

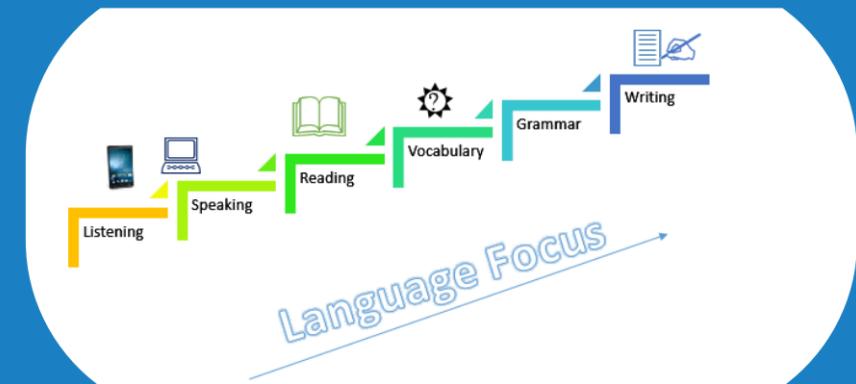
ENGLISH

DISTANCE LEARNING MATERIAL
MODULE ONE
GRADE 12



ENGLISH

DISTANCE LEARNING MATERIAL
MODULE ONE
GRADE 12



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



FDRE
MOE



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

Price ETB xxx.xx



English

Distance Learning Material

Grade 12

Module One

Writers:

Berhan Demeke (PhD)

Hailu Wubshet (PhD)

Editors:

Wube Kassaye (PhD) (Curriculum Editor)

Kebede T/Michael (PhD) (Language Editor)

Designer:

Birhane Bekele (Msc)

Evaluators:

Solomon Worku Megra (PhD candidate)

Hamid Mustefa (MA)



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY OF EDUCATION



HAWASSA UNIVERSITY

First Published in 2022 by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E) supported by the World Bank, UK's Department for International Development/DFID-now merged with the Foreign, Commonwealth and Development Office/FCDO, Finland Ministry for Foreign Affairs, the Royal Norwegian Embassy, United Nations Children's Fund/UNICEF), the Global Partnership for Education (GPE), and Danish Ministry of Foreign Affairs, through a Multi Donor Trust Fund.

© 2022 by the Federal Democratic Republic of Ethiopia, Ministry of Education. All rights reserved. The moral rights of the author have been asserted. No part of this module reproduced, copied in a retrieval system or transmitted in any form or by any means including electronic, mechanical, magnetic, photocopying, recording or otherwise, without the prior written permission of the Ministry of Education or licensing in accordance with the Federal Democratic Republic of Ethiopia as expressed in the Federal Negarit Gazeta, Proclamation No. 410/2004 - Copyright and Neighboring Rights Protection.

The Ministry of Education wishes to thank the many individuals, groups and other bodies involved – directly or indirectly – in publishing this module . Special thanks are due to Hawassa University for their huge contribution in the development of this module in collaboration with Addis Ababa University, Bahir Dar University, Jimma University and Semera University.

Copyrighted materials used by permission of their owners. If you are the owner of copyrighted material not cited or improperly cited, please contact the Ministry of Education, Head Office, Arat Kilo, (P.O.Box 1367), Addis Ababa Ethiopia.

Printed by:

xxxxxxx PRINTING

P.O.Box xxxxxx

xxxxxxx, ETHIOPIA

Under Ministry of Education Contract no. xxxxxxxxxxxx

ISBN: 978-999944-2-046-9

🌀 **Module introduction:**

Welcome to the Distance Learning English Module for Grade 12 students! This module is designed to help you improve your language skills in English and prepare you for academic and professional settings.

Throughout this module, you will learn about various aspects of English language, including grammar, vocabulary, reading, writing, and speaking. Each lesson will provide you with clear explanations, practical examples, and exercises to reinforce your understanding of the topic.

You will also have the opportunity to practice your language skills through various activities, writing assignments, and speaking tasks. These activities will help you develop your critical thinking, communication, and problem-solving skills, which are essential for success in academic and professional settings.

Our aim is to help you become a confident and effective communicator in English, and we believe that this module will provide you with the necessary tools and resources to achieve this goal. We encourage you to engage with the content and participate actively in the learning process to maximize your learning experience.

As a distance learner, you will have the flexibility to work at your own pace and schedule your study time around your other commitments. However, it is important to stay motivated and committed to your studies to achieve your learning goals.

By the end of this module, you will have gained a deeper understanding of the English language and developed your language and communication skills. These skills will be valuable in many aspects of your life, from academic to professional and personal settings.

We hope that you will enjoy this learning experience and make the most of the opportunities provided by this module. Good luck and happy learning!

Module Assessment Methods

Formative assessments:

- Writing prompts: Assigning writing prompts related to the topics being covered can help assess students' understanding of the material while also developing their writing skills.
- Quizzes: Short quizzes can be used to assess students' understanding of specific concepts or vocabulary words.
- Discussion boards: Online discussion boards can be used to assess students' understanding of course material while also providing opportunities for students to practice communicating in English.
- Peer review: Assigning peer review assignments can encourage students to take an active role in their learning while also giving them the opportunity to receive feedback from their peers.

Summative assessments:

- Essays: Assigning essays on specific topics can evaluate students' overall understanding of the course material and their writing skills.
- Tests: End-of-unit or end-of-semester tests can assess students' understanding of the course material and provide a final grade for the course.
- Oral presentations: Assigning oral presentations can evaluate students' speaking skills and overall understanding of the course material.
- Portfolios: A portfolio of students' work throughout the course can be used to assess their overall progress and understanding of the material.

It's important to note that both formative and summative assessments should align with the course objectives and be clearly communicated to students. This helps ensure that students are aware of what they are expected to learn and how they will be assessed. Additionally, assessments should be varied and allow for multiple opportunities for students to demonstrate their understanding of the material.

Table of Contents

Unit 1: Sustainable Development	1
Section 1.1 Listening Skills	3
Section 1.2 Speaking Skills	5
Section 1.3 Reading Skills	10
Section 1.4 Vocabulary Skills	15
Section 1.5 Grammar Skills.....	19
Section 1.6 Writing Skills	24
Unit 2: Time Management	30
Section 2.1 Listening Skills	32
Section 2.2 Speaking Skills	34
Section 2.3 Reading Skills	36
Section 2.4 Vocabulary.....	40
Section 2.5 Grammar Skills.....	45
Section 2.6 Writing skills	52
Unit 3: Evidence on Traffic Accident	62
Section 3.1 Listening Skills	64
Section 3.2 Speaking Skills	65
Section 3.3 Reading Skills	67
Section 3.4 Vocabulary Skills	71
Section 3.5 Grammar Skills	73
Section 3.6 Writing: Narrative Essay	79
Unit 4: Natural Resource Management	85
Section 4.1: Listening Skills.....	87
Section 4.2 Speaking Skills	89
Section 4.3 Reading Skills	97
Section 4.4 Vocabulary Skills	100
Section 4.5 Grammar Skills.....	103
Section 4.6 Writing Skills.....	107
Unit 5: Mechanized Agriculture	115
Section 5.1 Listening Skills	117
Section 5.2 Speaking Skills	119
Section 5.3 Reading Skills	121
Section 5.4 Vocabulary Skills	125
Section 5.6 Writing Skills.....	134
Answer Keys	141

Unit 1: Sustainable Development

🌀 Unit Introduction

Hello! Dear learner, welcome to the first unit of Module One of English for Grade 12.

The title of the unit is "Sustainable Development." The unit helps you practice the four major skills of English language, listening, speaking, reading, and writing including vocabulary and grammar in the context of sustainable development. Thus, it is subdivided into six sections.

The first section is a listening practice followed by section two which is the speaking practice. There are three speaking lessons under this section: pronunciation, discussion and public speech. In this section, you will learn how to pronounce different affixes added to nouns and verbs. You will also learn how to compare and contrast, and how to organize ideas for a public speech.

The second and third sections present lessons on reading and vocabulary. In the reading section, you work on activities that are meant for expanding your ability to read different texts, and in the vocabulary section, you deal with activities that help you develop your verbal reading and learn new words and phrases based on contextual clues. The fourth section is devoted for grammar lessons. The grammar lessons create an opportunity for you to learn and practice result clauses, wishes, and gerunds. At the end of the unit, there are additional reading and writing activities. The last section is on writing lessons. The section contains writing activities such as correct sentence fragments, identify organization of a paragraph and write paragraphs by comparing and contrasting things. Writing is a skill that you will master by writing. Thus, you are expected to work hard to improve your writing ability. There are also additional reading and writing activities at the end of the unit.

Note that the answers for all the activities are found at the end of the unit. Make sure that you have attempted the activities before you have a look at the answer keys.

Unit outcomes

After doing all the activities in this unit, you will be able to:

- listen and match accordingly;
- reorder incidents;
- skim over a text and tell the main idea of the text;
- identify details information;
- connect texts with your real-life experience;
- prepare a public speech on a given topic;
- guess word meanings from contexts;
- solve verbal reasoning questions;
- identify common expressions of comparison and contrast;
- correct sentence fragments;
- identify organization of a paragraph; and
- write paragraphs by comparing and contrasting things.

Unit Contents

Unit 1 has six sections as follows:

1.1 Listening Skills

1.2 Speaking Skills

1.2.1 Pronunciation

1.2.2 Discussion

1.2.3 Public speaking

1.3 Reading Skills

1.3.1 Sustainable Development

1.4 Vocabulary

1.4.1 Contextual Meaning

1.4.2 Verbal reasoning

1.5 Grammar

1.5.1 **Cohesion: Using Comparing and Contrasting Devices**

1.5.2 Fragments

1.6 Writing

1.6.1 Reorganizing jumbled words and phrases

1.6.2. Connecting words

1.6.3 Paragraph writing

In each section, there are:

- activities;
- language tips;
- self-assessment exercises with answers at the end of the unit; and
- assignments.

⊕ The Required Study Time

You will need two weeks to cover this unit, which means you must spend a total of eight (8) hours studying it.

Unit Learning Strategies

In this unit, you are expected to use the following strategies:

- Listening and matching;
- Listening for the right pronunciation of affixes;
- Expressing opinions;
- Practicing public speech;
- Reading for detailed information;
- Note-making from reading;
- Learning new words using contextual clues;
- Making verbal reasoning using contextual clues relationship;
- Using phrasal words in contexts;
- Introducing result clauses using different conjunctions;
- Giving reasons for different verb patterns;
- Practicing the usage of connectors and conjunctions in different context;
- Correcting fragments;
- Arranging jumbled words and phrases;
- Practicing paragraph writing; and

Section 1.1 Listening Skills

⊗ Section Overview

The listening skills section of the grade 12 English distance module aims to develop students' ability to comprehend spoken language effectively. This section emphasizes active listening, critical thinking, and understanding various forms of communication. Through engaging exercises and activities, students will enhance their listening comprehension skills and develop strategies to improve their overall listening proficiency.

Section Learning outcomes

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

- Develop your ability to listen and understand spoken language;
- Practice extracting details;

? Activity 1.1 listening

I. Before listening to the audio recording about sustainable development, let's warm up by discussing the following questions with a partner or in a small group:

1. What does the term "sustainable development" mean to you?
2. Can you provide examples of sustainable practices in your community or country?
3. Why do you think sustainable development is important for the future of our planet?

II. Listen to the audio recording about sustainable development and answer the following questions:

1. What is the main goal of sustainable development?
2. Name three aspects that sustainable development seeks to balance.
3. List three social aspects emphasized in sustainable development.
4. What are three ways to protect the environment according to the text?
5. How can individuals contribute to sustainable development in their daily lives?

III. Reflect on the audio text about sustainable development and discuss the following questions with a partner:

1. What actions can governments and organizations take to promote sustainable development?
2. Are there any specific sustainable development initiatives in your country? If so, describe them.
3. Why is it important for all countries to work together to achieve sustainable development?

IV. Write a short paragraph (about 100 words) expressing your opinion on the importance of sustainable development. Discuss why you believe it is necessary for the well-being of current and future generations.

Remember to use appropriate vocabulary and sentence structure.

Section 1.2 Speaking Skills

🌀 Section Overview

Speaking, like the other skills, is practiced directly by performing it. However, you might not be able to find someone to speak to and practice the speaking activities with. If there is someone with whom you might share the activity, do not hesitate to make use of the opportunity. You can record yourself and listen/and watch it later or let the other person listen/and watch it and discuss with him or her afterwards. Otherwise, you can still try to develop the skill by talking out loud to yourself.

Section learning outcomes

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

- Pronounce words with plural, possession and past tense marking affixes correctly;
- Use appropriate words/expressions to take part in a discussion; and
- Deliver a public speech.

1.2.1 Pronunciation: Plural Morpheme and Past Morpheme

Dear learner, in this vocabulary learning section you are going to practice the pronunciation of plural forms of nouns and past forms of verbs. You can refer to the Advanced Learner's English Dictionary to learn the sounds. You can also learn the pronunciations such words using electronic dictionary if you have one. You can practice the right pronunciation by saying the sounds out loud.

I. Plural morpheme: /iz/ , /-s/ , /-z/

🔍 Activity 1.2

1. Do you know how the suffix '-s' of regular plural nouns and third person singular verbs pronounced?

What happens to the pronunciation of '-s' when it is added to mark possession in nouns and when it serves as contracted forms of 'is and has'? Below are some simple example words. Put them in the right box to show the function and pronunciation of the affix '-s'.

The first row is done for you.

Buses, words, watches, plays, Alice's, Mikes, Mary's, objectives, stops, packs, plans, jobs, develops, calls, rises, boys, cats, It's, he's, finishes, boxes, goals

	/-s/	/-z/	/-iz/
regular plural nouns	Books,	Trees	Faces
third person singular			
possessive noun			
Contractions			

II. Pronunciation of Past morphemes /-t/, /-d/, /-id/

Dear learner, now you are going to practice the pronunciation of certain verbs with the regular past tense marking morpheme '-ed'. You must have heard people pronouncing '-ed' as /t/, /d/ or /id/. Do you know why this is so? This subsection is meant for discussing this issue.

I. Put the following verbs into the different columns based on the pronunciation of the past tense marking '-(e)d' attached at the end. The first one has been done for you.

watched, finished, fixed, kissed, talked, stopped, laughed, planned, dreamed, called, appeared, loved, agreed, cried, , invited, wanted, expected, ended, decided. needed

/-t/	/-d/	/-id/
watched,	stayed	needed

Pronunciation tips:

I. The suffix '-s':

In English, the suffix '-s' is used to mark plural in nouns, singularity in verbs, possession in nouns or as a contracted form of 'is' and 'has' in speech. However, it is pronounced differently. Follow the examples.

Example: buses /-iz/; texts /-s/; bags /-z/

- If the words end in sounds such as /s/, /tʃ/, /dʒ/, /z/, /ʃ/, /ʒ/, the 's' is pronounced as /-iz/.
- If the words end in sounds like /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /D/, /ò/, /v/, the 's' is pronounced as /-z/.
- If the words end in sounds such as /f/, /k/ /p/, /t/, /θ/ , the '-s' is pronounced as /-s/

II. Past morpheme /-d/:

In English, regular verbs take the suffix /-(e)d/ to mark past tense. Past morphemes added to regular verbs –d, or -ed are pronounced as /-t/, /-d/ or /-id/.

Accordingly, there are three simple rules that help to pronounce past morphemes correctly.

- If the verb base ends with a voiceless sound, /p/, / f/, / k/, /ʃ / /s/, / sh/, / ch/, / /tʃ/, / θ // th/, then the ending –ed sounds like “t”.
- If the verb base ends in a voiced sound, / b/, /v/, /g/, /z/, /j/, /th/, /l/, /m/, /n/, /r /, then, the ending –ed sounds like “d”.
- If the verb base ends in a “t” or “d” sound then the ending sounds like “id” or “ied”.

Section 1.2.2 Discussion

Dear learner! In this activity, you are going to learn the common expressions used to compare and contrast things/ideas. Example expressions and a model conversation are is given for you. Even though you may not find people to practice the words in a conversation, you can learn the expressions in fictitious contexts. You can also make-up a conversation on comparing and contrasting ideas, assuming that you are discussing with friends.

? Activity 1.3

1. Some examples expressions of comparing and contrasting are given below. Add some more expressions to the list.

Examples: on the other hand, likewise, however, but, similarly, as well as, ...

2. Take 'Growth vs Development' as a topic of discussion. Are they similar concepts or different? Grade 12 students Asebe, Daite and Zeru had a discussion. The transcript of the discussion is given below.

Identify the expressions of comparing and contrasting used in the discussion. Put them in the right column.

Comparing	Contrasting

3. Take note focusing on points that are used to compare and contrast things/ideas

The discussion among Asebe, Daite and Zeru

Asebe: What is the difference between 'development' and 'growth'? Do you think they are the same?

Daite: No, they are not the same. However, they have some similarities. Growth means the development of a person in age, height and weight, but development is the process wherein we see the growth in relation to social factors.

Zeru: I see. So, you mean growth is physical?

Daite: Yes, It is also quantitative; on the other hand, development is both quantitative and qualitative.

Zeru: Why do think people usually use them comprehensively?

Asebe: I think it means one can't replace the other though they have some similarities. We can also see them in different contexts like business, social development, etc.

Zeru: Can you give some examples?

Asebe: Well, for example. Growth refers to improvement and progress in economy as development indicates progress.

Daite: Likewise, growth and development indicate forward movements.

Asebe: Continuous increase and expansion of an organization is important for growth as well as development.

Zeru: I got it.

4. Write a conversation you could possibly make with two friends on comparing and contrasting two things.

You can use the following question to start the discussion and proceed in question and answer forms.

- a. What are the similarities and the differences
- b. How are they expressed in real life? Give concrete examples?

Section 1.2.3 Public Speaking

Dear learner, in this section you are going to practice public speaking. Public speaking is a live presentation to a group of audience. It is a formal kind of stage presentation. In your case, you may not get the chance to practice it in front of live audience. However, you can imagine that you are standing in front of people to deliver a speech on a selected topic. Below are the steps and the structure of a public speech.

I. Dear learner now read the steps and structure of a public speech.



4 steps of a public speech

Do you know what you should do at each step?

Step I: select a topic

When you choose a topic, you should know about it. It should be interesting to you and your audience as well. Knowledge, interest, needs, motivation of the audience also matter to choose a topic. Thus the topic should be useful novel/something new but familiarity to the audience.

Step II: prepare your speech

Collect as much information as possible on the issue that you are going to talk about. Put yourself in the shoes of the audience and try to answer all the questions that the audience wants to learn. Your speech will be most effective if you plan your opening and closing statements and key transitions. Organize the speech logically with a beginning, middle, and an end. In other words, tell your audience what you're going to tell them, tell them, and then summarize what you've told them.

Step III: practice

You should know your speech well enough to speak naturally during your presentation. Practice your speech at least three times, and practice in front of a friend for feedback or in front of a mirror. Gestures, movement, and eye contact are also very important aspects in public speaking. Practice makes you speak naturally.

Step IV: present

Be confident and convince your audience. Get attention and speak louder. Present yourself well, dress properly and appear in a good posture. Connect with the audience.

2. Organization of the speech

There are three parts of a public speech (introduction, body and conclusion)

- i. **Introduction** – is the beginning of the speech where you have to introduce yourself, the topic that you will speak on, and gather the audience's interest.
- ii. **Body** – is the main part of the speech that contains all supporting details and facts about your topic. Here, it is important to use connecting words (for example, though, on the other hand, similarly, first, in conclusion, to summarize, etc.) to present your points in a logical order and maintain coherence.
- iii. **Conclusion** - Summarize your main points and restate the purpose of the speech.

3. The topic for your public Speech is “Sustainable Development”

Prepare a speech on the topic that lasts for 5-7 minutes. Organize your points in a logical order.

You can practice your speech by standing in front of a mirror. Then, you can video record yourself and show it to a friend or family members. This is a very important skill for your academic, personal and professional life. So, don't hesitate to take chances to develop your public speaking skill.

Section 1.3 Reading Skills

🌀 Section Overview

Dear learner, in this section you will be introduced to a different genres of reading. The reading section contains three main activities- pre-reading, while-reading, and post-reading. Before you start reading the text titled “Sustainable Development”, do the pre-reading activities. Read the while-reading questions before reading the given article. Once this is done, read the article and answer the questions accordingly. Always, do these before you start reading the given text. The post-reading activities are meant to be worked out after completing the while reading activities.

The post reading activities help you connect the reading material with your real life experience. It also gives you the opportunity to integrate the given reading task with writing and further reading practice.

Section learning outcomes

- Provide adequate answer for the pre-reading questions;
- Identify different parts of news article;
- Answer comprehension questions correctly based on the reading text;

? Activity 1.4

I. You are going to read a news article entitled “Let’s put soils on the global sustainable development agenda”. Before reading the article, answer the following questions.

1. How often do you read Newspapers, Magazines or Journals?
2. Why/When?

II. Look the at news article below and answer the following questions

1. What are the different parts of the news of the article?
2. What does the headline say? What does it imply?
3. What does the thesis statement say? Where is it placed?
4. What do you understand from the expressions sustainable development, development goals, holistic approach, biophysical and socioeconomic development?

III. Below is the typed version of the article for you to read. Read the article and answer the questions.

Put a (√) if the statement is true or an (×) mark if the statement is false based on the information in the text. Indicated the paragraph number in which you find evidence for your answer.

Statements	(√) or (×)	Evidence (para. no.)
1. Guatemala was the only country to support sustainable development goals.		
2. The motion to develop universal sustainable development goals was first set during the Rio+20 conference.		

3. The SDGs (Sustainable Development Goals) have the responsibility to address various dimensions of development in an integrated manner.		
4. According to the article, SDGs may not need to address the realities in each nation.		
5. The success of SDGs varies in different biophysical and socioeconomic contexts.		
6. MDGs (Millennium Development Goals?) have very good lessons for the implementation of for SDGs.		
7. Global goals can bring shared visions and common understanding of development issues among nations.		
8. Climate change has no impact on soil erosion and land degradation.		
9. Poor land resource management and degradation of soil were serious problem in Guatemala.		
10. Now, Guatemala is one of the developing countries as a result of success in SDGS.		

VI. Complete the following with the correct information from the article.

1. In 2015 _____

2. In 2013 _____

3. IN 1952 _____

4. 36 years long civil war _____

5. The article brings Guatemala's case as an insight to answer two questions about SDGs

A. _____

B. _____

Let's put soils on the global sustainable development agenda

In order to adequately address the important role of soils and land for sustainable development, a holistic approach is needed. This article discusses why biophysical but also socio-economic aspects have to be considered – using the example of Guatemala, one of the first countries to support the proposal to create the Sustainable Development Goals.

In the outcome document of Rio+20, the international community identified the need to take actions on land and soils and committed to strive to achieve a land-degradation-neutral world within the context of sustainable development. The conference also set in motion a process to develop universal Sustainable Development Goals (SDGs). The SDGs are closely linked to the post-2015 development agenda process, which includes discussions on the future of the Millennium Development Goals (MDGs) which are to reach their target date in 2015. Merging the two processes into a comprehensive sustainable development agenda is a possibility and may be decided at the 68th session of the United Nations General Assembly in September 2013.

The SDGs have the mandate to address the social, environmental and economic dimensions of sustainable development in an integrated manner. At the same time, they need to consider national realities, capacities and respect national policies and priorities. Particularly, the SDGs should build upon the lessons learned from the MDGs.

Global goals can play an important role in raising awareness on fundamental issues and providing a com-

mon vision. The MDGs were successful in this regard. Moreover, with proper adaptation and effective implementation in various national contexts, such international goals have the potential of achieving a lasting impact through



Soil and land resources are far more than a mere production factor for the people in Guatemala.

catalysing actions towards solutions.

ensure an effective implementation of the soil and land related SDGs in different national contexts? The case of Guatemala can provide insights to address these questions.

■ Land and soil degradation in Guatemala: multiple dimensions of a problem

Guatemala's total population has doubled in the last ten years; it is now 14 million, with nearly 8 million people living in rural areas. More than half of the population are considered poor, and 15 per cent extremely poor. Guatemala has the fourth highest rate of chronic malnutrition in the world and the highest in Latin America and the Caribbean. It is important to note that Guatemala underwent a 36-year long civil war, which was mainly caused by a history of inequality and discrimination and was ultimately triggered by a 1952 land reform.

The degradation of soil and land resources affects 90 per cent of Guatemala's municipalities. Exploring several closely entangled dimensions of this complex problem is crucial to developing appropriate solutions. Essentially, biophysical issues include soil ero-

Let's put soils on the global sustainable development agenda

In order to adequately address the important role of soils and land for sustainable development, a holistic approach is needed. This article discusses why biophysical but also socio-economic aspects have to be considered – using the example of Guatemala, one of the first countries to support the proposal to create the Sustainable Development Goals.

In the outcome document of Rio+20, the international community identified the need to take actions on land and soils and committed to strive to achieve a land-degradation-neutral world within the context of sustainable development. The conference also set in motion a process to develop universal Sustainable Development Goals (SDGs). The SDGs are closely linked to the post-2015 development agenda process, which includes discussions on the future of the Millennium Development Goals (MDGs) which are to reach their target date in 2015. Merging the two processes into a comprehensive sustainable development agenda is a possibility and may be decided at the 68th session of the United Nations General Assembly in September 2013.

The SDGs have the mandate to address the social, environmental and economic dimensions of sustainable development in an integrated manner. At the same time, they need to consider national realities, capacities and respect national policies and priorities. Particularly, the SDGs should build upon the lessons learned from the MDGs. Global goals can play an important role in raising awareness on fundamental issues and providing a common vision. The MDGs were successful in this regard. Moreover, with proper adaptation and effective implementation in various national contexts, such international goals have the potential of achieving a lasting impact through catalyzing actions towards solutions. The success of the MDGs in terms of implementation certainly varied across countries and goals.

This raises two questions. How can the soil and land agenda be appropriately incorporated into the SDGs? And what approaches and safeguards can ensure an effective implementation of the soil and land related SDGs in different national contexts? The case of Guatemala can provide insights to address these questions. Land and soil degradation in Guatemala: multiple dimensions of a problem
Guatemala's total population has doubled in the last ten years; it is now 14 million, with nearly 8 million people living in rural areas. More than half of the population are considered poor, and 15 per cent extremely poor. Guatemala has the fourth highest rate of chronic malnutrition in the world and the highest in Latin America and the Caribbean. It is important to note that Guatemala underwent a 36-year long civil war, which was mainly caused by a history of inequality and discrimination and was ultimately triggered by a 1952 land reform.

The degradation of soil and land resources affects 90 per cent of Guatemala's municipalities. Exploring several closely entangled dimensions of this complex problem is crucial to developing appropriate solutions. Essentially, biophysical issues include soil erosion and contamination influenced by inadequate use of fertilizers and land-use changes due to monocultures and deforestation. This results in alteration of hydrological cycles and is worsened by the effects of climate change in terms of extreme weather events and plague attacks to crops.

These biophysical attributes are associated with the social, economic and political features of the country. Guatemala's land distribution is the second most unequal in Latin America; the largest 2.5 per cent of farms occupy nearly two-thirds of all agricultural land. Often, land tenure of especially poor populations is insecure. It is estimated that 70 per cent of the territory is subject to unclear titles and overlapping boundaries. People have very strong cultural connections with soil and land resources, which are commonly referred to by the word tierra (land) and associated with a sense of belonging (homeland), and seen as a sign of power and status in society (landowner), and as a source of food and high-value resources. These meanings and associations add complexity to the planning and design of sustainable soil and land management practices and policies.

Only eight percent of Guatemalan soils are biophysically suitable for permanent and intensive cultivation. But carrying out land-use planning based strictly on this fact could affect the food security of rural populations in particular those whose main source of income and food is agricultural production. Trade-offs in primordial soil functions cannot be overlooked and are at the core of a sustainable development approach that considers environmental, social and economic dimensions in an integrated manner.

(Taken from Land Portal.org, 2023)

V. Write a paragraph comparing Guatemala and Ethiopia in relation to soil preservation.



Note:

Dear learner, how much do you know about soil preservation in Ethiopia? Before doing the writing activity, you are advised to read an article on a similar topic printed or from online sources.

Section 1.4 Vocabulary Skills

Dear learner, in this section you are going to learn the contextual meaning of words. Vocabulary learning requires attention and own strategies to learn. At this level of learning you have practice using words in different contexts as the meaning of a word differs in the context it is used. Knowledge of a word doesn't only imply meaning, but also how the word fits into situations. In this section the exercises given will not be enough to learn all the new words, so you have to make more time to learn the vocabulary in this unit.

Section learning outcomes

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

- Define words in a context;
- Use words in a context; and
- Practice verbal reasoning.

Section 1.4.1. Contextual Meaning

Dear learner, in this section you are going to learn the contextual meaning of words and use them in the contexts of sustainable development.

? Activity 1.5

I. Choose the correct words that match A from B

Answer	Column A	Column B
	1. heritage	a. a trip or visit to an interesting place
	2. potential	b. special skill or knowledge that is acquired by training
	3. conservation	c. system is designed to continue at the same rate
	4. enhanced	d. organizations' potential to be productive as a result of a merger
	5. excursion	e. make certain that something happens
	6. ensure	f. qualities/ traditions that have passed from generation to another
	7. expertise	g. saving and protecting the environment
	8. synergies	h. improve value, quality, or attractiveness of something
	9. sustainable	i. the essential parts of a situation/things ingredients
	10. ingredients	j. abilities or qualities to become successful or useful in the future

II. Use the above words to complete the text below.

Biosphere Reserve of Lake Tana

Lake Tana, the source of the Blue Nile is one of the UNESCO World Heritage Sites. A team of experts visited the site. Further work in support of 1. _____ development was discussed during the 2. _____. The best practices for land use, reduction of soil erosion, reforestation, enhancement of biodiversity 3. _____, and climate change resilience were shared between UN agencies, national development programs, and Ethiopian counterparts.

The pre-planning excursion underlined the need for UNESCO sites to function as models of 4. _____ conservation and sustainable human living, in symbiosis with nature conservation and sustainable development. UNESCO and the Ethiopian UNESCO representative and the Biosphere National Committee have recently 5. _____ their capacity and focus on Biosphere Reserve Development in Ethiopia. As a result of ongoing conversations, it emerged that all the 6. _____ for effective UNESCO site management are available, including knowledge and 7. _____; however, better coordination and increased 8. _____ are needed to 9. _____ better and sustainable results. This is true not only for Lake Tana, but for other Ethiopia's 10. _____ Sites and UNESCO Sites across the Continent at large.

(adapted from whc.unesco.org)

Section 1.3.2 Exercise on Verbal Reasoning

Dear learner, in this vocabulary learning section you are going to practice verbal reasoning exercises. Before you go to the exercise, it is important to understand the concept 'verbal reasoning.'

Verbal reasoning is the ability to understand and comprehend concepts expressed through language, think constructively and apply logic to solve problems. Verbal reasoning goes beyond recognizing vocabulary or language fluency. It is a skill to use language to negotiate and explain.

Verbal reasoning assesses the ability to reasonably answer questions in words. You read given information, process the information, form a theory, and evaluate the outcome.

When a verbal reasoning assessment is made, the questions will dig deeper into the meaning of a story, going beyond the gist. The most common question type in verbal reasoning is one where you are presented with a passage of text, followed by a statement. You are not required to have any preexisting knowledge of the subject matter presented in the text.

Then, you are required to pull key details from the storyline or piece of information to trace if the statement is

A – True (the statement follows logically from the information or opinions contained in the text).

B – False (the statement is logically false from the information or opinions contained in the text).

C – Not given (If information in the text does not help to make decision on the issue)

? Activity 1.6

I. Read the text given below and write “True”, “False” or “Cannot say” to the following statements based on the reading text below.

1. Addis Ababa will become one of the most beautiful cities in the world after the project.
2. The success or failure of a development goal will not be affected by the project.
3. Different authorities put hands together to change the destiny of the river in the capital city, Addis Ababa.
4. Citizen's knowledge about healthy life has also increased due to the pandemic.
5. Alternative measures are being taken to sustain the well-being of the rivers in Addis Ababa.
6. The Ethiopian capital is experiencing a galloping population growth compared to other African cities.
7. The capital city is situated in the rift valley region wherein many tributaries flow.
8. The Addis Ababa is susceptible to violent climate.
9. African Development Bank supports African cities to formulate their development plans.
10. The East African Region is categorized as the most idyllic region.

Addis Ababa

Perched more than 2,000 meters above sea level on the high plateaus bordering the Great Rift Valley, Addis Ababa, the capital of Ethiopia, is surrounded by majestic mountains.

Deep within the folds of the land flow numerous streams that are tributaries of the Sheger River. The river rises in the hills along the northern edge of the city before flowing through its heart toward the south.

There is a hidden aspect to this pleasant scenery: the region is vulnerable to climate change and to increasingly violent and frequent rainfall. At the same time, Addis Ababa is experiencing fast urbanization. In the last 20 years, the Ethiopian capital has more than doubled in population to 5 million residents, a trend in line with other major African cities. The water now struggles to penetrate many plots of land on which buildings stand. When it rains, the streets are transformed into torrents of mud that create public health problems. The Sheger river regularly floods the downtown, its waters carrying and dumping garbage.

City residents have grown wary of the river, and dread its floods. Municipal authorities, the Ethiopian government and donors - with the support of the African Development Bank - have decided to address the flooding and also develop the potential of the Sheger River.

Section 1.5 Grammar Skills

Dear learner, in this grammar section, you are going to practice using comparing and contrasting cohesive devices. In the speaking section, you used some examples of these devices. In this section, you are going to use these devices to join statements that are used to compare and contrast things/ideas.

1.5.1 Cohesion: Using Comparing and Contrasting Devices

? Activity 1.7

I. Pairs of sentences are given below. Use the appropriate cohesive devices (comparing/ contrasting) to join the sentences. The first one is done for you.

1. a. SDGs Agenda 2020 is an exceptional project.
b. There are challenges that will hold it back from its full realization.

Example: SDGs Agenda 2020 is an exceptional project; even so, there are challenges that will hold it back from its full realization.

2. a. Ethiopia has development laws.
b. The implementation is slow due to several factors.
3. a. Ethiopian government promotes strong sustainability model and enabling environment for the implementation of SDGs
b. The world is committed to 17 integrated SDGs.
4. a. Weak institutional capacity is a big challenge to implement SDGs.
b. The legal gaps are challenges to implement SDGs.
5. a. Development agencies do not pay equal attention to environmental and social issues.
b. Sustainable development will be achieved if all the principles are given equal attention

II. Use the appropriate words of compare and contrast to complete the dialogue given below.

similar to, in comparison to, but, even if, though, look like, like, as...as, similarly, in contrast, however, and, yet, even though

- A. I'm applying for a job in an Environmental Protection Agency in Tanzania.
- B. Are you? My father used to live there. I was there with him 1. _____ I did stay long.
- A. Really!
- B. Yeah, it was really interesting. I liked everything. 2. _____ the weather was difficult.
- A. How?
- B. Well, we were on the coast, in Dares Selam. It was very hot and humid all the time. It was probably 3. _____ Afdera in Afar Region, Ethiopia.
- A. And the people, do they have a culture 4. _____ ours?
- B. They are very friendly people 5. _____ the culture is different. Masai people are very beautiful; they are 6. _____ us.
- A. How do they look?
- B. They are very tall. They are 7. _____ tall _____ the people in Gambella. They wear the most amazing colored beads, in their hair, round their necks, on their arms and legs. 8. _____ the unmarried men must look so colorful. They put red mud in their hair. They're a magnificent sight.

- A. I suppose you went on safari when you were there 9. _____ the time was short.
- B. Yes! I loved it. It was exciting. We went to the Serengeti Plain. The environment was well preserved; people sometime troubled the animals, 10 _____.
- A. I think it is 11. _____ here in this regard. It is one of the areas that challenged the development of the country.
- B. Actually, it is worse here in the national parks of Ethiopia. 12 _____ there are laws and regulation, peoples know very little about them.
- A. You are right, people usually act 13 _____ what the law says. 14. _____ status they have today. 15 _____ it takes time, citizen will gradually learn how parks contribute for the development.



Language tips: contrasting and comparing

i. **Although, even though, in spite of and despite** are all used to link two contrasting ideas. They can all be used at the beginning or in the middle of the sentence.

Example: Despite the rain, we enjoyed the festival.

We enjoyed the festival despite the rain.

The main difference between although, even though, in spite of and despite is that they are used with different structures.

ii. **in spite of / despite**

After in spite of and despite, we use a noun, gerund (-ing form of a verb) or a pronoun.

Example:

- They never made much money, in spite of their success.
- In spite of the pain in his leg, he completed the marathon.
- Despite having a headache, I had a great birthday.
- The early train was canceled. In spite of that, we arrived on time.

It is common to use 'in spite of' and 'despite' with the expression the fact that, followed by subject and verb.

Example:

- In spite of the fact that he worked very hard, he didn't earn enough.
- Despite the fact that he worked very hard, he didn't earn enough.

iii. although / even though

After although and even though, we use a subject and a verb. Even though is slightly stronger and more emphatic than although.

Example:

- I enjoyed the course, although I would have liked more grammar practice.
- Although we saw each other every day, we didn't really know each other.
- Even though she spoke very quietly, he understood every word.
- She didn't get the job, even though she had all the necessary qualifications.

iv. Though

The expression 'though' can be used in the same way as 'although', except for difference in degree of intensity

Example:

- Though I wasn't keen on the film, I thought the music was beautiful.
- The expression 'though' can also be put at the end of the sentence. This way of expressing **contrast** is most common in spoken English.

Example:

- *We waited ages for our food the waiter was really nice, though.*

Section 1.5.3 Fragments

Dear learner, what do you know about fragments? In this grammar lesson, you are going to learn about fragments and ways of ~~practise~~ correcting them.

Activity 1.8

I. Study the underlined part of the following sentences. What do you call the underlined clauses? Do the underlined clauses give complete meanings as they are?

1. Even though the environment is very harsh, I decided to work in that crowded city.
2. As I worked so hard to change the behavior of the people, they started to believe me.
3. Even if the population is very large, there are only few toilets.

4. The roads will be clean if enough lavatories are built.
5. Population growth is the biggest challenge unless it is controlled.

 **Language tip:**

Dependent clauses become fragments if they are written as separate sentences.

Example: The dependent clause 'Even though the environment is very harsh.', written as a separate sentence, does not give a complete meaning.

A sentence fragment is a group of words that resembles a sentence, but does not give complete meaning. A sentence fragment lacks subject, verb or complete thought.

There are three types of sentence fragments:

- a. Missing subject
- b. Missing verb
- c. Incomplete thought

I. Read the following sentence fragments and identify what is missing from each fragment. It is easy to correct a fragment if you find what is missing.

Example:

Fragment: Told a story with deep thoughts and emotions. (the missing part is the subject)

Revised: She told a story with deep thoughts and emotions.

Fragment: Plastic toys everywhere. (the main verb is missing)

Revised: Plastic toys were found everywhere.

Fragment: The river that was highly polluted. (the predicate is missing)

Revised: The river that was highly polluted is now cleaned.

1. To explain why that happened.
2. After I finish the project.
3. Because it was raining.
4. That time of wonder and amazement.
5. Clothes and shoes around the room.
6. Shows no improvement in your efficiency.
7. Was running down the lane and into the forest.
8. Discovered the cure for the disease.
9. Worrying that she would die.
10. Investigators from the federal bureau.

II. Correct the fragments and write the revised sentences.

Example: To explain why that happened ... is a **dependent clause**.

To correct the fragment, there are two ways

- Add appropriate main clause:
The commissioner refused to explain what happened.
- Avoid the subordinating word 'to'
Explain why that happened.
 1. Such as the sun sending its brilliant rays to the earth and the leaves of various shades of red, yellow, and brown moving slowly in the wind.
 2. *Making up his mind quickly.*
 3. *Until one of Joe's oldest and best friends had a little too much to drink.*
 4. *Not realizing at the time that we would never enter that door in her home again.*
 5. *To prove to himself and his parents that he is a man.*
 6. *Within each group, a wide range of features to choose from.*
 7. *Not realizing that we would never the city again.*
 8. *Although it only attained a speed of about twelve miles an hour.*
 9. *With no difference except the depth.*
 10. The small, one-story houses are.

Section 1.6 Writing Skills

Dear learner, in this section, you are going to practice writing. Beside its communication importance, writing is a skill you should develop to understand well how the English language works. Hence, you should take time to improve your writing. Just like the other language skills, you can develop your writing through vigorous activities.

The activities designed for this section will help you connect and use what you learned in the vocabulary and grammar sections. Therefore, the section starts with reordering words/phrases to form sentences, connecting phrases and clauses using cohesive devices and then moves on to paragraph level writing.

Section learning outcomes

When you finish this section, you will be able to:

- Reorder words/phrases to form meaningful sentences;
- Connect sentences using cohesive devices; and
- Write a paragraph using information in a chart.

Section 1.6.1 Rearranging Words and Phrases to Make Meaningful Sentences

In this section you are going to reorder words/ phrases to make meaningful sentences. This will help you practice writing meaningful sentences.

Sentences are the smallest meaningful structures to write a paragraph. If your sentence level writing is good you can follow the steps and practice to write a meaningful paragraph.

? Activity 1.9

I. Write meaningful sentences by rearranging the set of words given below.

1. economic, the, of, major, development, governments, is, focus.
2. of, people, awareness, growing, have, some, started, measures, as a result, taking.
3. already, today, the, know, people, being, environmental, that, deteriorating, well, is, of.
4. great, in, 21st has, the, shown, improvements, technology, century.
5. and, economic, industrial, minerals, production, use, depend, growth, on, of.
6. sectors/work / to/ in collaboration/ safe/ environment/ the.
7. countries/ is/ of/ that/Ethiopia/ are/ to/ the/ striving / environment/ protect.
8. In/ most/dogs/are/ the/endangered/ animals/ Ethiopia.
9. Young/ life/ children/ of/ in / the/ developing/ women/ countries/ difficult/ is.
10. Obey/ regulation/ students/ the/ should/ rules/ and/to.

II. Connect the sentences and write one meaningful sentence. Start the sentence with the connector given in brackets. The first one is done for you.

Example: He hadn't always been poor. He had had a successful business. Unfortunately, it had gone bust. Muze was a homeless beggar. (Although)

Although Muze was a homeless beggar, he hadn't always been poor as he had had a successful business which unfortunately had gone bust.

1. He was working for ten hours. Zerihun was tired. He arrived home. (When_____)

2. I parked my car near the police station. It was stolen. (Even if_____)
3. Sosi won 2,000 birr in a competition. She didn't want to celebrate. Her business plan was so wonderful. (Since_)
4. They were shopping all day. They spent all their money on clothes. Mark and Peter arrived home empty hand. (As_)
5. Hesaw a house only once while he was driving home. Last week Hashim moved to the house. he loved the garden. (Though__)

Section 1.6.2. Paragraph Writing: Write a Comparing and Contrasting Paragraph

Dear learner in this section you are going to write a paragraph comparing and contrasting life in a city and rural areas. If you don't have experience you have to read different materials to learn the similarities and differences between city life and rural life. Before you start writing, revise the steps and structure of paragraph writing you have already learned in the previous grades.

Activity 1.10

I. Revise the steps and structure of a paragraph.

Note:

The Structure of a Paragraph A paragraph has three major parts

- i. **Topic sentence:** A topic sentence is a precise statement that reflects the main idea of the paragraph.
- ii. **Supporting sentences:** Supporting sentences explain the topic sentence in detail.
- iii. **Concluding sentence:** A good concluding sentence brings a paragraph to a polished end.

Steps in paragraph writing

1. write an outline
 - the topic
 - supporting details
2. write a topic sentence
3. writing supporting sentences
4. write the concluding sentence
5. write the final draft

- II. Now, write a paragraph comparing and contrasting life in a city and in the countryside. The topic sentence is given. Write appropriate supporting details and develop a paragraph in 7 to 10 sentences.

Topic sentence: ***My life changed a lot when I moved to the city.***



Note:

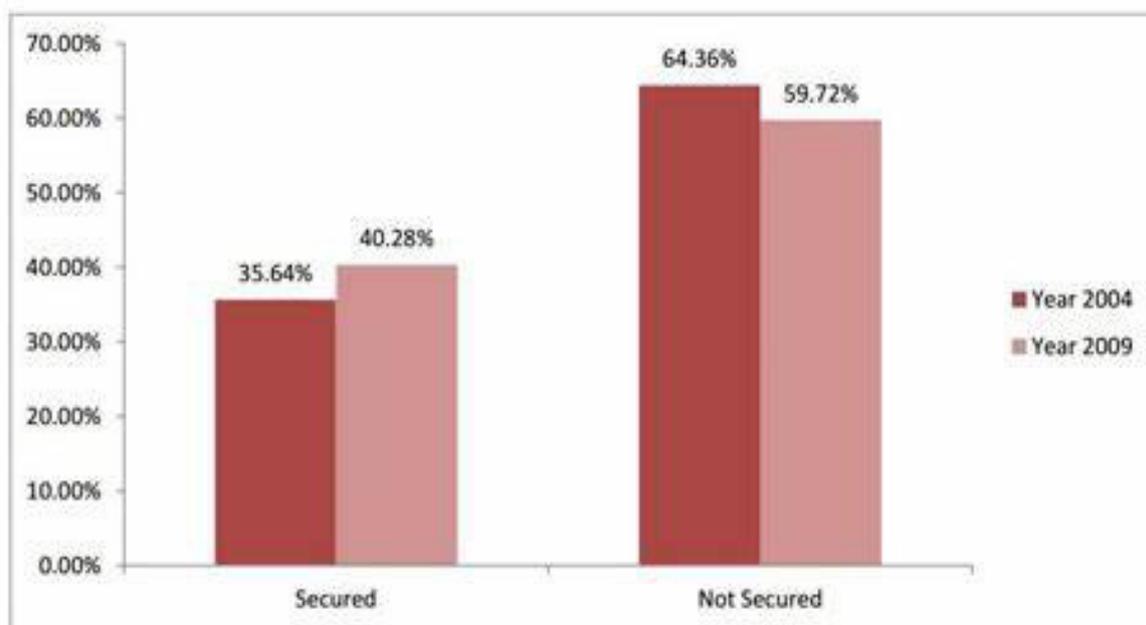
Writing a comparing and contrasting paragraph: comparison and contrast is a method of developing idea in the paragraph. In a comparison and contrast paragraph you emphasize either on comparison or contrast depending on the purpose. If you are comparing two rather similar things you should acknowledge the obvious similarities but focus on the differences. If you are comparing two obviously dissimilar things you should acknowledge the obvious contrasts but emphasize the less obvious similarities. So before you start to write limit your point of comparison and contrast.



Writing a Paragraph Based on Information in the Chart

This activity will help you further develop your writing skill. Transferring information from one form of writing is a very important writing skill. You will do similar activity for different real purpose.

The chart given below depicts information about food security status in rural Ethiopia in 2004 and 2009. Write a paragraph in 100 to 150 words comparing and contrasting the food security rate in 2004 and 2009.





Self-test Exercises

Dear learner, in this self-assessment exercise test, use expressions of comparing and contrasting to complete a dialogue between two development officers of a local project.

I. Complete the dialogue using the expressions of comparing and contrasting.

A: Ali worked hard to earn enough for his family _____ he couldn't get enough support from the local Agricultural office.

B: I don't understand how he couldn't be included in the new project. He is in _____ to the conditions considered here.

A: In his application, he explained well that he fulfilled all the requirements. _____ farmers who don't qualify the requirements are included in the project.

B: Actually his case is not _____ from the farmers in the other Kebele.

A: You are right. There are farmers in the other Kebele who should be included in the project _____ rejected for some reason. _____ their number is still manageable to be considered.

Fragment

II. Identify the missing part of the fragmented sentences. Rewrite them completing the missing part.

1. All the agencies that are engaged in development programs.
2. They should support farmers with.
3. When natural resource is in danger.
4. Urgent action to improve the ecosystem.
5. Contribute for the development of the country.

III. Complete the missing part of each sentence and rewrite the paragraph.

Human life depends _____ as much as the ocean for our sustenance. Plant life provides 80% of _____. Humans _____ on agriculture as an important economic resources. _____ cover 30% of the Earth's surface. They provide _____. Plants are also important sources for _____. However, every year 13 million hectares of forests _____. The persistent degradation of dry lands _____.

Checklist

Dear learner, in unit 1, you have done various activities that helped you achieve the following learning outcomes: Check the extent to which you have achieved each of the learning outcomes. Use the following key to tell how well you have done each of them: 1 = not well 2= OK 3= Well 4 = very well

Learning Outcomes	Not well (1)	Ok (2)	Well (3)	Very well (4)
Re-order incidents				
skim over a text and tell the main idea.				
identify details				
connect texts with your real-life experience.				
prepare a public speech on a given topic				
guess word meanings from contexts				
solve verbal reasoning questions				
identify common expressions of comparison and contrast				
correct sentence fragments				
identify organization of a paragraph				
write paragraphs by comparing and contrasting things				

Unit 2: Time Management

🌀 Unit Introduction

Hello! Dear learner, welcome to the second unit of module one of English for Grade 12. The unit is subdivided into different sections.

Unit 2 begins with a listening practice on “Time management” followed by a reading passage on the same topic. The unit helps you practice the four major skills, namely: listening, speaking, reading, and writing. In the listening section, you will listen to an audio recorded text and comprehend. In the speaking practice, you will learn how to give reasons. You will also learn how to use conjunctions to connect clauses of reasons and results. Even if there is no one around, practice the speaking activities on your own. If possible, do it with someone around. Let the other person listen to you or discuss with him or her. Never get tempted to skip the speaking activities.

In the reading practice, you will deal with activities that are meant for expanding your ability to comprehend written texts. In addition, you will learn new words and phrases based on the contextual clues. The grammar section creates an opportunity for you to learn and practice result clauses, wishes, and gerunds. At the end of the unit, there are additional reading and writing activities. The writing activities include run-on sentences, jumbled paragraphs, and letter writing. Without getting bored, you must work hard to constantly do the writing activities. Writing is a skill that you will master by writing.

Note that the answers for all the activities are found at the end of the unit. After you have attempted the activities, you can check your responses but do not look at the answer key before you have tried the activities.

Unit outcomes

After doing all the activities in this unit, you will be able to:

- listen and comprehend;
- make oral presentation;
- Participate in oral discussion;
- Identify the main idea of the reading text;
- Scan for specific information;
- Read for detailed information;
- make notes;
- correct run-on sentences;
- Identify elements of an essay; and
- write a personal letter

Unit Contents

Unit 2 has six sections as follows:

2.1 Listening Skills

2.2 Speaking Skills

2.2.1 Giving Reason

2.3 Reading Skills

2.3.1 Time management

2.4 Vocabulary

2.4.1 Contextual vocabulary 2.4.2 Analogy

2.4.3 Phrasal verbs

2.5 Grammar

2.5.1 Expressing Result 2.5.2 Wishes 2.5.3 Gerund

2.6 Writing

2.6.1 Run-on sentences 2.6.2 jumbled paragraphs

2.6.3 Letter Writing

In each section, there are:

- lessons;
- activities with answers;
- exercises with answers at the end of the unit; and
- assignments.

⊕ The Required Study Time

You will need two weeks to cover this unit, which means you must spend a total of eight (8) hours studying it.

Unit Learning Strategies

In this unit, you are expected to use the following strategies:

- listen to an audio recording and comprehend;
- asking for and providing reasons in a talk;
- reading for detailed information;
- note-making from reading;
- learning new words using contextual clues;
- making analogies using part to whole relationship;
- using phrasal verbs in a context;
- introducing result clauses using different conjunctions;
- giving wish using different verb patterns;
- practicing the usage of gerunds in different context;
- correcting run-on sentences;
- arranging jumbled sentences;
- practicing process writing; and
- letter writing (parts of a friendly letter).

Section 2.1 Listening Skills

🌀 Section Overview

The listening skills section of unit 2 English distance module aims to develop students' ability to comprehend spoken language effectively. This section stresses the importance of active listening and understanding various forms of communication, including speeches, interviews, podcasts, and lectures. Through engaging exercises and activities, students will enhance their listening comprehension skills and develop strategies to improve their overall listening proficiency.

Section Learning outcomes

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

- Develop your ability to listen and understand spoken language;
- Practice extracting main ideas and supporting details; and
- Listen and reflect on the listening text.

? Activity 2.1 listening

I. Before listening to the text about time management, let's warm up by discussing the following questions think about the following questions or discuss with someone nearby:

- a. Discuss your current time management strategies and challenges you face.
- b. Share any experiences of the negative consequences of poor time management.

II. Listen to the audio recording about time management and answer the following questions:

1. What is time management, and why is it important?
2. What are the key tips for effective time management mentioned in the text?
3. Why is it important to prioritize tasks when managing time?
4. How can individuals minimize distractions during focused work periods?
5. How can taking regular breaks enhance productivity and focus?
6. What is the benefit of learning to delegate tasks?
7. Why is effective time management a valuable skill for individuals?

III. Reflect on the audio text about time management and discuss the following questions with a partner or in a small group:

- a. How can you apply the tips provided in the text to improve your own time management skills?
- b. Share strategies you have found effective in minimizing distractions during focused work periods.
- c. Discuss the benefits of delegating tasks and how it can contribute to better time management.

IV. Write a short paragraph (about 100 words) expressing your opinion on the importance of time management and how it can positively impact your personal and academic/professional life.

Remember to use appropriate vocabulary and sentence structure.

Section 2.2 Speaking Skills

🌀 Section Overview

When practicing the speaking activities in this section, although you might not be able to find someone to talk to, try to develop the skill by talking out loud to yourself. If someone with whom you might share the activity is around, do not hesitate to make use of the opportunity. Speaking, like the other skills, is learned directly by doing it. So, learn to talk by talking.

Section Learning outcomes

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

- ask reasonable questions;
- answer questions reasonably; and
- prioritize activities in time reasonably

Section 2.2.1 Giving Reason

Dear learner, in this speaking section, you are going to practice the skill of asking and answering questions and giving reasons. If possible, find someone as a partner and take turns to ask and answer questions. If you can't find anyone, pretend you have a partner by talking loudly to yourself.

1. How punctual are you?
2. How important do you think is to arrive for appointments on time?

🔍 Activity 2.2

I. Look at the statements below and decide whether you agree or disagree to them.

1. I believe that it is important to be punctual.
2. I sometimes run late because of traffic or if public transportation lets me down.
3. I plan my time to make sure that I never arrive late for work.
4. If I know I'm going to be late, I always call and leave a message.
5. I'm not very organized. I sometimes forget appointments.
6. I find it hard to manage my time because I have so much to do.
7. Everybody runs late sometime. It's not a big deal.

- II. Find someone to work with (i.e., a friend or a family member). Ask your friend a question for the activity above, write down their answers, and discuss any differences of opinion. The first one has been done as an example:

Question	Answer
1. <u>Is it important to be punctual?</u>	1. <u>Yes. I believe that it is important.</u>
2. _____?	2. _____.
3. _____?	3. _____.
4. _____?	4. _____.
5. _____?	5. _____.
6. _____?	6. _____.
7. _____?	7. _____.

- III. Complete the table below with five activities you did yesterday. Don't worry if you can't remember the exact times. Then, prioritize the tasks based on their urgency. Follow the following procedures:

Time		Activity
From	To	
6:45 A.M.	7:00 A.M.	Woke up

- Sit with a companion or a friend (i.e., your friend or your family member).
 - Take 10 minutes to make a list of tasks that are likely to come up as part of your study plan.
 - Prioritize the tasks based on their importance or urgency.
 - At the end of the 10 minutes, present the tasks prioritized by you and your friend as if you are in front of a class and answer the question, "Which tasks did you consider most important and why?"
- III. **Now, think about the activities you listed in the last column of exercise II and write the following: Mention**
- if the activity took you longer time than necessary.

2. If the activity was interrupted by something or someone,
 3. if you completed the activity in less time than you had expected.
 4. if you didn't plan to do the activity yesterday.
 5. if you were under pressure to finish the activity.
- IV. **Evaluate the following questions based on the information you wrote for activity IV: Then, report the summary of your evaluation orally and loudly to yourself or to a friend or companion.**
1. Who made the best use of their time?
 2. Who had the most serious interruptions?
 3. Who seemed to be under the most serious pressure yesterday?
 4. How could each member of the group improve their time management?

Section 2.3 Reading Skills

🌀 Section Overview

As you will see shortly, the reading section of this unit contains three main parts that include pre-reading, while-reading, and post-reading activities. Before you start reading the text on *time management*, do the pre-reading activities. Attempt the pre-reading activities before reading the given passage all the time. Once this is done, read the passage and compare the information you have from experience with the information found in the text. Post-reading activities are meant to be worked out after reading the given passages.

Section Learning outcomes

- answer to pre-reading questions;
- answer to comprehension questions correctly based on the reading text;

? Activity 2.3

I. **Before you read the passage below, try to answer the following questions.**

1. How do you manage your time?

2. Do you prioritize when planning your daily activities? How do you do that?

3. What are the advantages of managing one's time?

4. Do you think that time management skills are life skills? Why or why not?

5. Do you use a desk or wall calendar to manage your major activities like exams and assignment due dates?

Time Management for Students

Time management is the management of your time so that it is used to your advantage and gives you a chance to spend your most valuable resource in the way you choose. Time management is a skill that can be learned, and it entails techniques for prioritizing activities and effectively using time while avoiding **interruptions** and **time wasters**. Time management is an endless series of small and large decisions that gradually change the shape of your life.

Learning to manage your time involves using a variety of life skills together. First of all, you need to know yourself. Only you know whether you are a morning or an evening person, for example. Understanding when you are at your best can help you decide when to do certain things you have to do, like studying. Then, you need to **prioritize** and decide which things are the most (and least) important.

After that, you need to get organized and start **planning** a schedule, which could include when to study as well as when to relax. It is important to be **realistic** when you are trying to manage your time. You need to plan the time to sleep, for instance, and this should be based on your normal sleep patterns; there is no point in planning to study at six in the morning if you have never managed to get out of bed before eight. Many people forget to include **socializing**, but this is a mistake because it is unhealthy to avoid seeing people, just as it is a mistake to spend all your time socializing while your list of things to do grows longer and longer.

The secret to effective time management lies in organizing and planning. Each person will plan their own week to **harmonize** with his or her **unique** requirements, **inclinations** and interests. Each thirty minutes saved through planning is time which can be used to make life richer and better.

Time management begins with the use of an assessment of your current time usage, followed by the creation of a calendar, schedule or planner with daily lists.

To begin, make a **semester calendar**. Use a **wall or desk calendar** for major exams, due dates, and meetings—basically, the events that you must do and that do not change. Use your class syllabus to help you complete the calendar. You should then keep a pocket calendar or use the **month calendars** in a planner as a reminder of classes, appointments, meetings, and errands. In addition, a **weekly schedule** should be used, which should be made once a semester of all classes, an exercise routine, work and extracurricular activities, housekeeping duties, sleeping, and eating, with blank spaces to fit in necessary activities as they come up. This is usually done weekly, preferably on a Sunday night before the week begins. These blank spaces should be utilized for studying and the completion of assignments. Study time should be scheduled at a ratio of two hours of study per hour of class. Moreover, a **daily list** should be made each day, either when you wake up in the morning or each night before you go to bed. The list should be kept short—about five or six items, both academic and personal. On the subject of lists, it is important to remember that these may have to change. You need to plan for the unexpected—a visit from a friend, for example—and this means that you may have to adjust your to-do list, perhaps crossing out something that is less important. **Flexibility** is the key here; otherwise, you risk becoming extremely disorganized. It is better to have to change a plan than to lose it completely.

Finally, remember the old saying: “If you fail to plan, you plan to fail.” In the end, managing your time better will help you avoid stress, and that can only be a good thing.

You can now compare your answers for the pre-reading questions with the information you have gathered from the passage. Are they different or similar?

II. Answer the following comprehension questions based on the information you have gathered from the passage.

1. What is time management?

2. What are the skills of time management?

3. What is the difference between the semester calendar and the monthly calendar?

4. Where does the secret of effective time management lie?

5. Why do we use a weekly schedule?

6. How do we schedule a study time?

7. Why are we expected to be flexible in making a daily list?

8. When is the best time to create a weekly schedule?

9. When shall we make a daily list or a daily schedule?

10. What does "If you fail to plan, you plan to fail" mean?

III. According to the passage, determine whether the following statements are true or false. Provide the correct information if the answer is false.

1. Time management gradually changes the shape of your life.

2. Learning to manage your time doesn't involve self-knowledge.

3. It is important to schedule when to study and when to relax.

4. Time management begins with an assessment of your current time usage.
_____.
5. When planning your time, you need not plan for the unexpected.
_____.
6. On a schedule, flexibility leads to disorganization.
_____.
7. Managing your time leads to stress because it takes much of your time.
_____.

Section 2.4 Vocabulary

🌀 Section Overview

Like the preceding unit, here you'll have more chance to learn new words and phrases. You will be introduced to the following words: *interruption*, *time wasters*, *prioritize*, *organize*, *plan*, *realistic*, *socialize*, *harmonize*, *unique*, *inclination*, *calendar*, and *flexible*.

Section Learning outcomes

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

- guess the meanings of words from context;
- internalize the concept of word analogy through practice ; and
- identify the meanings of phrasal verbs in a context.

? Activity 2.4 New words from the passage

- I. **From the list below, choose the word that best fits in the blank space to complete each sentence.**

time wasters, inclination, harmonize, interruptions, prioritize, unique, socialize, calendar, flexible, organize

1. Avoiding _____ will help you use your time effectively.
2. He prefers to sit alone rather than _____ with friends.
3. Most TV shows are _____. Don't look at them all day.
4. It is wise to _____ one's goal with abilities.
5. He had an _____ to give up too easily. Encourage him to continue to the end.
6. Plan your own week to match your _____ requirements.
7. We have too many things to do. We must _____ our activities.
8. You should _____ your thoughts before writing an essay.

9. We should have _____ schedules in our daily lives.
 10. I have you on my _____ for next Monday.

Dear learner, Now you are going to practice a word relationship called analogy. An analogy is a comparison between two situations, processes, etc. that is intended to show that the two are similar. There are various types of analogies, such as part to whole, cause and effect, antonyms, synonyms, definitions, and so on.

Of these, you are going to practice the relationships related to parts of speech and word order.

Here are some important things to remember when you think about analogies:

- a) **Parts of speech** If the words in the first pair express a “noun: adjective,” “verb: noun,” or “adjective: adjective” relationship (for instance), the second pair should show the same relationship between parts of speech.

Example:

- i) Noun: Adjective
Dog: Furry House: Wooden
- ii) Verb: Noun
Run: Marathon Sing: Song
- iii) Adjective: Adjective
Happy: Joyful Dark: Gloomy
- iv) Adjective: Noun
Red: Apple Tall: Giraffe
- v) Adverb: Verb
Quickly: Run Quietly: Speak

- b) **Word Order** If the first pair expresses a “tool user: tool” relationship (for instance), the second pair must express the same relationship in the same order.

Example:

Carpenter: hammer
 Chef: Knives
 Writer: words
 Musician: notes.

? Activity 2.5 Analogy

I. Circle the word that best completes each analogy. Explain why you chose your answer.

Example: Brush is to paint as pen is to write.

Explain: You use a brush to paint and you use a pen to write.

1. Stripes is to zebra as _____ is to giraffe.

- a) runs b) stripes c) fur d) spots

Explain: _____

2. Bats are to caves as humans are to _____

- a) Stores b) forests c) beds d) houses

Explain: _____

3. Red is to stop as green is to _____.

- a) go b) remember c) forget d) caution

Explain: _____

4. Plenty is to ample as shortage is to _____.

- a) Too much b) scarcity c) lost d) hunger

Explain: _____.

5. Present is to here as late is to _____.

- a) absent b) punctual c) tardy d) overslept

Explain: _____

Hello learner,

Now, you are going to study phrasal verbs and their meanings. As you can understand from the name itself, "phrasal verb" refers to a verb that contains more than one word, just as a phrase includes two or more words as its constituent.

That means we can use many verbs together with another word to form "phrasal verbs." The meaning of a phrasal verb is not always clear from the two parts. For example, "put through" means "connect" (= make a telephone connection). You should check the meaning of phrasal verbs in a dictionary.

? Activity 2.6 Phrasal verbs

I. **Read the following incomplete dialogues carefully, and then complete them in the blank space provided.**

1. **Saba:** What shall I do with this form?
Sara: just fill it in and send it to the address at the top.
2. **Alemitu:** Is Ayelech a fast runner?
Chaltu: Oh, yes. Nobody else can **keep**_____.
3. **Kebede:** Why didn't you buy a dictionary?
Taye: The bookshop has **run**_____.
4. **Markos:** Did you believe her story?
Maritu: No, I knew she must have **made**_____.
5. **Folla:** Do we need to finish this drawing before the meeting?
Bayu: yes, we do, so you'd better **get**_____.
6. **Sisay:** What are the girls doing in the garden with the tent?
Alex: They want to **put**_____before they go away, to check that it's OK.
7. **Abebe:** Were you disappointed that Garumsa missed the meeting?
Meron: Yes, we felt he'd **let**_____rather badly.

II. **Now, rewrite each sentence, replacing the expression underlined with the correct form of one of the phrasal verbs in the following table. Rewrite your answer in the space provided.**

The first is done as an example.

Break down,	give out,	go on,	look up to,
Put through,	keep off,	look back,	look out

1. Be careful! Don't step into the hole.
Look out! Don't step into the hole.
2. I'm sure we'll remember this holiday with great pleasure.

3. The young boys really admired the first team's players.

4. The teacher distributed the question papers.
_____.

5. Hold the line. I'll try to connect you.

_____.

6. What's happening here? What are you doing?

_____.

7. My old car stopped working completely last weekend.

_____.

Language Tips on phrasal verbs

The following tips will help you understand some points about the grammar of phrasal verbs. Read them very carefully with the supportive examples, and then practice constructing your own sentences using these phrasal verb forms.

Grammatically, there are three types of phrasal verbs.

- i. One type consists of verb+ adverb and they have an object. Particles can exist separately or together.

Example: She puts on a hat. She puts a hat on.

Some common verbs of this type include:

Bring up, calm down, cross out, fill in, find out, give in, give out, look up, point out, pull off, put away, put through, take off, try on, turn off, work out.

- ii. Example: I usually get up at seven O'clock. The second type of phrasal verb consists of verb + adverb but there is no object. The Particles are inseparable.

Who looks after the baby when you go to work?

Some common verbs of this type are:

Break down, check in, get off, get up, go on, hang about, look out, set off, show up, take off, turn out, and turn up.

- iii. The third type consists of verb + adverb + preposition and they have an object. The particles are inseparable.

Example: We're looking forward to your news.

Who come up with that idea?

Some common verbs of this type are:

Do away with, face up to, run out of, and look up to.

Section 2.5 Grammar Skills

🌀 Section Overview

The new grammar elements in this section are expressing results, wishes, and gerunds. First, you will practice how to use result clauses in sentences. Next to this, you will practice expressing wishes with different sentence structures. Finally, you are going to practice using gerunds in different positions in a sentence.

Section Learning outcomes

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

- use **since, as, for**, etc. to join sentences and form a sentence with a result clause.
- Provide suitable result clauses to the main clause;
- use the verb “wish” in different sentence structures, and
- use gerunds in different sentence positions (i.e. initial, middle and final).

? Activity 2.7 Clauses of result

I. **Look at the following sentences. They have adverbial clauses of result in them. Identify and underline the result clause in each sentence. Give reason to yourself why you have underlined it.**

1. There are so few hours in a day that I can't do everything I want to do.
2. There was a power cut so we had to light a few candles.
3. There's no ~~not~~ much time left so we had better hurry.
4. It was such a puzzling situation that she was confused about what to do next.

As you can see from the sentences above, an adverbial clause of result begins with conjunctions like: that, so, such a...that, etc.

II. **Now, join the following pairs of sentences using since, as, for, etc., and form a single sentence. Consider the first one as an example. Write your new sentence in the space provided.**

1. I didn't go to school. I was sick

I didn't go to school since I was sick

2. It rained the whole day. It's a rainy season.

_____.

3. She is crying. She has lost her keys.

_____.

4. I have to leave now. I have a class.

_____.

5. The teacher sent Almaz home. She was cheating.

_____.

6. We have delayed our journey. There is a fog.

_____.

III. Complete the following sentences by providing appropriate result clauses. Use the blank spaces to provide the result clauses. The first one has been done as an example.

1. The lecture was boring and irrelevant, so some of the students began to fall asleep.

2. The government increased tax on alcoholic beverages, _____

3. Time management is a crucial skill, _____

4. Prioritization is a time management technique, _____

5. I have a cold, _____

6. I missed the bus, _____

IV. Complete the sentences with an expression from the box. The first has been done as an example.

due to a problem with the brakes, for the children, for the best drawing, for some bottled water, owing to the strike, for a cup of coffee

Example: The workers had a break for a cup of coffee.

1. She kept a box of toys _____ to play with.

2. Saba won a prize _____.

3. Hailom's accident was _____.

4. He has gone to the shops _____

5. Many people were late for work _____.

 **Language tips**

In English grammar, result clauses are a type of subordinate clause that shows the result of an action or situation. They help answer the question of why something happened.

Result clauses are introduced by a variety of conjunctions, such as: so, so...that, such...that, because, since, etc.

 **Activity 2.8 Wishes**

Hello learners,

Today you are going to learn how to express wishes using the verb “wish.” We use the verb “wish” to talk about things we want to happen, but unlikely so. Now, read the following sentences and learn how we talk or write about things we want to do, but impossible.

- **I wish** I could see you next week (i.e., but it is not possible to see you next week).
- **I wish** we had a bigger house (i.e., but we have a small house).
- I don't like my work. **I wish I could** get a better job.
- That's a dreadful noise. **I wish it would** stop.

I. **Now, complete the following conversations with a sentence containing the verb “wish.” The first is done for you as an example.**

A. **Selam:** My mother's really angry with me.

Hirut: Why?

Selam: Because, she found out I left my job.

Hirut: Oh, yes. I told her that.

Selam: Well, I wish you hadn't told her. It's none of your business.

Hirut: I'm sorry.

B. **Tamirat:** Have you seen Gemechu's new Jacket? I think it is ~~was~~ expensive.

Alem: Definitely He told me it cost him 5000 birr.

Tamirat: I _____

Alem: Well, you may not be rich, but you're much better looking than Gemechu.

Tamirat: Am I?

C. **Gebbru:** You seem to enjoy dancing with Lemma.

Almaz: Yes, I do. He's a very good dancer.

Gebbru: I _____ when I was young.

Almaz: You could learn now.

D. **Aster:** I went to Diredawa last month.

Martha: Really? My brother's living in Dire now.

Aster: I _____ could have visited him.

Martha: Yes, it's a pity. You must tell me if you have to go there again.

E. **Fana:** My parents moved to Addis last month.

Jarso: How do they like it?

Fana: My mother likes it, but my father misses their old home. He

Jarso: Perhaps he'll get used to it.

Fana: I doubt it.

F. **Keleab:** My brothers are digging a swimming pool.

Jamila: That sounds like hard work!

Kaleab: It is. Actually, I suspect _____

. But they can't **stop now**. There's a great big hole in the middle of the garden.

Jamila: Yes, I see what you mean.

II. **Now, you are going to read a conversation between Solomon and Tasew. They are roommates. Read what they say about each other, then, write sentences beginning 'I wish he would/wouldn't' in the blank spaces provided.**

Solomon



It is dreadful having to share a room with Tasew. He's so untidy! He's books are all over the place, he never washes socks, he leaves dirty clothes around the room. It's such a mess I can't work. And he comes in late in the evening. When I'm trying to sleep, he lies in bed and talking to his friends loudly through phone. I can't stand it.

Tasew



The trouble with Solomon is that he never relaxes. He is always working and he's bad tempered. He doesn't tell me what's wrong, he just sulks. And he interferes with my possessions. He moves my books around so I can't find them.

Solomon says, *I wish Tasew wouldn't leave his books all over the place.*

Tasew says, I wish Solomon would relax sometimes. _____

 **Language Tips**

We use the verb **wish** to talk about things which we want but which are not possible. Read the following example sentences:

- **I wish** you could agree to come (i.e., but you can't agree to come).
- **I wish** we had a bigger house (i.e., but we had a smaller house).
- Alex was very lazy at school. Now **he wishes** he had worked harder (i.e., but he didn't work harder).

a) **We use wish with past tense form (Note that future tense cannot be used here).**

We use past tense modals "would" and "could" to talk about **wishes for the future**. Look at the following example sentence:

- I don't like my work. **I wish I could** get a better job (i.e. to get a better job in the future).
- You lie always. We wish you would tell us the truth (i.e., to tell us the truth in the future).
- *That's a dreadful noise. **I wish it would** stop (i.e., to stop in the future).*

b) We use **past simple** and continuous to talk about **wishes for the present**.

Look at the following example sentences carefully:

- I don't like this place. **I wish I lived** somewhere more interesting (i.e. to live somewhere more interesting now).
- These seats are very uncomfortable. **I wish we were travelling** first class (i.e., I want that we are travelling in the first class).
- *I wish I knew the answer, (i.e., I don't know the answer).*
- John wishes he wasn't so busy, (i.e. He is busy).

After *I/he/she/it*, we can use **were instead of was**: look at the following example sentences:

- ***I wish I was/were** taller.*
- ***Tola wishes he wasn't/weren't** so busy.*

c) **We use the past perfect** to talk about **wishes for the past**. Look at the following sentences very carefully:

- **I wish I had worked** harder when I was at school, (but I didn't...).
- **Meron wishes she had listened** to what her mother told her, (but she didn't...).
- **I wish I hadn't spent** so much money last month, (but I didn't...).

? Activity 2.9 Gerunds

Dear learner,

Today, you are going to learn gerund. A gerund is a verbal noun that ends in -ing and can serve several functions in a sentence.

I. Now, read the following sentences very carefully and try to understand how the -ing form is used in each sentence. In the sentences, gerunds are written in bold.

- A. **Boxing** is my favorite sport.
- B. **Reading** is my hobby
- C. **Working** hard makes you successful.
- D. I have learned **driving**.
- E. She dislikes **oversleeping**.
- F. I hate **worrying** about my future.
- G. The man is addicted to **drinking**.
- H. I'm tired of **applying** for vacant positions.
- I. He's afraid of **speaking** the truth.
- J. My aim in life is **becoming** an athlete.
- K. My sister's objective is **building** a home for homeless children.
- L. What I want to do in life is **achieving** something useful for all.

II. Now, categorize the sentences above under the different uses of gerund. Remember, the gerund is written in bold.

As subject of a verb

1. **Boxing** is my favorite sport.
2. _____.
3. _____.

As object of a transitive verb

1. _____
2. _____
3. _____

As complement of a verb

1. _____
2. _____
3. _____

As object of preposition

1. _____
2. _____

III. Dear student, you are going to step up your activity on gerunds. Now, insert the verbs in the box into their appropriate places in the text that follows it. You can use one verb more than once.

Cooking, drinking, losing, going, joining, trying exercising, eating

My brother enjoys _____ 1 _____. He also likes _____ 2 _____
 But his girlfriend advised him about _____ 3 _____ weight. He
 decided on _____ 4 _____ a gym. He is _____ 5 _____ to go there
 every day. Yesterday, he drank beer with me instead of _____ 6 _____
 He prefers _____ 7 _____ alcohol to _____ 8 _____
 weights, of course. His girlfriend called him when we were at the pub. He
 stopped _____ 9 _____ his beer and
 answer the phone. He promised to be home by 4p.m. However, we kept _____
 10 _____ until we ran out of money.

Language Tips

A gerund is a noun that, having derived from a verb, retains a few verb-like properties. All gerunds end *-ing* (e.g., *building, arriving, killing*).

Verbs which are usually followed by a Gerund:

acknowledge, admit, adore, anticipate, appreciate, avoid, celebrate, confess, contemplate, delay, deny, describe, detest, discuss, dislike, dread, endure, enjoy, fancy, finish, imagine, involve, keep, justify, mention, mind, miss, omit, postpone, practice, quit, recall, recommend, regret, report, resume, risk, suggest, tolerate, and understand

Section 2.6 Writing skills

Section Overview

In this particular section, you will have ample writing activities. Use all of your energy to write without becoming tired or bored. It is only through the process of writing that the writing skill is developed.

The activities in this section move from the simple to the complex. First, you

will look at a common sentence error called a run-on sentence, which results from two or more complete sentences being connected without any punctuation. Here, you are going to learn how to correct run-on sentences. Next, you will look at how other writers write by rearranging jumbled paragraphs into a correct and coherent piece of writing. After this, you are going to practice the skills of letter writing by writing a guided, friendly letter. Finally, you will practice the elements (parts) of a friendly letter by indicating the right positions of each part in letter writing.

Section learning outcomes

When you finish this section, you will be able to:

- correct run-on sentences;
- re-arrange jumbled paragraphs and form a correct and logical essay;
- write a friendly letter using the right format.

? Activity 2.10

I. **Look at the following sentences and decide whether they are “right” or “wrong” based on their structure. Give your answers in the blank space.**

- (a) I ran across the road it was very dangerous. _____
- (b) I ran across the road. It was very dangerous. _____
- (c) Lemma is the fastest runner in the class he wins all of the races.

- (d) Lemma is the fastest runner in the class. He wins all of the races.

You can correct run-on sentences in one of the following three ways.

- (a) by making it two separate sentences;
- (b) inserting a semi colon;
- (c) using a comma and a coordinating conjunction.

II. **Now, decide which of the following sentences is “right” and which is “wrong”, and then rewrite those wrong sentence structures in the space provided.**

1. My father retired from office last year he is writing a book about his experiences.

2. Tolosa mowed the grass this morning tonight he will water the flowers and bushes.

3. The small girl seemed to be lost she was crying and looking for her mother.
-
4. Mrs. Dawson inherited a large sum of money from her brother she can buy a new car now.
-
5. I can never beat my little brother at video games, he has them all mastered.
-
6. We will be on vacation next week we will be unable to attend your party.
-
7. The storm passed quickly through the area last night, and it caused a lot of damage. _____

III. The following story is about Einstein. Decide whether each sentence is a correct sentence or a run-on sentence. If it is a correct sentence, write S; if it is a run-on sentence, write R-O. Revise each run-on sentence by (1) making it two separate sentences; (2) inserting a semicolon; or (3) using a comma and a coordinating conjunction. The first is done as an example. Use separate pieces of paper to write the correct forms. As an example, the first has been completed.

R-O (a) School in Munich was too rigid and boring for young Einstein he did not do well.

Correction

- (i) School in Munich was rigid and boring for young Einstein. He did not do well.
- (ii) School in Munich was rigid and boring for young Einstein; he did not do well.
- (iii) School in Munich was rigid and boring for young Einstein, and he did not do well

_____ **(b)** However, young Einstein showed a talent for mathematics, at the age of 12, he taught himself Euclidean geometry.

- _____ **(c)** After finishing secondary school, he entered the Federal Polytechnic Academy in Switzerland, he did not like the teaching methods there.
- _____ **(d)** The academy frustrated him he could learn in a way that interested him.
- _____ **(e)** Einstein chose to educate himself, he missed classes often and spent the time studying physics on his own.
- _____ **(f)** His professors had low opinions of him, he graduated anyway in 1900.
- _____ **(g)** In 1905, he published a paper on physics the University of Zürich awarded him a Ph.D. for this work.
- _____ **(h)** In the same year, he published four more papers that presented new thoughts on the nature of light and other important concepts.
- _____ **(i)** Physicists resisted his ideas at first, eventually his general theory of relativity was confirmed through observation.
- _____ **(j)** Einstein achieved international recognition, in 1921 he received the Nobel Prize in physics.

? Activity 2.11

Dear learner,

You're going to look at a piece of writing called an essay. An essay has its own formats. The following table indicates the different parts of an essay and their functions(purposes). Study them very carefully.

The form of an essay

<p>Introductory paragraph</p> <ul style="list-style-type: none"> i. Introduction ii. Thesis statement iii. Plan of development: Points 1, 2, 3... <p>First supporting paragraph</p> <ul style="list-style-type: none"> i. Topic sentence (Point 1) ii. Specific evidence <p>Second supporting paragraph</p> <ul style="list-style-type: none"> i. Topic sentence (Point 2) ii. Specific evidence <p>Third supporting paragraph</p> <ul style="list-style-type: none"> i. Topic sentence (Point 3) ii. Specific evidence <p>Concluding paragraph</p> <ul style="list-style-type: none"> i. Summary ii. Conclusion, iii. Or both 	<p>The introduction attracts the reader's interest. The thesis statement states the main idea.</p> <p>The plan of development is a list of points that support the thesis.</p> <p>The topic sentence advances the first supporting point for the thesis.</p> <p>A summary is a brief restatement of the thesis and its main points. A conclusion is a final thought.</p>
---	--

I. Now, rearrange the following jumbled paragraphs to form a coherent essay. Use the table above to make the arrangement.

1. A further reason for completing a college degree is that the knowledge you get from college makes your life more pleasurable. For example, if you take introduction to music history, you become familiar with the different musical periods and styles. You start to enjoy the classical music that you listen to, because now you understand more about it. When you study literature, you get a better understanding of the beauty of poetry. You will notice that college subjects not only make you more knowledgeable; they bring more pleasure to your life.
2. College degrees are becoming more and more common. Twenty years ago, most people (if they were lucky) had only a high school certificate, and that was enough to get them a job. Some people now believe that college degrees are so common that they are not so important anymore. What counts is the experience that a person has for a job. However, I believe that, even though college degrees are more common these days, they are still important and worth the effort.

3. A final reason for getting a college degree is that it shapes your character. In order to be successful in college, you need to learn to manage your time. You also need to be responsible and work hard, do all your assignments and study well for all your tests. In addition, you learn to deal with frustrations, such as low grades or tiredness. You learn to persevere and keep trying. This is very good training for the frustrations you will have in your job and in your life later on.
4. One important reason for getting a college degree is that a college degree gives you the basic information and preparation that you need to get a good job. College courses are organized so that you can get the information you need about a certain job. College courses teach you skills for that job. Of course, college courses cannot teach you everything you need to know, but they give you the basics, enough information for you to be prepared. They also teach you how you can get the information that you don't have. Therefore, in order to get a good job preparation, it is a good idea to complete a college degree.

The right order is: _____, _____, _____,
_____.

? Activity 2.12 Letter writing

- I. **Assume that you are an Ethiopian student learning in Europe. In your stay, you have realized that your conception of time management is different from that of your classmates. Write a letter that compares your and your classmates' view of time management to your family/friends living in Ethiopia**

Follow these steps when writing the letter

1. Make a list of the points to include in your letter

Example

- a. Similarities between views on time management between Ethiopians and Europeans.
 - b. Differences between views on time management between Ethiopians and Europeans.
1. Think of suitable introductory paragraph, for example:
 - a. Say why you are writing.
 - b. Say what you are going to discuss in your letter.

2. Think of a suitable concluding paragraph, for example:
 - a. Some up your points.
 - b. Think of polite way of closing.
3. Make sure you remember the conventions of letter writing.
4. Write rough draft of your letter.
 - a. Set out your letter following the conventions of letter writing.
 - b. Divide up what you have to say into about four paragraphs (including the introduction and conclusion) according to the number of points you want to make.
 - c. Link your points with suitable discourse markers where appropriate.
5. Check your draft carefully to make sure:
 - a. Your ideas are logical and clearly expressed
 - b. Your spelling, grammar and punctuation are accurate.

Now write a final, neat version of your letter on a clean page of your exercise book.



Self-test Exercises

I. Choose the correct option

1. The piano was _____ Mamo and Hariso couldn't move it.
 - a) So heavy that
 - b) Such heavy
 - c) Such heavy that
 - d) So heavy
2. It was _____ we all cried at the end.
 - a) Such a sad film that
 - b) So a sad film
 - c) So a sad film that
 - d) Such a sad film
3. They were _____ I couldn't understand them.
 - a) So confusing instructions that
 - b) Such confusing instructions that
 - c) So confusing instructions
 - d) Such confusing instructions
4. I had _____ I stayed in the bed all week.
 - a) Such a bad cold that
 - b) Such a bad cold
 - c) So a bad cold that
 - d) So a bad cold

5. The birds have _____ they can't get in to the air.
 a) Such small wings b) Such small wings that
 c) So small wings d) So small wings that
6. Tamrat was _____ he wouldn't speak to anyone.
 a) Such annoyed that b) Such annoyed
 c) So annoyed d) So annoyed that
7. Beshadu got _____ she almost cried.
 a) So a nice welcome b) Such a nice welcome
 c) Such a nice welcome that d) So a nice welcome that
8. They were _____ everyone enjoyed their company.
 a) So nice people that b) Such nice people that
 c) Such nice people d) So nice people
9. I had _____ you wouldn't believe it.
 a) Such bad luck that b) So bad luck that
 c) Such bad luck d) So bad luck
10. Amarech was _____ she threw a plate at him
 a) So angry with Tamiru b) So angry with Tamiru that
 c) Such angry with Tamiru d) Such angry with Tamiru that

II. Choose the correct answer

1. What a terrible noise! I wish they _____ that music down,
 a) will turn b) had turned c) would turn
2. A: Do you fancy going to the cinema this evening?
 B: 'I wish I _____ but I've got to work.'
 a) Would b) Should c) Could
3. "I'm starving! I didn't have time for breakfast this morning."
 "Here, have some bread."
 "Thanks. You've saved my life!"
 " _____ asked me earlier."
4. "We're going to be late."
 "I wish you _____ saying that. It's driving me mad."
 a) Hadn't kept
 b) Hadn't have kept
 c) Wouldn't keep
5. "I feel awful. I knew I was going to get flu when I got up this morning."
 "Why did you come to work then? You _____ at home."
 a) Wish you stayed
 b) Should stay
 c) Should have stayed

6. I bought these trousers yesterday but I don't like the color.
I _____ them now.
a) wish I couldn't buy
b) wish I hadn't bought
c) shouldn't have bought
7. "My head's killing me. I knew I _____ have had that last glass of wine.
a) wouldn't b) shouldn't c) couldn't
8. A: "Are you coming to the party?"
B: "I can't. I told Tamrat and Kebebus I'd babysit for them. I _____ to do it now.
a) wish I didn't agree
b) shouldn't agree
c) wish I hadn't agreed
9. I wish I _____, but I am so busy that I don't have the time.
a) could have helped
b) could help
10. I wish _____ the manager.
a) see b) seeing c) to see

III. **Replace the underlined word in the sentence with one of the phrasal verbs given below to convey the same meaning.**

1. You will suffer if you drink.
a) break off b) break down c) break up d) break away
2. He is inviting trouble if he quarrels with the house owner
a) ask for b) ask after c) ask against d) ask on
3. She is depending on the bank loan for her higher study.
a) baking on b) banking away
c) banking off d) banking up
4. I was surprised when I won the lottery.
a) taken of b) taken away
c) taken on d) taken aback
5. Please tolerate the pain.
a) bear up b) bear down c) bear off d) bear out
6. Modern researches prove that yoga cures diseases.
a) bear up b) bear off c) bear out d) bear down
7. A few prisoners escaped from prison last night.
a) break up b) broke up
c) break down d) broke away

8. Our parents have raised us to be good citizens.
 a) brought out b) brought up
 c) brought by d) brought down
9. Many people pray to God for help rather than to thank him.
 a) call at b) call upon c) call about d) call on
10. We must obey his orders
 a) carry on b) carry off c) carry out d) carry down

Checklist

Dear learner, in unit 2, you have done various activities that helped you achieve the following learning outcomes: Check the extent to which you have achieved each of the learning outcomes. Use the following key to tell how well you have done each of them: 1 = not well 2= OK 3= Well 4 = very well

Learning Outcomes	Not well (1)	Ok (2)	Well (3)	Very well (4)
Make oral presentation;				
Participate in oral discussion;				
Identify the main idea of the reading text;				
Scan for specific information;				
Read for detailed information;				
Make notes;				
Correct run-on sentences;				
Identify elements of an essay; and				
write a personal letter				

Unit 3: Evidence on Traffic Accident

✿ Unit Introduction

Hello! Dear learner, welcome to the third unit of module one of English for Grade 12.

The title of the unit is “Evidence on Traffic Accident”. The unit helps you practice the four major skills of English language, namely: listening, speaking, reading, and writing including vocabulary and grammar in the context of sustainable development. Thus, it is subdivided into six sections.

The first section is a listening practice which is followed by section two speaking practices. There are three speaking lessons under this section: pronunciation, discussion and public speech. In this section you will learn how to pronounce different affixes added to nouns and verbs. You will also learn how to compare and contrast, and organize ideas for public speech.

In the reading practice, you will deal with activities that are meant to expand your ability to read for different purposes. In addition, you will learn new words and phrases based on the contextual clues. The grammar section creates an opportunity for you to learn and practice use of tenses in conditional sentences, participle and participial phrase correcting dangling modifiers. The writing activities include jumbled paragraphs, and essay writing.

Unit outcomes

After doing all the activities in this unit, you will be able to:

- listen and decide true or false;
- identify detail information
- tell the main ideas and specific information reading texts;
- express your opinion on issues raised
- Identify the contextual meaning of words;
- construct sentences using discourse markers;and
- write a narrative essay on given incidents.

Unit Contents

Unit three has six sections

3.1 Listening Skills**3.2 Speaking Skills**

3.2.1 Expressing Opinion

3.3 Reading Skills

3.3.1 Evidence on Traffic Accident

3.4 Vocabulary

3.4.1 Contextual Meaning

3.4.2 Antonyms

3.5 Grammar

3.5.1 Tenses in conditional sentences;

3.5.2 participle and participial phrase

3.5.3 Dangling modifiers

3.6 Writing

3.6.1 Reorganizing jumbled paragraphs to make coherent and meaningful essay.

3.6.3 Narrative Essay writing

In each section, there are:

- activities; language tips;
- self-assessment exercises; and assignments.

⊕ **The Required Study Time**

You will need two weeks to cover this unit, which means you must spend a total of eight (8) hours studying it.

Unit Learning Strategies

In this unit, you are expected to use the following strategies:

- Deciding whether statements are true or false;
- Expressing opinions;
- Reading for detailed information;
- Making note from reading;
- Learning new words using contextual clues;
- Using phrasal verbs in a context;
- Connecting clauses using different conjunctions;
- Giving reasons for different verb patterns;
- Practicing the usage of connectors and conjunctions in different contexts;
- Correcting fragments;
- Arranging jumbled paragraphs to make coherent essay ; and
- Practicing essay writing.

Section 3.1 Listening Skills

🌀 Section Overview

The listening skills section of the grade 12 English distance module aims to develop students' ability to comprehend spoken language effectively. This section emphasizes the importance of active listening, critical thinking, and understanding various forms of communication, including speeches, interviews, podcasts, and lectures. Through engaging exercises and activities, students will enhance their listening comprehension skills and develop strategies to improve their overall listening proficiency.

Section Learning outcomes

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

- Develop your ability to listen and understand spoken language;
- Practice extracting main ideas and supporting details;

? Activity 3.1 listening

I. Before listening to the text about Evidence on Traffic Accident, let's warm up by discussing the following questions think about the following questions or discuss with someone nearby:

1. Have you ever been in a traffic accident or witnessed one? Please share your experience.
2. What are some common causes of traffic accidents in your country?
3. How do you think traffic accidents impact society and individuals?

II. Listen to the audio recording about Evidence on Traffic Accident and answer the following questions: True or False:

1. Traffic accidents in Ethiopia have been decreasing over the past decade.
2. Poor road conditions and inadequate infrastructure contribute to the occurrence of traffic accidents.
3. Distracted driving, such as using mobile phones while driving, is a significant factor in traffic accidents.
4. Drunk driving is not a common cause of traffic accidents in Ethiopia.
5. The majority of traffic accidents in Ethiopia involve pedestrians.

II. Fill in the blank space.

1. In addition to over-speeding and reckless driving, _____ is a major cause of traffic accidents in Ethiopia.
2. The Ethiopian government has been implementing stricter traffic laws and increasing _____ to enforce road safety regulations.
3. To improve road safety, it is important to raise _____ about responsible driving and adherence to traffic rules.
4. In recent years, efforts have been made to enhance emergency response services to provide _____ in case of accidents.
5. Collaboration between the government, law enforcement agencies, and _____ is crucial in addressing the issue of traffic accidents.

III. Reflect on the text about traffic accidents in Ethiopia and discuss the following questions with a partner or in a small group:

1. What are some potential solutions to reduce traffic accidents in Ethiopia?
2. How can individuals contribute to promoting road safety in their communities?
3. Discuss the role of education and awareness campaigns in preventing traffic accidents and promoting responsible driving behavior.

Section 3.2 Speaking Skills**🌟 Section Overview**

In this speaking section you are going to practice speaking activities using expressions for asking for and giving opinions. In giving or asking for opinion it is possible to use expressions of agreeing or disagreeing. Therefore, in this section it is also important to revise the expressions of agreeing and disagreeing. You practice how to agree or politely disagree with the opinions of other people.

You might not be able to find someone whom you give or ask for opinion. If there is someone with whom you might share the activity, do not hesitate to make use of the opportunity. You can use the expressions of asking for and giving opinions while writing dialogues and You can speak aloud to yourself to improve your speaking skills. **Furthermore**, you can also watch videos and recordings by the native speakers if possible.

Section learning outcomes

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

- Identify expressions of giving and asking for opinion;
- Ask for and give opinions using the expressions correctly; and
- Polity agree/disagree with others opinion.

? Activity 3.2

Expressing Opinion

I. Dear learner in this activity you may first understand the expressions of asking for and giving opinion and expressions of agreeing and disagreeing. Below is a list of most commonly used expressions. Put these expressions under four categories:

(1) to ask for opinion, (2) to give opinion, (3) to agree, or (4) to disagree.

I think....., I believe....., In my opinion..... ,

What's your opinion.....?What do you think... ?Do you think that.....? If you ask me.....,

what I believe is.....? what do you say about....., I really believe that....., from my point of view....., in my view....., I honestly think... May I ask for your opinion.....? I'm not an expert but... , what are your thoughts on.....,I don't think.....,what do you reckon... ?

Any comments about.....? How do you feel about..... ? I'm afraid I disagree....., I don't agree with you..... ,

I totally agree.....,

I couldn't agree more.....,I'd go along with you.....,I feel the same... , I don't

think so....., that is a good point....., absolutely....., I kindly agree with you.....

Asking for opinion	Giving opinion	Agreeing	Disagreeing

II. Read the dialogue given below and underline the expressions of opinion, agreeing/disagreeing.

A: What do you think are the main causes of traffic accidents in Ethiopia?

B: I think it is because of the poor standard of the roads.

A: Do you really think so? In my opinion speed driving is the main cause.

B: You are right about that. What I'm trying to say is that if the roads had choices for standard driving we would minimize the accidents.

A: Sure.

B: For example, there is an Express Way built in Ethiopia to ease the heavy traffic in the East and South East of the country. It is a one-way street with three lanes of different speed limits.

A: I go along with you. As you know, that is only a very small portion of the roads in our country. I don't think we should take the standards of the roads as an excuse for the accidents happening and killing people.

B: I totally agree with you. The main idea here is that we should take maximum care to safe life.

III. Now, use the expressions of asking for and giving opinions on accidents caused by bicycles, three wheel vehicle, or cars, and on the safety measures that should be taken

IV. Finally, write a dialogue focusing the seriousness of the accidents caused by each vehicle type. Follow the example under instruction II.

Section 3.3 Reading Skills

🌀 Section over view

In this section, you are going to read a reading text entitled 'at the scene of traffic accident' and practice different reading strategies. The reading section of this unit contains three main parts that include pre-reading, while-reading, and post-reading activities. Before you start reading the text, answer the pre-reading questions. You have to try the pre-reading activities before reading the given text. Once you did the pre-reading questions, read the while reading questions so that you can fix your reading accordingly. Then, read the text and do the activities. The post-reading activities are meant to be done after reading the given text. These activities are to link your real life experience with the reading text.

Section Learning outcomes

- Answer the pre-reading questions based on experience;
- Answer to comprehension questions correctly based on the reading text; and
- Do the post reading activity
- Create connection between the text and the real world

? Activity 3.3

I. How much do you know about road traffic accident? Before reading the text say true or false to the following statements and try to justify your answers.

1. Many people lose their lives to accidents if the professional don't do their jobs properly _____
2. It is only traffic police's responsibility to take care of what happened at the scene. _____
3. It is the driver's responsibility to save life at the scene of accident. _____
4. Passengers should wait and see what happens till the traffic police arrive at the scene _____
5. Any person at scene of an accident should first save life but without destroying evidence. _____

II. Dear learner, now you are going to read the text. Before reading the text, read the questions and answer them accordingly.

1. Who are the professional personnel that are mentioned in the text?
2. What is the main objective that every professional personnel should do at the accident scene?
3. What is incident management?
4. How much time is needed to save the life of a seriously injured person?
5. Why is the first hour of an accident called the golden hour?
6. For what purpose are blue rotating lights, headlamps and hazards used at the scene of accident?
7. Write at least four of the activities should be done at the scene of accident. Put them in order of priority.
8. Why should media representative get access to the scene of accident?

9. It will be sometimes necessary to deny access to accident scenes. Why?
10. How is the relationship between journalists and public safety officials described in the text?

III. Reference questions: What does each word in the text refer to

1. They (paragraph 1) _____
2. It (paragraph 2) _____
3. Its (paragraph 2) _____
4. Them (paragraph 3) _____
5. Their (paragraph 5) _____
6. These safety officials (paragraph 6) _____

IV. Inference questions. The following statements are taken from the text. Do you understand what the writer means by each statement? Write what you understand from each statement in your own words

1. "No two accidents are alike, but they share the same goal..."
What do you think is the meaning of this statement?
2. "We need to prevent material evidence from being removed or relocated in any way." What does this statement imply?
2. "Sensitive, competent handling of victims in the immediate aftermath of the accident can have a tremendous impact on both the victim's subsequent psychological recovery and on law enforcement efforts -"
What is the meaning of this statement in simple language?
3. "...journalists and public safety officials cross paths and bump heads..."
what does it mean by this?
4. Both groups are simply doing their jobs with hearts racing and heads pounding. What does the writer mean by this?

At the Scene of Road Traffic Accident

An accident scene is a hectic place with a lot of things going on at a time. Accident scenes are often chaotic and difficult to secure with so many people coming and going. No two accident scenes are alike, but **they** share the same goal - everybody should get home safe and sound.

Incident management is the most important skill required of responsible officials. Incident management means the process whereby a set of

coordinated activities are initiated when an incident occurs on a road network, in order to minimize the direct and secondary effects of the incident, as well as to restore traffic to normal operating conditions. **It** is a system to efficiently manage road accidents and to restore traffic flow to normal as quickly as possible. It is also used to establish an agreed set of formalized alternative routes to use in the event of a road closure. Thus, **its** most important objectives are the safety of accident victims, emergency personnel and other road users.

The first hour after an accident is called the Golden Hour - physicians say seriously injured car crash victims need to reach comprehensive medical care within 60 minutes to ensure a good chance of survival. At the accident scene, this scenario leaves about 12 minutes for rescuers to extricate the wounded and speed **them** toward the hospital. It is a priority that the accident scene is secured and pre-warning of traffic takes place. This is undertaken with the patrol vehicles, blue rotating lights, headlamps and hazards etc. In some instances, more than one pre-warning vehicle will be required with the officers kitted in their reflective jackets and the red flags used for motorist's immediate attention. Sign trailers must be erected with the appropriate message displayed the distance from the collision so that motorists adjust and reduce speeds timorously.

In the event of heavy motor vehicles having been stacked, and a route diversion initiated for light vehicles, restoration to the flow of heavy motor vehicles will be given propriety when lanes become available. We need to prevent material evidence from being removed or relocated in any way. This is especially true if the accident is a fatal injury that might trigger an accident investigation. Learning from past accidents can prevent accidents from happening again. Persons having direct authority must preserve and mark for identification, materials, tools or equipment necessary to the proper investigation of an accident, so it's important that material evidence does not "walk off" the scene. Sensitive, competent handling of victims in the immediate aftermath of the accident can have a tremendous impact on both the victim's subsequent psychological recovery and on law enforcement efforts to solve the case.

However, journalists and public safety officials cross paths and bump heads in the course of doing their jobs. **Their** relationship is usually stressful and frustrating. Both groups are simply doing their jobs with hearts racing and heads pounding. In the case of public safety officials, they are often confronted with the prospect of saving lives. On the other hand, journalists

are representing the public and feel they have a right to access to accident scenes.

However, reducing conflict at the accident scene should be everyone's goal. Police, fire and emergency service officials work to protect the safety and well being of the public and news media have the responsibility and the right under normal circumstances to photograph and report events, which transpire, on public property. Thus, public safety officials should recognize that authorized news media should be allowed access necessary to properly witness and document emergency scenes in a safe manner, even when the general public has been denied access. **These safety officials** and journalists need to be sensitive to the needs and duties of one another.

Public safety officials should not restrict news photographers from taking pictures solely because the officer may disagree with the nature of the pictures. All media representatives should clearly identify themselves as media representatives. Members of the news media may not restrict, obstruct or oppose a police, traffic or fire officer in the lawful execution of his or her duty. They must recognize that police, traffic and fire officials have duties to perform under the law. It is also important to understand that denial of access to accident scenes is sometimes necessary to an investigation because of accident scene processing or collection of evidence. Thus, journalists should accept that due to reasons of public safety, sometimes police, traffic and fire officials must deny access to scenes

V. Dear learner, now answer the following two questions from your own experience. Give your answer in 5 to 7 sentences in a short paragraph. (you will show your paragraph to your tutor later)

1. What are the most precedent types of traffic accidents in our country/ your area?
2. What do you think are the main causes?

Section 3.4 Vocabulary Skills

Dear learner, in this section, you learn the contextual meaning of the new words that are used in this unit. First learn the contextual meaning of the words and use them in a given context. To further strength your vocabulary knowledge, you will also learn the antonyms of the words and write sentences using the words. You may also do similar practices to develop

your vocabulary knowledge. The number of words given in this section is limited but you can learn more words than given if you give it more time.

Section 3.4.1. Contextual Meaning

? Activity 3.4

I. Read the text given below and choose the contextual meaning of the words written in bold in the text.

- a. by the year, yearly
- b. a permanent resident of a particular place or region
- c. the fundamental facilities and systems serving country
- d. divide into two approximately equal parts
- e. be the components or elements
- f. dominance or frequency
- g. a factor, circumstance, etc, that influences or determines
- h. organized group of
- i. the power of causing death or disaster

In 2017, 1. **pedestrians** accounted for 21% of all road fatalities in the European Union (EU). The probability of 2. a **fatal** injury for a pedestrian hit by a motor vehicle increases significantly with impact speed. Alcohol consumption increases the likelihood of 3. **a crash** as it leads to poor judgement, increases reaction time, and decreases visual acuity. Pedestrians' risk of crash involvement escalates with increasing 4. **concentration** of alcohol in the blood. Lack of proper 5. **infrastructure** facilities for pedestrians is another risk factor. Inadequate visibility of pedestrians is also a risk factor, which might be 6. **exacerbated** by the lack of roadway lighting and the absence of reflective clothing worn by pedestrians. Some other risk factors are inadequate traffic law 7. **enforcement**, reduced walking speed for the elderly, pedestrians' distraction, etc.

Many risk factors play a role in the likelihood or the outcome of a road crash involving a bicycle. The most important factors are related to an inherently unsafe 8. **traffic** system and unsafe infrastructure. Further risk factors are associated with age, gender, knowledge of traffic 9. **regulations**, hazard awareness, alcohol, speed, distraction, weather, etc. The risk of a cyclist being killed is considerably high among people aged 65 and above. Male cyclists are more likely to be involved in a road crash than females.

Additionally, cycling at night, cycling under the influence of alcohol, and at a high speed are more 10. **prevalent** among male cyclists.

(adapted from sciencedirect.com)

II. Use the words from activity 'I' and write more than one sentence using each word.

Section 3.4.2 Antonyms

? Activity 3.5

I. Write the antonyms of the words. Check your answer with a partner.

1. Disproportional	6. Reckless
2. Preventable	7. Severe
3. Standard	8. Insecurity
4. Neglected	9. Vulnerable
5. Rampant	10. Hazardous

II. Use the words from activity 'I' and write your own sentences.

Section 3.5 Grammar Skills

⚙ Section overview

Dear learner, in this grammar section, you are going to learn tense balance in conditional sentences and Participles and Participles Phrases. Remember that it is always important to practice grammar structures in context and try to use them in your oral and written communications. You have to use the structures in meaningful sentences while practicing the uses of the structures. You must have learned tenses in conditional sentences and Participles and Participles Phrases in the previous grades. Now, you are going to revise the form and use them in sentences, dialogues and paragraphs/essays. You have to always create every opportunity to use the structure in your day to day communication or in studying other subjects. It would be very helpful if you have access to use online learning mediums.

Section Learning outcomes

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

- Identify the grammar forms of conditional sentences; and
- use the 4 conditionals in meaningful sentences

Section 3.5.1 Tense Balance in Conditional Sentences

? Activity 3.6

I. Dear learner this activity is to revise the forms of the 4 conditional sentences. Read the following sentences and underline the correct form of the verbs. Then, identify the sentences as zero conditionals, conditional I, conditional II or III.

1. If I should have gone/ hadn't gone to the traffic police office, I wouldn't have been late.
2. If opportunity knocks/ will be knocking, open the door.
3. You can't be shy/wouldn't be shy if you want to make friends.
4. If I worked hard at school, I could win a scholarship/ could have won a scholarship. But, it is just a dream.
5. You were lucky to get out of the car unharmed. You will have been/ could have been badly hurt.
6. You needn't have bought/couldn't have bought a new bicycle. I managed to fix the old one.
7. If I hadn't been tested positive for COVID- 19, I were in Tokyo/ I would have been in Tokyo.
8. If I were an athlete, I could have been/would be in Tokyo for the 2020 Olympics.
9. You could have been knocked /would be knocked if you had not worn helmet.
10. You could tell/must have told me if the meeting had been canceled!

II. Now, complete the sentences with the correct form of the verbs given.

1. If it__(rain) today. We(not be able) to ride bicycles.
2. Give me the mechanics number. If I_____(make) appointment today, my car_____(fix) tomorrow.
3. If I__(be) tall, I_____(play) basket ball but I'm the shortest boy in my family.
4. If you_____(have) exam,_____(late).
5. I think we have some thing in the backyard. If_____(have) a dog, It _____ (help) us.
6. Please be careful! If I_____(be) you, I_____(wear) a helmet.
7. I don't understand why people are so careless in roads. Traffic accidents _____ (decrease) if people_____(careful).

8. If you _____ (need) any help, let me know. I _____ (come) to you straight away.
9. If you _____ (fail) to convince your team, you _____ (finish) it.

III. Complete the dialogue with the appropriate conditional sentence.

A dialogue between two friends about traffic accidents

Zeinu: Hello, Kamal, why do you look depressed.

Bitu: Today I saw a tragic accident. If the driver hadn't been driving fast,

Zeinu: That is terrible brother. You are right, he could have saved life
If he _____

Bitu: Maybe.

Zeinu: How many people were injured, I mean, died?

Bitu: Yes, they were saying five members of a family died on the spot while they were going to attend a wedding party. Three others including the truck driver are taken to a hospital.

They will die, if _____.

Zeinu: By the way, how did it happen?

Bitu: While the car carrying five members of the family was coming towards Bishoftu, a loaded truck was going from opposite direction and collided with the car near the entrance of Bishoftu town.

Zeinu: What a pity it is!

Bitu: Yeah! What can we do to minimize frequent traffic accidents in our country?

Zeinu: I don't know!

I would do anything if I _____

It is clear that most accidents occur because of reckless drivers, drivers' negligence to traffic rules, worn out vehicles and bad road conditions etc.

Bitu: What would you suggest if you _____?

Zeinu: Firstly, the drivers should be trained properly and licensed. Then worn out vehicles should be removed from the roads. The drivers should be also compelled to follow the traffic rules. I understand that the

conditions of our roads should be improved but requires resource.

Bitu: Yes, you are right. If we can take these measures, the number of traffic accidents, _____.

Zeinu: I totally agree with you. Thank you.



Grammar tip:

Conditionals	Main clause (If clause)	Result clause	Meaning
Zero Conditional	If you put oil in water, If you drink, (Simple present)	It floats. (simple present) Don't drive	Scientific fact Rule
Conditional I (Real)	If you have time, (simple present)	You should /will visit the park. (future tense/ modal + V1)	Suggestion/ possibility for the future
Conditional II (unreal)	If you had time, (simple past) If I were you,	You could/ would/ might visit the park. (could /would/ might + V1) I would visit the park	You don't have time. (for near the future) Suggestion (for the future)
Conditional III (impossible)	If you had been on time,	You wouldn't have missed the bus (would/ could/might + have + V3)	You missed the bus because you were late. (about the past)

Section 3.5.2 Participles and Participles Phrases

Dear Learner in this section you are going to learn about participles and participial phrases.

1. What do you know about participles from your previous grade English lessons?

Before going to the activities, try to remember what you already know about participles and their grammar form.

 **Note:**

Participles are verbs ending in -ing (present participle) or -ed/ past form (past participle) and functioning as modifiers (adjectives/adverbs)

Example:

Tourists *interested* in modern art usually visit our Gallery. ("Interested" is a past participle modifying the noun "Tourists")

- a. *Filling excited*, the small boy waited to see his mother *coming* towards him. (" Filling excited" is present participle phrase modifying the noun phrase 'the small boy' and "coming towards him" is also a present participle phrase modifying the noun phrase "his mother")

 **Activity 3.7**

I. Now try to identify the participles in the given sentences. Read the sentences and underline the present and past participles in these sentences.

1. The woman standing next to him is his wife.
2. Most roads built in the 21st century are asphalted roads.
3. Who is that boring man standing at the bar?
4. The carpets included in the sale were old and worn.
5. They own four houses, including a ruined castle in Scotland.

II. In this exercise, pairs of sentences and verbs are given. Complete each pair of sentences with the correct form the given same verb, in present participle (-ing) form or in past participle (-ed) form. The first one is done for you.

1. a. Playing football, I hurt my leg. (play)
a. Bridge is a card game played by four people.
2. a. On my camera, it says _____ in Korea. (make)
b. I am working in a cafe _____ sandwiches.
3. a. I've spent the whole morning _____ an essay. (write)
b. On the wall was some graffiti _____ in big letters.
4. a. Goods _____ in the sales cannot be refunded. (buy)
b. I've spent all my money _____ Christmas presents.
5. a. The police caught the burglar _____ into a house. (break)
b. Careful! There's a lot of _____ glass on the floor.

6. a. _____ the papers, I helped my boss. (file)
 b. When the auditor arrived all the receipts were _____.

III. Go back to the activities, I & II, and study which word is modified by the participles in each case.

Section 3.5.3. Misplaced Participles/ Misplaced Modifiers

Participles function as modifiers. However, if they are placed in wrong position in a sentence, they become errors because misplaced modifiers confuse meaning.

? Activity 3.8

I. Dear learner now; study the sentences and correct the misplaced participles. Then, rewrite the sentences correcting the errors. First, see the examples

Incorrect: She wore helmet on her head that was too large.

Correct: She wore a helmet that was too large on her head.

Note: In the incorrect sentence it sounds as if her head was too large! Of course, the writer is referring to the helmet, not to the person's head. The corrected version of the sentence clarifies the writer's intention.

Incorrect: Walking home at night, the trees looked like spooky aliens.

Correct: As Jonas was walking home at night, the trees looked like spooky aliens.

Correct: The trees looked like spooky aliens as Jonas was walking home at night.

In the incorrect sentence walking home at night is dangling. Who is walking home at night? Jonas. Note that there are two different ways the dangling modifier can be corrected.

Incorrect: Painting for three hours, the kitchen was finally finished by Daniel.

Correct: Daniel finally finished the kitchen.

In the incorrect sentence, it seems the kitchen did the painting but it is Daniel who painted the kitchen. So, the noun "Daniel" that is modified by the the participial phrase 'Painting for three hours' should come immediately after the participial phrase.

1. The cars are taken to the nearest garage crashed.

2. The bus driver saved 60 passengers driving with great attention on that difficult road.
3. She failed the driving test not knowing the rules.
4. The car was later found in the border stolen in the night.
5. Closing his eyes, his legs were covered with a bandage.

Section 3.6 Writing: Narrative Essay

✿ Section overview

Dear learner in this section you are going to practice narrative essay writing. You are going to learn the steps and the process in narrative writing. Do you know what narrative writing is? What do we narrate?

- A narrative is a form of writing that tells a story.
- Narratives can be essays, fairy tales, movies, and jokes.
- Narratives have five elements: plot, setting, character, conflict, and theme.
- Writers use narrator style, chronological order, a point of view, and other strategies to tell a story.

Section Learning outcome

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

- Rearrange jumbled narrative essays
- Write narrative essay following the steps

Section 3.6.1. Jumbled Paragraphs of a Narrative Essay

? Activity 3.9

I. Dear learner, the following jumbled paragraphs form a coherent narrative essay. Read them repeatedly to understand the logical flow of the story. Pay attention to clues that tell you the order. Then, rearrange to form a coherent essay.

1. Back in his garden, first of all, Larry used a rope to tie a chair to his car door. Next, he tied the balloons to the chair and inflated them, one by one. Then, he packed a few sandwiches and a bottle of Coke, loaded an air-pistol, and climbed onto the chair. His plan was to float up lazily into the sky to about sixty meters, and then to pop a few balloons descend to earth again.

2. His preparations complete, Larry cut the rope. By this time, he didn't float up, he shot up, as if he had been fired from a cannon! Not to sixty meters, but up and up and up, until about 3, 500 meters. If he had popped any balloons at this height, he would have plummeted to earth. Fortunately, just at that moment he just had to stay up there, floating around and wondering what to do.
3. Larry Waiters was a truck driver, but his life time dream was to fly air planes. Then one day, he would watch the fighter jets criss-crossing the skies above his back garden and dream about the magic of flying. Eventually, he had an idea. He drove to the nearest hardware shop and bought twenty large balloons and five tanks of helium. Unfortunately, they were not normal brightly colored party balloons but heavy one-meter weather balloons used by meteorologists.
4. As soon as he was on the ground he was arrested. A TV reporter shouted, 'Hey man, why did you do it' Larry looked him in the eye, and said, 'Aman's got to follow his dreams'.
5. However, night was falling and things were getting serious. Winds were blowing Larry out to the sea. By this time an amazed British Airways pilot spotted him and radioed the airport saying he'd just seen a man with a gun, sitting on a garden chair at 3,500 meters. Immediately a helicopter was sent to rescue him, but it wasn't easy because the wind from their rotor blades kept pushing the home-made airship further away. Fortunately, they managed to drop a line down from above, and pulled him to safety.

Correct order _____

Section 3.6.2 Steps to Write a Narrative Essay

Now read the steps

You should follow to write your own new narrative essay.

Steps 1: Brainstorm ideas

Make notes of some ideas to include in your essay. You can use a **mind metaphor** down list to write details related your thesis statement (the central idea of the essay). This time you shouldn't worry about the order or appropriateness of the points. Write down every possible related point.

Step 2. Select your points

Decide which one of the details you are going to include in your essay, which one of the points are relevant.

Try to further explain the points, giving support, example, numerical data, etc. you may need to refer different sources, in the library, internet, news file etc. for more detail information.

Step 3: Make plan

- Decide the number of paragraphs.
- Make outline in a logical order.
- Begin by listing the main points for each paragraph and supporting points under each main point
- Plan about how you are going to introduce the topic of your essay, thesis statement, some background information.
- Think about how you conclude your essay. You should restate your main points and possibly make a point about the future solutions/ suggestions.

Step 4: write your first draft essay

Follow your outline and start to write your essay. Develop your points into sentences and paragraphs.

Step 5: Check and edit your essay

When you have finished, check your first draft thoroughly for ideas, wording, spelling, accuracy, punctuation and length.

Step 6: Ask someone to read your essay

Make changes they suggest if you agree.

Step 7: write you final version

Write your neat final draft. Pay attention to the legibility and layouts issues, margins, spacing and indentation. If you use a computer, it does most of the task, but hand written essay is recommended.



Activity 3.10

- I. **Revise the tenses we use to narrate / talk about the past. What tenses are most commonly used to narrate past events? Show them in examples.**

II. Write a Narrative Essay

Follow this outline for your narrative essay writing.

Your essay should have 5 paragraphs Select your own topic appropriate for narrative writing and plan your essay carefully.

Title: _____

Introduction: _____

Main point 1:

Supporting details:

- a. _____
- b. _____
- c. _____
- d. _____

Main point2:

Supporting details

- a. _____
- b. _____
- c. _____
- d. _____

Main point3:

Supporting details

- a. _____
- b. _____
- c. _____
- d. _____

Conclusion



Self-test exercises

Dear student this self-test exercise is taken from the grammar section of the unit. Attempt all the questions before going to the answer key.

Tense Balance in Conditional Sentences

I. Underline the correct form of the verb given in brackets in this dialogue.

Zami: I wasn't really planning to work this summer. I wish I (can, could) take leave instead. That's what I did last summer.

Alem: What would do this summer?

Zami: I really wish I (have, had) the money to go to my village. In fact, I wish I (could, could have) spend an entire year there.

Alem: An entire year?

Brad: Yeah, You know, I just want to go home.

Alem: I'm happy working here. I would start a small business if I (save, could save) some money.

Zami: My only wish is that I (didn't wait, hadn't waited) so long to go back to my village. I (wouldn't have come, didn't come) here if I had known.

Misplaced Participles/ Misplaced Modifiers

II. Rewrite the sentences correcting the misplaced modifiers

1. People don't properly dispose used materials living in big cities.
2. Rivers are polluted because of the dirty materials flowing in cities
3. Adem knows everything about public transportation raised in town.
4. To be a modern citizen, infrastructures should be taken care of.
5. Old cars have negative effect on the environment produced before ten years.
6. Serving as a recreation cite, attention needs to be given.
7. Tourists are mostly aware of environment hazards from Europe.
8. Planting millions of trees every year, Ethiopia will be saved.
9. People should know the safety measures working in factories.
10. Plants might be dangerous for the environment brought from abroad.

Checklist

Dear learner, in unit 1, you have done various activities that helped you achieve the following learning outcomes: Check the extent to which you have achieved each of the learning outcomes. Use the following key to tell how well you have done each of them: 1 = not well 2= OK 3= Well 4 = very well

Learning Outcomes	Not well (1)	Ok (2)	Well (3)	Very well (4)
Identify detail information				
Tell the main ideas and specific information reading texts;				
Express your opinion on issues raised				
Identify the contextual meaning of words;				
Construct sentences using discourse markers;and				
Write a narrative essay on given incidents.				

Unit 4: Natural Resource Management

✿ Unit Introduction

Hello! Dear learner,

Welcome to the fourth unit of module one of English for Grade 12. Similar to the previous units in the module, in this unit, we will focus on the learning of the essential skills of listening, Speaking, reading, and writing in English.

The unit is subdivided into different sections.

In the listening section, you will listen to an audio recording and answer multiple choice questions on the listening material. You will also listen and reflect on the text about natural resource management. In the speaking practice, you will learn ways of agreeing and disagreeing. You will specifically learn how to express your opinion using phrases of agreeing and disagreeing. Next to this, you will learn syllable and stress. At this time, you will practice syllables of words that take primary. Practice the speaking activities on your own even if there is no one around. If possible, do it with someone around. Let the other person listen to you or discuss with him or her. Never get tempted to skip the speaking activities.

The reading section will help you expand your comprehension ability. In addition, you will learn new words and phrases based on contextual clues. The grammar section creates an opportunity for you to learn and practice adverbial clauses of time. At the end of the unit, there are writing activities. The writing activities include identifying and correcting dangling modifiers, re-arranging jumbled paragraphs to form coherent essays, and expository essay writing. Without getting bored, you should work hard to constantly do the writing activities. Writing is a skill that you will master by writing.

Note that the answers to all the activities are found at the end of the unit. After you have attempted the activities, you can check your responses, but do not look at the answer key before you have tried the activities.

Unit outcomes

After doing all the activities in this unit, you will be able to:

- listen and comprehend to audio recording;
- reflect on the listening text after listening to it;
- use phrases to agree or disagree to others' idea;
- distinguish a stressed syllable in a word;
- apply syllable stress appropriately when speaking;
- identify the main idea of a text;
- extricate specific details from a reading text;
- analyze word relationships (analogies);
- use phrasal verbs in context;
- differentiate the tense sequence in time adverbial clauses;
- identify dangling modifiers;
- correct sentences with dangling modifiers; and
- write a five-paragraph expository essay.

Unit Contents

The six sections in unit four are as follows:

4.1 Listening Skills

4.2 Speaking Skills

4.2.1 Agreeing and disagreeing 4.2.2 Syllabus and stress

4.3 Reading Skills

2.3.1 Natural Resource Management

4.4 Vocabulary

4.4.1 Contextual vocabulary 4.4.2 Analogy

4.4.3 Phrasal verbs

4.5 Grammar

4.5.1 Adverbial Clauses of Time

4.6 Writing

4.6.1 Dangling Modifiers 4.6.2 Expository writing

In each section, there are:

- lessons; activities; exercises with answers at the end of the unit;

⊕ The Required Study Time

You will need two weeks to cover this unit, which means you must spend a total of eight (8) hours studying it.

Unit Learning Strategies

In this unit, you are expected to use the following strategies:

- Listening to audio recording, comprehend it and reflect on.
- Agreeing and disagreeing in a talk;
- Skimming (reading for general information);
- Reading for detailed information;
- Learning new words using contextual clues;
- Making analogies based on part to whole relationship;
- Using phrasal verbs in a context;
- Contracting adverbial clauses of time using different conjunctions;
- Correcting dangling modifiers;
- Arranging jumbled paragraphs and forming a coherent essay; and
- Practicing expository writing.

Section 4.1: Listening Skills

⊗ Section Overview

The listening skills section of unit 2 English distance module aims to develop students' ability to comprehend spoken language effectively. This section stresses the importance of active listening and understanding various forms of communication, including speeches, interviews, podcasts, and lectures. Through engaging exercises and activities, students will enhance their listening comprehension skills and develop strategies to improve their overall listening proficiency.

Section Learning outcomes

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

- Develop your ability to listen and understand spoken language;
- Practice extracting main ideas and supporting details; and
- Listen and reflect on the listening text.

? Activity 4.1 listening

I. Before listening to the text about natural resource management, let's engage in a pre-listening discussion. Consider the following questions all by yourself and write your responses on your exercise book.

1. What are some examples of natural resources?
2. Why is it important to manage natural resources sustainably?
3. What challenges do you think arise in the management of natural resources?

II. Listen to the audio recording about natural resource management and answer the following multiple-choice questions:

1. Which of the following is NOT a reason to manage natural resources?
 - a) To ensure their availability for future generations.
 - b) To maximize short-term economic gains.
 - c) To protect the environment and maintain ecosystem balance.
2. What is the goal of sustainable natural resource management?
 - a) To deplete resources as quickly as possible.
 - b) To ensure long-term ecological balance and human well-being.
 - c) To prioritize economic development over environmental concerns.
3. Which of the following is an example of sustainable natural resource management?
 - a) Clear-cutting forests without replanting.
 - b) Implementing fishing quotas to prevent overfishing.
 - c) Mining activities that cause irreversible damage to ecosystems.
4. Natural resource management only focuses on renewable resources.
 - a) True
 - b) False
5. What is the significance of stakeholder engagement in natural resource management?
 - a) It allows for informed decision-making and considers diverse perspectives.
 - b) It slows down the decision-making process and hinders progress.
 - c) It prioritizes the interests of a select few over the general population.
6. Which of the following is a potential consequence of poor natural resource management?
 - a) Resource abundance and unlimited availability.
 - b) Resource depletion and environmental degradation.
 - c) Increased economic growth and prosperity.
7. Natural resource management practices are the same worldwide.
 - a) True
 - b) False

III. Reflect on the audio text about mechanized agriculture and discuss the following questions by yourself or with a partner:

1. What are some strategies that can be implemented to ensure sustainable natural resource management?
2. Discuss the role of education and awareness in promoting responsible use and conservation of natural resources.
3. How can individuals contribute to sustainable natural resource management in their daily lives?

Section 4.2 Speaking Skills

🌀 Section Overview

When practicing the speaking activities in this section, although you might not be able to find someone to talk to, try to develop the skill by talking aloud to yourself.

If someone with whom you might share the activity is around, do not hesitate to make use of the opportunity. Speaking, like the other skills, is learned directly by doing it. So, learn to talk by talking.

Section Learning outcomes

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

- Agree and disagree reasonably; and
- Make an informed decision in identifying syllables and stress.

Section 4.2.1 Agreeing and disagreeing

Dear learner, in this speaking section, you are going to practice how to express your agreement and disagreement. If possible, find someone as a partner and take turns to agree or disagree to a given proposition. If you can't find anyone, pretend that you are in conversation with someone by talking loudly to yourself.

? Activity 4.2

- I. Look at the following dialogue. Write the expressions used to show agreement, disagreement, or partial agreement in the space provided. Once you have identified the expressions with their function, group them in the columns of the table below the dialogue.

Firomsa: Our earth is getting hotter. It's because of pollution and much more problems.

Roman: I agree with you. Then, what should we do? Any idea?

Fromsa : Hmm.... I think we must prohibit the use of vehicles or factory activities that damage the river for a while.

Roman : Umm...I'm not sure I can agree. Your ideas are too excessive. It's impossible. I think we must do reforestation along way and cooperate with many people to make it happen.

Fromsa : Ah, that's right; I agree completely. But we have a problem here,

Roman : What's that?

Fromsa : Where can we get the plants?

Roman: Don't worry. My uncle sells a lot of plants. So, we can buy from him.

Fromsa : That's a good idea.

Roman: But the problem is...The price he sets for each plant is so expensive.

Fromsa: Oh, if that's the case, how can we afford to buy? I think we should ask for loans.

Roman: No. I can't agree. We should rather ask him to donate.

Fromsa: To donate? How come? He is a merchant. He works for profit.

Roman: I'm afraid I don't agree. It is part of his social responsibility.

Fromsa: Umm... Ok, I'm in a dilemma. Anyway, let's try.

Agreement	Partial Agreement	Disagreement

II. Read the following sentences and pretend that you agree to everything they say. Then, give reasons for your agreement.

- a) Making mistakes in English is okay as long as other people understand you.

b) The government should pay for everybody's education.

c) Smoking should be made completely illegal.

d) All drugs should be legal.

e) Cristiano Ronaldo is the best football player in the world.

**III. Read the sentences below and then agree on everything they say.
Give reasons for your agreement.**

a) I think everybody should have access to free healthcare.

b) War should never be used to resolve international disputes.

c) The best way to study is to study on your own first thing in the morning.

d) Footballers earn too much money.

e) The best place for animals to live is in their natural habitat.

IV. Agree or disagree with the following controversial statements. Give reasons.

a) It's wrong to inherit money.

b) It's foolish to give money to beggars.

c) The customer is always right.

 **Language Tips:**

Dear learners,

Study the following phrases and use them whenever you express your opinion (i.e., agree or disagree).

Agreeing	Partial agreement	Disagreement
That's right You're right I know Exactly Absolutely. You can say that again You're telling me I agree (entirely/ absolutely) I couldn't agree more. ...	I agree up to a point, but I wouldn't go as far as to say that I take your point, but You've got a point there, but That's true, but I suppose so I guess so I'm inclined to agree	I'm afraid I can't agree with you. I'm sorry, but Excuse me, but Of course not I disagree I don't know

Section 4.2.2 Syllable and stress

Hello dear learner,

Do you know something about **syllable** and **stress**? In this section, you are going to practice these very important aspects of a word in English.

A syllable is a unit of pronunciation in a word, having a vowel as its nucleus and one or more optional consonants before or/and after the nucleus. **It is a single unit of speech constituting a word by itself or just part of a word.** It can

easily be recognized in speech for its vowel or vowel like sounds. For example, in the word *computer*, there are three syllables: com / pu / ter. The word *bike*, however, has only one syllable. A single syllable may contain as little as just one sound, or as many as five:

idea - ai / dia/ (two syllable)

cough-/kaf/ (one syllable)

You can check how many syllables a word has by putting your hand under your chin and saying the word. Each time, your chin moves to make a vowel sound, count a syllable.

For example, the word **difficult** moves your chin **three times**. Therefore, *difficult* is **three syllables**.

? Activity 4.3

I. Now, indicate the number of syllables that each of the following words has.

1. house = _____
2. jacket = _____
3. glasses = _____
4. employer = _____
5. information = _____
6. troublemaker = _____
7. thought = _____
8. happy = _____
9. incoherent= _____
10. relax = _____

👉 Word Syllable Stress

In multi-syllable (i.e., many syllable) words, the stress falls on one of the syllables. The other syllables, which we usually identify as unstressed syllables, tend to be spoken quickly. This leads to a decline in the hearable power (i.e., muteness) of sounds (i.e. muteness) in the unstressed syllable. In order to improve your pronunciation, focus on pronouncing the stressed syllable clearly.

Stressed syllables are pronounced louder and longer than the unstressed syllables. However, don't be afraid to muffle (not say clearly) the other unstressed vowels.

For example:

personNEL inDUstrial FanTAsTic TOtally toMAto

One Syllable - Stressed

All one-syllable words have the stress on that syllable. The intonation (i.e., the rise and fall of the voice pitch) should go down or fall.

EAT

SIGN

DRINK

WELL

Two-Syllable

a) **First Syllable Stressed**

Read the following words putting stress on the first syllable (Remember that the first syllable is written in capital letters to show the place of the stressed syllable):

Glant

HEAting

PICTure

b) **Second Syllable Stressed**

Read the following words putting stress on the second syllable (Remember that the second syllable is written in capital letters to show the place of the stressed syllable):

toDAY

aHEAD

aLLOW

c) **Three-Syllable**

c.1) **First Syllable Stressed**

Read the following words with appropriate stress. Remember that the stressed syllable is written in capital letters.

1. ENergy

2. Operate

3. ORganize

c.2) **Second Syllable Stressed**

Read the following words with appropriate stress. Remember that the stressed syllable is written in capital letters.

1. meMORial

2. aSSUMPtion

3. caNAdian

c.3) Third Syllable Stressed

Read the following words with appropriate stress. Remember that the stressed syllable is written in capital letters.

1. employEE
2. japanESE
3. voluntEER

d) Four-Syllable

Different places of stress on four-syllable words

d.1) Stress on Second Syllable

Read the following words with appropriate stress. Remember that the stressed syllable is written in capital letters.

1. psyCHOLogy
2. eVAporate
3. cerTificate

d.2) Stress on Third Syllable

Read the following words with appropriate stress. Remember that the stressed syllable is written in capital letters.

1. poliTician
2. indiVidual
3. reputation

 **Double Vowel Sounds**

It's not the number of sounds that make up a syllable; rather, it is the number of single vowel sounds. Sometimes, a number of vowels combine to make just a single sound. That means the double vowels make a single sound.

For example:

1. tree = 1 sound
2. goal = 1 sound
3. because = 1 sound

Common Double Vowel Sounds

It's important to learn the spelling patterns for these sounds. Here are some of the most common ones: Study the spelling patterns for these sounds.

- ay** - (diphthong **EI** sound) play, say, may
- au** - (long **A** sound) fault, launch, haunt
- augh** - (long **A** sound) caught, taught, daughter
- ough** - (short **A** sound as in "cat") laugh
- ee** - (long **EE** sound) tree, see, three
- ea** - (long **EE** sound) each, peach, teach
- ea** - (short **E** sound) dead, head, health
- ea** - (long **EE** sound) break, steak,
- eu** - (long **U** sound) deuce, sleuth
- ei** - (diphthong **EI** sound) beil, eight, weigh
- ey** - (diphthong **EI** sound) they, grey
- eigh** - (diphthong **EI** sound) eight, freight
- eigh** - (diphthong **AI** sound) height
- ie** - (long **EE** sound) thief, piece
- oo** - (long **U** sound) moo, boo
- oo** - (short **U** sound) book, foot
- oa** - (long **O** sound) boat, moat
- oe** - (long **O** sound) hoe, Joe
- oi** - (diphthong **OY** sound) soil, toil
- ou** - (long **O** sound), your
- ue** - (long **U** sound) cue, muse
- ui** - (long **U** sound) fruit, juice

II. Now, based on the previous inputs, identify how many syllables each of the following words has. Indicate the stressed syllable in capital letters.

1. September = _____
2. department = _____
3. telephone = _____
4. garden = _____
5. kindergarten = _____
6. water = _____

7. together = _____
8. begin = _____
9. pen = _____
10. break = _____
11. television = _____
12. people = _____
13. moon = _____
14. American = _____
15. hamburger = _____

Section 4.3 Reading Skills

🌀 Section Overview

As you will see shortly, the reading section of this unit contains three main parts, namely: pre-reading, while-reading, and post-reading activities. Before you start reading the text on Natural Resource Management, do the pre-reading activities. Attempt the pre-reading activities before reading the given passage all the time. Once this is done, read the passage and compare the information you have from experience with the information found in the text. Post-reading activities are done after reading the given passages and completing the pre-reading and while reading activities.

Section Learning outcomes

- give appropriate answers to the pre-reading questions given;
- answer comprehension questions correctly based on the reading text;

🔍 Activity 4.4

I. **Before you read the passage below, try to answer the following questions.**

1. What are natural resources?

2. What do you think should be done to use natural resources efficiently?

3. What do you know about the role of natural resource management in the growth of a country?

Natural Resource Management

Natural resource management is the process of planning and regulating the use of natural resources. It includes the conservation and sustainable use of resources, such as water, air, land, and minerals. Natural resource management is important for several reasons. Firstly, it helps ensure that resources are used in a sustainable way.

This means that they can be maintained and used over the long term. Secondly, natural resource management can help protect resources from pollution and damage. Finally, it can help to ensure that resources are used equitably so that everyone has access to them.

Natural resources are important for the development of a country. They provide the raw materials that are necessary for economic activity such as manufacturing, agriculture, and energy production. Natural resources can also help create jobs and generate income. For example, tourism is often based on natural attractions such as beaches, mountains, and wildlife. In addition, natural resources can help attract foreign investment. Countries with abundant natural resources, such as oil and minerals, frequently receive significant investment from other countries.

There are several challenges associated with natural resource management. Firstly, it can be difficult to **regulate** the use of resources, particularly if they are located in **remote areas**. Secondly, there is often a **tension** between economic development and environmental protection. For example, some industries, such as mining and forestry, can have a negative impact on the environment. However, these industries also provide jobs and generate income.

This can make it difficult to balance the needs of the economy with the need to protect the environment. Thirdly, natural resources can be a source of **conflict**. For example, countries often compete for access to water

resources. Finally, **climate change** is likely to have a major impact on natural resources in the future. For example, rising sea levels will affect coastal areas, and changes in rainfall patterns will affect agriculture.

Natural resources are important for human survival, economic growth, and development. However, their management can be challenging due to factors such as climate change and competition for resources.

? Activity 4.5

I. **Answer the following comprehension questions based on the information you have gathered from the above passage.**

1. What is natural resource management?

2. What do natural resources provide for the growth of a country?

3. Mention some examples of climate change?

4. What are some of the challenges associated with natural resource management?

5. How do natural resources create jobs?

II. **According to the passage, determine whether the following statements are *true* or *false*. Provide evidence from the reading text if the answer is *false*.**

1. Natural resource management includes the conservation and sustainable use of resources. _____

2. Natural resource management cannot help protect resources from pollution. _____
3. There is no relationship between natural resource management and foreign investment. _____
4. It is difficult to regulate the use of natural resources found in remote areas. _____
5. Erratic rainfall is the result of climate change. _____

Section 4.4 Vocabulary Skills

🌀 Section Overview

Like the preceding unit, here you'll have more chances to learn new words and phrases taken from the reading passage. You will also learn analogies and phrasal verbs and their contextual meanings.

Section Learning outcomes

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

- guess the meanings of words from context;
- internalize word relationships called analogy; and
- identify the meanings of phrasal verbs in a context.

? Activity 4.6 New words from the passage

1. **From the list of words in the table below, choose the one that best fills in each blank space.**

conservation, sustainable, pollution, equitable, tourism, investment, regulate, tension, conflict, climate change, environment

1. We are working towards creating a comfortable _____ for our children's upbringing.
2. _____ levels are almost always higher in cities than in the countryside.
3. The developed world has _____ economy compared to the developing ones.
4. We should _____ our children's exposure to electronic devices.
5. There should be an _____ distribution of resources among regions.

6. _____ is a sector often based on natural attractions, such as beaches, mountains, and wildlife.
7. _____ is wise use of natural resources.
8. Giving your children a good education is a wise long-term _____.
9. _____ refers to long-term shifts in temperatures and weather patterns.
10. The dispute among Ethiopia, Sudan, and Egypt over the Ethiopian Renaissance Dam is a good example of _____ over natural resources.

? Activity 4.7 Analogy

Dear learner,

Like in the previous units, you are going to practice a word relationship called analogy. As you have already known, an analogy is a comparison between two situations, processes, etc. that is intended to show that they are similar. Analogies are drawn from a number of relationships and these include *part to whole*, *cause and effect*, *antonyms*, *synonyms*, *definitions*, and so on.

I. For each item, write the word that completes the analogy (that has the same relationship as the pair on the left) in the space provided.

1. Cup: Lip:: Bird: _____
 A) Bush B) Grass C) Forest D) Beak
2. Flow: River:: Stagnant: _____
 A) Rain B) Stream C) Pool D) Canal
3. Paw : Cat :: Hoof : _____
 A) Lamb B) Horse C) Lion D) Horse
4. Ornithologist: Bird:: Archaeologist : _____.
 A) Islands B) Mediators C) Archeology D) Aquatic
5. Peacock : India :: Bear : _____
 A) Australia B) America C) Russia D) England
6. Arrival : Departure : : _____ : Death
 A) Life B) Birth C) Person D) Train

7. Elbow : Arm : : Knee : _____
 A) Walking B) Finger C) Leg D) Nose
8. Car: Road:: Train: _____
 A) Track B) Vehicle C) Fast D) Wheel
9. Man : Trousers : : Woman : _____
 A) Clothing B) Skirt C) Hat D) Blanket
10. University : Institution : : Mayor : _____
 A) Official B) Town C) Law D) Councilman

? Activity 4.8 Phrasal Verbs

Hello dear learner,

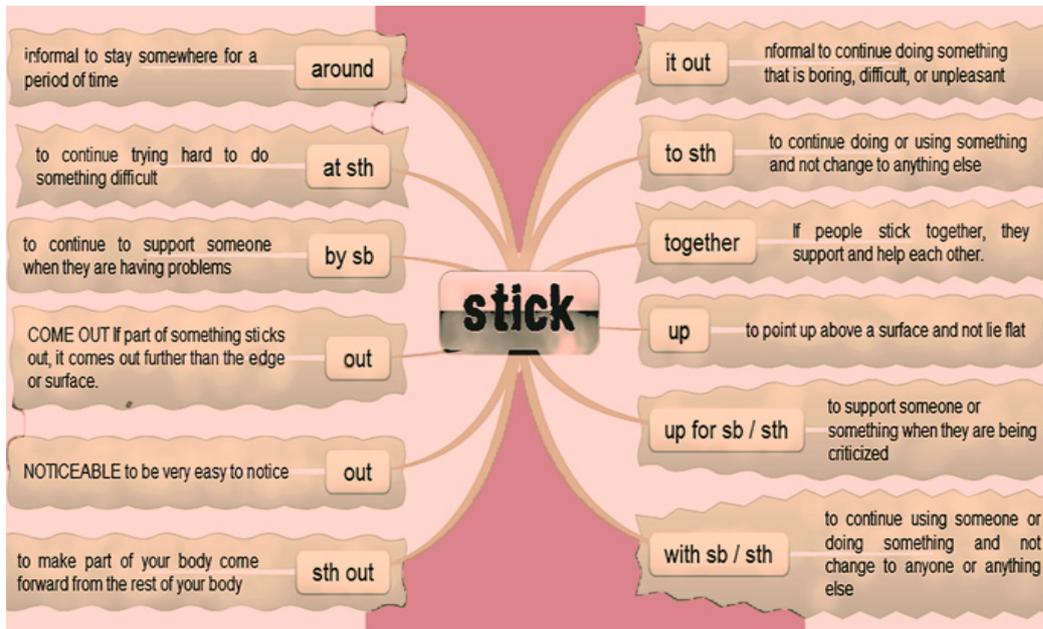
This is the continuation of your study on phrasal verbs and their meanings. As you can understand from the name itself, "phrasal verb" refers to a verb that contains more than one word; just as a phrase includes two or more words as its constituent. This practice will help you further your acquaintance with phrasal verbs. You are required to do the following exercise carefully with the help of your dictionary.

I. Insert an appropriate phrasal verb with the verb "stick" in the following sentences. Possible phrasal verbs are given in the following table. Use one phrasal verb only once.

stick at,	stick around,	stick down,	stick to,	
stick out,	Stick together	stick up for	stick with	stick by

1. He's late, but I'll _____ for another few minutes before leave.
2. She found the course very tough but she _____ it and did well in the end.
3. No one _____ him when the scandal became public.
4. I couldn't answer the test so I just _____ anything that I could remember.
5. He's so much better than the others that he _____.
6. The Prime Minister decided to _____ the original plan despite the criticism in the media.

7. If we don't _____, things will be much worse for all of us- we need some unity.
8. You have to _____ yourself here, because no one will back you.
9. He told the children to _____ him in the station.



Section 4.5 Grammar Skills

🌀 Section Overview

In the grammar section of this unit, you will be introduced to adverbial clauses of time and the conjunctions used to introduce them. The grammatical structure and usage will be discussed in detail to help you understand this language item. With the help of the activities given here, you should practice the structure and functions of the time clauses.

Section Learning outcomes

- differentiate the tense sequences in the adverbial clauses of time;
- use appropriate conjunctions that introduce adverbial clauses of time.

? Activity 4.9

- I. **Insert the given conjunctions that introduce adverbial clauses of time in their appropriate places. Check your answers with the answer key afterwards, and justify why you inserted it. Do not look at the answer key before trying it by yourself. Susan and Ben are planning their vacation together. Fill in the blanks with “as,” “just as,” “while,” and “as soon as possible.”**

Yesterday, I told Ben we had to start planning for our vacation. Ben told me that we could do it A he got home. I was so excited and prepared a lovely dinner for us. B I was cleaning the kitchen, and Ben did some search on the internet. We have decided to go to London for our summer vacation.

Ben switched off his computer C the phone started ringing. It was his boss calling from South Africa. According to his boss, an urgent project came up. I felt like crying D I listened to the conversation. Our vacation plans were ruined.

- II. **Combine each of the following pairs of sentences by changing one of the clauses into a time clause, using any of the time adverbs, such as when, after, before, unless, until, and as soon as. The first one has been done for you:**
- I will read this book. I will eat dinner.
 - I will read this book after I have eaten dinner.**

Now, do the same.

- He will get wet. He is going swimming.

- We are meeting the team. The team is arriving at the station.

- I worked late. I got up late.

- The police will catch the criminal. The criminal will make a mistake.

- They are going on vacation. They are finishing their exams.

III. Complete the sentences below with the correct word(s) given in the bracket:

1. _____ he always did well on his English tests, his parents were not surprised that he got an "A" (When, Since).
2. You should keep the milk in the refrigerator, _____ it doesn't go bad. (since, so that).
3. You should say goodbye to your brother _____ you leave for Europe (before, since).
4. _____ my father has high blood pressure, he has to watch what he eats (Before, Since).
5. _____ I came to this country; I didn't speak a word of English! (Before, Since)
6. I'll let you know _____ I come back (because, after).
7. He doesn't understand _____ (so that, because) he doesn't speak French very well .
8. I came _____ I heard the news (so that, as soon as).
9. We will wait _____ you are ready (as soon as, until).
10. What will you do _____ you graduate? (after, before)

 **Language Tips:**

Read the points in the following table. They are the contextual examples with grammatical justifications.

When	<ul style="list-style-type: none"> • He was talking on the phone when I arrived. • When she called, he had already eaten lunch. • I washed the dishes when my daughter fell asleep. • We'll go to lunch when you come to visit. 	<p>'When' means 'at that moment, at that time, etc.' Notice the different tenses used in relationship to the clause beginning with when. It is important to remember that 'when' takes either the simple past OR the present – the dependent clause changes tense in relation to the 'when' clause.</p>
-------------	---	---

Before	<ul style="list-style-type: none"> We will finish before he arrives. She (had) left before I telephoned. 	'Before' means 'before that moment'. It is important to remember that 'before' takes either the simple past OR the present.
After	<ul style="list-style-type: none"> We will finish after he comes. She ate after I (had) left. 	'After' means 'after that moment'. It is important to remember that 'after' takes the present for future events and the past OR past perfect for past events.
While, as	<ul style="list-style-type: none"> She began cooking while I was finishing my home- work. As I was finishing my homework, she began cooking 	'While' and 'as' mean 'during that time'. 'While' and 'as' are both usually used with the past continuous because the meaning of 'during that time' which indicates an action in progress.
By the time	<ul style="list-style-type: none"> By the time he finished, I had cooked dinner. We will have finished our homework by the time they arrive. 	"By the time" expresses the idea that one event has been completed before another. It is important to notice the use of the past perfect for past events and the future perfect for future events in the main clause. This is because of the idea of something happening until another point in time.
Until, till	<ul style="list-style-type: none"> We waited until he finished his homework. I'll wait till you finish. 	'Until' and 'till' express 'up to that time'. We use either the simple present or simple past with 'until' and 'till'. 'Till' is usually only used in spoken English.
Since	<ul style="list-style-type: none"> I have played tennis since I was a young boy. 	'Since' means 'from that time'. We use the present perfect (continuous) with 'since'. 'Since' can also be used with a specific point in time.

As soon as	<ul style="list-style-type: none"> • He will let us know as soon as he decides (or as soon as he has decided). 	<p>“As soon as” means “when something happens—immediately afterwards.” “As soon as” is very similar to “when,” emphasizing that the event will occur immediately after the other. We usually use the simple present for future events, although the present perfect can also be used.</p>
Whenever, every time	<ul style="list-style-type: none"> • Whenever he comes, we go to have lunch at “Dick’s”. • We take a hike every time he visits. 	<p>‘Whenever’ and ‘every time’ mean ‘each time something happens’. We use the simple present (or the simple past in the past) because ‘whenever’ and ‘every time’ express habitual action.</p>
The first, second, third, fourth etc., next, last time	<ul style="list-style-type: none"> • The first time I went to New York, I was intimidated by the city. • I saw Jack the last time I went to San Francisco. • The second time I played tennis, I began to have fun. 	<p>The first, second, third, fourth etc., next, last time means ‘that specific time’. We can use these forms to be more specific about which time of a number of times something happened.</p>

Section 4.6 Writing Skills

🌀 Section overview

In this section, you are going to learn what dangling modifiers are and how to correct them. You will find a number of exercises related to these. Finally, you are going to practice writing an expository essay.

Section learning outcomes

Upon completion of this section, you will be able to:

- identify sentence errors associated with dangling modifiers and correct them;
- write a coherent essay by rearranging jumbled paragraphs; and
- compose a five-paragraph expository essay.

Section 4.6.1 Dangling modifiers

Students, now you are going to be introduced to a sentence error called dangling modifiers. Please, give attention to the following sub-sections.

? Activity 4.10

I. Because of dangling modifiers, each of the sentences below has more than one possible meaning. In each case, see both the *intended* meaning and the *unintended* meaning of the sentences.

1. Using the Pythagorean Theorem, the math problem was easily solved.

Intended meaning: Somebody/ a student uses the Theorem.

Unintended meaning: The math problem use the Theorem.

2. Arriving home after ten months in army, Michael's neighbors threw a block party for him.

Intended meaning: Michael was arriving home after ten months in the army.

Unintended meaning: The neighbors was arriving home after ten months in army.

3. Having finished the essay, a new Facebook status was uploaded.

Intended meaning: Somebody finished the essay.

Unintended meaning: A new Facebook status finished the essay.

II. Write “D” for dangling or “C” for correct in front of each sentence. Remember that if the opening word or phrase is not followed by a logical subject, it is a dangling modifier. Check your answers against the answer key found at the end of the unit.

- A. Burning quickly, the firefighters turned several hoses on the house. _____
- B. Because the house was burning quickly, firefighters turned several hoses on it. _____
- C. While focusing the camera, several people wandered out of view. _____
- D. While I focused the camera, several people wandered out of view. _____
- E. When I peered down from the thirtieth floor, the cars look like toys. _____
- F. Peering down from the thirtieth floor, the cars looked like toys. _____
- G. The cars looked like toys peering down from the thirtieth floor. _____
- H. Riding in the rear of the bus, the sudden starts and stops were sickening. _____
- I. For passengers riding in the rear of the bus, the sudden starts and stops were sickening. _____
- J. Speaking excitedly, the phone seemed glued to Sara’s ear. _____

III. Correcting Dangling Modifiers. Work on the questions individually. Mark ‘C’ if the sentences is correct and re-write if it has dangling modifier.

- A. Hanging safely on a wall, a security guard pointed to the priceless painting. _____
- B. At the age of five, my mother bought me a chemistry set. _____
- C. While it was raining, shoppers ran into the stores. _____
- D. Having turned sour, I would not drink the milk. _____
- E. Talking on the phone, my hot tea turned cold. _____
- F. Piled high with dirty dishes, Peter hated to look at the kitchen sink. _____
- G. Having locked my keys in the car, the police had to pen it for me. _____
- H. Drooping and looking all dried out the children watered the plants. _____

- I. After sitting through a long lecture, my foot was asleep. _____
- J. Being late, stopping for coffee was out of the question. _____

IV. Underline the five dangling modifiers in this passage. Then, correct them.

¹Have you ever thought about what life was like for the first generation of your family to come to America? ²Or have you wondered what your grandparents did for fun when they were your age? ³Family stories tend to be told for two or three generations and then disappear because none ever records them. ⁴Using tape recorder, these stories can be saved for the future. ⁵Here are some hits for conducting interviews with older members of your family. ⁶Thinking hard about what you really want to know, good questions can be prepared in advance. ⁷Try put the people you interview at ease by reassuring them that you value what they have to say. ⁸Nervous about the tape recorder, stories might not come so easily to them otherwise. ⁹Remember that most people have never been interviewed before. ¹⁰Listening carefully to everything the person says, you interview will be more successful. ¹¹By respecting their feelings, your older relatives will be delighted to share their stories. ¹²The tapes. The tapes you make will be valued by your family for many years to come.

 **Language Tip**

What Dangling Modifiers are and How to Correct Them?

A **modifier** that opens a sentence must be followed immediately by the word it meant to describe. Otherwise, the modifier is said to be dangling, and the sentence takes unintended meaning. For example, look at this sentence:

While sleeping in his backyard, a ball hit Belay on the head.

The unintended meaning is that *the ball was sleeping in his backyard*. What the writer meant, of course, was that *Belay was sleeping in his backyard*. The writer should have placed Belay right after the modifies, revising the rest of the sentence as necessary:

While sleeping in his backyard, Belay was hit on the head by a ball.

The sentence could also be corrected by adding the missing subject and verb to the opening word group:

While Belay was sleeping in his backyard, a ball hit him on the head.

Section 4.6.2 Expository Essay Writing

The expository essay is the genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and make a statement concerning that idea in a clear and concise manner. Generally, expository essays do not require a great deal of outside research, but they do require that a student has background knowledge of a topic.

Even though expository essays are meant to inform, they can serve different purposes depending on the writer's objective. Here are the four different kinds of expository essays.

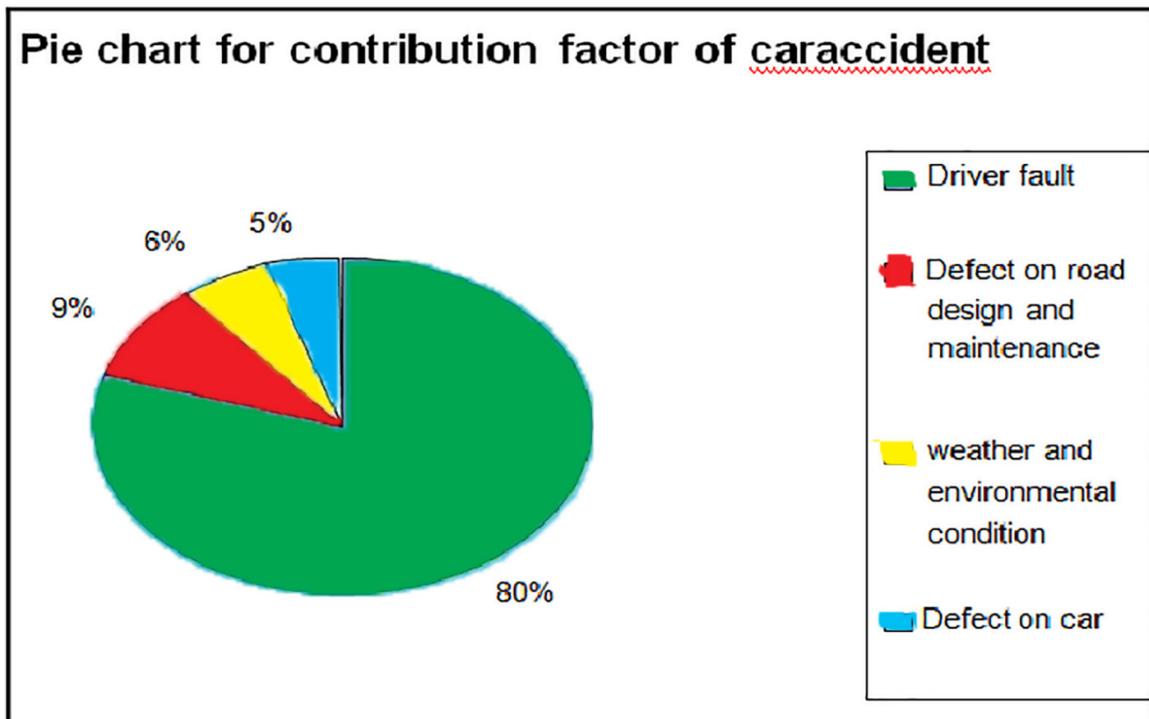
- **Cause and Effect:** The writer details the reasons for an event or situation before discussing the effect(s). These essays are common in literary essays or social studies reports.
- **Problem and Solution:** After identifying a problem in today's world, the writer poses a possible solution. The problem/solution essay is similar to the cause/effect essay. It can become an argumentative essay depending on the writer's tone.
- **Descriptive:** A descriptive essay requires the writer to describe something in their own words. The topic can be an event from the writer's own life, a relationship in a book, or a significant moment in history. Though the essay can be from the writer's perspective, it does not tell a story like in *narrative writing*.
- **Compare and Contrast:** How is this different than that? A compare and contrast essay takes two subjects and explains how they are similar and different. It is a more analytical version of a descriptive essay.

? Activity 4.11

- I. Write an expository paragraph using the following data on Road Traffic Accident. Your paragraph should keep unity, coherence, variety and adequacy. Do this activity first individually and then in pairs.

Statistical Analysis of Road traffic car accident in Dire Dawa Administrative City, Eastern Ethiopia

Pie chart for contribution factor of car accident.



II. The following paragraphs are jumbled paragraphs. Order them appropriately and write a coherent and logically sequenced essay.

- (A) Thus, road accidents are bound to happen. You pick up a newspaper and you will find at least one or two news about road accidents daily. They cause loss of life as well as material. People need to be more careful when on the road, no matter which mode of transport you are from. Even the ones on foot are not safe because of the rise in these incidences. Every day people witness accidents in the news, from relatives and even with their own eyes.
- (B) Road accidents have become very common nowadays. As more people are buying automobiles, the incidences of road accidents are just increasing day by day. Furthermore, people have also become more careless now. Not many people follow the traffic rules. Especially in big cities, there are various modes of transports. Moreover, the roads are becoming narrower and the cities have become more populated.
- (C) After that, we got to know the whole story. A man was crossing the road when a truck hit him leaving him severely injured. The man was lying on the ground bleeding profusely and people were calling for an ambulance. We instantly called up the ambulance but time was running out. Therefore, an auto driver took the man in his auto and rushed to the hospital.

- (D) Once I was on my way back home from festive shopping when I witnessed a road accident. I was with my sister and it was around 6 o' clock in the evening. In the middle of the road, we saw a crowd surrounding something. We weren't quite sure what was happening as the first thought that came to our mind was that it was probably a quarrel between two men. However, when we reached the spot, we found out an accident had taken place.
- (E) That incident made me realize how precious our lives are. In addition, as to how we take it for granted. We must all be very careful when on road, on foot or by a car that does not matter. We can adopt measures that will prevent road accidents.
- (F) Subsequently, the police arrived as the people had caught the driver and were beating him up. After the police came, they caught hold of the driver and asked about the incident. Later, we came to know that the driver was drunk. The police detained him and went to the hospital for a statement. Fortunately, the driver was declared out of danger. The doctors dressed his wounds and informed that he was still in shock.

The right order is _____

III. Write a five-paragraph expository essay on "Population and its Effect on Natural Resource Management."



Self-test exercises

- I. The following exercise is based on the grammar section of this unit. Attempt all questions before looking at the answer keys. Choose the appropriate conjunction to fill the blank space.
- _____ the wife saw her husband, she started packing her bag.
a) As soon as b) Before c) Just d) until
 - _____ I could complete my work, the visitors had left.
a) As soon as b) Before c) Just d) until
 - _____ after the church service, all the children went to the zoo.
a) As soon as b) Before c) Just d) until
 - He went to bed _____ he came home from tuitions.
a) as soon as b) before c) just d) until
 - It was _____ the war ended, most of the families returned to their respective homes.
a) as soon as b) before c) when d) until

6. _____ my mother was cooking; I came into the kitchen.
a) As soon as b) While c) Just d) Until
7. The thief ran away from the party _____ they saw the police.
a) as soon as b) before c) Just d) until
8. The coders froze _____ they saw their website crashing.
a) as soon as b) when c) Just d) until
9. Mamo' feeding pattern changed _____Marta entered his life.
a) since b) before c) just d) until
10. _____ my father came home, nobody could leave the house.
a) As soon as b) After c) Just d) Until

☑ Checklist

Dear learner, in unit 4, you have done various activities that helped you achieve the following learning outcomes: Check the extent to which you have achieved each of the learning outcomes. Use the following key to tell how well you have done each of them: 1 = not well 2= OK 3= Well 4 = very well

Learning Outcomes	Not well (1)	Ok (2)	Well (3)	Very well (4)
use phrases to agree or disagree to others' idea;				
distinguish a stressed syllable in a word;				
apply syllable stress appropriately when speaking;				
identify the main idea of a text;				
extricate specific details from a reading text;				
analyze word relationships (analogies);				
use phrasal verbs in context;				
differentiate the tense sequence in time adverbial clauses;				
identify dangling modifiers;				
correct sentences with dangling modifiers; and				
write a five-paragraph expository essay.				

Unit 5: Mechanized Agriculture

✿ Unit Introduction

Hello! Dear learner, welcome to the fifth unit of module one of English for Grade 12.

The title of the unit is “Mechanized Agriculture.” In this five, you are going to practice the four major language skills of English, namely: listening, speaking, reading and writing. In addition, you will work on both vocabulary and grammar items in the context of mechanized agriculture. Accordingly, the unit is divided into six sections.

The first section contains listening practice, and the second section includes speaking activities. There are three speaking lessons under this section: using ‘Wh-’ and ‘yes or no’ questions to ask for information, interviewing and public speech. In these speaking lessons, you will learn how to ask someone for information, how to interview people, playing the roles of journalists/ researchers and get prepared for a public presentation. You will also practice how to organize ideas for public speech and manage stages.

In the reading practice, you will deal with activities that are meant to expand your ability to read for details. In addition, you will learn new words and phrases based on the contextual clues and do exercises on analogy . The grammar section creates an opportunity for you to revise and practice verbals and variations in conditional sentences, meaning and tense balance. The writing activities focus on how to avoid wordiness, rearrange jumbled paragraphs, and write descriptive essays.

Unit outcomes

After doing all the activities in this unit, you will be able to:

- listen and match accordingly;
- take short note from the spoken sources;
- transfer information into a table/chart;
- interview people to get information;
- make a public presentation following important procedures;
- read for gist and provide summary;
- identify contextual meaning of words;
- use words in contexts;
- avoid wordiness in your writing and speaking;
- construct conditional sentences keeping appropriate tense balance;
- write personal letters to relatives and friends; and
- compose a descriptive essay on a given topic.

Unit Contents

Unit 5 has six sections as follows:

5.1 Listening Skills

5.2 Speaking Skills

5.2.1 Asking for information ('Wh' and 'Yes or No' questions)

5.2.2 Interviewing

5.2.3 Public speaking

5.3 Reading Skills

5.3.1 Mechanized Agriculture

5.4 Vocabulary

5.4.1 Contextual vocabulary

5.3.2 Analogy

5.5 Grammar

5.5.1 Revision Verbal: Gerund, Infinitives and Participles

5.5.2 Variations in conditional sentences

2.6 Writing

5.6.1 Avoid wordiness

5.6.2 Jumbled paragraphs

5.6.3 Descriptive essay writing

In each section, there are:

- lessons; activities with answers; and
- exercises with answers at the end of the unit. .

⊕ The Required Study Time

You will need two weeks to cover this unit, which means you must spend a total of eight (8) hours studying it.

Unit Learning Strategies

In this unit, you are expected to use the following strategies:

- Listening and matching;
- Asking for and providing reasons in a talk;
- Reading for detailed information;
- Note-making from reading;
- Learning new words using contextual clues;
- Making analogies using part to whole relationship;
- Identifying analogical relations of words;
- Organizing information in logical order under a speech topic;
- Practicing the usage of gerunds in different context;
- Using correct tenses in conditional sentences;
- Identifying meaning variations in conditional sentences;
- Correcting wordiness in sentences;
- Arranging jumbled paragraphs;
- Practicing process writing; and

Section 5.1 Listening Skills

⊗ Section Overview

The listening skills section of the grade 12 English distance module aims to develop students' ability to comprehend spoken language effectively. This section emphasizes the importance of active listening, critical thinking, and understanding various forms of communication, including speeches, interviews, podcasts, and lectures. Through engaging exercises and activities, students will enhance their listening comprehension skills and develop strategies to improve their overall listening proficiency.

Section Learning outcomes

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

- Develop your ability to listen and understand spoken language;
- Practice extracting main ideas and supporting details;

? Activity 5.1 listening

I. Before listening to the recording about mechanized agriculture, let's engage in a pre-listening discussion. Consider the following questions all by yourself and write your responses on your exercise book.:

1. What does the term "mechanized agriculture" mean to you?
2. What are some benefits and drawbacks of mechanized agriculture compared to traditional farming methods?
3. How do you think mechanization has transformed the agricultural industry?

II. Listen the recording about mechanized agriculture and match the statements with the correct descriptions:

A. Tractors	B. Irrigation Systems	C. Harvesters	D. Precision Farming Technology
E. Drones	F. Greenhouses	G. Grain Dryers	

Match the following descriptions with the appropriate mechanized agricultural technologies given above:

- _____ 1. This technology helps farmers monitor crop growth, soil conditions, and apply fertilizers and pesticides accurately.
- _____ 2. These structures provide controlled environments for growing crops, allowing year-round cultivation and protection against adverse weather conditions.
- _____ 3. They are used to remove moisture from harvested grain to prevent spoilage during storage.
- _____ 4. These machines are designed to efficiently plant seeds, spray pesticides, and cultivate soil.
- _____ 5. They help distribute water to fields, ensuring proper hydration for crops.
- _____ 6. These unmanned aerial vehicles are used for aerial surveillance of crops, detecting plant diseases and nutrient deficiencies.
- _____ 7. They are specialized machines used for harvesting crops, such as wheat, corn, or rice.

III. Reflect on the audio text about mechanized agriculture and discuss the following questions by yourself or with a partner:

1. What are some potential advantages and disadvantages of mechanized agriculture?
2. How has mechanization impacted food production, efficiency, and labor requirements in the agricultural sector?
3. Discuss the importance of sustainable farming practices in conjunction with mechanized agriculture.

Section 5.2 Speaking Skills

🌀 Section Overview

When practicing the speaking activities in this section, although you might not be able to find someone to talk to, try to develop the skill by talking out loud to yourself. If someone with whom you might share the activity is around, do not hesitate to make use of the opportunity. Speaking, like the other skills, is learned directly by doing it. So, learn to talk by talking. Interviewing is a very important skill to gather information for several professional or personal reasons. So, you have to take the responsibility to find a way to practice questioning and answering skills, forming questions and organizing the information in a logical order.

Learning outcomes

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

- Ask and answer questions reasonably;
- Gather information under a topic;
- Organize ideas logically for public presentation;

5.2.1 Asking for information ('yes or no' questions and 'Wh' questions)

🔍 Activity 5.2

Dear learner, you are going to practice forming questions, 'Yes' or 'No' and 'Wh' question to gather information in a form of interview. Before the interview, revise the rule and practice writing some examples.

I. Work with a partner and practice asking questions.

1. How much do you know about mechanized farming?
2. Write down at least five questions and find someone to ask each other by taking turns.

5.2.2 Interview**? Activity 5.3**

Here you might consider playing **the role** of a journalist and owner of a mechanized farm.

First, add more questions to the dialogue given below. Assume that you are playing the roles of two people.

I. What information would a journalist want to learn about a mechanized farm? Then practice interviewing your partner.

Journalist: Thank you for your time and for having me in your office

Owner: It's my pleasure and thank you for visiting us

Journalist: How did you start farming? Were your parents farmers, too?

Owner: Well ... Yes my parents were farmers. They owned this farm for many years. When they died, I had to take their place.

Journalist: Do you like it?

Owner: Uhhh.... At the beginning, I was not happy. My dream was to be a gynecologist. But I have found agriculture a very satisfying job. I love it. My husband helps me a lot. He studied Agricultural Economics.

Public Speaking**? Activity 5.4****I. Revise the steps and structures of public speech you learned in unit one. Work individually and prepare for a public speaking on Mechanized Agriculture. Choose a sub-topic, such as:**

1. Benefits of mechanized agriculture,
2. The history of mechanized agriculture
3. The advantages and disadvantages of practicing mechanized agriculture in Ethiopia, **Section 5.4**

Section 5.3 Reading Skills

🌀 Section over view

Dear learner you are going to read a text titled '**Evolution of Africa's agricultural mechanization.**' In this section, you will practice different reading strategies- reading for specific information and reading for The reading section contains three main parts- pre-reading, while-reading, and post-reading activities. You have to try the pre-reading activities before reading the given text. Once you did the pre-reading activities, read the while reading questions so that you can fix your reading accordingly. Then, read the text and do the activities. The post-reading activities are meant to be done after reading the given text and completing the while reading activities. These activities help you to make summary of the reading and link the reading with your real life experience.

Section learning outcomes

In this section, you will be able to:

- answer the pre-reading questions based on experience;
- attempt the comprehension questions based on the reading text;
- write summary of the reading text.

? Activity 5.5

I. Dear learner you are going to read a text entitled ' Evolution of Africa's agricultural mechanization.' Before reading the text, answer the following questions.

1. What indigenous knowledge do Ethiopian farmers use to do different farming activities such as storing crops, conserving soil and the environment, etc.? For example they have been using plough shaft and ox/horse power to plough the land.
2. Do you think farmers in other African countries do these farming activities in similar manner?

Now read the text and answer the following question according to the text. But, first read the equations, then go to the text.

II. Say True or False to the following statements according to the text. Refer to the text to justify your answer. Write the paragraph number on the second column.

1. During the first agricultural technology period the local laborers used hand tools in their own land. _____
2. Animals were used in crop production during the first period of agricultural mechanization. _____
3. Draft agriculture technology was first disseminated in cattle breeding areas in Africa. _____
4. Bush clearing to get rid of the tsetse fly led to serious environmental degradation. _____
5. Advancements in livestock disease control were seen in the third period of agricultural mechanization. _____
6. The introduction of ox plough during the first period brought significant improvement in crop production. _____
7. Ethiopians were the oldest nations to use animals for farming.
8. Notable mechanized intersessions were made during the second period. _____
9. Tsetse flies were the biggest challenges for livestock breeding in wetter areas. _____
10. Drier areas were the biggest to use animal power during second. _____

III. What does the each word written in bold in the reading text refer to?

1. Their (paragraph 3) _____
2. Most of whom (paragraph 3) _____
3. It (paragraph 4) _____
4. They (paragraph 6) _____
5. Their (paragraph 7) _____

IV. Complete the table according to the information from the text.

Periods	Tools	Main production	Challenges
Period one	Hand tool		
Period two		Crop	
Period three			



Evolution of Africa’s agricultural mechanization

Africa has a long history of agricultural mechanization with numerous shifts in policy and strategy, especially during the past 70 or so years. In many cases, failed past projects, which in most cases did not receive adequate ex-post evaluation, have had an inordinate influence on subsequent policy and strategy formulation, as well as on the choice of technology to be adopted.

With the exception of South Africa and Ethiopia, agricultural mechanization was introduced in most countries in Africa during the colonial period, starting in the 1890s when much of the region came under colonial rule. The colonial period may be further subdivided into three distinct periods.

The first period was prior to 1920 and may be called the hand-tool technology period. The predominant type of mechanization technology on settler farms (British, French, German and Portuguese) and on subsistence farms of the native Africans was hand-tool technology. Settler farmers used various methods to get the natives to work as labourers on **their** farms with hand-tool technology. Draught animals could not be used in crop production in much of the region, largely because livestock was

kept in the drier areas by pastoralists, **most of whom** did not grow crops. The native inhabitants who grew crops lived in the wetter areas where livestock could not be kept because of the tsetse fly.

The second period occurred between 1920 and 1945, when Draft Agricultural Technology (DAT) was introduced and disseminated in parts of Africa where cattle could be kept. Note that in Ethiopia and South Africa, draft animals had been used for several millennia (Ethiopia) and centuries (South Africa). In 1920–1945, advances in the control of livestock diseases – in particular the control of the tsetse fly through bush clearing – made **it** possible for livestock production to be introduced in new and wetter areas where it had previously not been possible (Ford, 1971). The ox plough was also introduced and contributed to increase crop production, including cash crops such as cotton and coffee.

DAT is still used today in drier areas where farmers have a tradition of both livestock and crop farming. However, the bush clearing adopted to get rid of the tsetse fly led to serious environmental degradation.

The third period was between 1945 and 1960. The colonial authorities established various mechanized commercial farming schemes in several parts of Africa. **They** invested so much on technologies that increase production. During 1920–1965, the tractor was developed and perfected in North America and in Europe, and efforts were made by the colonial authorities to introduce the technology to the colonies in the region. The number of tractors in use in Africa increased from a few hundred before 1945 to more than 23 000 in 1950 and 47 000 in 1960.

Medium and large-scale mechanized farms were established for growing sisal, tea, pyrethrum, cereal grains and other cash crops, such as coffee, cotton and oil seeds. Settler farmers used a combination of hand-tool technology, draught animal technology and mechanical technologies especially tractors and other machinery procured through concessional loans provided by the imperial governments of Belgium, Britain, France, Italy, Portugal and Spain to increase their productivity. However, the native farmers continued to grow **their** food, mostly for subsistence, on small plots, relying entirely on hand-tool technology.

(adapted from FAO and AUC, 2018)

V. Complete the summary with correct information from the reading text.

Agricultural mechanization was introduced in Africa when ___1___ during ___2___ which is divided into three. The first period was known as ___3___. During this time the settlers used ___4___ because it was impossible to use animals. The second period was known for its ___5___ production using ___6___ as source of power. Ethiopia and South Africa used animals prior to other African countries. ___7___ were introduced in 1920 - 1965. Colonial authorities played the greatest role to ___8___. Several agricultural technologies and interventions were introduced during ___9___. As a result the production ___10___.

Section 5.4 Vocabulary

Dear learner, in this section, you learn the contextual meaning of the new words that are used in this unit. First, learn the contextual meaning of the words and use them in a given context. To further strength your vocabulary knowledge, you will also learn the antonyms of the words and write sentences using the words. You may also do similar practices to develop your vocabulary knowledge. The number of words given in this section is limited but you can learn more words if you give it more time. In this section, you will also do exercises on analogy.

5.4.1. Contextual Meaning**? Activity 5.6****I. Work in pairs and read the short text to work out the contextual meaning of the words/phrases written in bold.**

Currently there are more than 20 **large scale** private **commercial** poultry production farms located in and around Addis Ababa. Of these, Bishoftu, ELFORA, Alema and Genesis are the top 3 largest commercial poultry farms with modern production and processing facilities. Established in 1997, ELFORA has large-scale poultry farms at four different locations and sub-locations. ELFORA has modern **broiler processing** and packing units. It produces **table eggs**, broiler meat and a day old chicks. The slaughtering service has a capacity of 500,000 kg/year.

ELFORA annually delivers around 420,000 chickens and over 34 million eggs to the markets in Addis Ababa.

Alema Farm is the second largest enterprise delivering nearly half a million broilers to Addis Ababa market every year. It has its own **parent stock** from Holland, a **feed processing** plant, hatchery, **slaughtering plant**, cold storage and transport facility at its sites of operation. Genesis farm is the third most important private poultry enterprise with over 10,000 layers and its own parent stock and **hatchery**. Genesis farm is the major source of breeding stock and commercial feed for the modern private poultry sector.

1. Large scale commercial:
2. Broiler processing:
3. Table eggs:
4. Slaughtering plant:
5. Parent stock:
6. Hatchery:
7. Feed processing plant:

II. Use the expressions to complete the following text.

a. Large scale commercial	b. Broilers f. Feed processing	c. Parent stock g. Small scale	d. slaughtering e. table eggs
h. egglayers	i. Hatched	j. hatched	

The most important input in poultry production systems are day-old chicks. The production of day- old- chicks in Ethiopia requires the import of 1____ from which fertilized eggs can be raised and 2____. Raising these chicks to full maturity is capital-intensive for 3_____ producers with high mortality risks. 4_____producers are involved in selling pullets that are closer to egg-laying age and less prone to mortality to support the small scale producers. Large scale producers provide additional services including 5_____and 6____. Some of them have their own 7_____and hatchery. They rear chicks for dual purposes 8____are raised for around 45 days before slaughter, while 9_____are raised for 10_____for 12 to 18-month.

5.4. 2 Analogy Exercises

? Activity 5.7

I. In this exercise you are going to learn different word relations. Follow the examples and complete the exercise accordingly.

Example:

Synonyms: Produce – make benefit - advantage

Antonyms: large – small advantage - disadvantage

Cause/effect: too much chemical - unhealthy life modern agriculture - increased production

Whole/ part: crop - maize

tool - sickle

Thing / function: sickle - reap

tractor - till

<p>1. Synonym</p> <ul style="list-style-type: none"> a. modern b. seeding c. autonomous <p>2. Antonym</p> <ul style="list-style-type: none"> a. sophisticated b. reliable c. temporary <p>3. Cause / effect</p> <ul style="list-style-type: none"> a. weed b. disease outbreaks c. fertilizer 	<p>4. Whole / part</p> <ul style="list-style-type: none"> a. farm b. livestock c. vehicle <p>5. Thing / function</p> <ul style="list-style-type: none"> a. combine harvester b. herbicides c. hatchery
---	--

Section 5.4.2 Grammar: Revision of Verbal: Gerund, Infinitives and Participles

🌀 Section overview

Dear learner, in this section you are going to revise verbal, gerund, infinitives and participles. This time, try to focus on the use of verbal, gerund, infinitive or participle in proper context.

? Activity 5.8

I. Rewrite the sentences replacing the underlined part with a verbal form indicated in the bracket.

The first one has been done for you.

1. I was terrified while I was seeing the black funnel cloud on the horizon (infinitive)
I was terrified to see the black funnel cloud.
2. As the winds twisted and swirled, they picked up a truck as though it was a toy (participle)
3. It doesn't accomplish much when you run in the other direction (gerund)
4. Soon, the winds that roared like wild beasts were upon us (participle)
5. It is a wise idea to build a storm cellar in tornado alley (gerund)

II. Underline the participles and indicate what each participle refers to. The first one has been done for you.

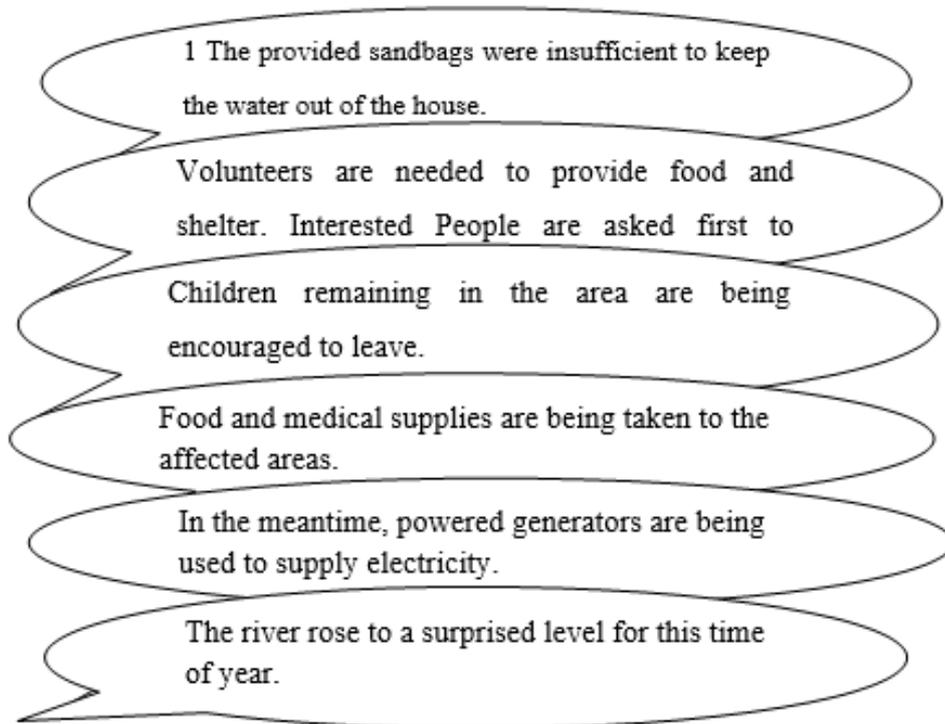
1. She gave me a welcoming cup of tea. ('welcoming' a present participle modifying the noun tea)
2. I found this broken plate in the kitchen cupboard.
3. The students' tests results were pleasing.
4. My mother looked delighted with the present.
5. I hope it will be a money-making enterprise.
6. They are well-behaved children.
7. The newly-built ship is on its first voyage.
8. A worried-looking lawyer left the court.
9. We walked past an evil-smelling pond.
10. A slow-moving lorry was causing the delays.

III. Replace the underlined parts of these sentences with a past participle from one of the verbs given in the box. The first one has been done for you.

change	cause	allocate	quote	use	purpose	submit
--------	-------	----------	-------	-----	---------	--------

1. The school asked for more money. In fact, five times the amount that was given to them as their share allocated
*The school asked for more money. In fact, five times the amount **allocated***
2. They decided to close the factory, regardless of the suffering that resulted.
3. After she had read the article, she checked all the examples that were referred to.
4. There have been demonstrations against the changes that the government intends to make.
5. The teacher wasn't impressed with the quality of the work that was handed in.
6. Mary couldn't afford to pay the fees that were asked for.
7. There was a weakness in the methods that were employed.

IV. Here are extracts taken from radio news items about a small town hit by serious flooding in Sudan. Focus on participle adjectives and make changes where necessary.



V. Read the following sentences and underline the infinitives/ infinitive phrases. Identify what function the infinitives have in the sentences.

Example: *There is a match today. I like to go home early*

("to go" is an infinitive phrase and it functions as object of the verb 'like').

1. I love to watch a football match.
2. To learn self-control when faced with a football match is difficult.
3. I find it difficult to control myself when I see a match.
4. The best match to watch is European league.
5. Football tends to make people loss control.

VI. Use the appropriate form of the verbs given and complete the sentences.

appear	burn	bury	go	love	land
leave	listen	make	see	sing	sway

- | | | |
|---|---|--------------------------------|
| 1. The buildings seemed _____ to and froth | } | verb + infinitive |
| 2. We finally decided _____ the town | | |
| 3. The lights continued _____ until it sank | | |
| 4. the pilot attempted _____ the plane | | |
| 5. I placed the earphone to my ear and started _____ | | |
| 6. They had trained us _____ the Italians | } | verb + object + infinitive |
| 7. I had ordered the destroyer _____ to sea | | |
| 8. They helped us _____ our dead | | |
| 9. It made the moon _____ blue-grey | | |
| 10. The Russian joined in _____ with the Ethiopian | } | verb+ prep + infinitive |
| 11. Not speaking Italian didn't stop him from _____ friends | | |
| 12. We were terrified _____ everything changed. | } | verb + <u>adj</u> + infinitive |

VII. Underline the gerund / gerund phrase in each sentence and identify if it functions as a subject, object or modifier?

Example:

1. Taking photos of butterflies is my passion.
2. I like going out with friends on a bright day.
3. Termites are associated with building huge mounts and making mud tunnels.
4. Chasing after the perfect shot is taking too much of my time.
5. Watching cockroaches rush into dark corners is fascinating.
6. I got the perfect shots by waiting patiently and by sitting absolutely still.

VIII. Now, write five similar sentences describing your hobbies/ experiences.

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

5.4.3. Common Variation in Conditional Sentences (Conditional II & III)

Dear learner, in this section you are going to practice common variation in conditional sentences. You have already learned the form and function of conditional sentences. Now you are going to practice the variations and meaning differences.

? Activity 5.9

I. Write sentences in conditional II or III that have similar meanings with the given sentences. The first one has been done for you.

1. I don't know enough about the machine, **so** I can't mend it myself.

If I knew enough about the machine, I would mend it myself.

2. He wasn't prepared for the interview, **so** he didn't get the job.

If _____

3. Enough money is not spent on cancer research, so prevention has not been made.

If _____

4. Adanech wanted to ask Semir for his autograph, but he wasn't brave person.

If _____

5. Zami joins collage next year, but he is not reading.

If _____

II. Now write sentences including ..., so... or ..., but... with similar meanings to these impossible conditional sentences.

1. If you had listened to me, we wouldn't have gone the wrong way.

You didn't listen to me so _____

2. If they hadn't found him in time, they wouldn't have been able to save his life.

3. If there were any truth in her allegations, I would resign.

4. If I hadn't been so busy I would have written to you earlier.

5. If Sara had been honest, he would return the money.

III. Underline the correct phrase. If both are possible, underline both. Then, compare the meaning of the phrases.

1. Unless it had been / If it hadn't been for my friends, I wouldn't have got the job.
2. You would be really sorry unless you take / if you didn't take the opportunity.
3. Unless we cut / If we didn't cut resource use and waste, we face a decline in the quality of our lives.
4. Unless we hear from you / If we didn't hear from you we'll expect you at around 12.30.
5. I must get on with my work - unless you want / if you don't want to help me.
6. He wouldn't have failed his exams unless he had / if he hadn't been ill.
7. What would you do unless you go / if you don't go away for the weekend?

IV. Read the text and fill in the blank spaces with appropriate word/phrase given below

but	so if	unless	didn't have	if
------------	--------------	---------------	--------------------	-----------

What would happen if the European didn't have a leap year?

A leap year consists of 366 days, as opposed to a common year, which has 365 days. During leap years, we add a leap day, an extra day, on February 29. A leap year is every four years in the modern Gregorian calendar. They are needed to keep

our calendar in alignment with the Earth's revolutions around the sun. It takes the Earth approximately 365 days, 5 hours, 48 minutes and 46 seconds to circle the Sun. However, the Gregorian calendar has only 365 days in a year, 1. _____ we didn't add a day on February 29 nearly every four years, we would lose almost six hours off our calendar every year. What would happen if we 2. _____ a leap year?

Julius Caesar introduced leap years over 2,000 years ago, 3. _____ the Julian calendar had only one rule: any year divisible by four would be a leap year. This led to too many leap years, a problem solved over 1,500 years later with the introduction of the Gregorian calendar. In this, further criteria were taken into account: The year must be divisible by four.

However, 4, _____ the year can also be divided by 100, it is NOT a leap year, 5, _____ it is divisible by 400. This means that 2000 and 2400 are leap years, but 1900 and 2100 are not. The year 2000 was special because it was the first leap year divisible by 400 since the transition from the Julian to the Gregorian calendar

V. Complete the chart about your own experience.

Imagine that you were in the place of someone / you had something/ you were born in a different country		
Example: What would you do if you were the mayor of the city/ town where you live?		
If I had enough money	I'd /I wouldn't	travel the world

Section 5.6 Writing

Dear learner, in this writing section, you are going to practice how you can avoid wordiness in writing. Wordiness is the use of more words than you actually need to convey meaning in speech or writing. It decreases the quality of our writing and communication in genera. In this section, you will learn some of the techniques to minimize wordiness and improve your writing. You will also practice writing descriptive essay.

5.5.1 Editing Wordiness

? Activity 5.10

1. First read the note given and do the activities

Note:

Wordiness occurs when we use words/ expressions redundantly. When two sentences have similar idea in your writing that is also wordiness.

The following considerations can minimize wordiness

A good way to find out which words are essential in a sentence is to underline [oritalicize] the key words. Look carefully at the remaining words so you can determine which are unnecessary, and then eliminate wordiness by deleting them.

1. Redundant information should be avoided in order to reduce wordiness in your essay writing.

2. Use participles, gerund and infinitives to eliminate wordiness.

Example: Jemmal was worried about the storm. Jemmal begged me to sleep with him.

Worried about the storm, Jemmal begged me to sleep with him.

3. Avoid overusing qualifiers

When every adjective or adverb is preceded by "very," "extremely," "barely,"

or "hardly," the qualifiers begin to lose their meaning. Always try to use one good

word rather than two or three ordinary words.

Example Jemal is extremely angry can be shortened Jemal is furious.

4. Use active sentences than passive in descriptive writing

Example Trouble is caused when people disobey rules that have been established for the safety of all.

Disobeying safety regulations causes trouble.

I. Revise the following sentences so that they become short and precise without distorting their meaning.

To do so, avoid wordy phrases and clauses, needless repetition, and passive voices where the active form is preferable.

1. Many farmers who are living in nearby surrounding plan to attend the meeting planned to be held next Friday's.
2. He dropped out of school on account of the fact that it was necessary for him to help and support his family who own a commercial farm.
3. It is expected that the new schedule will be announced by the insurance company within the next few days.
4. It is very unusual to find someone who has never told a deliberate lie on purpose.
5. Acityrallywasattendedbymorethana thousandstudents.Fivestudents were awarded by the education bureau for winning the race, while several others were recognized by the school administrators.

Section 5.5.2 Descriptive Essay

? Activity 5.11

Dear learner first practice rearranging jumbled descriptive paragraphs of an essay.

- I. Try to recognize the clues that help to reorganize the jumbled descriptive essay. In order to put the paragraphs in the right order you can use the transitional devices as a clue.

Common transitional words in a descriptive essay are given in the table below

Transition to show order of importance	Transition to show special order
More Even more The strongest The most interesting thing As well Not only that When ever	To the left/right In front of Beyond Next to Above Underneath On the chair In the picture Upright

My grandfather's photograph

1. When I study the photo, my eyes are always drawn to the bottle of beer that sits on the table next to him. I have so many wonderful memories of my grandfather. Whether he was carrying me on his shoulders, picking me up from school, or teaching me to draw, telling me stories, together we made fun of my dad. We were a loving team. However, all of these memories fade when I see that beer. Against my will, I begin to feel offended. From what I remember, he always made time for that beer as well. The smell of beer was always on him.

2. This old black-and-white photograph of my grandfather makes me emotional.

He died early in car accident. He looked as young as my father. This photo is one of the few that my family has of him. The picture seems to show a strong, happy man, young and smiling, but to me it also reveals his weakness.

3. In this photo, my grandfather appears to be a strong man, but his looks are deceiving. My grandfather died at the age of fifty seven because he was drunk when he drove back home that night. I was very young to understand that his drinking was the reason for his death. I just knew that he left forever without a father and the possibility of more memories. He should have been strong enough to stop drinking.
4. In spite of the resentment I may feel about his leaving me, this photo holds many loving memories as well. It is of my loving grandfather — the strong, wonderful man and the alcoholic — and it is the most precious thing I own. Although I would much rather have him here, I stay connected to him when I look at it.
5. Looking at this picture of my grandfather, I feel how much I have lost. In it, my grandfather is sitting upright in a worn plaid easy chair. It was “his” chair, and when he was at work, I’d curl up in it and smell his perfume. His hair is so dark that it blends into the background of the photo. His deep dark brown eyes look vague in this photo. Although the photo is faded around the face, I still can make out his strong jaw and the cleft in his chin. In the photo, my grandfather is wearing a clean white shirt that reveals his thick, muscular arms. Resting in the crook of his left arm is my father. Both of them are smiling. They were always like very good friends

The right order of the paragraphs _____, _____, _____, _____, _____

Writing a Descriptive Essay

Good descriptive writing gives specific and concrete details to present vivid image of the thing/ idea/ person/ place described. Sights, sounds, smells, tastes, and textures contribute to a clear overall impression. Adjective/ modifiers are important tools in descriptive writing.

- II. **Write a five paragraphs of descriptive what you see in the picture below.**



III. Write a descriptive essay of five paragraphs on one of the following topics

- a. Describe a character/person you like
- b. Describe your favorite place
- c. Describe a local landmark
- d. Describe a favorite photograph
- e. Describe a favorite animal

Steps

Below are the steps you should follow to write a descriptive essay. Show your plan

to your teacher or a friend.

1. Explore your topic

Write some ideas about impressions you have when you think about your topic. Use a prewriting technique to explore these impressions, generating details that appeal to the five senses.

2. Write a thesis statement:

The thesis statement in description includes the topic and the main impression you want to convey to your reader

Review your prewriting, and decide what main impression you want to create. Write a thesis statement that includes your topic and main impression

3. Support your thesis statement

The major support points in description are the sensory details that, together, create the main impression. Try to find strong sensory details that will support your main impression and make the topic come alive for your readers.

Choose at least three major sensory details that will help to convey your main impression. You should also add specific supporting details that bring to life the major sensory details. Try to appeal to the senses — sight, sound, smell, touch, and taste

4. Make a plan

Write a plan or an outline for your description that includes your main support points (the major sensory details) and supporting details.

Organize your support using either spatial order or order of importance.

5. Write a draft.

Write an introduction that gets your readers' interest and presents your thesis statement. Using your outline, write a topic sentence for each of the major supporting details.

Write body paragraphs that give details for each of the major support points.

Write a concluding paragraph that reminds readers of your main point and makes a final observation about what you are describing.

Checklist

Dear learner, in unit 5, you have done various activities that helped you achieve the following learning outcomes: Check the extent to which you have achieved each of the learning outcomes. Use the following key to tell how well you have done each of them: 1 = not well 2= OK 3= Well 4 = very well

Learning Outcomes	Not well (1)	Ok (2)	Well (3)	Very well (4)
take short note from the spoken sources;				
transfer information into a table/ chart;				
interview people to get information;				
make a public presentation following important procedures;				
read for gist and provide summary;				
identify contextual meaning of words;				
use words in contexts;				
avoid wordiness in your writing and speaking;				
construct conditional sentences keeping appropriate tense balance;				
write personal letters to relatives and friends;				
compose a descriptive essay on a given topic.				

Answer Keys

ANSWER KEY for unit 1 Activities

Activity 1.1 Listening

1. The main goal of sustainable development is to meet the needs of the present generation while ensuring that future generations can meet their own needs.
2. Sustainable development seeks to balance economic growth, social development, and environmental protection.
3. Three social aspects emphasized in sustainable development are eradicating poverty, providing quality education and healthcare, and promoting gender equality.
4. According to the text, three ways to protect the environment are the responsible use of natural resources, the reduction of waste and pollution, and the preservation of biodiversity.
5. Individuals can contribute to sustainable development in their daily lives by practicing energy conservation, recycling, using public transportation, supporting local and sustainable businesses, and being mindful of their consumption habits.

Activity 1.2

i.

	/-s/	/-z/	/-iz/
regular plural nouns	Books, cats, Packs,	Trees, words, boys, objectives, goals, jobs	Faces, buses, faces,
third person singular	Stops, develops	watches, plans, calls	Watches
possessive noun	Mike's	Alice's	Mary's
Contractions	It's	he's	

II.

/-t/	/-d/	/-id/
Watched	Needed	Stayed
finished	planned	agreed
fixed	dreamed	cried
talked	called	started
stopped	loved	wanted
laughed	decided	expected
kissed	appeared	ended

Activity 1.3

Comparing	Contrasting
Likewise, As well as, they have similarities	No, they are not the same, However, on the other hand,

Activity 1.4

III.

1. False 2. True 3. Ture 4. False 5. True
6. True 7. True 8. False 9. False 10. False

IV.

- In 2013 68th sessin of the UN the general assembly
- In 2015 Mellinium Development Goals Achieve Their Target
- In 1952 Guatemala land reform
- 36 years long war in Guatemala following the land reform
- A. How can the soil and land agenda be appropriately incorporated into the SDGs?
B. What approaches and safeguards can ensure an effective implementation of the soil and land related SDGs in different national contexts?

Vocabulary section

Activity 1.5

1. f 2. J 3. G 4. H 5. a
6. e 7. B 8. D 9. C 10. i

II. Text completion

1. Sustainable 2. Exarsion 3. Conservation 4. Heritage 5. Enhanced
6. Ingredients 7. Expertise 8. Synergies 9. Ensure 10. Potential

Activity 1.6

- I. 1. True 2. Not Mentioned 3. True
4. Not mentioned 5. True 6. True 7. False
8. False 9. True 10. False

Grammar section

Activity 1.7

II. Dialogue completion

1. Though 2. However 3. Like 4. Similar 5. But
6. Look like 7. As tall as 8. Likewise 9. Even though
10. Though 11. Same 12. Even though 13. Contrary to
14. Same 15. Even if

Fragments

Activity 1.8

I.

1. To explain why that happened. (independent clause) The commissioner refused to explain what happened.
2. After I finish the project. (dependent clause) After I finish the project, I will submit it to the development office.
3. Because it was raining. (dependent clause) We did not go out yesterday because it was raining.
4. That time of wonder and amazement. (dependent clause) We missed

that time of the wonder and amazement.

5. Clothes and shoes around the room. (missing verb) Clothes and shoes were scattered around the room.

6. Shows no improvement in your efficiency. (missing subject) The project shows no improvement in your efficiency.

7. Was running down the street and into the forest. (missing subject) The rabbit was running down the street and into the forest.

8. Discovered the cure for the disease. (missing subject) Scientists discovered the cure for the disease.

9. Worrying that she would die. (dependent clause) Worrying that she would die, she sold her properties.

10. Investigators from the federal bureau. (missing verb) Investigators from the federal bureau found out the reason.

Word reordering

Activity 1.9

I.

1. The major focus of the government is economic development
2. As a result of the growing awareness of the people, have started taking some measures.
3. Today, people already know that the well-being of the environment is deteriorating.
4. In the 21st century, technology has shown great improvements.
5. Economic growth and production depend on use of industrial minerals.

II.

1. When Zerihun arrived home, he was tired as he got up early and was working for ten hours.
2. Even if I parked my car near the police stations, it was stolen and police didn't help me.
3. Since her business plan was so wonderful, she won 20,000 birr, but Sosi didn't want to celebrate.
4. As they were shopping all day, they spent all their money on clothes;

however Mark and Peter arrived home empty hand.

5. Though he saw the house for the first time while he was driving on the holiday, Hashim moved to the house last week because he saw it in the countryside.



Answer for self-test exercise unit 1

I

1. though
2. similar
3. on the contrary
4. different
5. but
6. nevertheless

II.

1. the predicate is missing

Correct: All the agencies that are engaged in development programs need to understand the context.

2. A complement is missing

Correct: They should support farmers with relevant technologies.

3. The independent clause is missing

Correct: When natural resource is in danger, human life becomes very difficult.

4. Main verb is missing

Correct: Urgent action should be taken to improve the ecosystem.

5. The subject is missing

Correct: Contribute for the development of the country.

III

Human life depends on the earth as much as the ocean for our sustenance. Plant life provides 80% of what humans eat. Humans rely on agriculture as an important economic resource. Forests cover 30% of the Earth's surface. They provide vital elements for life. Plants are also important sources for clean air and water. However, every year 13 million hectares of forests are lost. The persistent degradation of dry lands has led to desertification.

 **Answer key for unit 2 Activities****Activity 2.1 Listening**

1. Time management is the skill of effectively utilizing and organizing one's time to accomplish tasks efficiently. It is important because it helps individuals make the most of their time and achieve their goals.
2. The key tips for effective time management mentioned in the text are: set clear goals, prioritize tasks, create a schedule, avoid procrastination, minimize distractions, take regular breaks., and learn to delegate.
3. Prioritizing tasks is important when managing time because it helps individuals focus on completing the most important and urgent tasks first, ensuring progress toward their goals and objectives.
4. Individuals can minimize distractions during focused work periods by identifying common distractions such as social media, excessive noise, or interruptions, and finding ways to minimize or eliminate them. This could involve turning off notifications, finding a quiet workspace, or using productivity tools.
5. Taking regular breaks can enhance productivity and focus by allowing individuals to recharge and refresh their minds. Short breaks can help prevent burnout and increase mental clarity, leading to better concentration and efficiency when returning to tasks.
6. Learning to delegate tasks can benefit individuals by freeing up their time to focus on higher-priority responsibilities. Delegation allows for the effective distribution of workload and can promote collaboration within a team or organization.
7. Effective time management is a valuable skill for individuals because it allows them to optimize their productivity, reduce stress, meet deadlines, and achieve their personal and professional goals in a more efficient manner.

Activity 2.2

Doesn't require answer key

Activity 2.3**II**

1. Time management is the management of your time so that it is used to your advantage and gives you a chance to spend your most valuable resource in the way you choose. It is an endless series of small and large decisions that gradually change the shape of your life.
2. The skills of time management entails techniques for prioritizing activities and effectively using time while avoiding interruptions and time wasters.
3. The difference between the semester calendar and the monthly calendar is the duration. The monthly calendar covers a month's activity, and the weekly calendar covers weekly activities.
4. The secret of effective time management lies in organizing and planning.
5. We use a weekly schedule for a semester of all classes, an exercise routine, work and extracurricular activities, housekeeping duties, sleeping, and eating, with blank spaces to fit in necessary activities as they come up.
6. We schedule study time at a ratio of two hours of study per hour of class.
7. We expected to be flexible in making a daily list in order not to risk becoming extremely disorganized.
8. The best time to create a weekly schedule is Sunday night, before the week begins.
9. We make a daily list or a daily schedule each day, either when we wake up in the morning or each night before we go to bed.
10. If you are not cautious when planning, you will not succeed. You fail.

III.

1. True
2. False. Learning to manage your time involves using a variety of life skills together including self-knowledge.
3. True
4. True
5. False. When planning your time, you need to plan for the unexpected.

6. False. Flexibility leads to organization.
7. False. Managing your time better will help you avoid stress.

Activity 2.4

- | | | |
|------------------|----------------|-----------------|
| 1. Interruptions | 2. Socialize | 3. time_wasters |
| 4. harmonize | 5. inclination | 6. unique |
| 7. prioritize | 8. organize | 9. flexible |
| 10. calendar | | |

Activity 2.5

1. d (Zebras have stripes, and giraffes have spots.)
2. d (Bats live in caves, and humans live in houses.)
3. a (Red means stop, and green means go.)
4. b (If there is plenty of something, there is enough, but a shortage means that there is scarcity.)
5. c (Present means that you are here, but tardy means that you are late.)

Activity 2.6

I.

- | | | |
|-------------------------|-----------------------|-------------------|
| (2) Up with her... | (3) ...out of them... | (4) ...it up... |
| (5)...on with it... | (6) ...it up... | (7) ...us down... |

II.

- | | | |
|------------------------|----------------------|---------------------|
| (2) ...look back... | (3) ...look up to... | (4) ... give out... |
| (5) ... put through... | (6) ... going on... | (7)... broke |

down...

Activity 2.7

I.

1. There are so few hours in a day that I can't do everything I want to do.
2. There was a power cut so we had to light a few candles.
3. There's not much time left so we had better hurry.
4. It was such a puzzling situation that she was confused about what to do next.

II.

Use *since/because/as/for* interchangeably when joining the sentences, as in the following two examples

1. It rained the whole day *as/because/because/for* it's rainy season.
2. She is crying *as/because/because/for* she lost her keys.

III.

It is open ended. Different options are possible.

IV.

1. She kept a box of toys for the children to play with.
2. Saba won a prize for the best drawing.
3. Hailom's accident was due to a problem with the brakes.
4. He has gone to the shops for some bottled water.
5. Many people were late for work owing to the strike.

Activity 2.8**I**

- B. wish I was/were reach as Gemechu or wish I was/were rich.
- C. wish I'd had dancing lessons or wish I had learned to dance.
- D. wish I had known.
- E. wishes they hadn't moved.
- F. they wish they'd never started.

Activity 2.9**II****As subject of a verb**

1. **Boxing** is my favorite sport.
2. **Reading** is my hobby
3. **Working** hard makes you successful.

As object of a transitive verb

- A. I have learned **driving**.
- B. She dislikes **oversleeping**.
- C. I hate **worrying** about my future.

As object of a transitive verb

1. The man is addicted to **drinking**.
2. I'm tired of **applying** for vacant positions.
3. He's afraid of **speaking** the truth.

As complement of a verb

1. My aim in life is **becoming** an athlete.
2. My sister's objective is **starting** a home for homeless children.
3. What I want to do in life is **achieving** something useful for all.

III.

- | | | | | |
|------------|-------------|-----------|-------------|--------------|
| 1. cooking | 2. drinking | 3. losing | 4. Joining | 5. trying |
| 6. going | 7. drinking | 8. losing | 9. drinking | 10. drinking |

Activity 2.10**I**

- a) Wrong b) Right c) Wrong d) Right

II.

1. My father retired from office last year. He is writing a book about his experience.
2. Tolosa mowed the grass this morning. Tonight, he will water the flowers and bushes.
3. The small girl seemed to be lost; she was crying and looking for her mother.
4. Mrs. Dawson inherited a large sum of money from her brother. She can buy a new car now.
5. I can never beat my little brother at video games; he has them all mastered.
6. We will be on vacation next week. We will be unable to attend your party.
7. Right.

III.

- a) R-O

- (iii) School in Munich was rigid and boring for young Einstein. He did not do well.

- (iv) School in Munich was rigid and boring for young Einstein; he did not do well.
- (v) School in Munich was rigid and boring for young Einstein, and he did not do well

All are R-O except "h". Therefore, You can do the same for all except "h".

Activity 2.11

I.

The right order is: 2, 4, 1, and 3

Self -test exercises unit 2

I.

1. a 2. a 3. b 4. a 5. b 6. d 7. c 8. b 9. a 10. b

II.

1. c 2. c 3. a 4. c 5. c 6. b 7. b 8. c 9. b 10. c

III.

1. b 2. a 3. b 4. d 5. a 6. C 7. b 8. A 9. b 10. c

Answer Key for unit 3 Activities

Activity 3.1 listening

True or False

1. False 2. True 3. True 4. False 5. True

Fill blank space:

1. Inattention or lack of focus
2. Law enforcement measures
3. Awareness
4. Prompt assistance
5. Civil society organizations

Note: The gap-filling answers provided are suggestions, and there may be alternative correct answers that fit the context

Reading Section

Activity 3.3

II.

1. journalists and public safety officials, Police, fire and emergency service officials
2. Police, fire and emergency service officials work to protect the safety and well being of the public and news media have the responsibility and the right under normal circumstances to photograph and report events, which transpire, on public property.
3. Incident management means the process whereby a set of coordinated activities are initiated when an incident occurs on a road network, in order to minimize the direct and secondary effects of the incident, and restore traffic to normal operating conditions.
4. 60 minutes to ensure a good chance of survival.
5. The first 60 minutes are very important to rescuers to extricate the wounded and speed them toward the hospital and give them good chance of survival.
6. Pre-warning signs to help motorists adjust and reduce their speed the accident scene is secured and pre-warning of traffic takes place.
7. Sign trailers must be erected with the appropriate message displayed the distance from the collision
8. News media should be allowed access necessary to properly witness and document emergency scenes in a safe manner
9. Denial of access to accident scenes is sometimes necessary to an investigation because of accident scene processing or collection of evidence
10. Journalists, public safety, police, traffic and fire officials must work in collaboration reducing conflict at the accident scene.

III.

1. two accident scenes
2. Incident management
3. Incident management's
4. The victims / the wounded

5. journalists and public safety officials
6. Police, fire and emergency service officials

IV.

1. Accidents might happen in different ways but they are all accidents.
2. Anything that could be evidence about the accident should be kept properly.
3. If the situations after accidents are handled with great care, the victims will quickly recover physically and mentally.
4. There are always conflicts between journalists and safety officials. Journalists and safety officials hurry to do their jobs with too much attention

Vocabulary section

Activity 3.4

I.

- | | |
|-------------------|---|
| 1. pedestrians | B |
| 2. fatal | A |
| 3. a crash | E |
| 4. Concentration | F |
| 5. Infrastructure | C |
| 6. exacerbated | H |
| 7. Enforcement | I |
| 8. Traffic | D |
| 9. Regulations | G |
| 10. prevalent | J |

Antonyms

Activity 3.5

1. Disproportional: proportional/ corresponding
2. Preventable: non-preventable/ unpreventable
3. Standard: substandard/ non authorized model
4. Neglected: focused / given attention
5. Rampant: controlled / well mannered
6. Reckless: careful / responsible

7. Severe: less severe/ less serious/ less harsh
8. Insecure: secure / protect
9. Vulnerable: non- vulnerable/ strong / safeguarded
10. Hazardous: Safe /harmless

Grammar section

Activity 3.6

I.

1. hadn't gone to the traffic police office.
2. knocks
3. can't be shy
4. could have won
5. could have been badly hurt.
6. You needn't have bought
7. I would have been in Tokyo.
8. would be in Tokyo
9. You could have been knocked
10. must have told me the meeting had been canceled

Activity 3.7

I.

1. The woman standing next to him is his wife.
2. Most roads built in the 21st century are asphalted roads.
3. Who is that boring man standing at the bar?
4. The carpets included in the sale were old and worn.
5. They own four houses, including a ruined castle in Scotland.

II.

1. a. playing/ b. played
2. a. made/ b. making
3. a. writing/ b. written
4. a. sold/ b. buying
5. a. breaking/ b. broken

Activity 3.8

I.

1. The crashed cars are taken to the nearest garage.
2. Driving with great attention and care, the bus driver saved 60 people.
3. Not knowing the rules, she failed the driving test.
4. The car stolen in the night was later found in the border.
5. Closing his eyes, he covered his legs with a bandage.

Activity 3.9**Correct order 3, 1, 2, 5, 4****Writing section****Activity 3.10**

I. A coherent narrative essay

Larry Waiters was a truck driver, but his lifetime dream was to fly airplanes. Then one day, he would watch the fighter jets criss-crossing the skies above his back garden and dream about the magic of flying. Eventually, he had an idea. He drove to the nearest hardware shop and bought twenty large balloons and five tanks of helium. Unfortunately, they were not normal brightly colored party balloons but heavy one-meter weather balloons used by meteorologists.

Back in his garden, first of all, Larry used a rope to tie a chair to his car door. Next, he tied the balloons to the chair and inflated them, one by one. Then, he packed a few sandwiches and a bottle of Coke, loaded an air-pistol, and climbed on to the chair. His plan was to float up lazily into the sky to about sixty meters, and then to pop a few balloons descend to earth again.

His preparations complete, Larry cut the rope. By this time, he didn't float up, he shot up, as if he had been fired from a cannon! Not to sixty meters, but up and up and up, until about 3, 500 meters. If he had popped any balloons at this height, he would have plummeted to earth. Fortunately, just at that moment he just had to stay up there, floating around and wondering what to do.

However, night was falling and things were getting serious. Winds were blowing Larry out to the sea. By this time an amazed British Airways pilot spotted him and radioed the airport saying he'd just seen a man with a gun, sitting on a garden chair at 3,500 meters. Immediately a helicopter was sent to rescue him, but it wasn't easy because the wind from their rotor blades kept pushing the home-made airship further away. Fortunately, they managed to drop a line down from above, and pulled him to safety.

As soon as he was on the ground he was arrested. A TV reporter shouted, 'Hey mate, why did you do it?' Larry looked him in the eye, and said, 'A man's got to follow his dreams'.

Self -test exercises unit 3

I. Underline the correct form of the verb given in brackets in this dialogue.

Zami: I wasn't really planning to work this summer. I wish I (can, could) take leave instead. That's what I did last summer.

Alem: What would do this summer?

Zami: I really wish I (have, had) the money to go to my village. In fact, I wish I (could, could have) spend an entire year there.

Alem: An entire year?

Brad: Yeah, You know, I just want to go home.

Alem: I'm happy working here. I would start a small business if I (save, could save) some money.

Zami: My only wish is that I (didn't wait, hadn't waited) so long to go back to my village. I (wouldn't have come, didn't come) here if I had known.

II. Rewrite the sentences correcting the misplaced modifiers

1. People living in big cities don't properly dispose used materials.
2. Rivers flowing in cities are polluted because of the dirty materials.
3. Raised in town, Adem knows everything about public transportation.
4. To be a modern citizen, people should take care of infrastructures.
5. Old cars produced before ten years have negative effect on the environment.
6. Serving as a recreation cite, parks need to be given attention.
7. Tourists from Europe are mostly aware of environment hazards.
8. Planting millions of trees every year, Ethiopian will save Ethiopia.
9. People working in factories should know the safety measures.
10. Plants brought from abroad might be dangerous for the environment.

Answer key for unit 4 Activities

Activity 4.1 listening

1. b) To maximize short-term economic gains.
2. b) To ensure long-term ecological balance and human well-being.
3. b) Implementing fishing quotas to prevent overfishing.
4. b) False
5. a) It allows for informed decision-making and considers diverse perspectives.
6. b) Resource depletion and environmental degradation.
7. b) False

4.2.1 Agreeing and disagreeing

Activity 4.2, I

Agreement	Partial agreement	Disagreement
I agree with you That's right	I'm not sure I can agree I'm in a dilemma.	I can't agree. I don't agree
I agree completely That's a good idea		

II. Various responses are possible like the following example:

A: Making mistakes in English is ok as long as other people understand you

B: I agree with you because language is for understandable communication (other reasons are also possible).

4.2.2 syllable and stress

Activity 4.3, I.

- | | | |
|------------------|-------------------|-------------------|
| 1. One syllable | 2. Two syllable | 3. Two syllable |
| 4. Two syllable | 5. Three syllable | 6. Three syllable |
| 7. One syllable | 8. Two syllable | 9. Four syllable |
| 10. Two syllable | | |

II.

1. Three syllable /sep-tem-ber/
2. Three syllable /de-part-ment/
3. Three syllable //te-le/phon/
4. Two syllable //gar-den/
5. Four syllable /kin-der-gar-ten/
6. Two syllable //wa-te/
7. Three syllable /to-geth-er/
8. Two syllable /be-gin/
9. One syllable //pen/
10. One syllable //break/
11. Four syllable //tel-e-vi-sion/
12. Two syllable //peo-pl/
13. One syllable //moon/
14. Four syllable /A-mer-i-can/
15. Three syllable /hum-ber-ger/

Section 4.3 Reading**Activity 4.4****I.**

1. Natural resources include land, air, water, minerals and the like.
2. I think conservation and sustainable resource use are required for efficient use of natural resources.
3. Providing raw materials that are necessary for economic activity is the role of natural resource management.

Activity 4.5

1. Natural resource management is the process of planning and regulating the use of natural resources.
2. Natural resources provide raw materials for the growth of a country.
3. Rising sea levels and changes in rainfall patterns are examples of climate change.
4. Some of the challenges associated with natural resource include the difficulty of regulating the use of resources, the tension between economic development and environmental protection, and climate change.

5. Natural resources create jobs and generate income through different sectors like tourism, mining, and foreign investment attraction.

III.

1. **True**
2. **False:** Natural resource management can help protect resources from pollution.
3. **False:** Natural resources can help to attract foreign investment.
4. **True**
5. **True**

Section 4.4 Vocabulary

Activity 4.6

I.

- | | | | |
|-------------------|--------------|-----------------|---------------|
| 1. environment | 2. Pollution | 3. Sustainable | 4. Regulate |
| 5. Equitable | 6. Tourism | 7. Conservation | 8. Investment |
| 9. Climate change | 10. conflict | | |

Activity 4.7 Analogy

I.

1. D (Cup is used to drink something with the help of lips. Similarly, birds collect grass with the help of beak to make her nest).
2. C (As Water of a River flows similarly water of Pool is Stagnant).
3. D (As cat has Paw similarly Horse has Hoof).
4. C (As Ornithologist is a specialist of Birds similarly Archaeologist is a specialist of Archaeology).
5. C (As Peacock is the national bird of India; similarly Bear is the national animal of Russia).
6. B (Arrival is opposite to departure and birth oppose to death).
7. C (Elbow is part of a arm as knee part of the leg).
8. A (Car moves on road as train moves on track).
9. B (Man usually wears trousers as woman usually wears skirt).
10. A (University is to institute as Mayor is to a Town).

Activity 4.8

I.

1. stick around 2. Stuck at 3. Stuck by 4. stuck....down
 5. sticks out 6. Stick to 7. Stick together 8. Stick up for
 9. stick with

4.4 Grammar**Activity 4.9**

I.

- a) as soon as b) While c) just us d) as

II.

1. He will get wet when he goes swimming.
2. We will meet the team when they arrive at the station.
3. I got to work late after I got up late.
4. The police will catch the criminal when he makes a mistake.
5. They are going on holiday after they finish their exams.

III. Complete the sentences with the correct word(s) given in the bracket

1. since 2. so that 3. before 4. since 5. before
 6. after 7. because 8. as soon as 9. until 10. after

4.6.1 Dangling modifier**Activity 4.10****II. Write 'D' for dangling or 'C' for correct in front of each sentence.**

- A) D B) C C) D D) C E) C F) D G) D
 H) D I) C J) D

III. Correcting Dangling Modifiers

- A. A security guard pointed to the priceless painting that was hanging safely on a wall.
- B. When I was five, my mother bought me a chemistry kit.
- C. C

- D. Since the milk had turned sour, I wouldn't drink it.
- E. While I was talking on the phone, my hot tea turned cold.
- F. Peter hated to look at the kitchen sink, which was piled high with dirty dishes.
- G. Because I locked my keys in the car, the police had opened it for me.
- H. Because the plants were drooping and looking all dried out, the children watered them.
- I. After I sat through a long lecture, my foot was asleep.
- J. Since I was late, stopping for coffee was out of the question.

IV. Underline the five dangling modifiers in this passage

Sentence number 4 is dangling.

Correction: With the use of a tape recorder, the stories... Sentence number 6 is dangling.

Correction: If you think hard about what you really want to know, you can prepare good questions in advance.

Sentence 8 is dangling

Correction: Since people may be nervous about the tape recorder, stories... Sentence number 10 is dangling.

Correction: If you listen carefully to everything the person says, your interview... Sentence number 11 is dangling

Correction: By respecting their feelings, you can make your older relatives...

4.6.2 Expository essay writing

Activity 4.11

II.

The right order is: B, A, D, C, F and E



Answers for self-test exercises unit 4

1. As soon as
2. Before
3. Just
4. as soon as
5. when
6. while

7. as soon as
8. when
9. since
10. Until

Answer key for unit 5 Activities

Activity 5.1 Listening

1. D. Precision Farming Technology
2. F. Greenhouses
3. G. Grain Dryers
4. A. Tractors
5. B. Irrigation Systems
6. E. Drones
7. C. Harvesters

Reading section

Activity 5.5

No	Statements	True/false	Para.no.
1	During the first agricultural technology period the local laborers used hand tools in their own land.	False	3
2	Animals were used in crop production during the first period of agricultural mechanization.	False	3/4
3	Draft agriculture technology was first disseminated in cattle breeding areas in Africa.	True	4
4	Bush clearing to get rid of the tsetse fly led to serious environmental degradation.	True	5
5	Advancements in livestock disease control were seen in the third period of agricultural mechanization.	False	5
6	The introduction of ox plough during the first period brought significant improvement in crop production.	False	5

7	Ethiopians were the oldest nations to use animals for farming.	True	4
8	Notable mechanized intermissions were made during the second period.	False	6
9	Tsetse flies were the biggest challenges for livestock breeding in wetter areas.	True	3
10	Drier areas were the biggest to use animal power during second.	True	3

III.

1. Their (paragraph 3) _____ Settler farmers
2. Most of whom (paragraph 3) _____ pastoralists
3. It (paragraph 4) _____ livestock production
4. They (paragraph 6) _____ The colonial authorities
5. Their (paragraph 7) _____ the native farmers

VI. Complete the table according to the information from the text.

	Tools	Main production	Challenges
Period one	Hand tool	Crops	Animals could not be used in crop production & tsetse fly
Period two	Draft animals technology	Crops, animals cash crops such as cotton and coffee	Cleaning tsetse fly and serious environmental degradation
Period three	Medium and large-scale mechanized technology	sisal, tea, pyrethrum, cereal grains and other cash crops, such as coffee, cotton and oil seeds	the native farmers still use hand tools and grow food for subsistence

V.

1. Most of the regions came under colony
2. the colonial period
3. hand tool technology period

4. natives laborers
5. animals
6. crop
7. tractors
8. to introduce technologies
9. the third period
10. Increased

Vocabulary section

I. Contextual meaning

Activity 5.6

1. **Large scale commercial:** huge or extended farming to make profit out of it
2. **Broiler processing:** process by which broiler chickens are reared and prepared for meat consumption
3. **Table eggs:** unfertilized eggs sold to customers for food
4. **Slaughtering plant:** a plant where animals are killed and process meet for market
5. **Parent stock:** animals which are kept by a farm as special bred
6. **Hatchery:** a plant where eggs are hatched under artificial conditions
7. **Feed processing plant:** a plant that prepares and supplies chicken food

II.

The most important input in poultry production systems are day-old chicks. The production of day- old- chicks in Ethiopia requires the import of **parent stock** from which fertilized eggs can be raised and **hatched**. Raising these chicks to full maturity is capital-intensive for small scale egg producers with high mortality risks. **Large scale commercial producers** are involved in selling pullets that are closer to egg-laying age and less prone to mortality to support the **small scale producers**. Large scale producers provide additional services including **slaughtering and Feed processing plant**. Some of them have their own **Parent stock** and hatchery. They rear chicks for dual purposes **Broilers** are raised for around 45 days before slaughter, while **layers** are raised for table eggs for 12 to 18-month.

Activity 5.7 Analogy

<p>1. Synonym</p> <p>a. modern</p> <p>b. seeding</p> <p>c. autonomous</p> <p>2. Antonym</p> <p>a. sophisticated</p> <p>b. reliable</p> <p>c. temporary</p> <p>3. Cause / effect</p> <p>a. weed</p> <p>b. disease outbreaks</p> <p>c. fertilizer</p>	<p>6. Whole / part</p> <p>a. farm</p> <p>b. livestock</p> <p>c. vehicle</p> <p>7. Thing / function</p> <p>a. combine harvester</p> <p>b. herbicides</p> <p>c. hatchery</p>
--	--

Grammar section

Revision of Verbal: Gerund, Infinitives and Participles

Activity 5.8, VI

1. Sway 2. to leave 3. appearing 4. to land 5. to listen
 6. To sing 7. to go 8. to bury 9. burning 10. loving
 11. making 12. seeing

Gerund VII.

1. Taking photos of butterflies is my passion
2. I like going out with friends on a bright day
3. Termites are associated with building huge mounds and making mud tunnels
4. Chasing after the perfect shot is taking too much of my time
5. Watching cockroaches rush into dark corners is fascinating
6. I got the perfect shots by waiting patiently and by sitting absolutely still

Common variation in Conditional (II & III)**Activity 5.9, I**

1. If he had been prepared for the interview, he would have got the job.
2. If enough money is spent on cancer research, prevention will be made.

3. If Semir was a brave person, Adaneh would ask him for his autograph.
4. If Zami reads, he will join college next year.

V.

1. You didn't listen to me, so we went the wrong way.
2. They didn't find him in time, so they couldn't save his life.
3. There is no truth in her allegations, so it is unlikely for me to resign.
4. I wanted to write to you earlier, but I was so busy.
5. Sara wasn't honest, so he couldn't return the money.

III.

1. Unless it had been / If it hadn't been for my friends, I wouldn't have got the job.
2. You would be really sorry unless you take / if you didn't take the opportunity.
3. Unless we cut / If we didn't cut resource use and waste, we face a decline in the quality of our lives.
4. Unless we hear from you / If we didn't hear from you we'll expect you at around 12.30.
5. I must get on with my work - unless you want / if you don't want to help me.
6. He wouldn't have failed his exams unless he had / if he hadn't been ill.
7. What would you do unless you go / if you don't go away for the weekend?

IV.

1. so if 2. didn't have 3. but 4. if 5. unless

Writing section

Activity 5.10

I.

1. Many local farmers plan to attend Friday's meeting..
2. He dropped out of school to support his family.
3. The bus company will probably announce its schedule during the next few days.
4. Rarely, you find someone who has never told a deliberate lie.
5. Five out of more than a thousand students at a campus rally were awarded by the bureau of education, and several others were acknowledged by the school administrators.

Activity 5.11

My grandfather's photograph This old black-and-white photograph of my grandfather makes emotional. He died early in car accident. He looked as young as my father. This photo is one of the few that my family has of him. The picture seems to show a strong, happy man, young and smiling, but to me it also reveals his weakness.

Looking at this picture of my grandfather, I feel how much I have lost. In it, my grandfather is sitting upright in a worn plaid easy chair. It was "his" chair, and when he was at work, I'd curl up in it and smell his after shave lotion. His hair is so dark that it blends into the background of the photo. His deep dark brown eyes look vague in this photo. Although the photo is faded around the face, I still can make out his strong jaw and the cleft in his chin. In the photo, my grandfather is wearing a clean white shirt that reveals his thick, muscular arms. Resting in the crook of his left arm is my father. Both of them are smiling. They were always like very good friends.

When I study the photo, my eyes are always drawn to the bottle of beer that sits on the table next to him. I have so many wonderful memories of my grandfather. Whether he was carrying me on his shoulders, picking me up from school, or teaching me to draw, telling me stories, together we made fun of my dad. We were a loving team. However, all of these memories fade when I see that beer. Against my will, I begin to feel offended. From what I remember, he always made time for that beer as well. The smell of beer was always on him.

In this photo, my grandfather appears to be a strong man, but his looks are deceiving. My grandfather died at the age of fifty seven because he was drunk when he drove back home that night. I was very young to understand that his drinking was the reason for his death. I just knew that he left forever without a father and the possibility of more memories. He should have been strong enough to stop drinking. In spite of the resentment I may feel about his leaving me, this photo holds many loving memories as well. It is of my father the strong, wonderful man and the alcoholic and it is the most precious thing I own. Although I would much rather have him here, I stay connected to him when I look at it.

**Answer Key for self-test exercise unit 5**

1. B 2. B 3. C 4. D 5. C

II

1. D 2. A 3. D 4. C 5. B

Dear learner this self – check exercise is based on the analogy exercise in this unit. Choose the analogy that best matches the example provided.

1. walk : legs

- a. gleam : eyes
- b. chew : mouth
- c. dress : hem
- d. cover : book
- e. grind : nose

2. lumen: brightness

- a. candle : light
- b. density : darkness
- c. nickel : metal
- d. inches : length
- e. color : hue

3. clumsy : botch

- a. wicked : insinuate
- b. strict : pamper
- c. willful : heed
- d. clever : eradicate
- e. lazy : shirk

4. chronological : time

- a. virtual : truth
- b. abnormal : value
- c. marginal : knowledge
- d. ordinal : place
- e. coincidental : health

5. dirt: dirty
- a. frost : transparent
 - b. sunshine : fruitless
 - c. rain : rainy
 - d. pall : gaudy
 - e. dust : radiant

II. Choose the word that best completes the statement

1. Road is to car as _____ is to train.
a. street b. path c. track d. rain
2. Exciting is to boring as beautiful is to _____.
a. Ugly b. interesting c. pretty d. worse
3. Typing is to keyboard as _____ is to piano.
a. singing b. melody c. learning d. playing
4. Difficult is to difficulty as attentive is to _____.
a. attend b. attest c. attention d. attendant
5. Duck is to duckling as horse is _____.
a. fowl b. foal c. horseling d. calf