

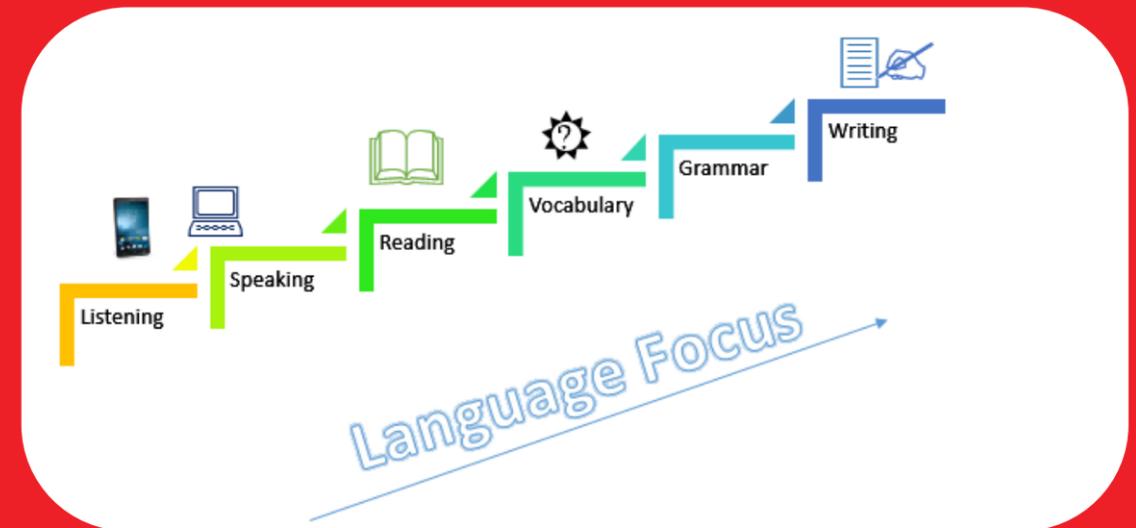
ENGLISH



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DISTANCE LEARNING MATERIAL MODULE TWO GRADE 11

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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English

Distance Learning Material

Grade 11

Module Two

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY OF EDUCATION



HAWASSA UNIVERSITY

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🌀 Introduction

Dear distance learner, this distance English learning material for grade 11, is developed with the intention of providing learning opportunities for learners like you, whose needs cannot be met by traditional school systems of face-to-face teaching–learning; thus, this material is designed to offer you a better access to educational opportunities and instructional activities that are interesting and stimulating to you; in the material, due attention is given to address your needs, interests and motivations for learning the language by your self-reflection and self-appraisal . This is hoped to be realized through the use of effective ways of interactions and approaches you make with the material.

The material is divided into two learning modules. The learning material of English for grade 11 consists of ten thematic units. Under each thematic unit, you are expected to enhance your communicative ability/communicative competence that come as a result of your integrated use of all the language skills.

Coming to the second module, which you are expected to complete in the second semester of a given academic calendar, you find five thematic units of similar kind with the first one. The five thematic units of the second module namely are: Unit 6: Global Warming; Unit 7: Patriotism; Unit 8: Efficiency of Health Services; Unit 9: Indigenous Conflict Resolution, and Unit 10: Artificial intelligence. Under this module also, each thematic unit is accompanied by the major and minor skills of listening, speaking, reading, writing, grammar and vocabulary.

Course Objectives

Dear distance learner, after you have completed this material, you are expected to meet the following objectives:

- Develop your listening ability in real life communication;
- Improve your speaking skill with natives and non-natives of English;
- Enhance your reading skills of various reading materials;
- Enrich your writing ability for effective writing in academic contexts;
- Understand correct use of grammar in speaking and writing;
- Understand correct use of vocabulary in context;
- Recognize the role of effective receptive and productive skills for effective communication.

Dear learner, hoping that you have become familiar with the general introduction and general objectives of the distance learning material that you are going to achieve at the end of the course, let's move to the first module of the material.

❁ **Module Introduction**

Dear learner,

This distance learning module of English language for grade 11 is a continuation of Module Two. It consists of five units, units 6 to 10. Each unit is topic based. This means each unit has its own general topic through which the different language skills are presented. Global Warming, Patriotism, Efficiency of Health Services, Indigenous Conflict resolution, and Artificial Intelligence are the head topics for units 6 to 10 respectively.

Hence, you need to work out all the activities under these units in order to develop your ability of the micro and macro skills by using the language.

Module Two

❁ An Overview

Dear learner, in this module, you find the first five thematic units that you are expected to cover through the distance learning material. All the units of the module are organized under the topics or themes that are supposed to be familiar to your culture, history, technology and the like areas. So, expose yourself properly to the contexts of learning the ideas of the learning unit contexts; in this regard, sub-consciously or unconsciously, you can enhance all your major and minor skills and strategies of learning/using the English language easily and well; your critical self –reflection, evaluation and assessment skill is of paramount importance all the time. You need to seriously deal with all the activities, assignments and tutorial activities and instructions. You should do the and assessment activities all the time in line with the set objectives. Make Use of the set answer key at the end of each unit for each sub-skill and activities.

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UNIT 6: Global Warming



(16 periods or 11 hours)

✿ Introduction

Dear learner, in this unit, you are going to deal with the topic entitled “Global Warming”. With this topic you will learn the four language skills (listening, speaking, reading and writing). You will also develop your vocabulary and grammar knowledge. Therefore, you need to go through each section carefully and develop each skill by practicing the activities. In short, by learning this unit you will be able to achieve the following objectives.

Unit Objective

After completing this unit, you will be able to:

- identify main points of listening texts;
- recognize the main points of listening texts;
- take notes of major points in a listening text in order to create a similar story;
- present speech on “the Effects of Global Warming”;
- express likes and dislikes;
- comprehend reading texts;
- predict the message of the text using background knowledge;
- use contextual clues to infer the meanings of new words;
- apply the present and past tenses to talk about present and past events;
- use clauses of comparisons correctly;
- use conditional clauses correctly;
- write a compare and contrast essay.

Section 6.1 Listening Skills

Dear learner, in this section you are going to look at some pictures that show different consequences caused by global warming. Look at the pictures and answer the questions under Activity 6.1, I and II.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- predict the content of the listening text by looking at the pictures.
- comprehend the listening talk or speech on “Global Warming”.
- explain the causes of global warming.
- complete the text extracted from the listening talk with words from the talk.



1.



2.



3.

? Activity 6.1

I. **Look at the pictures above and answer these questions.**

1. What did you notice from the pictures?
2. Do you observe similar problems in your area?
3. What measures has your community taken to overcome the problem?

II. **Now, answer these questions before you listen to the audio record.**

1. Look at the title of the listening text, and guess what the speech would be about?
2. What do you think is global warming?
3. These words are taken from the listening text. Guess the meanings of the words and indicate the part of speech they belong to (**radiated, acted, reflective, terrible, trapped**).

III. **Now listen to the talk in the audio recorder. While listening to the talk, complete the following paragraphs with words or phrases from the listening text. You can listen to the talk twice.**

Global warming is the 1 _____ in the average temperature of the earth's atmosphere because an increased amount of the energy (heat) striking the earth from the sun is being 2 _____ in the atmosphere and not radiated out into space.

Today, we have the 3 _____ problem. The problem is not that too little sun warmth is reaching the earth, but that too much is being 4 _____ in our atmosphere. So much heat is being kept inside greenhouse earth that the temperature of the earth is 5 _____ faster than at any previous time in history.

IV. **Do the following tasks.**

1. Think of a problem caused by global warming in your area or anywhere, and compare it with the problem mentioned in the listening text.
2. Suggest solutions to the problems you mentioned in 1 above.
3. In groups of three, compare your answers to questions 1 and 2 and present a report to the class.

Section 6.2 Speaking Skills

Dear learner, in this lesson you will develop your pronunciation by practicing to pronounce some English sounds. This needs your active engagement on doing each activity. Please do the activities under this part.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- pronounce consonant sounds like (d, b, t, m, n, g, p, s) accurately.
- Identify affricative sounds.
- Explain your likes and dislikes.
- Express your preferences.
- Prepare a panel discussion.
- Prepare a debate on reducing global warming.

6.2.1 Pronunciation

? Activity 6.2

I. Answer these questions

1. How do you learn pronouncing English consonant sounds?
2. How do you pronounce the following sounds?

/ŋ/ /ʃ/ /tʃ/

3. List the strategies you used to learn how to pronounce new words.

6.2.2 English Consonant Sounds

II. Under line the Consonant letters that represent the Sounds given in 1 and 2 and indicate the place of articulation of the sounds in 4.

1. ð (the, father, them, that, they, those, their)
2. θ (think, birthday, south, math tooth, teeth, tenth)
3. What is the difference between the sounds in 1 and 2?
4. Indicate the place of articulation to this sounds(d, b, t, m, n, g, p, s)

III. Underline the consonants in the following words that are pronounced as:

1. /m/: (mad, mom, animal, female, master)

2. /n/ :(man, lamb, learn, corn, cone)
3. /ŋ/ (song, long, thing, going, wrong, sing, fishing)

There are essentially two ways air can move through the vocal tract. It can travel through the mouth, or it can travel through the nose. Consonant sounds produced when the air is sent through the mouth (the **oral cavity**) are called **oral sounds**, and sounds produced when the air is sent through the nose (the **nasal cavity**) are called **nasal sounds**.

Nasal sounds

English sounds vary in the way the air passes through the mouth or nose. Nasal consonants are created when you completely block air flow through your mouth and let the air pass through your nose. There are three nasal consonants in English. These are:

1. /m/ – “**m**ad” and “cl**m**” – in producing these sounds, the mouth or oral passage is blocked by closing the lips (bilabial).
2. /n/ – “**n**o” and “ma**n**” – while producing this sound the oral passage is blocked by pressing tongue tip against the alveolar ridge (alveolar).
3. /ŋ/ – “go**ng**” and “fun**k**” – in producing this sound, the oral passage is blocked by pressing the back of your tongue against the soft palate (velar).

Affricatives

There are many ways to make the air flow through your mouth (oral) passage. For example, you can squeeze the back of your tongue against your velum to block the airflow. Or you can lightly touch that same place and let some air pass through.

Although both of these motions occur at the same place, they make **different sounds** because of the **manner of articulation**. This is why many distinct consonant sounds are created at the same place of articulation. In short Sounds vary by the **manner** and **place** of **articulation**. **Manner of articulation is the way the airstream is affected as it flows from the lungs and out the nose and mouth.**

The English affricative sounds are:

1. /tʃ/ – “**ch**ick” and “ma**ch**” – When air is blocked with tongue just behind the alveolar ridge (post-alveolar), then these sounds are released as affricative.

2. /dʒ/ – “jam” and “badge” – When the passing of air is blocked with the tongue just behind the alveolar ridge (post-alveolar), then the sound released is affricative consonant sound.



Note: here are some strategies of learning pronunciation

1. Listen to yourself;- listen to your voice while pronouncing words.
2. Slow down! Speaking slowly will give you time to breathe properly and think about what you want to say next.
3. Picture it... Close your eyes and think about how to make a sound before saying it
4. Get physical contact (pronounce it out)! Pronunciation is a physical skill.
5. Watch yourself; stand in front of a mirror to see the placement of your tongue, lips, and shape of your mouth.
6. Copy the experts; copy from experts or native speakers.
7. Practice English alone; practice is essential.
8. Find a language partner; getting feedback from an outside observer is crucial.
9. Pay attention to intonation(rise and fall of stress
10. Sing a song! Rhyme a poem!

6.2.3 Likes and Dislikes

Dear learner,

You have learnt about expressing preferences. Here you will do more practice. Go through the tasks under Activity 6.3 and respond to all questions under this activity.

? Activity 6.3

- I. **Read the following situations and express what you prefer. . Use the words such as (like, prefer, dislike, and similar words).**
 1. You are hungry, and you want to eat food. Where do you like to go to, a hotel or a restaurant?
 2. You and your friend are in school. Because your teacher is absent, your friend wants to go home. Do you like to go home like your friend or stay at school?
 3. You are watching football, but you are not interested in the game. What is your decision to stay there and finish the game or leave?

4. Ask questions of preferences using introductory phrases like (Would you prefer...? Or would you rather...?)
- taking a nap or going for a walk
 - a trip to another school or visit your parents in Hawassa
 - watch a talk show or see a movie
 - to stay at home or go outside with friends

Expressing Preferences

We often use words like *prefer*, *would prefer*, and *would rather* to talk or ask about preferences.

"I prefer living on my own."

"Would you prefer to see a movie or go to a club?"

"Would you rather go shopping with me?"

Those expressions are quite **different in meaning** and this is why learners of English often find them challenging. So here is how we can separate them:

Difference in meaning:

We tend to use 'prefer' to talk generally about *likes, dislikes, or what we want*.
*"He **prefers** reading books."*

*"I **prefer** going to the beach than going to a swimming pool."*

The expressions 'would prefer' and 'would rather', to be a little more specific.

*"I **would prefer** to see him in person." "I **would rather** go home now."*

Difference in form: (would prefer, prefer) +verb -ing; infinitive (to +verb) or infinitive without to.

Examples:

*"I prefer living in a city." (Followed by the **gerund**; the '-ing' ending)*

*"I would prefer to be told the truth." (Followed by the **infinitive**; to+ the verb) "Would you rather stay at a hotel?" (Followed by the **base form** of the verb; the verb without 'to').*

Here are some examples of role-plays in expressing preferences. Look at them carefully and create a dialogue with the situations below.

Examples:

Student A: Let us celebrate the end of the class going to the movies.

Student B: I would rather spend the day on the riverside.

Student A: what about going to the movies and going to the riverside?

Student B: I would prefer not to go to the movie and the riverside the same day. It's very tiring.

Student A: How about spending a day in a national park? Student

B: I prefer that. Count me in.

- I would like to eat in a Japanese restaurant tonight! (an Ethiopian restaurant)
- How about going to the cinema this evening? (theatre)
- What about going camping on a holiday? (go on a tripe)
- Would you like to visit one of the national parks in Ethiopia? (the national museum)
 - I found the exhibitions fascinating. Would you like to go again? (boring)
 - The day trip on the beach was exciting. Let us do it again! (tiring and boring).
 - Do you want to help me clean my room? (No, I don't.)
 - Let us take up dance classes this summer (creative writing classes).

6.2.4 Panel Discussion

A Panel Discussion is a specific meeting that involves a group of people gathered to discuss a topic in front of an audience. A Panel usually includes a moderator who guides the discussion and elicits audience questions; panellists who share their wisdom with the goal of being informative and entertaining, and audiences who are listening to the panellists and ask questions.

Activity 6.4

- I. **You are going to hold a panel discussion to solve the problems of global warming in your community.**
 1. As a moderator select some panelists from the community.
 2. Then prepare notes on the topic to share your ideas and give insights on problems of global warming.
 3. Hold the panel discussion, the panelists giving explanations.
 4. Now, imagine changes people gained after the panel discussion, and make a public speech about the results or changes you observed.

6.2.5 Debate

II. In groups of four, prepare a debate on the proposition: 'It is difficult to reduce global warming'.

Before you begin the debate, organize your points of argument. You should also use expressions of arguing for and against like:

- My objection is....
- I agree/disagree with the idea that...
- I didn't agree with...
- In my view...
- In my opinion, etc., and present your debate to your class.

Section 6.3 Reading Skills

Dear learner, in this section, you are going to read a text entitled 'The Effects of Global Warming on Economic Development'. You will enjoy reading about this global issue. This text will help you have further understanding about global issues while developing your reading skills. Please answer questions under Activity 6.5 and the activities after the reading text.

Section Learning Outcomes

Dear distance learner after completing the lessons in this section, you are expected to:

- predict the theme of the reading text from the title.
- comprehend the effect of global warming.
- Match the paragraphs with the main ideas listed.
- infer implicitly and explicitly stated meaning in the reading text.
- Scan for specific information in the reading text.

6.3.1 Reading: The Effects of Global Warming on Economic Development

? Activity 6.5

I. Answer the following questions in pairs, before you read the text.

1. What makes our environment hot?
2. Why is drought frequently happening in our country?
3. What is the cause of an uneven rain fall?

4. Look at the title of the reading text, what do you think is the text about?

The Effects of Global Warming on Economic Development

- 1 Serious economic and environmental **ramifications** are starting to trouble scientists and economists. "The most expensive thing we can do is nothing" if we don't **drastically** cut global carbon emissions.
- 2 Significant repairs are needed for critical infrastructure, including homes, roads, bridges, railtracks, airport runways, electricity lines, dams, and seawalls, as a result of sea level rise, floods, droughts, wildfires, and major storms.
- 3 Climate change-related **disruptions** in daily life can result in missed work and school days and have a negative impact on trade, transportation, agriculture, fisheries, energy production, and tourism. It can be challenging for individuals to go about their everyday lives when there is heavy rain or snowfall since it can delay planting and harvesting, disrupt power, clog up the roads, delay air travel, and other things. Climate-related health concerns also have a negative impact on productivity, as is the case when construction is hampered by intense heat or when more severe allergies and air pollution result in missed work and school days.
- 4 People who are **compelled** to flee their homes due to drought, flooding, or other climatically linked disasters will undoubtedly become more "climate refugees" as a result of global warming. Social upheaval and large-scale population movements could trigger civil unrest, military intervention, and other unexpected effects.
- 5 As long as we don't allow our carbon emissions continue unchecked, societies may be able to develop solutions to mitigate some of the effects of climate change. Even a partial accounting of these actions, however, indicates that adapting is probably going to be the more expensive step toward lowering carbon emissions and the resulting linked climate impacts. For instance, farmers might need to chill susceptible animals, water formerly rain-fed areas, and control new or more pests. Local and state governments are better able to handle extreme events if they take early action to make sure that homes are more energy efficient, develop early warning systems for heat waves and disasters, and **deploy** emergency personnel. Additionally, governments may be required to construct sea walls, control sewage overflows, and reinforce bridges, subways, and other public infrastructure.

6 Studies demonstrate that rebuilding after a disaster is likely to be considerably more expensive than these preventive measures. **These** expenses do not account for the costs of lives lost and other **irreversible** effects of letting heat-trapping gases to build up in our atmosphere uncontrolled.

Adapted From: Union of concerned Scientists article; <http://www.globalwarming>.

Online retrieved on 19/07/2021

II. The following list contains the main ideas or issues of the paragraphs in the reading text. Match these main ideas with the paragraphs in the text. Write the paragraph number in the space given.

<u>Main Ideas</u>	<u>Paragraph</u>
1. Post disaster management	Paragraph _____
2. Coping costs	paragraph _____
3. Bad result	paragraph _____
4. Lost productivity	paragraph _____
5. Damage to property and infrastructure	paragraph _____
6. Mass migration and security threats	paragraph _____

III. Read the passage again and answer the following questions.

1. In paragraph 1, the writer says "The most expensive thing we can do is **nothing**."
What does the writer want to say? _____
2. One is not the consequence of global carbon emissions according to the passage. Which one is it?
 - a. disruptions in daily life of people
 - b. sea-level rise, floods, droughts, wildfires, and extreme storms
 - c. increase in the number of "climate refugees"
 - d. rebuilding after disaster strike
3. Which of the following is less costly measure of controlling global warming compared to the cost of preventive measures?
 - a. reducing global carbon emissions
 - b. finding ways to cope with some climatic impacts
 - c. rebuilding after disasters strike
4. Rebuilding after disasters strike is less costly than the cost of preventive measures.
 - a. false
 - b. true

5. "these expenses do not account for....".(Paragraph 6) The word 'these' refers to:
- costs of lives and other irreversible consequences
 - cost of rebuilding after disaster
 - costs of reducing global carbon emission

IV. Say TRUE or FALSE to the following statements based on the information in the passage. Write "NOT GIVEN" if there is no information in the text about the statement.

Statements	True	False	Not given
1. Scientists and economists believe that there will be less serious economic and environmental consequences of global carbon emissions.			
2. Interruptions in daily life related to climate change can mean lose of work and school days and can harm trade, transportation, agriculture, fisheries, energy production, and tourism			
3. Diseases such as HIV/AIDS and Covid-19 are results of severe global warming.			
4. People are forced to leave their homes and become refugees due to global warming.			
5. Letting our carbon emissions continue helps us cope with some climate impacts.			
6. Studies show that rehabilitation is less costly than preventive measures.			
7. Geologists and health workers are seriously concerned with global warming.			

Section 6.4 Vocabulary Skills

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- guessing the meanings of new words from the context in the passage.
- change the form of words by adding suffixes to the root word.
- use the phrasal verbs listed accurately.
- construct sentence using the phrasal verbs you learned.

6.4.1 Guessing Meaning from Context

? Activity 6.6

I. The following words are taken from the reading text. Guess the meanings of the words based on the context they are used in the passage. Focus on the words or phrases around them.

1. ramification (paragraph 1 line 1) _____
2. drastically (paragraph 1 line 3) _____
3. disruption (paragraph 3 line 1) _____
4. compelled (paragraph 4 line 1) _____
5. deploy (paragraph 5 line 8) _____
6. irreversible (paragraph 6 line 3) _____

6.2.2 Phrasal Verbs

Dear learner,

Do you remember what phrasal verb is? Try to revise what you have learnt about phrasal verbs. Then do the following tasks under Activity 6.7.

? Activity 6.7

I. Now try to remember the phrasal verbs you learnt in the previous units and answer these questions.

- a. What were the phrasal verbs you learnt?
- b. Write your own sentences using them.

Now, complete the sentences below using the phrasal verbs in the list.

narrow down, pay back, pay for, pay up, pile up,

1. The Egyptians protected Ethiopia from getting monetary funds from World Bank for its Renaissance Dam construction. They will _____it_____ through time.
2. In the 2020 Tokyo Olympic 5000 meters men's competition, the athletes were trying to_____the gap amongst one another.
3. People living in the forests are cutting trees and__the logs one over the other.
4. I think you have to_____for the electricity consumption or they will quit the service.

5. He claimed to ___him_____the job he accomplished.

II. **Now find the meanings of the following phrasal verbs from a dictionary and recognize their meanings. Then write sentences using each phrasal verb.**

pay off piss off pick on pick out pick up

1.
2.
3.
4.
5.

Section 6.5 Grammar Skills

Dear learner, in this grammar section, you will learn about adverbial clauses of comparison. Learning about these clauses will help you use the grammatical structures in your daily speaking or writing activities.

Section Learning Outcomes

Dear distance learner after completing the lessons in this section, you are expected to:

- use adverbs of comparison to form adverbial clauses.
- complete sentences with comparative and superlative forms correctly.
- write conditional sentences correctly.
- write chain story using conditional sentences.
- Use the present, past and future tenses in your sentences and paragraphs correctly.

6.5.1 Adverbial Clause of Comparison (the simple degree, comparative degree and superlative degree)



Activity 6.8

I. **Answer the following questions.**

1. What do you know about adverbial clauses of comparison?
2. What are the main structural units of this clause?

3. What do we use this clause for?

II. Join the following sentences using (as...as or not so ...as) in order to show similarities.

Example: The banker collects much money. The cashier collects much money. The banker collects so much money as the cashier.

1. He is fast. She is fast.
2. She likes more pizza. Her husband likes more pizza.
3. Reading is enjoyable. Writing is enjoyable
4. The results in this study were conclusive. The results in previous studies were conclusive.
5. Finding participants for the study was not easy. Finding participants for the meeting was not easy.
6. Her level of expertise was not extensive. Her employer had hoped her level of expertise was extensive.

III. Change the following sentences into comparative degrees to show differences.

Example: His application was processed **quickly**.

He did not think they could process it quickly.

His application was processed more quickly than he thought.

1. He is fast. She is fast by far.
2. She likes pizza. Her husband likes more pizza.
3. Reading is enjoyable. Writing is more enjoyable
4. The results in this study were conclusive. The results in the previous studies were more conclusive.
5. Finding participants for the study was not easy. Finding participants for the meeting was easy.
6. Her level of expertise was not extensive. Her employer had hoped her level of expertise was extensive.

IV. Construct a sentence that shows a superlative degree by combining the following pairs of sentences. Use the correct form of the adjective or adverb written in bold in the sentences.

Example:

Positive: All the students are **good** participants in this class. She is **good** participant by far in this class.

Superlative: She is the best participant of all the students in this class.

1. She is a **polite** person compared to other people. I met many people.
2. That's a **wonderful** film. I have seen many films this year.
3. I have three sisters: Lidya is **older**. Trsit is **the younger**.
4. The Sahara is **hot** compared to other deserts. The Sahara is a desert in Africa.
5. He thinks English is **difficult** to learn of all languages. English is a language of the world.
6. The students in this class are **intelligent**. He is intelligent and he stands first in this class.

General Rules for adjectives and adverbs of Comparatives and Superlatives			
	Adjective or Adverb	Comparative	Superlative
One-syllable adjectives	Small	Smaller	(the) smallest
	Fast	Faster	(the) fastest
	Large	Larger	(the) largest
	Big	bigger (Note the spelling here)	(the) biggest
Most two-syllable adjectives	thoughtful	more/less thoughtful	(the) most/least thoughtful
	Useful	more/less useful	(the) most/least useful
Adverbs ending in -ly	Carefully	more/less carefully	(the) most/least careful
	Slowly	more/less slowly	(the) most/least slowly
Two-syllable adjectives ending in -y	Sleepy	Sleepier	(the) sleepest
	Happy	Happier	(the) happiest

Two-syllable adjectives ending with -er, -le, -or, or -ow	Little	Littler	(the) littlest
	Narrow	Narrower	(the) narrowest
	Gentle	Gentler	(the) gentlest
Three or more syllable adjectives	intelligent	more/less intelligent	(the) most/least intelligent
	important	more/less important	(the) most/least important

 **NB:**

There are also adjectives and adverbs which have both formats, example: clever: cleverer/more clever, the cleverest / the most clever'. Dirty: Comparative: dirtier. Superlative: dirtiest. The comparative form of dirty; more dirty; the most dirty; happy: happier/ more happy, the happiest/most happy, etc.

Examples: She is cleverer than her sister.

She is more clever than her sister.

Note: The uses of comparatives and superlatives

To describe how individuals or things are different, we use comparatives and superlatives. We use a comparative adjective to describe the differences between two persons or things, and a superlative adjective to describe the differences between one person or object and all others of its kind.

V. Complete the following sentences with the correct comparative or superlative form of adjectives or adverbs given in brackets.

1. My sister thinks she's _____ (intelligent) than me, but I don't agree!
2. 24 hours is probably _____ (bad) film I've ever seen!
3. What is _____ (wet) month of the year in Ethiopia?
4. Do you think films are _____ (good) than the books?
5. Who is _____ (powerful) person in your country?
6. Tedla is _____ (nice) person that I know.

6.5.2: Conditional Clauses

Look at the following table and learn the structures of conditional sentences.

Type of conditional	If clause	Main clause
The zero condition	If you mix water and electricity, If you heat ice,	...you get a shock. ...it melts.
Conditional type I (probable condition)	If people eat too much sweets, If you come in the afternoon,	...they will get fat. ...you will get me in my office.
Conditional type II (Improbable condition)	If I were you, If you were ready,	I would accept the offer. ...you would do it.
Conditional type III (Impossible condition)	If you had told me about the meeting, If you had told me about the meeting,	I would have come. I wouldn't have missed it.

? Activity 6.9

I. Answer these questions based on the above table

1. What did you learn from this table?
2. Could you tell the structure of conditional sentences to your partner?
3. Write your own example sentence for each conditional.

II. Now, write conditional sentences for the following situations.

Example: You joined school too young.

Conditional= If I had not joined school too young, I would not have reached grade 11. Situations

1. You came late and you missed class.
2. You had not seen your grandfather. You regret.
3. You want to go out of your country, but you haven't money.
4. You wanted to be someone to get something.
5. You have class tomorrow. You don't want to miss it, but you have an

appointment.



Note:

The first conditional expresses a condition or possibility that occurs in the present or in the future.

Example: If you study, you will pass the examination.

The second conditional describes a Condition that is unlikely to happen. It is used to talk about unreal situation in the present or in the future.

Example: If I were you, I would invite her.

The third conditional is used to express the past consequence of an unrealistic action or situation in the past.

III. Match the beginnings of the sentences to the correct endings, to make logical conditional sentences.

A	B
1. If I were taller,...	a. ... if I thought he really loved me.
2. I'd buy a new computer...	b. ... you lost your job?
3. How would you feel if...	c. ... if you apologized.
4. If you could visit any country in the world,	d. ... I'd come to the party with you.
5. He'd be really upset...	e. ... if he knew about the theft.
6. I'd marry him tomorrow...	f. ... I wouldn't wear high heeled shoes.
7. I'd forgive you...	g. ... if I had enough money.
8. If I didn't feel so ill ...	h. ... where would you go?

For example: If he had studied harder, he would have passed the exam.

Using unless for if...not

Unless can be used instead of if...not. It means if not.

For example: If you do not call me, I will not come to the meeting.

Unless you call me, I will not come to the meeting.

IV. Rewrite the following sentences using unless.

1. If children don't eat well, they aren't healthy.
2. If you do not mix water and electricity, you don't get a shock.
3. If you do not smoke, you do not get yellow fingers.
4. If we're not there, she would miss the test.

5. You wouldn't save this money if you did not work hard.
6. She would have given you a fine if you hadn't apologized.
7. If they hadn't won that match, the club would have fired the manager.

Inversion of conditional III

Inversion is used in conditional sentences to make sentences more formal. To make an inversion in conditional sentences, **we first omit the word if**. When we use **should**, the conditional sentence is a real conditional, which means that we talk about a present choice and its future consequence.

Example: If I had known you before, I could have told it to you.

Inverted: Had I known you before I could have told it to you.

V. *Now invert the following third conditional sentences.*

1. **If Sultan had been** here, I could have talked to him.
2. **If I** had come here before, I could have completed the task.
3. **If Samuel had** performed better, he could have won the contest.
4. **If you had been** here, you could have enjoyed the program.
5. **If I had** seen you before, I could have given it to you.
6. **If Ayantu had** studied harder, she could have stood first.
7. **If I had** been there, I could have sung the song.
8. **If Kidst were** here she could have performed in the program.

VI. **Complete the text below with the appropriate conditional form of the words in parentheses.**

Sara: Halima, have you ever had a teacher who changed your life or influenced you greatly?

Halima: Yes. But the teacher influenced me in a very negative way. I have always had problems with math, and I think it comes from my seventh grade math teacher. He thought girls couldn't do math. If any girl (ask) 1 _____ a question, he always (sigh) 2 _____ and (say) 3 _____, "Girls couldn't do math.

It is a well-known fact." If a boy (ask) 4 _____ a question, he would smile and (ask) 5 _____ for his answer.

Sara: That's terrible! Your teacher actually said that to you?

Halima: Yes. If he ever did let me answer a question, and I actually got it right, he always (say) 6 _____ that it was a lucky guess.

Sara: your parents (should, do) 7 _____ something about him if you had told them. They (could, go) 8 _____ to the principal of the school and

complained about the way your math teacher treated the girls. If you (be) 9 _____ my child, I (demand) 10 _____ that such an irresponsible teacher be fired.

Halima: you're right! If somebody (force) 11 _____ my math teacher to treat the children equally, I (become) 12 _____ more confident in math. His behaviour might have affected every girl in that class.

Sara: It might have. I'm glad our children don't have teachers like that!

More practice on conditionals

VII. Now practice the following chain stories as in the example.

Example: If she works hard, she will pass her examination. If she passes, she will join grade 12. If she joins grade 12, she will take the national examination.

If she takes the national examination... etc.

1. If the world agreed to control climate change, _____.
2. If industries minimize the emission of carbon by 50 percent, _____.
3. If we stand together, _____.
4. If global warming continues _____.
5. If the world did not determine to reverse climate change, _____.

6.5.3 The Present, Past Tenses and Future Tenses (Revision)

In this lesson you are going to revise the different tenses you have learnt in the previous units.

Activity 6.10

I. Read this letter. Notice the underlined verbs. Indicate the tense form of the underlined verbs and explain what each is used for.

Dear friend, last month, I applied (1) to graduate school. I had been thinking (2) about doing this for a long time, and I finally did it. Before I sent in my application, I had called (3) the school because I wanted to talk (4) to the head of the department about the program I was interested in. She was working (5) hard on her department's budget when I called, but she said she could talk (6) to me for a few minutes. Half an hour later, we were still talking (7)! Today is (8) Thursday. I am sitting (9) at my desk trying to concentrate on my writing. Worrying (10) about my application

will make (11) me crazy. I must think about something else. What's that? The phone has just rung (12). May be it's the head of the department . . . Later, I'm in! I made it! I was accepted! (13) Graduate school, here I come! I have been dreaming (14) about this for a long time. I'll be in school for another two years. By the time I get (15) my MSC, I will have been (16) in school for 17 years altogether, and I will have been studying (17) biology for six years. That's a long time, but I think it (18) will be time well spent.

Answers	explanations
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____

II. Before you read the following article answer these questions.

1. Do you use the Internet a lot? Why?
2. What search engine/s do you usually use?
3. Do you try to learn English tenses online?

III. Now read the following web article and see how internet can help you learn tenses. Pay special attention to the present perfect tense.

Since its start in 1998, Google **has become** one of the most popular search

engines. It **has grown** from a research project in the dormitory room of two college students to a business that now employs approximately 20,000 people.

Google's founders, Larry Page and Sergey Brin, met in 1995 when they were in their twenties and graduate students in computer science at Stanford University in California. They realized that Internet search was a very important field and began working together to make searching easier. Both Page and Brin left their studies at Stanford to work on their project. Interestingly, they **have** never **returned** to finish their degrees.

Brin was born in Russia, but he **has lived** in the U.S, since he was five years old. His father was a mathematician in Russia. Page, whose parents were computer experts, **has been** interested in computers since he was six years old.

When Google started in 1998, it did 10,000 searches a day. Today it does 235 million searches a day in 40 languages. It **indexes** 1 trillion Web pages.

How is Google different from other search engines? **Have** you ever **noticed** how many ads and banners there are on other search engines? News, sports scores, stock prices, links for shopping, mortgage rates, and more fill other search engines. Brin and Page wanted a clean home page. They believed that people come to the Internet to search for specific information, not to be hit with a lot of unwanted data. The success of Google over its rivals **has proved** that this is true.

Over the years, Google **has added** new features to its Web site: Google Images, where you can type in a word and get thousands of pictures; Google News, which takes you to today's news; Google Maps; and more. But one thing **hasn't changed**: the clean opening page that Google offers its users. In 2009, Forbes.com listed Page and Brin as having net worth of \$12 billion each, at 36 and 35 year old.

IV. The following sentences are taken from the article you have read. Underline the present perfect tense in each sentence. Then write if the sentence is true or false.

Example: Google has become a very popular search engine. (True)

1. Google has grown over the years.
2. Larry Page and Sergey Brin have known each other since they were

children.

3. Larry Page has been interested in computers since he was a child.
4. Sergey Brin has lived in the U.S. all his life.
5. Brin and Page have returned to college to finish their degrees.
6. Brin and Page have become rich.
7. The noun "Google" has become a verb.

V. Now change the tense in the above sentences into the past perfect.
(Note: **Some of the sentence may not be changed**).

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

Section 6.6 Writing Skills

Dear learner, the writing process requires your practice. If you practice writing on different topics, you will improve your writing skills and you will be able to communicate in writing without any difficulty. For this purpose you need to practice writing in every module.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- generate ideas to write a five paragraph essay.
- write a compare and contrast essay using your list of ideas clearly.
- write an essay that is free from grammar, punctuation and mechanics.

6.6.1: Generating Ideas for Writing

? Activity 6.11

I. You are going to write a five paragraph essay about the Abay River or the Grand Renaissance Dam (GERD).

- a. First, list ideas that you want to include under the topic.
- b. Second, write main ideas for each paragraph.
- c. Next write details for each paragraph.
- d. Finally write the first draft of your essay.

II. Work in groups of three and compare your lists and draft of the essay.

Note:

Check if you have Followed this stages of developing your essay (Stages of writing)

- **Pre-writing**- thinking of the issue to write about.
- **Brainstorming**- planning, generating ideas, listing ideas.
- **Mapping/ clustering**- combining related ideas, phrases, and sentences.
- **Free writing** –writing the first draft as it is coming in mind on the topic.
- **Editing** –checking for cohesion, spelling, grammar errors, etc.
- **Writing**- the final draft

6.6.2: Writing a Compare and Contrast Essay

Dear learner,

An expository essay is one in which information and facts are explained. One example of this type of essay is a compare and contrast essay. It is developed by comparing and contrasting data and facts. That is, we compare and contrast two or more things based on their similarities and differences. Please practice Activity 6.12 to develop your skill of writing a compare and contrast essay.

? Activity 6.12

1. Write a compare and contrast essay on the idea that: whether humans are doing enough to slow down global warming, or whether global warming is being neglected because of big money and other factors.
2. “Which one is more dangerous- slowing down global warming or neglecting it for making big money?”

- Sit in pairs and read each other's essay and correct it.



Note:

Finally, edit your essay for grammar, spelling, punctuation, coherence (using appropriate connectors and transition words to create smooth flow of ideas in sentences and paragraphs).

Unit summary

In this Unit you have tried to develop your ability of communicating through the four language skills. You have also tried to: identify main points of listening texts; take notes of major points in a listening text in order to create a similar story; present speech on "the Effects of Global Warming"; express your likes and dislikes, and to comprehend a reading text. Moreover you have tried to: predict the message of the text using your background knowledge; use contextual clues to infer the meanings of new words; use the present and past tenses to talk about present and past events; use clauses of comparisons correctly ; use conditional clauses correctly, and to write a compare and contrast essay.

In doing so you have practiced activities that are related to the given context and to the given language structure. You will also practice different activities to develop your language skills in the remaining units as well.

√ Checklists

Indicate the skills you have mastered by putting a tick mark on the space in the table

Skills	very good	good	Satisfactory	not good
1. Identify main points of listening texts.				
2. Present a speech to someone in English.				
3. Comprehending a reading text.				
4. Using contextual clues to infer the meanings of new words.				
5. Using present and past tenses to talk about present and past events.				
6. Using clauses of comparisons correctly				
7. Using conditional clauses correctly;				
8. Writing a compare and contrast essay.				

UNIT 7: Patriotism



(16 periods or 11 hours)

Dear distance learner, this unit takes patriotism as its central theme. So, the activities designed to help you acquire the various language skills and sub-skills focus on patriotism and related concepts. That is to say, you listen, speak, read and write about the concept of patriotism, patriotic life and national proud. The unit also presents lessons on vocabulary and language items so that you deepen your previous knowledge about vocabulary and grammar learning, and also the skill of using them both in spoken and written communications.

Unit Objectives:

Dear distance learner, at the end of this unit lessons, you are expected :

- Identify the main points of the listening text
- Predict the message of the listening text
- Use contextual clues to infer the meanings of new words
- Identify the main points of the reading text
- Apply appropriate ideas of debating
- Write a narrative essay about your heroes
- Use the verb wish to express aspirations
- Use the simple past tense accurately
- Develop the skill of using reported speech appropriately

Section 7.1 Listening Skills

7.1.1 Patriotism/nationalism

Dear distance learner, under this lesson, you work on activities that help you develop specific sub-skills of listening, namely: listening for main idea, listening for specific information, listening for text or discourse patterns, and listening to infer information (e.g. the speaker's point of view).

Learning Outcomes:

Dear distance learner, at the end of this listening skills lesson, you are expected to:

- Identify the main idea of the text
- List the supporting ideas of the text
- Explain the central message of the speaker
- Retell the text to your friend

**? Activity 7.1**

Look at the picture above. How do you associate it with the concept of Patriotism in Ethiopia?

1. When you think about patriots, what comes to your mind?
2. Please name two or three individuals you consider to be patriotic.
3. Is "patriotism" the same as "nationalism"? in what ways do they differ?
4. Is patriotism flourishing or declining in the present Ethiopia?

? Activity 7.2

I. Dear distance learner, now be ready to listen to an audio-record on 'patriotism'. First, take one or two minutes and read the questions before you play the audio. Then, listen to the audio text and state whether the statements are "True" or "False". Compare your answers with the answer key given at the end of the module.

1. The concept of patriotism is confined to military sacrifice.
2. International relations do not have impact on the concept of patriotism.

3. Patriotism gives different references for rulers and societies.
4. Patriotism is the love and devotion that people have for their country.
5. The modern idea of patriotism is drawn from the joint practices of various societies in different places and contexts.

II. The following statements are directly taken from the listening text, but they are incomplete. Listen to the audio text again and find out the words/phrases that complete them. Compare your answers with the answer key given at the end of the module.

1. Patriotism is fashioned by _____ and _____.
2. Patriotism provides legal ground for _____ and _____.
3. _____ and _____ areas signed a special place in the traditional concept of patriotism.
4. Patriotism is understood as _____ and _____.
5. Patriotism was fueled by admonitions in _____ and _____ centuries

III. So far, you have worked on activities that help you listen for specific information and details. Now you listen to the text for the third time and answer inferential and critical questions below. Compare your answers with the answer key given at the end of the module.

1. What is the purpose of the listening text?
2. What is the main idea of the listening text?
3. What is the difference between the traditional and modern concept of patriotism?
4. What are the factors affecting patriotism nowadays?
5. Why is it necessary to talk about patriotism in light of the dynamics of the contemporary societies?
6. What is the important lesson you have drawn from the listening text?

Section 7.2 Speaking Skills

Dear distance learner, in this sub-section, you learn and practice important expressions for asking and giving permission and for praising people. You also practice about how to conduct public speech and participate in debates.

Learning outcomes:

Dear learner, at the end of this listening skills lesson, you are expected to:

- Learn about giving permission
- Be familiar with ways of praising people
- Conduct public speeches
- Beware of ways of debating

7.2.1 Asking for and Giving Permission**? Activity 7.3**

- I.** Answer the following questions first by yourself and then cross-check your answers with suggested key at the end of the module.
1. Name a few typical scenarios where permission should be requested and granted.
 2. What typical phrases are used to request permission?
 3. What are some frequent ways to request something?
- II.** Dear learner, read the following two small talk (conversations) between Sirak and Jemila. Identify the expressions used to ask for and give permissions. Then, practice using them in sentences of your own.

Small Talk 1:

S: Can I turn the TV on? I want to hear sport news.

J: Oh sure, no problem.

S: Do you mind if I turn the volume up?

J: No, go ahead. (I will ask you to turn it down when I make a call to my boss)

S: I am interested in the highlights. It's a matter of 10 minutes.

J: That is okay. I have a scheduled call. You have more than 30 minutes to enjoy

S: Thank you!

J: What if your team loses in today's game.

S: Nothing significant happens. My team is up there in the ladder.

J: Don't boast about it. It is just a five-point difference.

S: It's a lot, friend.

J: We'll see.

III. Dear distance learner, identify expressions used to ask for and give permission in the dialogue between **A** and **B** below.

A: I wonder if I could borrow your car this weekend for raising fund for displaced people.

B: Sure, I think that would be possible. Where is the fund raising?

A: It is in the park downtown.

B: Do you need it for both Saturday and Sunday?

A: We will need it for Saturday only.

B: I think that would be OK. Who will be driving it?

A: Mary and I will be driving the car.

B: Could you bring it back to me on Sunday night?

A: Yes, we can do that. Can we borrow the chairs from the lunchroom, too also?

B: Yes, it is fine. Just make sure that everything is returned by Sunday night.

7.2.2 Expressions of Praising

? Activity 7.4

I. Dear distance learner, one of the most important communicative functions of English is the use of expressions of praise under various social environments. Look at the different expressions used by a teacher to praise a student for his or her effort. Identify these expressions. Then, check your answers with the suggested at the end of the module .

1. 'You are right!' Can you tell me more?
2. 'Yes, that is good.' What else do you know about that?
3. 'You are correct'. How did you learn that?
4. 'Yes, that is a very good answer.' Tell me why this information is important?
5. 'I like the way you answered that!' Can you repeat the answer?
6. 'I like that! Good thinking.' Can you say it in another way?
7. Good thinking. Good idea. Good English. I like your responses.

II. Dear learner, identify at list three communicative situations where you can use expressions of praise best fit each situation. You can use some of the expressions in the table for this purpose.

Expressions of giving praise	Expressions of receiving to praise
<ul style="list-style-type: none"> • Good job! • Well done! • Fantastic! • Perfect! • That's great! • Nice work! • Excellent! • That's really remarkable. • Good grades 	<ul style="list-style-type: none"> • How kind of you to say so. • It's nice of you to say so. • It's very kind of you to say that. • Really? I'm not sure about that, actually. • Than kyou. • Thank you somuch. • Thanks alot. • Thanks for your compliment. • I'm glad you like it

7.2.1 Debating

Dear distance learner, in this sub-section of speaking, you are expected to develop your speaking skill through debating; before dealing with the issue of debate in detail, answer the following questions by yourself. Then, check your answers/suggestions with the answers/suggestions given at the end of the module.

1. What exactly is a debate?
2. Have you ever participated in a debate?
3. What are the characteristics of a strong debater?
4. From supporting and opposing, which one do you favor in debate?

Dear learner , in this activity You are going to debate on patriotism among Ethiopians in different walks of life (battle, science, and athletics, etc.).

Steps to guide your preparation for the debate.

1. Work in with your friend and generate ideas either supporting or opposing the proposition: of 'Patriotism is declining in different walks of life of Ethiopians.'
2. Generate sufficient facts, figures, and ideas for and against the given topic.

3. Follow all the steps of organizing ideas to carry on the debate with your partner.
4. Frame your ideas in such a way that they support your position (for or against) in relation to the proposition.
5. The following table presents some important ideas you can use to prepare yourself for the debate. You can elaborate and modify some of the ideas in the Table.

Debate topic	Supporting Ideas	Opposing ideas	Related connectors
<i>The patriotism of Ethiopians is declining</i>	Wide spread selfishness	Presence of some generous people	similarly, on the same note, in agreement with, contrarily, in support of, to back the argument, equally important, nevertheless, with this in mind, provided that, for example, all things considered and given these points
	Ethno-centricity	Presence of some people with strong national feeling	
	Internal conflicts	Poverty reduction	
	Deep-rooted poverty	Athletics victory	

Section 7.3 Reading Skills

Dear learner, in this section you are going to read a reading text of 'Adwa-A Symbol of Ethiopian National Unity'. Before you deal with the reading text, visualize about the text and think over the trigger questions in your module under activity 7.5. Finally, before moving to the while reading stage, ensure if you have really acquired and rehearsed your background knowledge.

Learning outcome:

Dear distance learner, at the end of this reading skills lesson, you are expected to:

- Identify the main idea of the reading text
- Identify the supporting details of the reading text
- Learn the central theme of the writer
- Summarize the text in your own language

? Activity 7.5

I. Dear distance learner, in this sub-section for reading skills , you are going to read a text entitled as '**Adwa: A Symbol of Ethiopian National Unity**'.

Before you start reading text, think over the following trigger questions to visualize about the text.

1. What comes to your mind when you hear the phrase Adwa as a Symbol of Ethiopian National Unity?
2. Write down what you expect to get learn from the reading text?
3. How do you see the need for talking about Ethiopian National Unity?
4. What do you think are the challenges affecting Ethiopian National Unity?

Adwa- A Symbol of National Unity

- (1) The battle of Adwa was a stunning victory for Ethiopia, but a rout and a disaster for Italy. Adwa – the story of Africans seeing to their own freedom – played out against a background of almost unrelenting European expansion into Africa. The success of Ethiopia's forces assured that Ethiopia would be the only African country successfully to resist European colonization before 1914. **It** also resonated powerfully in post-Emancipation of America where hierarchies of race and ethnicity were only beginning a process of challenge and renegotiation.
- (2) Italian interest in East Africa dates from 1869, when the opening of the Suez Canal transformed the commercial and strategic significance of the Red Sea coast. An official Italian presence didn't begin until they established themselves at the Red Sea port of Massawa in 1885, **after which** the Italians began to move up into what are now the Eritrean highlands. Ethiopian commanders sought to halt the Italian advance, with some notable successes, but the Italians artfully played on rivalry among Ethiopian leaders.
- (3) The Italians continued to push westward, into the Sudan, and southward, toward the northern Ethiopian province of Tigray. By 1890, the Italians had secured control over a significant territory west and south of Massawa; they announced the creation of the colony of Eritrea, with a capital at Asmara. In late 1894 Ras Mangasha, the ruler of Tigray, used the pretext of war against the Dervishes to mobilize forces to resist Italian incursions. In a series of victories in early 1895, the Italians defeated Mangasha's forces. They pursued Mangasha deep into northern Ethiopia, establishing fortified

positions in Tigray provinces – vastly expanding the territory under Italian control.

- (4) In September 1895, Menelik, king of the southern province of Shoa, called the population of Ethiopia to arms. He began to lead a force of some 100,000 men northward toward the Italian-occupied territories. Through late 1895 and into the early months of 1896, Menelik led a brilliant campaign that forced the over extended Italians to fight on **his terms**. General Baratieri was reluctant to attack Menelik's army in the open field. Recognizing that he had been outmaneuvered, he believed that tactical retreat was his best option. However, some of Baratieri's officers argued forcefully against retreat, citing spy reports to the effect that Menelik's forces were demoralized and depleted. Baratieri agreed to a plan that called for his army of some 15,000 to advance under cover of night and occupy forward positions, a move that would have forced Menelik to lose face if **he** declined to attack Italian forces holding strong defensive positions.
- (5) By out flanking the Italian forces, Menelik maneuvered the Italians in to a position that left **their supply lines** exposed, vulnerable to a population that was now turning against the occupiers. In March 1896 a well-disciplined and massive Ethiopian army did the unthinkable - it routed an invading Italian force and brought Italy's war of conquest in Africa to an end. In an age of relentless European expansion, Ethiopia had successfully defended its independence and cast doubt upon an unshakable certainty of the age - that sooner or later all Africans would fall under the rule of Europeans. **This event** opened a breach that would lead, in the aftermath of world war, fifty years later, to the continent's painful struggle for freedom from colonial rule.
- (6) Europeans and European-Americans interpreted the story of Adwa in different ways. For some, it was an opportunity to discredit Italy militarily. For others, it was important to advance the view that the Ethiopians were not black, thus explaining away the significance of white and European defeat. The victory at Adwa sealed the unification of Ethiopia and solidified Menelik's claim to the title of Emperor. Ethiopian victory secured independence for more than a generation. **It** also assured Ethiopia's status as a beacon throughout the African Diaspora.

(Adapted from: The Battle of Adwa: African Victory in the Age of Empire, Cambridge: HUP, 2011)

II. Decide whether the following statements are “True” or “False” based on the information in the reading passage. Check your answers with the key suggested for this section at the end this module.

1. The battle of Adwa was a remarkable victory for both Ethiopia and Italy.
2. Europeans and Americans interpret the victory of Adwa differently.
3. General Baratieri was unwilling to attack Menelik’s army in the open field.
4. Ras Mangasha’s war against the Dervishes was a cover to resist Italian incursions.
5. By the time General Baratier decided to pull back his forces, Minilik’s forces were really demoralized and depleted.
6. General Baratier was not in a position to expand his force before the Adwa battle.

III. Dear distance learner, the reading passage above contains words/ phrases whose meanings resemble the ones given below. Use the paragraph number in the brackets as a guide and locate those words in the passage.

1. dramatic, spectacular(para.1) _____
2. cruel, harsh, merciless (para.1) _____
3. resist, stop (para.2) _____
4. division, hostility, opposition (para.2) _____
5. alleged reason, excuse (para.3) _____
6. hesitant, not ready (Para.4) _____
7. weakened, worn out (para.4) _____
8. huge, enormous, gigantic (Para.5) _____
9. strong, solid, well-founded (para.5) _____
10. preserved, conserved (para.5) _____

IV. The following pronouns or phrases are written in bold, and they refer to another word or phrase in the passage. Use the paragraph number as a guide to locate the words or phrases that they refer to. Then, check your answers with the answer key suggested for this section.

1. It (para.1, line 5): _____
2. after which (Para. 2, line4) _____
3. his (para.4, line 5) refers to _____
4. he (para.4, line11) _____
5. their (para.5, line 2) refers to _____

6. This event (para.5, line 8) refers to_____
7. It (para.6, line 6) _____

V. Dear learner, this is an activity designed to make you be familiar with identifying explicit and implicit information in a text. Answer the following questions based on your general understanding of the reading passage. Finally, check your answers with the answer key suggested for this section at the end of the module.

1. What do you think is the purpose of the writer?
2. What do you think is the main idea/central theme of the reading text?
3. How is the information in the reading text organized?
4. Why do you think the Ethiopian commanders could not stop the Italians advance to the port of Massawa?
5. What was the strategy used by Minilik's force to defeat Baratier's forces in one of the battle fields?
6. What benefits did the Adwa Victory bring to Ethiopia and Menelik?

VI. Read each paragraph again and identify the main idea and one supporting details for each. Once you have finished, cross check your answers with the answer key given at the end of the module.

No of paragraph	Main idea	Supporting ideas
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		

Section 7.4 Vocabulary Skills

In this section, you work on activities that help you practice contextual meaning guessing again. Here, the focus would be both on common words and phrasal verbs.

Learning Outcomes:

Dear distance learner, at the end of this vocabulary skills lesson, you are expected to:

- Practice contextual clues
- Identify various clues of context
- Revise some strategies guessing meanings
- Connect your background knowledge

7.4.1 Context Clues to Guess Word Meanings**? Activity 7.6**

I. Dear distance learner, you are going to practice the contextual meanings of common words employing various clues surrounding the target words.

1. Why do we need to use contextual clues?
2. What are some of the common contextual clue types you usually employ?
3. How do you determine the usefulness of a given clue?

II. *Dear learner, identify the meaning of the following words using the clues in the sentence. Try it first by yourself and then check ideas with the answer key suggested at the end of the module.*

1. The role of a psychiatrist is **to mitigate** the suffering of a patient.
2. There is a strong demand not for foreign, rather for **indigenous** plants that can grow in desert areas of the country.
3. His **lucid** lectures, along with his clearly presented explanations, made him a popular professor.
4. Their **vociferous** chatter made me wish I had earplugs.
5. He was so **impudent** to his mother that I would have punished him if he talked to me that way.
6. The Great Flood of Noah's day was caused by **incessant** rain that fell for 40 days and nights.
7. The students who arrived late told the teacher an **implausible** story about stopping to watch.
8. After spending three weeks in the hospital, I had a **surfeit** of daytime TV programming.

9. The prisoners liberated from the Nazi death camp were so **emaciated** that they looked like skeletons.
10. The complexity of routes made it almost **impossible** for Alemu to find his house.

III. Dear distance learner, identify the meaning of the words in bold based on the context clues given before or after these words. Try it first by yourself. i. Then, check your answers with the answer key suggested at the end of the module.

Diborah was a precocious child to say the least. She produced brilliant water color paintings at the age of three. At first, her parents were **flabbergasted**—utterly blown away — by their daughter’s ability, but soon they got used to their little painter. Her preschool teacher said that Diborah’s **dexterity**, or ease with which she used her hands, was something she had never seen before in such a young child. Little Diborah never **gloated** or looked proud of her paintings; she just smiled **contentedly** when she finished one and requested her parents to give it to someone as a gift.

Whenever people met Diborah for the first time they often watched her paint with their mouths **agape**, but her parents always kept their mouths closed and simply smiled over their “little Monet.

7.4.2 Contextual Clues for Guessing Meanings of Phrasal verbs

? Activity 7.7

I. Dear distance learner, in this sub-section, you are going to focus on the contextual use of phrasal verbs. Try to guess the meaning of the phrasal verbs in the sentences. Try them first by yourself. Then, check your answers with the key at the end of this module.

1. After fierce competition in the whole race, Alemu managed to pull ahead in the end.
2. My brother pointed out the little brown bird among the others in the tree.
3. Aster pointed up important issues out of her today’s lesson.
4. The troop pulled out of the conflict zone.
5. The armed force was obliged to pull back from the town
6. He pulls in a lot of money from his new business.

7. As soon as she got home, she pulled off her clothes.
8. Addisu is beginning to pull away from the rest of the competition. He has found the competing group very tough.
9. He needs a printout of ten pages for his assignment, though it costs him a lot.
10. Quick! The train is pulling in. You will get wet in few minutes.

Section 7.5 Grammar Skills

Dear distance learner, in this section, you learn about Adverbs and their categories, Adverbial clauses, Order of adjectives, Modals, and Question types. Just like the procedures followed in the other sections, you learn about these language items and functions by getting engaged in meaningful activities by yourself.

Learning Outcomes:

Dear distance learner, at the end of this grammar skills lesson, you are expected to:

- Identify types of adverbs
- Learn about functions of adverbs
- Find out the order of adjectives
- Use question types correctly

7.5.1 Adverbs and their Categories

? Activity 7.8

I. Dear learner, in this sub-section, you are expected to deepen your knowledge about adverbs and their categories. Before moving on to the details of the topic, give your reactions to the trigger questions below. Then, check your answers with the key suggested for this section at the end of the module.

1. What are adverbs?
2. What is the function of an adverb in a given sentence?
3. Give some examples of adverbs.
4. What are the common types of adverbs?

II. Dear distance learner, identify and underline the adverbs and write their functions in the following sentences. Try the questions first by yourself. Then, cross-check your answers with the key suggested for this section at the end of the module.

1. Simegn sang loudly. _____
2. We left it here. _____
3. I worked yesterday. _____
4. He undoubtedly did it. _____
5. You often make mistakes. _____
6. He speaks English easily and fluently. _____
7. I'll finish my project tomorrow. _____
8. Kasahun drove us almost to the station. _____
9. Lately, you've been rude to every one around. _____
10. You are quite right. _____

III. Dear learner, Identify the type and function of adverbs used in the paragraph below. Try the answers first by yourself. Then, check your answer with the answer key provided at the end of the module. .

Mass extinctions are insanely catastrophic—but important—events that punctuate the history of life on Earth. The Jurassic/Cretaceous boundary was originally thought to represent a mass extinction, but has subsequently been “downgraded” to a minor extinction event based on new discoveries; however, compared to other important stratigraphic boundaries, like the end-Triassic or the end-Cretaceous, the Jurassic/Cretaceous boundary remains really poorly understood.

Grammar Tips on Type and Functions of Adverbs

Adverbs modify verbs, adjectives or other adverbs. Since verbs are such integral parts of our everyday language, their modifiers are also multifaceted. To start, there are five types of adverbs you should familiarize yourself with: **adverbs of manner, frequency, degree, place, and time.**

Adverbs of Manner: tell us how, or in what manner, something is carried out. They mostly modify verbs and can often be found at the end of a clause or right before the word they modify. This category usually end in -ly. E.g. beautifully, generously, happily, well, formally, sincerely.

Adverbs of Degree/intensity: tell us more about the intensity of the verb in the sentence. They describe how much, or to what degree, something

happened. E.g. almost, enough, hardly, just, nearly, quite, simply, so, too.

Adverbs of Frequency: let us know how often something occurs. These adverbs tend to appear right before the main verb in the sentence or at the end of the clause. E.g. again, always, every (hour, day, week, year, and soon), never, normally, rarely, seldom, sometimes, usually.

Adverbs of Place: tell us more about where the verb took place. Common adverbs of place include: above, anywhere, back, below, everywhere, here, inside, nowhere, out, outside, there.

Adverbs of Time: detail when the verb takes place. Adverbs of time include: already, earlier, immediately, lately, later, now, recently, soon, tomorrow, and yesterday.

7.5.2 Adverbial Clauses of Time

Dear distance learner, in this sub-section of a grammar lesson, you deal with adverbial clauses of time. This type of clause answers the question 'when' something happens. Thus, adverbial clause of time is a subordinate clause in a given sentence and is used to show the time when something happens. We use Adverbs of time such as: **when, before, after, as, by the time, while, until, as soon as, until, till, since, no sooner than, as long as** to introduce the adverb clauses of time. The adverbial clause can occur after or before the main clause.

Example: As soon as the bus arrives, every one rushes to the entrance gate.



Activity 7.9

I. Dear distance learner, Identify the adverbial clause of time in the following sentences. Try the questions first by yourself. Then, check your answers with the answer key suggested at the end of the module.

1. I stopped running when I saw my friend.
2. Mimi gets excited whenever she sees a dog.
3. I'll do my homework before I go back to school.
4. Shimelis went home after the movie ended.
5. I watched my mother as she prepared dinner.
6. He washed the dishes while his girlfriend vacuumed the floor.
7. I will come over as soon as I finish eating.
8. Demitu hasn't stopped working since she arrived.

9. When I arrived home, the housemaid had arranged everything
10. By the time we paid the bill, the service resumed.

II. Dear distance learner, join the following pairs of sentences with the time adverb 'until'. Then, underline the adverbial clauses of the sentences you have constructed. Check your answers with the answer key given at the end of the module.

1. Last night, I went to bed after I _____ my home work.
2. Tonight, I will go to bed after I _____ my homework.
3. Ever since I was a child, I _____ afraid of dogs.
4. Reread your composition for errors before you _____ it in to the teacher.
5. I have known my best friend since she _____ ten years old.
6. By the time I leave this city, I _____ here for four months.
7. Whenever Dinberu _____ angry, his nose gets red.
8. We will have a big party when _____.
9. The next time I to Addis, I'm going to visit Arat kilo
10. I had fried potato the last time I _____ at that restaurant.

III. Dear learner, Join the following pairs of sentences with the time adverb 'until'. Then, underline the adverbial clauses of the sentences you have constructed. Then, cross check your answers with the answer key at the end of the module for this section

1. I can't pay my bills. I haven't gotten my pay check yet.
2. We can't leave yet. We have to wait for the car man.
3. Tell me the truth or I am not going to leave this room.
4. Finally, he arrived. Before that, it had been a dull party.
5. Dinner won't be ready for a while. I think we should sit here.
6. When I go to bed at night, I like to read. After a while, I get sleepy.

7.5.3 Adverbial Clause of Place

Dear distance learner, in this section, you are going to deepen your knowledge about adverbial clause of place. Just like the adverbial clauses of time, adverb clauses of place are subordinate clauses. But, they answer the question 'where'.

Example:

1. I sat where I can see the kids from a distance
2. He is not in the same house where he used to live before.

? **Activity 7.10**

- I. *Dear learner, before you go into the lesson in detail, answer the following questions.*
 1. What purpose does a place-related adverbial clause serve?
 2. Do you have any instances of place-related adverbial clauses?
 3. Compose three to five sentences with adverbial clauses of location, then list the adverbial clauses in each sentence.

- II. **Dear distance learner,** *Identify the adverbial clause of place in the following sentences. Try the questions first by yourself. Then, check your answers with the key provided at the end of the module.*
 1. Wherever I go, I always see wild asses.
 2. I'm not sure where she lives.
 3. We met kind people everywhere we went to.
 4. Where there is love, I will be there.
 5. Wherever he went, he knew how to get home.
 6. There is a theatre house where the street ends.
 7. She hid herself somewhere the police could not find.
 8. Where there is a will, there is away.
 9. He followed her wherever she went.
 10. That's the town where I was born.

- III. *complete the following sentences with your own adverbial clauses of place. Write your answer in the space provided. Try the questions first by yourself. Then, check your answers with answer key given at the end of the unit. Pay attention to the tense.*
 1. The little boy played in the field where _____
 2. Wherever you go _____
 3. That is the restaurant where _____
 4. Anywhere I meet them, _____
 5. The teacher told the naughty student to sit in front row where _____
 6. Where ever he goes, _____
 7. Lalibala is the place where _____
 8. They visit some historical places in Ethiopia where _____

9. Anywhere you move in Addis, _____
 10. Metehara is the place where _____

7.5.4 Adjectives -Order of Adjectives in a Sentence:

Dear distance learner, in this part, you are going to learn about the order of adjective in sentences. It is hoped that you are already familiar with the different function so far adjectives. Some adjectives describe size, while others describe quality, color, amount, origin, etc. Sometimes, more than one adjective can be used to modify a single noun. A given adjective only occurs after a linking verb while others only before the noun they modify. Thus, this lesson is concerned with describing what happens when two or more adjectives happen to modify a single noun, and adjectives that occur before the noun or after a linking verb.

? Activity 7.11

I. Dear learner, study the following Table and answer the questions that follow. Work first by yourself and then check your answers with the suggested key at the end of the module.

Unacceptable	Acceptable
1a. *a young handsome nice man	A nice handsome young man
b.*that fierce big horrible dog	that horrible big fierce dog
c. *he sat in a grey comfortable big wooden table	he sat in a comfortable big grey wooden table

2a. "The problems with the machine are countless.	There are countless problems with the machine.
b. We saw an alive woman.	The woman we saw was alive.

1. What is the difference between adjectives in group 1 and group 2?
2. Why are the ones in the first column 'unacceptable'?
3. Is it possible to suggest a rule in ordering the adjectives in group 1?

II. Dear distance learner, put the adjectives given in brackets in the correct order to complete the sentences below. Try the questions first by yourself. Then, check your answer with the key suggested towards the end of the module.

1. my sister has a _____ dress. (beautiful, cotton, white, big)
dress.
2. My father bought a _____ (old, Italian, wonderful) clock.
3. Put it in a _____ (big, blue, square) box.
4. She bought a _____ (disgusting, plastic, pink)
ornament.
5. I like _____ (slim, some , French, new) trousers.
6. This is _____ (amazing, American, new)
movie.
7. I bought a pair of _____ (leather, black) shoes.
8. She drives a _____ (BMW, Japanese, luxury, Modern) car.
9. They built a _____ (big, rental, beautiful) villa house by the
river.
10. He used a _____ (plastic, Chinese, long, narrow) broom to clean
the window

III. Dear distance learner, the underlined adjectives in the following sentences are not arranged correctly. Rewrite the sentences by putting the adjectives in their appropriate order. Try the questions first by yourself. Then, check your answers with the key provided for this module.

1. I'd like to know good three reasons why you don't like spinach.
2. I like that red, really big antique tractor in the museum.
3. My brother rode a big, black, beautiful Friesian horse in the parade.
4. I bought a pair of new, nice, red rain boots.
5. Please put the marbles into that round, little, old, red box.
6. I was surprised to receive acute little eight-week-old golden retriever
puppy for my birthday.
7. I've been spending a lot of time in antique shops looking for the
perfect silver little Italian shoe.
8. During my college years, I wore a furry, red, big, hat to sporting events.
9. We went for a two-week picnic on a/an Italian incredible, brand-new,
huge ocean liner.
10. The store carries an assortment of interesting new, old and antique
objects.



Grammar focus : order of Adjectives

1) An adjective comes either before or after the noun it modifies.

Adjective that comes before a noun is called an attributive adjective

The attributive adjective modifies the noun that follows it. Some adjectives however, are only attributive adjectives, which can only come immediately before a noun and not anywhere else in the sentence. These adjectives include the following: **chief, elder, former, indoor, inner, main, mere, only, outdoor, outer, particular, principal, sole and upper.**

2) Adjective that comes after a noun is called a predicative adjective

A predicative adjective in a sentence appears after a noun. It acts as a predicate as it completes the meaning of the predicate. The predicative adjective does not appear immediately after the noun. The noun is usually followed by a linking verb be (**am, is, are, was, were, appear, look, taste, etc.**). The predicative adjective comes after the linking verb and also acts as a complement. E.g. The girl looks happy.

3) There are adjectives that can be used only as predicative adjectives.

A group of these adjectives begins with the alphabet a (**ablaze, adrift, afloat, afraid, aghast, alert, alike, alive, alone, aloof, ashamed, asleep, averse, aware, awake**) and they usually come after a linking verb. Other examples of predicative adjectives that cannot appear before a noun are **content, far, fine, glad, ill, near, pleased, poorly, ready, sorry, unwell, upset, well, etc.**

When there are more than two predicative or attributive adjectives, the common order is starting with determiner, quantity/number, quality, size, age, shape, color, proper adjective and purpose or qualifier.

E.g. Please put the marbles into that little old round red box. (size-age-shape-color-proper adj)

I love that beautiful big old green antique car that always parked at the end of the street (opinion-size-age-color-proper adj).

7.4.5 Modal Auxiliary Verbs

Dear distance learner, in this section, you are going to work on activities that help you practice the meaning, function and use of the modal auxiliaries.

? Activity 7.12

I. Before you go into detail, answer the following triggering questions. Then, check your answers with the key suggested at the end of the module.

1. What are modal auxiliaries?
2. Why are modal verbs considered as auxiliary?
3. List the modal auxiliaries you know so far.
4. What makes modal auxiliaries different from ordinary auxiliaries such as 'verb to be', 'verb to have' and 'verb to do'?

II. *Read the Conversation between Grandma and granddaughter and identify the types and functions of modal auxiliary verbs used in the dialogue. Then, cross check your answers with the key suggested for this section at the end of the module.*

G. Daughter: Can I help you?

Grandma: Yes, of course, but you should wear an apron. (the G. Daughter wears an apron)

Grandma: Perfect.

Grandma: First we must mix everything in order to obtain the dough. Now we must roll the dough with the rolling pin.

G. Daughter: Can I do it, please?

Grandma: Yes, of course

Grandma: Now we are going to top it with tomato sauce, cheese, onion, bacon, and mushrooms.

G. Daughter: Can I slice the onion?

Grandma: No you shouldn't.

G. Daughter: Why not?

Grandma: Because your eyes may start to burn and tears may run down your face. But you can cut the bacon. You must be careful with the knife. And you shouldn't cut it so fast.

G. Daughter: (after a while). Here it is, Grandma. I think I have done it properly.

Grandma: Yes, it looks nice. Now we must put it in the oven.

G. Daughter: How long should we cook our pizza?

Grandma: We shouldn't bake it for more than 15 minutes, it could get burned.

Grandma: The Pizza must be ready now. Let's take a look.

G. Daughter: Grandma, is the pizza ready? It smells delicious.

Grandma: You must wash your hands before you eat.

G. Daughter: I have cleaned my hands already.

Grandma: Let's eat now. You must be very hungry.

G. Daughter: yeah, we are. (after putting a slice on her plate) Grandma, could you pass me the ketchup, please?

Grandma: of course, here you are

G. Daughter: Thanks.

Grandma: Would you like some more?

G. Daughter: No, thanks.

- III.** *Dear distance learner, In the text below, you find different types of modal verbs used for different purposes. Identify the modal verbs and their functions. Work first by yourself and then, share your answers with the key provided at the end of the module.*

I'd like you to know the story of Helen Keller, who could not see and hear from the time she was a baby. Yet, this brilliant girl could overcome all those handicaps and was able to graduate from a college with honors and become a useful citizen. I must say there was nothing wrong with Helen Keller when she was born. Her father and mother were very proud of their pretty baby, who tried to say "pa-pa" and "ma-ma". For nineteen months, Helen grew bigger and stronger. She could walk when she was a year old; she could say a few words. But one day, the child fell ill. She must have been very ill. For days she was laid up with a high fever and soon the parents learned that their darling would never be able to see and hear. The little child was now doomed to a life of silence and darkness. She could not hear what was said to her and did not know how to talk; she could not play with other children. When Helen was 6 years

old, her parents took her to Baltimore and then to Washington to famous doctors to find out if they could do something to make her hear and see again, but the doctors could do nothing. The child was hopelessly deaf. Dr. Bell said: "the Keller's should address the Perkins Institution for the blind in Boston and ask if they could send someone to help the child".

IV. *Dear learner, rewrite the following sentences using modal auxiliaries so that your answer will have the same meaning with the original one. Cross-check your answer with the key at the end of the module.*

1. I suggest that you get a good teacher._____.
2. A university degree is unnecessary for that job,_____.
3. Perhaps my father will pick you up,_____.
4. Eating in class is forbidden,_____.
5. I am sure he is a poor man,_____.

V. *Dear distance learner, rewrite the sentences using modal auxiliaries that represent the function stated in the bracket. Work individually first and then compare your answer with the key suggested at the end of the module.*

1. You are going to the lion's cage at Sidist-kilo for the weekend. (Make suggestions about things you do).
2. School starts in September. (talk about necessity).
3. H/Gebresillasie is a talented man. (Talk about one's ability).
4. You have won a lottery. (talk about possibility)
5. Peter has got a serious headache. (Give some advice).
6. You want to borrow your uncle's car. (ask for permission)

Language Tip on Modal verbs:

Modals are Auxiliary verbs that provide additional and specific meaning to the main verb of the sentence. They can have more than one meaning depending on the situations. Look at the general examples for about the concept and use of the common modal verbs.

Modal verb	concept	Example
Can	ability/permission	I can speak English/Can I come in?
May	probability/permission	We may visit Aksum/May I go?
Must	responsibility/ assumption	you must study/she must be sick
Would	past habit/present unreal	I would play tennis/I would buy a car
Shall	Educated expression / contractual obligation	Excuse me, I shall go now. The company shall pay on Jan, 2nd.
could	unreal ability/past ability	I could go if I had time. She could the piano, but no more now.
Will	future	Alemu will go Hawassa
Might	small probability	I might go Langano
Should	recommendation	you should go to the doctor
Ought to	Formal recommendation	you ought to know about safety rules

7.5.6 Different types and forms of Questions in English

Dear distance learner, in this part, you practice the use of different forms of questions in English. These include wh-questions, Yes/No Questions and tag questions. You learn the form and function of each.

A. Wh-question

Activity 7.13

I. Insert the right WH-word (Why, what, where, how, when, who, whose, etc.) to complete the questions below. You can have more than one option in some of the cases.

- _____ do you go after school hours?
- _____ is coming with you to the party?
- _____ are you doing?
- _____ does the class start?
- _____ did he run away?
- _____ car is parked under the shed?

7. _____ of the two balls is yours?
8. _____ type of ice cream flavor do you like?
9. _____ did you come here?
10. _____ will the train arrive?



Grammar focus on Question Types

We use the Wh- questions to elicit information. The various wh-word question words have their different functions. We use what for a thing and it is nominal in nature. We use which to refer to choice or options.

- What is it you are holding?
- Which way to the hospital?

Whom and who are used for a person and they are pronominal or relative in nature. We use whose to refer to a person but a noun must follow it.

- Who is the man looking for?
- Whom do you come to see on weekends? Whose bag is this?

We use why to show the reason for an action and it is adverbial in nature. We use how to indicate the manner of an action and it is equally adverbial in nature. How also indicates amount or way/means. The same goes for when which we use to depict the time an action or event takes place and where which indicates place.

- Why are you shouting?
- How did you solve the equation?
- How much did she pay for the goods?
- When do we take our leave?
- Where were you coming from?
- How do we get to the airport?

In forming this type of question, the Q-word, that is, *wh* comes first, the operator, which could be a modal auxiliary verb or a non-modal auxiliary verb follows, the subject comes next, then the lexical verb and the adjunct come.

B. Yes/No Questions.

? Activity 7.14

I. Dear distance learner, in this part, you focus on the practice of forming and using the Yes-No questions. Before dealing with the detail of the topic, react to the triggering questions below; attempt the questions first by your self.

1. How is Yes/No question different from other types of questions?
2. Why do we need to use this type of question?
3. How do we form Yes/No questions?
4. Give some examples of this type of question?

II. This activity gives you an opportunity to be familiar with authentic use of yes/no questions. So, complete the dialogue below with auxiliary verbs which are very common in forming Yes/No questions (Verb “to be”, “to have” and “to do”); try the activity first by yourself; Then, check your answers with the key suggested at the end of the module.

Mesafint: (1)_____you go to the training day that they told us about in the last meeting?

Melat: (2)_____you talking about the computer training?

Mesafint: No, not about the computer training, I meant the sales training.

Melat: Oh yes, I went to that. It was quite good. (3)___you ever been on that course?

Mesafint: No, I haven't.

Melat: Well I found it very useful. It helps you to think about the type of questions we ask our clients during a sales conversation.

Mesafint: When you go on these courses (4)_____the company pay or (5)_____ you pay yourself? I know that good training isn't cheap.

Melat: Oh, the company pays – they can afford it. It doesn't cost us anything. **Mesafint:** And (6)_____it helped you in your day-to-day work?

Be honest now. **Melat:** Yes, I think it has.

Mesafint: OK. I'm interested. (7)___the course running again in the near future?

Melat: Yes, they begin registration in a month's time.

III. Dear distance learner, Change each affirmative sentence into question form . Try them first by your self .Then, check your answer with the key provided at the end of the module. .

1. Jemila thinks it's a good idea. _____
2. Soliyana is arriving on Monday. _____
3. He made a copy of the Excel file. _____
4. They've offered her the job. _____
5. She'll be at the meeting tomorrow. _____
6. They went to the swimming pool. _____
7. She can drive a lorry. _____

8. He was born and brought up in Jigjiga. _____
9. He has brothers and sisters. _____
10. We are expected to show our I.D's at the entrance. _____

Grammar focus on Yes-No Questions

A Yes-No Question, formally known as a polar question or a general question is a question whose expected answer is one of two choices, one that affirms the question and one that denies the question. The choices are either “**Yes**” or “**No**”. This type of question is so called, because it deals with polar answer that has to do with the opposition between positive and negative. A Yes/No question is a type of question that elicits a two-way answer—positive or negative. It either gives the answer ‘yes; or ‘no’; hence the name, ‘yes/no question. It is commonly formed shifting the position of the subject and the auxiliary, and then the main verb and other adjuncts follow.

7.5.7 Tag questions:

Dear distance learner, this section is about the grammar of tag questions. You learn what a tag question is, why and how we use them, how they are formed and some special forms of tag questions. You learn about each by doing a range of activities. We begin with certain task that helps you activate your prior knowledge about the topic.

Activity 7.15

1. Read the pairs of questions and answers in the table below and then answer the questions that follow.

	A statement with a tag question	Answer to the tag question
1a.	You are not a student, are you?	1b. No, I am not.
2a	This is Hanna's pen, isn't it?	2b. Yes, it is.
3a	He is from Canada, isn't he?	3b. No, sir. He is from Italy.
4a	They shouldn't be late again, should they?	4b. No, they shouldn't.
5a	They arrived late, didn't they?	5b. Yes, they did.

1. What is a tag question and how is it different from other questions?
2. Why do we use a tag question?

3. What pattern do you observe while forming a tag question?
4. What are the basic rules of forming tag questions?

II. Write the most appropriate tag question forms for the following statements. Try them first by yourself and then cross check your answers with the key at the end of the module.

1. Your name is Berhanu, _____?
2. He is very hand some _____?
3. The boys have followed the procedure, _____?
4. She crossed the line and got fined, _____?
5. They won't report to us, _____?
6. We didn't understand the lesson! _____?
7. I couldn't borrow your car, _____?
8. He should follow the procedure, _____?
9. Let's go out for a walk, _____?
10. I have got something in return, _____?

III. Dear learner, complete the following conversation by adding appropriate question tags to the statements or sentences. First, try it by yourself. Then, cross check your answers with the key at the end of the module.

Yonas: It's a good day.

Alemu: It's lovely, isn't it? Why don't we go to the lake side?

Yonas: yes, let's do that, _____?

Alemu: We could drive, but let's walk. We need the exercise.

Yonas: Wedo, _____? I'll get my things.

Alemu: Last time you forgot your towel.

Yonas: I didn't have it with me, _____I? so, I borrowed yours. Anyway, let's go.

Alemu: That was great, _____it? I feel very hungry now.

Yonas: Me too. This place looks good.

Alemu: Yeah, we have been here before,we? It does really have goods and wich.

Yonas: That's right. Oh, I haven't got my wallet.

You will lend me some money, _____you?

Alemu: First a towel, then your wallet. You never remember anything.

Yonas: Well, we are friends, _____we? Let's go inside.

Gramms focus on Tag Questions

Tag Questions are small questions (**usually of two words**) inserted at the end of statements. We use tag questions to confirm information (to check the listener's position in relation to the statement) or to ask for new information (in relation to the statement). Tag questions are very common in spoken English and they are key to improve one's fluency. Unlike the normal questions, the answers to tag questions are obvious or are expected by the speaker. That is why, tag questions are sometimes regarded as **'talking to oneself'**

The statements before the tag question can either be **negative or affirmative**, but the question tags always follow the pattern: negative after an affirmative statement and vice versa. That means, if the statement is negative, the question tag must be positive and if the statement is positive, then the question tag must be negative. We use tag questions to confirm information (to check the listener's position in relation to the statement) or to ask for new information (in relation to the statement). These are two of the basic rules in forming tag questions.

Example: You cooked this yourself, didn't you?

You have not done your homework, have you?

The other rules related to tag question formation are connected with imperatives, negative adverbs, negative subjects, and in cases where 'indefinite impersonal **ONE**' is used as subject

Imperatives

Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use **won't** for invitations. We use **can, can't, will, would** for orders.

1. Give me a hand, will you?
2. Hurry up, won't you?
3. Close the door, would you?
4. Keep quiet, can't you?
5. Lend me a tenner, could you?
6. Don't do that again, will you?

The adverbs **never, rarely, seldom, hardly, barely** and **scarcely** have a negative sense. Even though they may be in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive.

Look at these examples:

1. She hardly completes her homework on time, **does she?**
2. He almost never comes on time, **does she?**

Negative subjects

Subjects that are negative normally lead to an affirmative–affirmative tag question

1. Nothing works, **does it?**
2. None of them can help, **can they?**
3. There is little one can do, **is there?**

After a clause with somebody, someone, everybody, everyone, nobody, no-one the tag pronoun is normally **they**.

1. Somebody told you the answer, **didn't they?**
2. No-one called while I was out, **did they?**
3. Everyone had a good time, **didn't they?**

Indefinite Impersonal ONE as Subject

Indefinite impersonal one subjects can be tagged with either “one”, or “you”, or “they” as the pronoun.

1. One shouldn't be too quick to judge, **shoul done?**
2. One can't be too careful, **can you?**
3. One must be on the guest list, **mustn't they?**

Rules related to intonation:

- When we are sure of the answer and we are simply encouraging a response, the intonation in the question tag goes down:

Example: This is your car, isn't it?

(Your voice goes down when you say isn't it. **Falling tone**- Means the speaker is confident that the statement is correct).

- When we are not sure and want to check information, the intonation in the question tag goes up:

Example: He is from France, isn't he?

(Your voice goes up when you say isn't he. **Rising tone**- Means the speaker is making an assumption and is not totally sure. The speaker is actually asking a question, although he or she still expects an affirmative reply)

Section 7.6 Writing Skills

Dear distance learner, in this section, you are going to practice writing descriptive essays.

7.6.1 The Process of Writing Descriptive Essays

A Good descriptive writing includes many vivid sensory details that paint a picture in the mind of the readers by appealing to a reader's senses of sight, hearing, touch, smell and taste whenever it is appropriate.

Activity 7.16

- I. *Before moving on to the details, try the following questions first by yourself. Then, cross check your answers with the key at the end of the module.*
 1. What is the purpose of a descriptive writing?
 2. What are some of the distinctive features of a descriptive paragraph/ essay?
 3. How is the nature of language use like in descriptive writing?
 4. What is the difference between objective and subjective descriptions?

Grammar Focus on Process Approach to Essay Writing

Important steps in any process approach to essay writing are brainstorming, outlining drafting, re-writing and editing. A given essay writing process should pass through these important stages and the essay must be organized in sections like introduction, body and conclusion. When it comes to descriptive process writing, language use, word selection, and sensory details should be done carefully so as to create a vivid picture of the thing to be described. If we look at the importance of each section of a given descriptive essay, it can be summarized as follows:

- **Introduction:** Attract the reader's attention with an interesting fact, phrase, or quote without confusing the reader with too much information.
- **Thesis statement:** define the essay scope by narrowing down all the points to clarify its purpose; and also it creates suspense by attracting the reader to the body paragraphs of the essay.
- **Body paragraphs:** This is the main part that continues your essay. Usually, an essay consists of three body paragraphs but you can

add more if needed. Don't add more than one central idea in one paragraph. Fusing different ideas will confuse the reader.

- **Concluding Paragraph:** This is thought provoking part that, include restating the thesis statement, summarizing the main points and adding intriguing closing statement.

- II. Dear distance learner, Look at the descriptive essay below. Identify the different sections and features of the essay, including language use, sensory details, etc.

My family has always looked forward to leaving Florida during the torrid summer months. It is a tremendous relief to get out of the heated hustle and bustle of summer living in Florida. Each summer, we follow the yellow brick road to our home to win upstate New York.

As we drive through state after state, it becomes apparent that the world around us is changing. In South Carolina, we already begin to notice changes. The trees appear to be touchable, offering soft, plush leaves which sway in the breeze, and the grass actually invites us to share its place rather than scaring us away with mounds of intruding fire ants. As each state brings new surroundings, our anticipation builds, and home seems closer all the time.

Leaving the flat lands and entering an area where we are suddenly surrounded by hills of purple and blue are by far the most a wakening moments. Virginia and Pennsylvania offer brilliant scenery with majestic hills and checker board farm lands. As we descend through the curves and winds of the northern region of the United States, home is now very close: we are almost there. Suddenly, we have driven from wide-open flat lands to a narrow, wind in road surrounded by hill sides of stone and trees. Around every curve, orange and black tiger lilies claim their place in the world as they push themselves out toward the car, waving hello and flashing their mysterious black spots toward us as we drive by.

The journey to home is almost complete. As we begin our final descent through the state of Pennsylvania into upstate New York, the surroundings become comfortably familiar. Before long, we are welcomed by a sign that reads "Waver, 18 miles" and the familiar fields of grazing cattle. Through the last stretch of Pennsylvania, the bursting foliage seems to envelop us and carry us over the hills like a carriage created by nature.

It is at this point that our family, even the youngest member, knows that our vacation in New York is about to begin. Our eldest son has joked for years

that he can “smell” Grandma’s apple pie already. Approximately fifteen minutes pass and as our vehicle takes us over the final crest, we see the smoke stack from the local factory as we cross the border of Pennsylvania and New York and are aware of our surroundings. A couple of turns later, we are there. We have reached our destination; we are home.



Grammar Tips on Descriptive Writing

Descriptive writing helps the reader visualize the person, place, thing, or situation being described. Descriptive writings are based more on “show” than “tell” -- giving readers a visual idea of the subject. Through vivid depictions, the writer conveys to readers individual impressions based on emotions or perceptions. When a text conjures a vivid, sensory impression in the reader’s mind, not only does it make the writing more interesting to read; it helps the reader understand the text better and recognize the author’s intention more clearly.

Descriptive writing makes use of the five senses. The writer effectively conveys personal perceptions on the subject through the use of sensory details and figurative expressions. A descriptive writing (especially the subjective one) provides a good platform for the writer to express his/her feelings on a subject. It helps the writer make writing more interesting and engaging to read. It also creates opportunities to practice using new words in meaningful contexts, and so is a key strategy for building vocabulary.

A descriptive essay should be interesting to read. To make the essay appealing, the writer needs to consider audience preferences, and use words and descriptions that attract readers’ interest. The essay generally includes an introduction, body and conclusion centered on a chosen theme. The writing style is expressive and may include descriptions, opinions, comparisons, personal perceptions and sensory perceptions. The main objective of a descriptive essay is to relate the unique qualities of the person, object, etc. vividly and comprehensively.

A descriptive essay can be either objective (concrete, factual) or subjective (personal). The type of essay that a writer creates will be determined by the kind of emotion that the writer wants to elicit from readers. Presenting a purely objective can be difficult. Conversely, a writer can reduce subjectivity in an essay by including more objective factors, like size, color, shape and distance, exhausting them before injecting personal opinions or feelings.

Unit Summary

Dear distance learner, in terms of theme, you have been provided with the opportunity to link the concept of patriotism with Ethiopian values and beliefs of patriotism. It is hoped that you have understood how patriotism has influenced a country's culture and value system. Taking this as a central theme, you have practiced on major language skills and sub-skills. As a result, it is expected that you have achieved the objectives of the unit. Don't hesitate to revise lesson and practice on the activities if you are not confident about the unit.



Assignment 1

Dear distance learner, this is one of the assignments you are to do in this unit; Join the pieces of information in each clause or sentence by using 'before', 'as' or 'after' as connectors. Try the activity first by your self . Then, check your answers with a partner, if you could get somebody. Finally, cross-check your answers with the answer key suggested for this section at the end of the module.

1. I got into the plane fifteen past eight. The plane left ten minutes later.
2. You should not eat heavy meal and then go to bed immediately afterward.
3. I went to bed at 11:00. The phone rang at 11:05
4. We were sitting on the bus. At that moment, the bus started to move.
5. I was getting on the bus. At that moment, I remembered that I had left my briefcase at home
6. We were sitting down to eat. At that moment, someone knocked at the door.
7. I got up to give my speech. Immediately before that, I felt anxieties in my stomach.
8. The guests will come at 7:00. At 6:55, I will light the candles.
9. I was bending over to pick up my pencil. My jeans split.
10. I was going out to see off my sister. At that moment, the school service arrived.



Written Assignment 2

Write a descriptive essay of five paragraphs about an event, a place or a picture you found interesting . First list out all the important details about the event, the place or the picture you wanted to write about; then, frame them in such a way that you create a mental picture in the mind of the reader. Write your draft and then rewrite it by adding ideas and increasing

its appealing power and vividness. Let the structure of your essay be framed on introductory paragraph, three body paragraphs and a concluding paragraph each having its own distinctive purposes. Look at the language tip about descriptive essay before beginning to write this essay.

☑ Dear learner, in this unit, you have looked into the following important points. Put a (√) mark in the column in front of each item to indicate your master of each item.

Extent of success in the skills learnt I could.....		Not well	Well	Very well
1	Identify the main idea of the text			
2	Identify the supporting ideas of the text			
3	Explain the central message of the speaker			
4	Retell the text to my friend			
5	Learn about giving permission			
6	Be familiar with ways of praising people			
7	Conduct public speeches...			
8	Beware of ways of debating			
9	Identify the main idea of the text			
10	Identify the supporting ideas of the text...			
11	Explain the central message of the writer			
12	Summarize the text in my own language			
13	Identify various clues of context			
14	Revise some strategies guessing meanings			
15	Connect my background knowledge			
16	Identify types of adverbs			
17	Learn about functions of adverbs			
18	Find out the order of adjectives			
19	Use question types correctly			
20	Write a paragraph/an essay on the advantages of irrigation.			
21	Be familiar with important steps of process writing...			
22	Identify the functions and structures of essays...			
23	Differentiate process from product in essay writing			

UNIT 8: Efficiency of Health Services



(16 periods or 11 hours)

Dear learner,

In this unit, you are going to deal with the head topic “Efficiency of Health Services”. With this topic you will learn the four language skills (listening, speaking, reading and writing) and vocabulary and grammar. Therefore, you need to go through each section carefully and develop each skill by practicing the activities. In short, you will develop the following skills by learning this unit.

Unit Objectives

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

- listen to a text to identify the main idea;
- identify specific information from a listening text;
- re-tell the story you listened to;
- summarize the story in the listening text;
- make an interview and give oral report;
- identify expressions for talking about purpose;
- involve in panel discussion and present speech;
- identify the gist and details of reading texts;
- predict the message of the reading text;
- use contextual clues to find the meaning of new words;
- use quantifiers accurately; and
- write argumentative essay.

Section 8.1 Listening Skills

Dear learner, in this section you are going to listen to an audio record entitled "A lecture on HIV/ AIDS". Before you listen to the audio, answer the questions under Activity 8.1.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- take notes from the listening talk.
- list the main points of the talk.
- write a summary about the listening speech using the notes.

8.1.1. Listening text on HIV/AIDS

? Activity 8.1

In this section, you are going to listen to a lecture on HIV/AIDS.

I. Before you listen to the lecture, answer these questions.

1. What is HIV/AIDS?
2. How does one get infected with HIV?
3. What do you think people should do when they know they are infected with HIV?

8.1.2: Note Taking and Summary Writing

Dear learner, in this section you are going to practice taking notes. Therefore, you need to do the following activities (Activity 8.1 II and III) according to the instructions given.

II. Now, while you listen to the lecture, do the following tasks.

1. Take your own notes.
2. Revise your notes.
3. Listen to the lecture again and develop your notes.

III. After you finish developing your notes, do the following tasks.

1. Rehearse the main points of the lecture to develop your notes.
2. Using your notes, write a summary of the lecture. Note, your summary should cover the main ideas of the lecture.

Section 8.2 Speaking Skills

Dear learner, what does making a debate requires?

In this part you will practice making debate. Making a debate requires your ability of arguing and convincing people. In order to enhance these skills, look at Activity 8.2 and prepare a debate on the motion given.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- make a debate on sexual practice before marriage.
- use expressions of arguing for and against.
- set interview questions.
- make an interview with community members.
- make a panel discussion.
- write a report about the panel discussion.

8.2.1 Making Debate

? Activity 8.2

I. In this lesson, you are going to make a debate on 'Sexual practice before marriage is good or sexual practice before marriage is bad'. To begin with, answer these questions.

1. What is a debate? And what features does a debate include?
2. What do you do during a debate?
3. List language expressions you may use to support or reject or refute someone's ideas while making a debate.

II. Now follow these procedures to make the debate.

1. Prepare yourself on the motion: 'Sexual practice before marriage is good or bad'.
2. Prepare your argument for or against the topic. Don't forget to use expressions like (I argue, I propose..., my objection..., I agree/ disagree, in my opinion, in my point of view, etc.) while supporting or rejecting others ideas.
3. Present your debate to your tutor or another person.

8.2.2. Conducting Interview

Dear learner, You have already discussed what an interview is in the previous units. In this section you are going to make an interview. Look at Activity 8.3 and make an interview with your community members.

? Activity 8.3

I. **Go to your community and make an interview to check public awareness of HIV/AIDS.**

1. *First, write five to 10 interview questions about the topic.*

Example: What do you think can the youth do to stop the spread of HIV/AIDS?

2. Next organize the responses of the interview in a note form.

3. *Then write a report of the interview result.*

Social expressions for interviewing someone

Use the expressions below to write your questions.

- What do you think
- How can you
- Can you
- Can you
- Who do you think is responsible for
- In your opinion etc.

8.2.3. Panel discussion

Dear learner, As you have learnt it in the previous units, a panel discussion is a group meeting that aims to discuss a public issue or solve a problem. In this section you need to practice undertaking panel discussion. Please work wourk out Activity 8.4 carefully.

? Activity 8.4

I. **Now you are going to undertake a panel discussion in your class. Follow these steps.**

1. Prepare a panel discussion forum.
2. Use the information you gathered about stopping the spread of HIV/AIDS through interview for the panel discussion.

3. Present the information to the panelists and collect different views from the discussion.
4. Write a report on the points the panelists reached consensus in the discussion.

Section 8.3 Reading Skills

Dear learner, you are going to read a passage entitled "Prevention of Chronic and Infectious Disease". Here you are expected to predict about the title, comprehend the text and understand meanings of new words. Please do each activity in order to develop your ability of reading and analyzing a text.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- Predict the theme of the reading text.
- comprehend the reading text.
- infer implicitly and explicitly stated meaning in the reading text.

8.3.1 Prevention of Chronic and Infectious Disease

? Activity 8.5

I. **Dear learner, answer the following questions before you read the text.**

1. What are infectious diseases?
2. Can you list some of the infectious diseases?
3. How are the infectious diseases you mentioned above transmitted from person to person?
4. Look at the title. What do you think the text will include?

II. **Now read the passage and answer the questions below it.**

Prevention of Chronic and Infectious Disease

Successful disease control initiatives in certain economically underdeveloped nations have raised life expectancy and changed the demographics from primarily young to older and aging populations. Therefore, it is **anticipated** that chronic diseases would play a larger role in economically developing regions during the next 20 years and that they will include chronic **ailments** traditionally associated with industrialized countries.

Changes in lifestyle, demographics, and the economy will all have an impact on this trend. However, moving from rural to urban areas and into ecosystems that were previously uninhabited may expose populations to novel infectious organisms that are the cause of chronic disease. Infections known to progress to a chronic condition, such as tuberculosis and malaria, as well as newly identified and well-recognized infectious **etiologies** of chronic disease, will become more and more significant to domestic and global health. As a result, nations with limited resources for research and medical care will have to deal with an increase in the burden of infectious and chronic diseases.

Richard Guerrant cited the long-term effects of early childhood **enteric** and parasitic infections as an illustration of the broad extent of the hazards from chronic diseases brought on by infections. More children die from chronic enteric sickness, which causes repeated malnutrition-related diarrheal infections, than from acute enteric illness, which kills more than 6,000 children per day. Early diarrheal infections have severe long-term implications on growth, cognition, and academic achievement in addition to their negative effects on physical fitness. Because diarrhea makes it harder for nutrients to be absorbed, it seems to be a cofactor in **malnutrition**.

Adapted from <https://www.nap.edu/read/11026>

III. Answer these questions according to the reading passage. Circle the letter of the correct answers for the multiple choice items.

1. What is the central idea of paragraph 1?
2. In paragraph 3, the writer states '..... Which caused more than 6,000 children each day', what does the underlined word mean?
 - a. feeds someone
 - b. claimed loss of life
 - c. declares something true
3. According to the reading text, growth in life expectancy and change in demographics come from:
 - a. good management of industrialization
 - b. increase in economic development
 - c. successful disease control efforts
4. According to paragraph 1, chronic diseases are imperative in developing countries because of:
 - a. economic growth
 - b. migration from rural to urban areas
 - c. demographic shift

5. During the next 20 years, chronic diseases are expected to become increasingly important in economically developing regions and to encompass chronic conditions because of demographic change. a. true b. false

Section 8.4 Vocabulary Skills

Dear learner in this section, you are going to learn new words taken from the read text. Here, you need to differentiate the dictionary meaning of words with their contextual meaning. You also learn some new phrasal verbs and construct sentences with the new phrasal verbs.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- compare the dictionary meaning of words with their contextual meaning in the text.
- use phrasal verbs you learned to construct sentences.

8.4.1 Knowing Word Meaning

? Activity 8.6

- I. Find the meanings of these words in a dictionary and compare the meanings with their contextual meanings in the passage.**

1. anticipated (Paragraph 1 line 3) _____
2. ailments (Paragraph 1 line 4) _____
3. Etiologies (Paragraph 2 line 5) _____
4. enteric (Paragraph 3 line 1) _____
5. Mal-nourishing (Paragraph 3 line 7) _____

8.4.2 Phrasal Verb

Dear learner,

You have learnt what phrasal verbs are in the previous units. Now you are more acquainted with phrasal verbs. In this section you are expected to use them to construct your own sentences. Before using these phrasal verbs to construct your own sentences, understand the meanings of each

phrasal verb listed in the table below.

Phrasal verb	Meaning
pull out	withdraw, retreat
Pull over	Stop vehicle at roadside
put off	Postpone
punch in	register arrival, enter data using keyboard
punch out	Knock somebody unconscious, register leaving work
put away	Save or store
put back	Return something, pay something back
put down	Put something on the surface, insult
put in	Make claim, say something
pull through	Recover from illness or difficulty

? Activity 8.7

I. Now, make your own sentences using each of the above phrasal verbs.

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

Section 8.5 Grammar Skills

Dear learner, In this section you will learn about adverbial clause of manner. Hence you need to read the following explanation and do the tasks under Activity 8.8.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- combine sentences using adverbs of manner.
- complete sentences with adverbs of comparison to form an adverbial clause.
- write correct sentences using adverbial clauses of comparison.
- construct sentences with passive voice.
- identify quantifiers in sentences.
- complete sentences with appropriate quantifiers.

8.5.1. Adverbial Clause of Manner

A **Clause** is - a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence.

An adverbial clause is a dependent clause that functions as an adverb. That is, the entire clause modifies a verb, an adjective, or another adverb. As with all clauses, it contains a subject and predicate.

An adverbial clause of manner describes *how* or *in what manner* something occurred or will occur, to what degree something occurred or will occur, or how something compares to something else. Some of the most often used subordinating conjunctions are *like*, *as*, *as ... as*, *as if*, and *the way*.

For example:

- He sings like he wants to be a rock star.
- The teary-eyed friends embraced as long-lost siblings would.
- **Note:** The underlined parts are adverbial clauses.

? Activity 8.8

I. Combine these sentences as the examples above.

1. The freshly picked flower is beautiful. It is soft and healthy. (as)

2. She looked excited. She could jump up and dance at any moment. (as if)
3. Senna walks confidently. A model struts on a runway. (the way)
4. Hagos is nervous. Mamo is nervous. (as)
5. The house was big. We had imagined it. (as...as)
6. She is beautiful. Her mother is beautiful. (as)
7. That restaurant is not good. It used to be good. (as)
8. He acted confidently. He was a boss. (as if)

8.5.2. Adverb Clauses of Comparison

Dear learner, what do you know about adverbial clauses of comparison? In this section you will learn more about these clauses. Please read the explanation and do Activity 8.9.

Adverb clauses of comparison of degree are introduced by the relative adverb **as...as** (for positive degree) or by the subordinating conjunction **than** and **“the plus adjective”** for comparative degree. The adjective also adds ‘-er’ if it is one or two syllable word in the comparative degree.

? Activity 8.9

I. Complete the sentences with the appropriate adverb of comparison.

1. She is _____ (old) than her husband.
2. He works _____ (hard) than I do.
3. It is _____ (late) than I thought.
4. She earns _____ (much) than her brother.
5. She is not _____ (stupid) _____ you think.
6. He is _____ (stupid) _____ he is lazy.

Note:

‘The’ is always accompanied by a Comparative adjective or adverb in the subordinate clause of comparison for example:

1. The sooner it is done, the better you feel.
2. The more one gets, the more one wants.
3. The higher you ascend, the colder it becomes.

Note also:

In adverb clauses of comparison of degree, the verb after ‘than’ is usually understood and not expressed (can be omitted).

Examples:

1. Nobody loves you more than I (do).
2. Nobody knows it better than he (does).

In an informal style, it is more common to use object pronouns after 'as' and 'than'. This is particularly common when the verb is not expressed.

Compare:

She earns more than I do. OR She earns more than me.

(The second sentence is more natural than the sentence, 'She earns more than I'.) The following sentences have errors.

II. Write the correct sentence in the right column.

Incorrect	Correct
1. You are healthiest than I am.	
2. This is the most complete building.	
3. He is cleverer than intelligent.	
4. He is healthier than his sister.	
5. Which of these two books is the best?	
6. Do you have some good book?	
7. I have not heard the last news about hear health.	
8. My older brother is a doctor.	
9. I have only few good shirts.	

8.5.3. Passive Voice Practice with all Tenses

Dear learner, What is passive voice?

I. Look at the following explanations and learn the function and structure of the passive form in different tenses.

1. Passive voice is used when the **focus is on the action** or when the doer is not important or not known. Example: "A letter was written." The focus, here, is on the fact that a letter was written. We don't know, however, who wrote it.

2. Sometimes a statement in passive is more **polite** than active voice, as the following example shows:

Example: A car was broken.

Focus, here, is on the fact that a car was broken, but we don't blame anyone. Compare this to: "You broke the car." Here the focus is on the doer of the action, and the doer is blamed for breaking the car.

Form of the passive voice:

Subject + the appropriate form of to be + Past Participle

Examples of active and passive voice in all tenses

Active voice	Passive voice
A few well-chosen words convey a great deal of meaning. (simple present active)	A great deal of meaning is conveyed by a few well-chosen words. (simple present passive)
The city is disposing of waste materials in a variety of ways. (present continuous active)	Waste materials are being disposed of in a variety of ways. (present continuous Passive)
The city has disposed of waste materials in a variety of ways. (present perfect tense active)	Waste materials have been disposed of in a variety of ways. (present perfect Passive)
The city has been disposing of waste materials in a variety of ways (present perfect continuous active voice)	Waste materials have been being disposed of in a variety of ways. (present Perfect continuous Passive)
Ali repaired the car. (simple past active voice)	The car was repaired by Ali. (Simple past active)
The salesman was helping the customer. (simple past active)	The customer was being helped by the salesman. (Past continuous passive)
The man had repaired many cars. (past perfect active)	Many cars had been repaired by the man. (past perfect passive)

The girl had been doing the work. (past perfect continuous active)	The work had been being done by the girl. (past perfect continuous passive)
The girl will finish the work by 5:00 PM.(simple future active)	The work will be finished by the girl by 5:00PM.(simple future passive)

At 8:00 PM to night, the girl will be finishing the work. (future continuous active)	At 8:00 PM tonight, the work will be being finished . (future continuous passive)
They will have completed the project before the deadline. (future perfect active)	The project will have been completed before the deadline. (future perfect passive)
The famous artist will have been painting the mural for over six months by the time it is finished. (future perfect continuous active)	The mural will have been being painted by the famous artist for over six months by the time it is finished. (future perfect continuous passive)

The appropriate form of *to be* is put in the tense of the active voice main verb. When rewriting active sentences in passive voice, note the following:

- The object of the active sentence becomes the subject of the passive sentence.
- The form of the verb is the appropriate form of *to be* (the tense of the active voice main verb) + the past participle.
- The subject of the active sentence becomes the object of the passive sentence (or is dropped.)

Activity 8.10

I. Complete the following conversation with the appropriate passive form.

Student A: I have a problem in changing the active voice to passive. Can you change the sentence “I have written my first letter” to passive voice?

Student B: It is not as such difficult. Look, you can change it this way: ___

Student A: Oh, I understand. What about; "I will have bought a new book my tomorrow"?

Student B: Ok. You can change it as: _____

Student A: What about; "He had been buying a new guide to improve his English"?

Student B: It is so easy. It is like this; _____

Student A: Give me one more example on; "I was writing a second letter."

Student B: It is like this; _____

8.5.4. Quantifiers

Dear learner, In this part you will learn about quantifiers and their functions. Please practice working on each activity in order to develop your ability of using the quantifiers correctly.

? Activity 8.11

I. Answer the following questions.

1. What do you say when you want to buy oranges put in someone's basket?
2. What do you say when you see 'teff' in a big store and you want to say there is more?
3. You are on a trip, and you are looking animals on a field. How do you tell the number of animals?
4. Someone wants to borrow a pen from you, but there is no pen in your bag. What can you say?
5. You like to give someone tea or coffee. What will you say to know his interest?

What are quantifiers?

These are words that describe quantity. Quantifiers are adjectives or adjectival phrases that describe "how much" (uncountable) or "how many" (countable) of a given noun there is (are). The following table shows you the list of adjectives or adjectival phrases of quantity that are used in affirmative, negative and interrogative sentences.

A Table showing usage of some common quantifiers in sentence types

	Affirmative	Negative	Interrogative
Neutral	some, several, a number of, enough	any, enough	any, enough
Large quantity	numerous, plenty of, a lot of, lots of, too many	much, many, too many	much, many, too many
Small quantity	few / a few, Little / a little		

Examples:

1. I have many reasons for thinking that this man is innocent (more formal).
2. I have plenty of/ a lot of / ample reasons for thinking (commonly used).
3. Do you have any reason for saying no?
4. Do you have enough money to buy this book?
5. No I have enough money.
6. I have few minutes to go.

Note:

A few and few (for countable) as well as a little and little (for uncountable nouns) may seem very similar, but they actually hold very different connotations. A few and a little indicate **that** the speaker feels positively about the quantity he/she is describing: though he/she may not have much, it is enough. Few and little indicate the speaker feels negatively about the quantity: he/she is lacking in the noun and would like more if it were available.

Some quantifiers can only go with countable (precise quantity) nouns, while others can only modify uncountable (imprecise quantity) nouns. Some quantifiers can also modify both. Some examples are listed below.

Quantifiers used with countable	Quantifiers used with uncountable nouns	Quantifiers used with both types of nouns
A few, few, a number of, several, many	A little, little, a bit of, a great deal of, a large amount of, much	No, none, some(of), any, a lot of, lots of, plenty of, enough

 **The use of few/ a few and little/ a little**

Without the article, few and little (used respectively with count nouns and non-count nouns) have the meaning of «not much/ not many, and possibly less than one might hope for or expect”. These expressions have a negative value to them.

With the article, a few and a little have the meaning of “at least some, perhaps more than one might expect”. These expressions have a positive value.

Examples:

1. Few of my friends were there, so I was disappointed.
2. A few of my friends were there, so I was quite happy.
3. Hurry up; there's little time left!
4. We have a little time to spare, so let's stop and have a cup of coffee.

I. Choose the correct quantifier from the list and complete the sentences below.

lots of	a lot of	little	a little
any	much	many	most

1. They have had _____ homework in mathematics recently.
2. How _____ time do you need to finish the work?
3. There are too _____ students in the library.
4. Have you visited _____ foreign countries?
5. Although he's very ill, he didn't take _____ medicine.
6. Few people know as _____ about linguistics as he does.
7. They say _____ knowledge is a dangerous thing.
8. He's having _____ trouble passing his driving test.
9. I spend _____ of my time reading novels.
10. He knows _____ English. He knows enough English to manage.

Section 8.6 Writing Skills

Dear learner, in English writing mechanics and punctuation are important to make the written text coherent. In this section you will practice some activities and develop your skills of using mechanics and punctuation marks. Please work out activity 8.12.

Section Learning Outcomes

Dear distance learner after completing the lessons in this section, you are expected to:

- identify punctuation errors in a piece of written text.
- identify errors of mechanics in a piece of written text.
- use cohesive devices to make sentences and paragraphs coherent.
- write a report on issue given.
- practice writing argumentative essay.

8.6.1. Mechanics and Punctuation

? Activity 8.12

I. Look at the following piece of writing, and indicate the errors.

this is excellent stuff. would it be ok with you if i shared this post with some of my stu- dents? its a little too advanced for most of them, but there are a lot of things they could glean from what youve written here nevertheless. thanks, by the way, for liking my post. its good to know there are other writers out there stuck in the same racket!

II. Rewrite the correct version of the above paragraph.

Writing Tips

In writing, if you do not punctuate your sentences properly and do not begin sentences and paragraphs appropriately, your reader may not understand your message. The use of mechanics and punctuation is very important to achieve this. Punctuating sentences and making writing smooth (mechanics) needs practice. Do the following activities to help you practice.

Note:

In writing, **mechanics** is the convention governing the technical aspects of writing, including spelling, punctuation, capitalization, abbreviations, etc.

Whereas **punctuation** refers to the “symbols” we use to help people read/process sentences the way we want them to be heard and understood. It includes the use of apostrophes, colons, commas, dashes, exclamation points, hyphens, periods, question marks, quotation marks, semicolons, slashes, etc.

8.6.2. Cohesive Devices

Activity 8.13

I. Answer these questions

1. What are cohesive devices in writing?
2. List some examples of the cohesive devices.
3. What do the cohesive devices you listed are used for?

Cohesive devices are words that are used to connect words, phrases, sentences and paragraphs. These words make smooth transition in the flow of ideas. When sentences, ideas, and details fit together clearly, readers can follow along easily, and the writing is coherent. The ideas tie together smoothly and clearly. In other words, cohesive devices or linking words maintain to achieve a clear and logical flow of thoughts from sentence to sentence and from paragraph to paragraph. There are many words of this kind for example; and, but, however, also, moreover, in conclusion, etc. The following table shows a list of cohesive or transitional devices you need to use in writing sentences, paragraphs, and essays.

Addition		
again also and and then besides	equally further(more) in addition (to...) indeed next	in fact moreover too what is more finally
Comparison		
compared with in comparison with in the same way/ manner	similarly likewise	again also
Contrast		
besides but however in contrast instead conversely it may be the case that certainly also likewise	naturally nevertheless of course on the contrary on the other hand regardless granted like different from Alternatively	still whereas while yet although despite it is true that notwithstanding
Enumeration		
first(ly) second- ly etc. finally in the (first) place	last to (begin) with more important	on top of (that) next then
Concession		
although it is true that it may appear regardless certainly	granted that naturally it is true that I admit that	of course it may be the case that
Exemplification		

as (evidence of...) for example for instance thus to illustrate	such as to show what (I mean) specifically let us (take the case of...)	
Inference		
if not, ... in (that) case	otherwise that implies	then
Summary/Conclusion		
in all in brief to summarize in summary	in short in conclusion therefore In a nutshell	on the whole to sum up basically
Time and Sequence		
after (a while) afterwards at first at last at (the same time) while first, second, third... thereafter concurrently soon as soon as	before (that time) finally in the end meanwhile next immediately next firstly , secondly, thirdly... in the future subsequently at that time	since (then) so far then (up to) (then) later somewhat earlier shortly over the next (2 days) as long as last
Result		
accordingly as a result consequently since as a consequence of... caused accordingly	for that reason hence thus if...then... ...result(s) in ... contribute to In consequence	then therefore the (consequence) of that is... ...is due to... Brought about by/ because... lead to...

Adapted from: David O'Regan (2002, <http://home.ku.edu.tr/~doregan/Writing/Cohesion.html>)

II. Fill in the blanks with these cohesive devices: and, so, because, but, and or.

1. I could not go out last night____I was too busy.

2. I could not go with my friend_____he went without me.
3. My friend went to the cinema to see a film__the film wasn't very good.
4. The cinema was full of people_____they were all smoking.
5. I like people_____I don't like smoke.
6. Do you want an orange juice__a pine apple juice?
7. It was my birthday_____he didn't send me a card.
8. I didn't write to him_____he didn't write to me.
9. We couldn't contact him____we didn't have his number.
10. The new department store is now open__it is offering big discounts.

III. Complete the following paragraphs with the appropriate cohesive device from the lists given at the end of each paragraph.

1. One of the most wonderful inventions of modern times is television. It is now possible to sit in the comfort of one's home ——— watch on a screen events ——— are happening hundreds of miles away. We can ——— get entertainment from films, dances, plays and sports ——— are shown on the screen. It is difficult to imagine ——— life would be like without television. (What, and, also, that, which)
2. We need regular exercise to keep ourselves fit. ——— exercises, we need regular sleep. — we need regular relaxation ——— the duration of sleep varies with age, ——— it varies with the nature of work we do. Infants sleep for long hours,—— sleep is necessary for their growth. (and, but, also, besides, because)

IV. The following paragraphs lack cohesion. Identify the sentences that break the logical flow of the ideas.

1. Reading is a popular hobby for people of many ages. Children often enjoy reading for entertainment. Other adults enjoy reading because they have found specific authors or genres that move them and they can create a connection with the story. Teenagers enjoy reading as a hobby because they are able to learn about other places and cultures by reading about them. Little children may also enjoy reading because they enjoy spending time with their parents. Young adults may enjoy reading for a hobby because it can help them socialize with other young adults who are reading the same stories. Some adults read to relax after a long day at work. It is obvious that reading is such a popular hobby due to the reasons people of all ages choose to read.

2. However, reading is more than a hobby; it is also a great tool for education. If people want to learn new skills, they can learn about those skills in books. If people want to understand history, they can learn it in a book. If they want to learn how scientific processes occur, there are books that can explain them. The education you can gain from a book can include skills, history, science, and even how to succeed in business. If people want to learn about successful business practices, there are also books that can teach about that topic. Reading can open the door to learn many new things.

8.6.3 Writing a Report

? Activity 8.14

1. You are going to write a report of an interview you will make. Before you write the report, interview your classmate or any person what things she/he plans to do in the weekend, and take notes.
2. Write a report of the interview you made. Make sure that you punctuate your sentences correctly. You should also use connecting words (cohesive devices) to join sentences and paragraphs.

8.6.4. Argumentative Essay

Dear learner, what do you know about argumentative essay? In this section you are going to practice writing an argumentative essay. In the previous units, you have observed that you learn writing by writing about something or someone. In this unit you are going to develop your ability of arguing by practicing writing an argumentative essay. Please work out the activities under Activity 8.15.

? Activity 8.15

1. **The following questions are about the model argumentative Essay below. Read the model essay and answer these questions.**
 1. Read the essay and identify cohesive devices or connectors used to join sentences or paragraphs.
 2. What is the issue of the argument?
 3. The thesis statement or proposition of the argument is _____
 4. Compare the introductory paragraph and the last paragraph of the

essay; do they have the same idea?

As online learning becomes more common and more and more resources are converted to digital form, some people have suggested that public libraries should be shut down and, in their place, everyone should be given an iPad with an e-reader subscription.

Proponents of this idea state that it will save local cities and towns money because libraries are expensive to maintain. They also believe it will encourage more people to read because they won't have to travel to a library to get a book; they can simply click on what they want to read and read it from wherever they are. They could also access more materials because libraries won't have to buy physical copies of books; they can simply rent out as many digital copies as they need.

However, it would be a serious mistake to replace libraries with tablets. First, digital books and resources are associated with less learning and more problems than print resources. A study done on tablet vs. book reading found that people read 20-30% slower on tablets, retain 20% less information, and understand 10% less of what they read compared to people who read the same information in print. Additionally, staring too long at a screen has been shown to cause numerous health problems, including blurred vision, dizziness, dry eyes, headaches, and eye strain, at much higher instances than reading print does. People who use tablets and mobile devices excessively also have a higher incidence of more serious health issues such as fibromyalgia, shoulder and back pain, carpal tunnel syndrome, and muscle strain. I know that whenever I read from my e-reader for too long, my eyes begin to feel tired and my neck hurts. We should not add to these problems by giving people, especially young people, more reasons to look at screens.

Second, it is incredibly narrow-minded to assume that the only service libraries offer is book lending. Libraries have a multitude of benefits, and many are only available if the library has a physical location. Some of these benefits include acting as a quiet study space, giving people a way to converse with their neighbours, holding classes on a variety of topics, providing jobs, answering patron questions, and keeping the community connected. One neighbourhood found that, after a local library instituted community events such as play times for toddlers and parents, job fairs for teenagers, and meeting spaces for senior citizens, over a third of residents reported feeling more connected to their community. Similarly, a Pew survey conducted in 2015 found that nearly two-thirds of American

adults feel that closing their local library would have a major impact on their community. People see libraries as a way to connect with others and get their questions answered, benefits tablets can't offer nearly as well as easily.

While replacing libraries with tablets may seem like a simple solution, it would encourage people to spend even more time looking at digital screens, despite the myriad issues surrounding them. It would also end access to many of the benefits of libraries that people have come to rely on. In many areas, libraries are such an important part of the community network that they could never be replaced by a simple object.

Adapted from anonymous source

II. Imagine that you are going to write an argumentative essay on the following statement.

Statement: Some people say "HIV/AIDS is not a problem now."

1. Plan your arguments to write a five paragraph essay.
2. List the main ideas of argument for each paragraph.
3. Sit in groups and show your lists of arguments.
4. Improve your lists of arguments.
5. Finally, write your essay using the ideas you outlined.



Note:

An argumentative essay is a writing that uses evidence and facts to support the claim it's making. Its purpose is to persuade the reader to agree with the argument being made.

- A good **argumentative essay** will use facts and evidence to support the argument, rather than just the author's thoughts and opinions. This essay requires you to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic.



Self-test for Unit 8

I. Choose the quantifier(s) which make(s) the sentence(s) grammatically correct:

1. The tea was too sweet because she had put too (much | many) sugar.
2. (Much / Lots of /Several) soil samples were taken from archaeological dig site.
3. (A large amount of /Plenty of /A large number of) fish inhabit the dam.

II. Choose if the quantifier should be positive or negative based on the rest of the sentence (or the context).

1. (A few / Few) friends visited him at the hospital, which seemed to raise his spirits.
2. The stock plummeted in price at closing, so in the end there was (a little / little) profit.
3. She was busy with classes, so she had (a little /little) time for tennis.

III. Determine if an article or determiner is necessary.

1. A number of _____actors complained to the director about the lighting.
2. Enough of _students complained to the teacher about the noisy room that all of __class was able to have lesson outside.
3. All of _____ friends found that while she had a lot of books, she preferred to read only one or two repeatedly.

Unit Summary

Dear learner, in this unit you have been practicing different activities on different language skills to make yourself able to use English confidently and accurately. Learning a language is a skill. You learn your listening skill by listening. You also learn speaking by speaking the language. Hence, your engagement in using the language skills determines your learning of the language. Thus, you have practiced many of the language skills in the context where you can use the language to communicate and develop your skills.

√ Checklists

Dear learner, indicate your satisfaction in learning the language skills in this unit by putting a tick (√) mark in the following table. Level of satisfaction

Skills	Very satisfied	satisfied	Not satisfied	Undecided	What do you want to be improved?
Listening Speaking					
Reading					
writing					
Vocabulary					
Grammar					

UNIT 9: Indigenous Conflict Resolution



(16 periods or 11 hours)

Dear distance learner, in this unit of the second module, you learn all the language skills and sub-skills by taking “indigenous Conflict Resolution” as a central theme. Thus, once you have brainstormed on the concept, you listen, speak, read and write mainly about conflict resolution and existing practices in Ethiopia. You work on vocabulary and grammar lessons that help you communicate orally and through writing about the topic in focus.

Unit Outcomes

Dear learner at the end of this unit lessons, you are expected to achieve the following learning outcomes:

- explain the literal information from the listened text
- identify the salient features of summary writing;
- argue for or against after listening a writer's position of an essay
- use background knowledge to predict the information in reading text;
- skim for gist and scan for specific information in reading ;
- use context clues to guess the meaning of unfamiliar words;
- apply textual information to prepare an oral presentation;
- describe the salient features a reading text to retell a story;
- identify the thesis statement of an essay;
- use different kinds of adverbs accurately;
- use phrasal verbs in speaking and writing appropriately
- develop the skill of asking for clarification and apology

Section 9.1 Listening Skills

Dear distance learner, in this section, you are going to practise activities that help you enhance your listening skills, namely listening for gist, listening for details and note taking.

Learning outcomes:

Dear distance learner, at the end of this listening skills practice, you are expected to:

- locate the gist and details of a text after listening
- listen to locate details of the listening text
- take notes after listening to a lecture
- take notes from listening text
- use information from listening text to retell a story

9.1.1 The Concept of Indigenous Conflict Resolution



? Activity 9.1

1. How do you understand the phrase “indigenous conflict resolution”?
2. When do people in your area get in conflict and how do they resolve their conflict?
3. From the indigenous and the modern conflict resolution mechanisms, which one do people in your area prefer? Why do you think so?

4. Look at the picture above. What do you understand from it?
What do you think the people doing? Have you seen such kind of gathering in your locality?

II. Dear learner, the following questions are answered based on the information in the listening text. Take one or two minutes and read the questions. Then, you play the audio recording once and determine whether the statements are "True" or "False". Finally, cross-check your answers with the key suggested for this section at the end of the module.

1. Conflict occurs in some kind of human relations only.
2. The absence of conflict signals the presence of meaningful interaction.
3. Conflict is an inevitable part of human life.
4. Different societies have different ways of resolving conflicts.
5. The conflicting parties could be individuals, groups or societies.

III. Now you listen to the audio record again. This time, you answer the following general, but critical question. Take half a minute to read the question before you listen the recording. Then, check your answers with the key suggested at the end of the module.

1. What do you think is the purpose of the listening text? (informing, entertaining, persuading)
2. What do you think is the main idea of the text?
3. According to the listening text, why do you think conflict is an integral part of human life?

IV. Make a short note based on the following questions and prepare a two minute oral presentation.

1. What do you think is the importance of the indigenous conflict resolution mechanism for multicultural societies like Ethiopian?
2. What is the important lesson you have learned from the text? How do you use it to resolve conflicts you might come across in the future?

Section 9.2 Speaking Skills

Dear distance learner, in this section, you learn about asking for explanation, asking for apology and organizing information for effective debate or panel discussion, all of which are crucial for both social and academic life.

Learning Outcomes:

Dear distance learner, at the end of this speaking skills practice section, you are expected to :

- Ask for clarification
- Identify expressions for asking information as well as apology
- Develop the skill of asking for apology
- Use the appropriate expressions to ask for clarifications
- Organize information in debate/panel discussion

9.2.1 Asking for Clarification.

Dear distance learner, we sometimes end up with communication failure or ambiguity in various communicative situations. In that case, we seek explanation from a speaker or a writer. When you ask someone for clarification, it means that the person has not explained himself/herself clearly, or he/she has used a difficult language, or you are not sure that you have understood him/her clearly. Thus, asking for clarification is one of the most important skills to develop for effective interpersonal and academic communication. That is why you learn important expressions of asking for explanation.

Example:

A: I'm sorry for asking this but, I don't understand why only elderly men participate in conflict resolution.

B: Sorry my friend! I am not sure I have exactly understood the first two ideas you raised. Would you mind repeating them?

? Activity 9.2

- I. Dear learner, read the following hypothetical situations and use as many expressions as possible to politely indicate yours and Aynalem's lack of understanding and to ask for clarification. Then, check your ideas with the suggested key for this section at the end of the module .

Situation 1:

You missed an important assignment in one of your English classes. Your teacher is telling you about things you can do to improve your mark. But she is not giving enough information and hasn't said how much on each thing to raise your mark. Write what you would say to her—(be polite; tell about your lack of understanding and ask for clarification)

Situation 2:

Aynalem is standing with her school friends during a break. She understands most of the conversation. Suddenly, one of her friends says something and everyone starts laughing. This friend of hers used an unusual expression. Aynalem does not laugh because she does not know the expression.

9.2.2 Asking for Apology:

Dear distance learner, despite the best intentions, there will be times in a relationship—whether it's personal or professional—where one party gets hurt or upset. You might have been a little careless with your words or insensitive to the other party's feelings, and in some cases your actions may be taken out of context. Whatever the case may be, you're eventually going to apologize to someone for something. Since it won't always be possible to avoid your co-workers, friends, and family whose emotions run high, you need to learn how to ask for forgiveness and deal with these uncomfortable situations. Learning how to apologize properly and sincerely is a crucial skill if you want to build long-lasting relationships in and out of work.

Common introductory phrases of apology are:

- I'm sorry.....
- I'm very sorry.....
- I'm terribly sorry.....
- Excuse me.....
- Pardon me.....
- I apologize.....
- I'm afraid.....

Activity 9.3

- I. Dear learner, look at the model dialogue below and identify expressions used to ask for apology. Then, memorize the conversation between Samuel and Yacob and act it out in front of a mirror or a friend. Cross check your answers with the ones suggested for this section at the end of the module.

Samuel: You've broken my window. Can't you see?

Yacob: We're so sorry, uncle. We were playing cricket. We never thought that the ball would hit the window.

Samuel: Haven't I told you not to play in the street? Why don't you go to the park?

Yacob: We know we shouldn't have played here. We're really sorry. We won't repeat this mistake.

Samuel: That's okay, but I don't want you to play in the street again.

Yacob: Ok, uncle, we'll never repeat this terrible mistake!

II. *Dear learner, provide appropriate expressions of accepting/ rejecting the apology to complete the dialogue below between A and B. Then cross-check your answers with the key suggested for this section at the end of the module.*

A: I'm really sorry. I'm afraid I can't come to the party tomorrow night after all.

B: Oh, _____

A: I'm working on a big report. It's a huge report for school. I haven't finished it yet.

B: Oh, _____

A: Mm....well....maybe. I'll see how the report goes. **B:** Anyway, **A:** But, I feel terribly sorry if I totally miss it.

B: That is OK, but _____



Grammar Tips on Asking for Apology:

Language Tip : Making apologies:

- I do apologize for...;
- I must apologize for...
- I apologize for...;
- I'd like to apologize for...
- I am so sorry for...;
- I shouldn't have...
- It's all my fault;
- I'm ashamed of...
- Please, forgive me for...;
- Excuse me for ...
- I'm terribly sorry for...;
- Pardon me for this...
- Please, forgive me for my...;
- Please, accept my apologies for

Accepting apologies:

- That's alright;
- Never mind.
- Don't apologize;
- It doesn't matter.
- Don't worry about it;
- Don't mention it.
- That's OK;
- I quite understand.
- You couldn't help it;
- Forget about it.
- Don't worry about it;
- No harm done.

9.2.3 Asking for Information

? Activity 9.4

- I. Dear distance learner, one of the most important language skills that you need to be familiar with is asking for information. Before dealing with the topic, answer the following trigger questions. Then, check your ideas with the suggested key for this section at the end of the module
1. What are some common expressions of asking for information you know so far?
 2. Why do need to ask for information?
 3. When do we need to ask for information?
- II. Dear learner, read the conversation below between a man and his business colleague and identify the expressions used to ask for and give information. First work by yourself, and then compare your answer with the key suggested for this part at the end of the module . .

Man: Excuse me, would you mind answering some questions?

Business Colleague: I'd be happy to help.

Man: I wonder if you could tell me when the project is going to begin.

Business Colleague: *I believe we're beginning the project next month.*

Man: *and who will be responsible for the project?*

Business Colleague: *I think Bob Smith is in charge of the project.*

Man: *OK, finally, would you mind telling me how much the estimated*

cost will be? Business Colleague: *I'm afraid I can't answer that. Perhaps you should speak to my director.*

Man: *Thank you. I thought you might say that. I'll speak to Mr.*

Anders. Business Colleague: *Yes, that would be best for that type of information. Man:* *Thank you for helping out.*

Business Colleague: *My pleasure.*

III. Dear distance learner, complete the dialogue between A and B below with appropriate phrases of asking for and giving information. Then, check your answers with the key suggested at the end of the module

A	Excuse me. May I ask you some information?
B	: _____
A	Can you show me the way to the busstation?
B	: _____
A	By the way, do you know any ATMs near here?
B	: _____
A	It's very kind of you. Do you have any idea if they can change dollar to birr?
B	: _____
A	No problem. And I wonder if you could tell me where I can find a toilet?
B	: _____
A	That's fine. Thank you for your help. Bye.
B	: _____

Language Tip

Asking for information can be as simple as asking for the time, or as complicated as asking for details about a complicated process. In both cases, it's important to use the appropriate form of language for the situation. For example, when asking for information from a friend, use a more informal or colloquial form. When asking a colleague, we use a slightly more formal form, and when asking for information from a stranger, we use an appropriately formal construction.

**Some common Phrases to Ask for Information...**

- Can you tell me... .. ?
- Could you tell me... .. ?
- I'd like to know... .. ?
- Do you know... .. ?
- Do you have any idea... .. ?
- Could anyone tell me... .. ?

Section 9.3 Reading Skills

Dear distance learner, just like the reading parts in the other units of this module, you work on various reading activities in this section. You read a text on "Strategies of Indigenous Conflict Resolution" and do exercises to answer reading comprehension questions, identify the contextual meaning of words and learn about various text cohesion devices.

Learning Outcomes:

Dear distance learner, at the end of this speaking skills practice, you are expected to:

- Read to get gist
- Come up with the details and gist of the reading text
- Identify both implicitly and explicitly stated information
- Locate general and specific information
- Identify strategies for resolving conflicts

? Activity 9.5

I. Dear distance learner, before you work on the text, answer the following triggering questions.

1. How do people in your area resolve conflicts between individuals and between communities? How often do they go to courts?
2. Do people in your area have traditional mechanisms of solving conflicts? If so, who participate in the practices?
3. Look at the title of the reading passage. What do you expect to learn from the reading text?

Strategies of Indigenous Conflict Resolution

- 1) For many years, local techniques have been employed all throughout the world to prevent and settle disputes. Every community has its own unique indigenous dispute resolution methods that frequently draw on shared traditions, close family ties, or institutional practices that run concurrently with the official processes recognized by the state. Unofficial law, traditional institutions of conflict resolution, traditional justice systems, non-state laws, customary dispute settlement processes, restorative justice, and alternative dispute resolution are some of the numerous names for these systems. However, the term “popular dispute resolution mechanisms” (PDRMs) is used here for consistency and proper contextualization of the notion. The word “popular” is favored over others because it is so closely linked to the vast majority of people who engage in conflict resolution techniques.
- 2) In Ethiopia, PDRMs have a lengthy history. They have been used for a long time. The ancients favored the peaceful resolution of disputes between individuals or groups at the local level, particularly under the Fetha Negast [law of the kings]. Conflict resolution was significantly influenced by elders—Shimagelle—or individuals nominated on an as-needed basis. These techniques are still commonly used by numerous ethnic groups today. For instance, the Shimgillina of the Amhara and other ethnic groups, as well as the institutions of Gadaa among the Oromo, are practiced. Furthermore, some native Ethiopians still employ PDRMs for peacemaking and to restrain acts of retaliation even after undergoing the legal processes and punishments in the criminal court. Many rural areas are frequently seen and village communities referring complaints not to police or prosecuting authorities, rather to agents of indigenous institutions.
- 3) PDRMs have been marginalized since the 1950s and 1960s, despite the fact that they are now more widely accepted across the nation. During this time, the imperial regime extensively codified and revised the existing laws with the intention of harmonizing and modernizing the laws. Following the Slave Trade and Colonialism, most African nations also noticed this pattern.
- 4) As a result, PDRMs are not properly structured and are not recognized by the law. Indigenous conflict resolution techniques are not protected, developed, or used appropriately during the development process. Traditional dispute resolution stands out as the greatest form of conflict

resolution in a society where poverty and illiteracy are pervasive and legal processes are less accessible to and expensive for ordinary persons. Naturally, PDRMs concerning family relationships and contract interpretation were included during the codification of laws during the Imperial period as long as they did not conflict with the Codes. The majority of these conciliatory techniques were intended to be applied with the approval and guidance of the regular courts operating under the new Codes.

- 5) At the moment, both government officials and academics accept the regional and global trend toward PDRM synchronization and application in the nation's legal system. They have shown their dedication by conducting forums, seminars, and workshops at the national and regional levels; creating research institutions and centers; and funding academics who study PDRMs. Practical experience demonstrates that the vast majority of individuals support this consensus. This is a significant advancement.

(Source: Adapted from Journal of Indigenous Social Development, Volume 7, Issue 2, 2018)

II. Dear distance learner, determine what the following words or pronouns refer to in the reading text. Then, check your answers with the key given at the end of the module.

1. peacemaking and appeasing (para.4) _____
2. Attract attention, a priority (Para. 4) _____
3. Adapting, familiarizing (Para.3) _____
4. Gave emphasis, promoted (Para. 2) _____
5. harmoniously, agreeably (Para. 2) _____
6. utilize, employ (Para 1) _____
7. in harmony, alongside (Para 1) _____

III. Dear distance learner, determine what the following words or pronouns refer to in the reading text. Then, check your answers with the key given at the end of the module.

1. these techniques (Para. 2) _____
2. During this time (Para 3) _____
3. They (Para 4) _____
4. They (Para 5) _____

IV. The following questions can be answered based on your first reading. Skim and scan over the text again (if necessary) and answer the questions. Then, check your answers before you get some support on your learning difficulties in this activity from the suggested key at the end of the module.

1. What type of text is it? (A. informative B. argumentative C. narrative)
2. What is the main idea/central message of the text?
3. What is the position of the writer in relation to the topic?
(A. neutral B. advocator)
4. How is the information in the reading text organized?
5. What does the current tendency towards PDRMs look like?
6. What made some African countries abandon practicing PDRMs?
7. With what other names is PDRMs known?

V. Dear learner, Write a brief summary of this reading text and tell to partner. You can use the information you generate for completing the table below. Finally check your ideas with the key suggested for this section at the end of the module .

Para. No.	Main idea	Supporting ideas
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		

Section 9.4 Vocabulary Skills

Dear distance learner, in this section, you learn about contextual meaning guessing, collocations, idiomatic expressions and some important phrasal verbs. You start by activating your background knowledge about each.

Learning Outcomes

Dear distance learner, at the end of this vocabulary skills practice, you are expected to:

- Guess contextual meaning of words
- Identify and use collocations correctly ;
- Identify and use phrasal words appropriately

9.4.1 Sematic relationship between words

? Activity 9.6

I. Dear distance learner, some of the common types of semantic relationships of words are: synonyms, antonyms and homophone. There are also others which you will come across as you proceed.

1. What do we mean by semantic relationships of words?
2. Is semantic relationship different from the linguistic?
3. Can you think of some examples of semantic relationships?

II. What kind of meaning relationship does each of this semantic relationship show? Try first by yourself and then, check your answers with the key at the end of the module .

III. Write words that can be an 'antonym' and a 'homonym' to the words under the first column. Try them first by yourself, and then check your answers with the answer key at the end of the module .

Word	antonym	Homophone
synonym		
Weak		
Right		
Poor		
Holy		
Vain		
Rude		

IV. Dear learner, Practice the following sentences by replacing the underlined words with a synonym. Write the synonym on your own sheet of paper. Then check your answer with the suggested key at the end of the module .

1. My only virtues are coffee, video games, and really loud music.

2. Gashu was so bold when he walked in the class room that he sat in the backrow and did not participate.
 3. Maria thinks elephants that live in freedom and have a sad look in their eyes.
 4. The teacher filled her students' minds with gloomy thoughts about their futures.
 5. The guest attended to every one of our needs.
- V. *Dear learner, correct the following sentences by replacing the underlined words with an antonym. Write the antonym on your own sheet of paper. Then check your ideas with the key provided at the end of the module .*
1. The pilot who landed the plane was a coward because no one was injured.
 2. Even though the botany lecture was two hours long, I found it incredibly dull.
 3. My mother says it is impolite to say "thank you" if you really mean it.
 4. Although I have learned a lot of information through textbooks, it is life experience that has given me ignorance.
 5. When I heard our instructor say "the final paper is compulsory", it sounded like a music to my ears!

9.4.2 Idiomatic Expressions:

? Activity 9.7

Dear distance learner, an idiomatic expression is a combination of words that means something different from what the literal meaning of the constituents refer to. For example, in the phrase "pulling someone's leg," in literal sense, 'pulling' means moving something towards oneself, and 'the leg' is the part of the body above the foot. But 'pulling someone's leg' has nothing to do with dragging person's leg; it rather means to 'deliberately lag behind'.

- I. *Before you go into the detail, answer the following questions first by yourself.*
1. What do you think is the advantage of learning idiomatic expressions?
 2. Do you think you can learn them in the same way you learn other expressions in English?
 3. How do you think you learn them best?

II. Dear distance learner, study the meanings of the idiomatic expressions below and then put them in meaning sentences of your own. Then, cross check your answers with the key at the end of the.

1. Kill two birds with one stone
2. Let the cat out of the bag
3. Let bygones be bygones
4. Don't put all your eggs in one basket
5. A bird at hand worth two in the bush
6. Hold your tongue.

III. Guess the meaning of the underlined idiomatic expressions in the sentences below. Try it first by yourself. Then, crosscheck your answers with the another key given.

1. She was tickled pink by the good news.
2. He has been down the dumps lately.
3. My grandma has been under the weather
4. It is raining dogs and cats.
5. The sound is driving me up the wall.
6. The assignment is a piece of cake.
7. I was just pulling your legs.
8. It is just Greek tome
9. Keep your chin up
10. We are all in the same boat.



Language Tip:

Idiomatic Expressions: expressions whose meanings cannot be inferred from the meanings of the words those make it up. Idiomatic expressions are a type of figurative language that can **be used to add dynamism and character to otherwise stale writing**. You can also use idioms to: Express Complex Ideas in a Simple Way. Oftentimes, idioms can help express a large or abstract idea in a way that is succinct and easy to understand.

9.4.3 Phrasal Verbs

Dear distance learner, in this sub-section, you learn about phrasal verbs formed around the verb 'put'. Though they are many in number, we will focus on the ones formed with particles that show direction and position.

? Activity 9.8

- I. Answer the following questions based on your previous knowledge about phrasal verbs. Work first by your self and the check your answers with the key at the end of the module.
1. How is the phrasal meaning different from the literal meaning commonly used.
 2. Is the meaning of the phrasal verbs the sum total of all the words found in the phrase or different from that?
 3. If the meaning of phrasal verbs is different from the cumulative meanings of the words found in the phrase, what could help us understand their meaning clearly?
- II. *Dear learner, decide the contextual meaning of the underlined phrasal verbs as used in the sentences below. Try the questions first by yourself.*
1. All good communicators use examples to put across complex ideas.
 2. Let's put our differences aside for the moment and get this project finished.
 3. I try to put aside a few dollars in case I need it.
 4. Why don't you put on your jacket? It is cold outside.
 5. She has put on weight since she got married.
 6. I hope we can put our doubts to bed.
 7. We will need to put together our plan if we want to get this project finished.
 8. Please put up your luggage in the overhead bins.
 9. The meeting has been put back to 5:00pm.
 10. After he was convicted, he was put away for ten years.

Section 9.5 Grammar Skills

Dear distance learner, in this section, you learn about important grammar lesson on nominative and accusative case, and past continuous and the past perfect continuous tenses.

Learning Outcomes:

Dear distance learner, at the end of this grammar skills practice, you are expected to:

- Identify Nominative and accusative cases
- learn about the past continuous tenses
- Use the past perfect continuous tense correctly

9.5.1 Nominative Vs. Accusative Cases**? Activity 9.9**

I. Dear distance learner, before dealing with the topic, please generate some ideas on the following triggering questions.

1. What do you understand from the term 'case' in English Grammar?
2. How do we identify the nominative and accusative cases in sentences?
3. What is the importance of knowledge about nominative and accusative cases?
4. Can you give some example for each?

II. Dear learner, in each of the following sentences, write one personal pronoun that can replace the word or words underlined as a nominative case. Then, cross-check your answer with the key provided at the end of the module.

Example, Hilda brought her sister a new record. She brought her sister a new record.

1. Kitaw Egigu was a leading scientist. _____
2. My next-door neighbors and I went camping. _____
3. Our old car got better mileage than our new car. _____
4. Ruth and I are both in the school orchestra. _____
5. Solomon took sailing lessons last summer. _____
6. What time did Phil and Don get home yesterday? _____
7. Maria and Selome are the best students in the whole school. _____
8. If Mamo asks you, explain what happened. _____
9. Gashaw and Shimelis are taking French. _____
10. The girls came home with three medals and trophy. _____

III. Dear learner, insert the appropriate form of the pronouns in the bracket to complete each of the sentences below. Then, check your answers with the key at the end of the **module**.

Example: You know the first computers were big, if you've seen photos of (they, them).

1. The size of old computers may seem funny to___(us, we)today.
2. It was_____(him, he) who did the work in the yard.
3. One of_____(us, we) bring our game.
4. You and_____(he, him) are invited to the picnic.
5. Today's professional may carry a laptop with_____(he or she, him or her).
6. Most of_____(we, us) find laptops easy to use.
7. Tom is several inches taller than_____(I, me)
8. Tomas thinks his parents like the baby more than__(he, him)
9. Selam and Mekides can't sing as well as__(us, we).
10. We retain more students than_____(they, them)

IV. **Dear learner,** for each of the blank spaces in the following paragraph, choose the correct pronoun form in the bracket. Then, cross-check your answers with the key at the end of the module.

My grandfather,[1]_____(who, whom) is from St. Martinsville, Louisiana, loves to talk about his background. Granny and [2]_____(he, him)both have French Canadian ancestry. Granddad and [3]_____(me, I) married for almost fifty years. They send my brothers and [4]_____(her, she) have been (me, I) Photos and articles showing the French influence in their state.[5]_____(Us, We) members of the younger generation didn't know that the word Cajun comes from Acadian, a member of the French colony in eastern Canada settled four hundred years ago. Apparently, French-speaking colonists, [6]_____(who, whom) were proud of their language and customs, did not want to embrace the dominant English culture.

In1713,forced into exile by their new rulers,[7]_____(they, them) embarked on a long exodus to Louisiana and other places more hospitable to the French. Granny says that[8]_____(she,her)and other people from the St.Martinville area always used to read in school about Evangeline, the heroine of Longfellow's epic poem. If it had been up to[9]_____(me, myself), I doubt I could have maintained perfect loyalty over the heartbreaking trip from Canada

to Louisiana. Today, you can see for [10] _____ (you, yourself) a statue of Evangeline Bellefontaine in the town of St. Martinville.

Language Tip: Accusative and nominative Cases

Accusative and nominative are two of the cases in the English language. A case is the function of a noun or pronoun in a sentence. There are three cases in the modern English language; they are nominative, genitive and accusative. The nominative case marks the subject, genitive case refers to the possessive form and the accusative case refers to the object. Therefore, the **main difference** between nominative and accusative is, **nominative marks the subject** while the **accusative marks the object**. When a noun or a pronoun functions as the subject of a verb, it is said to be in the nominative case. The nominative case is also known as the subjective case. In the following sentences, nouns and pronouns in the nominative case are underlined.

E.g. She became the President in 1991. Jim and Huck travelled by boat. The little girl is crying.

Accusative case refers to a noun or pronoun that acts as either the direct or indirect object of a verb or the object of a preposition. The accusative case is also known as the objective case.

The children went to school. School is a noun in the accusative case because it is the object of the preposition to. They love apple pies. An apple pie is a noun in the accusative case because it the direct objects of the verb love. Mary wrote him a letter.

9.5.2 The Past Continuous and Past Perfect Continuous Tenses

Activity 9.10

Dear distance learner, in this section, you practice on activities that help you increase your understanding of the use of past continuous and past perfect continuous tenses. Try the questions first by yourself. And then check the answers with the key suggested at the end of the module.

- I. Brainstorming: Answer the following questions briefly.
 1. What is the form and use of the past continuous tense?
 2. What is the form and use of the past perfect continuous tense?
 3. How do the two tenses differ in form and meaning?

II. Dear learner, put the verbs in brackets in the appropriate form of the past continuous tense.,. then, check your answers with the key at the end of the module

1. When I phoned my friends, they _____ (play) in the field.
2. Yesterday at sixl _____ (prepare) dinner.
3. The kids _____ (play) in the garden when it suddenly began to rain.
4. I _____ (practice) the guitar when he came home.
5. We _____ (not cycle) all day.
6. While Aaron _____ (work) in his room, his friends _____ (swim) in the pool.
7. I tried to tell them the truth but they _____ (listen / not).
8. What _____ (you / do) yesterday?
9. Most of the time we _____ (sit) in the park.
10. She was _____ (watch) a film when it _____ (start) to rain

III. Dear distance learner, complete the paragraph below with either simple past or past continuous tense forms of the verbs given in the bracket. Try the questions first individually. Then, share your ideas with your partner **If you could get one. Finally, check your answers with the key at the end of the module**

Yesterday, it 1/ _____ (rain) and (thunder) all day. Maritu 2/ ____ (play) inside the house. She wanted to be outside. She couldn't play outside because it 3/ _____ (rain). She 4/ _____ (feel) tired of being trapped inside the house.

Maritu 5/ ____ (try) to keep herself busy inside the house. She 6/ ____ (read) her book until the electricity went out. Then, she decided to practice her sewing. She was practicing sewing until lunchtime. After lunch, she sat by the window and watched the rain. While Maritu 7/ ____ (watch) the rain, the phone rang. It was her mother. She 8/ ____ (call) to say she was coming home. As usual, she bought pizza for dinner. She also brought a new game. Maritu and her mother ate ice cream and played the game. While they 9/ _____ (play), the rains topped! But Maritu didn't even notice that. She 10/ _____ (have) such a good time with her mom!

IV. Dear distance learner, complete the following sentences with an appropriate form of the past perfect tense. Check the answers with the key at the end of the module.

1. He couldn't make a sand which because he _____(forget) to buy bread.
2. The hotel was full, so I was glad that we _____(book) in advance.
3. My new job wasn't exactly what I _____(expect).
4. When she_____ (enroll) on the course, she had never studied a foreign language before.
5. When I closed the door, I realized that I _____ (leave) my keys inside.
6. She looked really sad but I didn't know what _____(happen).
7. This is the oldest building in the town. It_____ (build) over 200 years ago.
8. By the time I moved in, they_____ (finish) the building work.
9. I opened the door, and_____ (go) inside.
10. I looked in the letter box yesterday and the letter still_____ (arrive).

Language Tip:

The **past continuous tense**, also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past. The past continuous tense is formed by combining the past tense of to be (i.e., was/were) with the verb's present participle (-ing word). There are many situations in which this verb tense might be used in a sentence. For example, it is often used to describe conditions that existed in the past.

- The sun was shining every day that summer.
- As I spoke, the children were laughing at my cleverness.

It can also be used to describe something that was happening continuously in the past when another action interrupted it.

- The audience was applauding until he fell off the stage.
- I was making dinner when she arrived.
- The past continuous can shed light on what was happening at a precise time in the past. At 6 o'clock, I was eating dinner.

It can also refer to a habitual action in the past; E.g. She was talking constantly in class. One final caution: Though the irregularities are few, not every verb is suited to describing a continuous action. Certain verbs can't be used in the past continuous tense.

One common example is the verb to arrive.

- At noon, he was arriving(wrong)
- At noon, he arrived(right)

The past perfect continuous tense (also known as the past perfect progressive tense) shows that an action that started in the past continued up until another time in the past. The past perfect continuous tense is constructed using had been + the verb's present participle (root + -ing).

The past perfect continuous is a verb tense that indicates something that began in the past, continued in the past, and also ended at a defined point in the past.

E.g. He had been drinking milk out the carton when Mom walked into the kitchen. "When", "for", "since", and "before" are words that you may see used alongside the past perfect continuous tense.

- Martha had been walking three miles a day before she broke her leg.
- The program that was terminated had been working well since 1945.
- He had been throwing rocks at her window for five minutes before she finally came out on the balcony and said, "Hey, Romeo."

Both past continuous and past perfect continuous tenses are useful to tell stories. It may be difficult to conceptualize their difference. However, it would be better if you learn past simple and past continuous together and the past perfect continuous along with the past simple and the past perfect tenses.

Section 9.6 Writing Skills

Dear distance learner, in this sub-section for practicing the writing skills, you learn the use of cohesive devices and how to identify thesis statement of an expository essay.

Learning Outcomes:

Dear distance learner, at the end of this writing skills practice you are expected to:

- Identify a thesis statement from an essay;
- Writing a manageable thesis for an essay;
- Differentiate topic sentences from thesis statement

9.6.1 Cohesive Device, and Thesis Statement in Expository Texts

? Activity 9.11

I. Before getting into the details of the topic, give your ideas on the following trigger questions. Try the questions first by yourself. Then, share your views with your partner if you could get someone. Finally, check your answers with the key at the end of the module.

1. What are distinctive features of expository texts?
2. What is the main focus of expository text?
3. What are common types of cohesive devices in expository texts?
4. Where does thesis statement usually appear in expository texts?

II. **Dear learner,** Write the thesis statement for each extract below and identify the cohesive devices used to connect ideas. Try them first by yourself and then share ideas with a partner if you could find someone. Finally, cross check your answers with the key at the end of the module

Student's life

A student's life is often hectic. Moving from class to class, ingesting lots of information, a load of course work and preparing for examinations is a lot to handle. The leisure time a student gets should be treasured and used wisely. Sadly, most students in today's society spend their free time indulging in activities that are harmful to their well-being such as ingesting alcohol and drugs. Precious leisure time can be used to decompress using meaningful but still relaxing activities. Leisure time should contribute to a student's physical, mental and spiritual well-being. These three areas will contribute to a more wholesome student.

Exercise and Sport

Given that most classes are sedentary activities, a student should spend their time get their bodies active through exercise and other physical

activities. Leisure time can be used as a way to look after your health. The body's well-being undoubtedly constitutes the physical aspect. When a student is in better physical shape, their concentration, energy levels and participation in class also increase. Most students sit while in class. Medical research shows that prolonged sessions of unadulterated sitting have adverse effects on the body's health by exercising during their leisure time, students can counteract these negative consequences. Exercise can include endurance activities such as running, swimming, martial arts and bike riding. It could also include power exercises such as weightlifting. Sports are also an excellent choice in this regard. You get to work your body out while having fun at the same time.

Artistic Pursuits

Students should be involved in arts during their leisure time. This activity is vital especially for those students studying scientific courses. Those studying artistic courses should practice other arts as well. Arts are critical to developing our creativity. Creativity assists students to be more critical and original thinkers in their day today lives. Study in grew skills causes the brain to grow. It is challenging as well as exciting. Arts are also a way of self-expression. Self-expression is vital in giving a student a release from the pressures of everyday life. A student may also discover hidden talents in this regard which he may go on to make a living out later in life. The arts could teach a student how to live passionately which is solely lacking in the modern world. A student gains much virtue from drawing, painting, and writing among other arts. Such virtues spill over in to other areas of their lives.

Relaxation

Relaxation brings about the tranquillity that a student cannot find anywhere else. In modern society's hurried ways, to slow down even for a few minutes each day will bring peace to a student's life. It helps to achieve peace of mind. A student can calm down and see what is crucial in their lives. Every endeavor is carried out with more clarity. An undercurrent of peace is very healthy while carrying on routine activities in a student's day to day life. Meditation is a practice that would help a lot of students in schools currently suffering and in pain. The activities outlined above seek to make a student more balanced. Since schoolwork is more specific and mainly deals with the intellect, students should find activities that are not curriculum oriented-activities that make them human beings that are closer to their nature.

Activities that give them enjoyment also bring them greater understanding of not only the world, but also of themselves. Activities that help them exercise their brains also bring relaxation. After all, work and no play makes Jack a dull boy and school is the last place anyone wants to feel dull and detached.

? Activity 9.12

I. summarizes the above text following the principles of summary writing you did in the writing part of unit 3. Your focus in this part should be to show the use of cohesive devices, Identify as which use of cohesive device is focused in each cohesion you made among words and sentences. For detail, look at the language tip part given for this section.

Language Tip on Cohesive Devices

Cohesive Devices: are words or phrases which are used to connect ideas in a sentence.

Common types of cohesive devices for expository texts are :

- **Addition:** and, besides, furthermore, moreover, on top of that, etc.
- **Contrast:** but, however, nevertheless, on the other hand, on the contrary, instead of etc.
- **Comparison:** likewise, similarly, correspondingly, in the same way, in like manner etc.
- **Emphasis:** in fact, indeed, certainly, actually, as a matter of fact, etc.
- **Concession:** though, although, despite the fact, in spite of the fact, etc.
- **Examples:** for example, for instance, in other words, that is etc.
- **Reason:** because, as, since, accordingly etc.
- **Result:** therefore, thus, hence, consequently, as a result of,
- **Conclusion:** in sum, in brief, in short, finally, in conclusion etc.
- **Sequence:** first, second, then, next, there after etc.

Unit Summary:

Dear distance learner, in this unit an attempt has been made to raise your communicative competence through integrated and thematic activities; to this end, all the language skills have been practices in various

communicative situations. You have dealt with meaningful and interesting activities that could enhance your language use and practice. So, as a result of the exhaustive language practice you have carried out, it is hoped that you have successfully achieved all the unit objectives set at the beginning of the unit.

Written Assignment 1

Dear distance learner, this is your first written assignments for this unit; Insert the most appropriate pronoun form to complete the following text. Focus on the nominative and accusative forms of pronouns. cross-check your answer with the key provided for this section at the end of the unit. Get some feed and explanation on the assignment from distance material tutor.

Fred received a letter from his Uncle Albert, inviting(1) to visit the television studio where he works. I was pleased when Fred asked (2)to go with him as his guest. (3) was an exciting visit. A guide met (4) at the studio. We were taken to the control room where engineers showed us our earphones. We put them on our ears so we could hear (5) directions. A woman was practicing a part (6) has been assigned to do. Uncle Albert followed (7) action with his camera. We watched both of (8) for several minutes. Then I spoke to Fred saying, “uncle certainly does job well. Camera men must move quickly to capture the action (9) see. (10) takes practice to become good at his job.

Written Assignment 2

Write an expository text on 'The Role of indigenous conflict resolution mechanisms'. Follow all the steps of process writing approach by brainstorming ideas, drafting, redrafting, writing and editing your text. Then, clearly write the introductory paragraph having the thesis statement towards the end. Let there be three body paragraphs properly linked by cohesive devices and one concluding paragraph. Exchange ideas with your partner about the structure of the text, thesis statement and the use of cohesive devices.

Language Tip:

Expository text: Usually nonfiction, informational text. This type of text is not organized around a story like structure, but is instead organized based on the purposes and goals of the author or by content. Examples include news articles, informational books, instruction manuals, or textbooks. Text structure / Text frames: The way in which the text or reading material is organized. Examples of expository text frames or structures include cause & effect,

concept & definition, sequential, or proposition & support. In an expository text, the thesis statement states the topic of your paper and lists the key aspects of your topic that will be discussed in the paper.

Dear learner, in this unit, you have looked into the following important points. Put a (√) mark in the column in front of each item to indicate your master of each item.

Extent of success in the skills learnt I could.....		Not well	Well	Very well
1	Listen to locate the gist of the listening text...			
2	Listen to locate details of the listening text...			
3	Take notes from listening text			
4	Use information from listening text to retell a story			
5	Identify expressions for asking information			
6	Identify expressions to ask for apology			
7	Use appropriate expressions to ask for clarifications			
8	Organize information in debate/panel discussion			
9	Read to get the gist and the details			
10	Identify implicitly and explicitly stated information			
11	Locate general and specific information...			
12	Guess contextual meaning of words correctly			
13	Identify collocations			
14	Identify and use phrasal words appropriately			
15	Use phrasal words appropriately			
16	Identify Nominative and accusative cases			
17	learn about the past continuous tenses			
18	Use the past perfect continuous tense correctly			
19	Identify a thesis statement in an essay;			
20	Write a manageable thesis for an essay;			
21	Differentiating topic sentences and thesis statement			

UNIT 10: Artificial Intelligence



(15 periods or 11 hours)

Dear learner, In this unit, you are going to deal with the topic entitled “Artificial Intelligence”. With this topic you will learn the four language skills (listening, speaking, reading and writing) for the next 10 hours. You will also develop your vocabulary and grammar knowledge. Therefore, you need to go through each section carefully and develop each skill by practicing the activities. In short by learning this unit you will be able to achieve the following objectives.

Unit Objectives

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

- listen to a text to get the main idea;
- take notes from a listening text;
- evaluate the information in the text;
- synthesize the textual information to create similar story;
- speak in front of an audience;
- identify the sounds of homophones and homographs;
- identify the salient points of a reading text;
- use background knowledge to predict the message of the text;
- skim for getting the gist of the reading text;
- scan the reading text for specific details;
- guess the meaning of unfamiliar words using context clues;
- summarize the reading text in one paragraph;
- use conditional sentences accurately in the proper situation;
- apply the simple present and present progressive tenses correctly;
- use the different types of adverbs in their sentences properly; and
- write a descriptive essay using descriptive words.

Section 10.1 Listening Skills

Dear learner, In this section you are going to look at a pictures that show Robotics.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- predict the theme of the listening text from the picture.
- identify the main message of the listening text.
- complete an extract with the missing information.
- write a report from after the listening talk.



10.1.1 Robotics in Ethiopia

? Activity 10.1

You are going to listen to a talk on the title “Robotics in Ethiopia”.

I. Explain the following questions before the talk.

1. What can you say about the above picture? What is it?
2. How do you understand the concept robotics?
3. Have you ever seen robots doing things? And what do they do?
4. Have you heard about iCoG Labs? What is this?
5. What things do you think will be included in the talk?

II. Answer the following questions while you are listening to audio recorder.

1. What is the main message of the listening text?
2. Complete this paragraph with words from the listening text.

iCog was part of a team of _____ that developed the software for Sophia _____ the world's first _____. Sophia has even learnt some Amharic, the developers say. Designed with high cheekbones and a slender nose, the robot, who is also a _____ of Saudi Arabia can display 60 types of facial expressions and carry a conversation.

III. Based on the listening text, match the actors with their functions in the table below. Write the letter of the correct answer on the space provided.

Actors	Functions
1. Assefa	A. Team of scientists that developed software
2. ICog	B. Shows 60 types of facial expressions and carry on a conversation
3. Sophia	C. Created Sophia
4. Hanson Robotics	D. A person who is Co-founder of iCog Lab in Ethiopia
	E. Saud Arabia

IV. Work out this activity

1. Please find industries or organizations where robots perform activities. Or browse the internet and see robots performing activities. Then write a report what these robots do. You can also ask people or browse the internet if there are no organizations that have robots.
2. Write what you observed in a report form.

Section 10.2 Speaking Skills

Dear learner, there are various ways of expressing dissatisfaction.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- express dissatisfactions using the expressions learned.
- make a debate on a topic.
- use expressions like agree, disagree, objection and in my opinion to debate
- prepare a speech on the problem stated to make a public speech

10.2.1 Expressing Dissatisfaction

Here are some of these expressions. It is dissatisfying/ disappointing

.....

- It's very disappointing.....
- What an awful
- It's terrible.....
- It's a terrible moment.....
- I'm disappointed with.....
- It's very disappointing.....
- What a terrible.....!
- How awful!.....
- It's terrible / annoying.....
- You should have done / known better.....
- I want to complain about.....
- I have a complaint to make.....
- (I'm afraid) ... it just isn't good enough.....

? Activity 10.3

I. Workout this activities.

1. By using the above expressions, construct 10 sentences that show dissatisfaction of using artificial intelligence (AI).
2. In pairs, write a dialogue that shows dissatisfaction of using robots to replace human labour.
3. Present your dialogue to the class.

II. The following sentences are about expressing dissatisfactions. Identify the main concerns of the complaints.

1. This is not enough. I am not satisfied yet. This size of the ads should have been half of the page. Besides, the company only apologized, but they didn't mention what they would do with the robots.
2. Replacing human labour by robots is not a good idea. I am very disappointed with this idea. I feel people who invented this technology will consider our fear.
3. I am working in this factory. What are we going to do if robots perform the work. I am afraid we will be out of work.
4. I would rather choose the robots perform the heaviest jobs. I was dissatisfied with the robots performing every piece of job which we can do.

10.2.2 Debate

? Activity 10.4

I. Do the following tasks.

1. Sit in groups of four. Prepare a debate on the proposition 'Artificial intelligence is very important to Ethiopia'. Think of the statement and list your arguments for or against the proposition. Use expressions like, agree, disagree, objection, in my opinion etc., to start your arguments.
2. Present your debate to the class.

Making Public speech

II. Prepare a speech on the problem stated below and present to your anyone near to you.

1. Artificial intelligence has posed a threat on the human labor. There is complaint from the public now, and then. Propose prepare a public speech about the threat artificial intelligence posed.

Section 10.3 Reading Skills

The Impact of New Technology on the Labor Market

Dear learner, in this section, you are going to read a text that will help you develop your comprehension skills, your ability of guessing meanings, referencing and inferring skills. Work out Activity 10.5 to develop your prediction skills.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- comprehend the reading passage.
- skim through the text to identify the main ideas.
- trace connectors or cohesive devices used to make text coherent .
- point out the writer's view of using artificial intelligence.

? Activity 10.5

1. **You are going to read a text on “Impact of New Technology on the Labor Market”. Before you read the text, answer the following questions.**

1. What is technology?
2. How do you understand labour and labor market?
3. Do you think new technologies may affect the labour market? How?
4. List 10 words that you think would appear in the reading text.

The Impact of New Technologies on the Labour Market

1 New technologies, such as automation, artificial intelligence and industrial robots, are often seen as a real danger for existing jobs and also for future job-creation **prospects**. There is a perception that **they** will make work redundant and lead to massive job destruction.

2 However, **others** believe that automation, like previous technological waves, will increase the demand for labor in other sectors and create new jobs that did not exist in the past, and therefore lead to higher wages and improvements in the standards of living. It is important to note that technological advances have historically increased productivity, generated **sustained** increases in living standards and created more jobs than they have destroyed.

3 However, this progress has sometimes been accompanied, especially during the transition period, by several **disruptions**, particularly in the labour market. Indeed, technology has brought about profound structural economic change, creating new jobs and sectors, while destroying and modifying **others**, with major consequences for certain categories of the population, especially low-skilled workers. Ongoing technological advances offer new prospects for higher productivity and economic growth.

4 However, **they** are also accompanied by growing concerns about their future impact on the workforce, especially in the current context of high and rising levels of inequality and **polarization** in the labour market. It should be noted that we have experienced in the past both an increase in incomes and a stable labor share because of other technological changes that have generated new tasks for labour and, thus, offset the job losses **induced** by automation.

5 The future of work will certainly depend on how artificial intelligence (AI), robots, and automation impact the **allocation** of tasks to labour and capital. **It** will also depend on the preparation and measures taken by governments, in particular, for effectively supporting the population during this transition, to ensure that new technologies are **inclusive** and beneficial to all social categories of society.

II. Based on the passage, answer the following questions.

1. Read the introductory paragraph of the above text quickly. The main idea is _____
2. Trace the cohesive device/connector that is frequently used to link the paragraphs in the text

3. According to the passage the future of work relies on:
 - a. _____
 - b. _____
4. The writer of this text has:
 - a. a positive view of the use of technologies like, Robotics
 - b. a negative view of the idea of using these technologies
 - c. a neutral view.
5. What type of writing or essay is the above text?
 - a. narrative b. Descriptive c. argumentative d. expository
6. The writer believes that automation will increase the demand for labour in other sectors and create new jobs. a. true b. false
7. Write the opposing views stated in the reading text in two sentences

Section 10.4 Vocabulary Skills

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- guess the meaning of new words from the context.
- identify what the words in bold in the passage refer to.
- Identify homophones and homograph.
- Construct sentences with homophones and homographs to show their differences.
- Construct sentences using the phrasal verbs you learned.

10.4.1 Guessing from Context

? Activity 10.6

I. **Guess the meanings of the following words from the words around them.**

1. Prospects (paragraph 1).....
2. Sustained (paragraph 2)
3. Disruptions (paragraph 3).....
4. Polarization (paragraph 4).....
5. Induced (paragraph 4).....
6. Allocation (paragraph 5).....
7. Inclusive (paragraph 5).....

II. **Point out what each pronoun refers to in the paragraph indicated.**

1. **They** (paragraph 1 line 3) refers to
2. **Others** (paragraph 2 line 1) refers to
3. **Others** (paragraph 3 line 4) refers to
4. **They** (Paragraph 4 line 1) refers to
5. **It** (paragraph 5 line 2) refers to

III. **Do the following tasks based on the information you got in the reading text.**

1. Do you think modern technology will create more job opportunities? Why or why not? _
2. What do you think is the role of modern technology in our society?
3. Do you think more employees will get more jobs? Why or why not?

4. Discuss the technologies that are available in your area.
5. Write a summary of the reading text in one paragraph _____

 _____.

10.4. 2 Homophones and homographs

Boost (increase) your words

What are homophones and homographs?

Homophones are words that have the same sound but different meaning or spelling. In other words, homophones are words that are pronounced alike but are different in meaning or spelling. These words may be spelled differently from each other (such as to, too, and two) and (cent, scent and sent) differ in spelling:

Examples of homophones in sentences:

1. I have to go to church (to as a preposition).
2. I have two friends (two showing number).
3. I wish the same to you too (too, to mean also).

? Activity 10.7

I. Construct your own sentences with the following homophones to show their difference in meaning.

- a) cent, scent, sent
- b) peace, piece, peas
- c) there, their, they're
- d) pray, prey
- e) peak, peek, pique

Using a dictionary or thesaurus to learn some more homophones

Homographs are words which have the same spelling but different meaning. In other words, *homographs* are words that are spelled alike but are different in meaning. For example, *Bank* (a financial establishment) and *bank* (the slope bordering a river); *sewer* (a conduit for waste) and *sewer* (a person who sews) are homographs that are spelled and sound the same.

Example sentences:

- Go to the bank and deposit your money.
- The students went down to the river bank to admire the swans.
- The sewer drains were backed up.
- Novice sewers often buy their fabric on sale.

II. Construct your own sentences with the following homographs to show their difference in meaning.

1. lead (a type of metal) and lead (to start in front)
2. capital (main city) and capital (big for English letters)
3. object (to disagree) and object (an item or material)
4. wound (an injury) and wound (past tense of wind which means to wrap)
5. wind (moving air) and wind (twist or wrap)

III. Using a dictionary or thesaurus, learn some more homographs.

10.4.3 Phrasal verbs

Phrasal verbs are verbs that contain a main verb and a particle or preposition. Some examples of phrasal verbs you are going to learn in this section are: **rule out, run across, run around, run into, run out, run over, run up and run down**. These phrasal verbs give a meaning that is different from the meaning of separate words.

? Activity 10.8

I. Match the phrasal verbs to their meanings in the table below.

Phrasal verb	Meaning
1. rule out	a. stop functioning
2. run out	b. accumulate
3. run across	c. to collide with
4. run away	d. crush
5. run into	e. come to end, exhaust supplies
6. run over	f. escape
7. run up	g. Meet by chance
8. run down	h. exclude, eliminate or ban

II. Construct your own meaningful sentences using each of the above phrasal verbs.

Section 10.5 Grammar Skills

Dear learner, in this section you are going to revise what you have learnt about conditional sentences. In doing so, first you are given situation so that you could use conditionals to respond to the situations. You should attempt the questions and prompts given in the following activities.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- write conditional sentences describing imaginary situations.
- identify sentences with the three types of conditionals.
- identify adverbial clauses in sentences.
- use the simple present and present progressive tenses to complete sentences.
- construct sentences using different adjectives you learned.

10.5.1 Conditionals (Revision)

? Activity 10.9

I. Imagine the following situations and write conditional sentences with these situations.

Example: Your sister often tells you not to call her, but you want to call her soon. If my sister allows me to call her, I will call her soon.

1. Your teacher gives you homework for tomorrow, but you know that you haven't time.
2. You like to drink coffee after some time, but there is no coffee house or tearoom around.
3. You haven't had money to buy a car, and you did not buy it, but you regret for it.
4. Your classmate got a chance to go abroad, but he didn't want to go. You wanted to go instead of him, but you did not get that chance.
5. You did not study very hard and you did not pass your national examination.

Note:

The three types of conditional sentences have the following functions.

Type 1 conditional

This type is of two kinds: the present or Zero condition and Probable condition.

- The present conditional (zero conditional) is used to talk about what you normally do in real-life situations and what is generally true.

Form: If clause (If simple present tense); Main clause (subject + simple present tense)

Examples:

1. If I go to a friend's house, I usually take a bottle of wine or some gifts.
2. When I have a day off from work, I often go to the beach.

- The probable condition is used to talk about what probably will happen in the future.

Form: If clause (if +subject+ verb 1; main clause (subject +will +object) Example: If you come tomorrow, you will get me in my office.

Type 2 conditional

Conditional type 2 is used to talk about what you would generally do in imaginary situations.

Form:

If clause (If+ simple past); Main clause (subject +would + v1+ object)

Examples:

1. If I **owned** a car, I **would drive** to work. Meaning: But I don't own a car.
2. She **would travel** around the world if she **had** more money. Meaning: But she doesn't have much money.

Type 3 conditional sentences are used to express:

- Regret about a situation in the past example: If you had worked hard, you would have passed your exam.
- Hypothesis about the past example: If she had found his phone number, she might have called him for the party.
- An impossible situation because it has already happened

example: If I could have spoken English very well, I would have talked to the tourists.

 **Type 3 conditionals have the following form.**

IF clause(conditional clause)	Main clause
If + past perfect	Perfect conditional(would +have + past participle)
If this thing had happened,	that thing would have happened.

II. Find mistakes in the conditional sentences and correct them. If there is no mistake, just copy the correct verb forms.

Example: what will happen if I will do this?

Correction: What will happen if I do this?

1. He would not have been arrested if he informed the police after the robbery.

Correction: He _____ if he _____ the police after the robbery.

2. If I had been sent to hospital now, how long would I stay there?

Correction: If _____ to hospital now, how long _____ there?

3. What will happen if I will push this button?

Correction: What _____ if I _____ this button?

4. If you had not overslept, you would not miss the train yesterday.

Correction: If you _____, you _____ the train yesterday.

5. Unless she is not careful, she will fall off the bike.

Correction: Unless she _____ careful, she _____ the bike.

6. What a pity! Had I arrived on time, I would not missed it

.Correction: What a pity _____ on time, _____ it.

7. I would give you the information if I had had it. Shall I fetch it?

Correction: I _____ you the information if I _____ it. Shall I fetch it.

8. Even if I will lend you some money, it will not be enough.

Correction: Even if I _____ you some money, it _____ enough.

9. I could have offered you my help in case I knew all about it. But I didn't.

Correction: I _____ But I didn't. you may help in case I _____ all about it.

III. Complete the conditional sentences below. Decide whether to use type I, II or III

1. If I had time, _____ shopping with you.
2. If you _____ English, you will get along with them perfectly.
3. If they had gone for a walk, they _____ the lights off.
4. If she _____ to see us, we will go to the zoo.
5. I would have told you, if I _____ him.
6. Would you mind if I _____ the window?
7. If they _____ me, I wouldn't have said no.
8. My friend _____ me at the station if he gets off in the afternoon.
9. If I _____ it, nobody would do it.
10. If my father _____ me up, I'll take the bus home.

10.5.2 Adverbial Clauses of Condition

In section 10.1, you have learnt about conditional sentences which contain clauses. Clauses are groups of words, which contain subject and verb (predicate). Here you are going to focus on the adverbial clauses of condition. These clauses begin with *if*, *whether* and *unless*.

? Activity 10.10

I. Underline the adverb clauses in the following sentences.

1. If it rains tonight, I'm not going to work tomorrow.
2. Meseret can't attend the school dance unless her parents allow it.
3. He's always doing crazy stunts whether or not they're considered safe.
4. In the event of a hurricane, you must stay inside.
5. Had the people not been informed, the situation would have been much worse.
6. Had I come here earlier, I could have helped you.
7. Had Mesfin spoke the truth, he would not face so many difficulties.
8. If Alemu were with you, he could have shown you the way to the shop.
9. Unless Borento had started from home on time, he would have missed the flight.
10. They'll approve your request provided you pay the appropriate amount of money.

 **Note:**

Adverbial clauses of condition describe the conditions necessary for specific actions or events to happen. This type of clause usually employs the subordinating conjunctions *if*, *unless*, *whether or not*, *in the event*, and *provided (that)*.

For example: If Ayele had had a little patient, he could have done the task.

The underlined part of this sentence is an **adverbial clause**. For Ayele to have the task done the condition is having had a little patience.

10.5.3 Review of the Present Simple Tense and Present Progressive

Activity 10.11

I. Look at the followings situations and write complete sentence for each situation.

1. Describe your everyday activities.
2. Write few activities you are doing at the moment.
3. You plan to go to school in the New Year. Write what you are planning.

II. Complete the following sentences with the correct simple present or present progressive form of the verbs in bracket.

1. Every Monday, Hagitu (drive)_____her kids to football practice.
2. Usually, I (work)_____as a secretary at ECA, but this summer I(study)_____French at a language school in Addis Ababa. That is why I am in Addis.
3. Shhhhh! Be quiet! The child (sleep)_____.
4. Don't forget to take your umbrella. It (rain)_____.
5. I hate living in Seattle because it (rain, always)_____.
6. I'm sorry I can't hear what you (say)_____ (talk)_____so loudly. because everybody
7. The teacher (write, currently)_____a book about his adventures in the Ras Dejen Mountains. I hope he can find a good publisher when he finishes.

8. Solomon: Do you want to come over for dinner tonight?
Adamu: Oh, I'm sorry, I can't. I (go)_____to a movie tonight with some friends.
9. The business cards (be, normally)_____printed by a company in New York. Their prices (be)___inexpensive, yet the quality of their work is quite good.
10. This delicious chocolate (be)_____made by a small factory in Ethiopia.

10.5.4 Types of Adjectives

An adjective is one of the eight parts of speech. It is part of the building blocks of an English sentence.

? Activity 10.12

I. In the following sentences, identify the adjectives and underline them.

1. They live in a big, beautiful house.
2. Since it's a hot day, Lisa is wearing a sleeveless t-shirt.
3. The mountaintops are covered in sparkling light.
4. On her birthday, Brenda received an antique vase filled with fragrant perfume.
5. Do we have any peanut butter?
6. Grandfather has been retired for many years.
7. There are no bananas in the fruit bowl.
8. I usually read the first few pages of a book before I buy it.
9. We looked at several cars before deciding on the best one for our family.
10. This cat is a specific cat.

II. Choose the adjective or adjectives from the given alternatives that fit in each of the blanks best.

1. We visited the museum, where we saw _____ artifacts.
A. a lot of B. ancient C. John's D. a room filled with
2. I received _____ awards at the ceremony today.
A. the manager's B. two
C. information about D. motivation at the
3. Please get me a bag of _____ apples.
A. interesting B. ripe red C. oranges and D. real

4. The president sat in a _____ chair.
A. important B. barber's C. funny D. leather
5. _____ weather is the norm in the Semen Mountains.
A. blue B. big C. foggy D. the best

There are eight types of adjectives which are briefly discussed here.



These are:

1. **Proper adjective: A proper adjective** is one derived from a proper noun. For example, "The *English* language"; "The *Indian* Ocean"; "The *Victorian* attitude.
2. **Descriptive, qualitative or attributive adjective: A descriptive, qualitative or attributive adjective** is one that shows the kind and quality of a person or thing. For example, "A *brave* person", "A *beautiful* child", "A *careful* mother."

Some attributive adjectives are derived from nouns, e.g. a *law* college, a *flower* garden, *pay-day*.
3. **Quantitative adjective: A quantitative adjective** is one that shows how much (quantity) of a thing is meant.
For examples:
I did not eat *any* apple; he ate *much* bread; you drink *little* milk.

A quantitative adjective is always followed by a singular material or abstract noun.
4. **Numeral adjectives: A numeral adjective** is one that shows the number or serial order of persons or things. They are further divided into two main classes.
5. **Demonstrative adjective:** A demonstrative adjective is one that points out which person or thing is meant, e.g. *this* boy, *that* person, *those* men.
6. **Distributive adjective:** A distributive adjective is one that refers to each one of a number. They are *four* in number; *each*, *every*, *either*, *neither*.
7. **Interrogative adjective:** An interrogative adjective is used to ask a question. For example, "whose pen is *this*?" "Which flower do you like *best*?"
8. **Possessive adjective:** The words *my*, *our*, *your*, *his*, *her*, *its*, *their*, when used before a noun, are called possessive adjectives.

Section 10.6 Writing Skills

Adjectives for Descriptive Writing

Dear learner, in descriptive writing, it is a common practice to use descriptive words (adjectives and adverbs) to describe places, things and people. For example: to describe a place, Guna is a very high and cold mountain. In Awash National Park there are many wild asses and beautiful birds. The words 'high', 'cold', 'wild' and 'beautiful' are adjectives.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- identify the direct and indirect speech in a report.
- change an indirect report to direct report.
- write a report in an imaginary situation.
- write a descriptive essay.

10.6.1 Describing Place, People and Things

? Activity 10.13

I. Do the following tasks.

1. List three adjectives that describe color and write sentences using the adjectives.
2. List four adjectives that describe quality and write sentences using these adjectives.
3. Use these descriptive words (intelligent, innocent, well mannered, little, white) to construct two sentences that describe people or animals.

10.6.2 Review of Reported Speech for Report Writing

? Activity 10.14

- I. Look at the following reports by Daily Press, and identify the statements that are in the indirect speech.

1. Today marks three years since the death of former Secretary-General Kofi Annan. As the current Secretary-General said, Kofi was one-of-a-kind, a man who embodied United Nations values. Deputy Secretary-General Amina Mohammed said that, on this day three years ago, the world lost one of its moral voices.
2. The International Organization for Migration (IOM) said today it urgently needs \$27 million to continue providing emergency shelter for internally displaced people in Tigray. With more than 2.1 million people internally displaced, some have fled Ethiopia and sought refuge in neighbouring Sudan, the agency reported.
3. The World Food Programme (WFP) said today that, despite numerous challenges, it has delivered food to more than a million people in the north-western and parts of southern Tigray in June and July. More than 175 trucks arrived in Tigray during the first week of August, and an additional 90 are expected in the coming days.

II. Change the indirect speeches in “A 1-3” above to direct speeches.

1. _____

2. _____

3. _____

 **Note: Using reported speech is common in report writing.**

10.6.3 Writing an article/report to a radio broadcast

In any writing, you write on a variety of themes for a variety of objectives and audiences. You should follow some standards or guiding principles when writing an article or report for a radio broadcast. Here are some guidelines to follow when writing an essay or broad-casting on the radio:

- write conversationally (like you are talking in front of an audience).
- write to paint a picture in audience's mind.
- understand your audience(know the audience).
- write in active voice and present tense.

Activity 10.15

- I. Below is a report on how inventions were invented. Match the inventors in (headings 1 and 2) with the things that inspired the inventors (a and b).

How are inventions invented?

In order to invent, inventors first identify a need or problem. They then think of a creative way to solve the problem, and work hard to make that solution possible. Here are a few examples of things that have inspired inventors to invent.

1) _____:

Blaise Pascal was a well-known French philosopher, mathematician and physicist but he was also a young inventor. His father was a tax collector who spent long hours calculating by hand how much tax he had to collect. In 1642, at the age of 19, Pascal invented a mechanical adding machine which his father could use to calculate the taxes more quickly and accurately. Pascal's machine was called the Pascaline.

2) _____:

In 1850, at the age of 12, Margaret Knight witnessed a serious accident at a textile mill. Concerned for the safety of the mill's workers, she invented a stop-motion device to quickly stop the powered textile looms in case something went wrong. Her invention was put to use at many mills where it increased the safety of all mill workers. This was only the first of Margaret's many inventions. She was granted more than 25 patents in her lifetime, including one for a flat-bottomed paper bag still used in some stores today.

Adapted from: World Intellectual Property Organization, 2007

Headings

- Wanting to help somebody
- Needing something that is not available in the market

- II. **Imagine that you have invented a new technology. Write a report on your innovation to a radio program.**

- Think of your innovation
- Describe it well using descriptive words.
- Follow the rules of report writing for a radio broadcast.

10.6.4 Extensive Writing

? Activity 10.16

I. Develop your report about your innovation to a descriptive essay.

Make sure that your essay has:

- Back ground information followed by thesis statement
- supporting paragraphs
- a concluding paragraph

Unit summary

Dear learner, in this unit you have developed your skills of listening to a text to get the main idea; evaluating the information in the text, and synthesizing the textual information to create similar story. You have also learned to: differentiate the sounds of homophones and homographs; identify the salient points of a reading text; skim for getting the gist of the reading text, and guess the meaning of unfamiliar words using context clues. In addition, you have also summarized the reading text in one paragraph. Apart from this, you have learned to use conditional sentences accurately in their proper situation; use the simple present and present progressive tenses correctly, and to use the different types of adverbs in their sentences properly. Finally, you have learned to write a descriptive essay using descriptive words.

√ Checklists

Dear learner, check if you have achieved the following outcomes by saying yes or no. Then put an X under the remark column if you want to improve the skills that you did not achieve.

Objectives	yes	no	remark
listen to a text to get the main idea;			
evaluate the information in the text;			
synthesize the textual information to create similar story;			
speak in front of an audience;			
identify the sounds of homophones and homographs;			
identify the salient points of a reading text;			
use background knowledge to predict the message of the text;			
skim for getting the gist of the reading text;			
scan the reading text for specific details;			
guess the meaning of unfamiliar words using context clues;			
summarize the reading text in one paragraph;			
use conditional sentences accurately in the proper situation;			
apply the simple present and present progressive tenses correctly;			
use the different types of adverbs in your sentences properly; and			
write a descriptive essay using descriptive words			

Answer Keys



Answers for Activities of unit 6

You should do the activities by yourself.

Answer for Activity 6.1, II

1. Students should guess the content of the text by reading the title.
2. Students should explain what global warming is.
3. Students need to guess the meanings of the words given and identify what part of speech each word belongs to.
 - a. Radiated (v)- emitted rays or wave
 - b. acted (v)- did something/served
 - c. reflective (adjective)-able to reflect(light, sound, etc.)
 - d. terrible (adj.)- very severe
 - e. trapped (verb)-caught

Answer for Activity 6.1, III

1. Slow 2. trapped 3. Opposite 4. trapped 5. going up

Answer for Activity 6.2

I

1. Students should explain how they learn pronouncing English sounds.
They may say:
They copy from native speakers. They learn by listening to their voice and repeating, etc.
2. Students should indicate the way they pronounce these consonant sounds:

/ŋ/ - While producing this sound, you put the back of your tongue against the soft plate or velar to block the passage of air.

/ʃ/ and /tʃ/ - In producing these consonant sounds, air is blocked behind the alveolar ridge (post-alveolar), where these sounds are released as affricative.

Students can also list strategies they use to learn to pronounce sounds. They will get these in the note below.

II.

ð (the, father, them, that, they, those, their)

θ (think, birthday, south, math, tooth, teeth, tenth)

The sounds in 1 are voiced and the sounds in 2 are unvoiced (voiceless)

Place of articulation bilabial (sounds b, m, p); alveolar (d, n, t, s); Velar (k)

III.

1. /m/: (mad, mom, animal, female, master)

2. /n/ :(man, sun, learn, corn, cone)

3. /ŋ/ (song, long, thing, going, wrong, sing, fishing)

Answer for Activity 6.3 I

1. You may say; I prefer to go home. I like to go to a hotel, etc.
2. You may say: I like to stay at school, or I prefer to go home.
3. You may say: I didn't like this game; I like to leave the stadium.
4. You may ask questions like:
 - Would you prefer taking a nap or going for a walk?
 - Would you rather go to a trip or visit your parents in Hawassa?

Answer for Activity 6.3, II

You should construct a dialogue in the context given and roles play it.

Answer for Activity 6.5, II, III and IV

II

1. Post disaster management- paragraph 6
2. Coping costs- paragraph 5
3. Bad result,-paragraph 1
4. Lost productivity- paragraph 3
5. Damage to property and infrastructure - paragraph 2
6. Mass migration and security threats -paragraph 4

III

1. It means the problem is very serious and if we cannot control it now, it will be devastating.

2. d. 3. a 4. a 5. b

IV.

1. False 2. True 3. Not given 4. True 5. False
6. False 7. Not given

Answer for Activity 6.6

1. cases
2. radically/ quickly
3. troubles/ disorders
4. forced/ obliged
5. organize/ position
6. unalterable/ something impossible to reverse

Answer for Activity 6.7, I

1. Pay back 2. narrow down 3. Pile up 4. Pay up 5. Pay for

Answer for activity 6.7, III

1. Pay off - repay debt in full
2. Pick on – to blame /criticize
3. Pick out - choose or select something/somebody
4. pick up – lift something/ gather dropped things

Answer for activity 6.8, I

1. Adverbial clauses of comparison compare two or more persons or things.
2. The main structural units of these clauses are conjunctions of adverbial clause like as...as/ not so...as, than and adjectives or adverbs.
3. Adverbial clauses of comparison are used to show similarities and differences.

Answer for Activity 6.8, II

1. He is as fast as her.
2. She likes as more pizza as her husband.
3. Reading is as enjoyable as writing.

4. The results in this study were as conclusive as the previous studies.
5. Finding the participants for the study was not so easy as finding participants for the meeting.
6. Her level of expertise was not **as** extensive as her employer had hoped.

Answer for Activity 6.8, III

1. She is faster than him.
2. Her husband likes pizza more than her.
3. Writing is more enjoyable than reading.
4. The results in the previous studies were more conclusive than the results in this study.
5. Finding participants for the study was not easier than finding participants for the meeting.
6. Her level of expertise was not more extensive than her employer had hoped.

In Activity 6.8, IV, students should construct sentences that contain the superlative degree. Teacher need to give clear instructions and guide students to work out the activities.

Answers for Activity 6.8, IV

1. She is **the politest** *person I met*.
2. That's **the most wonderful film** I have seen.
3. Trsit is **the youngest of all my three sisters**.
4. The Sahara is the hottest desert.
5. He thinks English is the most difficult language of all languages of the world.
6. He is the most intelligent student in this class.

Answer for Activity 6.10, V

1. More intelligent
2. The worst
3. The wettest
4. Better
5. The most powerful
6. The nicest

Answers for Activity 6.9, II

1. If I didn't come late, I would not miss class. Or If I hadn't come late, I wouldn't have missed class.
2. If I had got the chance to go there, I would have visited my grandfather.
3. If I had money, I would go out of my country.
4. If I were you, I would buy that jacket.
5. If I an appointment, I will not miss class tomorrow.

Answer for Activity 6.9 haven't, III

1. f 2. g 3. b 4. h 5. e 6. a 7. c 8. D

Answers for Activity 6.9 IV

1. Unless children eat well, they aren't healthy.
2. Unless you mix water and electricity, you don't get a shock.
3. Unless you smoke, you do not get yellow fingers.
4. Unless we're there, she would miss the test.
5. You wouldn't save this money unless you work hard.
6. She would have given you a fine unless you had apologized.
7. Unless they had won that match, the club would have fired the manager.

Answers for Activity 6.9, V

1. **Had Sultan been** here, I could have talked to him.
2. Had **I** come here before, I could have completed the task.
4. **Had Samuel** performed better, he could have won the contest.
5. **Had you been** here, you could have enjoyed the program.
6. **Had I** seen you before, I could have given it to you.
7. **Had Ayantu** studied harder, she could have stood first.
8. **Had I** been there, I could have sung the song.
9. **Were Kidst** here she could have performed in the program.

Answers for Activity 6.9, VI

1. asked 2. would Sigh 3. Would say 4. asked 5. Would ask 6. Would say
7. Should have done 8. could have gone 9. were 10. Would demand
11. forced 12. Would have become

Answers for Activity 6.9, VII

Here students should write chain stories to the situations given.

1. If the world agreed to control climate change, we would work hard to make the world green. If we make the world green, we will decrease the amount of carbon in the air. If we decrease the amount of carbon in the air, we will get safe.
2. If industries minimized the emission of carbon by 50 percent, the rate of global warming would decrease. If the rate of global warming decreases, the climate system will be moderate. If the climate system is moderate, people won't worry about global warming or bad climate change...
3. If we stand together, we will get strength. If we got strength, we would change the world. If we changed the world safer, people would lead a comfortable life...
4. If global warming continues, the climate change will increase. If climate change increases, it will be difficult for life to continue...
5. If the world did not determine to reverse climate change, there would be imminent risk of heating 1.5 degrees in the near term. If the earth's heating increases, global warming will be exceeded 2°C during the 21st century. If rapid and deep reductions in CO₂ and other greenhouse gas emissions don't occur in the coming decades, avoiding this increment will be beyond reach...

1. **Simple past.** This is an action completed at a specific time in the past. "Last month" is the key word.
2. **Past perfect continuous.** This action began in the past, went on for a while, and ended in the past.
3. **Past perfect.** Use this for an action in the past that was completed before another action, also in the past. Here, I had called the school before I sent in the application. "Before" is the keyword.
4. **Infinitive.** This frequently comes after verbs expressing desire or intent: I wanted to talk; I hoped to hear; I expected to go.
6. **Past continuous.** This action began in the past and continued for a while. Use this tense if the continuing action was interrupted – here, by the call.

Modal and verb. Could is a modal, which changes the meaning of the verb. Modals are followed by the base form of the verb, which in this sentence is "talk."

7. **Past continuous.** Again, an action continues for a while; here there's no interruption.
8. **Simple present.** "Today" is the keyword; it implies the present.
9. **Present continuous.** Use this, not the present tense, to describe an action going on right now.
10. **Gerund.** This is 'an -ing' verb form that is being used as the subject of the sentence. Although it is a verb form, it is doing the job of a noun.
11. **Future.** This describes something that has not happened yet but will happen at some point.
12. **Present perfect.** This implies that the action happened in the very recent past – here, a few seconds ago. The key word is "just," which means that the action was recent.
13. **Passive voice.** This is not a verb tense. You can use the passive voice in the past, present or future. Use it when you mean that something was done to someone or something, rather than that the person or thing did something.
14. **Present perfect continuous.** This action began in the past, continued for a while in the past, and is still going on now. I'm still dreaming about going to graduate school; I'm not there yet.
15. **Simple present.** Even though the key phrase "By the time" has a future meaning, we use the simple present because will is never used in future time clauses.
16. **Future perfect.** Here the author is imagining himself in the future, looking back into the past. At the moment, he has been in school for 15 years. Two years from now, his time in school will add up to 17 years.
17. **Future perfect continuous.** He is seeing himself in the future, looking back at the past. This tense implies that, two years from now, he will not stop studying. The action will continue. Compare it with item 16. The future perfect implies that in two years, he will complete 17 years of formal education. The action will end.
18. **Simple future.** He is expecting something will be good in the future.

Answer for Activity 6.10, II

1. You should explain if you use the internet frequently.
2. You may explain what websites you use.
3. You also tell if you use the internet to learn English tenses.

Answer for Activity 6.10, III

You should read the source and understand the text. They should also focus on the use of the present

Answer for Activity 6.10 IV

1. True 2. False 3. True 4. False
5. False 6. True 7. True

Answer for Activity 6.10, V

1. Google had grown over the years.
2. Larry Page and Sergey Brin had known each other since they were children.
3. Larry Page had been interested in computers since he was a child.
4. Sergey Brin had lived in the U.S. all his life.
5. Brin and Page had returned to college to finish their degrees.
6. Brin and Page had become rich.
7. The noun "Google" had become a verb.

 **Answer Key for Unit 7 activities**

Dear learner, in this part, you are provided with answer keys. So, check the answers for each section of the unit after you have attempted all the activities based on the key provided at the end of the unit here under.

Answer for Activity 7.2

I.

1. False 2. False 3. False 4. True 5. True.

II.

1. By liberalism and individual aspirations
2. For rulers and society
3. Army and military symbols for self sacrifice
4. Affection for and a feeling of belonging to one's country.
5. Nineteenth and twentieth century

III.

1. Giving information for the listener (informative purpose)
2. The concept of patriotism is changing through time
3. The traditional one is about military symbol, and self-sacrifice while the modern one is about collective identity of all individuals shaped by different things.
4. Liberalism, market consumption and individual aspirations.
5. Because it is being shaped and changed by the modern dynamics of societies.

(variety of answers are expected based on students understanding)

Answer for Activity 7.3 Speaking

II.

Small Talk 1:

S: Can I turn the TV on? I want to hear sport news.(asking permission)

J: Oh sure, no problem.(giving permission)

S: Do you mind if I turn the volume up?(asking permission)

J: No, go ahead. (Giving permission)

Small Talk 2:

S: Is it okay if I take your car to school tomorrow?(Asking permission)

J: No, sorry. I need it for a different business.(Denying permission)

S: Would you lend me the notes when you are finished with your exam?(Asking permission)

J: Sure, no problem (giving permission)

III.

A: I wonder if I could borrow your car this weekend for raising fund for displaced people.(Asking permission)

B: Sure, I think that would be possible. (giving permission)

A: Can we borrow the chairs from the lunchroom, too also? (Asking permission)

B: Yes, it is fine. (Giving permission)

Answer to Activity 7.4

I.

'You are right. 'Yes, that is good.

'You are correct'.

'Yes, that is a very good answer.

'I like the way you said that!' 'I like that! Good thinking

Answer for Activity 7.5 Reading

II.

1. False 2. False 3. True 4. True 5. False 6. False

III.

1. stunning 2. unrelenting 3. halt 4.rivalry

5. pretext 6.reluctant 7.depleted

8.massive 9. unshakable 10. sealed

IV.

1. Ethiopian's victory at Adwa
2. an official presence of Italy at Massawa
3. Menelik's
4. Menelik
5. Italian forces
6. Ethiopia's success in defending her territory from Italy's invasion

V.

1. Giving information
2. Ethiopian's victory at Adwa is a historical incident that changed what the European think about Africans and Africans about themselves
3. Both chronologically and in order of importance
4. Italians worked hard to create rivalry among Ethiopian local leaders
5. by cutting supply lines and thereby creating a situation where the Eritrea population
6. fights Italian forces from the back
7. The unification of the country and solidified Menelik's claim to the title of Emperor.

VI.

Para.No	Main idea	Supporting ideas
Parag. 1	The battle of Adwa was an astonishing victory for Ethiopian and Africans, but a disaster for Italy and Europeans	Ethiopia could jeopardize European ambition to control Africa Many Africans took Ethiopia's victory at Adwa as a beacon to fight for their independence and any social discrimination
Parag. 2	Italy's long lasting interest to control East Africa and her strategic move by taking the Red Sea as a base.	Change in the economic and strategic significance of the Red Sea with the opening of the Suez Canal Weakening resistance from Ethiopia by inflicting rivalry among Ethiopia leaders
Parag. 3	Italy's success in expanding her territories south of the Red Sea despite resistance from Ras Mangasha's forces	They secured control over a significant territory west and south of Massawa They help positions in many Tigray provinces
Parag. 4	Menelik led a brilliant campaign that forced the overextended Italians to fight on his terms.	General Baratieri lost courage to join Menelik's army in the open field General Baratieri came to a point where tactical retreat was his best option

Parag. 5	Ethiopia had successfully defended its independence and cast doubt upon an unshakable certainty of the age	In March 1896 a well-disciplined and massive Ethiopian army routed an invading Italian force and brought Italy's war of conquest in Africa to an end. The victory at Adwa opened a breach that would lead to the continent's painful struggle for freedom from colonial rule.
Parag. 6	Though the Europeans come with different interpretations, Adwa's victory should be preserved for the benefits of the generations to come	It assured unification of Ethiopia It served as a beacon for fellow Africans

Answer for Activity 7.6

II.

- | | |
|---------------------------------------|-----------------------------|
| 1. lessen, ease, alleviate | 2. local, homegrown, native |
| 3. clear, simple, easy to follow | 4. loud, noisy, deafening |
| 5. rude, bold, impolite | 6. non-stop, continuous |
| 7. unbelievable, unlikely, doubtful . | 8. excess, surplus |
| 9. thin, skinny | 10. difficult, unattainable |

III.

1. gifted, talented
2. shocked, overwhelmed, surprised
3. skill, handiness
4. happily, cheerfully
5. surprised, bragged
6. open/wide open, with wonder

Answer for Activity 7.7

I.

- | | | | |
|------------------|--------------------|-----------------|-------------|
| 1. Win | 2. identify | 3. emphasized | 4. withdrew |
| 5. retreat | 6. earns generates | 7. Removed | |
| 8. remain behind | 9. copies | 10. approaching | |

Answer for Activity 7.8

II.

- | | |
|-------------------------------------|-----------------------------------|
| 1. loudly (extent/degree) | 2. here (place). |
| 3. yesterday(time). | 4. undoubtedly (extent/degree) |
| 5. often make mistakes (frequency). | 6. easily and fluently (manner) |
| 7. tomorrow (tomorrow) | 8. almost (extent/degree) |
| 9. Lately, (Time) | 10. quite (Extent/degree) |
| 11. quickly (manner)-- | 12. Exceptionally (extent/degree) |

III.

- | | | | | |
|--------------|----------------|-------------------|------------|----------|
| 1. Insanely; | 2. originally; | 3. subsequently ; | 4. really; | 5 poorly |
|--------------|----------------|-------------------|------------|----------|

IV.

- | | | |
|----------------------------|-----------------------|------------------------|
| 1. Insanely (manner); | 2. originally (time); | 3.subsequently (time); |
| 4. really (degree/extent); | 5. poorly(manner) | |

Answer for Activity 7.9

II.

- | | |
|--------------------------------|---|
| 1. when I saw my friend. | 2. whenever she sees a dog. |
| 3. before I go back to school. | 4. after the movie ended. |
| 5. as she prepared dinner. | 6. while his girlfriend vacuumed the floor. |
| 7. as soon as I finish eating. | 8. since she arrived. |
| 9. When I arrived home; | 10.By the time we paid the bill. |

III.

1. Last night, I went to bed after I (did/completed) my homework.
2. Tonight, I will go to bed after I (have completed/have done) my homework.
3. Ever since I was a child, I (have been) afraid of dogs.

4. Reread your composition for errors before you (give/submit) it in to the teacher.
5. I have known my best friend since she (was) ten years old.
6. By the time I leave this city, I (will have already lived) for four months.
7. Whenever Dinberu (becomes) angry, his nose gets red.
8. We will have a big party when (we finish our exams).
9. The next time I (go) to Addis, I'm going to visit Arat kilo
10. I had fried potato the last time I (ate/was served) at that restaurant.

IV.

1. I can't pay the bill until I get my paycheck
2. We can't leave until the car man comes.
3. I am not going to leave the room until you tell me the truth
4. It had been a dull party until he arrived.
5. I think we should sit here until the dinner is ready.
6. When I go to bed at night, I read until I get sleepy.

V.

1. The plane left ten minutes after I got into it. (Look for other option).
2. You should not go to bed immediately after you have eaten heavy meal. (other options)
3. The phone rang five minutes after I went to bed. (Look for other option).
4. The bus started to move as we were sitting on the bus.
5. As I was getting on the bus, I remembered that I had left my briefcase at home
6. As we were sitting down to eat, someone knocked at the door.
7. I felt anxieties in my stomach immediately before I got up to give my speech.
8. I will light the candles just five minutes before the guests arrive. (other options)
9. As I was bending over to pick up my pencil, my jeans split.
10. As I was going out to see off my sister, the school service arrived

Answer for Activity 7.10**II.**

- | | |
|---------------------------|---------------------------|
| 1. Wherever I go, | 2. where she lives. |
| 3. everywhere we went to. | 4. Where there is love. |
| 5. Wherever he went. | 6. where the street ends. |

7. somewhere the police could not find. 8. where there is a will
9. wherever she went. 10. where I was born.

III.

1. where usually plays(Look for other option)
2. there is scarcity of resources. (Look for other option)
3. where she usually dines.(Look for other option)
4. They look active(Look for other option)
5. where he can be disciplined (Look for other option)
6. he makes new friends easily (Look for other option)
7. where tourists flock. (Look for other option)
8. where they have easy access to (Look for other option)
9. you come across something new (Look for other option)
10. where a sugar factor was established in Ethiopia for the first time (other option)

Answer for Activity 7.11

II.

1. My sister has a beautiful big white cotton dress.
2. My father bought a wonderful old, Italian clock.
3. Put it in a big square blue box.
4. She bought a disgusting pink plastic ornament.
5. I like some slim new French trousers.
6. This is an amazing new American movie.
7. I bought a pair of black leather shoes.
8. She drives a Modern BMW Japanese luxury car.
9. They built a beautiful big rental villa house by the river.
10. He used a long, narrow Chinese plastic broom to clean the window

III.

1. I'd like to know three good reasons why you don't like spinach.
2. I like that really big antique red tractor in the museum.
3. My brother rode a beautiful big, black, Friesian horse in the parade.
4. I bought a pair of nice new red rain boots.
5. Please put the marbles into that little round old red box.
6. I was to receive a cute little eight-week-old golden retriever puppy for my birthday.
7. I've spent a lot of time in shops looking for the perfect little Italian silver shoe.

8. During my college years, I wore a big red, furry hat to sporting events.
9. We went for a two-week picnic on an incredible huge brand-new Italian ocean liner.
10. The store carries an assortment of interesting old and new and antique objects.

IV.

1. I saw one giant round blue chair at the gate.
2. Three beautiful old Ethiopian paintings were hanging on the walls
3. The fans were wearing big ugly old brown hats.
4. I bought small old green gardening gloves from the nearby store.
5. They live in large green bush house.

Answer for activity 7.12

II.

G. Daughter: Can I help you? (Making an offer)

Grandma: Yes, of course, but you should wear an apron. (Giving advice) (the G. Daughter wears an apron)

Grandma: Perfect.

Grandma: First we must mix everything in order to obtain the dough. Now we must roll the dough with the rolling pin. (Giving strong advice/ recommendation)

G. Daughter: Can I do it, please? (asking for permission)

Grandma: Yes, of course

Grandma: Now we are going to top it with tomato sauce, cheese, onion, bacon, and mushrooms.

G. Daughter: Can I slice the onion? (Asking for permission)

Grandma: No you shouldn't. (Giving advice)

G. Daughter: Why not?

Grandma: Because your eyes may start to burn and tears may run down your face. (Expressing possibility) But you can cut the bacon. (Giving recommendation) You must be careful with the knife (Giving strong advice). And you shouldn't cut it so fast. (Giving advice)

G. Daughter: (after a while). Here it is, Grandma. I think I have done it properly.

Grandma: Yes, it looks nice. Now we must put it in the oven. (Giving strong advice/recommendation)

G. Daughter: How long should we cook our pizza? (Asking for advice)

Grandma: We shouldn't bake it for more than 15 minutes, it could get burned. (Giving advice)

Grandma: The Pizza must be ready now. Let's take a look. (supposing/Speculating about something)

G. Daughter: Grandma, is the pizza ready? It smells delicious.

Grandma: You must wash your hands before you eat. (Giving advice)

G. Daughter: I have cleaned my hands already.

Grandma: Let's eat now. You must be very hungry. (supposing/Speculating about something)

G. Daughter: yeah, we are. (after putting a slice on her plate)
Grandma, could you pass me the ketchup, please? (Making a request)

Grandma: of course, here you are

G. Daughter: Thanks.

Grandma: Would you like some more? (making an offer or invitation)

G. Daughter: No, thanks.

III.

1. I'd like you to--- (making suggestion)
2. who could not see and hear (lack of ability in the past)
3. this brilliant girl could overcome (ability in the past)
4. I must say there was nothing wrong with --- (supposing/speculating)
5. She could walk----- (ability in the past)
6. She must have been very ill ----- (Expressing possibility)
7. their darling would never be able to --(Expressing possibility)
8. She could not hear what was said-- (lack of ability in the past)
9. she could not play with ----- (Lack of ability in the past)
10. they could do something ----- (expressing possibility)
11. the doctors could do nothing (ability in the past).
12. Dr. Bell said the Keller's should address the Perkins ---- (making suggestion)
13. if they could send someone to help the child" (Expressing possibility)

IV.

1. You should get a good doctor.
2. You needn't have/don't have to have a university Degree for that job
3. My father may/might pick you up.
4. You must not eat in class.
5. He must be a poor man.

V.

1. We could visit the lion's cage at Sidist-kilo for the weekend.
2. We have to buy new note books as school starts in September.
3. No one could break H/Gebresillasie's ten thousand meter record
4. If I have won a lottery, I might quit my job and I may buy a new car.
5. You should see a doctor.
6. Can I borrow your car please?

Answer for Activity 7.13

I.

- | | |
|----------|-----------------|
| 1. where | 6. whose |
| 2. who | 7. Which |
| 3. what | 8. what |
| 4. when | 9. when/why/how |
| 5. why | 10. when |

Answer for Activity 7.14

II.

Mesafint: (1) did you go to the training day that they told us about in the last meeting?

Melat : (2) are you talking about the computer training?

Mesafint: No, not about the computer training, I meant the sales training.

Melat: Oh yes, I went to that. It was quite good. (3) have you ever been on that course?

Mesafint: No, I haven't.

Melat: Well I found it very useful. It helps you to think about the type of questions we ask our clients during a sales conversation.

Mesafint: When you go on these courses (4) does the company pay or

(5) do you pay yourself? I know that good training isn't cheap.

Melat: Oh, the company pays – they can afford it. It doesn't cost us anything. **Mesafint:** And (6) has it helped you in your day-to-day work? Be honest now. **Melat:** Yes, I think it has.

Mesafint: OK. I'm interested. (7) is the course running again in the near future?

Melat: Yes, they begin registration in a month's time.

III.

1. Does Jamila think it is a good idea?
2. Is Soliyana arriving on Monday?
3. Did he make a copy of the Excel file?
4. Have they offered her the job?
5. Will she be at the meeting tomorrow?
6. Did they go to the swimming pool?
7. Can she drive a lorry?
8. Was he born and brought up in Jigjiga?
9. Does he have brothers and sisters?
10. Are we expected to show our I.D's at the entrance?

Answer for Activity 7.15

II.

- | | | |
|----------------|------------------|-----------------|
| 1. Isn't it? | 2 Isn't he? | 3 Haven't they? |
| 4. Didn't she? | 5. Will they? | 6. Did we? |
| 7. Could I? | 8. Shouldn't he? | 9. Shall we? |

III.

Yonas: It's a good day.

Alemu: It's lovely, isn't it? Why don't we go to the lake side?

Yonas: yes, let's do that, shall we?

Alemu: We could drive, but let's walk. We need the exercise.

Yonas: We do, don't we? I'll get my things.

Alemu: Last time you forgot your towel.

Yonas: I didn't have it with me, did I? So, I borrowed yours. Anyway, let's go.

Alemu: That was great, wasn't it? I feel very hungry now.

Yonas: Me too. This place looks good.

Alemu: Yeah, we have been here before, haven't we? It does really have good sandwich.

Yonas: That's right. Oh, I haven't got my wallet. You will lend me some money, won't you?

Alemu: First a towel, then your wallet. You never remember anything.

Yonas: Well, we are friends, aren't we? Let's go inside.

Answer for Activity 7.16

I.

1. To describe a person, place or thing in such a way that a picture is formed in the reader's mind.
2. In the paragraph/essay, the writer captures the event by paying a close attention to details in such a way that they appeal to any of the five senses of readers.
3. Giving vivid details; appealing to the reader's senses and the use of figurative language, as the writer uses analogy, simile, and metaphor descriptions, and precise language
4. Objective descriptions are very common in academic essay or paragraph. They appeal to our intellect by presenting facts and figures. Subjective descriptions however aim at touching the reader's emotions. In this type of description, the meaning constructed is influenced by personal feelings or emotions. It is basically meant for entertaining.



Answers for unit 8 Activities

Answers for Activity 8.1

I.

1. You respond saying that HIV is a virus and AIDS is a disease.
2. You may say one can get infected through sexual intercourse, injections and blood contact.
3. You may respond if one knows that he/ she gets infected, he/she can take care of him/herself by taking antiretroviral.

II.

1. Students should listen to the lecture and take notes.
2. They should compare their notes.
3. They should listen to the lecture again and develop their notes.

III.

1. Students should report the story to the class.
2. Students should write a summary of the lecture.
3. Students should make an interview with members of the community to check the public awareness of HIV/AIDS and report the interview result.

Answers for Activity 8.2

I.

1. You may explain that a debate is an argument about a topic.
2. You may state that in a debate they argue for and against a proposition.
3. Students should use expressions that show agreement or disagreement during debate like: I agree, disagree, oppose, and object; my objection is, in my view, in my opinion, etc.

Answer for Activity 8.5

I.

1. You should define what diseases are: a disorder in humans, animals, or plants with recognizable signs and often having a known cause.
2. you describe this kind of disease as infectious disease.
3. Infectious diseases are transmitted through direct transfer of bacteria, virus or germ.
4. you guess what the reading text is about by looking at the title.

II.

1. Successful disease control efforts have increased life expectancy and resulted in changes in demographics.
2. b 3. c 4. a 5. a

Answer for Activity 8.6

1. expected/predicted
2. sicknesses/diseases
3. causes of disease
4. related to or situated in the intestine
5. Improper/inadequate/under nourish

Answer for Activity 8.7, I and II

- I. You are required to write meaningful sentences using the phrasal verbs given.
- II. 1. Put away 2. Put off 3 pulled over. 4. Put back 5. Put down
6. Punched out

Answer for Activity 8.8. I

1. The freshly picked flower is beautiful as it is soft and healthy.
2. She looked excited as if she could jump up and could dance at any moment.
3. Senna walks confidently the way a model struts on a runway.
4. Hagos is nervous as Mamo is nervous/ Hagos is as nervous as Mamo.
5. The house was as big we had imagined it.
6. She is as beautiful as her mother is.
7. That restaurant is not as good as it used to be.
8. He acted confidently as if he was a boss.

Answer for Activity 8.9, I

1. Older
2. Harder
3. Later
4. More
5. So stupid as
6. As stupid as

Answer for Activity 8.9, II

1. You are healthier than I am.
2. This is a complete building.
3. He is more clever than intelligent.
4. He is healthier than his sister.
5. Which of these two books is better?

Answer for Activity 8.10

Student B: My first letter has been written by me.

Student B: SA new book will have been bought the following day.

Student B: A new guide had been being bought by him.

Student B: A second letter was being written by me.

Answer for Activity 8.11

1. How much are the oranges?
2. There is much 'teff' in the bag.
3. There are many animals.
4. Sorry, I haven't any pen.
5. What do you like, a cup of tea or coffee?

Instruction B Answers

1. Lots of 2. Much 3. Many 4. Any 5. Any
6. Much 7. Little 8. A lot of 9. Most 10. A little
1. you need to indicate the errors in the paragraph.

This is excellent stuff. Would it be Ok with you if I shared this post with some of my students? It's a little too advanced for most of them, but there are a lot of things. They could glean from what you've written here nevertheless. Thanks, by the way, for liking my post. It's good to know there are other writers out there stuck in the same racket!

Answer for Activity 8.13, I-IV

1. Cohesive devices are connecting words or linking words.
2. Some of the cohesive devices: however, as, also, moreover, etc.
3. These cohesive devices are used to connect sentences to sentences and paragraphs to paragraphs.

II.

1. because 2. so 3. But 4. and 5. but
6. or 7. but 8. and 9. because 10. and

III.

1. and, which, also, that, what (in the order of the blank spaces)
2. besides, also, but, and, because

III.

1. First sentence: Little children may also enjoy reading because they enjoy spending time with their parents.

2. However, reading is more than a hobby; it is also a great tool for education.
3. Reading can open the door to learn many new things.

Answer for Activity 8.15

(A)

1. **or, and, also, that, however, first, second, additionally (in the order of the blank) space)**
2. The idea of replacing library with tablets.
3. Some people have suggested that public libraries should be shut down and, in their place; everyone should be given an iPad with an e-reader subscription.
4. No, the introductory paragraph and the conclusion argue differently.
5. (B). You should write argumentative essay on the given topic.

Answer Key for Unit 9

Answer for Activity 9.1

This is free brainstorming activity. You can look for various possible ideas in relation to the topic o you listening with better understanding

I

1. False 2. False 3. True 4. True 5. True

II.

1. Informing the listener
2. conflict is an integral part of human life
3. Because people have a wide range of potential and outlook about life
4. Conflict is inevitable part of human life; thus, alternative ways of resolving it like indigenous should be employed.
5. Let every student present the important lesson s/he has learn t freely

Answer for Activity 9.3 Speaking Section

1: brainstorming :

Think as many expressions as you could to ease your communication in such communicative situation as asking for clarification, apology etc..

I: Asking for Apology

Samuel: You've broken my window. Can't you see?

Yacob: We're so sorry, uncle (Asking apology)

Samuel: Haven't I told you not to play in the street? Why don't you go to the park?

Yacob: We know we shouldn't have played here. We're really sorry. We won't re-peat this mistake. (Asking apology)

Samuel: That's okay, but I don't want you to play in the street again.

Yacob: Ok, uncle, we'll never repeat this terrible mistake!

II. Expressions of Apology

A: I'm really sorry. I'm afraid I can't come to the party tomorrow night after all.

B: Oh, that is sad news! What happened?

A: I'm working on a big report. It's a huge report for school. I haven't finished it yet.

B: Oh, couldn't you try to finish it until tomorrow somehow?

A: Mm....well....maybe. I'll see how the report goes. **B:** Any way, please try to do your level best to finish it. **A:** But, I feel terribly sorry if I totally miss it.

B: That is ok, but it is my pleasure if you could attend it activity

Answer for Activity 9.4

II: Dialogue completion

Man: Excuse me, would you mind answering some questions?(asking for information)

Business Colleague: I'd be happy to help.(Giving information)

Man: I wonder if you could tell me when the project is going to begin. (asking for information)

Business Colleague: I believe we're beginning the project next month. (giving information)

Man: and who will be responsible for the project?(asking for information)

Business Colleague: I think Bob Smith is in charge of the project.(giving information)

Man: OK, finally, would you mind telling me how much the estimated cost will be?(asking for information)

Business Colleague: I'm afraid I can't answer that. Perhaps you should speak to my director.(giving information)

Man: Thank you. I thought you might say that. I'll speak to Mr. Anders.

(praise for giving information)

Business Colleague: Yes, that would be best for that type of information.

(praise)

III. Dialogue Completion

A : Excuse me? May I ask you some information

B : okay, you may.

A : Can you show me the way to the bus station?

B : I think it is a bit far from here. Go straight through this path for some fifty meters . Then turn to the left and you can see the station .

A : By the way, do you know any ATMs near here?

B : Yeah, there is one under that big building.

A : It's very kind of you. Do you have any idea if they can change dollar to birr?

B : sorry, I don't have any idea about that.

A : No problem. And I wonder if you could tell me where I can find a toilet?

B : I think you can find one over that path.

A : That's fine. Thank you for your help. Bye.

B : It is all my pleasure.

Answer for Activity 9.5 Reading

I: Brainstorming This is a free idea generating activity. think over the trigger questions under reading activity. in your module and generate as many ideas as you can before you could check your readiness for the upcoming reading text.

II: Contextual Meaning of words

1. peacemaking and appeasing (para.4) =Conciliatory
2. Attract attention, a priority (Para. 4) = Stands out
3. Adapting, familiarizing (Para.3)=harmonizing and modernizing
4. Gave emphasis, promoted (Para. 2)= favored
5. harmoniously, agreeably (Para. 2)= amicably
6. utilize, employ (Para 1) = draw on
7. in harmony, alongside (Para 1)= concurrently

III: Reference Questions

1. these techniques (Para. 2)= PDRMs
2. During this time (Para 3)= 1950& 1960s
3. They (Para 4)= PDRMs concerning family relationships and contractual interpretation
4. They (Para 5)= Government officials and academics

IV: Reading comprehension

1. informative
2. There is international and local tendencies of incorporating PDRMs into the legal system
3. advocator
4. It is organized emphatically-in order of importance
5. It is being accepted by both government officials and researchers
6. Slave Trade and Colonialism
7. unofficial law, traditional institution of conflict resolution, traditional justice systems, non-state laws, customary dispute resolution mechanisms, restorative justice , and alternative dispute resolution.

No. of paragraph	Main idea	Supporting ideas
Paragraph 1	indigenous conflict resolution mechanisms assume different positions and are known by different names in societies	They are based on community customs, familial relationships, or are embedded in institutional practices They are also known by unofficial law, traditional justice systems, non-state laws
Paragraph 2	PDRMs have a long history in Ethiopia and are still practiced by many communities in different parts of the country	In the ancient days, conflicts between individuals or communities were settled at local levels Many rural and village communities referring to agents of indigenous institution

Paragraph 3	PDRMs have been marginalized both in Ethiopia and in Many African countries	They were abandoned just for promoting uniformity and modernization of the laws. Slave Trade and Colonialism have contributed its marginalization in many African countries
Paragraph 4	PDRMs were given little attention	No attempt to do enhancement works Not properly organized
Paragraph 5	PDRMs are gaining recognition	<ul style="list-style-type: none"> international and regional tendency to synchronize and apply PDRMs in the country's justice system there is a growing trend for hosting national and regional forums, and sponsoring researchers

Answer for Activity 9.6

I: Brainstorming

Semantic relationships of synonyms, antonyms and homonyms; idiomatic expressions;

phrasal verbs with put (put out, put to, put together, put up, put up to, put up with,

II Semantic Relationships of words: Give your free ideas to the trigger questions under this activity in your module.

III. semantic relationships of words

<u>Word</u>	<u>synonym</u>	<u>antonym</u>	<u>homophone</u>
Weak	feeble	strong	week
Right	correct	wrong	rite
Poor	wretched	rich	pour
Holy	sanctified	filthy	wholly
Vain	conceited	purposeful	vein
Rude	rough	polite	Rued

IV.

1. noisy 2. Audacious 3. Gloomy 4. dark 5. requests

V.

1. Brave 2. Interesting 3. Polite 4. Attention 5. optional

Answer for Activity 9.9

I. Brainstorming. In this section, you learn about important cases in English-nominative and accusative. Before dealing with the detail of the topic, as many answers as possible for the trigger questions under activity 9.7.

II: use of pronouns:

- | | | | | |
|---------|---------|-------|---------|----------|
| 1. He | 2. We | 3. It | 4. We | 5. He |
| 6. They | 7. They | 8. He | 9. They | 10. They |

III

- | | | | | |
|-------|-------|-------|--------|------------|
| 1. Us | 2. he | 3. us | 4. him | 5. Him/her |
| 6. Us | 7. I | 8. he | 9. we | 10. They |

IV

- | | | | | |
|--------|---------|--------|-----------|--------------|
| 1. Who | 2. He | 3. She | 4. Me | 5. We |
| 6. Who | 7. They | 8. She | 9. Myself | 10. Yourself |

Answer for activity 9.10, II

1. were playing
2. was preparing
3. were playing
4. was practicing
5. were not cycling
6. was working were swimming.....
7. were not listening
8.were you doing?
9. were sitting

III.

- | | | |
|-------------------------------|------------------|-----------------|
| 1) was raining and thundering | 2) was playing | 3) was playing |
| 4) felt | 5). was trying | 6). was reading |
| 7) was watching | | |
| 8).called | 9). were playing | 10). was having |

IV.

- | | | | |
|------------------|-----------------|-----------------------------|-------------|
| 1. had forgotten | 2. Had booked | 3. had expected | 4. enrolled |
| 5. had left | 6. had happened | 7. Was built/had been built | |
| 8. Had finished | 9. went | 10. had not arrived | |

Answer key activity 9.11

1 Brainstorming: here reflect on the trigger before you engaged into the actual writing activities .

Self activity II

Practice identifying the thesis statement and summary writing of the model texts provided in your module one as per the instructions given for the activities.

**Answer Key for Activities unit 10****Answer for Activity 10.1, I**

1. You may say the picture is a picture of robot called Sophia.
2. You may explain how you understand robotics; as design and use of robots for different purposes.
3. You may explain if you have seen robots doing things.
4. You may explain if you know iCoG Lab.
5. You should list the things that will be mentioned in the listening text from own imagination.

Answers for Activity 10.1, II

1. The main idea is that Ethiopia is developing joining the robotic technology be establishing AI center in Addis Ababa.
2. Scientists; humanoid robot; citizen

III.

1. D

2. A

3. B

4. C

Answer key to Activity 10.2, I

1. You may say the picture is a picture of robot called Sophia.
2. You may explain how you understand robotics; as design and use of robots for different purposes.
3. You may explain if you have seen robots doing things.

4. You may explain if you know iCoG Lab.
5. You should list the things that will be mentioned in the listening text from own imagination.

Answer for Activity 10.3, II

1. Expressing dissatisfaction about the size of advertisements
2. Dissatisfaction about use of robots.
3. Dissatisfaction about being redundant.
4. Dissatisfaction about robots doing every piece of job

Answer for Activity 10.5, I

1. Technology is the development and application of tools and methods.
2. Labor is the human resource or power available, and labor market is the way of hiring or using the available labor force.
3. You should guess what the passage will be about.
4. You should list 10 words that you think would appear in the reading text.

Answer for Activity 10.5, II

1. New technologies are often seen as a real danger for existing jobs and also for future job-creation prospects.
2. However
3. The future of work depends on:
 - a) how artificial intelligence (AI), robots, and automation impact the **allocation** of tasks to labor and capital.
 - b) the preparation and measures taken by governments.
4. c
5. c
6. b
7. New technologies, such as automation, artificial intelligence and industrial robots will make work redundant and lead to massive job destruction.

Automation will increase the demand for labour in other sectors and create new jobs that did not exist in the past, and lead to higher wages and improvements in the standards of living.

Answer for Activity 10.6, I

1. opportunities
2. continuing/constant
3. unwanted break/ interruption
4. great difference created
5. caused
6. distribution
7. comprehensive; including many things

Answer for Activity 10.6, II

1. New technologies
2. Other people
3. Jobs and sectors
4. Ongoing technological advance
5. The future of work

Answer for Activity 10.7, I

1. You should construct sentences using the different homophones.

Examples: I haven't any money even a cent.

This flower has a very good scent.

2. You should learn some more homophones using dictionary.

Answer for Activity 10.7, II

1. The pencil is made of lead and wooden cover. He often leads demonstrations.
2. Addis Ababa is the capital of Ethiopia. Investment requires huge capital.
3. I object your argument. You can use different objects to prepare teaching aids.
4. The nurse puts ointment on my wound. The professor summarized the main ideas and wound his speech.
5. There is high wind in June. You need to wind up your presentation.

Answer for Activity 10.8

1. a 2. e 3. g 4. f

5. c 6. d 7. b 8. a

Answer for Activity 10.9, I

1. If I get time I will do my homework for tomorrow.
2. If I get a coffee house I will drink coffee after some time.
3. If I had had money, I would have bought a car.
4. If I got the chance to go abroad, I would go. Or If I were you I would go abroad.
5. If I had studied hard, I would have passed my national examination.

Answer for Activity 10.9, II

1. would not have been arrested; had informed
2. was sent; would stay
3. will happen; push
4. had not overslept; would not have missed
5. is; will fall off
6. had I arrived, would not have missed
7. would give; had
8. lend; will not be
9. could have offered; had known

Answer for Activity 10.9 III

- | | | | |
|-------------|-----------|----------------------|----------------------|
| 1. would go | 2. Speak | 3. would have turned | 4. Wants |
| 5. had seen | 6. closed | 7. had invited/asked | 8. will get/
meet |
| 9. Left | 10. wakes | | |

Answers for Activity 10.10

1. If it rains tonight, I'm not going to work tomorrow.
2. Meseret can't attend the school dance unless her parents allow it.
3. He's always doing crazy stunts whether or not they're considered safe.
4. In the event of a hurricane, you must stay inside.
5. Had the people not been informed, the situation would have been much worse.
6. Had I come here earlier, I could have helped you.
7. Had Mesfin spoke the truth, he would not face so many difficulties.
8. If Alemu were with you, he could have shown you the way to the

shop.

9. Unless Boreto had started from home on time, he would have missed the flight.
10. They'll approve your request provided you pay the appropriate amount of money

Answers for Activity 10.11, I

1. I often wake up early in the morning, wear my uniform and go to school.
2. Now I am reading a book, taking notes and revising my notes.
3. In the New Year, I will study hard and stand first in my class.

Answers for Activity 10.11, II

1. drives
2. work; am studying
3. is sleeping
4. is raining
5. always rains
6. are saying; is talking
7. is currently writing
8. am going
9. are normally; are
10. is

Answers for Activity 10.12, I

1. They live in a big, beautiful house.
2. Since it's a hot day, Lisa is wearing a sleeveless t-shirt.
3. The mountaintops are covered in sparkling light.
4. On her birthday, Brenda received an antique vase filled with fragrant perfume.
5. Do we have any peanut butter?
6. Grandfather has been retired for many years.
7. There are no bananas in the fruit bowl.
8. I usually read the first few pages of a book before I buy it.
9. We looked at several cars before deciding on the best one for our family.
10. This cat is a specific cat.

Answers for Activity 10. 12, II

1. A
2. B
3. B
4. D.
5. C

Answers for Activity 10.14, I.

1. As the current Secretary-General said, Kofi was one-of-a-kind, a man who embodied United Nations values. Deputy Secretary-General Amina Mohammed said that, on this day three years ago, the world lost one of its moral voices. (Indirect speech)

2. The International Organization for Migration (IOM) said today it urgently needs \$27 million to continue providing emergency shelter for internally displaced people in Tigray. With more than 2.1 million people internally displaced, some have fled Ethiopia and sought refuge in neighbouring Sudan, the agency reported.(Indirect speeches)

3. The World Food Programme (WFP) says today, “Despite numerous challenges, it has delivered food to more than a million people in the north-western and parts of southern Tigray in June and July”.

(B) 1. As the current Secretary-General said, “Kofi was one-of-a-kind, a man who embodied United Nations values”. Deputy Secretary-General Amina Mohammed said, “On this day three years ago, the world lost one of its moral voices”. (Indirect speech)

2. The International Organization for Migration (IOM) said today, “it urgently needs \$27 million to continue providing emergency shelter for internally displaced people in Tigray”. “With more than 2.1 million people internally displaced, some have fled Ethiopia and sought refuge in neighbouring Sudan,” the agency reported.

3. The World Food Programme (WFP) said today, “Despite numerous challenges, it has delivered food to more than a million people in the north-western and parts of southern Tigray in June and July”.

Answers for Activity 10.15 I.

Heading 1; b

Heading 2: a