

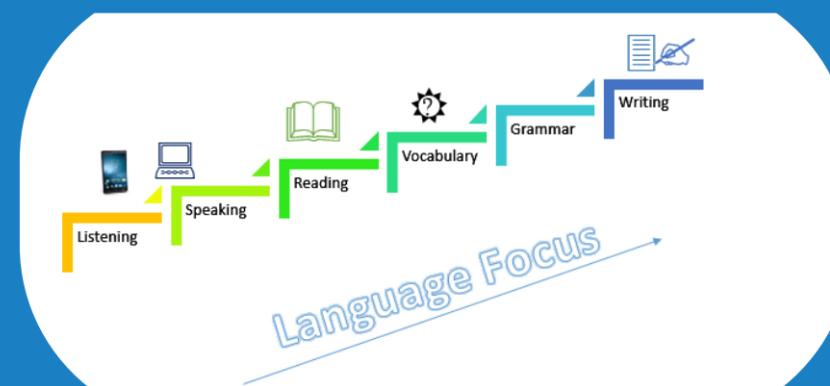


# ENGLISH

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DISTANCE LEARNING MATERIAL  
MODULE TWO  
GRADE 12

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MODULE TWO  
GRADE 12



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION



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MINISTRY OF EDUCATION

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# English

## Distance Learning Material

### Grade 12

### Module Two

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY OF EDUCATION



HAWASSA UNIVERSITY

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## 🌀 **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.

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# Unit 6: Green Economies

## ✿ Unit Introduction

Hello! Dear learner,

Welcome to the sixth unit of module two of English for Grade 12. Similar to the previous units in module 1, 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 learn how to listen for details. You will learn how to ask for and give advice in the speaking section. Moreover, you will also learn how to express purpose. As you have been told previously, even if there is no one around, practice the speaking activities on your own. If possible, do it with someone around. Allow the other person to listen to you or converse with you. Never get tempted to skip the speaking activities.

The reading section will help you develop your comprehension ability. In addition, you will learn new words and phrases based on the contextual clues. The grammar section of this unit creates an opportunity for you to learn and practice relative pronouns. At the end of the unit, there are writing activities. The writing activities include identifying and correcting faulty parallelism, comparing two pie charts, and practicing expository essay writing. Without getting bored, you should work hard to constantly do the writing activities. As we always say, "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

By the end of the unit, you will be able to:

- listen for details;
- develop the skill of asking and giving advice;
- express purpose using a variety of purpose clauses;
- identify the main idea of a reading text;
- find specific details in a reading text;
- make word associations;
- use words in context;
- construct sentences using new words taken from the reading passage;
- differentiate word relations (analogies based on functions);
- use phrasal verbs in context;
- identify relative pronouns;
- use relative pronouns contextually;
- compare information on pie-charts and write a composition of 150 words; and
- create a five-paragraph expository essay on the assigned topic.

## Unit Contents

Unit 6 has six sections as follows:

### 6.1 Listening Skills

### 6.2 Speaking Skills

6.2.1 Asking for and giving advice      6.2.2 Expressing purpose

### 6.3 Reading Skills

6.3.1 Environment and Global Economies

### 6.4 Vocabulary

6.4.1 Contextual vocabulary      6.4.2 Analogy

6.4.3 Phrasal verbs

### 6.5 Grammar

6.5.1 Relative Pronouns

### 4.6 Writing

6.6.1 Faulty Parallelism      6.6.2 comparing two pie-charts

6.6.3 Expository essay

In each section, there are:

- lessons;
- activities;
- 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 filling the gaps with short words while listening;
- learning phrases used for asking for advice and giving advice;
- practicing ways of asking for advice and giving advice based on a situation;
- practice skimming techniques (i.e., quickly viewing a text) for identifying the main idea of the reading text;
- practice scanning techniques for detailed information. When you scan:
  - i) know what you are looking for;
  - ii) look only for one keyword at a time;
  - iii) let your eyes float rapidly down the page until you find the word or phrase you want.
  - iv) When your eye catches one of your keywords, read the surrounding material carefully.
- learn new words using contextual clues;
- Use word relations called synonyms to create analogies;
- Use phrasal verbs in a context;
- express adverbial clauses of time using different conjunctions;
- correct faulty parallelism; and
- practice expository essay writing.

## Section 6.1 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:

- acquire a repertoire of listening comprehension strategies,
- practice applying the strategies to improve their understanding of spoken language Comprehension;
- develop their ability to understand spoken language in various contexts; and
- practice extracting main ideas, identifying supporting details, and making inferences from spoken information.

### ? Activity 6.1

#### I. Answer the following questions before listening to the text.

1. What does the term “green economy” mean to you?
2. Why is it important to transition towards a more sustainable and environmentally friendly economy?
3. Can you think of any examples of countries or industries that have successfully adopted green economy practices?

#### II. Fill in the blanks with the appropriate words or phrases as you listen to the text about green economies.

A green economy refers to an economic system that aims to foster \_\_\_1\_\_\_ and \_\_\_2\_\_\_ well-being while minimizing \_\_\_3\_\_\_ impact. It focuses on sustainable practices that promote the efficient use of resources, the conservation of biodiversity, and the transition to renewable energy sources. Green economies recognize the interdependence between economic growth, social progress, and environmental protection.

One of the key pillars of a green economy is \_\_\_4\_\_\_ energy. This includes harnessing renewable sources such as solar, wind, hydro, and geothermal power. By shifting away from fossil fuels and investing in clean energy technologies, countries can reduce greenhouse gas emissions and mitigate climate change.

In addition to renewable energy, green economies emphasize \_\_\_5\_\_\_ efficiency. This involves promoting energy-efficient technologies, implementing energy-saving measures, and adopting sustainable transportation systems. By optimizing resource use and reducing waste, economies can become more sustainable and less dependent on finite resources.

**III. answer the following questions.**

1. Reflect on the listening text and discuss the potential benefits and challenges of transitioning to a green economy in your country or region.
2. Conduct a research activity to explore real-world examples of countries or cities that have successfully implemented green economy initiatives. Present your findings and discuss the key strategies they employed.
3. Imagine you are an environmental policymaker. Design a comprehensive plan for transitioning your country or region towards a green economy, highlighting specific measures and targets.

## Section 6.2 Speaking Skills

### 🌀 Section Overview

As mentioned in the previous units of module 1, 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 for and give advice; and
- express purpose using purpose clauses.

### 6.2.1 Asking for and giving advice

Dear learner, in this speaking section, you are going to practice the phrases that are used for asking and giving advice. If possible, find someone as a partner and take turns to ask for advice and give advice on the given proposition. If you can't find anyone, pretend to be two people by talking loudly to yourself.

## ? Activity 6.2

**I. Try to answer the following questions based on your experience. Say the answers out loud to yourself.**

1. Whose advice do you follow more, your parents' or your friends'? Why?
2. If you could give the leader of your country some advice on "green economy," what would it be?
3. If you could go back in time and give yourself some advice, what would you tell your younger **self**?

**II. Read the following questions that seek advice. Provide your advice in the given blank space.**

1. What are some of the things students should do to improve their English?

\_\_\_\_\_.

2. What should I do to make more money?

\_\_\_\_\_.

3. How can I manage my school and leisure time?

\_\_\_\_\_.

4. What should someone do to be happy?

\_\_\_\_\_.

5. What should I do to protect myself and others from HIV?

\_\_\_\_\_.

### Advice on the Corona Virus

**III. The following points include pieces of advice on the Corona virus. Fill in the gaps with "should" or "shouldn't" to complete the advice.**

1. You \_\_\_\_\_ avoid crowds.
2. You \_\_\_\_\_ wear a mask.
3. You \_\_\_\_\_ disinfect your phone.
4. You \_\_\_\_\_ touch your face.
5. You \_\_\_\_\_ cough into your elbow.
6. You \_\_\_\_\_ keep distance.
7. You \_\_\_\_\_ shake anyone.
8. You \_\_\_\_\_ wash your hands.

**IV. Do the following exercise by yourself. Read out the situation as if it were a genuine personal problem, and then give your advice**

Problem	Your advice
1. I think one of my friends suffers from the Corona virus. What should I do to help her?	
2. A group of girls circulate my picture on Facebook. What should I do?	
3. My sister always takes my clothes without asking me first. What should I do?	
4. I got a poor mark in math. I haven't told my parents yet because I'm afraid they will be angry at me. What should I do?	
5. I think my parents read my text message, but I can't prove it. What should I do?	

**V. Below is a letter of advice from a school principal to his students. Read the letter and identify the phrases/expressions used to give advice.**

*Dearest Learners,*

*It's a new year here at Union Academy, and we are so happy to have you all as our students. In order to ensure that you have a great academic year, I'd like to give you a few indicators that may help you succeed.*

*First of all, attendance is key! If you want to do well this year, we had better see your smiling faces every day, unless you are really sick! In that case, of course, you ought to stay at home until you feel better!*

*Next, Union Academy students should remember to turn off their phones or other technological devices while in class, unless you are otherwise instructed by a teacher. We all know that technology is a fun way to spend time, but you mustn't disrupt your lessons or other students with this kind of distraction.*

*Finally, if you need extra help, tutoring is available after school. You shouldn't be embarrassed to ask for help because everyone needs some now and again! If you feel you are falling behind in some subjects, you might want to talk to your parents about staying after school. We have great tutors! Wishing you the best in this school year,*

*Principal.*

### Language Tips

Giving advice refers to when we tell other people what we think could help them. The most common way to give advice is by using the modal verb “should.” There are also other forms, including “ought to” and “had better,” which are more formal. You can also use the second conditional to give advice.

There are a number of formulas used when giving advice in English. Here are some of the most common:

### Advice Construction

Formula	Verb Form
I don't think you should spend a lot of time on this.	Use “I don't think you should” and the base form of the verb in a statement.
You ought to work less.	Use ‘You ought to’ and the base form of the verb in a statement.
You ought not to work so hard.	Use “you ought not to” and the base form of the verb in a statement.
If I were you, If I were in your position, If I were in your shoes, I wouldn't work so hard.	In a statement, use “If I were you” OR “in your position” OR “in your shoes” and the base form of the verb (a form of the conditional 2).
You had better work less.	Use “you had better” (you'd better) and the base form of the verb in a statement.
You shouldn't OR You should work less.	Use “you should” or “you shouldn't” and the base form of the verb in a statement.
Whatever you do, don't work so hard.	Use “Whatever you do” and the imperative.

**6.2.2 Expressing purpose**

**? Activity 6.3**

**I. Read the questions on the left column and give your answers on the right column.**

Question	Purpose
1. Why do we plant trees?	
2. Why do you go to school?	
3. Why do we protect our environment?	
4. Why do you go shopping?	
5. Why do you watch a TV?	
6. Why do we wear clothes?	
7. Why do we study English?	

**II. Join the sentences in Column 1 with the correct purpose in column 2.**

Column 1	Column 2
1. I will draw a map for you _____	a. so that you don't lose it.
2. We left home early _____	b. so that I wouldn't be tired in the morning.
3. Let's go to the theatre early _____	c. to take some photos.
4. Today I will go shopping _____	d. in order to visit his old friends.
5. I watch the news on TV _____	e. so that you can find my house.
6. He wanted to go to London _____	f. In order to buy a present for her best friend.
7. He is staying with an English family _____	g. in order to get a good seat.
8. Write your name on your book _____	h. so that he can improve his English.
9. I went to bed early _____	i. so that we wouldn't be late for school.
10. I took my camera with me _____	j. so that I can learn about the world.

### III. Join each pair of sentences with conjunctions so that you express purpose.

1. I have a part time job. I want to get some extra money.  
\_\_\_\_\_
2. Menna stayed at school until 9 p.m. He had to finish his project.  
\_\_\_\_\_
3. Solomon did some exercises. He wanted to lose weight.  
\_\_\_\_\_
4. She's gone to the supermarket. She needs to buy some sugar.  
\_\_\_\_\_.
5. We are on diet. We want to get thinner.  
\_\_\_\_\_.
6. Saron is studying hard. She wants to be a medical doctor.  
\_\_\_\_\_.
7. My mother went to the post office. She had to send some letters.  
\_\_\_\_\_.

### IV. Fill in the blanks with 'so as to', 'so as not to', or 'so that'.

1. People on bicycles should wear orange coats \_\_\_\_\_ drivers can see them in the dark.
2. She came home early \_\_\_\_\_ have problems with her parents.
3. She worked hard \_\_\_\_\_ fail her exams again.
4. We ran to the station \_\_\_\_\_ miss the train.
4. The test questions are kept secret \_\_\_\_\_ prevent cheating.
5. I phoned Meron \_\_\_\_\_ I wanted her to come to my birthday party.

### Language Tips

#### What is the purpose?

**Expressing purpose – A purpose** (might mean objective, intention, or goal) is anything a person intends to do or achieve in the future. There are many ways people can express purpose in English. In this lesson, you will be introduced to some of the most common expressions. Below, there are three different ways to express purpose. Each category shows you a way of expressing purpose.

**Expressing purpose – Category one**

- **For**

In English, /for/ is always followed by **a noun or a verb + ing** Examples:

- I work hard **for** success
- I travel a lot **for** amusing myself.

**Expressing purpose – Category two**

- **to**
- **so as to**
- **in order to**

In English, /to, so as to, and in order to/ are always followed by **a verb (infinitive)**

**Examples:**

- She prepared well **to** get a good grade.
- Bob studies hard **so as to** get a good job.
- I practice sports every day **in order to** have a fit body.

**Expressing purpose – Category three**

- **so that**
- **in order that**

In English, /so that and in order that/ are always followed by **a subject + modal + verb (infinitive)**

**Examples:**

- I read many short stories **so that I can** learn many vocabularies.
- She spends a lot of money on herself **in order that she can** look beautiful.

 **Note:**

You can use /**in order not to and so as not to**/ to express purpose in the negative form.

**Examples:**

- They study hard **so as not to** fail the final exam.
- She practices sports **so as not to** be fat.
- I write every day **in order not** to be a bad writer.

**More Examples of expressing purpose in English:**

- She saves a lot of money **so as to buy** what she needs.
- They help my classmates understand lessons **in order to learn**
- I run 2 miles **to reduce** cholesterol in my blood.
- They educate their children **so that they could get** a good job.

- She studies languages **for communication**.
- Do these assignments **in order that you learn** the rules very fast.

## Section 6.3 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 “Environment and Global Economies”, 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 pre-reading questions;
- Do the comprehension questions.

### ? Activity 6.4

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

1. What are environmental global economies?  
\_\_\_\_\_
2. Have you heard about “agricultural revolution” and “Industrial revolution”?  
\_\_\_\_\_
3. Do you think that agricultural as well as industrial revolutions lead to “environmental revolution”?  
\_\_\_\_\_

## The Environment and Global Economies

As we enter the new **millennium**, the challenge for humankind is to transform the existing economy into one that does not, threaten or destroy the **environment**. This **Environmental Revolution** can be compared to the **Agricultural Revolution** and the Industrial Revolution of the past.

Archaeological findings reveal that the great civilizations at the dawn of history pursued economies that were fairly destructive to the environment.

However, the people then were unable to change what they were doing because they did not understand what was happening. Either that or they could not **persuade** their governments to bring about the necessary changes.

Today, however, we have the power to bring about changes to stop the **destruction** of the environment because we are becoming more aware of how our lives are shaped by the environment. Even when events do not directly affect us, reports in the mass media expose us to the extensive damage caused by such events. Fishery collapses, water shortages, rainforests burning uncontrollably, sudden deaths of birds, dolphins and fish, record **heat waves**, and raging storms that cause widespread destruction only serve to increase our awareness that our **survival** depends on the weather which in turn depends on our ability to maintain the **ecological balance**.

Decades before, it was mainly environmental activists who played a dominant role in drawing attention to the gradual destruction of the environment. Today, directors of large corporations, government ministers, prominent scientists and intelligence agencies are speaking out on the need to change. They have a clear sense of what has to be done for they know that the current economy cannot take us as far as we want to go under the present circumstances.

People can now make decisions that will help restructure economies. For example, companies who want to buy timber products can decide whether to buy from companies that are managing forests in a responsible manner or from companies suspected of illegal logging practices. Consumers in the United States, for example, can choose to buy power from 'green' sources as consumers become more aware of different energy sources available. Governments can also decide to become a '**green consumer**' by opting for sources of electricity that are climate-friendly and buy paper that has a high recycled content.

*Time is of the essence* and the new economic practices must be accepted quickly. The only way this can be done is to spread accurate information quickly and on a regular basis. For example, information on climatic changes, and of how the inefficient use of water can lead to food shortages must be shared. Media coverage of environmental trends and events must also be stepped up. Can the **global economy** be restructured in time before **environmental deterioration** in turn, leads to **economic decline**.?

**II. Answer the following comprehension questions based on the reading passage.**

1. Why do you think the author compared the Environmental Revolution to the Agricultural Revolution and the Industrial Revolution?
  - A. These revolutions had a great impact on the lives of people.
  - B. The revolution took place a long time ago.
  - C. The revolution took place over many years.
  - D. The revolution brought about bloodshed.
2. Why couldn't people in the past stop the destruction of the environment?
  - A. They were ignorant of its consequences.
  - B. They didn't realize that their actions were slowly destroying the environment.
  - C. They didn't know people in the governments.
  - D. Their government didn't believe that the environment was being destroyed.
3. The people of today have become more aware of the relationship between the weather, environment and global economies because: the havoc caused by storms and heat waves.
  - A. the efforts of governments.
  - B. extensive media coverage.
  - C. collapsed fisheries.
4. Who is paying more attention to preserving the environment today?
  - A. Environmental activists as opposed to big companies.
  - B. Strong individuals as opposed to weak individuals.
  - C. Public corporations as opposed to individuals.
  - D. Ecologists as opposed to economists.
5. How can business decisions affect economies and consequently, the environment?
  - A. If a country buys paper from only one company, the other paper-producing companies will have no market and so their revenue will decrease.
  - B. If countries decide to buy paper with a high recycled content, then paper-producing countries must heed to this demand, otherwise there will be no demand for their products.
  - C. Paper-producing countries must plant more trees to meet the demand for paper, otherwise they may not have any more trees to produce paper.

- D. Companies wishing to buy paper often scrutinize the type of paper because they only want to buy paper with a high recycled content.
6. What is the writer trying to convey in the expression *Time is of the essence*?
- The very essence of life is time.
  - It is important
  - We must not delay
  - Time is life
7. The writer emphasizes two elements in the last paragraph: time and
- Climate change
  - environmental trends
  - the sharing of information
  - food shortage

## Section 6.4 Vocabulary

### ⚙️ Section Overview

Like the preceding units of module 1, 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 based on function; and
- identify the meanings of phrasal verbs in a context.

### 6.4.1 New words and phrases from the passage

#### ? Activity 6.5

I. Match the words in the left column with their meanings on the right. Put the letter that contains the correct answer in the space provided. This is a dictionary practice. Use a good dictionary to determine the meanings of these words taken from the reading text.

- |                      |  |
|----------------------|--|
| _____ 1. Millennium  | A) remaining alive                             |
| _____ 2. Environment | B) causing so much damage                      |
| _____ 3. Persuade    | C) the area in which something exists or lives |
| _____ 4. Destruction | D) make belief                                 |
| _____ 5. Survival    | E) a span of 100 years                         |

II. The following phrases are taken from the reading text: Insert each of them in the following contexts (space provided below).

Green consumer, agricultural revolution, environmental revolution  
 Economic decline, global economy, heat wave,  
 environmental deterioration, ecological balance

- Ethiopia needs \_\_\_\_\_ to diversify the livelihood of its people.
- A \_\_\_\_\_ occurs when there is high pressure in the atmosphere that forces hot air downward and traps it near the ground.
- I am a typical \_\_\_\_\_ will only buy things that are environmentally friendly.
- An \_\_\_\_\_ affects people's lives in many ways: through higher unemployment, reduced economic activity, reductions in income and wealth, and greater uncertainty about future jobs and income.
- \_\_\_\_\_ through depletion of resources such as air, water and soil; the destruction of ecosystems and the extinction of wildlife.
- \_\_\_\_\_ can be defined as the sum of activities that take place both within a country and between different countries.
- The goal of reaching a carbon neutral society by 2050 is part of \_\_\_\_\_.
- The predator-prey relationship among living things is an example of \_\_\_\_\_.

### 6.4.2 Analogy Based on Functions

Now, you are going to practice analogies by function. The analogies by function are those that **establish a relationship between two terms**, one is an object that is used to do something or a person who does something and the other term refers to an action or purpose.

Example:

- i. Compass is to guide and a hammer is to nail.
- ii. Cellphone is to call as pen is to write.
- iii. Fire is to warm as ice is to cool.

#### Here are some common analogy relationships

Synonyms:	<b>Nice</b> is a synonym of <b>kind</b> .
Characteristic:	<b>Sugar</b> is characterized by <b>sweetness</b> .
Antonyms:	<b>Awake</b> is an antonym of <b>asleep</b> .
Lack:	<b>Cowardly</b> means <i>lacking</i> <b>courage</b> .
Degree:	<b>Cool</b> is like <b>cold</b> , but less extreme.
Cause and effect:	A <b>joke</b> tends to cause <b>laughter</b> .
Part and whole:	A <b>finger</b> is part of a <b>hand</b> .
Item and category:	A <b>cat</b> is a kind of <b>animal</b> .
Manner:	To <b>run quickly</b> is to <b>sprint</b> .
Item and purpose:	The purpose of a <b>pen</b> is to <b>write</b> .
Worker and tool:	An <b>artist</b> uses a <b>paintbrush</b> as a tool.
Worker and product:	A <b>writer</b> is a person who creates a <b>book</b> .

#### Activity 6.6

I. Now, complete the analogy carefully.

1. Carpenter is to hammer as dentist is to \_\_\_\_\_ (drill, mouth, tooth).
2. Atom is to molecule as letter is to \_\_\_\_\_ (spell, number, word).
3. Pillar is to column as bush is to \_\_\_\_\_ (flower, post, shrubs).

4. Conclusion is to introduction as poverty is to \_\_\_\_\_ (influential, wealth, successful)
5. Innocence is to guilt as triumph is to \_\_\_\_\_ (evil, victory, failure).
6. Uncertainty is to hesitation as error is to \_\_\_\_\_ (regret, carelessness, success).
7. Crocodile is to reptile as oxygen is to \_\_\_\_\_ (chemistry, air, gas).
8. Anxious is to calm as amateur is to \_\_\_\_\_ (professional, experience, athlete).
9. Iguana is to lizard as vowel is to \_\_\_\_\_ (language, letter, consonant).
10. Comedy is to laughter as insecurity is to \_\_\_\_\_ (confidence, anxiety, protection).

### 6.3.3 Phrasal verbs

Dear learner, In the previous module, you practiced different types of phrasal verbs. You also learned how to use them in different contexts. Now, you will continue practicing additional phrasal verbs as revision. Review the language tips in the previous units before attempting the exercise.

#### Activity 6.7

#### I. Use the following phrasal verbs to complete the blanks.

take up on,	talk down to	talk into,	talk out of,	talk to,
tear down,	tear off,	tell apart,	tell on	

1. A good teacher never \_\_\_\_\_ to their students. They treat them with love and compassion instead.
2. He was mad at her for \_\_\_\_\_ to him in front of their friends.
3. Meron is so stubborn that once she decides to do something, no one can possibly \_\_\_\_\_ her \_\_\_\_\_ it.
4. Sometimes you can \_\_\_\_\_ yourself \_\_\_\_\_ doing something simply by allowing more time to pass.
5. We should have \_\_\_\_\_ Paul \_\_\_\_\_ his offer to give us a ride home.
6. I'm sorry, but I can't commit right now since I just \_\_\_\_\_ a client's offer on another project.
7. Your friend is here to \_\_\_\_\_ you about something.

8. Have you \_\_\_\_\_ your teacher yet.
9. It is a shame when city officials decide to \_\_\_\_\_ historical buildings.
10. We are going to \_\_\_\_\_ this house and build a bigger one.
11. The assailant \_\_\_\_\_ as soon as he heard the police sirens.
12. Jimmy \_\_\_\_\_ running down the street to catch the ice cream truck
13. It can be difficult to \_\_\_\_\_ identical twins \_\_\_\_\_.
14. Linda wrote her initials on her water bottle to \_\_\_\_\_ it \_\_\_\_\_ from the other water bottles on the table.
15. Kids always \_\_\_\_\_ each other for personal gratification.
16. My brother used to give me candy so I wouldn't \_\_\_\_\_ him.

## Section 6.5 Grammar Skills

### 6.5.1 Relative Pronouns

Hello learner,

Now, you are going to practice relative pronouns. Relative pronouns are used to form complex sentences. Examples of relative pronouns include **who**, **whom**, **whose**, **which**, and **that**. Study the following table for their meanings and usage:

<b>Relative Pronouns</b>	
<b>WHO</b>	• Relates to people (subject)
<b>WHOM</b>	• Relates to people (object)
<b>WHICH</b>	• Relates to animals and objects
<b>THAT</b>	• Relates to people, animals and things
<b>WHOSE</b>	• Refers to possession
<b>WHERE</b>	• Refers to places
<b>WHEN</b>	• Refers to time
<b>WHY</b>	• Refers to reason
<b>WHAT</b>	• Relates to things
<b>Ø (ZERO)</b>	• Relates to people and things

### ? Activity 6.8

Check your understanding by trying the following exercises:

**I. Choose the correct relative pronoun (who, which, whose) and put it in the space provided. Compare your answers with the answer key given at the end of the unit.**

1. This is the man \_\_\_\_\_ saved the kid.
2. The house \_\_\_\_\_ windows are open is on sale.
3. The writer \_\_\_\_\_ wrote that article won the Nobel Prize.
4. He bought a car \_\_\_\_\_ runs fast.

**II. Join the pair of sentences using relative clauses. Use “who,” “whose” and “which” as in the following example.**

Example:

He drank the juice. He made the juice.

*He drank the juice which he made.*

1. A lion is an animal. It is very strong.  
\_\_\_\_\_
2. A novelist is a person. He writes novels.  
\_\_\_\_\_
3. A bottle opener is a device. It opens bottles.  
\_\_\_\_\_
4. The girl speaks Chinese. Her mother writes poems.  
\_\_\_\_\_
5. A detective is someone. He discovers the truth about crimes.  
\_\_\_\_\_

**III. To complete each sentence, use the relative pronouns listed below (self-check exercise):**

Who, whom, whose, which, that,

1. The new movie is about a boy \_\_\_\_\_ has lost his parents in a car accident.
2. He is the young man, \_\_\_\_\_ wife left him for someone else.
3. The DVD recorder \_\_\_\_\_ I bought at this store a few days ago is not working.
4. That's the book \_\_\_\_\_ I recommended reading in class.
5. My dad, \_\_\_\_\_ travels a lot on business, is in Australia at the moment.
6. We stayed at the famous Rockstar hotel, \_\_\_\_\_ also had an indoor swimming pool.

7. Did you write back to the person\_\_\_\_offered you a job?
8. The story is about a young woman \_\_\_disappears.
9. That's the man\_\_\_\_\_I spoke to the other day.
10. Mr. Fields,\_\_\_\_\_sister is one of the leading experts in this country, talked about the dangers of the virus.
11. The present\_\_\_\_\_I got from my boyfriend was really fantastic.
12. I have to buy a present for my mother,\_\_\_\_\_birthday is next week.

## Section 6.6 Writing Skills

### 6.6.1 Faulty parallelism

#### What is parallelism?

**Parallelism** is the use of similar structure in related words, clauses, or phrases. It creates a sense of rhythm and balance within a sentence. As readers, we often correct faulty parallelism a lack of parallel structure instinctively because an unbalanced sentence sounds awkward and poorly constructed. Read the following sentences aloud: They are examples of faulty parallelism (i.e., they lack a parallel sentence structure).

**Faulty parallelism:** Sara had to iron, do the washing, and shopping before her parents arrived.

**Faulty parallelism:** Driving a car requires coordination, patience, and to have good eyesight.

**Faulty parallelism:** Ali prefers jeans to wearing a suit.

**Now, read the correct parallelism versions of the above sentences:**

**Correct parallelism:** Sara had to do the ironing, washing, and shopping before her parents arrived.

**Correct parallelism:** Driving a car requires coordination, patience, and good eyesight.

**Correct parallelism:** Ali prefers wearing jeans to wearing a suit.

#### Activity 6.9

- I. **Now, read each pair of sentences below and put a tick mark (✓) beside the sentence that reads more smoothly, clearly, and logically compared to the other pair.**

**Pair 1**

\_\_\_\_\_ I use my TV remote control to change the channels, to adjust the volume, and to turn the set on and off.

\_\_\_\_\_ I use my TV remote control to change channels, to adjust the volume, and for turning the set on and off.

**Pair 2**

\_\_\_\_\_ One option the employees had was to take a cut in pay; the other was longer hours of work.

\_\_\_\_\_ One option the employee had was to take a cut in pay; the other was to work longer hours.

**Pairs 3**

\_\_\_\_\_ The refrigerator has cracked a vegetable drawer, one of the shelves is missing, and a strange freezer smell.

\_\_\_\_\_ The refrigerator has cracked vegetable drawer, a missing shelf, and a strange freezer smell.

**II. The unbalanced part of each sentence is *italicized*. Rewrite this part so that it matches the rest of the sentence.**

**Example:**

**Faulty:** In the afternoon, I changed two diapers, ironed several shirts, and *was watching* football.

**Correct:** In the afternoon, I changed two diapers, ironed several shirts, and watched football.

1. Tayba dropped a coin into the slot machine, pulled the lever, and *was waiting* to strike it rich. \_\_\_\_\_.
2. Studying a little each day is more effective than *to cram*. \_\_\_\_\_.
3. Many old people fear loneliness, *becoming ill*, and poverty. \_\_\_\_\_.
4. A smoke billowed around her, Paula knew her only choices were to jump or *suffocation*. \_\_\_\_\_.
5. The principal often pestered students, yelled at teachers, and *was interrupting* classes. \_\_\_\_\_.
6. People immigrate to America with hopes of finding freedom, happiness, and *in order to become financially secure*. \_\_\_\_\_.

7. Once inside the zoo gates, James, could hear lions roaring, *the chirping of birds*, and elephants trumping.\_\_\_\_\_.
8. As a child, I had nightmares about a huge monster that came out of a cave, *was breathing fire*, and wanted to barbecue me.\_\_\_\_\_.
9. I enjoy watering the grass and *to work* in the garden \_\_\_\_\_.
10. When someone gives you advice, do you listen, laugh, or *are you just ignoring* it? \_\_\_\_\_.

**III. Read the short paragraph below carefully and underline the five instances of faulty parallelism. Then, correct the instances of faulty parallelism.**

<sup>1</sup>Running is an exercise that can be good for you mentally, physically and also be helpful for your emotions. <sup>2</sup>A beginning runner should keep three things in mind: the warm- up session, the actual time that you are running, and the cool-down period. <sup>3</sup>Never start a run without first having warmed up through stretching exercises. <sup>4</sup>Stretching reduces muscles stiffness, decreases the possibility of injury, and it's a good method to gradually increase the heart rate. <sup>5</sup>During the run itself, move at a comfortable pace. <sup>6</sup>Your breathing should be steady and with depth.<sup>7</sup> Finally, remember to cool down after a run. <sup>8</sup>And adequate cool-down period allows time for the body to relax and the normalizing of the heart rate.



**Language Tips**

A sentence is “parallel” when equivalent parts share a grammatical form. Faulty parallelism, then, occurs when a sentence uses a different structure in different parts. The most common error of this kind tends to involve using two different verb tenses in a single clause.

**1. Parallelism and Verb Tense**

For example: *Molla picks up the hammer and hit the nail.*

Here, each verb in the sentence has a different tense form “picks” = simple present;

“hit” = simple past tense). And mixing tenses like this is ungrammatical.

To ensure a parallel construction, we would need a single verb tense:

**Present tense:** *Molla picks up the hammer and hits the nail.*

**Past tense:** *Molla picked up the hammer and hit the nail.*

Both are now grammatically correct. Not every case of faulty parallelism concern verb tense, though. And in the rest of this post, we'll look at other examples of faulty parallelism and how you could fix them.

## 2. Faulty Parallelism: Infinitives and Gerunds

Another common error is mixing infinitive verbs (i.e., to + verb) and gerunds (i.e., verbs ending in "-ing" used as a noun) in a single sentence.

### For instance:

**Incorrect:** *Molla likes to make and repairing furniture.*

This is wrong because "to make" is an infinitive verb, while "repairing" is a gerund. To correct this, we'd have to rephrase the sentence using one form:

**Infinitives:** *Molla likes to make and to repair furniture.*

**Gerunds:** *Molla likes making and repairing furniture.*

It can be easy to miss faulty parallelism like this in lists with multiple items, so make sure to check carefully. Having your work proofread is also a good idea.

## 3. Faulty Parallelism: Nouns, Adverbs and Adjectives

Try not to mix nouns, adverbs and adjectives in descriptions. For example, the following combines a noun ("frustration") with an adjective ("angry").

**Incorrect:** *When Molla makes a mistake, he feels frustration and angry.*  
Both terms follow grammatically from "feels," so there's no problem there. Ideally, though, we would use one form in both cases. For example:

**Nouns:** *When Molla makes a mistake, he feels frustration and anger.*

**Adjectives:** *When Molla makes a mistake, he feels frustrated and angry.*

These are both correct now, since each sentence uses a parallel construction.

## 4. Faulty Parallelism: Plural and Singular Nouns

Though this is primarily a stylistic issue, some consider mixing plural and singular

nouns a form of faulty parallelism, especially when giving examples:

**Incorrect:** *DIY requires tools, such as a hammer and screwdrivers.*

Here, the singular “hammer” is combined with the plural “screwdrivers.” And while we can understand what the sentence means, using the same noun form in both cases would ensure a parallel structure:

**Incorrect:** DIY requires tools, such as a hammer, drills, and screwdrivers.

Here, for instance, the singular “hammer” is combined with the plurals “drills,” and “screwdrivers.” But it would be better to use the same form for all:

**Correct:** DIY requires tools, such as hammers, drills, and screwdrivers.

Here, “faintness” is singular and “headaches” is plural. But “faintness” is an uncountable noun (i.e., it can't be quantified). As such, we can use it with a plural noun and still have a parallel sentence structure.

### 6.6.2 Comparing two pie-charts

A pie chart is a graphical representation technique that displays data in a circular-shaped graph. Now, you are going to compare pieces of information in the following two pie-charts and write a comparative essay.

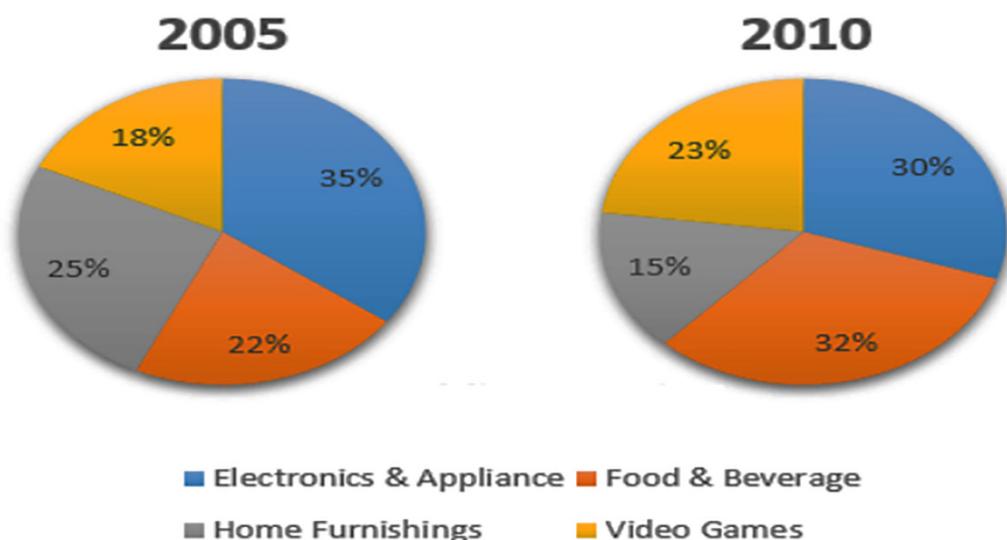
The two pie charts below show the online shopping sales for retail sectors in Canada in 2005 and 2010.



#### Activity 6.10

1. **Look at the plan and example summary below before attempting the exercise on comparing pie-charts. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.**
2. **Write at least 150 words**

## Online sales for retail sectors in Canada



### Plan

- Introduction: paraphrase task heading
- summary paragraph – has 2 major features
  - changes in the percentages for the different sectors during the period
  - while the figures for food and beverages and also video games increased, the figures for the other two sectors fell
- paragraph 3 – has detail for the sectors with increased percentages
- paragraph 4 – has detail for the sectors with reduced percentages

### Example

The charts compare four retail sectors in Canada in terms of the proportion of their internet sales in two years, 2005 and 2010 (INTRODUCTION).

Overall, the proportion of online sales for each of the four sectors changed significantly from 2005 to 2010. While the figures for food and beverages, and video games increased, the figures for the other two sectors fell. (SUMMARY PARAGRAPH).

In 2005, the proportion of online sales of food and beverages was 22%, but this rose to 32% in 2010. The percentage for internet sales of video games also went up, by 5% from the 2005 figure of 18% (PARAGRAPH 3).

In contrast, the percentages of the online sales of the other sectors decreased. The most dramatic fall was in the home furnishings retail

sector. While this figure was 25% of these four sectors' total online sales in 2005, it fell to just 15% in 2010. There was also a decrease in the electronics and appliances sector, which saw a fall from 35% in 2005 to 30% in 2010 (PARAGRAPH 4).

**Now, compare the following two pie- charts with 150 words. Use the example above as a guide.**

### 6.4.3 Essay Writing



**By now, you are familiar with the parts of an essay. You are also familiar with essay writing. Now you are going write an expository essay of five paragraphs using any one of the following topics:**

1. Green growth
2. Climate change
3. Planting trees



### Self-test exercises unit 6

**The following exercise is based on the grammar section of this unit. Attempt all questions before looking at the answer keys. Complete the sentences with relative pronouns from the box.**

**that – which - who – whom - whose**

1. We always like people \_\_\_\_\_ speak the truth.
2. Can you tell \_\_\_\_\_pen this is?
3. This is Natasha \_\_\_\_\_ I was praising.
4. The boy \_\_\_\_\_I met in Addis stays near our house.
5. This is the house in \_\_\_\_\_ Kamba Oshe lived.
6. These are the saplings \_\_\_\_\_ my mother and I planted together.
7. The teacher punished the students \_\_\_\_\_ were shouting.
8. I don't think there's anyone \_\_\_\_\_doesn't like chocolates.
9. Are these the people about \_\_\_\_\_ you were talking?
- 10.The car \_\_\_\_\_ my uncle brought is quite expensive.
- 11.Do you know \_\_\_\_\_ car is parked in front of our gate?
- 12.I found the documents \_\_\_\_\_I had been looking for.

13. I talked to the girl \_\_\_\_\_ car had broken down near the shop.

14. A teacher \_\_\_\_\_ helps all children is considered good.

15. I know the one \_\_\_\_\_ did this.

### Checklist

Dear learner, in unit 6, 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

<b>Learning Outcomes</b>	<b>Not well (1)</b>	<b>Ok (2)</b>	<b>Well (3)</b>	<b>Very well (4)</b>
develop the skill of asking and giving advice;				
express purpose using a variety of purpose clauses;				
identify the main idea of a reading text;				
find specific details in a reading text;				
make word associations;				
use words in context;				
construct sentences using new words taken from the reading passage;				
differentiate word relations (analogies based on functions);				
use phrasal verbs in context;				
identify relative pronouns;				
use relative pronouns contextually;				
compare information on pie-charts and write a composition of 150 words;				
create a five-paragraph expository essay on the assigned topic.				

# Unit 7: National Pride

## 🌀 Unit Introduction

Dear learner, welcome to unit seven of module two of English for Grade 12. The unit is subdivided into different sections.

It begins with a listening skills and reading passage on “National Pride” consecutively, The unit helps you practice the four major skills of listening speaking, reading, and writing. In the listening section, you will practice listening and deciding whether the statements are true or false while listening. During the speaking practice, you will learn how to give reasons. You will also learn how to use conjunctions to connect 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 to expand 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

By the end of the unit, you will be able to:

- listen for details;
- take turn in a discussion ;
- use polite expressions to interrupt a discussion;
- debate on the given motion ;
- predict the message based on a given topic;
- skim a text to tell the main idea;
- tell detailed information of a text;
- work out the implied meaning of sentences;
- use appropriate forms of words in a context;
- identify meaning relation in word families;
- put the antonyms of words in a context;
- punctuate direct speeches;
- write direct and reported sentences;
- reorganize paragraph of a narrative essay; and
- write narrative essay.

## Unit Contents

**Unit 7** has six sections as follows:

### **7.1 Listening Skills**

### **7.2 Speaking Skills**

7.2.1 Debating                      7.2.2 Discussion

### **7.3 Reading Skills**

7.3.1 Mega projects of Ethiopia

### **7.4 Vocabulary**

7.4.1 Contextual meaning              7.4.2 Analogy exercise

7.4.3 Phrasal verbs

### **7.5 Grammar**

7.5.1 Tenses in conditional sentences;

7.5.2 Participle and participial phrase    7.5.3 Dangling modifiers

### **7.6 Writing**

7.6.1 Reorganizing jumbled paragraphs to make coherent and meaningful essay.

7.6.2 Narrative Essay writing

In each section, there are:

- activities; language tips;
- 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 deciding whether the statement is true or false
- Preparing for debate
- Taking part in a discussion;
- Expressing opinions;
- Reading for detailed information;
- Note-making from reading;
- Learning new words using contextual clues;
- Making verbal reasoning contextual clues relationship;
- Using phrasal words in a context;
- Giving reasons for different verb patterns;
- Write direct and reported sentences;
- Punctuate direct and reported sentences;
- Arranging jumbled paragraph properly; and
- Practicing essay writing.

## Section 7.1 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 7.1****I. Before listening to the record, try the following question:**

1. What does national pride mean to you?
2. How is it reflected in your Ethiopia?

**II. Answer the following question while carefully listening to the audio. Circle your choice.**

1. Ethiopian long-distance runners have achieved remarkable success in international competitions. (True/False)
2. The outstanding performances of Ethiopian long-distance runners have placed Ethiopia on the global map of athletics. (True/False)
3. Ethiopian long-distance runners are known for their exceptional speed in short-distance sprints. (True/False)
4. The success of Ethiopian long-distance runners is solely attributed to their physical abilities. (True/False)
5. Ethiopian long-distance runners often come from urban areas and have easy access to state-of-the-art training facilities. (True/False)
6. The achievements of Ethiopian long-distance runners have only inspired young athletes within Ethiopia. (True/False)
7. Ethiopian long-distance runners have become symbols of national pride in Ethiopia. (True/False)
8. The success of Ethiopian long-distance runners has had no impact on the national identity of Ethiopia. (True/False)
9. Ethiopian long-distance runners are admired for their humility and commitment to their communities. (True/False)
10. The achievements of Ethiopian long-distance runners have showcased the talent and resilience of the Ethiopian people to the world. (True/False)

**II. Reflect on the achievements of Ethiopian long-distance runners and their impact on the country's national pride. Write a short essay discussing how their success has influenced the perception of Ethiopia globally and within the country.**

## Section 7.2 Speaking Skills

### 🌀 Section Overview

In this speaking section, you are going to practice speaking activities using expressions of asking for and giving opinions taking part in discussions. 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 have to know how to agree or politely disagree with the opinions of other people. You will also learn how to formal debate on a given topic. You will organize evidence/ justification for or against a premises. Therefore, you will practice the procedures of debating.

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. However, you can use the expressions of asking for and giving opinions writing dialogues and using them in the dialogues. You can speak aloud to yourself to improve your speaking skills. 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:

- Take part in a discussion;
- Express opinions
- Give opinions and ask for clarification using the expressions correctly;
- Debate on issues ....

### 7.2.1 Taking part in a discussion

Dear learner in this section you are going to practice to politely interrupt, give opinion, and ask for clarification in a discussion.

In unit two you have already practiced to discuss on a topic. Now you are going to learn the expressions to politely interrupt to ask for clarification or to say something. First, read the guideline given below.

### Guidelines for Interrupting Conversations

The most important thing to remember when interrupting a conversation is to create connection with the people you are talking to.

It is rude, and impolite when you are interrupting for **no good reason** or to change the topic or disagree with the other person before he/she completely finished his/her idea.

If you interrupt politely and with the purpose of connecting with the speaker by sharing your interest and your own ideas or experiences, interrupting can actually show that you're actively participating in the conversation and make the conversation interesting.

Good reasons to interrupt a conversation are:

1. to mention that they've reminded you of something similar that you'll talk about later
2. to show interest and enthusiasm.
3. to agree with the other person.
4. to ask for clarification or greater detail.

**Examples** of the expressions are given below.

- That reminds me...
- Ooh! I also wanted to add on what you've already said about ...
- Let's come back to that.
- As you were saying,....
- Remind me to tell you about my experience doing...
- I've been wondering how that is...
- I've wanted to know how that works.
- I'm curious how you handled that.
- I'm interested in hearing more about ...
- I can totally relate.
- I know exactly what you mean.
- I loved that book!
- I also thought the price is not convincing.
- I know, I didn't understand what happened in the last show either!
- Sorry, but could you go over that again?
- Sorry, but would you mind repeating that?
- Excuse me for interrupting, but I'm not sure if I got you right. Could you repeat the last statement?
- Sorry for interrupting, but I'm not sure what you mean. What was that again?

## ? Activity 7.2

Grade 12 students held a discussion on the topic 'Patriotism' Below is given the transcript of the discussion.

### I. Read the transcript and replace the underlined expressions with similar ones.

A: what do we mean by patriotism? I think it is better to understand what it means for our generation. I don't think we should win a war to be a patriot.

B: You are quit right we should understand it well. What our forefathers did was what they were required of by the time there were continuous intentions to concor our country.

C: Sorry to interrupt you but, in my opinion any thing that brings national pride is a patriotic act. Patriotism is love of one's country or dedicated commitment.

B: I understand what you exactly mean. National pride co-exists with patriotism. It is a prerequisite of nationalism.

A: I'm interested in hearing more about national pride and patriotism. I think national pride a strong positive spirit that we feel towards our country. And...

B: Excuse me for interrupting, but I didn't get you... could you say that again?

A: Yes, what I mean is that if we truly love our country, we do good things to our country even if its against our personal interest and that make us pride.

C: Let's come back to that. So, as you were saying,.... , patriotism is highly related with both the pride or sense of respect that a person has for his/her nation that is derived from the national identity.

## 7.2.2 Debating

Dear learner now in this section you are going to learn the procedures of debating. Debate is one of the phenomena where people are supposed to use very good language/ strong words to win over/ convince people. Even though you may not find people around you to practice debating, you can learn the procedures and the techniques to gather evidence/ information to support your stand, for or against the premise. You can use online medias to listen to people debating and learn the language and how they do it.

### Activity 7.3

1. What are the rules for debating?
2. Revise the rules and procedures of debating written below.

### What is Debate?

A **debate** is a discussion or structured contest about an issue or a resolution. A formal debate involves two sides: one supporting a resolution and one opposing it. A debate is bound by rules previously agreed upon. Debates are judged in order to declare a winning side. In the context of a classroom, the topic for debate will be guided by knowledge, language skill, and value outcomes.

### Structure for Debate:

A formal debate usually involves three groups: one supporting a resolution (affirmative team), one opposing the resolution (opposing team), and those who are judging the quality of the evidence and arguments and the performance in the debate. The affirmative and opposing teams usually consist of three members each, while the judging may be done by the teacher, a small group of students, or the class as a whole. In addition to the three specific groups, there may an audience made up of class members not involved in the formal debate. A specific resolution is developed and rules for the debate are established.

Debate opens with the affirmative team (the team that supports the resolution) presenting their arguments, followed by a member of the opposing team. This pattern is repeated for the second speaker in each team.

Finally, each team gets an opportunity for rebutting the arguments of the opponent. Speakers should speak slowly and clearly. The judges and members of the audience should be taking notes as the debate proceeds.

While a team is not required to use all of the time allocated to each debate component, speakers must stop immediately when the allocated time runs out. The timekeeper will announce the end of time one minute earlier by knocking once or making any other sign previously agreed upon. After this last minute ends, the timekeeper stops the speaker immediately. Team members are prohibited from speaking to the audience or opposing team except at the times specifically allocated to them.

The order of the speeches:



### **Debate Preparation:**

#### **1. Make sure you know the rules of the debate, including timelines.**

1. Research the topic and prepare logical arguments.
2. Gather supporting evidence and examples for position taken.
3. Anticipate counter arguments and prepare rebuttals. Be polite and courteous.
4. Listen attentively.
5. Be respectful and supportive of peers.
6. Speak only when recognized by the moderator
7. Use correct language
8. Speak clearly, slowly, and loud enough to be heard by the audience.
9. Speak with passion and excitement. You may bring some brief notes, but you may not read them.
10. Maintain good eye contact with the audience. While debating, think of these three categories:
  - Manner is how you say it (eye contact, voice, gestures);
  - Matter is what is in your speech /the content;
  - Method is the structure, how organized your speech is.

#### **2. Choose one of the topics given. Prepare for a debate, practice and perform in front of the class.**

1. Internet makes more harm than benefit
2. Food items should not be taxed
3. Every citizen should be mandated to perform national public service
4. The price of bottled water should be reduced
5. Plastic bags should be banned

## 7.3 Reading Skills

### 🌀 Section Overview

In this section you are going to read a text entitled ‘mega projects of Ethiopia’ 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. After doing 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. As usual, the post reading activities are to link your real life experience with the reading text.

### Section Learning outcomes

- **Do** the pre-reading activity based on experience;
- Answer comprehension questions correctly based on the reading text; and
- **gather information based to the post reading activity**
- **write a paragraph using the information to connect the reading with your experience**

### ? Activity 7.4

**I. The title of the reading text is ‘Mega projects prides of the nation’. Before reading the text try to take five minutes to answer the following questions.**

1. What brings national pride to a nation?
2. Explain what makes you pride as an Ethiopian.
3. What do you think is the content of the reading text?

**II. You are going to answer the following questions according to the reading text. Read the questions before going to the reading.**

1. What are the benefits of the GERD as stated in the text?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

2. What are the other great projects mentioned in the text?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. How does each project benefit the country and the nation?

\_\_\_\_\_  
\_\_\_\_\_

4. How many gigabits of electricity have two turbines of the GERD have already started to generate ? \_\_\_\_\_

5. How long did it take China to achieve industrialization?

\_\_\_\_\_

6. What is the relationship between china, Ethiopia and other African countries?

\_\_\_\_\_

**III. The following statements are taken from the text. Write what each sentence mean in your own words.**

1. " The Grand Ethiopian Renaissance Dam (GERD) is one of the greatest inspiring things that have happened in Africa"

\_\_\_\_\_  
\_\_\_\_\_

2. "... fruit of it are not being felt yet... It takes time to plant the seeds and witness them turn into a ripe garden. Real wealth takes time."

\_\_\_\_\_  
\_\_\_\_\_



### **Mega projects pride of the nation**

The mega projects Ethiopia has been doing are demonstrating resource abundance that could facilitate an industrial renaissance and inspire other nations in Africa.

The Grand Ethiopian Renaissance Dam (GERD) is one of the greatest inspiring things that have happened in Africa. Despite the fact that it had begun a decade ago, its acceleration and enthusiastic building and construction has moved at such a rapid pace to success. The project is in the right track as turbines have already started generating hydro-electric power. Completing the project will facilitate industrialization, production and job opportunities.

The overall construction of GERD is over 83 percent with two turbines that started generating electric power. At 6.45 gigawatts, the dam will be the largest hydroelectric power plant in Africa when completed, as well as the seventh largest in the world.

The progressing GERD and the Chinese-built Ethio-Djibouti railway in action are big projects that demonstrate abundance of resources and facilitate industrial renaissance. The railway is already being built wonderfully by China and the fruit of it are not being felt yet... It takes time to plant the seeds and witness them turn into a ripe garden. Real wealth takes time.

Building of the GERD and all of the secondary and tertiary industries that can be and will be built up in Ethiopia and across the entire Horn of Africa is very great. It is also good to really look towards the future because it might take 5 to 10 years for the real positive results to be met.

China, for instance, achieved industrialization in decades compared to the West which took them about 300 years. China, Gulf States and others could be important development partners to Ethiopia and other African countries.

Ethiopia has also undertaken other road construction projects to improve the transport network. The infrastructure development connects the country with neighboring countries and facilitate regional integration.

Addis Abeba Adama and Addis Ababa-Mojo-Batu-Hawassa expressway significantly improve the revenues and bring an economic benefit to all actors on the corridor. It would also make logistical work for the factories at Hawassa Industrial Park more efficient. Time is one key factor in logistics. Addis Abeba Adama road is a segment of Addis Ababa to Djibouti Highway and Djibouti is the country's hub for business, import and export activities.

The Ethio-Djibouti railway, the first electrified railway connecting the two countries, has been transporting import-export freights, and people between the neighboring countries.

*(adapted from Ethiopian News Agency, 2023)*

- I. **Read about what these two Ethiopians, Derartu Tulu and Haile G/Selassie have been doing to fulfill their responsibilities. Then, name at least five Ethiopians who have done great things for their country. Then, write a paragraph about each person.**



## Section 7.4 Vocabulary Skills

### ✿ Section over view

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 analogy exercise and phrasal verbs using the words in a context. 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.

### 7.4.1. Contextual Meaning

#### ? Activity 7.5

I. Use the words in the following box to complete the text below.

intangible, modern, revised, inclusive encourage, disadvantaged, endanger, sustainable, promoted, diversity

Ethiopia is an ancient country with a remarkably rich linguistic and cultural 1.\_\_\_\_\_. This diversity includes tangible and 2.\_\_\_\_heritage, with both traditional and 3.\_\_\_\_\_ cultural expressions, languages and centuries-old know-how in handicraft production. However, poverty, environmental degradation and climate change 4.\_\_\_\_\_the country's cultural riches.

Organizations run joint program's that aim to contribute to the 5 \_\_\_\_\_development of Ethiopia by promoting its cultural heritage and diversity. The programs develop the creative industries and 6\_\_\_\_\_ dialogue about environmental preservation among the country's diverse communities. Being aware of the need to take an 7\_\_\_\_\_approach for development in the Ethiopian context. The programs also 8\_\_\_\_\_ inter-faith and community-based dialogue, with a focus on the needs of minority, marginalized or 9\_\_\_\_\_groups. The programs support new or 10\_\_\_\_\_policy frameworks in the field of culture and governance. They mainly focus on the involvement of women and youth.

**II. Write antonyms to the words used in the texts of this unit.**

- |                |                   |
|----------------|-------------------|
| 1. Intangible: | 6. Disadvantaged: |
| 2. Modern:     | 7. Sustainable:   |
| 3. Revised:    | 8. Promoted:      |
| 4. Inclusive:  | 9. Diversity:     |
| 5. Encourage:  | 10. Endanger:     |

**7.4.2 Analogy Exercise**

**? Activity 7.6**

**I. The following words are taken from the reading text in this unit. Find similar words according to the example.**

**Example: Poverty** : scarcity, poorness, lack of resources

1. Civilization : \_\_\_\_\_
2. Conflict: \_\_\_\_\_
3. Maritime: \_\_\_\_\_
4. Radiated: \_\_\_\_\_
5. Legacy : \_\_\_\_\_
6. Mobilization : \_\_\_\_\_
7. Conserve : \_\_\_\_\_
8. Ecotourism : \_\_\_\_\_
9. Biodiversity : \_\_\_\_\_

**7.4.3 Phrasal Verbs**

**? Activity 7.7**

**I. Complete the statements below with appropriate form of the phrasal verbs.**

back on	away from	out of	forwarded to
up with	on with	down on	get along

1. We are running \_\_\_ money. How can we get some?
2. We must try to cut \_the amount of money we spend. I mean...
3. Please don't stop. Carry \_what you are trying to say.
4. Keep \_me! I have got cold. I am afraid you may catch it.

5. How do you with your brothers?
6. I don't know how you put \_\_\_\_\_ such noisy brothers.
7. When I look my childhood, I realize how unhappy I was.
8. I'm really looking our second holiday next month.

## Section 7.5 Grammar Skills

### 🌀 Section overview

Dear learner in this section you are going to revise direct and indirect speeches, and Vague Pronoun Reference. You are going to revise the rules and ways to revise vague pronoun.

### 7.5.1 Direct and Indirect Speeches

#### 🔍 Activity 7.8

- I. **Read Sara's diary and identify if the statements are written in direct or reported form predominately. Work with a partner and match your answers.**

Sara and Zami were on vacation, but they were not happy. They argued a lot as usual.

When she feels depressed, she usually writes on her diary.

Sunday, 21, 2021

*Zami and I had our first big fight last night. It was horrible. We shouted at each other.*

*He told me that it was my fault that we'd gone to Mombasa. The vacation had cost us a fortune. He said the vacation had been the worst vacation he had ever had.*

*I said that there was nothing wrong with the site. It was very beautiful and entertaining. But the travel agency was to blame. Their brochure had promised all kinds of things about the hotel. It had been a lie, and we had to pay extra money for hotel and meals. Hotels are quite expensive in Mombasa, but at the park if they are too exclusive. I told him that he had no right to blame me for choosing Mombasa. I thought it would be a different experience because we have already visited all the parks in Ethiopia. I cried a lot.*

*Finally, he said he was sorry and that he knew that it wasn't my fault. He said that he would go to the travel agent first thing in the morning and that he would tell them about everything. I said I would go with you.*

*We'll see what happens tomorrow.*

**II. Study the following statements on the left and the right. What are the differences? Write down the differences you have identified.**

1. 'I think Peter won't be on time.' 'She predicted that Peter wouldn't be on time.'

---

---

2. 'You can't jump across the river.' 'She believed that I couldn't jump across the river.'

---

---

3. 'I can't see the stage clearly.' 'She complained that she couldn't see the stage clearly.'

---

---

4. 'It's not possible to see Jemal today.' 'He explained that it wasn't possible to see Jemal that day.'

---

---

5. 'Alem probably won't lend us his car.' 'They expected that Alem wouldn't lend them his car.'

---

---

**III. Read the statements and underline the reporting phrases and the reported statement (that clause). What are the reporting words?**

1. She predicted that Peter wouldn't be on time.
2. She believed that I couldn't jump across the river.
3. She complained that she couldn't see the stage clearly.
4. He explained that it wasn't possible to see Jemal that day.
5. They expected that Alem wouldn't lend them his car.

**IV. Change the direct speeches into indirect (reported) form. Work individually first and check your answers with a partner.**

1. 'Please, don't touch the mirrors,' said the guide.
2. Zami asked the guide, 'How much do you earn?'
3. The guide said, ' My income depends on the type of the visitors.'
4. 'Yesterday, I met with had an Ethiopian from abroad and gave me 200' added the guide.
5. I said, 'Was that in Ethiopian birr or in American Dollars?'
6. He replied, 'It was in dollars.'
7. 'I hope you will have your own firm soon,' said Zami.

 **Language tip**

There are rules you should revise when you change direct speeches to indirect:

1. Pronouns of the first person (I, we) are changed as below:

**Examples:**

1. He said, 'I am bored.' (direct)
2. He said that he was bored. (indirect)
3. Kunu said, 'We are going to the movies.' (direct)
4. Kunu said that they were going to the movies. (indirect)
5. Zami said, 'My friends gave me a treat.' (direct)
6. Zami said that her friends gave her a treat. (indirect)

2. Pronoun of the second person (you) is changed as below:

**Examples:**

1. He said to her, 'You are beautiful.' (direct)
  2. He said to her that she was beautiful. (indirect)
  3. 'You must write neatly,' the teacher told her students. (direct)
  4. The teacher advised her pupils that they must write neatly. (indirect)
3. There are also times pronouns of the third person (he ,she , it, they) do not change:

**Example**

1. I said, 'They have gone out.' (direct)  
I informed that they had gone out. (indirect)
2. Lina said, 'These books are theirs.' (direct)  
Lina said that those books were theirs. (indirect)

4. While converting direct speech into indirect speech, the tense of the verb must change accordingly:

**Direct speech**

**Indirect speech**

Simple present \_\_\_\_\_ Simple past

Simple past \_\_\_\_\_ Past perfect

Present continuous \_\_\_\_\_ Past continuous

Present perfect \_\_\_\_\_ Past perfect

Can \_\_\_\_\_ Could

Shall \_\_\_\_\_ Would

Will \_\_\_\_\_ Would

May \_\_\_\_\_ Might

5. Words indicating 'nearness' of time and place are changed to words indicating 'distance' of time and place:

**Direct speech**

**Indirect speech**

This ----- that

These ----- those

Here ----- there

Now ----- then

Today ----- that day

Tomorrow ----- the next/following day

Yesterday ----- the day before/the previous day

6. When reporting a question, an order or a request, the connector 'that' is not used.

**Examples:**

1. She asked, " where are you going?" (direct)

She asked where I was going. (indirect)

2. The teacher said, "Please, read the instruction."

The teacher requested us to read the instruction.

7. In reported speech, the word/words or the sound used by the speaker to express an emotion are also omitted.

**Examples:**

1. 'Wow! What a handsome man he is!' the girls said. (direct)  
The girls exclaimed what a handsome man he was. (indirect)
2. 'Hello!' my friend said to me. 'How are you?' (direct)  
My friend greeted me and asked how I was. (indirect)

## 7.5.2 Vague Pronoun Reference

### ? Activity 7.9

**I. Look at the following statements and indicate what the pronouns in bold refer to in each case.**

1. My friend and I got tickets to Tokyo **where** the 2020 Olympic would be is being held.
2. I would have earned money myself, but my parents gave **it** to me.
3. Everybody at school is jealous that **they** do not have tickets.
4. I don't know who is performing the main act, but I expect **it** is the band.
5. Audiences don't sit at near the back because **they** want to see everything.

**II. Identify the errors in the following sentences and correct them. The first one has been done for you.**

1. The visitors enjoyed his/her stay at the lodge.  
The visitors enjoyed **their** stay at the lodge.
2. The head chief wanted to make dinner itself.
3. Mandela and whose family have established a foundation.
4. African leaders should do more to build democracy for its nations.
5. Zami and Sara won't be late for his training.
6. The founders of the training center have donated equipment to improve their standard.

**III. In the following text, the pronouns are ambiguous. Rewrite the sentences correcting the ambiguity of the pronouns.**

**Example:**

In Addis Ababa, **they** have beautiful retirement places. (ambiguous, because it is not clear what '**they**' refer to.)

The retirees have beautiful retirement places in Addis Ababa. (clear)

1. The visitor asked the director to bring **his** telescope.
2. At the laboratory, **they** said the research had run into serious difficulties.
3. The testing equipment was accidentally dropped onto the aquarium, and **it** was badly damaged.
4. I don't watch the 10 o'clock news anymore because **they** have become too superficial.
5. Hanan told Sara that **she** needed to earn one million birr in two years.
6. Being one of the best sellers, **her** novel won the Book Prize.
7. Zeru made a deal to purchase from the Chinese machine factory because **they** are the best products.
8. Sara and Zami left their bags at the hotel, but they weren't sure if **they** were safe.
9. Although Nina was a real athletics fan, her brother never became interested in **them**.
10. The boat bumped the edge of the dock, but **it** didn't need many repairs.



**Language tip:**

1. *Ambiguous reference* occurs when a pronoun can refer to more than one antecedent.
2. *Remote reference* occurs when a pronoun is so far away from its antecedent that the relationship is unclear.
3. *Vague reference* occurs when a pronoun refers to a word that is only implied, not stated.

## Section 7.6 Writing Skills

### ✿ Section over view

Dear learner in this writing section you are going to practice punctuation. Punctuation is very important elements in writing. Most students think than punctuation are less important effectively convey meaning in writing.

It decreases the quality of our writing and communication in genera. In this section you will learn some of the techniques writing narrative essay. You will also practice writing narrative essay.

### 7.6.1 Punctuation

#### ? Activity 7.10

**I. Revise the rules of punctuation in English.**

**II. Punctuate the following direct speeches.**

1. Leave me alone she said to him
2. He asked her please don't go.
3. I'm going to bed now he said to Sara
4. We had terrible day said Tina.
5. I've never been to Tokyo said Tina.
6. She asked us do you have any problem with me

### 7.6. 2 Rearrange Jumbled Paragraphs of Narrative Essay

#### ? Activity 7.11

**I. Rearrange the paragraph and make coherent narrative essay. You can take this as a sample for your narrative essay writing.**

1. The young boy sees me, or rather he sees the car first — a silver BMW and quickly springs up from his spot under a small tree, eager to sell his bunches of bananas and bottles of roasted peanuts. His dingy shirt hangs low over too-short shorts. His sucked-in cheeks and wrinkled lips suggest that although he appears to be about twelve, he already knows the sourness of life. By the time I stop the car, he is at the passenger door, grunting: "Banana 300 naira (roughly \$2). Groundnut 200 naira. Sah!" I look skeptically at his black-striped bananas and bargain him down to 200 total for the fruit and nuts. When he agrees, I reach for my wallet and hand him

a crisp 500 naira note. He doesn't have change, so I tell him not to worry. He is grateful and smiles a row of perfect teeth.

2. Two weeks into my stay, on a rare occasion when my mother has time to chat, I tell her that I'm bored. Her response: "Here are the car keys. Go and buy some fruit." Overjoyed, I jump into the car, salute the heavily armed security at the gate and speed off in search of — fruit.

3. I pull over and wind down my window. He wears the same shirt and shorts and has a bunch of bananas and a bottle of peanuts ready.

I wave them away. "What's up?" I ask him. He answers in broken English: "I dey oh. But I no get money to buy book for school." I reach into my wallet and pull out two fresh 500 naira notes. "Will this help?" I ask. He looks around nervously before sticking his hand into the car to take the bills. One thousand naira is a lot of money to someone whose family probably makes about 50,000 naira (\$380) or less each year. "Thank you, sah," he says. "Thank you very much, oh!"

4. When, two weeks later, I see this same boy, I am more aware of my position in Nigerian society. Security people at the house have told me: "You are the son of a minister! Kai! You should enjoy this country!" But it's hard to find enjoyment in a place where it's not that rare to see a little boy who should be in school standing on the corner selling fruit in the intense heat. My parents have raised me and my three siblings to be aware of the privilege we have been afforded and the responsibility it brings. "To whom much is given . . ." my grandfather always says.<sup>1</sup> And I have been given much, from education at the best schools in the United States to this car and its twelve speakers, which have changed the way I listen to music. But I worry about what is expected of me.

5. I return to Nigeria after graduating from college. I have been to Abuja, the capital, a couple of times, but that was before my mother was appointed minister of finance.

**Write the right order of the essay in the space provided below**

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

### 7.6.3 Narrative Essay Writing



#### Activity 7.12

- I. **Write a narrative essay of five paragraphs. Revise the guide in unit three to write a narrative essay.**

**The topics can be:**

1. Your childhood school experience
2. Story about someone from your family/ friend
3. Story about someone you know / appreciate

**Self-test exercises unit 7**

The following exercise is based on the grammar section of this unit. Attempt all questions before looking at the answer keys.

**Vague Pronoun Reference****I. One of the following pairs of sentences, contains a vague or ambiguous pronoun reference. Mark the incorrect sentence.**

1. A. Buze received much critical praise and earned over 7 million, but she was very modest about it.  
B. Buze received much critical praise and earned over \$7 million, but she was very modest about her achievements.
2. A. When Pearl Buck was forty, her novel The Good Earth won the Pulitzer Prize.  
B. When she was forty, Pearl Buck's novel The Good Earth won the Pulitzer Prize.
3. A. Nahom bought an Amerian canoe because he had heard that they make the best canoes.  
B. Nahom bought an American canoe because he had heard that Americans make the best canoes.
4. A. Emu was an only child, and it was hard.  
B. Emu was an only child, and her solitary life was hard.
5. A. Fanose's sister wondered if she were tall enough to be a model.  
B. Fanose's sister wondered if Fanose was tall enough to be a model.

**☑ Checklist**

Dear learner, in unit 7, 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 turn in a discussion ;				
use polite expressions to interrupt a discussion;				
debate on the given motion ;				
predict the message based on a given topic;				
skim a text to tell the main idea;				
tell detailed information of a text;				
work out the implied meaning of sentences;				
use appropriate forms of words in a context;				
identify meaning relation in word families;				
put the antonyms of words in a context;				
punctuate direct speeches;				
write direct and reported sentences;				
reorganize paragraph of a narrative essay;				
write narrative essay.				

# Unit 8: Telemedicine

## ☼ Unit Introduction

Hello! Dear learner,

Welcome to the eighth unit of module two of English for Grade 12. In this unit, we will focus on the learning of the essential skills of speaking, reading, and writing in English.

The unit is subdivided into listening, speaking, reading, vocabulary, grammar, and writing sections.

You will learn how to speak in a meeting (i.e., before, during, and after the meeting) in the speaking section. As you have been told in previous units of the same sections, even if there is no one around, practice the speaking activities on your own. If possible, do it with someone around. Allow the other person to listen to you or converse with you. Never get tempted to skip the speaking activities.

The reading section will help you develop your comprehension ability. In addition, you will learn new words and phrases based on the contextual clues. There are practices related to phrasal verbs in this section, too. The grammar section of the unit creates an opportunity for you to learn and practice active and passive voices. At the end of the unit, there are writing activities. The writing activities are on argumentative essays. Without getting bored, you must work hard to constantly do the writing activities. As we always say, "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

By the end of the unit, you will be able to:

- listen details;
- Participate in English-medium meetings;
- construct sentences using new words;
- interpret verbal analogies;
- distinguish the use of phrasal verbs;
- identify the use of active and passive voice forms;
- construct sentences using active and passive verb forms;
- identify pronoun changes in reported speech; and
- compose argumentative essay.

## Unit Contents

Unit 8 has six sections as follows:

### 8.1 Listening Skills

### 8.2 Speaking Skills

8.2.1 Meeting

8.2.2 Oral presentation

### 8.3 Reading Skills

8.3.1 Telemedicine- The Future of Health Care?

### 8.4 Vocabulary

8.4.1 Contextual vocabulary

8.4.2 Commonly confusing words

8.4.3 Phrasal verbs

### 8.5 Grammar

8.5.1 Active voice and passive voice

8.5.2 Verbs and prepositions

8.5.3 Pronoun and adverb changes in reported speech

### 8.6 Writing

8.6.1 Argumentative essay writing

In each section, there are:

- lessons;
- activities;
- 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:

- filling the blank spaces with short words while listening;
- learning phrases used for participating in a meeting where the medium is English (i.e., phrases that one uses before, during and after meetings).
- Practicing oral presentation skills (i.e., speaking slowly and clearly without reading from a manuscript; maintaining eye contact with the audience; maintaining good posture; and using natural hand gestures).
- practice skimming techniques (i.e., quickly viewing a text) for identifying the main idea of the reading text);
- Practice scanning techniques for detailed information. When you scan:
  - i) know what you are looking for;
  - ii) look only for one keyword at a time;
  - iii) let your eyes float rapidly down the page until you find the word or phrase you want.
  - iv) When your eye catches one of your keywords, read the surrounding material carefully.
- learning new words using contextual clues (i.e., read back and forward for contextual clues, guess the meanings in the context...).
- Using phrasal verbs in a context (i.e., using clear contextual sentences to elicit the meaning)
- Use active and passive voices of verbs appropriately (i.e., by identifying the subject and verb in a sentence and changing sentences from active to passive);
- practicing argumentative essay writing.

## Section 8:1 Listening Skills

### Section Overview

The listening skills section of unit 8 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:

- acquire a repertoire of listening comprehension strategies,
- practice applying the strategies to improve their understanding of spoken language Comprehension;
- develop their ability to understand spoken language in various contexts; and
- practice extracting main ideas, identifying supporting details, and making inferences from spoken information.

### ? Activity 8.1

#### I. Before listening to the audio, answer the following questions:

1. What is your understanding of the term “telemedicine”?
2. Have you ever used or encountered telemedicine services? If yes, please share your experience. If not, would you consider using such services in the future?

#### II. While listening to the audio, fill in the following blank spaces with appropriate words.

1. Telemedicine is also known as \_\_\_\_\_.
2. Telemedicine allows patients to consult with healthcare professionals through \_\_\_\_\_ platforms.
3. Telemedicine overcomes \_\_\_\_\_ barriers.
4. Telemedicine provides convenience by allowing patients to schedule appointments at their preferred \_\_\_\_\_.
5. Telemedicine reduces the burden on \_\_\_\_\_ and clinics.
6. Telemedicine became crucial during the \_\_\_\_\_ pandemic.
7. Telemedicine helps reduce the risk of \_\_\_\_\_ transmission.

#### III. Answer the following questions after listening to the audio.

1. In your opinion, what are the key advantages of telemedicine?
2. How do you think telemedicine can improve access to healthcare in underserved areas?
3. Can you think of any potential challenges or limitations of telemedicine? If yes, please explain.

## Section 8.2 Speaking Skills

### ✿ Section Overview

As mentioned in the previous unit of this module, 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:
- participate in a meeting where English is the medium; and
- conduct oral presentation;

### 8.2.1 Meeting

#### ? Activity 8.2

I. **Think of a recent meeting you attended. What made it satisfying or unsatisfying? Why?**

1. Effective meetings are structured through writing: **before – during after**
2. List what participants do at each meeting stage.

Before meeting	During meeting	After meeting

II. **Find five people in your immediate vicinity, including yourself. Assume you are on a committee and are organizing a meeting. Choose a chairperson and a secretary. The remaining three people will be members. Play your respective roles during the meeting.**

1. Choose a chair-person and a secretary
2. Prepare a meeting agenda
3. Conduct a meeting
4. Prepare minutes for the meeting

### Language Tips:

#### **Setting agenda**

An agenda is the plan for a meeting. The agenda is a valuable tool for keeping the participants focused in order to achieve the meeting's desired objective-it should help the participants understand what is expected of them.

### Components of an agenda

- Day and date of the meeting
- Meeting objective or purpose
- Time (beginning and ending)
- Location
- Responsibilities for the listed topics
- Call to order
- Approval of minutes (previous minutes)
- Orders in which topics will be discussed.

#### **Example of a meeting agenda**

- **Meeting:** Quarterly Sales Review Meeting
- **Date:** March 10, 2023
- **Time:** 10:00 AM - 11:30 AM
- **Location:** Conference Room 1
- **Attendees:** Sales team, Marketing team, CEO, CFO

### Agenda

1. Welcome and introductions (5 minutes)
  - Introduce everyone and welcome attendees.
2. Review of last quarter's sales (15 minutes)
  - Review sales figures from last quarter.
  - Discuss factors that contributed to sales performance.

3. Marketing update (20 minutes)
  - Marketing team presents an update on current campaigns,
  - Discuss the impact of marketing campaigns on sales
4. Sales team update (20 minutes)
  - Sales team presents an update on current deals and prospects
  - Discuss any challenges or opportunities in the pipeline
5. Financial review (20 minutes)
  - CFO presents financial report and highlights any trends or concerns
  - Discuss any adjustments that need to be made to the sales strategy
6. Action items (10 minutes)
  - Identify action items that need to be taken as a result of the meeting
  - Assign responsibilities and due dates for action items
7. Wrap-up and next steps (5 minutes)
  - Summarize key points from the meeting
  - Confirm next steps and any follow-up meetings

### Note:

It's important to note that the agenda can be modified or adjusted based on the needs of the attendees and the purpose of the meeting.

### Minutes

It's a report prepared after a meeting. It is the official written record of the meeting that was conducted.

#### **Here's an example of meeting minutes:**

Meeting Minutes: Quarterly Sales Review Meeting

Date: March 10, 2023

Time: 10:00 AM - 11:30 AM

Location: Conference Room 1

Attendees: Sales team, Marketing team, CEO, CFO

1. The meeting was called to order by the CEO at 10:00 AM. All attendees were present.

2. The CEO reviewed the agenda and asked for any modifications. No modifications were made.
3. The CEO asked the CFO to present last quarter's sales figures. The CFO presented the sales figures and highlighted the areas that performed well and areas that need improvement. The sales team discussed the factors that contributed to the performance.
4. The Marketing team presented an update on current campaigns and discussed the impact of the campaigns on sales. The sales team provided feedback on the effectiveness of the campaigns.
5. The sales team presented an update on current deals and prospects. They discussed the challenges and opportunities in the pipeline.
6. The CFO presented a financial report and highlighted any trends or concerns. The group discussed any adjustments that need to be made to the sales strategy.
7. Action items were identified and assigned. The sales team was responsible for following up with potential clients, the marketing team was responsible for developing new campaigns, and the CFO was responsible for reviewing the sales strategy.
8. The CEO summarized the key points from the meeting and confirmed next steps and any follow-up meetings.
9. The meeting was adjourned at 11:30 AM.

**Note:**

The meeting minutes should capture the key points discussed, decisions made, and action items assigned during the meeting. They should be accurate and concise and distributed to all attendees within 24 hours of the meeting.

**Meeting Language**

Pre-meeting language:

1. Scheduling the meeting:
  - When would be a good time for us to schedule the meeting?
  - Can we schedule a meeting for next week?
  - Let's schedule a meeting for Friday at 2:00 PM.

## 2. Inviting attendees:

- Who should we invite to the meeting?
- I'll send out an email invitation to everyone.
- Can you make sure that Belete and Beletu are invited?

## 3. Setting the agenda:

- What topics should we include in the agenda?
- I think we should add a section for new business.
- Let's finalize the agenda before the meeting.

While meeting language:

## 1. Starting the meeting:

- Welcome, everyone. Thank you for coming to the meeting.
- Let's get started. First on the agenda is...

## 2. Presenting information:

- As you can see from the sales figures, we had a strong quarter.
- The marketing team has been working on a new campaign that we'd like to share with you.
- Our team has been working on a proposal for a new project.

## 3. Asking questions:

- Can you provide more information on that point?
- How do you see this affecting our current strategy?
- What do you think are the next steps we should take?

### **Post-meeting language:**

## 1. Follow-up actions:

- Please make sure to complete your action items by the due date.
- I'll follow up with the team to make sure that the proposal is ready by next week.
- Let's schedule a follow-up meeting to discuss progress on our action items.

## 2. Thanking attendees:

- Thank you for your attendance and participation in the meeting.
- We appreciate your input and feedback during the meeting.
- Your contributions to the meeting were valuable and appreciated.

## 3. Closing the meeting:

- That concludes our meeting for today.
- Let's make sure to stay on track with our action items.
- We'll follow up with everyone after the meeting to provide any necessary updates.

**III. Choose one of the words in the bracket to complete the common phrases used in a meeting.**

1. May I have a \_\_\_\_\_? In my opinion, I think we should spend some more time on this point. (thought, moment)
2. If I \_\_\_\_\_, I think we should focus on sales rather than research. (may, might)
3. Excuse me for \_\_\_\_\_. Don't you think we should discuss the Smith account before we move on? (discussing, interrupting)
4. Sorry, that's not quite \_\_\_\_\_. The shipment isn't due until next week. (what I said, what I want)
5. Well, it's been a good meeting. Has anyone else got anything to\_\_? (tell, contribute)
6. I didn't \_\_\_\_\_ that. Could you repeat your last statement please? (catch, contribute)
7. Good \_\_\_\_\_! I agree that we should focus on locally grown products. (point, catch)
8. That's interesting. I've never thought about it that \_\_\_\_\_ before. (way, place)
9. I'm afraid I don't see what you \_\_\_\_\_. Could you give us some more details? (say, mean)
10. Let's get back on \_\_\_\_\_, why don't we? We need to decide on our strategy. (Place, track)
11. I \_\_\_\_\_ we put this point off until our next meeting. (Introduce, propose)
12. I'm sorry Tom, but that's outside the \_\_\_\_\_ of this meeting. Let's get back on track. (Scope, subject)
13. I'm afraid I didn't understand your point. Could you \_\_\_\_\_ that for me one more time? (explain, run)
14. I have to \_\_\_\_\_ with Alison. That's exactly what I think. (agree, disagree)

## 8.2.2 Oral Presentation

### ? Activity 8.3

- I. **Prepare a public speech in any one of the following topics (Refer the previous units on public speech),**
- Common tropical infections in Ethiopia
  - COVID 19 in Ethiopia
  - Equity of health care facilities in Ethiopia

## Section 8.3 Reading Skills

### ⚙ Section Overview

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 “Telemedicine”, 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. While-reading exercises are intended to check your level of comprehension. Post-reading activities are meant to be worked out after reading the given passages.

### Section Learning outcomes

- answer pre-reading questions;
- do the comprehension questions.

### ? Activity 8.4

- I. **Try to answer the following questions before reading a text on “Telemedicine.”**
- Have you come across the term “telemedicine”?
  - Are there enough healthcare facilities in your area?

**Now, you are going to read a passage on “telemedicine.” Read it very carefully.**

## Telemedicine

Telemedicine, also known as telehealth, is a form of healthcare that uses technology to provide medical services remotely. It allows patients to connect with healthcare professionals without having to leave their homes, which can be particularly useful for individuals who live in rural or remote areas.

Telemedicine can take many forms, including video conferencing, remote monitoring, and mobile health apps. Video conferencing allows patients to communicate with doctors and specialists in real-time, while remote monitoring enables healthcare professionals to keep tabs on patients' health and wellbeing from a distance. Mobile health apps can provide patients with personalized health advice, reminders to take medication, and access to their medical records.

One of the key benefits of telemedicine is its convenience. Patients can schedule appointments and consult with healthcare professionals from the comfort of their own homes, which can be particularly useful for individuals with mobility issues, chronic illnesses, or other health conditions that make it difficult for them to travel. Additionally, telemedicine can help to reduce wait times and increase access to healthcare services, particularly in areas where there is a shortage of medical professionals.

Despite its many benefits, telemedicine is not without its challenges. One of the biggest obstacles is ensuring that patients have access to the technology required to participate in telemedicine appointments. This can be particularly challenging for individuals who are elderly, low-income, or live in areas with limited internet connectivity. Additionally, there are concerns about the quality of care provided through telemedicine, particularly when it comes to diagnosing and treating complex medical conditions.

### II. Answer the comprehension questions by circling the right answer from the given alternatives:

1. What is telemedicine?
  - a) A form of healthcare that uses technology to provide medical services remotely.
  - b) A type of medication that is taken orally.
  - c) A surgical procedure that involves the removal of a tumor.
  - d) A form of alternative medicine that uses natural remedies.

2. What are some of the different forms that telemedicine can take?
  - a) Video conferencing, remote monitoring, and mobile health apps
  - b) Acupuncture, chiropractic, and naturopathic medicine.
  - c) Surgery, chemotherapy, and radiation therapy.
  - d) Prescription drugs, over-the-counter medications, and herbal supplements.
3. What is one of the key benefits of telemedicine?
  - a) It allows patients to communicate with healthcare professionals in real-time.
  - b) It involves the use of natural remedies and alternative therapies.
  - c) It is only available to individuals who live in urban areas.
  - d) It is more expensive than traditional healthcare services.
4. What is one of the biggest obstacles to telemedicine?
  - a) Ensuring that patients have access to the technology required to participate
  - b) Training healthcare professionals to use telemedicine technology.
  - c) Providing patients with access to traditional healthcare services.
  - d) Ensuring that patients receive the same quality of care as they would in a traditional healthcare setting.
5. How can telemedicine help to increase access to healthcare services?
  - a) By allowing patients to connect with healthcare professionals from the comfort of their own homes.
  - b) By providing patients with natural remedies and alternative therapies.
  - c) By reducing the overall cost of healthcare services.
  - d) By requiring patients to travel to a traditional healthcare setting for appointments.

**III. Answer the following questions after reading the passage. Write your answers in your exercise book.**

1. How does telemedicine differ from the traditional healthcare services?
2. What are some of the potential future developments in the field of telemedicine, and how might they impact healthcare in the years to come?

## Section 8.4 Vocabulary

### ✿ Section Overview

In this section, you'll have more chances to learn new words and phrases taken from the reading passage. You will also learn analogies, the meanings of commonly confusing English words, and phrasal verbs and their contextual meanings accordingly.

### Section Learning outcomes

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

- guess the meanings of words from context;
- recognize word relationships called analogy based on function;
- identify the contextual meanings of common confusing words; and
- identify the meanings of phrasal verbs in a context.

### 8.4.1 Vocabulary from the reading passage

#### ? Activity 8.5

#### I. Answer the following vocabulary questions based on the reading passage:

1. Which of the following best defines the term "remote monitoring" as used in the passage on telemedicine?
  - a) The use of natural remedies to treat medical conditions.
  - b) The process of scheduling appointments and consultations online.
  - c) The ability to keep tabs on patients' health and wellbeing from a distance.
  - d) The use of video conferencing to communicate with healthcare professionals.
2. Which of the following best defines the term "accessibility" as used in the passage?
  - a) The ability of patients to connect with healthcare professionals remotely.
  - b) The ability of healthcare professionals to provide care from a distance.

- c) The ease with which patients can schedule appointments and consultations. d) The availability of healthcare services to all individuals, regardless of location or socioeconomic status.
3. Which of the following best defines the term “efficiency” as used in the passage?
- a) The ability of healthcare professionals to provide personalized health advice to patients.
  - b) The speed and ease with which healthcare services can be delivered.
  - c) The quality of care provided to patients through telemedicine.
  - d) The ability of patients to access their medical records remotely.
4. Which of the following best defines the term “wait times” as used in the passage on telemedicine?
- a) The amount of time patients spend in a traditional healthcare setting.
  - b) The amount of time it takes for patients to schedule appointments and consultations.
  - c) The amount of time patients spend traveling to and from healthcare appointments.
  - d) The amount of time patients must wait before receiving healthcare services.
5. Which of the following best defines the term “telecommunication” as used in the passage?
- a) The use of technology to provide medical care remotely.
  - b) The use of communication technology to transmit information over long distances.
  - c) The use of alternative therapies and natural remedies to treat medical conditions.
  - d) The use of video conferencing to connect patients with healthcare professionals.

### 8.4.2 Analogy

An analogy is a comparison between two things that are similar in some way. It is often used to explain complex or abstract ideas in a more relatable way. Analogies can be used in various contexts, such as in literature, science,

mathematics, and everyday conversations.

An analogy consists of two parts: the base or subject, and the comparison or the object. The base is the thing that is being compared, while the comparison is the thing that it is being compared to. For example, "Life is like a box of chocolates" is an analogy where life is the base and box of chocolates is the comparison.

Analogy is often used to help understand new concepts by comparing them to something familiar. It can also be used to convey a message or an idea in a more memorable and understandable way. For instance, "Time is money" is a common analogy used to express the value of time in terms of money.

### ? Activity 8.6

**I. Which of the following analogies is correct? Circle the letter of the right answer from the given alternatives.**

- A. Sound is to silence as light is to darkness.

B. Sound is to noise as light is to color.

C. Sound is to ear as light is to eye.

D. Sound is to speaker as light is to bulb.
- A. Singer is to microphone as painter is to canvas.

B. Singer is to stage as painter is to brush.

C. Singer is to audience as painter is to art gallery.

D. Singer is to lyrics as painter is to colors.
- A. Ocean is to sea as river is to stream.

B. Ocean is to wave as river is to current.

C. Ocean is to fish as river is to trout.

D. Ocean is to tide as river is to flood.
- A. Child is to adult as seed is to tree.

B. Child is to toy as seed is to fruit.

C. Child is to play as seed is to germination.

D. Child is to growth as seed is to planting.

5. A. Castle is to king as spaceship is to astronaut.  
B. Castle is to moat as spaceship is to gravity.  
C. Castle is to drawbridge as spaceship is to launch pad.  
D. Castle is to knight as spaceship is to alien.
6. A. Book is to library as car is to garage.  
B. Book is to shelf as car is to driveway.  
C. Book is to author as car is to driver.  
D. Book is to page as car is to tire.
7. A. Rain is to wet as sun is to hot.  
B. Rain is to cloud as sun is to sky.  
C. Rain is to plant as sun is to photosynthesis.  
D. Rain is to umbrella as sun is to sunscreen.
8. A. Tiger is to feline as dog is to canine.  
B. Tiger is to mammal as dog is to canine.  
C. Tiger is to jungle as dog is to kennel.  
D. Tiger is to stripes as dog is to bark.
9. A. Clock is to time as calculator is to numbers.  
B. Clock is to alarm as calculator is to math.  
C. Clock is to hour as calculator is to addition.  
D. Clock is to face as calculator is to display.
10. A. Wind is to breeze as fire is to flame.  
B. Wind is to tornado as fire is to volcano.  
C. Wind is to air as fire is to heat.  
D. Wind is to kite as fire is to match.

### 8.4.3 Commonly Confusing Words in English



**Here are some commonly confusing words in**

1. Accept vs. Except

Accept: To receive or agree to something

Except: To exclude or leave out something

2. Affect vs. Effect

Affect: To influence or impact something

Effect: The result or outcome of something

3. Allusion vs. Illusion

Allusion: A reference to something indirectly or figuratively

Illusion: A false perception or appearance

4. Compliment vs. Complement

Compliment: To praise or express admiration for someone

Complement: To complete or enhance something

5. Discreet vs. Discrete

Discreet: To be cautious or careful in behavior

Discrete: Separate or distinct

6. Farther vs. Further

Farther: Physical distance or measurement

Further: Referring to an abstract or figurative distance

7. Imply vs. Infer

Imply: To suggest or express indirectly

Infer: To draw a conclusion or understanding from what is suggested or implied

8. Its vs. It's

Its: Belonging to or associated with something

It's: Contraction of "it is" or "it has"

9. Loose vs. Lose

Loose: Not tight or free from constraint

Lose: To misplace or fail to win

10. Than vs. Then

Than: Used for comparison between two things

Then: Referring to a specific time or sequence of events

### ? Activity 8.7

**I. Write the correct word to complete each sentence in the space provided. Use a dictionary.**

1. The loud noise from the construction site \_\_\_\_\_ my ability to concentrate. (affect/effect)
2. The medication had a positive \_\_\_\_\_ on my symptoms. (affect/effect)
3. I will \_\_\_\_\_ the job offer if it comes with good benefits. (accept/except)
4. Everyone is invited to the party, \_\_\_\_\_ for Sarah who is out of town. (accept/except)
5. \_\_\_\_\_ are some cookies in the kitchen if you want some. (Their/They're/There)
6. Let's go get ice cream, and \_\_\_\_\_ we can go to the park. (then/than)
7. I don't want to \_\_\_\_\_ my keys again, they are important. (lose/loose)
8. The shirt feels \_\_\_\_\_ on me, I think I need a smaller size. (lose/loose)
9. Can you please be \_\_\_\_\_? I'm trying to concentrate. (quiet/quite)
10. The new restaurant was \_\_\_\_\_ good, we should go back again. (quiet/quite)

#### 8.4.4 Phrasal verbs with "turn"

#### Here are some common phrasal verbs with "turn"

1. Turn down - To reject an offer or request. Example: I had to turn down the job offer because it required too much travel.
2. Turn up - To arrive, appear, or become present. Example: The meeting was scheduled for 2 pm, but Jane didn't turn up until 2:30 pm.
3. Turn in - To submit or hand over something. Example: The students need to turn in their essays by Friday.

4. Turn on - To activate or start something. Example: Can you turn on the projector so we can start the presentation?
5. Turn off - To deactivate or stop something. Example: Don't forget to turn off the lights when you leave the room.
6. Turn out - To end up or result in a particular way. Example: The event turned out to be a huge success.
7. Turn over - To flip something over or rotate it. Example: Can you turn over the pancakes so the other side can cook?
8. Turn up/down the volume - To increase or decrease the volume of something. Example: Can you turn up the volume on the TV? I can't hear the dialogue.
9. Turn away - To refuse entry or access to someone. Example: The bouncer turned away anyone who didn't have a valid ID.
10. Turn to - To seek help or advice from someone. Example: When I'm feeling stressed, I always turn to my best friend for support.

**II. Choose the appropriate phrasal verb to complete the following sentences:**

1. I'm going to \_\_\_\_\_ the TV so we can watch the movie. a) turn on    b) turn off  
c) turn up    d) turn down
2. I had to \_\_\_\_\_ the invitation to the party because I was already busy. a) turn down    b) turn in    c) turn on    d) turn up
3. Can you \_\_\_\_\_ the page so we can see the next section of the book? a) turn off    b) turn in    c) turn over    d) turn up
4. I forgot to \_\_\_\_\_ the stove before I left the house. a) turn off    b) turn in    c) turn up    d) turn down
5. The movie didn't \_\_\_\_\_ out to be as good as we expected. a) turn up    b) turn on    c) turn off    d) turn out
6. I always \_\_\_\_\_ my phone at night so I can get some sleep. a) turn off    b) turn on    c) turn up    d) turn down
7. I'm going to \_\_\_\_\_ the offer because the salary is too low. a) turn down    b) turn in    c) turn up    d) turn off

8. The bouncer \_\_\_\_\_ away anyone who didn't have a valid ID.  
a) turned off b) turned up c) turned in d) turned away
9. I had to \_\_\_\_\_ to my boss for help with the project.  
a) turn off b) turn in c) turn over d) turn to
10. Can you \_\_\_\_\_ the music? It's too loud.  
a) turn up b) turn down c) turn off d) turn on

## Section 8.5 Grammar Skills

### 🌀 Section overview

The grammar of this unit includes active and passive voices, verbs and prepositions, and pronoun and adverb changes in reported speech. Each sub-section is presented with grammatical points as tips with supportive examples, followed by a good number of exercises.

### Section learning outcomes

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

- Decide when to use active and passive voices;
- Identify how to use verbs and prepositions in a context; and
- Make adverb and pronoun changes in reported speech.

### 8.5.1 Active and Passive voice



#### In English, there are two voices:

**Active** and **Passive**. The choice of voice depends on who or what is performing the action and who or what is receiving the action.

In the active voice, the subject of the sentence performs the action. The structure of the sentence is subject-verb-object.

Examples of active voice sentences:

- Balcha wrote the report. (subject = Balcha, verb = wrote, object = report)
- The dog chased the cat. (subject = dog, verb = chased, object = cat)

In the passive voice, the object of the sentence becomes the subject and the verb is conjugated in a special way using the past participle. The structure of the sentence is object-verb-subject (or object-verb). The agent (person or thing that performs the action) is often omitted or mentioned in a prepositional phrase.

Examples of passive voice sentences:

- The report was written by Balcha. (object = report, verb = was written, subject = Balcha)
- The cat was chased by the dog. (object = cat, verb = was chased, subject = dog)

Passive voice is often used when the agent is unknown, unimportant, or when the focus is on the action itself rather than who performed it.

It's important to note that passive voice can sometimes create ambiguity or awkwardness in a sentence, and it is generally advised to use active voice whenever possible, especially in academic or technical writing. However, passive voice can be useful in some situations such as emphasizing the receiver of the action or avoiding blaming someone for an action.

### ? Activity 8.8

#### I. Choose the sentence in the active voice:

1. a. The cake was baked by Sarah.  
b. Sarah baked the cake.
2. a. The movie was watched by the family.  
b. The family watched the movie.
3. a. The novel was written by the author.  
b. The author wrote the novel.
4. a. The letter was mailed by the postman.  
b. The postman mailed the letter.

#### II. Choose the sentence in the passive voice:

1. a. The storm destroyed the house.  
b. The house was destroyed by the storm.
2. a. The company hired a new employee.  
b. A new employee was hired by the company.
3. a. The children played in the park.  
b. The Park was filled with children playing.

4. a. The students completed the assignment.  
b. The assignment was completed by the students.

**III. To complete the friendly letter below, use the most suitable tense and voice forms of the verbs in the brackets to complete a letter from Markos, who is on holiday in Bahirdar, to his sister Selam in Hawassa. Check your answers with a partner.**

Dear Selam,

How are you? We've been having a lovely time. We're being very well looked after by our hosts. We (1) \_\_\_\_\_ (take) sightseeing and we (2) \_\_\_\_\_ (introduce) to some of their friends, who (3) \_\_\_\_\_ (make) us feel very welcome. Last night, we (4) \_\_\_\_\_ (sow) round an old hotel, by the owner! Most of the land in this area (5) \_\_\_\_\_ (belong) to his family for about hundred years. Apparently, the land (6) \_\_\_\_\_ (give) to them after one of his ancestors (7) \_\_\_\_\_ (kill) while trying to save his brother's life from bandits.

The hotel itself was a little bit disappointing, to be absolutely honest. The owner told us that it (8) \_\_\_\_\_ (suffer) serious damage during a fire about thirty years ago. When it (9) \_\_\_\_\_ (restore) they (10) \_\_\_\_\_ (add) central heating and things like that. So once you're inside it (11) \_\_\_\_\_ (not feel) much different to any other large, old house. But the owner is a real character. He told us lots of stories about things that (12) \_\_\_\_\_

(happen) to him when he was young. He (13) \_\_\_\_\_ (send) abroad to work in a bank, but he hated it, so he (14) \_\_\_\_\_ (behave) very badly in order to (15) \_\_\_\_\_ (sack). He kept us laughing for hours. I hope he (16) \_\_\_\_\_ (invite) here before we leave. I'll have more to tell you when you get back to Addis. Take care.

Yours affectionately,

Markos.

### 8.5.2 Verbs and Prepositions

Verbs and prepositions are a common source of confusion for English learners. Some verbs require certain prepositions to complete their meaning, and using the wrong preposition can completely change the intended meaning of the sentence.

**Here are some common verb-preposition pairs**

1. Look forward to - I'm looking forward to my vacation.
2. Take care of - Can you take care of my dog while I'm away?
3. Get along with - I get along well with my coworkers.
4. Think of - Can you think of a good name for our new product?
5. Listen to - I love listening to music while I work.
6. Agree with - I agree with your assessment of the situation.
7. Belong to - This book belongs to my sister.
8. Talk about - Let's talk about our plans for the weekend.
9. Go to - I'm going to the store to buy some groceries.
10. Look at - Can you look at this report and give me your opinion?

It's important to note that not all verbs have set prepositions that always follow them, and sometimes the preposition can vary depending on the context of the sentence. Additionally, some prepositions can be used with multiple verbs, and the meaning can vary depending on the verb used. For example, the preposition "on" can be used with the verb "rely" to mean dependence ("I rely on my team to complete the project"), but can also be used with the verb "focus" to mean attention ("Let's focus on our objectives for this quarter").

**Activity 8.9**

**I. Complete the following blank spaces using the appropriate verb or preposition forms from the box indicated below.**

Fill...in; launch...onto; asks...for; free...up; work...out;  
 provide...with; at...out; under...of; attract...to; come up...  
 with

1. Can you \_\_\_ me \_\_\_ on your new project? (fill, in)
2. She always \_\_\_ her boss \_\_\_ feedback on her work. (asks, for)
3. We need to \_\_\_ this problem \_\_\_ before we can move forward.  
(work, out)
4. He's really good \_\_\_ negotiating \_\_\_ contracts. (at, for)
5. They're hoping to \_\_\_ more volunteers \_\_\_ their charity event.  
(attract, to)

6. The company is planning to \_\_\_\_ a new product \_\_\_\_ the market next year. (launch, onto)
7. Can you \_\_\_\_ some time \_\_\_\_ your schedule to meet with me? (free, up)
8. We always \_\_\_\_ our customers \_\_\_\_ a high level of service. (provide, with)
9. He's been \_\_\_\_ a lot \_\_\_\_ stress lately because of his job. (under, of)
10. The team needs to \_\_\_\_ a plan \_\_\_\_ how to tackle this project. (come up with)

**II. Complete the following story by putting a preposition where necessary. For some gaps no preposition is required.**

When Jambo arrived (1) \_\_\_\_\_ the theatre, Almaz was waiting (2) \_\_\_\_\_ him. "where have you been?" she asked (3) \_\_\_\_\_ him. 'We can talk (4) \_\_\_\_\_ that later,' said Jambo. 'I tried to phone (5) \_\_\_\_\_ you to say that I was going to be late, but you were out. Let's go into the concert '.

'OK,' said Almaz, 'but as you were late, you have to pay (6) \_\_\_\_\_ the tickets! 'What?' said Jambo. 'I don't want to argue (7) \_\_\_\_\_ it, but I don't agree (8) \_\_\_\_\_. It's not fair.

### 8.5.3 Pronoun and adverb changes in reported speech

In reported speech, pronouns and adverbs often need to be changed to reflect the speaker's perspective. Here are some examples of how pronouns and adverbs can change in reported speech:

1. Direct speech: "I am going to the store," said John. Reported speech: John said he was going to the store.

In this example, "I" changes to "he" to reflect John's perspective in reported speech.

2. Direct speech: "She will be here soon," said Tom. Reported speech: Tom said she would be there soon.

In this example, "here" changes to "there" to reflect the shift in perspective from the speaker to the reported subject.

3. Direct speech: "We have finished the project," said the team leader. Reported speech: The team leader said they had finished the project.

In this example, “we” changes to “they” to reflect the shift from the speaker to the team as a whole.

4. Direct speech: “They haven’t decided yet,” said the secretary.  
Reported speech: The secretary said they hadn’t decided yet.

In this example, “they” remains unchanged in reported speech as it refers to the same group of people.

5. Direct speech: “I can’t find my keys,” said Jane. Reported speech: Jane said she couldn’t find her keys.

In this example, “my” changes to “her” to reflect the shift in perspective from the speaker to the reported subject.

6. Direct speech: “I will meet you at the restaurant,” said Sam. Reported speech: Sam said he would meet me at the restaurant.

In this example, “you” changes to “me” to reflect the shift in perspective from the original listener to the reported speaker.

### ? Activity 8.10

#### I. Put the following sentences into reported speech. Remember to make the pronoun and adverb changes.

- Ato Bulcha said, “I was watching TV last night.”  
Ato Bulcha said (that)\_\_\_\_\_.
- Solomon explained, “I saw the accident at the corner of High Street.”  
Solomon explained (that)\_\_\_\_\_.
- Biftu said, “We had a wonderful time at Peter’s party.”  
Biftu said (that)\_\_\_\_\_.
- The farmer said, “I didn’t see her.”  
The farmer said (that)\_\_\_\_\_.
- Wondimu and Temesgen said, “We were very happy about the present.”  
Wondimu and Temesgen said (that)\_\_\_\_\_.
- Ato Belguda said, “As a young boy I collected stickers.”  
Ato Belguda said (that)\_\_\_\_\_.
- Peter reported, “We played a lot of tennis last year.”  
Peter reported (that)\_\_\_\_\_.

8. Mother said, "I have a headache."  
Mother said (that)\_\_\_\_\_.
9. The Clarks told us, "We drove right down to Athens last summer."  
The Clarks told us (that)\_\_\_\_\_.
10. Helen said, "I'm watching the late-night show."  
Helen said (that) \_\_\_\_\_.
11. Lemma said, "They were interested in other countries."  
Lemma said (that)\_\_\_\_\_.
12. Ato Lencho said, "I take my medicine regularly."  
Ato Lencho said (that)\_\_\_\_\_.
13. Mulu said, "I don't feel better now."  
Mulu said (that)\_\_\_\_\_.
14. Sarah said, "My father takes me to school every day."  
Sarah said (that)\_\_\_\_\_.
15. He said to the reporters, "I'm a farmer in Cornwall."  
He said to the reporters (that)\_\_\_\_\_.

## Section 8.6 Writing Skills

### ✿ Section overview

This section is on writing argumentative essay. After rearranging the jumbled paragraphs and forming an argumentative essay, you are provided with tips on how to write an argumentative essay. Finally, you will be asked to write an argumentative essay on one of the given topics.

### Section learning outcomes:

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

- Rearrange jumbled paragraphs and form a coherent argumentative essay; and
- Develop an argumentative paragraph based on one of the given topics.

### ? Activity 8.11

- I. **Re-arrange the following jumbled paragraphs into a complete argumentative essay**

1. Second, it is incredibly narrow-minded to assume that the only service libraries offer is book lending. Libraries have a multitude of benefits, and many are only available if the library has a physical location. Some of these benefits include acting as a quiet study space, giving people a way to converse with their neighbors, holding classes on a variety of topics, providing jobs, answering patron questions, and keeping the community connected. One neighborhood found that, after a local library instituted community events such as play times for toddlers and parents, job fairs for teenagers, and meeting spaces for senior citizens, over a third of residents reported feeling more connected to their community. Similarly, a Pew survey conducted in 2015 found that nearly two-thirds of American adults feel that closing their local library would have a major impact on their community. People see libraries as a way to connect with others and get their questions answered, benefits tablets can't offer nearly as well or as easily.
2. While replacing libraries with tablets may seem like a simple solution, it would encourage people to spend even more time looking at digital screens, despite the myriad issues surrounding them. It would also end access to many of the benefits of libraries that people have come to rely on. In many areas, libraries are such an important part of the community network that they could never be replaced by a simple object.
3. As online learning becomes more common and more and more resources are converted to digital form, some people have suggested that public libraries should be shut down and, in their place, everyone should be given an tablets with an e-reader subscription
4. However, it would be a serious mistake to replace libraries with tablets. First, digital books and resources are associated with less learning and more problems than print resources. A study done on tablet vs book reading found that people read 20-30% slower on tablets, retain 20% less information, and understand 10% less of what they read compared to people who read the same information in print. Additionally, staring too long at a screen has been shown to cause numerous health problems, including blurred vision, dizziness, dry eyes, headaches, and eye strain, at much higher instances than reading print does. People who use tablets and mobile devices excessively also have a higher incidence of more serious health issues such as fibromyalgia, shoulder and back pain, carpal tunnel syndrome, and muscle strain. I know that whenever I read from my e-reader for too long, my eyes begin to feel tired and my neck hurts. We should not add to these problems by giving people, especially young people, more reasons to look at screens.

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

The right order for the above jumbled paragraphs is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

### What Is an Argumentative Essay?

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

A good argumentative essay will use facts and evidence to support the argument,

rather than just the author's thoughts and opinions.

### Tips for Writing a Good Argumentative Essay

#### **A. Make Your Thesis Crystal Clear**

The thesis is the key to your argumentative essay; if it isn't clear or readers can't find it easily, your entire essay will be weak as a result. Always make sure that your thesis

statement is easy to find. The typical spot for it is the final sentence of the introduction paragraph, but if it doesn't fit in that spot for your essay, **try to at least put it as the first or last sentence of a different paragraph so it stands out more.**

Also make sure that your thesis makes clear what side of the argument you're on. After you've written it, it's a great idea to show your thesis to a couple different people--classmates are great for this. Just by reading your thesis they should be able to understand what point you'll be trying to make with the rest of your essay.

#### **B. Show Why the Other Side Is Weak**

When writing your essay, you may be tempted to ignore the other side



6. The car \_\_\_\_\_ by my brother.  
a. was driven                      b. drove
7. The game \_\_\_\_\_ by the children.  
a. was played                      b. played
8. The house \_\_\_\_\_ by the builders.  
a. was built                              b. built
9. The tree \_\_\_\_\_ by the storm.  
a. was blown down      b. blew down
10. The story \_\_\_\_\_ by the teacher.  
a. was told                              b. told

**II.**

1. 1. She is allergic \_\_\_\_\_ seafood.  
a. to              b. at              c. in              d. with
2. I'm looking forward \_\_\_\_\_ the weekend.  
a. to              b. at              c. in              d. with
3. He apologized \_\_\_\_\_ being late.  
a. to              b. at              c. for              d. with
4. I'm not good \_\_\_\_\_ math.  
a. to              b. at              c. in              d. with
5. They congratulated her \_\_\_\_\_ her success.  
a. to              b. at              c. in              d. on
6. The cat jumped \_\_\_\_\_ the table.  
a. to              b. at              c. in              d. on
7. I'm interested \_\_\_\_\_ learning a new language.  
a. to              b. at              c. in              d. with
8. I'm used \_\_\_\_\_ waking up early.  
a. to              b. at              c. in              d. with
9. She accused him \_\_\_\_\_ lying.  
a. to              b. at              c. of              d. with
10. I'm tired \_\_\_\_\_ working all day.  
a. to              b. at              c. in              d. of

## III.

1. "I will go to the store," said Sarah. Sarah said \_\_\_\_\_.  
a) she will go to the store                      b) she would go to the store  
c) she had gone to the store                      d) she has gone to the store
2. "I saw her yesterday," said Tom. Tom said \_\_\_\_\_.  
a) he had seen her the day before              b) he saw her yesterday  
c) he has seen her yesterday                      d) he will see her the day before
3. "I am studying English," said Alex. Alex said \_\_\_\_\_.  
a) he is studying English                      b) he was studying English  
c) he had been studying English                  d) he had studied English
4. "I can't come to the party," said Jane. Jane said \_\_\_\_\_.  
a) she couldn't go to the party                  b) she can't go to the party  
c) she can't come to the party                  d) she couldn't come to the party
5. "I will call you later," said John. John said \_\_\_\_\_.  
a) he would call me later                      b) he will call me later  
c) he called me later                              d) he had called me later
6. "I am going to the beach," said Lisa. Lisa said \_\_\_\_\_.  
a) she was going to the beach                  b) she is going to the beach  
c) she has gone to the beach                      d) she had gone to the beach
7. "I have never been to Paris," said Mike. Mike said \_\_\_\_\_.  
a) he had never been to Paris                      b) he has never been to Paris  
c) he was never been to Paris                      d) he would never been to Paris
8. "I am leaving tomorrow," said Emily. Emily said \_\_\_\_\_.  
a) she is leaving tomorrow                      b) she was leaving tomorrow  
c) she will leave tomorrow                      d) she would leave tomorrow
9. "I am not feeling well," said Peter. Peter said \_\_\_\_\_.  
a) he was not feeling well                      b) he is not feeling well  
c) he had not been feeling well                  d) he has not been feeling well
10. "I will have dinner at 7 pm," said Amanda. Amanda said \_\_\_\_\_.  
a) she would have dinner at 7 pm              b) she had dinner at 7 pm  
c) she will have dinner at 7 pm                  d) she has dinner at 7 pm

## ☑ Checklist

Dear learner, in unit 8, 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

<b>Learning Outcomes</b>	<b>Not well (1)</b>	<b>Ok (2)</b>	<b>Well (3)</b>	<b>Very well (4)</b>
Participate in English-medium meetings;				
construct sentences using new words;				
interpret verbal analogies;				
distinguish the use of phrasal verbs;				
identify the use of active and passive voice forms;				
construct sentences using active and passive verb forms;				
identify pronoun changes in reported speech;				
compose argumentative essay.				

# Unit 9: Conflict Resolution

## ✿ Unit Introduction

Hello! Dear student, welcome to unit nine, module II of English for Ethiopia Grade 12.

The title of the unit is "Conflict Resolution." 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 Conflict Resolution. The unit is subdivided into six sections.

The first section is a listening practice and the second section is speaking. There are two speaking lessons under this section: describing people and drama in public speech. In this section, you will learn words that are used to describe people. You will also learn how to write a play/drama that would help you use the language in real context.

In the reading practice, you will deal with activities that are meant to expand your ability to read different 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 revise the patterns of the verbs with wishes, and the meaning of the alternatives. At the end of the unit, there are additional reading and writing activities. The writing activities include jumbled paragraphs, and essay writing. Without getting bored, you must work hard to constantly do the writing activities. Writing is a skill that you will master by writing.

## Unit outcomes

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

- listen and comprehend;
- tell the main ideas and specific information from reading texts;
- express your opinion on issues raised;
- tell the main ideas of various texts;
- extract information from a spoken sources;
- describe yourself and others;
- play short drama;
- identify the themes of reading texts;
- find out writer's opinions and suggestions;
- transfer information to tables/charts;
- complete statements with information from written sources;
- correct faulty subject-verb agreement in sentences;
- write an argumentative essay; and
- write job application letter.

## Unit Contents

**Unit 9** has six sections as follows:

### 9.1 Listening Skills

### 9.2 Speaking Skills

9.2.1 Describing people

9.2.2 Drama

### 9.3 Reading Skills

9.3.1 Yejoka Qitcha

### 9.4 Vocabulary

9.4.1 word relation

9.4.2 Analogy exercise

### 9.5 Grammar

9.5.1 Patterns of the verbs with wish;      9.5.2 wish/ if only

9.5.3 Faulty subject verb agreement

9.5.4 Reported Speech - Tense Change Revision

### 9.6 Writing

9.6.1 Reorganizing jumbled paragraphs to make coherent and meaningful essay.

9.6.2 Argumentative Essay

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 items according to the listening text;
- Taking part in a discussion;
- Expressing opinions;
- Reading for detailed information;
- Note-making from reading;
- Learning new words using contextual clues;
- Making verbal reasoning contextual clues relationship;
- Using phrasal words in a context;
- Introducing result clauses using different conjunctions;
- Giving reasons different verb patterns;
- Practicing the usage of connectors and conjunctions in different context;
- Correcting faulty agreements;
- Arranging jumbled paragraphs; and
- Practicing argumentative essay writing.

## Section 9.1 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; and
- Expand their vocabulary by learning new words,

### ? Activity 9.1

#### I. Answer the following questions before listening to the audio.

1. What is your understanding of the term "conflict resolution"?
2. Can you think of any examples of conflicts that you have encountered in your personal or academic life? How were they resolved?

#### II. While listening the audio, match the following conflict resolution strategies with their descriptions:

1. Active Listening: \_\_\_\_\_
2. Effective Communication: \_\_\_\_\_
3. Problem-Solving: \_\_\_\_\_
  - a. Involves understanding the perspectives and needs of all parties involved.
  - b. Helps to avoid misunderstandings and reduce tensions.
  - c. Encourages compromise and fosters a sense of shared ownership in finding a resolution.

#### III. Answer the following questions after listening:

1. Why is active listening an important skill in conflict resolution?
2. How can effective communication contribute to resolving conflicts?
3. Can you think of a real-life situation where problem-solving skills could have helped in resolving a conflict? Explain the scenario and possible solutions.

## Section 9.2 Speaking Skills

### ⚙ Section Overview

In this speaking section you are going to practice speaking activities using expressions of describing people. You will also practice writing drama scripts considering real life experience in resolving conflicts. Therefore, in this section it is also important to revise your vocabulary knowledge to describe the physical appearances of people.

You might not be able to find someone whom you speak with. If there is someone with whom you might share the activity, do not hesitate to make use of the opportunity. However, you can use the expressions describing people you know or yourself. You can write a drama script and aloud to yourself to improve your speaking skills. You can also watch dramas and recordings in English.

### Section learning outcomes

- At the end of this section, you will be able to:
- use expressions to describe people;
- write drama; and

#### ? Activity 9.2

- I. Look at the following portraits of people. Write sentences describing each person using the information given in the table below.

Example: Robel has short grey hair.

No.	Name	Age	Height	Weight	adjectives
1	Adem	65	170 cm	95 kg	old, retired, plump, short and grey hair, wears a hat
2	Wondwosen	24	185 cm	78 kg	handsome, tall, medium weight, long and black hair
3	Sara	16	150 cm	44 kg	student, young, short, slim, brown hair
4	Mera	55	145 cm	82 kg	old, short, plump, wears hair cover and earrings

- II. Interview two people who know you well (a family member, or a close friend). Ask them about what they think about your physical appearance and personality. Write down key words they use to describe you and write them in the table. Compare and contrast your perception and theirs.

	Your perception	Their perception
<b>Physical appearance</b>		
<b>Personality</b>		

1. Have ever fought with a family member or friends because of the descriptions they gave you?
2. Narrate the incident to the whole class.
3. Work individually. Agree or disagree to the following personality descriptions. Justify if you disagree. Then compare your answer with a partner. Put ✓ in the alternative column in relation to your response.

	Statement	Agree	Disagree	Justify
1	You have self control of your behavior.			
2	You exhibit strong emotions.			
3	You express your true feelings public.			
4	You are a very friendly person.			
5	You are a very polite person.			
6	You are sometimes impolite.			
7	You are extremely shy.			
8	You are mean when it comes to money.			
9	You are generous.			
10	You are lovable.			

#### 9.4. Drama

#### ? Activity 9.3



- I. *Prepare a play/ drama in which family members try to solve a conflict between the elder and the younger brother or sister. They don't usually go along and fight for silly matters. The other sister explains to the parents what happened between them. However, the father wants to hear from them. He asks his children who were quarreling what the matter was. Then the children keep shouting one blaming the other. The mother intervenes and asks the elder one to tell the truth. Finally, the parents solve the conflict wisely and the children in the conflict apologize to each other for the hostility and for disturbing the family.*

## Section 9.3 Reading

### ✿ 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

- Provide answers based on the pre-reading experience;
- Answer comprehension questions correctly based on the reading text; and
- Do the post reading activity

### ? Activity 9.4

**I. How do you usually resolve conflicts with friends/family members? Read the following statements and decide whether you agree or disagree. Reason out why you agree or disagree.**

No	Statement	Agree	Disagree
1	I stay away from him/her.		
2	I follow his/her proposals and maintain our relationship.		
3	I insist on my position to the conflict.		
4	I compromise to please him/her.		
5	I ask friends/ parents to intervene		
6	I openly discuss with him/her.		
7	I regret and ask to forgiveness.		

Put (√) mark if the sentence is correct and (x) mark if the sentence is incorrect according to the reading text entitled **Yejoka Qitcha** and write the paragraph number of the text that justifies your answer.

S.N	Statements	√ / X	Parag. no.
1	There are different parts of in Yejoka which are dissimilar.		
2	The largest traditional judicial system is called Gogot.		
3	Yejoka gives solution to only big complex problems.		
4	Custemary rules in Gurage are still working.		
5	Ye Ankit Qicha is one of the five articles of Yejoka.		

6	Ye Qiye Qicha is responsible to put solutions to issues related to land.		
7	An elected member of the council will serve forever.		
8	The maximum time to make decisions in Yejokat is three months.		
9	When one party loses the other one wins in traditional conflict resolution methods.		
10	The government accepts the customary laws and decisions.		

**Match the name on the left with information in the right column (answer key)**

**A**

1. Ye Sera Dane
2. Ye Mura Gene Dane
3. Ye Tib Dane
4. Ye Ankit Qicha
5. Yejoka Qitcha

**B**

- a. first instance court
- b. two more villages
- c. different sub-tribes
- d. marriage & divorce
- e. educating and protecting women

**Reference: The following words are underlined in the reading text**

**Yejoka Qitcha above.**

**What do these words refer to in the reading text?**

1. Its (para 1) \_\_\_\_\_
2. The system (para 3) \_\_\_\_\_
3. Their (para 6) \_\_\_\_\_
4. Him/ her (para 7) \_\_\_\_\_
5. They (para 8) \_\_\_\_\_

**II. Answer the following questions according to the reading text**

1. What are the main criteria to elect the member of council?
2. For how many rounds can a a council member be reelected?
3. What do the members of the council do whenever there is a lack of confidence over a given member?

4. How many total representatives are there in supreme council of Yejoka Qitcha, and in each respective councils?
5. Why does the community isolate culprits of murder until the case gets a final decision?



### Yejoka Qitcha

The customary rule in Gurage has varied application and nomenclature. Ye gordena Sera in northern Guraghe (Kistane and Gedebano Gutazer Welene); Ye feragezegne Sera in eastern Gurage (Meskan); Yejoka Qitcha or Ye Sebat-bet Gurage Qicha in western Gurage (Sebat Bet Gurage) and Gogot in Dobi. The system in each case is related to one another in **its** very sense.

Yejoka Qitcha is the largest traditional judicial system as compared with its areas of application. It is a traditional judicial system that has been serving to reconcile conflicts without compromising the modern law. Yejoka is a fusion of two Guragigna words—Uej (branch) and Yoka (ground layering). A mythology of the coinage of the word “Yejoka” tells us that two old trees lay their branches on the ground to eventually send roots while attached with the parent trees and grow, and then the young tree will be cut from the parent to be independent.

Elders assemble under the shadow of such tree which is called Yejoka. Even the neighborhood where such tree is found is called Yejoka. The system survived till the present day from 16th century on. **The system** has provisions

to give solutions ranging from disputes that reach any stage to homicide. Attempts would be made to give solutions at the smallest administrative levels. But, as per the weight of the case, benches at various levels will be involved. Ye Sera Dane, for instance, is tantamount to first instance court.

The next level is Ye Mura Gene Dane that involves two and more villages. Ye Tib Dane handles cases that involve different sub-tribes, Ye Kifile Bete Gurage Dane has a mandate to settle cases that draw different tribes. Eventually, grand issues would be referred to Yejoka Qicha. Provisions are also subject to amendments to respond to the current demands or pressing situations. For instance, HIV and AIDS had been new phenomenon, and new provisions were added accordingly. The amendments will be made in accordance with new technologies, sociocultural changes like wedding and mourning ceremonies, and new types of crime. They are not meant to be fixed forever.

Yejoka Qitcha has five main articles: Ye Dem Qicha, Ye Ankit Qicha, Ye Qiye Qicha, Ye Jefuere Qicha and Ye Gurda Qicha. Ye Dem Qicha deals with cases involving injuring someone, assassination, murder and murder attempt, property destruction including fire-raising. Ye Ankit Qicha sees cases including marriage and divorce. Ye Qiye Qicha investigates and puts solutions to issues of land. Ye Jefuere Qicha is about road connecting two villages.

Ye Gurda Qicha is responsible in facilitating any kind of promises and affirmation taken by members of the community. In addition to the listed major cases, Yejoka Qitcha has provided number of provisions regarding moral, ethics and other practices including transplanting of trees, proceedings of holidays, participating in development activities, education, the rights of children, educating and protecting women, assisting the elderly and orphans, respecting parents, rehabilitating drug and alcohol addict community members, among many others. Yejoka Qitcha has one supreme council, but all members have **their** own respective councils.

Each member elects 10 reputable elders for term of five-years at Yejoka Qitcha; this sums up to 90 representatives. Members of Council's executive committee shall also be elected for no more than three rounds. Whenever there is a lack of confidence over a given member of the council, the council can evict **him/ her** and make replacement through transparent election.

The main criteria to elect either of the member of council or executive include but not limited to; ingenuity, acceptance, popularity, mediation skills

and impartiality. Regarding judicial procedures, depending on the nature of the crime judges, take three month to one year to pass their final verdicts. Community isolates culprits of murder until the case get a final decision or **they** even be forced to exile to another area. Hence, the criminal will not bear the burden and appeals to the judges to pass their judgment by making confession about the crime, he added.

Yejoka Qitcha plays great role in taking preventive measure to potential conflicts stands tall in the community. Hence, it contributes to the peace and security of the people while easing burden to formal courts. Where there is no modern law, it helped the people to solve disputes between communities in a reasonable and fair way. There is no loser and winner in most traditional conflict resolution methods. All sides reach consensus and make reconciliation. Nowadays, such assets which passed through the acid test of time have received due recognition from the government.

Source: The Ethiopian Herald, January /2019

## Section 9.4 Vocabulary Skills

**Dear student in this section you are going to learn meaning relations in word families and analogies that would help you develop your vocabulary knowledge. You will also practice contextual meaning of words used in the reading text.**

### 9.4.1 Word Relationship

#### ? Activity 9.5

**I. Contextual meaning: For each of the following words or phrases, find an equivalent word in meaning from the reading text.**

1. distances \_\_\_\_\_
2. make happen \_\_\_\_\_
3. scream \_\_\_\_\_
4. make out \_\_\_\_\_
5. try very hard to achieve \_\_\_\_\_

**II. Match the words with the definition given in the right column. Write the letter of the correct answer in the space provided under A**

A	B
____ 1. bring up	a. to deal with or have responsibility for something
____ 2. constructive feedback	b. to solve or end a problem
____ 3. perspective	c. useful comments that help to improve
____ 4. handle	d. a long speech by one person
____ 5. blame	e. a way of seeing or thinking about something
____ 6. monologue	f. protecting yourself from criticism or attack
____ 7. defensive	g. to start talking about a particular topic
____ 8. resolve	h. think that someone is responsible for something wrong

### 9.4.2 Analogy Exercise

#### ? Activity 9.6

**Dear student in this section you are going to revise analogy activity under the vocabulary section in unit five.**

**Analogy** is a similarity in some respects between words that are otherwise dissimilar. A good example of this will be *bird* and *feathers*. The similarity between these two unrelated pairs of words is an analogy. The best way to approach an analogy question is to make up a relationship between the first two words and find another pair in the choices that would fit into that same sentence.

**I. For each category below, find the pair of words among the choices that is similar with the word relationship of the words provided. The first one has been done for you.**

**1. HAT : HEAD**

- a. cold : hot
- b. winter : snow
- c. clothes : closet

- d. basic : advanced
- e. glove : hand

The answer is "e" as 'hat' is put on the 'head' 'glove' is put on the 'hand'

**2. Butter : Bread**

- a. jam : jelly
- b. paint : wood
- c. toast : pan
- d. head : foot
- e. yellow : blue

**3. Frame : Picture**

- a. display : museum
- b. shelf : refrigerator
- c. mechanic : electrician
- d. nail : hammer
- e. fence : backyard

**4. Search : Find**

- a. sleep : wake
- b. explore : discover
- c. draw : paint
- d. think : relate
- e. walk : run

**5. Pharmacy : Drugs**

- a. mall : store
- b. doctor : medicine
- c. bakery : bread
- d. supermarket : discount store
- e. toys : games

**6. Teacher : School**

- a. actor : role
- b. mechanic : engine

- c. jockey : horse
- d. judge : courthouse
- e. author : book

## Section 9.5 Grammar Skills

### 9.5.1 Pattern of the Verb with 'Wish'

#### ? Activity 9.7

**I. Revise the lesson in unit 2 and study the meaning of the sentences given below. Are the statements about the past or present?**

**Example:** I wish I were taller. (This means I am not tall. It is about the present)

1. I wish I knew how to swim.
2. I wish I had eaten enough for breakfast.
3. I wish I visited Nech Sar Park last year.
4. I wish you would change.
5. I wish you changed.
6. I wish I would stop talking
7. I wish to see the director.
8. I wish you luck for your exam.
9. I hope you will have a nice time at the resort.

#### II. 'Wish' or 'if only'

We use 'wish' and 'if only' to talk about things that we would like to be different in either the present or the past. 'if only' is usually a bit stronger than wish.

**Example:** I wish I lived so far away from you. If only we knew what to do. He wishes he could afford a tour.

#### III. Express a wish or regret using the words given in the bracket.

1. I don't speak English fluently (wish)
2. We don't have enough money for school (if only)
3. I am an only child (wish)

4. I don't know anything about computers (if only)
5. My 13 years old sister wants to be older (wish)

**IV. Is what you wish about your life different from what you have now? Make a wish list about some of the following things. Write sentences using your wish list.**

Example: You can start your sentences with

I wish I had... or if only I were ...

<ol style="list-style-type: none"> <li>1. Home</li> <li>2. Family</li> <li>3. Friends</li> <li>4. School</li> </ol>	
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### 9.5.2 Faulty Subject Verb Agreements

#### ? Activity 9.8

**I. Identify if the subject and the verb in each case agree or not.**

1. Students and their teacher meet at Addis Ababa University to visit the National Museum.
2. Neither spoken words nor body language are unimportant
3. Adults and children needs to watch their diets.
4. An apple or grapes makes a better choice
5. Medical doctors all over the country wants stricter guidelines for athletes with concussions.
6. Courtrooms or a baseball field provides structured times and places for people to fight.

**II. Underline the correct verb in each sentence.**

1. Positive moments or good memories (needs, need) to outnumber the negative moments
2. Several minor concussions often (leads, lead) to permanent brain damage or even death.

3. Either the lack of exercise or the eating of fatty foods (causes, cause) more problems than just weight gain.
4. Everybody (agrees, agree) that the tropical forest is a source of medicine.
5. HIV /AIDS like any other health problem (need, needs) serious attentions.
6. COVID-19 is among the viruses that (cause, causes) the greatest number of

**III. Complete each of the following sentences with your own words and idea. Make sure the subject and verb agree.**

1. Our team \_\_\_\_\_
2. The box of chocolates \_\_\_\_\_
3. Both of my sisters \_\_\_\_\_
4. The effects increased school fee on the family \_\_\_\_\_
5. Not only the teacher but also the students \_\_\_\_\_
6. The jury \_\_\_\_\_



**Grammar tip:**

**Wish** can be used in different tenses depending on what we desire or desired to be different. (Present or past)

1. **Wish + Simple Past**

We use **“wish” + simple past** to express that we want a situation in the present (or future) to be different. Example “I wish I lived in Ethiopia” – Right now the speaker does not live in Ethiopia but would like to live in Ethiopia at the present.

2. **Wish + Past Continuous**

We use **“wish” + past continuous** to express that we want to be doing a different activity in the present (or the future).

“I wish I was eating Spanish food in Barcelona” – Right now this person is in the office, they would like to be in Spain, eating tapas, in the present.

3. **Wish + Past Perfect**

We use **“wish” + past perfect** to express that we want to be doing a different activity in the present (or the future).

Examples: *"I wish I hadn't eaten so much chocolate"*

*This person ate too much chocolate, feels sick and would like to go back to the past and change it.*

#### 4. **Wish + Would**

We use "wish" + would + infinitive to express dissatisfaction with the present situation.

Examples: *"I wish you would stop making so much noise"*

The person wants the other to stop making noise.

### 9.5.2 Reported Speech - Tense Change Revision

#### ? Activity 9.9

**I. Remember the changes you have revised in reported speech. Now, study the following examples. The verb forms remain the same in these examples:**

1. If we use the past perfect tense,

Abel: *"I had never seen him."*

Abel claimed that she had never seen him.

2. If the reporting verb is in the present tense,

Fekede: *"I am enjoying my holiday."*

Fekede says he is enjoying his holiday.

3. When we report something that is still true,

Fatuma: *"Asia is the largest continent."*

Fatuma said Asia is the largest continent..

4. When a sentence is made and reported at the same time and the fact is still true,

Michael: *"I am thirsty."*

Michael said he is thirsty.

5. With modal verbs would, might, could, should, ought to, used to,  
Atsede: *"I would try it."*

Atsede said she would try it.

Mimi: *"I might come."*

*Mimi said she might come.*

*Ayanttu: "I could fail."*

*Ayanttu said she could fail.*

*Liya: "He should/ought to stay in bed."*

*Liya said he should/ought to stay in bed.*

*Melese: "I used to have a car."*

*Melese said he used to have a car.*

6. After wish, would rather, had better, it is time.

*Markos: "I wish they were in Greece."*

- *Markos said he wished they were in Greece.*

*Mamo: "I would rather fly."*

- *Mamo said he would rather fly.*

*Betty: "They had better go."*

- *Betty said they had better go.*

*Paul: "It is time I got up."*

- *Paul said it was time he got up.*

7. In time clauses.

*Gemechu: "When I was staying in Jimma I met my best friend."*

- *He said that when he was staying in Jimma he met his best friend.*

**II. Read the following conversation between Mike and Masamo. Then, complete the reported form with the appropriate expressions from the dialogue.**

**Mike:** "What are you doing here, Masamo? I haven't seen you since June."

**Masamo:** "I've just come back from my holiday in Ethiopia."

**Mike:** "Did you enjoy it?"

**Masamo:** "I love Ethiopia. And the Ethiopian people were so friendly."

**Mike:** "Did you go to the Semen Mountains?"

**Masamo:** "It was my first trip. I can show you some pictures. Are you doing anything tomorrow?"

**Mike:** "I must arrange a couple of things. But I am free tonight." **Masamo:** "You might come to my place. What time shall we meet?"

**Mike:** "I'll be there at eight. Is it all right?"

**Masamo:** "That's okay."

### The report

1. Mike asked Masamo \_\_\_\_\_ and he said \_\_\_\_\_ since June.
2. Masamo explained that \_\_\_\_\_ back from his holiday in Ethiopia.
3. Mike wondered if \_\_\_\_\_ it.
4. Masamo told him that he \_\_\_\_\_ Ethiopia and that the Ethiopian people \_\_\_\_\_ so friendly.
5. Mike wanted to know \_\_\_\_\_ to the Mountains.
6. Masamo said that it \_\_\_\_\_ first trip and that he \_\_\_\_\_ some pictures. And then he asked him if he \_\_\_\_\_.
7. Mike explained that he \_\_\_\_\_ a couple of things. But he added that he \_\_\_\_\_ free at night.
8. Masamo suggested that he \_\_\_\_\_ place and asked him what time \_\_\_\_\_.
9. Mike said he \_\_\_\_\_ there at eight. And then he asked \_\_\_\_\_ all right.

### III. Identify and correct the mistakes in the reported speeches given below.

1. I am not going to tolerate this anymore," said Sarah.  
Sarah said she had not been going to tolerate that any more.
2. You have always been my friend," said Kiya.  
Kiya said I was always his friend
3. "We never eat meat," claimed Biniyam.  
Biniyam claimed that they had never eaten meat
4. "I will talk to Sam soon," she told me on Sunday.  
She told me on Sunday she will talk to Sam soon.
5. Mary used to exercise every day," he said.  
He said Mary had used to exercise every day

6. "I wish I was twenty years younger," said Sofia.  
Sofia said she wished she had been twenty years younger.
7. Answer the phone!" he told me.  
He told me I answered the phone
8. Where is Alex?" she asked me.  
She asked me where was Alex.
9. Don't shout at me anymore," he told me.  
He told me I didn't shout at him anymore.

## Section 9.6 Writing Skills

### 🌀 Section over view

Dear student, in this section you are going to have more writing exercises. You will learn the rules of punctuation marks and apply them in context. Punctuation marks in English make meaning differences. You have to study them carefully.

In this section you are going to practice writing argumentative essay. So, you have to first reorganized jumbled paragraphs of a sample argumentative essay. Then write an argumentative essay.

### 9.6.1 Punctuation

#### 🔍 Activity 9.10

#### I. Choose the sentence / words / phrases with the correct punctuation to fill in the spaces.

1. To \_\_\_\_\_, Shila was on time for her math class.
- a. everybodys' surprise                      b. everybodys surprise  
b. every body's surprise                      d. everybody's surprise
2. In Edgar Allen Poe's \_\_\_\_\_ Edgar Allen Poe describes a man with a guilty conscience.
- a. short story The Tell-Tale Heart              c. short story, The Tell-Tale Heart  
b. short story The Tell-Tale Heart,              d. short story, "The Tell-Tale Heart,"

3. I cannot remember how to use those two common words, "sell," meaning to trade a product for money, or \_\_\_\_\_ meaning an event where products are traded for less money than usual.

- a. sale.    b. "sale,"    c. "sale    d. "to sale,"

4. The class just finished reading \_\_\_\_\_ a short story by Temesgen Gebre.

- a.. " Yegulelew Sekaram",                      c. "Yegulelew Sekaram,"  
 b. Yegulelew Sekaram,                      d. Yegulelew Sekaram

**II. Rewrite the following sentences by inserting appropriate punctuation marks, semicolons, colons, hyphens, quotation marks, periods, commas, question marks, apostrophe, parentheses and capitalization where ever they are needed in the following sentences.**

1. Several people have participated in the Family Group Decision Making meeting Kaleb and Dr Selam.
2. Marys mother Mrs Nardos stated I dont think Mary likes me very much every time I pick her up she cries why should I even bother
3. Sophie must attend drug and alcohol counseling find steady employment and secure acceptable child care in order to meet the requirements of the family service plan.
4. Merons friends skipped school on December 12 2013 so she did too.
5. Before we knew it it was break time we ran into the playground and stuck together for safety the rest of the day was a blur.
6. When I got home I fell asleep in front of the television.

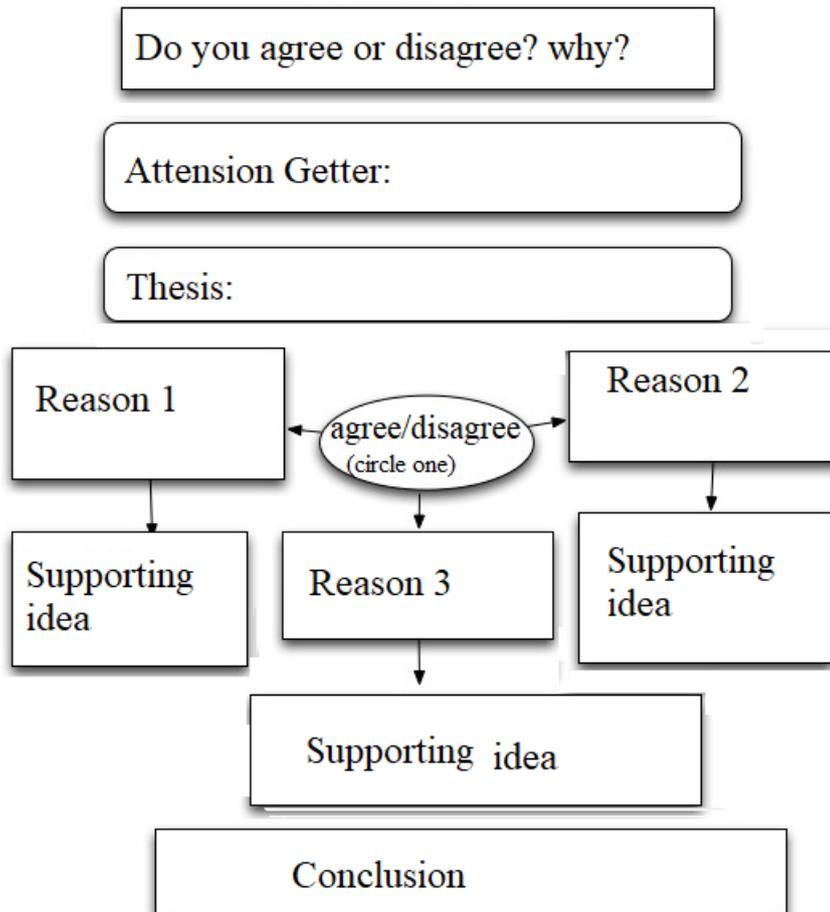
**9.6. 2 Argumentative Essay**

**Organization of Argumentative Essay**

 Note:

*The logical progression and organization of an argument is crucial. The following is one example of how to organize and develop an argumentative essay.*

**Sample Outline for an Argumentative Essay**



**I. Introduction (paragraph 1)**

Make the question, problem, or topic clear; and state the debatable point of view.

**A. Thesis Statement**

**B. Necessary Background Information**

**II. State/Transition to Point One (paragraph 2)**

Describe and address the opposing stance, noting its validity yet questioning its case.

**A. Topic Sentence**

**B. Supporting details appealing to credibility, logic, and/or emotion.**

**III. State/Transition to Point Two (paragraph 3)**

Address the opponent's argument by balancing it with the argument of the essay.

**A. Topic Sentence**

**B. Supporting details appealing to credibility, logic, and/or emotion.**

**IV. State/Transition to Point Three (paragraph 4)**

Confirm the argument of the essay, and reinforce it with credible supporting details.

A. Topic Sentence

B. Supporting details appealing to credibility, logic, and/or emotion.

**V. Conclusion (paragraph 5)**

Revisit key points; question topics against the proposed argument; reaffirm topics in support of the argument, and answer the original question/problem.


**Activity 9.11**

**Now read the following sample argumentative essay and analyze the structure using the above template.**

*Sample Argumentative Essay*

**I. Identify the thesis statement, topic sentences and the supporting details in the following argumentative essay.**

**High School Years are often the Most Memorable**

Depending on our circumstances in life, most of us typically went to high school at age 14/15 and graduated at age 17/18. This age group according to child growth and development chart are the early and middle-late stages of adolescent life. These stages are Early (12-14 years), Middle (15-17 years), and Late (18-20 years).

Adolescence or puberty is a biological event, an episode in our life when we as a growing child experienced changes in physical appearance, psychological orientation, and sociological construct similar to that of a young adult. For instance, changes in the way we perceive ourselves, the way we think, acquire knowledge, solve problems, etc., the way we value our autonomy and identity, and the way we see the opposite sex.

In the Early and Middle stages of adolescence, we developed self-esteem and individuality, and learn key thinking and conceptual skills, math and reading competencies in school. Most of us during this stage were already capable of acquiring the information we need, solve problems on our own, deal with almost any situation, and contemplate our ability to succeed

Later in the middle stage, most of us were already sociable and able to accept different points of views. We also spent more time with friends and extracurricular activities than with our family. Moreover, those were the days

when we start taking our studies seriously, improved our social skills further, decide on our own, and became more conscious with our personality. Finally, it was the first that we became concern about our future and the career that we cherished today.

The years we had in high school are special and indeed memorable. It was when we first experienced adulthood, learned to value others, saw the need to think, decide, and solve problems on our own. It was during those happy years that we start developing our self-esteem, attempt self-sufficiency, and care for the opposite sex.

We were novices, we know so little about the world but it was fun. We jumped for joy whenever solved our math problems. Smile when learned something of value. We were in bliss whenever we worked hard and passed the test. We laughed at almost anything including our own mistake and stupidity.

The valuable academic skills and competencies provided by our high school teachers helped us reached our goals and become productive members of our society today. We must never forget that. Moreover, the good thing about high school memories is not about the hilarious experiences we had but the embarrassment in class that taught us to focus more on our studies and endeavors in later life.

**II. Now, follow the sample and prepare an outline of an argumentative essay on one of the following topics. You can use the template given above to organize your outline.**

- *Role of teachers is more important than the parents' role in building the Child's personality*
- *Students should/should not use cell phones in class*
- *Boys and girls do not have equal opportunities,*
- *The government should provide similar school facilities for all.*

**III. Write an argumentative essay on one of the above topics using the outline you have prepared. The following is an example thesis statement on one of the topics**

- Some people believe that cell-phones distract students in class and teachers can't control what they are working on.

## An application Letter

Dear student in this section you are going to learn the elements, format and function of application letter and practice writing sample letters

### ? Activity 9.12

#### I. First try to answer the following questions.

1. What is the purpose of a job application letter?
2. How is a salutation addressed in a job letter?
3. Which part comes after the "Sincerely" part of the letter?
4. What should be written in the introduction paragraph of an application letter?
5. "I'm looking forward to having your invitation for an interview." What does the sentence mean?
6. "I am writing this application for the senior customer service agent position as advertised on the official website of your company." Which part of the letter is the above paragraph taken from?
7. Which tense is mostly used in an application letter?

#### II. Re-write the following letter of application in the correct order

**a.** *I am presently employed by a small computer company, but I feel that I am not using my knowledge of software engineering to the full. I am looking for a more challenging position where my field of specialization could be exploited in a more stimulating environment. As you will notice on my enclosed CV, the job you are offering suits both my personal and professional interests.*

**b.** *I would be pleased to discuss my curriculum vitae with you in more detail. Please do not hesitate to contact me if you require further information. I look forward to hearing from you.*

**c.** *Dear Mrs Seble,*

**d.** *12 January 2021*

**e.** *I am writing to apply for the position of Director of Software Development which was advertised on your company website.*

**f.** *Seble Tulu, Gen. Manager*

*Delta Computers Plc*

*P.O.Box 009*

Asmara Street, Addis Ababa

**g. Mr. Debela Kore** P. O. Box 1223

Debrezeit, Ethiopia

**h. Seble Tulu**

**i. Yours sincerely,**

 **Note:** *What is a job application letter?*

An **application letter** is a standalone document you submit to a potential employer to express your interest in an open position. The job application letter explains who you are as a professional and an individual. The letter should also highlight your achievements and skills, helping to get the attention of the hiring manager or recruiter responsible for reviewing applications.

The application letter explains to the reader why they should ask you in for an interview and highlights the key qualifications that make you a fit for the role.

A job application letter can impress a potential employer and set you apart from other applicants. In your letter, you may also want to show your familiarity with the company to which you're applying. You can talk about how your professional goals and aspirations align with the company's goals. It's important to use your job application letter to showcase aspects of your personality.

 **How to write an application letter**

1. Review information about the company and position
  2. Open the letter by describing your interest
  3. Outline your experience and qualifications
  4. Include aspects of your personality
  5. Express appreciation
  6. Close the letter
- 1. Review information about the company and position**

It's best to write a new application letter for each position you're applying for so you can include pertinent details and show your interest in the particular open role. Spend some time reviewing the company information, which you can likely find on the website, as well as the position

listing. Compare your qualifications and experience with the list of skills in that posting. You may also want to think about specific experiences that have prepared you for the role, such as leading a team or managing a major event.

## 2. **Open the letter by describing your interest**

In the first paragraph of your letter, mention the job title for which you're applying and where you saw the position posting. Include your specific interest in the role and company. Briefly state the main experience or qualification you have that makes you a good fit.

**Example:** *"I saw the vacancy announcement for the marketing role on job board, and I am very interested. I'm drawn to your company's mission of innovation and putting the customer first. I am in my final year of earning my bachelor's degree in marketing with a minor in communications, so I feel my educational experience has prepared me to work in a fast-paced marketing department like the one within your organization."*

## 3. **Outline your experience and qualifications**

The next few paragraphs of your letter should highlight your experience, qualifications and skills, positioned in a way that aligns with the company's goals and mission. Since a job application letter should stand on its own without a resume, it's helpful to include details about your experience that relate to the position to which you're applying.

## 4. **Include aspects of your personality**

As you're writing your job application letter, consider how you can incorporate aspects of your personality while remaining professional. A friendly and engaging letter is likely to appeal to the reader, especially when they can get an idea of how well you might fit with the team.

## 5. **Express appreciation**

Before you sign off on your letter, express your appreciation to the hiring manager for reviewing your letter and considering you for the position. The hiring manager is taking time out of their day to read what you have written, so expressing your gratitude for that time spent is a polite and professional way to close the document.

**Example:** *"I appreciate the time you have taken to review my application letter. I am extremely grateful for the time you have spent reading about me and what would make me a good fit for this role."*

**7. Close the letter**

Many people use “Sincerely” or “Best” to close the letter. The final line of the letter should be your full name. If you submit a hard copy of the letter, include your signature above your typed name. When submitting an application letter via email, you should include your contact information beneath your name, rather than including it in the header.

**Sample Job application letter**

*Lili Handiso*

*P.O.Box 1200*

*Hossana , Ethiopia*

*April 19, 2021*

*Mr. Yosef Petros, Personnel Manager*

*Fanos Leather Factory,*

*P.O.Box 186*

*Adama, Ethiopia*

*Dear Mr. Yosef:*

*I am writing to you in response to your advertisement for a local branch manager, which appeared in the Reporter Newspaper on Sunday, June 15. As you can see from my enclosed resume, my experience and qualifications match this position's requirements.*

*My current position, managing the local branch of a national shoe retailer, has provided the opportunity to work under a high – pressure, team environment, where it is essential to be able to work closely with my colleagues in order to meet sales deadlines.*

*In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.*

*Thank you for your time and consideration. I look forward to the opportunity to personally discuss why I am particularly suited for this position. I can be reached via telephone number 0911 XXXXXX or by email at yyyyy@gmail.com.*

*Sincerely,*

*Lili Handiso*



## Self-test exercise unit 9

I. **Try to answer the following questions quickly without referring back to the note.**

1. What is the purpose of a job application letter?
2. How is a salutation addressed in a job letter?
3. Which part comes after the "Sincerely" part of the letter?
4. What should be written in the introduction paragraph of an application letter?
5. "I'm looking forward to having your invitation for an interview." What does the sentence mean?
6. "I am writing this application for the senior customer service agent position as advertised on the official website of your company." Which part of the letter is the above paragraph taken from?
7. Which tense is mostly used in an application letter?

II. **Write a letter of acceptance to Mr. Debela Kore, the applicant representing Seble Tulu, Gen. Manager of Delta Computers Plc. You might explain to him about the way forward.**

III. **The following exercise is based on the grammar section of this unit.**

**Attempt all questions before looking at the answer keys.**

'Wish' and if only. **Complete the sentences with correct form of the verbs**

1. I wish you \_\_\_\_\_ (take) my things without asking.
2. I wish it \_\_\_\_\_ (rain). The garden really needs some water.
3. Salem wishes her boyfriend \_\_\_\_\_ (work) less. They never spend any time together.
4. They wish they \_\_\_\_\_ (eat) so much sweet. They're feeling very sick now.
5. If only I \_\_\_\_\_ (study) harder when I was at school.
6. I wish you \_\_\_\_\_ so far away.
7. If only we \_\_\_\_\_ what to do.
8. He wishes he \_\_\_\_\_ a holiday.
9. If only I \_\_\_\_\_ her phone number. She must think I'm so rude for not calling her.
10. If only I \_\_\_\_\_ that to her. She's not speaking to me now.

**Checklist**

Dear learner, in unit 9, 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)
tell the main ideas and specific information from reading texts;				
express your opinion on issues raised;				
tell the main ideas of various texts;				
extract information from a spoken sources;				
describe yourself and others;				
play short drama;				
identify the themes of reading texts;				
find out writer's opinions and suggestions;				
transfer information to tables/charts;				
complete statements with information from written sources;				
correct faulty subject-verb agreement in sentences;				
write an argumentative essay;				
write job application letter.				

# Unit 10: Robotics

## 🌀 Unit Introduction

Dear learner,

Welcome to the tenth unit of module two of English for Grade 12. In this unit, you will practice listening skills speaking skills, reading skills, vocabulary, grammar, and writing skills in separate sections.

You will learn how to interview and respond to interview questions in the speaking section. As you have been told in previous units, even if there is no one around, practice the speaking activities on your own. If possible, do it with someone around. Allow the other person to listen to you or converse with you. Never get tempted to skip the speaking activities.

The reading section will help you develop your comprehension ability. In addition, you will learn new words and phrases based on contextual clues. There are practices related to analogies and phrasal verbs in this section. The grammar section of the unit creates an opportunity for you to identify basic sentence errors and to correct them. At the end of the unit, there are writing activities. The writing activities are on writing a curriculum vitae. You must work hard to constantly do the writing activities without getting bored,. As we always say, "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

By the end of the unit, you will be able to:

- listen and comprehend;
- ask and respond to interviews;
- add new words in your vocabulary stock;
- interpret verbal analogies;
- distinguish the contextual use of certain phrasal verbs;
- identify and correct basic sentence errors; and
- write curriculum vitae.

### Unit Contents

Unit 10 has six sections as follows:

#### 10.1 Listening Skills

#### 10.2 Speaking Skills

10.2.1 Interview

#### 10.3 Reading Skills

10.3.1 Robotic manipulation?

#### 10.4 Vocabulary

10.4.1 vocabulary from the reading passage;

10.4.2 Analogy

10.4.3 Phrasal verbs

#### 10.5 Grammar

10.5.1 Common mistakes in sentence writing

#### 10.6 Writing

10.6.1 Revision on conjunctions

10.6.2 Writing curriculum vitae

In each section, there are:

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

### ⊕ The Required Study Time

You 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 comprehending;
- introducing the fundamental concepts of interviewing, such as what it is, why it is important, what are the types of interviews;
- Using examples or role-playing exercises to demonstrate how to conduct an effective interview;
- Providing students with opportunities to practice their interviewing skills by using mock interviews;
- Practicing scanning techniques for detailed information. When you scan:

- i) know what you are looking for; ii) look only for one keyword at a time; iii) let your eyes float rapidly down the page until you find the word or phrase you want. iv) When your eye catches one of your keywords, read the surrounding material carefully;
- learning new words using contextual clues (i.e., read back and forward for contextual clues, guess the meanings in the context...);
- learning verbal analogies with examples and practicing the same;
- Using phrasal verbs in a context (i.e., using clear contextual sentences to elicit the meaning);
- Identifying basic sentence errors by comparing it to the correct sentence form; and
- Writing curriculum vitae based on the formats provided in the module.

## Section 10.1 Listening Skills

### 🌀 Section Overview

The listening skills section of unit 10 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:

- acquire a repertoire of listening comprehension strategies,
- practice applying the strategies to improve their understanding of spoken language Comprehension;
- develop their ability to understand spoken language in various contexts; and
- practice extracting main ideas, identifying supporting details, and making inferences from spoken information.

### ? Activity 10.1

#### I. Answer the following questions before listening to the audio

1. What is your understanding of the term “robot manipulations”?
2. Can you think of any real-life examples where robot manipulations are used? How do you think they contribute to various industries?

#### II. Answer the following questions while listening:

1. What are the main advantages of robot manipulations in manufacturing?
  - a. Increased creativity
  - b. Enhanced quality control
  - c. Emotional intelligence
  - d. Improved customer service
  - e. Reduced costs
2. Robotic exoskeletons assist patients with \_\_\_\_\_ impairments.
3. Robot manipulations enable data collection in \_\_\_\_\_ environments.
4. Surgical robots allow surgeons to have greater control and accuracy during procedures (True/False)
5. What is one field where robot manipulations are used for exploration and research?
  - a. Agriculture
  - b. Mining
  - c. Space
  - d. Education
  - e. Banking
6. Robot manipulations in space missions handle delicate operations and collect data in \_\_\_\_\_ environments.

#### III. Answer the following Questions after listening to the audio.

1. How do robot manipulations contribute to improving productivity in the manufacturing industry?
2. Discuss the potential benefits and challenges of using robot manipulations in the field of healthcare.
3. Can you think of any future applications where robot manipulations could have a significant impact? Explain your reasoning.

## Section 10.2 Speaking Skills

### 🌟 Section Overview

As mentioned in the previous unit of this module, 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:

- Interview others and respond to interview questions.

### 10.2.1 Interview

#### ? Activity 10.2

**I. Look at the following interview and understand how people interview one another. Find someone to practice. You can assume the role of an interviewer or an interviewee**

**Interviewer:** Good morning, please introduce yourself.

**Interviewee:** My name is Chaltu. I recently graduated in Business Administration and completed internships in marketing.

**Interviewer:** Tell me about a campaign you worked on during your internship.

**Interviewee:** I created a social media campaign for a start-up that increased sales.

**Interviewer:** How do you work in a team environment?

**Interviewee:** I prioritize communication, collaboration, and feedback.

**Interviewer:** Tell me about a challenge you faced in a team project.

**Interviewee:** A team member wasn't meeting deadlines, I offered help and we completed the project on time.

**Interviewer:** Do you have any questions for us?

**Interviewee:** Can you tell me about the company's culture and values?

**Interviewer:** We value innovation, teamwork, and a customer-focused approach. We prioritize employee growth and development and strive to create a positive and inclusive work environment.

**Interviewee:** Sounds great. Thank you for your time.

**II. Now, develop interview questions of your own and find an interviewee. Interview her/him and write the complete interview.**

## Section 10.3 Reading Skills

### ✿ Section Overview

As usual, the reading section of this unit contains three main parts-i.e. pre-reading, while-reading, and post-reading activities. Before you start reading the text on “Robotic Manipulation”, do the pre-reading activities. Once this is done, read the passage and compare the information you have from experience with the information found in the text. While- reading exercises are intended to check your level of comprehension. Post-reading activities are meant to be worked out after reading the given passage.

### Section Learning outcomes

- Provide answers for pre-reading questions;
- do the comprehension questions.
- relate the information in the text with the reality outside

### ? Activity 10.3

I. **Try to answer the following questions before reading a text on “Robotic Manipulation.”**

1. Have you come across robots?
2. Do you know factories that are aided by robots?

### Robotic Manipulation

Robotic manipulation is the process of controlling robots to perform tasks that involve the manipulation of objects. This technology is essential for many industrial applications, such as manufacturing and assembly lines, as well as for scientific research and exploration, such as space exploration and deep-sea diving. There are many different types of robots that can perform various manipulation tasks, including industrial robots, service robots, and humanoid robots.

Industrial robots are typically used in manufacturing plants to perform repetitive tasks, such as welding, painting, and assembly. These robots are often programmed to perform a specific sequence of actions, and can work continuously for long periods of time without the need for rest. Service robots, on the other hand, are designed to assist humans in a variety of tasks, such as cleaning, cooking, and transportation. These robots are often equipped with sensors and cameras to navigate their environment and interact with humans.

Humanoid robots are a type of service robot that are designed to resemble humans in their appearance and behavior. These robots are often used in research and development, as well as in entertainment and education. Humanoid robots can perform a variety of tasks, such as walking, talking, and even dancing.

One of the key challenges in robotic manipulation is developing algorithms that enable robots to manipulate objects in a precise and efficient manner. These algorithms must take into account the physical properties of the objects being manipulated, as well as the environment in which the manipulation is taking place. In addition, robots must be able to adapt to changes in the environment and to unexpected events, such as the presence of obstacles or the need to avoid collisions.

Despite these challenges, robotic manipulation technology is rapidly advancing, and is expected to play an increasingly important role in a wide range of industries and applications in the years to come.

**II. Comprehension Questions: Answer the following questions while reading the passage on “Robotic Manipulation.” Put the letter that contains the correct answer in the space provided. Check your responses in the answer key.**

\_\_\_\_\_ 1) What is robotic manipulation?

- a. The process of controlling robots to perform tasks that involve the manipulation of objects.
- b. The process of controlling humans to perform tasks that involve the manipulation of objects.
- c. The process of controlling animals to perform tasks that involve the manipulation of objects.

\_\_\_\_\_ 2) What are some industrial applications of robotic manipulation?

- a. Scientific research and exploration.
- b. Cleaning, cooking, and transportation.
- c. Manufacturing and assembly lines.

\_\_\_\_\_ 3) What are some scientific applications of robotic manipulation?

- a. Cleaning, cooking, and transportation.
- b. Manufacturing and assembly lines
- c. Space exploration and deep-sea diving.

- \_\_\_\_\_4) What are the three types of robots that can perform various manipulation tasks?
- Industrial robots, service robots, and humanoid robots.
  - Human robots, service robots, and humanoid robots.
  - Industrial robots, human robots, and service robots.
- \_\_\_\_\_5) What are industrial robots typically used for?
- Cleaning, cooking, and transportation.
  - Manufacturing and assembly lines.
  - Research and development.
- \_\_\_\_\_6) What are service robots designed for?
- Assist humans in a variety of tasks.
  - Perform repetitive tasks, such as welding and painting.
  - Perform a specific sequence of actions.
- \_\_\_\_\_7) Which type of robot is designed to resemble humans in appearance? and behavior?
- Service robots
  - Human robots
  - Industrial robots
- \_\_\_\_\_8) What are some of the tasks that humanoid robots can perform?
- Cleaning, cooking, and transportation
  - Walking, talking, and dancing
  - Welding, painting, and assembly
- \_\_\_\_\_9) What is one of the key challenges in robotic manipulation?
- Developing algorithms that enable robots to manipulate objects in a precise and efficient manner.
  - Designing robots that can resemble humans in appearance and behavior.
  - Programming robots to perform a specific sequence of actions.

\_\_\_\_\_10) What is expected of robotic manipulation technology in the years to come?

- a. To play a decreasing role in a wide range of industries and applications.
- b. To play an increasingly important role in a wide range of industries and applications.
- c. To remain stagnant and not advance further.

**III. Answer the following questions after reading the passage on “Robotic Manipulation”.**

1. In what ways do you think robotic manipulation could be further improved in order to overcome its current challenges?
2. Choose an industry that uses robotic manipulation, and describe the tasks that a robot could perform in that industry that would be difficult or dangerous for a human to perform.

## Section 10.4 Vocabulary

### 🌀 Section Overview

In this section, 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 accordingly.

### Section Learning outcomes

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

- guess the meanings of words from context;
- recognize word relationships called analogies based on function; and
- identify the meanings of phrasal verbs in a context.

### 10.4.1 Vocabulary from the reading passage

#### ? Activity 10.4

**I. Match the meanings of the words on the left with their definitions on the right. Write the letter of the correct in the space provided on the left side.**

- |                           |  |
|---------------------------|--|
| _____ 1. manipulation     | a. the ability to adjust to changes or unexpected events                                       |
| _____ 2. repetitive       | b. the physical characteristics of an object that affect its movement or behavior              |
| _____ 3. algorithms tasks | c. a type of robot designed to assist humans in  |
| _____ 4. industrial       | d. a type of robot designed to resemble humans in appearance and behavior                      |
| _____ 5. service          | e. the process of controlling robots to perform tasks that involve the manipulation of objects |
| _____ 6. humanoid         | f. a sequence of instructions used to solve a problem or perform a task                        |
| _____ 7. sensors          | g. a robot used in manufacturing and assembly lines  |
| _____ 8) environment      | h. a robot equipped with cameras and other tools to detect and respond to its surroundings     |
| _____ 9) adapt            | i. occurring over and over again   |
| _____ 10) precise         | j. exact or accurate in movement or placement  |

### 10.4.2 Verbal Analogy

**Verbal analogies** are a type of test or puzzle that involves a relationship. First finding a relationship between a pair of words and then selecting another pair with a similar relationship. In verbal analogies, the first pair of words is called the “stimulus” and the second pair of words, the “response.”

For example, a verbal analogy might look like this:

Stimulus: Cat is to meow as dog is to \_\_\_\_\_

The relationship between “cat” and “meow” is that a cat makes the sound “meow.” To find the response, we need to find a word that completes the analogy by showing a similar relationship between “dog” and the missing word. One possible response might be “bark,” since a dog makes the sound “bark.”



### Other types of verbal analogies include:

- **Antonym analogies:** This type of analogy involves finding words with opposite meanings. For example, “hot” is to “cold” as “up” is to “down.”
- **Synonym analogies:** This type of analogy involves finding words with similar meanings. For example, “happy” is to “joyful” as “angry” is to “irate.”
- **Part-to-whole analogies:** This type of analogy involves finding a relationship between a part and a whole. For example, “petal” is to “flower” as “brick” is to “wall.”
- **Tool-to-function analogies:** This type of analogy involves finding a relationship between a tool and its function. For example, “hammer” is to “nail” as “screwdriver” is to “screw.”

Verbal analogies are often used in standardized tests like the SAT, GRE, and IQ tests, but they can also be used as a fun way to exercise your reasoning and vocabulary skills.



### Activity 10.5

#### I. Choose the right analogy.

1. Cow is to milk as hen is to:  
a) feathers      b) meat      c) eggs      d) hay
2. Fire is to burn as ice is to:  
a) freeze      b) melt      c) water      d) cold
3. Tree is to bark as human is to:  
a) hair      b) skin      c) bones      d) teeth
4. Night is to dark as day is to:  
a) bright      b) sunny      c) light      d) morning
5. Dog is to bark as bird is to:  
a) chirp      b) meow      c) neigh      d) moo

6. Student is to school as employee is to:  
a) company    b) work    c) job    d) boss
7. Writer is to pen as painter is to:  
a) paintbrush    b) canvas    c) paint    d) palette
8. Child is to parent as student is to:  
a) teacher    b) principal    c) school    d) education
9. Flower is to fragrance as music is to:  
a) melody    b) lyrics    c) rhythm    d) harmony
10. River is to flow as road is to:  
a) speed    b) traffic    c) drive    d) travel

### 10.4.3 Phrasal verbs Top of Form

Here are some examples of phrasal verbs with “up” and “out” and their explanations:

#### Phrasal verbs with “up”:

1. Wake up: To stop sleeping and become conscious. Example: I woke up early this morning.
2. Cheer up: To become happier or to make someone happier. Example: I bought her some flowers to cheer her up.
3. Clean up: To make something clean or to tidy up a space. Example: I need to clean up the kitchen before guests arrive.
4. Stand up: To rise from a seated or lying position. Example: He stood up to greet me.
5. Break up: To end a relationship or to separate into smaller pieces. Example: They broke up after five years of dating.

#### Phrasal verbs with “out”:

1. Find out: To discover or learn something. Example: I want to find out what time the movie starts.
2. Speak out: To express one’s opinion or to speak confidently and loudly. Example: She spoke out against the injustice she saw.
3. Cut out: To stop doing something abruptly or to remove something from a larger piece. Example: I need to cut out sweets from my diet.

4. Work out: To exercise or to solve a problem. Example: I try to work out three times a week.
5. Chill out: To relax or calm down. Example: I need to chill out after a stressful day at work.

### **?** Activity 10.6

I. **Read the following questions and choose the right phrasal verb that will answer them. Circle the letter of the right answer.**

1. Which phrasal verb means to stop sleeping and become conscious?  
A) Cheer up      B) Wake up      C) Clean up      D) Stand up
2. Which phrasal verb means to become happier or to make someone happier?  
A) Break up      B) Clean up      C) Cheer up      D) Stand up
3. Which phrasal verb means to make something clean or to tidy up a space?  
A) Wake up      B) Clean up      C) Stand up      D) Speak out
4. Which phrasal verb means to rise from a seated or lying position?  
A) Wake up      B) Clean up      C) Stand up      D) Find out
5. Which phrasal verb means to end a relationship or to separate into smaller pieces?  
A) Break up      B) Cut out      C) Work out      D) Speak out
6. Which phrasal verb means to discover or learn something?  
A) Find out      B) Cheer up      C) Clean up      D) Stand up
7. Which phrasal verb means to express one's opinion or to speak confidently and loudly?  
A) Cut out      B) Work out      C) Speak out      D) Chill out
8. Which phrasal verb means to stop doing something abruptly or to remove something from a larger piece?  
A) Find out      B) Cut out      C) Wake up      D) Stand up
9. Which phrasal verb means to exercise or to solve a problem?  
A) Chill out      B) Work out      C) Speak out      D) Find out
10. Which phrasal verb means to relax or calm down?  
A) Break up      B) Clean up      C) Chill out      D) Stand up

**II. Fill in the following blank spaces with appropriate phrasal verbs from the following table based on the meanings given in the brackets.**

cheer up	woke up	clean up	find out	stood up
break up	chill out	work out	cut out	speak out

- I \_\_\_\_\_ early this morning and went for a jog. (to stop sleeping and become conscious)
- She was feeling sad, so I tried to \_\_\_\_\_ her \_\_\_\_\_ by telling her some jokes. (to become happier or to make someone happier)
- We need to \_\_\_\_\_ the house before the guests arrive. (to make something clean or to tidy up a space)
- He \_\_\_\_\_ to greet me when I entered the room. (to rise from a seated or lying position)
- They decided to \_\_\_\_\_ after realizing that they were not compatible. (to end a relationship or to separate into smaller pieces)
- I need to \_\_\_\_\_ what time the meeting is scheduled for. (to discover or learn something)
- She was not afraid to \_\_\_\_\_ against the injustice she saw. (to express one's opinion or to speak confidently and loudly)
- I have to \_\_\_\_\_ sweets from my diet to stay healthy. (to stop doing something abruptly or to remove something from a larger piece)
- I try to \_\_\_\_\_ at least three times a week to stay fit. (to exercise or to solve a problem)
- After a long day at work, I like to \_\_\_\_\_ and watch TV. (to relax or calm down)

## Section 10.5 Grammar Skills

### 🌀 Section overview

The grammar of this unit focuses on common mistakes in sentence writing. These include the revision of fragments, run-ons, faulty parallelisms, etc. Each sub-section introduces examples that illustrate each grammatical item and then follows the exercises you will work on.

## Section learning outcomes

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

- Identify sentence errors; and
- Correct sentence errors.

### 10.5.1 Common mistakes in sentence writing (Revision)

#### I. Sentence Fragments

**Directions:** Each of the following groups of words is a sentence fragment.

#### Activity 10.7

**I. Rewrite each one as a complete sentence.**

**Example:**

**Fragment:** Jumping on the floor.

**Correct:** He celebrated the goal by jumping on the floor.

1. Running through the forest at night.
2. After the concert ended.
3. Although she studied hard for the exam.
4. Without a doubt.
5. In the morning.

**Direction:** Read the short paragraph below and identify the five fragments. Then, correct the fragments. Check your answers against the answer key provided

<sup>1</sup>I can't remember a time when my sister didn't love to write. <sup>2</sup>In School, when teachers assigned a composition or essay. <sup>3</sup>Her classmates often groaned. <sup>4</sup>She would join then in the protests. <sup>5</sup>Because she didn't want to seem different. <sup>6</sup>Secretly, though, her spirit would dance. <sup>7</sup>Words were special to her. <sup>8</sup>I remember an incident when she was in third grade. <sup>9</sup>She wrote a funny story. <sup>10</sup>About the time my dog made a mess in our kitchen. <sup>11</sup>The teacher made my sister stand in front of the class and read it aloud. <sup>12</sup>By the time she finished. <sup>13</sup>The class room was bedlam. <sup>14</sup>Even the teacher wiped away tears of laughter. <sup>15</sup>It was a magic moment. <sup>16</sup>Which made my sister more with writing than ever.



## II. Run-On Sentences

Directions: Each of the following sentences is **a run-on**.

### II. Rewrite each one as two or more complete sentences.

#### Example:

She loves to cook she makes amazing meals for her family every night.

- A) She loves to cook. She makes amazing meals for her family every night.
- B) She loves to cook; she makes amazing meals for her family every night.

1. I woke up late this morning I missed my bus.
2. We went to the store we bought some milk and bread.
3. Sarah loves to read books she spends hours at the library every day.
4. I have to work late tonight, I can't go to the movies with you.
5. The cat was sleeping on the couch it woke up when I came in the room.

**Direction: Read the following short paragraph carefully; identify the five run-ons, and then, correct the run-ons.**

<sup>1</sup>When Markos began his first full-time job, he immediately got a credit card, a used car was the first purchase. <sup>2</sup>Then he began to buy expensive clothes that he could not afford he also bought impressive gifts for his parents and his girlfriend. <sup>3</sup>Several months passed before Markos realized that he owed an enormous amount of money. <sup>4</sup>To make matters worse, his car broke down, a stack of bills suddenly seemed to be due at once. <sup>5</sup>Markos tried to cut back on his purchases, he soon realized he had to cut up his credit card to prevent himself from using it. <sup>6</sup>He also began keeping a careful record of his spending he had no idea where his money had gone till then. <sup>7</sup>He hated to admit to his family and friends that he had to get his budget under control. <sup>8</sup>However, his girlfriend said she did not mind inexpensive dates, and his parents were proud of his growing maturity.



## III. Faulty Parallelism

Directions: Each of the following sentences contains faulty parallelism.

### III. Rewrite each sentence, correcting the error.

**Example: Incorrect:** Sarah likes hiking, swimming, and to ride her bike.

**Correct:** Sarah likes hiking, swimming, and riding her bike.

1. John likes to swim, play tennis, and hiking.
2. The concert was both exciting and it was loud.
3. The company's profits are down this year, they are losing customers, and their stock has fallen.
4. My mother not only makes the best cookies but she is also a great cook.
5. The chef prepared a delicious meal, presenting it beautifully, and the diners enjoyed it.

## Section 10.6 Writing Skills

### 🌀 Section overview

This section includes revision exercises on the use of conjunctions in sentences and **practicing** writing a curriculum vitae, which is an important skill for grade 12 students. Grade 12 students may prepare their curriculum vitae in case they seek employment or a scholarship. To this end, you will be provided with tips on how to write a curriculum vitae (CV). Finally, you will be asked to write a personal curriculum vitae (CV).

### Section learning outcomes:

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

- do the revision exercises; and
- Develop a personal curriculum vitae (CV).

### 10.6.1 Revision on conjunctions

#### 🔍 Activity 10.8

I. Choose the best conjunctions for the following blank spaces.

1. I won't go to the party \_\_\_\_ my best friend comes with me.  
a) unless    b) because    c) although    d) or
2. \_\_\_\_ the rain stops, we won't be able to go on our picnic.  
a) Even if    b) Before    c) Since    d) Either
3. She loves to cook, \_\_\_\_ she hates doing the dishes.  
a) however    b) until    c) if    d) so

4. \_\_\_\_ she got up early, she was still late for work.  
a) As if      b) Since      c) Because      d) Even though
5. I'll study for the exam \_\_\_\_ I have time after work.  
a) until      b) if      c) as long as      d) but
6. \_\_\_\_ I finish this project, I can't start on the next one.  
a) Since      b) While      c) Until      d) So
7. \_\_\_\_ he's a good athlete, he's not very interested in sports.  
a) Although      b) Or      c) But      d) Because
8. \_\_\_\_ the teacher explains it again, I won't understand.  
a) Until      b) Unless      c) Before      d) Because
9. I'll be home \_\_\_\_ you call me before you come over.  
a) even if      b) so that      c) since      d) unless
10. \_\_\_\_ it rains tomorrow, we'll have to cancel the picnic.  
a) While      b) Unless      c) If      d) So that

**II. Complete each sentence using the correct correlative conjunction from the parenthesis:**

1. I plan to take my vacation \_\_\_\_\_ in June \_\_\_\_\_ in July. (whether / or, either / or, as / if)
2. \_\_\_\_ I'm feeling happy \_\_\_\_\_ sad, I try to keep a positive attitude. (either / Whether, or / or, when / I'm)
3. \_\_\_\_ had I taken my shoes off \_\_\_\_\_ I found out we had to leave again. (no sooner / than, rather / than, whether / or)
4. \_\_\_\_ only is dark chocolate delicious, \_\_\_\_\_ it can be healthy. (whether / or, not / but, just as / so)
5. \_\_\_\_ I have salad for dinner, \_\_\_\_\_ I can have ice cream for dessert. (if / then, when / than, whether / or)
6. \_\_\_\_ flowers \_\_\_\_\_ trees grow \_\_\_\_\_ during warm weather. (not only / or, both / and, not / but)
7. \_\_\_\_ do we enjoy summer vacation, \_\_\_\_\_ we \_\_\_\_\_ enjoy winter break. (whether / or, not only / but also, either / or)

8. Calculus is \_\_\_\_\_ easy \_\_\_\_\_ difficult \_\_\_\_\_ (not / but, both / and, either / or)
9. It's \_\_\_\_\_ going to rain \_\_\_\_\_ snow tonight. (as / if, either / or, as / as)
10. Savory flavors are \_\_\_\_\_ sweet \_\_\_\_\_ sour. (often / and, neither / nor, both / and)

### 10.6.2 Writing Curriculum Vitae (CV)

Writing a curriculum vitae (CV) can seem intimidating, but it's a necessary step in landing a job.



#### **Here are some general tips on how to write a strong CV**

1. Start with your personal information: This includes your name, address, phone number, and email address.
2. Write a personal statement: This should be a brief paragraph that summarizes your skills, experience, and goals. It should be tailored to the specific job you are applying for.
3. List your education: Start with your highest level of education and work backward. Include the name of the institution, your degree, and the date you received it.
4. Highlight your work experience: List your work experience in reverse chronological order, starting with your most recent job. For each job, include the job title, name of the company, dates of employment, and a brief description of your duties and responsibilities.
5. Include your skills: List any skills that are relevant to the job you are applying for. This could include technical skills, language skills, or other skills that make you a strong candidate.
6. Provide references: Include the names and contact information of at least two professional references who can vouch for your work.
7. Keep it concise: Your CV should be no more than two pages long. Use bullet points and short sentences to make it easy to read.
8. Tailor your CV to the job: Customize your CV to fit the job you are applying for. Use keywords from the job description to highlight your skills and experience that are relevant to the job.

9. Proofread: Make sure to proofread your CV for spelling and grammar errors before submitting it.

**Example Curriculum Vitae (CV)**

**Personal Information:** Full Name: Haile Gebre Address: Addis Ababa, Ethiopia  
Phone: +251-912-345-678 Email: [haile.gebre@gmail.com](mailto:haile.gebre@gmail.com)

**Personal Statement:** I am an experienced and skilled Civil Engineer with over 10 years of experience in the design, construction, and management of civil engineering projects. I am passionate about contributing to the development of Ethiopia and am committed to continuous learning and professional development.

**Education:**

- Bachelor of Science in Civil Engineering, Addis Ababa University, 2009
- Master of Science in Civil Engineering, University of Texas at Austin, 2014

**Work Experience:**

- Senior Civil Engineer, Ethiopian Roads Authority, Addis Ababa, 2014 - Present
- Managed and supervised the construction of various road projects across Ethiopia
- Conducted site visits to ensure compliance with design and construction specifications
- Collaborated with cross-functional teams to resolve issues and ensure project completion within budget and on time
- Civil Engineer, Ethiopian Construction Works Corporation, Addis Ababa, 2010 - 2014
- Conducted site surveys and developed engineering designs for various construction projects
- Supervised construction sites and ensured compliance with design and construction specifications
- Coordinated with contractors and other stakeholders to resolve issues and ensure timely project completion

**Skills:**

- Civil engineering design and analysis
- Project management
- Construction site supervision and management
- AutoCAD and other engineering software
- Problem-solving and critical thinking

**Achievements:**

- Successfully managed and supervised the construction of the Addis Ababa-Djibouti Railway Project, a major infrastructure project in Ethiopia
- Co-authored several publications on the design and construction of civil engineering projects

**Professional Development:**

- Registered Professional Engineer, Ethiopian Engineers' Association
- Attended several industry conferences and workshops on civil engineering and project management

**References:** Available upon request

This example CV is tailored to a Civil Engineer role in the Ethiopian context and highlights relevant education, work experience, skills, and achievements. Remember to customize your CV to fit the job you are applying for, using keywords from the job description to highlight your relevant experience and skills.

**Now, read the following instructions and write a personal curriculum vitae (CV) accordingly:**

1. Imagine you are applying for a job as a Marketing Coordinator at a whole-sale company.
2. Create a CV that highlights your education, work experience, skills, and achievements that are relevant to the job.
3. Use the following headings: Personal Information, Personal Statement, Education, Work Experience, Skills, Achievements, Professional Development, and References.
4. Keep your CV concise, clear, and easy to read by using bullet points and short sentences.

## ☑ Checklist

Dear learner, in unit 10, 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)
ask and respond to interviews;				
add new words in your vocabulary stock;				
interpret verbal analogies;				
distinguish the contextual use of certain phrasal verbs;				
identify and correct basic sentence errors; and				
write curriculum vitae.				

# Answer Keys

## Answer Key for unit 6 Activities

### Activity 6.1: Listening

1. environmental
2. Social
3. environmental
4. renewable
5. energy

### 6.1.1 Asking for and giving advice

#### Activity 6.2

#### II.

1. To improve their English, students should use English outside of the classroom (different answers are possible).
2. To make more money, I ought to invest in profitable businesses (different answers are possible).

3. To manage my school and leisure time, I should prepare and implement a timetable for both school and leisure time activities (different answers are possible).
4. To be happy, I had better play with friends (different answers are possible).
5. To protect others and myself from HIV, I ought to have safe sex (different answers are possible).

### III.

- |           |           |              |              |
|-----------|-----------|--------------|--------------|
| 1. should | 2. Should | 3. Should    | 4. Shouldn't |
| 5. Should | 6. should | 7. shouldn't | 8. should    |

#### I. A letter of advice from a school principal

Dearest Learner,

It's a new year here at Union Academy, and we are so happy to have you all as our students. In order to ensure that you have a great academic year, I'd like to give you a few indicators that may help you to succeed.

First of all, attendance is key! If you want to do well this year, we **had better** see your smiling faces every day, unless you are really sick! Then, of course you **ought to** stay at home until you feel better!

Next, Union Academy students **should** remember to turn off their phones or other tech devices while in class unless otherwise instructed by a teacher. We all know that technology is a fun way to spend time, but you **mustn't** disrupt your lessons or other students with this kind of distraction.

Finally, after-school tutoring is available if you need extra help. You **shouldn't** be embarrassed to ask for help because everyone needs some help now and again! If you feel you are falling behind in some subjects, you **might** want to talk to your parents about staying after school. We have great tutors! Wishing you the best in this school year,

Principal

#### 6.2.2 Expressing purpose

##### Activity 6.3

#### II. Join the sentences in Column 1 with the correct purpose in column 2

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. e | 2. j | 3. g | 4. f | 5. k  |
| 6. d | 7. h | 8. a | 9. b | 10. c |

### III. Join each pair of sentences using conjunctions/expressions of purpose.

You can use different conjunctions of purpose interchangeably. You should check the appropriate use of the conjunctions as some options may not be possible. The following can be some examples:

1. I have a part time job **because** I want to get some extra money.
2. Menna stayed at school until 9 p.m. **in order to** finish his project.
3. Solomon did some exercises **so as to** lose weight.
4. She's gone to the supermarket **in order to** buy some sugar.
5. We are on diet **so as to** get thinner.
6. Saron is studying hard **to be** a medical doctor.
7. My mother went to the post office **in order to** send some letters.

### IV. Fill in the blanks with 'so as to', 'so as not to', or 'so that'.

1. so that
2. so as not to
3. so as not to
4. so as not to
5. so as to
6. so that

## Section 6.3 Reading Skills

### Activity 6.4

I.

- 1) A 2) B 3) C 4) C 5) B 6) C 7) C

## Section 6.4 Vocabulary

### 6.4.1 New words and phrases from the passage

### Activity 6.5

I.

1. E 2. C 3. D 4. B 5. A

II.

1. environmental revolution
2. heat wave
3. green consumer
4. economic decline
5. Environmental deterioration
6. Global economy
7. environmental revolution
8. ecological balance

## 6.4.2 Analogy Based on Functions

### Activity 6.6

I.

- |           |         |                 |              |             |
|-----------|---------|-----------------|--------------|-------------|
| 1. drill  | 2. word | 3. shrub        | 4. wealth    | 5. Victory  |
| 6. regret | 7. gas  | 8. professional | 9. consonant | 10. anxiety |

## 6.3.3 Phrasal verbs

### Activity 6.7

I. phrasal verbs

- |                     |                  |                  |                  |
|---------------------|------------------|------------------|------------------|
| 1. talks down       | 2. Talking down  | 3. talk...out of | 4. Talk...out of |
| 5. taken...<br>upon | 6. took up       | 7. talk to       | 8. talked to     |
| 9. tear down        | 10. tear down    | 11. tore off     | 12. tore off     |
| 13. tell...apart    | 14. tell...apart | 15. tell on      | 16. tell on      |

## 6.5 Grammar

### 6.5.1 Relative Pronouns

#### Activity 6.8

I. Choose the correct relative pronoun (who, which, whose)

- |        |          |        |          |
|--------|----------|--------|----------|
| 1. who | 2. whose | 3. who | 4. which |
|--------|----------|--------|----------|

II. Join the pair of sentences using relative clauses

1. A lion which is an animal is very strong.
2. A novelist is the one who writes novels.
3. A bottle opener is a device which opens bottles.
4. The girl whose mother writes poems speaks Chinese.
5. A detective is someone who discovers the truth about crimes

III. Use the relative pronouns to complete each sentence.

- |             |           |                 |               |
|-------------|-----------|-----------------|---------------|
| 1. who      | 2. whose  | 3. Which/that   | 4. which/that |
| 5. who      | 6. which  | 7. who          | 8. whose      |
| 9. who/whom | 10. whose | 11. that /which | 12. whose     |

## 6.6 Writing

### 6.6.1 Faulty parallelism

#### Activity 6.9

#### I. put a tick mark (✓) Pair

##### Pair 1

\_\_\_ I use my TV remote control to change the channels, to adjust the volume, and turning the set on and off.

✓ I use my TV remote control to change channels, to adjust the volume, and to turn the set on and off.

##### Pair 2

\_\_\_ One option the employees had was to take a cut in pay; the other was longer hours of work.

✓ One option the employee had was to take a cut in pay; the other was to work longer hours.

##### Pairs 3

\_\_\_ The refrigerator has cracked a vegetable drawer, one of the shelves is missing, and a strange freezer smell.

✓ The refrigerator has cracked vegetable drawer, a missing shelf, and a strange freezer smell.

#### I. Correcting non-parallel sentences

- |                    |                  |                       |
|--------------------|------------------|-----------------------|
| 1. waited          | 2. cramming      | 3. illness            |
| 4. to suffocate    | 5. interrupted   | 6. financial security |
| 7. birds chirping  | 8. breathed fire | 9. working            |
| 10. just ignore it |                  |                       |

#### III. Correct the instances of faulty parallelism.

**1** Running is an exercise that can be good for you mentally, physically and also be helpful for your emotions.**2** A beginning runner should keep three things in mind: the warm-up session, the actual time that you are running, and the cool-down period. **3** Never start a run without first having warmed up through stretching exercises.

**4** Stretching reduces muscles stiffness, decreases the possibility of injury, and it's a good method to gradually increase the heart rate. **5** During the run itself, move at a comfortable pace.

**6** Your breathing should be steady and with depth. **7** Finally, remember to cool down after a run. **8** An adequate cool-down period allows time for the body to relax and the normalizing of the heart rate.

1. Running is an exercise that can be good for you mentally, physically, and emotionally.
2. A beginning runner should keep three things in mind: the warm-up session, the run, and the cool-down period.
3. Stretching reduces muscle stiffness, decreases the possibility of injury, and gradually increases the heart rate.
4. Your breathing should be steady and deep.
5. An adequate cool-down period allows time for the body to relax and the heart rate to normalize.

### Self-test exercise unit 6

1. Who      2. Whose      3. Whom/Who      4. Whom/Who
5. Which      6. That      7. Who      8. Who      9. Whom/Who
10. Which      11. Whose      12. That      13. whose      14. Who
15. Who

### Answer Key for unit 7 Activities

#### Activity 7.1: listening

1. True      2. True      3. False      4. False      5. False
6. False      7. True      8. False      9. False      10. True

#### Reading section

#### Activity 7.2

II.

1. a. generating hydro-electric power  
b. Inspire the nation and other Africans\_\_\_\_\_
- C. facilitate industrialization, production and job opportunities\_\_\_\_
2. a. Ethio-Djibouti railway\_\_\_\_  
b. Addis Abeba Adama and Addis Ababa-Mojo- Batu-Hawassa

expressway\_\_\_

c. \_\_\_Hawassa Industrial Park\_\_\_\_\_

3. \_\_\_The express way significantly improve the revenues and bring an economic benefit to all actors on the corridor\_\_\_

\_\_\_The railway connects the country with neighboring countries\_\_\_\_\_

4. \_\_6.45 gigawatts\_

5. \_\_\_only decades \_\_

6. \_\_\_\_\_Building development projects/ development partners \_\_\_\_\_

III.

1. \_\_\_The GERD is a great motivating representative to other African countries to build more projects.

2. \_\_ Time is required to see the result of big projects.\_\_\_\_

### Vocabulary section

#### Activity 7.3 & 7.4

#### Do not require answer key

#### I. Contextual meaning

#### Activity 7.5

1. diversity,

2. intangible,

3. modern,

4. endanger, sustainable,

6. encourage,

7. inclusive,

8. disadvantageded,

9. revised,

10. Promoted

#### II. Antonyms

#### Activity 7.6

I. Intangible: intangible

1. Modern: traditional

2. Revised: old

3. Inclusive: non- inclusive /narrow

4. Encourage: discourage

5. Disadvantageded: privileged

6. Sustainable: unsustainable/untenable

7. Promoted: discouraged

8. Diversity: uniformity

9. Endanger: protect/save

## Analogy Exercise

I.

1. Civilization : development, enlightenment, advancement
2. Conflict : dispute, opposition, hostility
3. Maritime : oceanic, marine, naval
4. Radiated : emanated, shined, beamed
5. Legacy : bequest, estate, endowment
6. Mobilization : deployment, preparation, movement
7. Conserve : save, protect, preserve
8. Ecotourism: ecological tourism, travel, environmental
9. Biodiversity: diversity, variety, nature

## Phrasal verbs

### Activity 7.7

- |              |               |            |
|--------------|---------------|------------|
| 1. Out of    | 2. Forward to | 3. On with |
| 4. Away from | 5. Get along  | 6. Up with |
| 7. Back on   | 8. down on    |            |

## Direct and Indirect Speeches

### Activity 7.8

I.

Sunday 21, 2021

Zami and I had our first big fight last night. It was horrible. We shouted at each other.

He told me that it was my fault that we'd gone to Mombasa. The vacation had cost us a fortune. He said the vacation had been the worst vacation he had ever had.

I said that there was nothing wrong with the site. It was very beautiful and entertaining. But the travel agency was to blame. Their brochure had promised all kinds of things about the hotel. It had been a lie, and we had to pay extra money for hotel and meals. Hotels are quite expensive in Mombasa, but at the park if they are too exclusive. I told him that he had no right to blame me for choosing Mombasa. I thought it would be

a different experience because we have already visited all the parks in Ethiopia. I cried a lot.

Finally, he said he was sorry and that he knew that it wasn't my fault. He said that he would go to the travel agent first thing in the morning and that he would tell them about everything. I said I would go with you.

We'll see what happens tomorrow.

II. The activity revises all the rules to changes direct speeches to indirect.

1. No quotation mark
2. Tense change
3. Pronoun change
4. No question word order
5. No question mark
6. Linking words, that, if or whether

III. The underlined words in the reporting phrase are reporting words. "that" connects the reporting phrases and the reported statement (clause)

1. She believed that I couldn't jump across the river.
2. She complained that she couldn't see the stage clearly.
3. He explained that it wasn't possible to see Jemal that day.
4. They expected that Alem wouldn't lend them his car.

IV.

1. The guide told us not to touch the mirrors.
2. Zami asked the guide how much he earned.
3. The guide replied that his income depends on the type of the visitors.
4. The guide added that he had had Ethiopian from abroad and had given him 200 the other day.
5. I asked him if it was Ethiopian birr or American dollars.
6. He replied that it had been in dollars.
7. Zami hoped that the guide would have his own firm.
8. The guide thanked Zami for his kind words.
9. The guide told us that he had already saved some money.

10. The guide regretted that I had had a land in Kombolcha but had sold it for small money.

### Veague pronoun reference

#### Activity 7.9

I.

1. The visitors enjoyed **their** stay at the lodge.
2. The head chef wanted to make dinner himself/herself.
3. Mandela and **his** family have established a foundation.
4. Zami and Sara won't be late for their training.
5. The founders of the training center have donated equipments to improve the standard of the training center.

II.

1. The visitor asked the director, ' Do you bring me your telescope?'
2. At the laboratory, the **scientists** said the research had run into serious difficulties.
3. The testing equipment was accidentally dropped onto the aquarium, and the **equipment** was badly damaged.
4. I don't watch the 10 o'clock news anymore because **it** has become too superficial.
5. Hanan told Sara, ' **I** need to earn one million birr in two years. '
6. Being one of the best sellers, she won the Book Prize.
7. Mohamed bought the machines from a Chinese machine factory because the factories make the best machines.
8. Sara and Zami left their bags at the hotel, but they weren't sure if the bags were safe.
9. Although Nina was a real athletics fan, her brother never became interested in athletics.
10. The boat bumped the edge of the dock, but the boat didn't need many repairs.

#### Activity 7.10

1. She said to him, 'Leave me alone.'
2. He asked her, ' please, don't go.'

3. 'I'm going to bed now,' he said to Sara.
4. 'We had terrible day, said Tina.
5. 'I've never been to Tokyo,' said Tina.
6. She asked us, 'Do you have any problem with me?'

### Rearrange jumbled paragraph of a narrative essay

#### Activity 7.11

I return to Nigeria after graduating from college. I have been to Abuja, the capital, a couple of times, but that was before my mother was appointed minister of finance.

Two weeks into my stay, on a rare occasion when my mother has time to chat, I tell her that I'm bored. Her response: "Here are the car keys. Go and buy some fruit." Overjoyed, I jump into the car, salute the heavily armed security at the gate and speed off in search of — fruit.

The young boy sees me, or rather he sees the car first — a silver BMW — and quickly springs up from his spot under a small tree, eager to sell his bunches of bananas and bottles of roasted peanuts. His dingy shirt hangs low over too-short shorts. His sucked-in cheeks and wrinkled lips suggest that although he appears to be about twelve, he already knows the sourness of life. By the time I stop the car, he is at the passenger door, grunting: "Banana 300 naira (roughly \$2). Groundnut 200 naira. Sah!" I look skeptically at his black-striped bananas and bargain him down to 200 total for the fruit and nuts. When he agrees, I reach for my wallet and hand him a crisp 500 naira note. He doesn't have change, so I tell him not to worry. He is grateful and smiles a row of perfect teeth.

When, two weeks later, I see this same boy, I am more aware of my position in Nigerian society. Security people at the house have told me: "You are the son of a minister! Kai! You should enjoy this country!" But it's hard to find enjoyment in a place where it's not that rare to see a little boy who should be in school standing on the corner selling fruit in the intense heat. My parents have raised me and my three siblings to be aware of the privilege we have been afforded and the responsibility it brings. "To whom much is given . . ." my grandfather always says. I have been given much, from education at the best schools in the United States to this car and its twelve speakers, which have changed the way I listen to music. But I worry about what is expected of me.

I pull over and wind down my window. He wears the same shirt and shorts and has a bunch of bananas and a bottle of peanuts ready. I wave them away. "What's up?" I ask him. He answers in broken English: "I dey oh. But I no get money to buy book for school." I reach into my wallet and pull out two fresh 500 naira notes. "Will this help?" I ask. He looks around nervously before sticking his hand into the car to take the bills. One thousand naira is a lot of money to someone whose family probably makes about 50,000 naira (\$380) or less each year. "Thank you, Sah," he says. "Thank you very much, oh!"

### Answer for self-test Unit 7

I

1. A is incorrect.
2. B is correct.
3. A is incorrect.
4. A is incorrect.
5. A is incorrect.

### Answer key for unit 8 Activities

#### Activity 8.1: listening

1. telehealth. 2. virtual. 3. geographical
4. time. 5. hospitals 6. COVID-19 7. virus

#### Activity 8.2

III

1. moment 2. May 3. Interrupting 4. What I said
5. tell 6. Catch 7. both are correct
8. both are correct 9. Mean 10. Track 11. Propose
12. scope 13. Explain 14. agree

#### Activity 8.4

II

1. a 2. a 3. a 4. a 5. a

**Activity 8.5**

I.

1. c      2. b      3. b      4. d      5. a

**Activity 8.6**

II

1. c      2. a      3. a      4. a      5. a

1. a      7. a      8. a

**Activity 8.7**

II.

1. affect      2. effect      3. accept      4. except  
 5. There      6. then      7. lose      8. loose  
 9. quiet      10. quite

II.

1. a) turn on      2. a) turn down      3. c) turn over  
 1. a) turn off      5. d) turn out      6. a) turn off  
 2. a) turn down      8. d) turned away      9. b) turn to  
 1. b) turn down

**Activity 8.8**

I

1. b      2. b      3. b      4. b

II

1. b      2. b      3. b      4. B

III.

1. have been taken/were taken
2. were introduced/have been introduced
3. made/have made
4. were shown
5. has belonged
6. was given
7. was killed
8. suffered/had suffered

9. was restored
10. added
11. doesn't feel
12. happened/had happened
13. was sent/had been sent
14. behaved/ had behaved
15. be sacked/get sacked
16. is invited/ will be invited

### Activity 8.9

#### IV.

1. fill, in    2. Asks, for    3. Work, out    4. at, out    5. Attract, to
6. launch, to    7. Free, up    8. Provide, with    9. Under, of
10. Come up, with

#### V.

1. at                    2. for                    3. about                    4. for
5. with                    6. for                    7. about                    8. With

### Activity 8.10

#### VI

1. Ato Bulcha said (that) he was watching TV the night before.
2. Solomon explained (that) he had seen the accident at the corner of High Street.
3. Biftu said (that) they had had a wonderful time at Peter's party.
4. The farmer said (that) he hadn't seen her.
5. Wondimu and Temesgen said (that) they were very happy about the present.
6. Ato Belguda said (that) as a young boy he had collected stickers.
7. Peter reported (that) they had played a lot of tennis the year before.
8. Mother said (that) she had a headache.
9. The Clarks told us (that) they drove right down to Athens last summer.

10. Helen said (that) she was watching the late night show.
11. Peter said (that) they were interested in other countries.
12. Ato Lencho said (that) he took his medicine regularly.
13. Mulu said (that) she didn't feel better by then.
14. Sarah said (that) her father took her to school every day.
15. He said to the reporters (that) he was a farmer in Cornwall

### Activity 8.11

I.

The right order is 3 , 5 , 4 , 1 , and 2

### Self-test exercises unit 8

I.

1. a. chased    2. a. is read    3. a. was baked    4. a. was watched
5. a. was written    6. a. was driven    7. a. was played
8. a. was built    9. a. was blown down    10. a. was told

II.

1. a. to    2. a. to    3. c. for    4. b. at    5. d. on
6. d. on    7. c. in    8. a. to    9. c. of    10. d. of

III.

1. a    2. a    3. b    4. d    5. a
6. a    7. a    8. b    9. a    10. a

### Answer Key for unit 9 Activities

#### Activity 9.1: listening

1. a    2. b    3. c

#### Activity 9.4

II.

1. False para 1
2. False para 2
3. False para 3
4. True para 3

5. True para 5
6. True para 5
7. False para 7
8. False para 9
9. True para 9

III.

1. D 2. B 3. E 4. A 5. C

IV.

1. The system
2. Yejoka
3. Members of the supreme council
4. Members of the council
5. Crime judges

V.

1. Ingenuity, acceptance, popularity, mediation skills and impartiality.
2. Three
3. The council can evict him/ her and make replacement through transparent election
4. 90
5. The criminal will not bear the burden and appeals to the judges to pass their judgment by making confession about the crime

### Vocabulary

I. Word relation

1. Judicial 2. Disputes 3. Amendments 4. Impartiality 5. Resolution

II.

1. G 2. C 3. E 4. B 5. H 6. D 7. F 8. A

III. Analogy Exercise

1. B 2. E 3. B 4. C 5. D

### Answer for self-test Unit 9

1. wouldn't take
2. would rain
3. would work
4. hadn't eaten

5. had studied
6. didn't live
7. knew
8. could afford
9. hadn't lost
10. hadn't said



## Answer key for unit 10 Activities

### Activity 10.1: Listening

- |      |                |                 |         |
|------|----------------|-----------------|---------|
| 1. b | 2. mobility    | 3. environments | 4. True |
| 5. c | 6. challenging |                 |         |

## 10.2 Speaking Skills

### Activity 10.2

**II. Different interview questions are possible. The following are just examples:**

1. What is your name?
2. Where were you born?
3. What is your favorite sport?
4. What is/are your hobby/hobbies?
5. What do you do in your spare time? etc.

### Activity 10.3

**II.**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. a | 2. c | 3. c | 4. a | 5. b  |
| 6. a | 7. b | 8. b | 9. a | 10. b |

### Activity 10.4

**I.**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. e | 2. l | 3. f | 4. g | 5. c  |
| 6. d | 7. h | 8. b | 9. a | 10. j |

**Activity 10.5**

II.

1. c      2. b      3. b      4. c      5. a  
 6. a      7. a      8. a      9. a      10. d

**Activity 10.6**

I.

1. b      2. c      3. b      4. c      5. a  
 6. a      7. c      8. b      9. b      10. c

II.

1. woke up      2. cheer up      3. clean up      4. stood up  
 5. break up      6. find out      7. speak out      8. cut out  
 9. work out      10. chill out

**10.5 Grammar****Activity 10.7**

I. I was running through the forest at night.

1. After the concert ended, we went out for pizza.
2. Although she studied hard for the exam, she did not do well
3. There is no doubt.
4. In the morning, I like to drink coffee.

**2-3** In School, when teachers assigned a composition or essay, her classmates often groaned.

**4-5** she would join them in their protests because she didn't want to seem different.

**9-10** She wrote a funny story about the time my dog made a mess of our kitchen.

**12-13** By the time she finished, the classroom was bedlam. 15-16 It was a magic moment, which made my sister more in love with writing than ever.

II. I woke up late this morning. I missed my bus.

2. We went to the store. We bought some milk and bread.
3. Sarah loves to read books. She spends hours at the library every day.

4. I have to work late tonight. I can't go to the movies with you.
5. The cat was sleeping on the couch. It woke up when I came in the room.

<sup>1</sup> When Markos began his first full-time job, he immediately got a credit card. A used car was his first purchase. <sup>2</sup> Then, he began to buy expensive clothes that he could not afford. He also bought impressive gifts for his parents and his girlfriend. <sup>4</sup> To make matters worse, his car broken down, and a stack of bills suddenly seemed to be due at once. <sup>5</sup> Although Markos tried to cut back on his purchases, he soon realized he had to cut up his credit card to prevent himself from using it. <sup>6</sup> he also began keeping a careful record of his spending, for he had no idea where his money had gone fill then.

### III.

1. John likes to swim, play tennis, and hike.
2. The concert was both exciting and loud.
3. The company's profits are down this year, they are losing customers, and their stock is falling.
4. My mother not only makes the best cookies but also cooks well.
5. The chef prepared a delicious meal, presented it beautifully, and the diners enjoyed it.

## 10.5.1 Revision on conjunctions

### Activity 10.8

- I. 1. a) unless                      2. a) Even if                      3. a) however  
 4. d) Even though                5. c) as long as                6. c) Until  
 7. a) Although                    8. b) Unless                    9. d) unless  
 10. c) If
- II. 1. either / or,                2. whether / or,                3. no sooner / than,  
 4. not / but,  
 5. if /then,                      6. both / and,                    7. not only / but also,  
 8. not / but,                    9. either / or,                    10. neither / nor