. Desperation (par 3, line 15)_____become hopeless
4. Smuggling (par 3, line 18)_____an economic activity without legal taxation
5. Endowed (par 4, line 5)_____gifted
6. Abuses (par 1, line 5) _____ treat badly
7. Livelihood (par 1, line 9)_____bread and butter
8. Imposed (par 1, line 21) _____compel to behave in a certain way
9. Constraint (par 2, line 6) _____ something that retards the movement of something
10. Ironically (par 3, line 4)_____indirect meaning



Activity 6.10

Before you begin to teach how compound words are formed with hyphen and preposition, refer to different grammar books and familiarize yourself with many of them. Then write few of them and explain by supporting with different examples. Having done this, ask students to consult different reading materials, take notes and then do the activities individually.

1. B	2. C	3. B	4. B	5. A
------	------	------	------	------



Activity 6.12

- | | | | |
|--------------|--------------|-------------|----------------|
| 1. go round | 4. go beyond | 7. go ahead | 10. go back |
| 2. go down | 5. go for | 8. go away | 11. get into |
| 3. go in for | 6. go over | 9. go down | 12. go back on |



Activity 6.13

1	was	6	went	11	had arrived	16	have worked
2	have lived	7	has not faced	12	had finished	17	have never seen
3	sent	8	preferred	13	had thought	18	has already been
4	heard	9	began	14	have gone		
5	had put	10	kept on	15	has finished		



Activity 6.14

1	at	5	at	9	at	13	at
2	at	6	in	10	in	14	in
3	in	7	at	11	at		
4	of	8	at	12	in		



Activity 6.15

1	between	4	by	7	at	10	at
2	among	5	down	8	among		
3	after	6	into	9	in		



Activity 6.19

1	weight	4	species	7	seized	10	sufficient
2	foreign	5	Neighbors	8	receipt		
3	sovereignty	6	mischiefs	9	received		

Unit 7



Activity 7.2

1. the African Rift Valley and the Mozambique Belt
2. Ras Dashaen and Denakel Depression
3. Northeast Africa
4. Kenya, South Sudan, Sudan, Eritrea, Djibouti, and Somalia.



Activity 7.3

1. The African Union, United Nations Economic Commission for Africa
2. Afar Depression in northeastern Ethiopia
3. Nigeria
4. Many important archeological and paleontological milestones have been uncovered. You can provide other important discovery of the

country, if any.

Answer for the True/False Items

1. True 2. True



Activity 7.4

Dear learner, in this part of activity, you can develop your comprehension capacity about our country economic and political conditions, and administrative boundaries.



Activity 7.5

Hello Dear learner, this is also another part of activity that you can practice with your from YouTube using your Smartphone, if any, on English pronunciation. Let you pronounce the underlined words in sentences 1-6.

1. The carpenter spent a fantastic holiday with his friend
2. Mr. Aberra is a manager of a charity organization.
3. You better be a producer rather than only a consumer.
4. The firm is economical in using consumables.
5. My tenure in the university changed my attitude.
6. Would you like to continue with your education?



Activity 7.7

- | | | | |
|------|------|------|------|
| 1. C | 3. E | 5. B | 7. F |
| 2. D | 4. A | 6. G | 8. H |

Hi Dear learner, I hope you did well in the self-test. If you did, then you should go on to the next section.

Good Luck!

10.6.1 Additional descriptions on certain exercises: Expressing Opinion: Agreement and Disagreement

Dear learner, as far as human being is social in nature, they agree or disagree on issues they share each other and one-another. In the same situation, agreement and disagreement expressions are often used in daily life. It is used when people want to show agree and disagree opinion about something.

You, as a student, can recognize and develop three areas of knowledge in the area of study you covered in previous distance lessons which are:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right

words in the right order with the correct pronunciation,

2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building), and
3. Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.



Self-assessment Activity

Dear learners, now, you are expected to make your own dialogue being in pair on Giving Advice with Should, Ought to and Had Better and make speech to your partners.

- A: _____
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____
 A: _____
 B: _____



Activity 7.12

Hello student again, this is also the same mode of advices on different issues, both negatively and positively, using the expressions should, ought to and had better.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

You haven't considered all Answers, for activities from 7.16, 19, 20, 21,22, 23,24,25, and else

Unit 8



Activity 8.3

1. False
2. True
3. False
4. _____



Activity 8.6

1. Twenty-one percent of Ethiopian people use Traditional medicine when they feel sick.
2. Seventeen percent of Indian people use Traditional medicine when they feel sick.
3. Seventeen percent of Rwandan people use Traditional medicine when they feel sick.
4. Seventeen percent of Benin people use Traditional medicine when they feel sick.
5. Fourteen percent of Tanzanian people use Traditional medicine when they feel sick.
6. Fourteen percent of Ugandan people use Traditional medicine when they feel sick.



Activity 8.8

No.	Answers	No.	Answers	No.	Answers	No.	Answers
1	C	4	A	7	D	10	C
2	D	5	B	8	B		
3	B	6	C	9	C		



Activity 8.10

Students should participate in punctuating two short paragraphs. The corrected paragraphs are as follow:

Text I

People travel more today than at any time in history. More and more peoples are traveling by air; space Planes are being developed, which will be able to travel at five times the speed of the sound, however, planes like this will use Huge amounts of fuel and may damage the atmosphere.

Text II

Many governments are worried about the pollution, which is caused by petrol driven cars and Lorries. Traffic fumes are often a serious problem in big cities; these fumes can damage people's health, as the result, the

petrol companies have developed a clear type of petrol which does not lead. Electronic cars are also being built, these do not produce any exhaust fumes in the future, most forms of land sea and air transport will use less fuel.

 **Activity 8.14**

No	Answers	No	Answers	No	Answers	No	Answers
1	A	4	D	7	G	10	J
2	F	5	E	8	H		
3	B	6	C	9	I		

 **Activity 8.15**

I. Compound words

1	replaces = re place s,	befriended = be friend ed	psychology = psych ology
2	retroactive = re tro act ive,	televise = tele vise	endearment, en dear ment
3	changeable = change able	unreconstructed = un re construct ed	mistreatment = mis treat ment
4	previewer = pre view er	misleads = mis lead s	holiday = holy day

II. Backformation

 **Activity 8.16**

No.	Noun	Verb	No.	Noun	Verb
1	Circulation	Circulate	5	Advisor	advise
2	Organization	Organize	6	Rotation	Rotate
3	Adaptation	adapt	7	Civilization	Civilize
4	Teacher	teach	8	orientation	orient

10.6.2 Phrasal Verbs

 **Activity 8.17**

No.	Phrasal Verb	Meaning	Example
1	carry on	Continue.	Carry on quietly with your work until the expected results come.

2	care for	like.	I don't care for alcoholic drinks; I prefer water.
3	come away	become separated from	He called his girlfriend to come away from the street
4	big up	exaggerate the importance.	He bigs himself up all the time.
5	come about	happen/occur	Can you tell me how the accident came about?
6	aim at	to target.	The magazine is aimed at teenagers.
7	come back	return	He came back home from the visit
8	come around	change one's mid	He came around the student to be disciplined
9	back away	etreat or go backwards.	The soldiers back away from the fight due to the seriousness of the war.
10	add up	to make a mathematical total.	He added up the total budget of the salary.
11	come along	accompany	He came along with his friend.

 **Activity 8.18**

- 1. put on
- 2. went out
- 3. works out
- 4. turn off
- 5. woke up
- 6. got up
- 7. took off

 **Activity 8.19**

- 1. many
- 2. a lot of
- 3. Much
- 4. a lot of
- 5. Little

 **Activity 8.20**

- 1. Because, Since, As
- 2. Since, Because
- 3. because, as, since
- 4. because of
- 5. As, Since

 **Activity 8.21**

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

Unit 9



Activity 9.2

- 1. True 3. True 5. False
- 2. False 4. True 6. True



Activity 9.3

(Correct order): 1, 2, 3, 4



Activity 9.4

- 1. 16 years of age 2. Hebrew 3. multilingual 4. YouTube, and subculture of language geeks.



Activity 9.7

- 1. D 3. C 5. D
- 2. B 4. B 6. C



Activity 9.8

- 1. Native language 3. Switch 5. Allow
- 2. Multiple languages 4. Monolingual

Activity 9.15

- 1. a 3. The 5. the 7. the 9. an 11. the
- 2. the 4. The 6. the 8. the 10. a 12. the

Unit 10



Activity 10. 6

- 1. False 2. False 3. False 4. False 5. False



Activity 10.7

No.	Answer	No.	Answer	No.	Answer	No.	Answer
1	B	4	E	7	H	10	K
2	C	5	F	8	I	11	L
3	D	6	G	9	J	12	A



Activity 10.9

- | | | | |
|------------|-----------------|--------------------|--------------------|
| 1. despite | 3. nevertheless | 5. and/even though | 7. in spite of |
| 2. than | 4. However | 6. but/than | 8. as beautiful as |



Self-Learning Activity 10.10

- Sales of the new car were poor; in contrast, they were heavily advertised.
- I am well now; despite, I do not feel strong.
- She has never come here; yet, I invited her many times.
- The equipment was expensive; however, it was unreliable.
- My uncle has a lot of money; on the other hand, he does not want to buy any furniture.
- This department must reduce expenditure; likewise, it needs to install new computers.



Self-Learning Activity 10.16

- | | | | | |
|-------|------|------|------|------|
| 1. 1. | 2. 2 | 3. 4 | 4. 5 | 5. 3 |
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Self-Learning Activity 10.17

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|------|------|------|------|------|------|------|------|------|-------|
| 1. B | 2. C | 3. D | 4. A | 5. B | 6. C | 7. D | 8. B | 9. D | 10. A |
|------|------|------|------|------|------|------|------|------|-------|

Answers:

Text I

People travel more today than at any time in history more and more. People are traveling by air space. Planes are being developed which will be able to travel at five times the speed of the sound. However, planes like this will use huge amounts of fuel and may damage the atmosphere.

Part II

Many governments are worried about the pollution which is caused by petrol driven Cars and Lorries. Traffic fumes are often a serious problem in big cities. These fumes can damage people's health. As the result the petrol companies have developed a clear type of petrol which does

not lead electric cars are also being built. These do not produce any exhaust fumes. In the future most forms of land sea and air transport will use less fuel.

 **Activity 10.19**

No.	Answer	No.	Answer	No.	Answer
1	A	5	B	9	B
2	A	6	A	10	B
3	A	7	B	11	B
4	A	8	B		

Phrasal Verb	Meaning	Example
abide by	accept or follow a decision or rule.	We have to abide by the laws of our country.
account for	to explain.	His wife must account for the money she lent to her staff member.
act on	to take action	The president acted on the late coming staff.
Act act out	perform something with actions and gestures.	He acted out the play marvelously.
aim at	to target.	His research aimed at young delinquents.
back up	make a copy of computer data.	You should always back up important files
back up	support.	The back up from his friends has never been forgotten
bail out	save rescue.	Our government had to bail out the airline
bear up	resist pressure.	You will be a mature person if you bear up different challenges in life
blow up	explode.	The bomb blew up without any warning.
book in	make a reservation in advance.	I like to book in at an international hotel..
break in	go into a building to steal something.	The burglars broke in and stole the TV and video.

break off	end a relationship.	She broke off their engagement when she found out that he'd been unfaithful.
break through	pass a barrier or obstacle.	They broke through the pressure from their boss and brought change on the life of the employees.
bring about	make something happen.	The war brought about unity and strength
bump into	meet by chance.	I bumped into an old friend at cafeteria.
call back	return a phone call.	I must call her back when we get to the office.
call for	demand.	Language learning calls for intensive practices
call off	cancel.	The meeting was called off due to heavy rain..
call on	Visit.	Which park do you want to call in?.
call up	Telephone.	I called him up as soon when I get free time.
carry on	Continue.	Carry on quietly with your work until the substitute teacher arrives.
carry out	perform a task.	The government is carrying out war to reinforce law
catch up	reach someone who was ahead of you.	Hicks joined the class late but he caught us up after weeks.
cater for	To provide what is necessary.	the college caters for students of all ages.
come across	find by accident.	I came across many new words when I was reading this book.
crash out	fall asleep.	I crashed out in front of the TV last night.
cut off	disconnect.	The telephone' line been cut off because we didn't pay the bill.
decide on	choose- select.	The woman could not decide on her marriage.
dig out	find details.	Efficient journalists always dig out information and find out the truth.
embark on	start a project or venture.	The country has embarked on different modern dam construction projects.

fall apart	break into pieces.	The box fell apart when I picked it up.
Figure out	understand.	Who can figure out his ironic
Fill up	fill something completely.	I stopped at the gas station and filled up my car
Find out	discover.	I went to the library to find out all I could about the life and work of Joe Meek.
fix up	make an arrangement.	He fixed up an appointment for me to see a specialist.
up	observing something closely	Planting trees is not enough. You should follow up their growth and give them care.
get across	communicate successfully.	I just couldn't get my message across at the meeting.
get off	leave a bus, train,etc..	We got off the bus and walked to my house.
get on	enter a bus, train-plane,etc..	We got on the train at Piazza
get over	recover from something-feel better.	It took me ages to get over flu.
give away	distribute something for free.	In this issue of the magazine, they are giving away a free DVD.
give in	submit homework,etc..	The projects have to be given in three weeks before we break up for the end of term.
give out	distribute.	Somebody was giving leaflets out in front of the underground station.
give up	stop doing something that has been a habit.	I gave up taking sugar in tea and coffee to lose weight.
go ahead	proceed.	The construction of the bypass went ahead despite the protests from environmentalists.
go on	continue.	He went on talking though no one was listening to him
go through	examine-search.	i went through the letter but i could not understand anything
hand over	give.	The robbers told the clerk to hand over all the money.

Hang on	wait.	Could you hang on for a moment till she's free.
Hang up	end a phone call.	I lost my temper and hung up.
H\hold on	wait.	Could you hold on for a minute; she'll be free in a moment.
Jot down	make a quick note.	I jotted down her number on a scrap of paper and I cannot find it now.
Keep on	continue.	He kept on trying and succeeded in the end.
Keep up	maintain a continuous action, persist.	Atnafu has been repeatedly advised to stop smoking cigarette but still he kept on smoking
Kick off	die.	He kicked off last month when he had a massive heart attack.
Kick out	expel.	The manager advised Alushu to improve his behaviour repeatedly but he could not show any improvement, so he finally kicked him off.
lay off	make an employee redundant.	The hotel laid off twenty staff because the number of tourists has seriously fallen down..
leave out	not include.	He was left out of the side because he hasn't been playing too well lately.
line up	arrange something in a line.	He lined the bottles up against the wall.
live on	Use money for basic necessities.	We live on eight -thousand birr a month.
lock down	make very secure.	If you lock down your computer properly, it is very difficult for people to access it.
log in	enter a restricted area on a computer system.	I had forgotten my password and couldn't log in.
Log off	exit a computer system.	When she'd finished working on the spreadsheet, she logged off and left the office.
log on	Enter a computer system.	He entered his password for the college intranet and logged on.

Log out	exit a computer system.	Danny closed the programs and logged out when it was time to go home.
look after	take care.	Their auntie looked after them while their mother was in hospital.
look for	try to find.	I've been looking for all their hidden files
look forward to	anticipate something pleasant.	I' am looking forward to meeting you.
look into	research- investigate.	We'll look into the problem and come back to you when we have the information.
look up	consult a reference work (dictionary- phonebook- etc.) for a specific piece of information..	I didn't know the correct spelling so I had to look it up in the dictionary.
make it up to	Try to compensate for doing something wrong.	He tried to MAKE IT UP TO her-but she wouldn't speak to him.
mix up	confuse.	I always mix those two sisters up because they look so like each other.
move in	Start living in a place.	The house was empty for ages
opt for	choose.	I opted for an endowment mortgage and lost a lot of money.
owe to	be the reason for something.	She owes her success to hard work and determination.
Pass away	die.	Sadly-Betty passed away yesterday after a short illness.
pass on	give a message to someone.	Please pass the message on when she gets here.
Pass on	Die.	Her husband passed on last year.
Pass out	distribute.	The protesters passed out leaflets to the growing crowd.
Phase out	remove gradually.	Many of the courses will phase out next year. Therefore
Pick up	collect.	While you're in town

pig out	Eat a lot.	The food was great
pile up	accumulate in a pile or heap.	He piled up the branches of the tree herem.
point out	make someone aware of something.	He pointed out that I only had two weeks to get the whole thing finished.
Put off	postpone.	The concert's been put off until next month because the singer's got a throat infection.
Put out	extinguish a cigarette-fire-etc..	He put out his cigarette before entering the building.
Put up with	tolerate.	I can't put up with my neighbour''s noise any longer; it's driving me mad.
read out .	read aloud rather than silently	The teacher read out the names of the students who'd passed
ring up telephone.	Helen rang me up earlier.	
rule out		
	exclude a possibility.	We are fighting hard to rule our enemies from our territory
run into	meet by accident.	She ran into her ex-husband in the market..
run off	make photocopies.	Could you ru n off two hundred copies of this report please
run out of	have none left.	We've run out of sugar; I'm going to the shops for some.
run over	explain quickly.	Could you run over that point again; I'm afraid I didn't quite understand it.
screen out	exclude.	Applicants without the right qualifications were screened out.
set back .	delay	The accident set the project back several months.
set forth	state or outline an opinion.	He set forth his ideas in his autobiography.
Set forth	Start a journey.	We set forth at daybreak for the summit of the mountain.
Set up prepare equipment	software	etc.

sign in	register in a hotel.	We signed in and went straight to bed.
Sign out	Close a computer program that requires a name and password	I signed out and then shut the computer down.
stand by	Be ready and waiting for something to happen.	The emergency services were standing by waiting for the plane to land.
stir up	make trouble for someone else.	He stirred things up by complaining to senior management about his line manager.
stitch up	sew something so that it is closed	I stitched up the hole in my sleeve
sum up	Summarize.	At the end of the lecture she summed up the main points again.
take in deceive.	She took me in with her story until someone told me the truth.	
take off	reduce the price of an item.	They've taken ten percent off designer frames for glasses.
take over start a job or	position that someone had occupied before you.	She took over responsibility for the project last month.
Think over	consider something carefully.	I've thought it over the matter and have made up my mind; I'm going to take the job in Leeds.
tidy up.	put things in the correct place in a room.	I tidied up my bedroom because it was a complete mess
top up	refill something that isn't empty yet.	Shall I top up your drink while I'm pouring myself one?
Toss up	decide something by throwing a coin and seeing which side lands face up	We tossed up to see who would kick off.

try out	test.	Scientists are trying out a new drug in the fight against the disease.
turn out .	produce an unexpected result	It looked as if we were going to fail but it turned out well in the end.
urge on	persuade or pressure to accept something.	They urged the deal on the company.
use up	finish or consume all of something.	We used up all the olive oil.
watch out	Be careful (imperative).	Watch out- there's ice on the road.
wear out	use something until it stops working	Some of the equipment in this factory are wearing out the managers should take an urgent action.
whip out	remove quickly.	The police officer whipped out her radio and called for back-up.
word up	give someone information , advice.	The solicitor worded her up client before the police interview so they go very little out of him.
work out .	find the answer or solution	I couldn't work out all the answers to the crossword puzzle.
wrap up	cover in paper.	They wrapped up the presents then put a ribbon around them.
wrap up	finish.	Please wrap your conversation up.I am to leave soon
write out .	write something completely.	I wrote out my notes in full to help me remember them
write up	Make complete written version	i wrote up the report and submitted it.
Zero out	cut off funding for a project.	The debt was zeroed out by the department.
Zoom in	Focus more closely.	The camera zoomed in to show people's faces.
Zoom out	focus less closely	The camera zoomed out to show all the crowd.