ENGLISH FOR ETHIOPIA

STUDENT TEXTBOOK

GRADE 10

Federal Democratic Republic of Ethiopia
Ministry of Education

ENGLISH FOR ETHIOPIA STUDENT TEXTBOOK GRRADE 10

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY OF EDUCATION

HAWASSA UNIVERSITY

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Foreword

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions.

It has been almost three decades since Ethiopia launched and implemented new Education and Training Policy. Since the 1994 Education and Training Policy our country has recorded remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, Middle level and secondary level grades and subjects. It aims to reinforce the basic tenets and principles outlined in the Education and Training Policy, and provides guidance on the preparation of all subsequent curriculum materials – including this Teacher Guide and the Student Textbook that come with it – to be based on active-learning methods and a competency-based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as a subject and incorporate career and technical education as a subject in order to accommodate the diverse needs of learners.

Publication of a new framework, textbooks and teacher guides are by no means the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guider and facilitator. To assist this, teachers have been given, and will continue to receive, training on the strategies suggested in the Framework and in this teacher guide.

Teachers are urged to read this Guide carefully and to support their students by putting into action the strategies and activities suggested in it.

For systemic reform and continuous improvement in the quality of curriculum materials, the Ministry of Education welcomes comments and suggestions which will enable us to undertake further review and refinement.

ADDIS ABABA, ETHIOPIA

xxxxx 2022 FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY OF EDUCATION

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Unit 1. Population Growth

Unit Objectives

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

- *listen to a text and extract both specific information and the gist (main) idea from it*
- *examine the pictures and explain the challenges our world is facing due to population explosion globally and locally*
- *work out the contextual meaning of the selected words and use them in your communication where necessary*
- *pronounce short and long vowels: [a, e, ,i and o] and diphthongs [, ai, ei, , ea, eə , ɪə ɔɪ, ʊə] as correctly as possible and make your oral communications intelligible practise asking opinions in small talks and conversations*
- *practise a variety of text attack skills such as skimming, scanning and intensive reading and extract information.*
- *discuss and integrate textual information in oral presentations*
- *work out the meaning of different words from different literatures contextually*
- *practise the word formation processes with prefixes and use the correct form of the words in communications*
- *acquaint yourself with different phrasal with the verb "fall" and use them in both spoken and written communications.*
- *use simple present tense and degrees of comparisons in constructing grammatically correct sentences*
- *complete ideas in a piece of writing and write your own paragraph*
- *add ideas to the incomplete paragraph and make it complete*
- *connect different sentences using different discourse markers*
- *acquaint yourself with the use of period, question mark and exclamation mark and use them in your writing where necessary*

1.1 Listening: Population Explosion

Activity 1.1

Instructions: ***You are going to listen to the passage. Before you listen to it, discuss the following questions in pairs.***



Fig. 1: Overpopulated areas in Delhi, Tokyo, Beijing and Lagos

1. Do you think that the population in your city is increasing or decreasing? What is your evidence?
2. If the population around your residence is growing, what problems are you facing in your day-to-day life?
3. Look at the population size in Delhi, Tokyo, Beijing and Lagos in the above picture What can you say about the population growth and its effect in these countries?

NB: For visually impaired students, those of you who do not have such limitation, please give them an account of explanation about congested population in the above cities.

Activity 1.2

Instructions: ***Now your teacher will read the listening passage two times to you. When he/she reads the passage, listen very carefully and extract specific information from each paragraph and finally write the main ideas in your own words.***

Activity 1.3

Instructions: ***Answer the questions given below based on the ideas discussed in the passage.***

1. As a student, after you have got few ideas about the population explosions in our world, what do you suggest to different governments to take practical actions?
2. How can you contribute, as a student, to reducing problems connected to population explosion in Ethiopia?

1.2 Speaking

1.2.1 Pronouncing Short Vowels, Long Vowels and Diphthongs

Activity 1.4

Instructions: ***Repeat the following words after your teacher.***

	Short Vowel	long vowel
1	[bit]	[bi:t]
2	[back]	[ba:rk]
3	[fut]	[fu:d]

Activity 1.5

Instructions: ***Individually, use your dictionary and look up seven words with short and long vowel sounds and then practice them with your neighbouring students.***

NB: Visually impaired students are asked simply to practice the sounds orally

	Short Vowel	long vowel
1		
2		
3		
4		
5		
6		
7		

Diphthongs

Diphthongs are words that combine two vowel sounds. They are pronounced so closely together that they almost sound like one vowel instead of two.

Activity 1.6

Instructions: ***Use your dictionary and identify the type of diphthongs in the words given below individually.***

might, **why**, **may**, **wait**, **freight**, **they**, **great, fair**, **hair**, **mare** *and* **where**

Activity 1.7

Instructions*: Write a word that consists of the diphthongs given below.*

[ay, ai, ei, ey, ea eə , ɪə ɔɪ, ʊə]

Pronouncing interdental voiced [ð] and interdental voiceless [Θ] consonants

Note that these consonants do not exist in Ethiopian languages, so pronouncing them in different words is difficult for many of our students. When you pronounce these sounds, you put your tongue between the upper and lower tongue and produce [**t] or [z].** Practise them in the following words with the help of your teacher.

math **[**mæθ**],** booth **[**buθ**],** soothe **[**suð**],** those [ðoʊz**]**

Activity 1.8

Instructions: ***Go over the following pair of words given in parentheses* (sink/think), (leather/lather), (their/there), (tin/thin) *quickly. Then, your teacher will read a sentence that consists of one of the words to you. Listen to her/him, identify the word you have heard and write it down into your notebook.***

1.2.2 Small Talks: Asking for Opinions

As you know, it is common to ask and answer questions in everyday human communications. Questions should not always be asked only for the sake of asking. The asker needs to have purpose when she/he poses a question. The respondent also has to think twice and give answers supported with convincing reasons. If you answer a question without sufficient evidence, people do not trust you when you talk to them in the future.

Activity 1.9

Instructions: ***The following dialogue is between two grade ten students, Lambebo and Hamesso. Be in pairs and fill in the incomplete parts in your own words.***

Lambebo: Do you think that money is more important than health?

Hamesso: In my opinion, both are equally important because to stay in

health, money is important and health is also essential to make money.

Lambebo: As far I am concerned, however, health is more important than money because_____.

Hamesso: Are you saying that if there is health, it is not difficult to make money?

Lambebo**:** Yes, of course. In my view, if a person is healthy, she/he can do any work and make her/his livelihood.

*Hamesso***:** _____.

Lambebo**:** As I understand, nothing is more important than health.

Hamesso: Do you think that those people who are below the poverty line are not healthy?

Lambebo**:** No. From my point of view,_____.

Activity 1.10

Instructions: ***Roleplay as student* Tamirat *and* kelemua, *ask questions, give opinions turn by turn and make the dialogue complete.***

Tamirat: What comes to your mind when you hear the phrase "population growth"?

kelemua: _____.

.

Tamirat: What is your view about the population growth in Ethiopia?

kelemua: _____.

Tamirat: _____?

kelemua: Yes, as I understand, it is a serious concern because when the growth of population and the economic growth are not even, the continuation of life in this world is not certain.

Tamirat: Why do you think that experts on population warn that the growth of population will be the most serious problem of our world?

kelemua: _____.

Tamirat: _____?

kelemua: In my opinion, those factors that change the pattern of population are the imbalance between birth rate and death rate and migrations.

Tamirat: _____?

kelemua: It is a type of crisis which results from an increase in births (fertility rate), a decline in the mortality rate, an increase in immigration or a depletion of resources.

Tamirat: Once the World Bank President Robert McNamara said: "Population growth is the gravest issue the world faces. If we do not act, the problem will be solved by famine, riots, insurrection and war." Do you agree? Why?

kelemua: _____.

1.3 Reading: Population Growth

Activity 1.11

Instructions: ***Before you read the passage, discuss the following questions in groups of three and report your answers to the whole class.***

1. Can you list down the most pressing problems that Ethiopia is facing these days due to its unplanned population growth?
2. Do you think that population growth has direct connection with our environment? How?
3. There are experts such as Simon 1988 who say that population growth does not bring as such significant problem if the economy of the country grows consistently? Do you agree or disagree? Why?

Activity 1.12

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



Fig. 2: population growth & environmental degradation

National and Global Population Growth

1. The rapid population growth observed over the last decades in Ethiopia has resulted in a number of challenges and crisis against both human and wild lives. One of the most dominant casualties is severe environmental **degradation** which is responsible for the prevalence of poverty and famine. More often than not, many international reports claim that the alarmingly growing population at an unprecedented rate is negatively affecting the environment in different parts of

the country and this degradation is exposing a large number of people to poverty. The fact is that the more a given area is populated, the more the resources in that area are degraded by both the rich and the poor though the frequency and magnitude differ. There is a widely accepted truth that the poor tampers more frequently with the **fauna** and **flora** of the environment while the **devastation** caused by the rich to the environment is higher in scale. Under most circumstances, when the size of the population and the economic growth of a country are not growing evenly, poverty-stricken people tend to overuse every resource available to them as **their** survival is endangered. When the situations become worse and worse, it is a must for many citizens to **immigrate.** In addition to the above anthropogenic damages, other factors such as lack of material resources, inadequate loans and **subsidies**, illiteracy and lack of awareness and consciousness impinge seriously upon the environment. Thus, since uncontrolled population growth is the main threat to the environmental convenience and comfortability to both human and wild lives, a positive change in attitude towards the environment is needed in order to save the most cherished flora and fauna.

2. Eighty-five percent of the population in Ethiopia lives in rural areas, mainly in the central and northeastern highlands, where population growth and poverty are much higher than in urban areas. As the population in these areas increases more and more, land is deforested and over-farmed. This in turn has brought about less crop production and subsistent livelihood. When forests are cleared, the residents must travel farther and farther to find firewood, which is the principal fuel for cooking or sometimes they dry up animals'

dung which should have been used as natural fertilizer. The other disaster is soil erosion. When the steep highlands are deforested, their soil can easily been eroded and their fertility to grow crops decreases from time to time. Because of this, many previously habitable lands in these areas have now been transformed into dry lands and deserts. This vicious cycle is exacerbating the effects of the droughts in the country mostly leading to severe and ever more frequent crises. The 2003 famine, for example, affected more than 13 million people of the country and at least 6 million people at an average suffer from permanent food insecurity every year. Of course, as experts in the field argue, the problem is aligned not only with deforestation but also has connection with a small size of arable land that farmers cultivate every year. To change the existing scenario, the green legacy which is being implemented every year all over the country during rainy seasons, has significant contribution in changing the ecology of the country and agricultural productivity as well.

3. The other effect that results from overpopulation, of course not peculiar to Ethiopia, is the poor state of women's health. If the size of the population and the per capita income of the citizens do not strike the balance, it is difficult for any government to sufficiently supply health facilities to citizens in general and to females in particular. As reports from Save the Children (2004) show, Ethiopia is one of the lowest ranked countries where one out of every 14 women dies from complications during pregnancy and 114 infants pass away in every 1000 live births. Therefore, to stabilize the population growth, increasing girls' education and expanding women's empowerment is one of the highly recommended solutions. In this regard, we all know that the current

Ethiopian government is taking practical measure, though not sufficient, in raising up the ratio of females officials ranging from lower to higher levels of responsibilities in different governmental offices. **This kind of attitudinal change** is believed to have **substantial** contribution in controlling the unplanned population growth. Generally, despite the challenges Ethiopia is facing from both human and nature, there are attempts to incorporate population, health, and environment issues into the country's poverty reduction strategies.

4. Globally, over the last hundreds of thousands years, the world population has grown to one billion then in just the next two-hundred years or so, it grew sevenfold. In 2011, the global population reached the seven billion mark and today it stands at about 9.4 billion. This dramatic growth has been driven largely by increasing numbers of people surviving to reproductive age and has been accompanied by major changes in fertility rates, increasing urbanization and accelerating migration. The effect of population growth is **detrimental** as long as the economy of a country is incapable of providing the citizens with convenient environment that guarantees potable and clean water, good accommodation, decent clothing, hygienic food, conducive housing and even pure air. In short, a growing population needs a growing economy. It is crystal clear that there is no way people can live conveniently and comfortably in the environment without **tampering** with it. Hence, it is a must to comply with the principles of environmental management within the ambit of conservation, preservation, rehabilitation and sustainability.

1. How can population growth, environmental degradation and poverty integrate and affect human life?
2. Why the people in the northeast highland areas in Ethiopia are highly exposed to draught and famine repeatedly?
3. How do the rich and the poor contribute to the degradation of the environment?
4. How can humans protect the damage against animals and plants?
5. How does women's education and health affect the population growth? Why women are in focus?

Activity 1.13

Instructions: ***Answer the questions given below and write your answers in full sentences into your notebook individually.***

1. Be in pairs, write the main idea in each paragraph in a complete sentence.
2. List down the problems that you have observed due to population growth in the area where you are currently living?
3. Do you think that you have your own contributions in solving those problems connected to population growth? How?

1.3.1 Vocabulary : Part I

Activity 1.14 Vocabulary: Part I

Instructions: ***Match the words taken from the above passage and written at the left hand side with their contextual meanings given at the right hand side individually.***

"A"	"B"
1. immigrate (par1)	A. leaving ones country and settling in another country
2. degradation (par 1)	B. money paid by the government or organization to reduce prices
3. devastation (par1)	C. all plants life in a particular region or period
4. fauna (par1)	D. all animals' life in a particular region or period
5. flora (par1)	E. the state of being destroyed
6. subsidies (par1)	F. changing to lower state

1.3.2 Vocabulary : Part II

Activity 1.15

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

1. subsistent (par 2)_____
2. exacerbating (par 2)_____
3. cultivate (par 2)_____
4. substantial (par 3)_____
5. detrimental (par 4)_____
6. tampering(par 4) _____

1.3.3 Word Formation

Using prefixes to form words

Activity 1.16

Instructions: ***Be in pairs, define what a prefix is and then try to list down as many prefixes as possible from your own experience.***

Activity 1.17

Instructions: ***Individually, write words that go with the prefixes*: anti, im, in, re, dis, auto *and* co.**

Activity 1.18

Instructions: ***Look at the words written in bold in the dialogue below. Identify the prefix and explain its meaning individually***

Kia: Your paragraph is good but there are sentences that you have included without a clear purpose. You have also used **incomplete** sentences which do not make sense**;** moreover, there are **overused** words which can reduce the interest of your reader.

Yenu: *Thank you for your interesting and* **indispensable** *comments. I know that you always write very good paragraphs and attain the highest mark in our class. Would you give me further comments that help me write well developed paragraphs?*

Kia: When you decide to write a paragraph, first plan what and how you want to write, second, prepare an outline which gives you direction where your focus is. Third, write out your first draft without worrying much about the errors that you are likely to make. Fourth, do serious editing on the content, organization of ideas, language use and mechanics. Fifth, rewrite the final draft of your paragraph considering the editing you have done.

Yenu: *Thank you for your valuable comments once again. You are correct. I hadn't had the ideas you have given me before I wrote my paragraph. In the paragraph I had given you for comments, there were not only the problems you mentioned but also I had found out* **misspelt** *words which would create confusion to my readers. I could detect them after I had given it to you for comments.*

Kia: Oh, that is awesome. You see, it is **impossible** at all to be absolutely free from errors either when we write or speak. The main thing is

readiness to learn from others and improve oneself from time to time. Now, do you have time to improve your paragraph based on the comments I have given you?

Yenu: *Of course, I don't have much time but I should accept your comments and do my level best to write a better paragraph. I had never found out any* **irrelevant** *comment. All of them were convincing and constructive. As I have learnt from your comments, first, I have to* **preplan** *what I ought to include into my paragraph. During the second step, I should* **re**-*arrange the sentences into their coherent order, include relevant ideas and write the first draft. At the third step, I need to do editing and finally I have to consider the editing I had carried out and re-write the final draft. Am I correct or* **incorrect?**

Kia: You are correct. That is interesting. You see, it is **unthinkable** to improve one's knowledge unless there is willingness to learn from each other. Now, in my opinion, if you follow the steps I have suggested to you, you can join the **disconnected** sentences in your paragraph with the correct devices, enrich the content, check your language use and increase its quality.

Short Note

A prefix is a word part that is placed before the root word. Most commonly used prefixes in English are**: re, in, im, dis, un, mis, co, none, pro, super, hyper, circum, auto** and the like. A prefix usually changes the meaning of the root word. For clarity, look at the following examples: take and **in**take, tension and **hyper**tension

1.3.4 Phrasal Verbs



Activity 1.19

Instructions: ***First define what phrasal verbs are, list out those you have already been familiar with and then construct meaningful sentences using few of them.***



Activity 1.20

Instructions: ***Be in groups of four, read each sentence given below carefully, work out the contextual meaning of each phrasal verb given in bold and then write it in your notebook. The first one is done as an example for you.***

Example: Kadija always calls Hamid's name amidst any of her discussions with her friends; I think she has fell in his love. Meaning(loved him from the depth of her heart)

1. The chair was so old that it **fell apart** when Zeberga sat on it.
2. Is there an Ethiopian who does not **fall apart** if an enemy manages to take over a piece of land from its territory?
3. When generals think that victory at war front is difficult, they order their soldiers to **fall back.**
4. Provided that I have no access to print books in the library, I have internet resources to **fall back** on.
5. If you **fall behind** on your research work, it is impossible to graduate from any Ethiopian university.
6. The dramatist has **fallen down** on the ground in the middle of the play as he has a splitting-head ache.
7. When you **fall for** someone, it is difficult for you to stop thinking about him/her.

8. If lies are told repeatedly, several people **fall for** them without requesting for justifications.

9. When Sumoro had beaten the stem of the tree with a long stick, many of the fruits **fell off** the branches.

10 Amajo had bought avocadoes and put them into a plastic bag. When he got off the bus, all of them **fell out** of the bag as it has had wide holes that he had not recognized.

11 Those friends whose relashinships are founded on benfits often **fall out** when their income reduces due to different reasons

12 I want to travel to Russia to visit their vibrant cultures but my plan **fell through** for I have not yet produced a visa.

Short Note

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

1.4 Grammar

1.4.1 Degrees of Comparison

Activity 1.21

Instructions: ***The following sentences are taken from the above reading passage. Be in groups of three and discuss the type of degree the writer has used and their meanings.***

1. As the population in these areas increases more and more, land is deforested and over-farmed.
2. The fact is that the more a given area is populated, the more the resources in that area are degraded by both the rich and the poor though the frequency and magnitude differ.
3. Eighty-five percent of the population in Ethiopia lives in rural areas, mainly in the central and northeastern highlands, where population growth and poverty are much higher than in urban areas.

Activity 1.22

Instructions: ***In pairs, examine how a positive degree, comparative degree and superlative degree are used in the text below and finally write the rules that enable you to use three of the degrees correctly in your own sentences.***

Mr. Tanga lives in Arba Minch town. He has three children. They are Chubaro, Katinie and Gezmo. Academically, Chubaro is **as** intelligent **as** Katinie and Gezmo is the **least** intelligent student of the two. With regard to football, Katinie is **as** good **as** Gezmo

but Chubaro is **the worst**. He does not like to watch any game on television let alone playing in the field. On weekends, three of them like to visit the Nech Sar park, which is located to the eastern direction of Arba Minch town. The park is one of the **most preferred** tourist attractions in Ethiopia. Of course, in size, it is not **bigger than** Omo National Park, which is located in South Omo Zone. The **more** you travel in this park, the **more** your appreciation and love about nature increases. Its sempervirent sceneries, the endemic wild animals, the pure natural falls that come from different directions never allow you to leave it. When they walk in the park, Gezmo is **the slowest** of both as he has pain in his feet but Chubaro is **as** fast **as** Katinie. Because of their equal speed, they always talk to each other, make funs and finish their journey without any feeling of tiredness. In terms of their learning styles, Chubaro is the **most confident** student in his class; however, he is not **as** fast **as** Katinie in responding to his teachers' questions. Around their village, Chubaro is **most cooperative** boy in working with other youths to solve the problems of the dwellers.

Activity 1.23

Instructions: ***Below is a text with blank spaces. Individually, decide whether the positive, comparative or superlative degree of the adjective or adverb given in parentheses is appropriate to complete each sentence in the text.***

Text I: Learning and Improving Writing Skills

Writing is one of _____**1** (important) language skills that you should develop so as to succeed in your academic activities. Because of this, English teachers are always advised to seriously teach this skill_____**2** (careful) possible. You, as students, should

also give _____ **3** (many) attention to the skill than ever before and practise it _____**4** (regularly) possible. The understanding is that the_____ **5** (much) you engage yourself in meaningful writing activities, the (good) you achieve the skill. Of course, few scholars think that since it is the _____**6** (challenging) language skill of all others, it is difficult for several students to achieve it unless teachers provide them with different supports such as explanations, model texts and guidance. Currently, however, the widely accepted belief is that the _____**7** (little) the teacher interferes with the students' engagement in a variety of meaningful writing activities, the _____**8** (fast) they achieve the skill. The understanding is that developing self-learning strategy is (good) than imitating a model text, learning about it and striving to produce the same type of text. Therefore, practising writing with meaningful activities and checking the progress of one's skills _____**9** (regular) possible can make most students reasonable and efficient writers.

Activity 1.24

Instructions: ***Use the correct form of degree of adjective given in parentheses to complete the blank spaces in each sentence individually.***

1. Critical thinking is one of _____ (essential) life skills that every student must develop as her/his own personality. It is a skill that _____(often) people develop it from active reading.
2. Which country is economically_____(prosperous) in Asia? Why has it developed _____(rapidly) than any other neighbouring country in the continent?
3. In today's global world, healthy competition is _____(important) than depending on others.

If Ethiopia, for example, mobilizes its citizens efficiently to increase productivity supported by scientific knowledge, there are _____(many) golden opportunities as in other developing countries striving to emerge successfully.

4. Positive thinking is _____(good) than taking a revenge. When a person begins to think reasonably and widely, she/he will solve ____(difficult) problem she/he has ever confronted in her/his life with least sacrifices.

5. When you are just between the blue sky and the see, it is a must to choose ____(less evil).

6. I would rather die _____(see) my country fragmented.

Notes on Degrees of Comparison

A. The Positive Degree

The Positive degree does not offer comparison. It just tells us about the existence of two equal persons, objects or situations. The persons or things compared in this degree are often introduced with as….as or so……as. For example:

1. Today's English lesson is as clear as yesterday's but today's illustrations are not so clear as the yesterday's ones.
2. Awoke is as strong as his friend, Tahiro.
3. Awoke is not so strong as his friend, Tahiro

B. The Comparative Degree

A comparative degree compares two persons, objects or situations to show the lesser or greater degree of the quality. This degree is often introduced with "than".

When we use this degree, we add "-er" to adjectives of one or two syllables and more or less when the syllables are more than two or if the comparison is with adverbs. For more clarity, look at the following examples

Slow-----slower, big----bigger, slow----slower strong-----stronger, happy---happier, beautiful----- more beautiful, slow----more slowly, clear-----more clearly.

Important points you need to remember:

- Do not use double comparatives

Example:

1. This sentence is more clearer than the previous one.(not correct)
2. This sentence is clearer or more clear than the previous one. (correct)

- There are adjectives that should not have comparative forms because their meanings express the qualities to the highest possible degree. Here are few of them: perfect, dead, single, unique, round, square. The implication is that if something is perfect, it cannot be a better or less perfect.

Example: Saron is more perfect in her spoken English than her written one. (incorrect)

- Sometimes adding ***"-er"*** to adjectives is the same as using ***more/ less +adverb***

Example

1. Aweno is quicker than Madalcho in answering questions in the classroom. (correct)
2. Aweno answers questions more quickly than Madalcho in the classroom.(correct)

- If the adjective is of more than one syllable, it takes less or more in its comparative form.

Example:

1. Firehiwot is more intelligent than her sister Bezawit is. (correct)
2. Firehiwot is intelligenter than her sister Bezawit is. (incorrect)

- In modern English, the expressions, "than me" and " than I" are both acceptable.

Example: the waiter was angrier than I or the waiter is angrier than me.

- The words prefer, senior, junior, inferior are followed by "to" not "than"

Example:

3. Mesfin prefers coffee to tea. (correct)
4. Mesfin prefers coffee than tea. (incorrect)

- Parallel strength or growth is expressed with double comparatives

Here are some examples of double comparatives:

1. The more you read, the better you think.
2. The less money I spend, the more I save.
3. The less you worry about others, the more you aggravate your own problem.

- Take care in using the following irregular comparative forms:

*good…..**better**, bad…. **worse,** many or much**….more,** little**…less***

Example: Silence is better than talking nonsense.

*Poverty is **worse** than death.*

C. The Superlative Degree

A superlative adjective expresses the extreme or highest degree of a quality. We use this degree to compare people, objects or situations more than two in number. The pattern of this adjective is the + superlative form of the adjective + noun (object). Adjectives of one or two syllables or adverbs take"- est "and in its irregular form least and most are used. When this degree is

used, it is common to use the prepositions in or of

Examples

1. Azalech is the tallest girl in the family; moreover, she is the most intelligent girl in managing the family of her siblings.
2. Rukia is the least active participant in English classes but she is the most humorous girl of all us after class time.

1.4.2 Simple Present Tense and Present Perfect Tense

Activity 1.25

Instructions: ***Here below are pairs of sentences given in simple present and present perfect tense. Read them very carefully and explain the meaning differences individually.***

1. Most of us often **talk** about others' weaknesses but we **have** never **had** information about our own weak sides.
2. To err **is** human; no one **has** ever **been seen** so far doing things perfectly without getting feedback from others.
3. Currently, I **see** a great many people criticizing others for their faults; I **have** never **seen** a person who advises them how to reduce their pitfalls.
4. My daughter **leaves** for Harar tomorrow; she **has stayed** with me for only few weeks.
5. Brown **says,** "the more number of languages you speak, the better you think". As I have been impressed by this quotation, I **have begun** to learn different languages being spoken in my community since last month.

I. The Simple Present Tense

Uses

1. to talk about presently happening actions but cannot be expressed mostly in continuous forms. Some of the verbs which are not mostly used in –ing form are: see, hear, taste, think, consider, wish, love, hate, feel, have, believe, trust, etc.

Examples:

1. *Now I* **am understanding** *what he is teaching. (incorrect)*
2. *Now, I* **understand** *what he is teaching. (correct)*
3. *I always* **think** *the positive side of any work but most people often* **prefer** *to focus on limitations.*

2. to describe an action that happens every day

Examples

1. *My friend always* **speaks** *English; that is why he has now become a fluent speaker.*
2. *She usually* **watches** *English channels; she pronounces words nearly like native speakers.*
3. *We always* **discuss** *our assignments in English.*

3. to talk about general truths or universal facts

Example: Blood carries oxygen in our body

4. To talk about future planned action

Example: Zumra **leaves** *for London tomorrow.*

5. to talk about past actions on the headlines of newspapers

Example: *The headline in "The Ethiopian Herald English daily says, "The Prime Minister* **Confers** *with the Russian Ambassador to Ethiopia Yesterday*

6. to narrate past action

Example

The book **discusses** *the importance of co-existence for mutual benefits. The author further* **argues** *that when only people* **strengthen** *their unity, they* **achieve** *substantial growth and prosperity.*

7. To talk about timetables or schedules

Example: The film **begins** *at 6 a.m. in the evening*

II. The Present Perfect Tense

Uses

1. to describe an action that began in the past and is still going on right at the time of speaking

1. *Muhaba* **has worked** *in this office for the last forty years (still she is working in the same office)*
2. *Andabo* **has not uttered** *a word to me since he arrived at the station.*
3. Writing a textbook is the most challenging academic activity that I **have ever faced**

2. *to express an action when the doer is not clearly known*

Example: Someone **has taken** my bag.

Activity 1.26

Instructions: ***Use either* simple present *tense or* present perfect *tense form of the verb given in parentheses to complete the text given below individually.***

1. Danitie_____(clean) her house everyday but today she_____ (yet clean) it because she is too ill to wake up from her bed.
2. Now, Mukura and Ayantu_____(love) their newly born baby from their heart because they_____

(think) that the baby is the only dearest gift they have ever had. Tomorrow they_____(leave) for Addis Ababa to show their baby to their mother-in-law. They ___(never see) her for moths.

3. This is a new experience that I _____(ever have); therefore, I am planning to get people who can provide me with water tight comments. In fact, when I do something new, I always _____(show) it to someone whom I think is capable of helping me.

1.4.3 Using Relative Pronouns



Activity 1.27

Instructions: ***Using your background knowledge or by referring to grammar books, read the dialogue conducted between Feven and Melon and insert the correct relative pronoun you think is correct from the alternatives given in parentheses being in pairs.***

Feven: Do you know Kurfa Chellie, Melon?

Melon: *I am not sure but sometimes I hear father calling this name.*

Feven: Oh, you should have known it. It is a small town _____ **1** (when/where) our father was born. He is a man who has passed through different challenges in this town and reached this level.

Melon: *Yes, you are right. I think the film _____**2** (that/ whom) we watched last week to some extent has connection with his life.*

Feven: Yes. You are correct. By the way, has he had a plan to write a book?

Melon: *Yes, I think now he is thinking of what and to_____**3** (who/ whom) he is writing?*

Feven: Yes, you are correct. He is going to write a book _____**4** (whom/whose) focus will be on honesty and perseverance.

Melon: *In my opinion, he also needs to take into account the current demands of the audience_____**5**(which/whose) is often very essential to produce a book of good reader.*

Feven: Yes, of course. Most writers _____**6** (whom/whose) books have been widely accepted across the community often do this.

Melon: *I agree with you. Any writer should first have sufficient information about the audience_____**7** (whom/who) he/she is writing something. Otherwise, the effect will be harmful.*

Feven: Ok, bye. Take care of COVID 19_____**8** (wherever/whenever) you go.

Short Note

A pronoun is a word that takes the place of a noun. Relative pronouns are used at the beginning of an adjective clause or a dependent clause that modifies a noun. The three most commonly used relative pronouns are who, which and that. The pronoun "Who" has two other forms, the object form whom and the possessive form whose. The pronoun Who is mostly used as a subject (nominative case) for people and whom is used as an object (as accusative case).

Example

1. *The musician* **who** *composed this music has been awarded an honorary doctorate degree from Jimma University. (subject/ nominative)*
2. *Example b: The witnesses* **whom** *I interviewed gave me conflicting evidences.(object/accusative)*

The pronoun **"whose"** can be used for people, animals or things to show possession or belonging

Example: The man **whose** *daughter won the gold medal in the college is a good reader.*

Sometimes "**of which**" can be used for animals to show possession

Example: A dog **of which** *one of its eyes is hurt is still very fierce when a stranger comes to home.*

"Which" is used for animals and things

Example: *The book* **which** *I bought yesterday has a lot of errors but I found it useful to teach different proverbs. (subject/ nominative)*

Johnson bought the top hybrid car **which** will help him save on gas. (object/ accusative)

That can be used for people, animals or things.

Example

1. *The man* **that** *you visited him in prison has been found a scapegoat.*
2. *My car* **that** *I bought three years ago runs on electricity and gas.*

That versus which

Both "That" and "**which"** are used to start two different types of adjective clauses, called essential and non-essential clauses. **Essential (defining) (restricted) clauses** always indicate a clause that is **essential** to the meaning of the sentence because it defines or identifies the noun it refers to. An essential clause does not take a comma before it.

Example: *Lelisa wore the shoes* **that** *he bought in Italy. (What shoes? The ones that she bought in Italy. (The clause identifies the shoes.)*

"Which" may also be used to introduce an essential clause.

Example: Lelisa wore the shoes, **which** *he bought in Italy.*

Which is used in a non-essential (non-defining clauses) modify an animal or a thing. A non-essential clause is one that gives secondary, **non-essential** information about a noun that has already been fully identified. A non-essential clause is separated from its noun with a comma:

Example: Lelisa wore her best leather shoes, **which** she bought in Italy. Since Lelisa has only one best shoes bought in Italy, it is not important to modify it with a relative pronoun.

Who vs whom

The relative pronoun "**who"** may cause confusion because it has both a subject form **"who"** and an object form **"whom".** The key to choosing between these forms is to see what the pronoun is doing **in its own clause**.

- Use **who** if the pronoun is the **subject of the verb** in the dependent clause.

Example: *The people* **who** *just boarded the plane are patriots of this country.*
(The pronoun **"who"** *is subject of the verb boarded.)*

- Use **whom** if the pronoun is the **object of the verb** in the dependent clause.

Example: *The woman* **whom** *I met in in Institute of Technology campus is a perspicacious person.(The pronoun is object of the verb* **met.***)*

- Use **whom** if the pronoun is the **object of a preposition** in the dependent clause.

Example: *The agent with* **whom** *I spoke was able to help me. (The pronoun is object of the preposition* **with.)**

1.4.4 Using suggest, should, ought to and had better

Activity 1.28

Instructions: ***Complete the space in each sentence given below with an appropriate modal verb. Note that you can use more than one if you think that it is appropriate.***

1. My teacher told me that I _____review my notes every day. He is right. If I do not do this, my success in my studies will be doubtful.
2. Do you think Carol _____ not to save her money? She is planning to go to Europe this summer.
3. I am going to library now. Which assignment _____ I do first?
4. My car's gas tank is almost empty. I _____ fill it up very soon. Otherwise, I _____ travel on foot tomorrow.
5. If you are worried about getting fat, you _____ eat fruits and vegetables as frequently as possible.
6. I _____staying at home; it looks to rain very soon
7. Where _____ we have lunch today, at home or in a restaurant?
8. My doctor feels that I _____take more physical exercise than ever before because the sugar level in my blood is going up.
9. _____you to create your own job? I think that is a reasonable decision because living on a monthly salary is only for a hand-to-mouth life.
10. Ato Loranso _____save some amount of money carefully as he is to retire next year.

Short Notes

- The word "suggest" is used when you want to recommend something politely.. It is followed by gerund (–ing form) and that; not by infinitive

Example:

1. I suggest taking a nap before going to work.(correct)
2. I suggest to take nap before going to work.(incorrect)
3. I suggest that you can take nap before going to work. (correct)

- The word should is used to show obligation, give recommendation or an opinion.

Example

1. "You should stop eating sweaty food.
2. We should finish this work before the rain falls.

- *The modal verb "ought to" is used* ***to express an obligation, demand, threat or an expectation*** *that someone should do.* ***Should" and "ought to" have the same meaning*** *although* ***ought*** *to is much more formal and is not commonly used in spoken English.*

Example:

1. You ought to listen to him carefully before you respond to him.
2. We ought to pass strong decision to save our country.

Look at the affirmative, negative and question (interrogative) forms:

1. Affirmative: You ought to talk to him courteously and slowly.
2. Negative: You ought not to talk to him courteously and slowly.
3. Interrogative: Ought you talk to him courteously and slowly?

1.5 Writing

1.5.1 Guided Writing

Joining and completing sentences

Activity 1.29

Instructions: ***Join each pair of sentences given below using the linking devices given in the table.***

if	**for example**	**because**
moreover	**however**	

1. I support the argument "population Matters" ___ I think that if we keep on growing, we are not only going to damage nature but also we are likely to see more and more inequality and human suffering.
2. The human population can no longer be allowed to grow in the same uncontrolled traditional way. _____we do not take charge of our population size and then nature will do it for us.
3. To reduce the growth of population, humanity can take different measures. _____, reducing the unplanned consumptions of natural resources and implementing family planning are among others.
4. Educating and empowering women and girls and providing family planning information enables more people to choose the size of their families;_____, governments have to produce clear policies that enable to address the biodiversity loss we are facing.
5. Adding more people to our planet causes a large number of problems;_____, people are also of great responsibility to solve these problems.

Short Note on the use of sentence connectors

When you plan to write a paragraph (a group of sentences that explains one main idea), you have to use different sentences. To make the paragraph meaningful, your sentences need to be joined with different connectors. Otherwise, the ideas in your paragraph do not give clear meaning to your reader. For detail, read the short notes GIVEN HERE BELOW:

- *When you want to join two sentences that show reason, you use such connectors as* because, due to, owing to, on account of, *etc.*

  Example: We arrived home late owing to engine problem.

- *When you want to further explain your ideas with examples (illustrations), you use the connectors such as* for example, for instance, suppose, the case in point, *etc.*

  Example: Some wild animals are threatened with extinction; Wallia Ibex is the case in point.

- *Some languages are used for a variety of purposes; English is* the case in point

- *When you want to add more information to the preceding idea, you use the connectors such as* moreover, furthermore, in addition, *etc*

  Example: Hunduma is an outstanding and diligent teacher; moreover, he is polite and patient.

- *To connect two contrasting (opposite) ideas, you use the connectors such as* though, however, nevertheless, whereas, on the other hand, on the contrary *and the like*

  Example: Mazengia likes to read; however, he does not make notes about the lessons he got from different books

Activity 1.30

Instructions: ***Complete the sentences given below correctly in your own words. The first one is done as an example for you.***

There is a theory which goes as, "population growth hardly brings any harm **as long as** *the economy grows harmoniously."*

1. Experts predict that the population in Ethiopia will double in the next 30 years; therefore, _____ _____.
2. However rapidly our population grows _____
3. All Ethiopians should apply family planning education, protect their environment and contribute their share in expanding women's and girls' education to control population growth, Moreover, _____ _____.
4. We students have our own share in reducing the growth of the population in our country.
5. For example, we_____

1.5.2 Using Punctuations

Activity 1.31

Instructions: ***Use period, question mark or exclamation mark in the short text given below.***

Hard working is essential not only to succeed in your studies but also to enhance your skills of creativity Have you ever seen a lazy person who has ever created anything new So, work hard until your last breath

NB: Study the note given below to understand their use clearly

Writing

1. We use full stop (period) at the end of any statement (a sentence that gives us clear information)

   Example: Alexander Fleming discovered penicillin.

2. We use a question mark at the end of a sentence that asks a question.

   Example: Do you live to eat or eat to live?

3. We use an exclamation mark to express our strong emotions or when we are happy, sad, excited, surprised, etc.

   I wonder how our English teacher is a hard working person!

Unit 2. Travel Behaviors

Unit Objectives

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

- *listen to a text and find out specific information and gist*
- *work out the meaning of words used in the listening text contextually and use them into your day-to-day communications*
- *pronounce English vowel and consonant sounds intelligibly in oral communications.*
- *share experience with your partner about their own travel experiences, if any*
- *explain the measures that should be taken to reduce traffic accidents in Ethiopia*
- *describe traffic rules using appropriate language orally*
- *give short instructions on traveling behaviors orally*
- *familiarize yourself with travel behaviors discussed in the passage and apply them when you travel into big cities*
- *identify different word formation patterns and use them correctly in your communication*

- *familiarize yourself with the meaning of the phrasal verbs such as fill in, fill up, etc., and use them both in your spoken and written English*
- *acquaint yourself with the patterns and uses of simple past tense and apply it correctly for different communicative purposes when/where necessary.*
- *familiarize yourself further with punctuation rules and use them in writing sentences, paragraphs or essays*

2.1 Listening: Travelling and Places

Activity 2.1

Instructions: ***Before you listen to the passage entitled "Omo National Park", discuss the following questions in pairs and report your answers to the class.***

1. Have you ever travelled to a new place?
2. Where is Omo National Park?
3. Can you predict what you will visit in case you go to this park?



Fig. 3: The landscape of Omo National Park

Activity 2.2

Instructions: ***Now, listen to the passage that your teacher will read twice to you carefully, take important notes and write one main idea from each paragraph.***

1. _____
2. _____
3. _____

Activity 2.3

Instructions: ***Individually, think of the place that you have visited. Describe its geographical locations, exchange your description with your friend and give comments to each other.***

2.2 Speaking

2.2.1 Pronunciation

Activity 2.4

Instructions: ***Match the words given on the left hand side with the type of vowel that they contain.***

NB: Let visually-impaired students be dictated by their friends and then identify the words with short and long vowel.

A	B
_____1. short [a]	A. after
_____2. long [a:]	B. lack
_____ 3. short[i]	C. beast
_____ 4. long [i:]	D. limit
_____ 5. short [o]	E nose
_____ 6. long [o:]	F. long
_____ 7. short [u]	G. food
_____ 8. long[u:]	H. mute

I. Pronouncing [ai] [ei] diphthongs

Look at the following examples:

[ai] : *lye, write , night*

[ei] : *lace, lane' day*

Miscellaneous Practice on Vowels

Activity 2.5

Instructions: ***Look at the pairs of words (heat/hate), (set/seat), (peak/peck), (read/raid), (soon/sun). Your teacher will read one of them in a sentence loudly to you. Listen to her/him, identify the word and write it down into your notebook.***

II. Pronouncing different consonants

The consonant **[p]** and **[f]** are sometimes difficult for some Ethiopian students.

[**P**] is pronounced by bringing your upper and lower lips together and sending out the puff of air. Now say out the following words after your teacher: ***press, potato, stop, premium, pregnant***

[f] is pronounced by putting your upper teeth on the lower lip. Now say out the following words after your teacher: ***first, flavour, figure, final, rough, laugh [la:f].***

2.2.2 Giving Advice and Warnings

Giving advice to people who need it is one way of solving social problems. Accordingly, we give advice to people using different words or expressions. In addition, to protect people from possible danger or penalty, we give them warning.

Activity 2.6

Instructions: ***Be in groups of four, read each situation given below and give pieces of advice to the person who is in need of it.***

1. Nasir studies hard but his result on examinations is not satisfactory. He often finishes doing questions before all students and gives it back to invigilators.

   You see Nair, _____.

2. Solomon graduated from a University with degree and ccurrently he is searchig for job vacancies that enable him to earn attractive salary. He has never thought of any other options such as creating his own job ethier being alone or with his friends. What do you advise him?

   Solomon, _____

3. Mohammed and Ashenafi have started to take drug and their behaviours are changing these days.They do not attend classes properly and study their courses as they used to do previously.They are in bad conditions. Advise them. _____

4. One of your friends is repeatedly borrowing money from you and does not give you back. Give him warning _____

5. One of the school rules says, “Don’t come to classes with tousled hair” but Toga always likes to have such type of hair style. The director of the school is nearly to send him out. Give him a strong warning to avoid such misbehaving.

Short Note

We use "**must", "have/ has to"** to give strong warning or advice and we use **"should" or "ought to"** to give weaker form of warning or advice. We use "**suggest"** and "**had better"** when we want to give advice in a polite way".

Examples:

1. Obang, you are not feeling well today. Your pain is aggravating seriously. You **must visit** a physician immediately.
2. Cheating on examinations is a very serious academic crime, so you **have to** always work by your own and never let others copy your answers.
3. Life is always dependent on the existing situations; so when you face a problem, you **ought to avoid** frustrations and adjust yourself with the realities.
4. The weather condition is foggy; it seems to rain very soon. Hence, you **had better** carry an umbrella.
5. If you want to pass the entrance exam successfully, I **suggest** reading this book between lines.

Activity 2.7

Even if majority of you are living in rural areas where there is no heavy traffic movement, it is common one day to travel to big cities and walk on modern roads. Because of this, it is always important to know the traffic rules and apply them properly to save your life from the possible car accidents or save others too.

Instructions: ***The following are incomplete sentences that give advice to travelers about different traffic rules. Be in a group of four, read them and complete the spaces with the correct word/phrase.***

Pedestrians are always advised to take their _____**1** hand side because they can easily see the vehicles that are coming from the front side. When the red traffic light beams, it is meant for all vehicle drivers to_____**2** but when the green one gives light, they can _____3 the road**.** The yellow light gives_____**4**. When You decide to cross from one direction to another, you should walk quickly and never _____**5** on your mobile telephone



Fig. 4: Traffic lights and their meaning

NB: Visually impaired students are advised to use guides who have sufficient knowledge about the traffic light rules

2.3 Reading: Travel Behaviors

Activity 2.8

Instructions: ***Be in pairs and discuss the following questions before you read the passage given below.***

1. What are the precautions you take to protect yourself from thieves and car accident if you are to travel into a big city for the first time? Why?
2. Discuss the meanings of the following words with your neighbouring student: **behaviour, pedestrian, sidewalk, pick-pocket, traffic pick.**



Fig. 5: Traveling in Big Cities

Activity 2.9

Instructions: ***For items (1-3), read the passage silently and then match each of the main idea with the paragraph it refers to and write the number in the space provided. For items number 4 and 5, infer from the passage and give your answers in one sentence for each.***

1. Travel is something which people do every day. It is very cumbersome to avoid the need to travel since it is one of the human behaviors. Travel may be a trip to school, university or to work. Travelling can often take a long time especially when great distances need to be covered. For some people, travelling is fun. For others, it is a terrible ordeal that even leads them to sickness. This means that they will become very unwell each time they travel. People travel for many different reasons. Some travel for business, some for pleasure and some for educational purposes. Today, travelling is considered as one of the important human activities for different reasons. It is a means to know more about the things which we have not yet known. It is also a wonderful experience to visit places of interest and natural attractions. When people do this, they broaden their mind and keep themselves away from the monotony of everyday life. That is why travel is part of the education system in many country's curricula. Unless people in one area travel and learn about the culture, history and tradition of different people, they cannot widen their mind. It is because of this that some economically strong countries cover the full accommodation cost of their students and send them to different countries to visit their heritages and cultures.

2. Travel behavior refers to the complicated decision-making process of travelers during a trip regarding the choices of travel mode, route, departure time, destination and so on. Travel behavior has strong connection with physical movement outside the reference location of a person. The reference location is the place to which the person returns at the end of the day. This is mainly the home of the traveler; of course, it might also be the room in the hotel or some other short-term bases. Actual travel behaviors are often interdependent with the beliefs, attitudes, and values of the traveler. This means, the beliefs, attitudes and values of a traveler influence her/his travel behaviours and the vice-versa. As a result, when you plan to travel somewhere, you should predetermine your purpose, the time you need to arrive at your destination, the amount of money you need for your journey and the presence of important items such as medicine, cell-phone, bank book, water and other things that you frequently need.

3. Most travels are the experience of people in big cities. Though travelling in big cities is enjoyable and interesting, you are required to be familiar with different rules and regulations especially if you are a strange. To begin with, if you are a **pedestrian**, you should know the traffic rules very carefully as the number of road users and vehicles is **overwhelmingly** large. When you want to cross roads, you need to know the meaning of the traffic light and take your way accordingly. If you do not know their meaning, you have to ask people around you or follow other travelers and cross the road safely. When you do this, you protect yourself from traffic accident. Second, since the mobility in big cities is

very high, you should walk on the **paving** or sidewalk that is allowed for pedestrians. You are not only required to walk on the paving or sidewalk, you are also compelled to take your left side because you can see the vehicles that come from the front side easily and protect yourself from car accidents especially during rush hours. Third, take only the amount of money you need for the day and avoid wearing valuable ornaments as they expose you to thieves. For this reason, you need to take maximum care when you walk on a very crowded place as most **pick-pockets** prefer such places to loot different items of value. All in all, though travelling into cities is enjoyable and pleasant, it needs maximum care to protect oneself from different unexpected harms.

____ **1.** A new traveler in big cities first should be aware of traffic rules and other prohibited actions before she/he starts to travel in big cities.

____ **2.** Travelling is one means of acquiring knowledge and entertaining oneself.

_____**3.** Decisions on the destination the traveler plans to reach, the purpose for the travel, the amount of money she/he needs and the type of mode of transportations she/he chooses to use are travel behaviours.

4. According to the passage, how can visiting the cultures and values of other people help to enrich one's scope of thinking? _____
_____.

5. Why do you think that the actual travel behaviors are often interdependent with the beliefs, attitudes, and values of the traveler?
_____
_____

Activity 2.10

Instructions: ***Discuss the questions below in pairs and report your answers to the class.***

1. Studies show that 80% of the car accidents in Ethiopia happen due to the problems related to drivers. To have more careful drivers, what should be done? Discuss in a group of three.
2. Do you think that you have your own contributions in reducing traffic accidents? How and why?

2.3.1 Vocabulary

Activity 2.11

Instructions: ***The words below are taken from the passage. Individually, match those given under column*** **"A"** ***with their contextual meanings given under column*** **"B"**

"A"	"B"
_____1. cumbersome (par 1)	A. boring because of repetitions
_____2 ordeal (par 1)	B. difficult or challenging
_____3. Pleasure (par 1)	C. a course of study offered in schools or colleges
_____4. curricula (par 1)	D. feeling of happiness or satisfaction
_____5. monotony (par 1)	E. painful experience

Activity 2.12

Instructions: ***The words below are also taken from the passage given above. Read it again individually, work out their meanings and write your answers in the spaces provided.***

1. interdependent (par 2)_____
2. predetermine (par 2)_____
3. pedestrians (par 3) _____
4. overwhelmingly (par 3)_____
5. paving/sidewalk (par 3)_____
6. pick-pocket (par 3)_____

2.3.2 Phrasal Verbs

Activity 2.13

Instructions: ***Be in pairs, look up the meanings of the phrasal verbs given in the table below from a dictionary or other thesaurus sources and fill in the blank spaces in the short text with one of them.***

fill in	***fill out***	***fill up***	***fix up***
flip out	***float around***	***follow up***	
fool around	***freak out***	***find out***	

How I Spent Last Monday

First, I had to go to the company where I had been called to sign an agreement and begin a new work. As I entered the office, I did not know what to do. The office was _____**1** with a crowd of customers. Thanks to the polite secretary; she _____**2** me_____ with sufficient information about the rules and regulations of the organization.

Having done this, she gave me a form on which I have to _____**3** lots of information about myself in the spaces on the document. I did it accordingly and then I immediately drove my car to the gas station to _____**4** my car tank with gas. Next, I went to a book shop to buy a book for my daughter. I entered one of the bookshops around Saint Gabriel Church and moved around the shelves. After searching for minutes, I ____ **5 a** newly published book which was of her interest and bought it for hundred Birr for her. In the afternoon, I went to the organization where I had been giving volunteer services as I had appointment with friends to _____**6** an old house for the old woman who cannot live by her own. By the time I arrived there, no one had been around, so I was _____**7** due to their procrastination. All of the sudden, one alms-seeking old man approached me and asked me for some money. I was sympathetic to him so I tried to take out my purse and give him ten-Birr but I could not find my purse though it was _____ **8** the place where I was sitting. I have the belief that helping the needy is getting the top most satisfaction for oneself but it is also equally important to _____**9** how and for what purpose they use the money for. They may_____ **10** with the money by taking so much alcoholic drinks and affect their health.

2.4 Grammar

2.4.1 Reviewing Simple Past Tense

Activity 2.14

Instructions: ***Be in pairs and identify all the verbs written in* simple past *tense form in the short text given below and discuss the reason why the writer chose this tense.***

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

Activity 2.15

Instructions: ***Individually, write a paragraph of five to seven sentences that describes the activities you did yesterday.***

Note that a paragraph is a group of sentences that mostly discusses one main idea. The sentence that consists of the main idea is called the topic sentence. All other sentences that build the topic sentence are called supportive details. You can begin your paragraph like this.

Yesterday was a day on which I accomplished lots of activities. As I got up from my bed, I went to toilet. room._____

_____

_____

_____

_____

_____

_____

_____

2.5 Writing

2.5.1 Practising Writing Different Types of Sentences Based on their Structure

Sentences in English are classified into four groups based on their grammatical structure. They are: simple, compound, complex and compound complex.

Activity 2.16

Instructions: ***Be in groups of four, read the short text given below and identify the simple, compound, complex and compound-complex sentences based on your background knowledge.***

1.Kayamo is a known patriot in his village. **2.** He always likes to sing patriotic songs but his brother Huriso likes to write poems. **3.** Though both of them have not completed their secondary school education due to different problems, they are intelligent enough to understand ideas and solve problems. **4.** When the neighbouring people have social problems, they come to them to get advice but both of them have no time to help all of them.

Short Note I

A simple sentence is a sentence that has only one clause. In another way, It is a single statement. It can be written in four different ways:

1. with a single subject and a single verb

Example:

Halefom visited Wolaita Sodo town yesterday.

2. with compound subject and single verb

Example:

Halefom and Wegaso visited Wolaita Sodo town yesterday.

3. with single subject and compound verb

Example: Halefom visited Wolaita Sodo and went back to Addis Ababa.

4. with compound subject and compound verb

Example: Halefom and Wogasso visited Wolaita Sodo and went back to Addis Ababa

Short Note II

A compound sentence is a sentence that consists of two sentences(independent clauses) joined by connectors such as and, but, or, for, yet, for, nor

Examples:

Ujulu likes reading and Megersa prefers to listen to TV.
The former likes to eat fish but the latter is allergic to it.
Today they did not go out of the campus to visit the sides

of River Baro for they are busy with their assignments. Both of them like to visit Addis Ababa; yet, they do not have enough money for the fair and accommodations. They are known in the campus for their good manners. They never offend people unless things are beyond their capacity nor overlook others' cultures and religions.

Short Note III

A complex sentence is a sentence that consists of one main clause and one or more subordinate clause. Subordinate clause is often introduced with subordinating conjunctions such as: although, even if, as if, after, when, since, as, while, etc.

Example

Halima is currently living in Jigjiga. Although she likes her birth place, mostly she prefers to live in Dire Dawa City. She had preferred to live in that city after her niece came back from Saudi Arabia and decided to reside there. Even if her niece loves Ethiopia, she often behaves as if she were a foreigner. The main reason is the influence of the Saudi Arabians' culture she has been adapted to it. Since she is a strong Muslim religion follower, she does not need anyone to disturb her during her praying time. When she goes to mosque, she always keeps some amount of money and gives to the poor who cannot live by their own. One more thing, even if she is a devoted Muslim religion follower, her social life with Christians is surprisingly a model for others.

Activity 2.17

Instructions*: Individually, write your own four simple sentences in four different ways, four compound sentences, four complex sentences and four compound-complex sentences and exchange your work with a partner and then give and take comments. If you face a problem, refer back to the notes you have been given above.*

2.5.2 Summarizing a Text

Activity 2.18

Instructions: In pairs, discuss the following questions:

1. What is a summary writing?
2. Have you ever summarized a written text ? If your answer is "yes" to the above question, what are the procedures you have followed in summarizing the text?
3. Is the skill of summary writing important for students like you?
4. What are the most important guidelines you follow in summarizing a given text?

Short Note

A summary is the short form of the original text **written in the writer's own words**. It is an important skill that you, as a student, should develop so as to be successful in your academic activities ranging from secondary school to university. When you write a summary of a text, do not try to insert any of your own opinions, interpretations, deductions or comments. Instead, understand the main points in the original text and write them in your own few sentences. The last sentence of your summary should wrap up or give conclusion to summarized ideas in your own words. Mostly you can summarize a text if only you know what the original text is all about. To do this, read the original text until you grasp the main ideas. Even if you have memorized all the facts in the original text, it does not necessarily mean that you have understood the original text. That is why academically outstanding students always manage to read a text and attempt to summarize it as they engage themselves in the reading task. For example, if they are able to write a one- or two-sentence summary of a paragraph while reading it, then that is a good sign that they have correctly understood the text.

Let us see how the following text has been summarized.

Plagiarization is an act of taking someone's words or ideas as if they were your own. Plagiarism can result in your work being destroyed. It is a serious theft that degrades you and destroys the value of your work. It can result in expulsion

from your academic institution, in some cases, permanently. In some countries it can result in legal actions such as penalties by money or being imprisoned. Nowadays it is a pressing problem across the world so take care of yourself when you write essays, assignments or researches. If you borrow ideas, try to acknowledge the owners appropriately.

The above text can be summarized as follows:

Plagiarization is one of the criminal acts in the academic world. It reduces the credit for your works thus keep yourself away from such illegal act as much as you can by acknowledging the writers from whom you have borrowed ideas



Activity 2.19

Instructions: ***Individually, read the text given below and finish the summary in your own sentences.***

English is an international language which has a number of benefits to different people in the world. It is a language that brings people of the world together in the area of trade, diplomacy, sport and the like. If you see the benefit of this language in our country, Ethiopia, it is used as a medium of instruction. Students in secondary schools and universities acquire knowledge through this language. In addition, proclamations and different documents are written both in federal languages and in this language side by side. Therefore, learning this language and developing the skills is unquestionably one of the aims of our education system.

Summarizing the above text

English has a number of benefits internationally. People need it,for example, to do business, communicate with each other, get information from Internet and watch different sport events. In the case of our country, _____

_____

_____; therefore, _____

_____

_____.

Activity 2.20

Instructions: ***Read any text that is relevant for your academic progress not more than six paragraphs. Summarize it and submit your work to your teacher for evaluation. Make sure that when you submit your summary, you have to attach the original text to it.***

2.5.3 Describing People

Description is a type of writing that gives information about the physical appearance, personality, the age, dressing style, hobbies and likes and dislikes of a person or the topography of a place or different events that have taken place in different situations. In brief, it is a type writing that gives you the picture of a person, place or event through words. When you write a descriptive paragraph or essay, it is a must to use different adjectives and adverbs. Therefore, you have to be familiar with most of them. As example, look at the adjectives and adverbs you use in describing a person

Example: hair: *long, curly. Straight, bald, receding, trimmed, ringled, tousled, plaited, dressed. Pony-tails, etc*

forehead: high, low, medium, etc.

nose: turned up, pointed, aquiline, flat, etc.

eyes: small, big, big, short, brown, red, blue

face: long, circular, oval, square, of dark complexion, of red complexion, with beard, mustache, wrinkled, mesmerizing, comely, attractive, gorgeous, pretty, haggard, gloomy…..

height: tall, short, medium, dwarf….

weight: fat, slim, plump, medium, over-weight, under-weight, etc

age: in my early twenties, mid-twenties, late twenties, young, adult, old, twenty years old, twenty years of age…

clothing: Ethiopian traditional, western, apron, scarf, blouse, skirt, sweater, jacket, suit, jeans trouser, gabi, kuta, overall, traditional dress, rob

personality: cheerful, sad, honest, cheat, genuine, diligent, patient, hasty, sociable (outgoing), gregarious, lonely, stingy, mischievous, spendthrift, reasonable, far-sighted, long-sighted, kind, cruel, cooperative, suspicious, trustworthy….

hobbies: gardening, playing football, discussing with people, visiting friends, reading, excursion, watching television, listening to hymn

likes and dislikes: favorite food, colour, music, person, etc

Activity 2.21

Instructions: ***Look at the picture given below thoroughly and then write a descriptive paragraph of maximum ten sentences individually.***

For example: You can start your description as follows:

The man is of medium hieght. He is about 1.65 m high. His head is bald_____.



Fig. 6: An Old Man Standing on the Road

2.5.4 Punctuations

Activity 2.22

Instructions: ***Individually, copy down the following sentences into your notebook carefully, insert a comma where necessary based on your background knowledge or by referring to appropriate sources and explain why you have decided to use it.***

1. After Mehari had left the scene of the accident he tried to forget that it had happened.
2. Oil which is lighter than water rises to the surface.
3. If you try to work out the meaning of the word nice some of them are contradictory.
4. The contractor who entered into the agreement last year testified that the house was completed and that the work had been done properly.
5. The book contains proverbs phrasal verbs the meaning of everyday expressions and short stories.
6. After kibru had left the organization the business of the organization reduced significantly.
7. Dear Tulema I am writing this letter to you to share the victory achieved.
8. February 29, 1896 ,the day on which Ethiopians uprooted the wrongly established thought of the white, has always been commemorated throughout the peace-loving nations in the world
9. The prevalence of peace needs contributions from each citizen doesn't it?
10. Shakespeare says "fear not to die but fear purposeless death."

11 Kill him not leave him. (Assume that the purpose of the order is not to kill the person)

12 After a good washing and grooming the pup looked like a new dog.

13 The ginkgo tree whose leaves turn bright yellow in autumn came to this country from Asia.

14 Go to the first traffic light turn left and then look for a yellow brick building on the north side of the street. That is the house of the new mayor

15 Be a person of excuse far-sighted and resourceful but don't hold grudges

I. Using Fullstop, Comma, Semi-colon and Colon

Activity 2.23

Instructions: ***Use full stop, comma, semi-colon or colon in the following text where necessary and explain your reasons why you have decided to use each of them.***

When we write in English we use possibly different punctuation marks comma period (full stop) quotation marks question mark exclamation mark hyphen colon semicolon apostrophe etc these punctuation marks are seriously essential in writing because they have the power to change the meaning of idea therefore students must learn how and where to use them and practically apply them into their writing. If we simply see how a comma changes the whole meaning of a sentence let us see the following example **let us first eat mother** if the writer does not put the comma properly at the right place it is difficult or confusing for the reader to get the meaning.

Short Note

Use comma in the following situations:

1. to separate independent clauses when they are joined by subordinating conjunctions such as **therefore, moreover, however** and the like

   Example: *Patience is an important quality of a person*; **however**, *it needs maturity and critical thinking.*

2. to separate off the subordinate clause from the main clause but do not use comma when the main clause appears initially

   Example:

   A. *Because the situations are not convenient for him, he decided to disseminate pretexts. (correct)*

   B. *He decided to disseminate pretexts, because the situations are not convenient (incorrect)*

3. To separate words given in series in a sentence

   Example: *To speak English fluently, it is a must to develop your listening, speaking, reading, writing and other sub-language skills as best as you can.*

4. To separate introductory phrases in direct speeches

   Example: *Tihitina says, "Education is the most important activity in my life."*

5. Before sentences that are followed by tag questions

   Example: *I am sympathetic to children begging in*

streets, aren't I?

6. In relative clauses to separate off the non- defining clause but do not use comma when the clause is introduced with "**that**".

Example:

A. *Those students, who frequently listen to English media, significantly improve their Listening skills. (correct)*

B. *Those students, that frequently listen to English media, significantly improve their Listening skills. (incorrect)*

7. To set off phrases at the end of the sentence that refer to the beginning or middle of the sentence.

Example: *Nancy waved enthusiastically at the docking ship, laughing joyously.*

Semi-colon

■ Use a semi-colon in the following situations

1. to join two related independent clauses in place of a comma and a coordinating conjunction (and, but, or, nor, for, so, yet).

Example:

A. *Our government wants different investors to involve in different investment activities in the country; important infra-structures have not yet been well constructed. This sentence can be rewritten with the same meaning:*

B. *Our government wants different investors to involve in different investment activities in the country; however, important infra-structures have not yet been well constructed.*

2. to replace a period (full stop) between related sentences when the second sentence starts

3. with either a conjunctive adverb or a transitional expression, such as, for example, for instance, that is, besides, accordingly, furthermore, otherwise, however, thus, therefore.

Example: Kapurie worked for many hours on all his homework; nevertheless, he was unable to finish all of it.

4. Courses in universities require students to write essays, research papers and reports; therefore, you must improve your writing skills from time to time.

Colon

■ **Use colon in the following situations:**

1. to introduce lists in a sentence.

Example: *The following skills are important when you join a university: writing and speaking in English, taking important lectures, managing your time and cooperating with peers.*

2. when the second sentence explains, illustrates, paraphrases, or expands the idea in the first sentence.

Example: He got what he worked for: his promotion is accepted by all of his colleagues.

3. to separate hours from minutes with no space before or after the colon.

Example: Our English teacher arrived at the classroom at 8: 20 a.m..

4. to separate chapter from verse in biblical references with no space before or after the colon.

Example: Psalm 17:25

Unit 3. Punctuality

Unit Objectives

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

- *pronounce short and long English vowel and consonant sounds intelligibly*
- *listen to a text, find specific information and gist*
- *associate the facts in the passage with your own life*
- *use some of the selected words from the listening text in your everyday communications when situations demand them*
- *engage yourself in different conversations*
- *read, interpret and process the main points in the reading passage.*
- *familiarize yourself with the meaning of the words taken from the reading passage and use them in both spoken and written communications*
- *identify different word formation processes and use the correct form in different sentences*
- *familiarize yourself with the meaning of different phrasal verbs and use them both in your spoken and written English.*

- *acquaint yourself with different forms of adverbs of time and use them in their correct form in different forms of communication*
- *use the parenthesis and brace correctly in different writing*
- *write a sensible narrative paragraph*

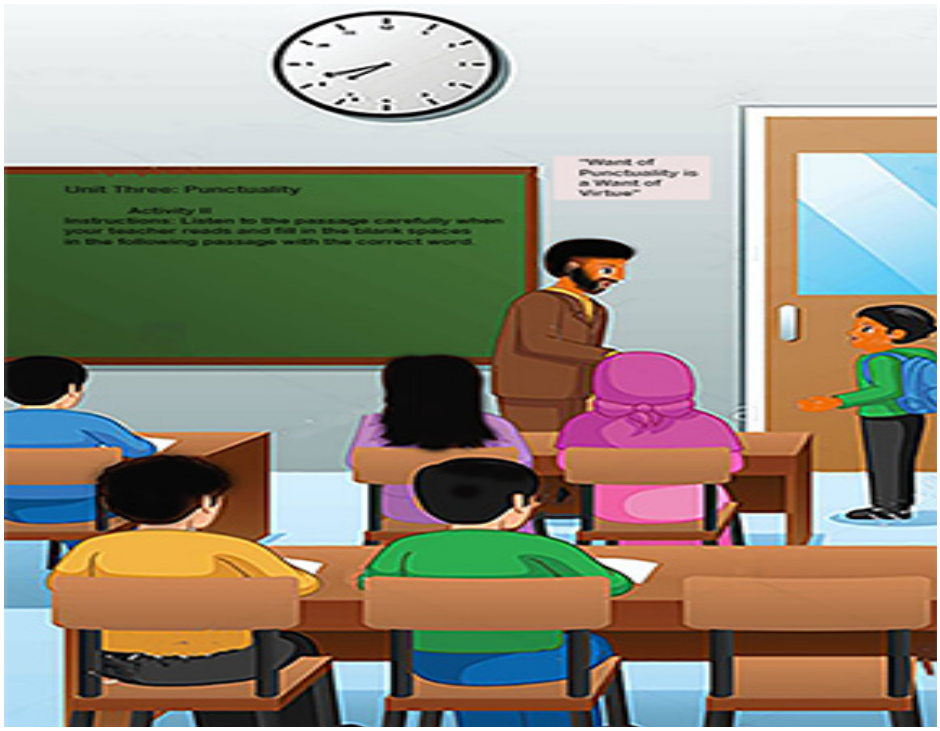


Fig. 7: Unpunctual student disturbing the class

3.1 Listening: Punctual Students

NB: Please, students who are not visually impaired, give oral explanations about the picture to your visually impaired classmates.

Activity 3.1

Instructions: Now, you *are going to listen to a passage. Before you listen to the passage, discuss the following questions in groups of four and report your answers to the whole class.*

1. Are you punctual for different appointments or events?
2. What is your opinion about the Ethiopian culture with regard to punctuality?
3. List down the different benefits of punctuality in human life.
4. Discuss the meaning of the following words so that you can understand the passage with fewer challenges: **punctuality, respect, confidence, tardiness, procrastination, conscious, commitment.**

Activity 3.2

Instructions: *Listen to the passage carefully when your teacher reads to you and fill in the blank spaces with the correct word or phrase individually.*

Punctuality is a habit of attending a task on time. In a wider sense, it's a habit of doing things at the right time. Punctuality is the key to get _____**1** in everyone's life. Enough has been said and written about the _____**2** benefits of punctuality. Time conscious people understand punctuality not only just because it is a valuable behavior but also because it lets them live a stable, secured and self-confident life that can be a role model in the community. Consequently, top people in the field of business, sports, politics and arts are always punctual and that is always visible in their everyday activities.

When we link the matter with students' life, it is of many _____**3.** First, if a student is punctual, she/he gains respect and social acceptance from all members of the school community. Second, punctual students free themselves from conflicts that may result from failure to meet deadlines for submitting assignments or reports. If you, as a student, has promised to study something or complete an assignment before or on time but were unable to do so, then you essentially break the promise. On the other hand, if you submit the assignment on or before time, then your class teacher and classmates will see you as a student with_____**4**.

Third, punctuality gives students the _____**5** they need in life and plays a very vital role in increasing their academic success. Punctuality serves as their own_____**6** that symbolizes their discipline, strictness, time management skill and commitment to success. Fourth, punctual students develop a sense of self-confidence and_____**7.** Because of this, everyone feels confident when such students are given responsibilities either when they are at schools or join the world of work because punctuality is one of the requirements that enable them discharge responsibilities trusted up on them efficiently and effectively. Fourthly, punctuality is just one of the several requirements to live a _____**8** life. Once students become punctual in all of their daily dealings, it will help them kick away laziness and negative attitude from their life. It also has a chain reaction on other aspects of their life as it helps them become better citizens. In general, when students_____**9** the benefits of punctuality in their mind and always strive towards its implementations, they always plan in advance, evaluate progress, work hard to be clear about what they want from life.

Activity 3.3

Instructions: ***Discuss the questions below in groups of four.***

1. Why we Ethiopians are always criticized for unpunctuality?

2. What is the most important idea in each paragraph?
3. Have you decided to become punctual as a student and when you live in the community?
4. How can you contribute your share in instilling the concept of punctuality in the community you are living?

3.2 Speaking

3.2.1 Pronunciation

I. Practising Pronouncing the Vowels: [æ] [ʌ] and [ə]

Practise pronouncing the following vowels right after your teacher.

[æ] *as in: cat, man, catch, can, pat, catalogue, jacket, jaguar*
[ʌ] *as in: up, but, bunch, famine, unrest, up, much, cut, , hug*
[ə] *as in: the, about, above, us, approve, cotton, cover*



Activity 3.4

Instructions: ***Identify the word which consists of the vowel sound given in the square brackets from the alternatives given in parantheses.***

1. Which one of the following words has **[æ] sound? (charity/lament/garden)**
2. Which one of the following words has **[ʌ] sound? (discover/manager/endeavour /stratum)**
3. Which one of the following words has [ə] sound? **(fire cordial/ cotton)**

II. Practising Pronouncing the Diphthongs [au] and [oi] and the Consonants [č] and [š]

Repeat the words given below after your teacher.

[au] *as in: faucet, august, draw, haul, launch, cause*

[oi] *as in: boy, toy, boil, coin, join, soil, foil, soil*

III. Pronouncing the Consonants: [č] and [š]

[č] as *in*: *church, chair, chewing, bench, fetch, pitch,*

[š] as *in : mention, sheep, ship, show, push, finish*

3.2.2 Expressing Personal Thoughts and Beliefs

To express beliefs and thoughts, we use the expressions such as:

I think……I don't think

I believe…..I don't believe in

I know…… I don't know

We use the verb "**believe**" when we want to express something based on truth or our conviction but we are not fully confident whether the fact or our conviction is well accepted by our listeners. We use "**think**" to state our opinion. It is personal view subject to criticism and disapproval. We use "**know**" when we have information in our mind.

Activity 3.5

Instructions: ***One of you plays the part of Momina and your partner that of Farah's. Then, complete the dialogue given below using the expressions:* "I believe", "I think" *or* "I know".**

Farah: How can we succeed in our studies at schools?

Momina: *I believe that attending to each lesson carefully, managing time and working hard are most important requirements*

Farah: I think what you have said is correct but you have missed an important requirement, that is, working in teams.

Momina: *You are right. I* **know** *that team work is important for success not only at schools but also in other activities outside schools but I* **think** *that there are some students who are naturally abhorrent to team work.*

Farah: _____.

Momina: *You see, we students have our own style of learning but I always* **believe** *that no one can be successful in doing things alone as we human beings by our nature are social animals.*

Farah: I accept what you are saying but I think that the right of people to do anything according to their own interest should always be respected as long as they comply with the rules and regulations.

Momina: _____.

Farah: I know that the pieces of advice you have given me are very important but my problem is though I study hard, I do not score good results in all subjects.

Momina: I think *such problem is not only yours. I* **know** *that my friend, Mahlet, has also the same problem. To solve the problem, the first thing is to change the way you study each subject and understand the method of each teacher's teaching and modes of assessment.*

Farah: _____.

Momina: _____..

Farah: I believe that discussing with friends is a good habit. You see due to the discussions I have held with you, I have got lots of lessons that can change my style of learning and studying my lessons. So, I am a huge thinker that everything has a solution as long as discussants are reasonable and transparent.

Momina: _____.

Note also that to express strong belief or convey strong opinions, we use the phrases such as: **I strongly believe that**, **I am sure that, I definitely think**, **I have a huge belief, I am a great believer**_____.

Look at the examples given below for better understanding

1. *Dr. Sileshi* **strongly believes** *that using River Nile for mutual benefits is the only solution that enables the downstream countries to use the water equitably.*
2. *I am a* **great believer** *that if there is a feeling of supremacy in the mind of any individual or community, it is obvious that there is always a visible or invisible confrontation.*
3. *Tihitina* **definitely thinks that** *quality education is the only key to the development and transformation of a nation.*
4. *Afomia has* **a huge belief that** *everyone has her/his own unique quality that can never be found in another person's.*



Activity 3.6

Instructions: ***Be in pairs and express your thoughts or beliefs on each of the following statements.***

1. We, Ethiopians, have to largely depend on our own local products.
2. We are most alive when we are in love.
3. If people are forced to remain silent, they are immigrants.

3.2.3 Using "so" and "neither"

Look at the following conversation between two students using "**so**" and "**nether**".

John: I always prefer to keep quiet to talking with an irrational person.

Emily: *So do I.*

John: My fiend hardly speaks any French words.

Emily: *Neither do I.*

Activity 3.7

Instructions: ***Use the correct expression from the alternatives given in parentheses to complete the sentences given below.***

1. **Bejiga**: My mobile telephone has lots of modern applications.
   Hirut: _____.*(so has mine/so is mine/neither has mine)*
2. **Bejiga**: My mother hates mischievous people.
   Hirut :_____*(so does my father /so is my father / neither is my father)*
3. **Bejiga:** My friend and I seldom revise each day's lesson every evening.
   Hirut *:*_____*(so do I/ neither do I/ neither don't I)*
4. **Bejiga:** My sister does not like a person who talks when he/she eats food.
   Hirut: _____ *(neither does mine/so does mine/neither does not mine)*
5. **Bejiga**: Kidus always visits the poor every month when he collects his salary
   Hirut: _____*(so is Hana/so does Hana/ neither does Hana)*

Note

"**so**" is used to give confirmation positively to an opinion or statement made by the earlier speaker but "**neither**" is used to disapprove or oppose the first speaker's opinion or statement. "**Neither**" cannot be used with a negative verb since it has negative meaning by its own.

Consider also that both" **so**" and "**neither**" are always followed by **auxiliary verb + pronoun.**

3.3 Reading: Punctuality

Activity 3.8

Instructions: ***Below is a passage entitled, "Punctuality". Before you read it, discuss the questions below in groups of four.***

1. Is it always important to be on time?
2. Are you usually on time, in time or late? Why?
3. What do you think this passage is about?

Activity 3.9

Instructions: ***Read the passage below and answer the questions that follow it individually.***

1. Punctuality is strictly availing oneself or doing something exactly at an appointed (scheduled) time. Though it is **undermined** in many work places, it is one of the qualities of a duty-minded and disciplined person as it reflects his/her good image about work and human beings in general. Thus, it is part of an important life skill that contributes greatly to success in every aspect of life. For further understanding, let us see the different benefits of punctuality with some **substantive** evidences discussed below.

2. First, being on time for a meeting, an event, a class or even a party shows that you are giving due respect to the people who are coordinating the activities and others who are taking part with you. When we see this concept in **alignment** with the Ethiopians' culture of time utility in everyday life, many people always arrive ten or more minutes late to work,

appointments or events. They just seem to have an internal clock that is lagging behind. Usually when they arrive late, they request an apology under the guise of telling the old **platitude '*yehabesha ketero*'** (socially accepted norm of Habesha people to procrastination) or tell you how busy they were with other activities. We all Ethiopians know that there is a wrongly accepted norm with regard to punctuality. When people with high level of responsibility **procrastinate,** it is meant that their life and the activities that they had been engaged in are more important than others or late arrival is interpreted as signs of importance, greatness or business than other participants who strictly respect **untardiness.** In fact, degree of responsibility varies from individuals to individuals. The argument of the writer is that scheduling and managing time is one of the qualities required of modern managers or executives. Therefore, punctuality has to be the culture of every citizen of the country irrespective of his/her position and wealth.

3. Second, if you are always punctual, most people will naturally assume that you are duty-minded, responsible and courteous. If you arrive at work on time, hand in your assignments on time, are punctual to meetings and various **commitments**, your boss and co-workers will think of you as a diligent, civilized and disciplined person. Whom do you think a **level-headed** executive would assign for a position which requires a strong sense of responsibility? The answer is obvious. Mostly it is a person whom he/she thinks is committed to his/her career and always punctual for work and other important events. However, as discussed above, most of the time executives themselves are found unpunctual for meetings or other important activities. We

all hold a belief that executives have to be role models in every activity they perform to the people that they are leading. To this effect, respecting appointments is one of the requirements expected of them. It is always important to remember the proverb which goes as: "Procrastination is a thief of time.

4. Third, **promptitude** tells others that not only you are giving recognition to the importance of the meeting, the work or the assignment but also you are conveying a message that you are respecting them as individuals or teams who have their own responsibility to discharge not less than yours. If you always start a project or if you are always late to meetings, your **tardiness** tells your boss that you have less attention to the importance of the work and possibly to the overall objectives and policies of your organization. As far as I am concerned, if I am an official to manage certain activities in a given organization, I will much rather give added responsibilities to those who do not make me wonder if they finish tasks on time and those who do not make me feel as if they are throwing something together at the last minute. To conclude, progress, prosperity and civilizations have strong connection with **conscious** time management and utilization. Therefore, the more we develop the habit of punctuality, the better we achieve the goal we set earlier. Now, as a student, have you decided to be always punctual?

1. Write the main idea of paragraph one and two in one sentence for each.
2. The following main points are taken from paragraph three and four. Write two or more sentences that give supportive details to each of them.

a) Punctuality marks not only respection for time but also tells us the different good qualities of a person.

b) Punctuality is considered as one of the qualities of a committed worker in an organization.

3. What does the phrase "**life skill**" in paragraph one refer to?

4. What do you think is the attitude of the writer towards the saying in Amharic "**yehabesha ketero"** ?

Activity 3.10

Instructions*: Answer the following questions by referring to the contents of the passage.*

1. According to the passage, what is the common understanding of people if highly responsible officials are late for meetings or other appointments?

2. Which of the paragraph in the passage tells us the relationship between punctuality and respection for human beings? How?

3. Some people are heard that if a person is always punctual, she/he has not yet built self-confidence. Do you agree or disagree? Why? ?(Give your opinion by referring to the passage)

3.4 Vocabulary

Activity 3.11

Instructions: ***Find a word which has the closest meaning with the phrases given below from the above passage.***

1. not to delay
2. old way of saying
3. overlook or make something less important
4. highly important
5. connected or linked to

Activity 3.12

Instructions: ***Look at the following words from the passage, try to work out their contextual meanings and construct your own meaningful sentences using each of them.***

1. level-head _____
2. conscious :_____
3. procrastination: _____
4. stamina: _____

3.4.1 Word Formation: Conversion

To communicate in English effectively, it is important to know how the verb, the noun and the adjective forms of a word are used. Noun is a word that we use to name a person or something. Verb is a word that we use to describe an action and an adjective is a word that we use to modify or give additional information about the noun.

Activity 3.13

Instructions: ***Look up the correct derivative form of the word given in the table below from your dictionary and write it down in the blank spaces individually.***

I. Noun to Verb

No	Noun	Verb	No	Noun	Verb
1	advice	advise	**5**		repeat
2	report	report	**6**		production
3	examination	examine	**7**		clarity
4	revision		**8**		maintenance

II. Adjective to Verb

	Adjective	Verb
1	**Pronounceable**	
2	**Maximum**	
3	**Sensitive**	
4		**reason**
5		**define**

III. Adjective to Noun

	Adjective	Noun
1	**Dangerous**	
2	**Childish**	
3	**National**	
4		**confidence**
5		**function**

Activity: 3.14

Instructions: ***Fill in the blank spaces with the correct form of the word given in parentheses.***

1. Currently, the biggest_____(national/nationalism) issue is protecting the country from terrorism and foreign invasions.
2. _____(confidential/Confident) people always talk freely what they feel wherever they go.
3. Ato Forsido is good at reasoning when he argues with people but sometimes he shows_____(child/ childish) behavior that is not expected of him.
4. Tufa is expected to _____(reporting/report) the performance of the company with_____ (reasonable/reasoning) data ahead of the next week meeting.
5. The corporate executive officer made the employees sign the contractual agreement _____(forcibly/ forcely)
6. I could pronounce the word "antidisestablishmentarianism" after a long process of _____(repetitive/repeated) trial-and-error.
7. The chairperson finally figured out that _____ (maximizing/maximize) the number of participants in the meeting can be ____(danger/dangerous) as the chance to catch COVID 19 is still high.
8. The newly installed duplication machine has not yet been_____(function/functioning), so we should look for another one.

3.4.2 Phrasal Verbs

Activity 3.15

Instructions: ***Find out the meaning the phrasal verb given in bold in each sentence below from a dictionary and write down its meaning in your notebook.***

get ahead	get along	get around to	get away	get back
get back at	get back to	get behind	get by	get down

1. Most government employees could not **get on by** their own monthly salary, so they are seen running here and there to get a par time job.
2. When the discussions in a meeting are boring and disorganized, I often prefer to **get away** as my anger grows faster and faster.
3. When I began to write my essay, no idea could come to my mind. Nevertheless, I decided **to get along** until essential ideas came to my mind.
4. I have the belief that he has been my closest and intimate friend but currently he is attempting to attack me in a hidden way. I did not want to take a revenge though it is easy to **get back at him**
5. I have a plan to write his biography but due to time constraints, I have not yet made it practical. This year, however, after passing through different ups and downs, I **got around to** it.
6. Now, it is difficult to discuss the matter with you as I am busy with a variety of activities. Hopefully, I will **get back to** you next week.

7. We have given them repetitive supports but still they could not **get behind** their theses.

8. If you want to improve your writing skill, the first thing expected from you is to **get ideas down** on a sheet of paper as they are. It will be improved after continuous editing and reviewing.

3.5 Grammar

3.5.1 Adverbs of Time and Frequency

Adverbs of time are words/phrases that tell us when things happen. In another way, they are words/phrases that often describe when a certain action happened. The most commonly used adverbs of time are: **when, while, after, yesterday, tomorrow, now, last week/ month, year, soon, ago,** etc. Adverbs of frequency, however, denote the time length of an action or an event. The most commonly known adverbs of frequency are **how long, how often, always, often, regularly, frequently, occasionally, sometimes,** etc.

Activity 3.16

Instructions: ***Work in pairs and use the time adverbs given in the box below and fill in the spaces in the dialogue.***

after	while	when	often	how often	ago
for a long time	before	seldom	as soon as	until	

Tenkir: _____ **1** do you visit the historical and cultural heritages in Ethiopia?

Dendir: *Eh….I visit such places very _____2 as I am always busy with different activities; moreover, I don't have money for transportation and accommodations.*

Tenkir: The same is true with me. I visited Sofumer Cave about ten years_____**3.**

Dendir: *You see, I lived in the town nearby this cave _____**4**; however, I had not attempted to visit it. Now, I am regretting seriously.*

Tenkir: I always think to visit different places _____**5** I finish my work. Of course, sometimes I plan to visit especially religious places _____**6** I engage myself into the day's work. As I have already told you, my most serious problem is shortage of time I have had.

Dendir: *Last week, one foreigner came to me and asked me the places I have visited _____**7** I was sitting and relaxing in a park. For the time being, I could not say a word to him _____**8** he finishes his idea.*

Tenkir: This is a question that foreign tourists _____**9** ask Ethiopians_____**10** they come to this country. The main reason is they have strong appreciation for different attractions in Ethiopia.

3.5.2 Adverbs of Manner



Activity 3.17

Instructions: ***Be in pairs, write down the sentences given below in your notebook and then try to identify the* adverbs of manner *based on your background knowledge.***

1. The artist's lovely speech that he delivered in a lovely manner in the new stadium inspired many citizens to join our national defense army and protect the country from humiliation and fragmentation.
2. I was to punish him but I changed my mind when he approached me in a friendly way.
3. He speaks English like native speakers. Has he ever lived in English speaking countries?

4. It is good to listen patiently when people speak to you angrily.
5. Yesterday I was not happy with your work but today you have done it well.
6. Rebeka studied all the subjects so hard that she stood first among all grade ten students.
7. His report reached me late, so I could not read it deeply and give comment on it.
8. Lazy students always arrive at schools late. One of the reasons might be their problem to wake up from their bed early.
9. Why do some people want to behave as if they were the only people to decide on others' life?
10. Though Kolcha gave me his brotherly advice in a brotherly way, there are things that he has not taken into consideration.

Short Note

An adverb of manner tells us how something happens, that is, whether it has happened quickly or slowly. They are usually placed after the main verb or after the object. They are usually formed from adjectives by adding – ly. If an adjective already ends in -ly, we use the phrase "in a …. way" or "In...manner" to express manner: A few adverbs of manner such as, 'early', 'late', 'fast', 'hard', 'low', have the same form as their adjectives.

Example

1. Your early preparations have made the discussions fruitful even if you have not arrived at the meeting place as early as possible.
2. Abegaz himself is late for class today but he always criticizes late comers.
3. Fast foods may not be necessarily eaten fast.
4. Though people understand him as a hard worker, he does not work hard in the absence of his boss.
5. Some people express their internal feelings **silently.**
6. A good teacher always treats his/her students **in a lovely way**.
7. Can you provide us with daily information about current events daily?

NB: Make a sure that an adverb cannot be placed between a verb and its direct object.

He ate **quickly** *his lunch. (***incorrect***)*
He **quickly** *ate his lunch. (***correct***) or*
He ate his lunch quickly.

Activity 3.18

Word Derivation:

Instructions*: Write the adverb form of the adjectives given on the left hand side. The first one is done as an example for you.*

	Adjective	Adverb
1	slow	slowly
2	sad	
3	loving	
4	loud	
5	soft	
6	cosy	
7	angry	

8	hasty	
9	noisy	
10	good	
11	hard	
12	late	
13	fast	
14	straight	
15	surprise	

3.5.3 Tense: Reviewing The Simple Present Tense



Activity 3.19

Instructions: ***Be in groups of four and write five sentences that describe your habits. The first one is done as an example for you.***

Example: I always take shower with cold water.

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

3.5.4 Prepositions

Using the propositions: **on, in, before, after, behind , ahead**

I. The preposition "on" is used with the following expressions

on foot, **on** Monday, **on** balance, **on** September 11, **on** condition, **on** one's own, **on** the contrary, **on** the other hand, **on** the way, **on** time, **on** New Year's Day,

Examine how the preposition "on" is used in the following sentences

1. Sometimes it is important to travel **on** foot as it has its own contribution in improving ones health condition.
2. **On** balance, we need to look for new business soon.
3. **On** condition that you finish this assignment today, I will let you take a two-day break.
4. Always struggle to live **on** your own. Dependency is not less than beginning.
5. Nega is a diligent worker in our company; **on** the other hand, his friend, Ashebir, is very lenient and careless.
6. We would think there is a lot of potential to the idea. **On** the other hand, it's certainly a risky proposition.
7. You will find a big modern church on your way to Piazza.
8. **On** the whole, disintegration never benefits anyone.
9. My nephew was born **on** the Ethiopians' New Year's Day
10. The professor is giving speech **on** the current affairs of the country.

II. Using the preposition before and After

Look at how the preposition **before** and **after** are used in the following sentences.

1. **Before** I finish any chapter of the lesson, I give a test to my students.
2. Sinidu got a good job in a private company **after** completing her university education successfully.
3. I always thank God **before** and **after** sleeping.

III. The preposition "in" is used in the following conditions

in the past, **in** September, in 1959, **in** summer, **in** my opinion, **in** the next century, **in** the mid night, **in** the corner, **in** the north, **in** the street, **in** English,

Examine how the preposition "in" is used in the following sentences

1. **In** the past, people used to measure time with water.
2. Rainy seasons begin **in** Ethiopia in June.
3. I was born **in** 1959 E.C
4. **In** my opinion, first knowing oneself very well is the best knowledge of all others
5. Someone came and knocked on my door **in** the mid night; I did not sleep then after.
6. Nowadays there is severe war **in** the northern part of our currently.

Activity 3.20

Instructions*: Insert the correct preposition (on, in, before, ahead, behind) in the spaces given in each sentence below.*

1. She is backward _____ her studies.
2. Do you believe_____diversity?
3. Guess what I have _____my hand?
4. ___the whole, what you have done is important for our future work.
5. You should save some money _____ condition that you get sick unexpectedly.
6. ___principle, work is life.
7. Reading is a language skill that enables you to accumulate knowledge. Writing, _____the other hand, is a language skill that enables you display the amount of knowledge you have stored.
8. _____you give opinions, it is highly important to think twice.
9. If a man succeeds _____achieving something, some people say that there is a woman _____him. In my opinion, however, she is in front of him or at side of him.

10 When I drive to Addis, my colleague was ___me. After a while, however, he disappeared for unknown reason.

11 One of my friends has written an excellent book ___ the title ”Qualities expected from Modern Humans”

12 Koticha is ____the time. He told us a year ago that the present evets would emerge as social problems.

3.6 Writing

3.6.1 Punctuations

a) Brackets ([ ])

- *Use square brackets to include words within a reported sentence that is not part of the original quote.*

Example: The president said that some of the research papers [presented in the seminar] show solved problems but do not show how to solve problems.

b) Braces ({ })

- *The main use of a brace in writing is to show number set.*

Example: Can you find the subset of set A and B? A= { b, f, j, o, t}, B={ j, o, g ,p, w},

c) Parentheses (( ))

- *We use Parentheses to include further detail or qualifying remarks.*

Example: Artist Dr. Tilahun Gessesse (1933____2001), the legendary singer, his works transfer from generation to generation with their beautiful melody and taste.

3.6.2 Writing a Narrative Paragraph

A paragraph is a group sentences written orderly to explain mostly one main idea to the reader. The sentence that carries the main idea is called a topic sentence. Other sentences give support to the topic sentence so they are called supportive details. When you write a paragraph, first, you should produce an outline. An outline is the raw idea that you produce in the form of phrases or short sentences before writing your final paragraph. Preparing an outline before you begin to write your paragraph helps you know the areas where you focus when you write your paragraph. Second, when you write your paragraph make sure that the ideas in each sentence should be in their correct order. If not, your readers will face difficulty in understanding what you are saying. Third, you should avoid any idea that does not have direct connection with the topic sentence.



Activity 3.21

Instructions: ***Use the outline given below and complete the narrative paragraph by adding three to four sentences individually.***



Short Note:

A narrative paragraph is a paragraph which tells us a story. When you tell a story either at paragraph or essay level, you need characters (people, animals or things) about whom the story talks. Second, you need main point (theme) that the reader takes as important moral lesson. Third, setting, (the time and place) where the events in the story take place, are essential.

Example of an outline to write a paragraph on punctuality.

Assume that the title of your paragraph is "**My Lateness is My Enemy"**

- *the place where the story took place - Addis Zemen*
- *time - summer*
- *late arrival for classes*
- *missing a test that carried 10 points*
- *the declination of rank from first to second*
- *missing the school reward*

"My Lateness is My Enemy"

The story took place in Addis Zemen Primary School in 2001 E.C.I am always punctual in my life but one day unusually I could not wake up from my bed at the right time. When I looked at my watch, the class time had gone by 40 minutes. I collected my belongings hurriedly and ran to school. When I arrived there, the school gate had already been closed.

Unit 4. Tourist Attractions

Unit Objectives

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

- *listen to descriptive texts from spoken sources and make out the most essential ideas*
- *describe and discuss the location of tourist sites in Ethiopia*
- *pronounce the interdental voiced and voiceless consonants[Θ]and [ð] intelligibly*
- *express either your agreement or disagreement to others' opinions or views*
- *read books, factual articles, magazine, etc., analyze their themes or other essential features and personalize the information into your life.*
- *use a word-attack skill, increase your vocabulary store and use the newly learnt words in your communication*
- *derive different forms of words that represent different parts of speech and use them in your communication correctly*

- *apply phrasal verbs that are attached to the verb "get" and use them into your both spoken and written English*
- *familiarize yourselves with the rules and uses of definite future actions, indefinite pronouns, clauses of result and apply them in constructing accurate sentences*
- *use apostrophe, eclipse and quotation marks in different written texts correctly.*
- *write different reports that revolve around different matters*

4.1 Listening: Giving Information for Tourists

Activity 4.1

Instructions: ***Before you listen to the passage, discuss the following questions in pairs and report your answers to the whole class.***

1. Have you ever visited any new place in your life? If your answer to the preceding question is "**yes**", what kind of important information can you give to other tourists?
2. Look at the first row of the table given below. You have been provided with different tourist attraction sites in Ethiopia. Fill in the second row with the tourist attractions that tourists visit. The first one is done as an example for you.

Harar	Lalibela	Gondar	Axum	Bale	Arba Minch
Old walls					

3. Can you list down other tourist attraction sites in Ethiopia? Describe the location and the important things that can be visited.

Activity 4.2

Instructions: ***Listen when your teacher reads the passage and then answer the following questions by writing your answers in your notebook.***

1. What are the different types of tourist attractions in Ethiopia?

_____

2. What are the remarkable historical resources that mark the vibrant cultures of different nationalities in Ethiopia? _____

3. Where should a tourist go if he/she likes to visit ancient archeological evidences about human origin and evolution? Mention two of them _____ _____.

4. What makes the Lalibela hewn Churches most fascinating as compared to other churches in Ethiopia? _____.

Activity 4.3

Instructions: ***Write at least five pieces of information for tourists about attractions that have not been discussed in the listening text being in groups of four.***

4.2 Speaking

4.2.1 Pronouncing the plural marking morphemes –s and –z

Activity 4.4

Instructions: ***Pronounce the plural marker in each of the words given in bold right after your teacher.***

1. Dogs are honest animals.
2. Books are major sources of knowledge.
3. Donkeys are not stronger than horses.
4. Seas are bigger than lakes.
5. Hyenas are scavengers.

Short Note

Remember that the plural marker –s is pronounced as –z after voiced consonants (b, d, g, l, m, n, r, v, w, y, z) and as –s after voiceless sounds (f, h, k, p, s, t)

4.2.2 Revision: Pronouncing interdental voiced and voiceless sounds[Θ] and [ð]

Activity 4.5

Instructions: ***Your teacher will read out a sentence which consists of one of the words given below in parentheses. Listen to her/him and write the word that you have heard and then write it in your notebook.***

(team/theme), (taught/thought) , (their/there, (ticket/thicket) ,(mouth/ mouse)

4.2.3 Pronouncing the diphthongs [ai] and [ei]

1. Pronounce **[ai]** in the following words correctly: **(outside, try, gigantic).** Add some more words that consist of the same diphthongs.
2. Pronounce **[ei]** in the following words correctly: **(eight, freight, weight)**, Add some more words that consist of the same diphthongs.

4.2.4 Revision: Expressing Agreement and Disagreement



Activity 4.6

Instructions: ***Be in pairs and express either your agreement or disagreement to the statement that talks about the things you need when you plan to travel to Sof Umar Cave and the Siemen Mountains.***

Example:

Umar: I need sneaker shoes that are comfortable for me to walk on foot in Sof Umar Cave.

Sofia: *but I don't because sneakers suffocate me especially when weather condition is hot there..*

Umar: I don't want any cooked food when I travel on the hills of the Siemen Mountains because I want to live on the traditional dish of the community around the park.

Sofia: *Neither do I.*

(Continue in the same way)

Umar: _____

Sofia: _____

4.2.5 Revision: Giving Opinions

Activity 4.7

Instructions: ***Be in pairs and use the expressions given below to ask different opinions from your partner about the most important things you need for travelling as a tourist.***

What do you think of…?, What are your thoughts on…?, How do you feel about…? and What's your opinion on…?,

Example: *Tsigie asks opinion from Tikdem: you have told me that you are planning to visit Nech Sar National Park next week. What* **do you think of** *the type of transportation you use ?why?*

Activity 4.8

Instructions: ***The following expressions are important to give oral reports to someone. First, study their meanings, think of any event such as a school day, classroom experience, festivals, games, etc. and give a short report orally to your group members.***

first of all	*to begin with*	*then*	*after that*
finally	*to cut a long story short*	*so in the end*	*all in all*

Example: *Assume that you yesterday you watched a very good football match that you never forget. Now, you want to report the most important events you had watched to your friends. You can begin your report first by thanking them.*

First of all, I would like to thank all of you for giving me the first chance to report the most interesting events that I watched in the yesterday's football match. To begin with, _____ _____**(Continue like this).**

4.3 Reading: Tourism

Activity 4.9

Instructions: ***You are going to read the passage entitled "Tourism". Before you read it, discuss the following questions in groups of four.***

1. Do you think that tourism has important contributions in the overall development of a country? How? Discuss briefly.
2. Can you name the main tourist attraction sites in Ethiopia? Which one do you want to visit if you are given opportunity by any individual or organization? Why?
3. The following words have been used in the passage. Discuss their meaning with the help of your teacher: **hospitality, hard currency, consumables, accommodation**.

Activity 4.10



Fig. 8: Main tourist attraction sites in Ethiopia

Instructions: ***Read the passage silently and then answer the questions given next to it by writing true or falsebased on the facts in it. Give supportive evidence for each of your decisions.***

1. Tourism is defined scientifically as the sum total of relationships and interactions of tourists with business suppliers, guides, hosting communities and **hospitality** workers in the process of attracting , transporting, hosting and managing the activities connected to **them** and tourists are those people who travel to and stay in places outside their environment for more than twenty-four hours. It is one of the largest and most rapidly growing industries which contribute multidirectional benefits for a country's economic,

social and environmental developments in the world. **Due to these** and other reasons, the sector is getting attention by developing countries whose economic background mainly depends on exporting agricultural products which has little contribution for earning **hard currency**. When this sector develops steadily, it has been becoming a backup for the stability of **their** economy. That is why many of them are striving to make use of the benefits of tourism sector to the best of their capacity and the World Tourism Organization (WTO) is also encouraging them by providing them with both technical and professional supports.

2. There are many reasons why tourism is seen as a **vital** tool for tourist destination countries in economic, socio cultural and environment streams. First, if tourism is properly **incorporated** into the development strategies of a country, the sector can be a corner stone of new productive systems aimed at reducing poverty and achieving significant economic growth. Second, it is a sector that provides a wide range of different employment opportunities to a variety of citizens ranging from **professionals** to unskilled individuals. In this case, it does not only supply necessary funds to finance firms' activities, but also stimulates the firms' productivity and creates new job opportunities that increase the country's **welfare** as well. One thing that makes the job opportunity in the tourism sector different from others is that it contributes to a wide geographical spread of employment opportunities as it is not only restricted to the main centers or capital cities. It is applicable to rural areas where the attraction sites are available.

3. Third, tourism has a power in promoting export. It is to say that it earns foreign exchange or hard currency which is so essential for the development of the tourist **destination** countries. The tourist needs different products when she/he stays in a hosting country. Accordingly, to fulfill the needs for **consumables,** tourists come with their own money to the hosting country. This money in turn enables countries to generate income which has significant role in increasing the **revenue** of a country. Fourth, tourism involves individuals in the local community for different activities, in some cases, including enterprises. In this community-based tourism, members of a community, often rural, poor and economically disadvantaged, manufacture different local products and sell them out to tourists. In doing this, the community earns additional income from their products and services and a proportion of this income is then used for the benefit of the community as a whole. Lastly, this sector contributes its own role in the field of cultural exchange and interactions. When tourists come to a hosting country, some of them stay long, study the languages and the cultures of that particular community and they also share their own culture to the people who are living in their destinations. As we understand from different sources, there are tourists who have got married to a person in their touring area and established strong social tie.

4. If tourism is very **indispensable** for a country's overall development, countries that host tourists have to think of the needs of different tourists and work hard to fulfill for them as best as they can. First, for example, countries should produce documents that give sufficient information on the sites that tourists can visit and gain knowledge or

entertain themselves. Second professionals who have deep knowledge about the places that the tourists want to visit with good proficiency of the tourists' language are of paramount importance. When tourists get sufficient information or knowledge about the place or event they visit, they obtain maximum satisfaction and do the work of promotion for the country in inviting others to come and visit the places they have already visited. Third, quality and standard **accommodations** are the other requirements that attract an **overwhelming** number of tourists who visit an area frequently. Professionally prepared foods, neat sleeping rooms with essential modern accessories, security and waitresses and waiters who talk to them courteously are among others. Fifth, governments need to build modern roads that are comfortable to drive both during the day, night, summer and winter. When such types of roads are built, they comfortably travel to different places within a short period of time. Sixth, security is the other most important requirement. If there are pick-pockets, **brigands,** bandits or groups fighting in forests, no tourist will attempt to visit that area. Therefore, making maximum efforts and prevailing peace especially in the tourist frequenting areas is unquestionably the responsibility of a non-fragile government.

1. _____Tourism is the interaction and relationship of tourists with different sections of a community in the course of their travelling and visiting.
2. _____The tourism sector has got more attention from the developed countries than the developing countries as they have been conscious of its benefit right from the beginning of the sector as an income

generating industry.

3. _____The tourism sector provides job opportunities to both educated and non-educated citizens though there is a restriction due to the geographical locations.

4. _____Community tourism makes individuals creative and productive in producing different items such as souvenirs that they sell to tourists and increase their income.

5. _____The interaction of tourists can sometimes grow into kinship relations.

4.3.1 Extracting Main Idea from a Paragraph



Activity 4.11

Instructions: ***Write the main idea of paragraphs 2, 3 and 4. The first one is done as an example for you.***

Example:

Paragraph1: *These days* **t***ourism is considered as an important economic sector which has got serious attention by developing countries as a means to support the hard currency they earn from agricultural exports.*

4.3.2 Inference questions

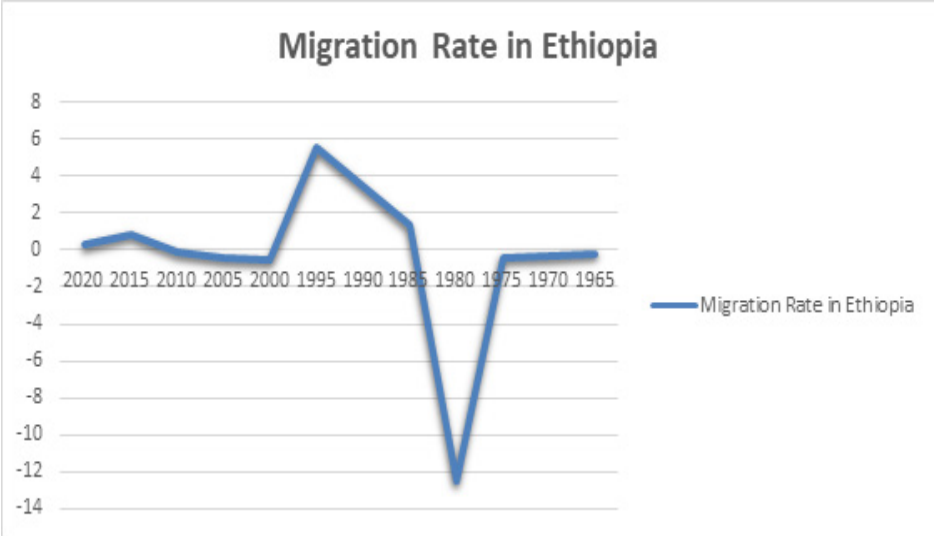


Activity 4.12

Instructions: ***Answer the questions given below by inferring to the main contents discussed in the passage.***

1. On the basis of the writer's view, why should developed countries do not give more attention to the tourism sector than the developing ones?

2. How those people who have been engaged in the



agricultural activities can also take part in the community tourism?

Activity 4.13

Instructions*: Answer the following question briefly in writing.*

Be in small groups, think the natural resources or heritages in your community, write a short paragraph on the remedial measures that should be done to protect and conserve them to sustainably lengthen their age of attractability.

4.4 Vocabulary

Activity 4.14

Instructions: ***Find words which are synonymous with the words taken from the passage and written here below. The first one is done as an example for you.***

*Example: hospitality (par 1, line 3***) - *kindness or courtesy in welcoming guests, tourists or strangers.*

1. hard currency (par 1, line 14) _____
2. vital (par 2, line 1)_____
3. incorporated (par 2, line 4)_____
4. professionals (par 2, line 9)_____
5. welfare (par 2, line 13)_____
6. consumables (par 3, line 6) _____
7. revenue (par 3, line 9)_____
8. indispensable (par 4. line1)_____
9. accommodations (par 4, line 15)_____
10. overwhelming (par 4, line16)_____
11. brigands (par 4, line 25)_____

Activity 4.15

Instructions: ***Now, use each of the words for which you have written synonyms and construct a meaningful sentence individually. The first one is done as an example for you.***

Example:

hospitality: *The* **hospitality** *Ethiopians show to guests and strangers is always highly appreciated by many tourists and foreigners.*

Activity 4.16

Instructions*: Look for the words given below and write the word or phrase they refer to.*

1. The word "**them**" (par 1 line 5) refers to_____
2. The phrase "**due to this**" (par1, line 10) refers to _____
3. The word "**their**" (par 1, line 16) refers to _____

4.4.1 Word formation

I. noun + noun compounds

A compound noun is a noun made by putting two or more nouns together to act as one noun. These nouns can be written as one word as in fireworks and waistline or hyphenated words as in well-being or as separate words as in ice-cream.

Look at more examples on noun compounds:

English English, school teacher, flower pot, rain coat, baby sitter



Activity *4.17*

Instructions: ***Individually, find out ten*** **noun+ noun** ***compound words from any source and make your own sentences using each of them. The first one is done as an example for you.***

Pen friend: *You have to be very careful when you select a* **pen friend** *or* **pen pal** *as some friends place you into unexpected trouble.*

II. Adjective+ noun Compounds

Sometimes adjectives and nouns can form a single word

For example: greenhouse, rainy season, sunny days, far sight, driven word, fast food, etc



Activity 4.18

Instructions*: Individually, find out ten* **adjective + noun** ***words and make your own sentences using each of them. The first one is done as an example for you.***

Example : **Balck box** *is an important piece of equipment in an aeroplane; it gives information to investigators about the cause of an accident when it crashes..*

III. verb+ noun

Sometimes verbs and nouns can form a single word.

Example: *Swimming pool, driving license, writing pad, dining room, washing machine, etc.*



Activity 4.19

Instructions: ***Individually, find out ten* verb+ noun *words and make your own sentences using each of them. The first one is done as an example for you.***

Example: *If you stay a night in an international hotel, in the morning, you can go to their beautiful* **dining room** *and eat your breakfast freely.*

4.4.2 Practising Phrasal Verbs with "get"



Activity 4.20

Instructions: ***Look up the meaning of the phrasal verbs given in the table below from a modern dictionary and construct your own sentences then exchange your sentences with your friend and give comments to each other's work. The first one is done as an example for you.***

get on: *make progress or be successful*

Example: Using a dictionary is one way of getting on very well with your English.

get over: recover from illness distress or mental weakness

Example: After Bushra has started to do light physical exercises, now he is getting over his heart attack.

get on	***get off***	***get off on***	***get in***	***get out***
get out on	***get over***	***get over with***	***get through***	***get to***

4.5 Grammar

4.5.1 Using "be+going to + infinitive" and "will + infinitive" to show future intensions

am/is/are + going to + speak, write, listen, read, do and will + speak, write, listen, read, do, *etc*

Activity 4.21

Instructions*: Look at the pair of sentences given below and find out their meaning differences.*

1. a) I **will take** the entrance exam to a university next year. b) I have passed Grade Twelve School Leaving Examination successfully; I **am going to take** the entrance examination to join a university.
2. a) The tourist industry is suffering from the economic downturn due to COVID19; therefore, Dafersha is **going to start** another job outside Arba Minch town.
   b) Dafersha **will start** another job outside Arba Minch town.

Note:

We use "***be going to***" to predict something that we think is certain to happen or when we have evidence to happen; however, "***will***" is used when we are talking about something with absolute certainty and evidence, data or justification are not required.

Activity 4.22

Instructions: ***Fill in the blank spaces given in the following dialogue either with "be + going to + infinitive" or "will + infinitive" form of the main verb being in pairs.***

Habtamu: The rain is falling in torrents; so, I _____1 the director and inform him that I cannot conduct classes today. (am going to call/will call)

Fikirte: *I think making a call to him is not important; you ____**2** (will go/are going to go) to your students with me by my Bajaj when the rain stops.*

Habtamu: Your idea is good but it_____3 (will be/is going to be) difficult to cross the stream near by the school.

Fikirte: *You are correct but to solve that problem, I _____**4** (am going to use/will use) the newly built road at the rear of the school.*

Habtamu: Has that road started giving service? It is good. Let us take that way. The rain is falling almost every day. Hence, I _____ 5 (will buy /am going to buy) an umbrella from one of the boutiques by the new road.

4.5.2 Present Continuous Tense

Activity 4.23

Instructions*: **Individually, based on your background knowledge, write three sentences in present continuous tense that show different purposes.***

1. _____.
2. _____.
3. _____.

Activity 4.24

Instructions: ***Now look at the short text given below and examine why the writer has decided to use present continuous tense.***

Currently, a large number of Ethiopians **are expressing** their love for their country through different demonstrations that they hold almost all over the country. Now, when I **am watching** television, one of the channels **is showing** the zeal of the young and the old to join our army and sacrifice their lives for their beloved country. It is customary to observe an overwhelming number of Ethiopians with strong determinations and courage to die for their country irrespective of their nationality and religion to protect their country from disintegration or fragmentation. Because of the real patriotic feelings I observe these days, I **am planning** to straightly go to the war front and contribute my share despite the limitations I have had with my health. However, one thing in which I am discomforted is that different channels **are disseminating** different information about the realities at war front.

The present continuous tense is used in the following situations:

- to describe actions/events that are taking place just at the time of speaking.

  Example: *We* **are discussing** *the uses of present continuous tense now.*

- to describe actions or events that are happening in the present time but not necessarily at the time of speaking.

  Example: *Nowadays, heavy rain* **is falling** *almost all over the country evenly.*

- To express an action that that is boring or frustrating to the speaker because of its repetitions.

  Example: I don't understand why the woman **is changing** *her behaviour now and then.*

4.5.3 Using the Indefinite Pronoun "some" and "any"

Activity 4.25

Instructions: ***Be in pairs, read the short text given below carefully and examine why the indefinite pronouns "some" and "any" are used.***

Mintesinot went to the library to search for some books that he wants to use for the purpose of teaching modern grammar yesterday afternoon. Unfortunately, he could not find any. Some of the books that he found on the shelf had been torn out and outdated. When he looked at the list of borrowers, he could not find any reader who has borrowed such books. Can you suggest any reason why these books are not available in the library? Or do you have some pieces of information where such books have gone? He seldom gets any sleep since that time.

Activity 4.26

Instructions: ***Now, use either* some *or* any *in the blank spaces given in the dialogue below***

Dureti: Please, would you give me _____**1** bananas? You have plenty of them?

Kankie: *Yes, I would. Haven't you bought _____**2** before I come back?*

Dureti: I was to buy but _____**3** of them hardly test good.

Kankie: *As you have said, _____**4** of my bananas are not ripe; I am going to put them in a warm place for about two days.*

Dureti: Yes, it is a good idea. Do you have_____ **5** more question? I am leaving for work?

Kankie*: Please give me_____ **6** more minutes; I don't get _____**7** happiness without your presence.*

Dureti: Oh, sorry. I am in a hurry. Try to enjoy the sport news that will start at 2: 30.

Kankie: *This is what _____**8** one advises me. Tell me something new.*

Short Note:

Notice that **some** is mostly used with affirmative (positive) statements and sometimes in interrogative (question) sentences when positive responses are expected from the listener/reader. We use **any** in negative sentences and question or interrogative sentences but sometimes we can also use **any** in affirmative sentences when we intend to convey indefiniteness

4.5.4 Clauses of Result

When you want to indicate the result of an action or situation, you can use a clause of result. Clauses of result are introduced by **so…. that, such…..that, so, as a result, consequently, therefore, hence, thus, for this/that reason, owing to, due to** and the like

Example:

1. *Ethiopia is so rich in its natural resources (main clause) that investors from different countries want to invest their money into different economic activities.(result clause)*
2. *Ethiopia is such a rich country in its natural resources (main clause) that different countries want to invest their money into different economic activities. (result clause)*
3. *Gurara is rich enough to build a new villa in Buta jirra.(phrase of result)*

Activity 4.27

Instructions: ***Be in small groups, identify the clauses of result, work out their meanings and finally write the rules that enable you to use "so" and "such" correctly in different clauses of result.***

The Siemen Mountains Park





Siemen mountain is such evergreen scenery that the flow of tourists is increasing alarmingly from time to time. As I read from literature and watch on television, the park is a habitat for so many endemic wild animals that not only tourists but also zoologists from many countries visit it repeatedly. Nevertheless, there are serious problems that hinder the flow of tourists to the park. To begin, the government has given so little attention to building modern roads that driving on the hilly side of the park is still terrible and tiresome for tourists. In addition, the farmers around the park have such a small piece of arable land that they have been forced to settle inside the park with their domestic animals. This kind of human interference is so dangerous that the resources in the park can substantially reduce both in quality and quantity. Of course, as I hear from different

individuals who have affiliation with the park, currently the local government is so conscious of the danger that settler__ centered solutions are being sought to conserve and protect the park from possible extinction threats.

Short Note

Note that **so** is followed by either an adjective or an adverb and **such** is by adjective a + singular countable noun or such+ adjective+ plural countable noun. In addition, notice that the adjectives many, much, little + noun are preceded by **so** not **such**

Example: *We have* **so many problems** *with regard to security that everyone is vigilant in keeping their surroundings.*

Consider also the exceptional uses:

Example: Netsanet is so careful a girl that she does not face any harm.

Example: The tourist has not seen such a beauty that he decided to come back to Ethiopia after few months.

Activity 4.28

Instructions: insert either "so" or "such" in the spaces given in each of the following clauses.

1. ___pleased was Amdie that he was dancing the whole night.
2. My friend has___ many books that we always do our assignments at his house.
3. Girma is _____a far-sighted person that he has never been exposed to serious problems in his life.

4. Tigist treated the tourist_____ politely that he has given her an expensive gift when he leaves the country.
5. Ayele is____ a hard working student that he wins the organization's reward every year.
6. The woman is _____ stingy that she does not spend her money even to fulfill her basic needs.
7. Wondu has never seen ____outstanding a student that he has decided to award him his expensive watch.
8. It has been ____a rainy season that I have bought a thick jacket.
9. The police officer has never seen ____honesty that he has disseminated the story of Tarikua on different media.
10. The film was ___interesting that everyone was talking about the characters on their way to home.

4.6 Writing

4.6.1 Report Writing

Essentially, a report is a piece of writing which presents an account of different activities or events that took place in the past to a particular audience. Most reports contain a description of sequence of events or situations observed in a given setting. When you plan to write a report, consider the following basic requirements:

1. Decide the purpose of your report whether it is to give information, entertain others or give education
2. Identify and write out the most essential ideas that you want to include in different paragraphs of the report, for example, the major events or

activities observed, especially unforgettable experiences, the major challenges that have had negative effects when the activities were being accomplished, the remedial measures that should be taken, etc.

3. Arrange the relevant pieces of information you have collected according to their degree of relevance
4. Write your report freely. Get down ideas on the sheet of paper as they have come to your mind without thinking of the errors you are likely to make.
5. Take time. If possible days. Then come back to it, sit down and edit your first draft focusing on the subject matter, the flow of ideas, the language use and mechanics
6. Consider the editing you have made and write your report clearly and carefully.
7. If you can, review it once again or if you have a closest person who can give you feedback, give it to him/her and take them into account when you write the final version

Activity 4.29

Instructions: ***Read the sample report given here below, analyze the most essential ideas discussed and write your own report about the place you have visited for the first time.***

It was at the dawn of last Saturday. We all students from grade ten, section A, came together in the school compound to pay a visit to Bonora Waterfalls. It is one of the tourist attraction sites located in Sidama Region in Bensa Woreda to the eastern direction of Daye town. It is one of the spectacular gifted areas that most people prefer to visit it especially on weekends. Before we had begun our journey, we discussed the precautions we should take during our journey. After we reached an agreement, we elected our leader and

kept on our journey together with our guide. On our way to the falls are evergreen trees, birds of different varieties and a number of wild animals that grabbed our attention amazingly.

The journey took us about an hour. We did not like to use any sort of transportation due to the fact that we may not watch different natural beauties and appreciate if we sit into a vehicle. Moreover, we all had the belief that when we walk on foot, we will use the opportunity as a physical exercise that would contribute to our health improvement. Though the journey was long and tiresome, we all did not feel any sort of hunger or exhaustions as everyone was surprised by the beauty of the location and the jocks that some of our friends were making. Of course, there were few students who have been taking rest now and then especially in the middle of our journey. Most of us, however, were motivating and pleasing them to proceed the journey.

When we reached the place where the falls give special beauty, we all unbelievably forgot where we were. When the twin falls reach the ground, the special sound they create and the bubbles they form not only refresh one's mind but also make someone as if she/he were in another world. Our guide was telling us the place where the falls begin, the length they travel and the reason why it is named "Bonora Falls". No one was listening to him as every one's attention was drawn by the special sound that the falls produce along with the song of different birds in the area. Watching the falls and their surroundings, taking photographs and getting shower around the bank continued for about two hours. After observing the satisfaction of each visitor, our representative clapped his hands and asked us whether we were hungry or not. Most of us expressed that we were in need of taking our lunch. Accordingly, the lunch that was prepared in a hotel was opened, soft drinks were distributed and

then everyone ate their lunch up to their fill. At this time, what all of us could not forget was that everyone was wrapping the injera with wat with their fingers and putting it into the mouth of a friend. This means, there was no one who was eating the food with her/his own hands. This is one of the ways we Ethiopians express our love to others. After the lunch time is over, we took a short break and then our guide told us to start our journey since the sky was dark to shower heavy rain. Accordingly, we all tied up our shoes, looked at the falls with greedy eyes and departed.

4.6.2 Punctuations

I. using apostrophe (')



Activity 4.30

Instructions: ***Read the short dialogue given below and supply an apostrophe either before or after "s" individually***

Gadissa: Have you seen Ayants book?

Dechassa: *No, I havent. This is not hers. It is Belete and Ayeles.*

Gadissa: Ok, where are these students bags?

Dechassa: *Here they are but I have not seen those childrens.*

Gadissa: This is Fikadu and kebede book that they own in common.

NB: discuss how to use apostrophe in writing with your partner and write down short notes by referring to different books..

II. Using quotation mark(" ")



Activity 4.31

Instructions: ***Read the short text given below and supply a quotation mark appropriately where necessary.***

Mr. Dingamo said, our cooperation is the best tool to come out of the existing challenges we have currently faced in our country. In his further inspiring speech, he emphasized, as we learn from history, Ethiopia may bow down for the time being but has never been defeated by its enemies. If you listen to his full speech entitled, nothing is more important than Ethiopia, your eyes will be filled up with tears.

NB: discuss how to use quotation mark in writing with your partner.

Unit 5. Honey Processing

Unit Objectives

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

- *listen to expository texts from spoken sources and make out the most essential ideas*
- *describe different processes that are important in making or manufacturing something*
- *read books, factual articles, magazine, etc., analyze their themes or other essential features and personalize the information into your life*
- *use a word-attack skill, increase you vocabulary store and use the newly learnt words in your communications*
- *list out those words which are coined through clipping and blending and use them into different sentences*
- *apply phrasal verbs that are attached to the verb "get" and "give" and use them into their both spoken and written English*

- *practice further using present simple tense both in active and passive voice form in your communications*
- *familiarize yourself with subject-verb agreement rules and use them in constructing correct sentences*
- *differentiate the use of "make" and "do" and use them into your own sentences correctly*

5.1 Listening: Honey Processing

Activity 5.1

Instructions*: Before you listen to the passage, answer the following questions in a group of three.*

1. Look at the pictures drawn here below, examine the work divisions among bees and describe how they make honey.

NB: Please don't forget to support visually impaired students by describing the picture orally)

2. The following words have been used in the listening passage. Discuss their meaning with your partner based on your background experience or using a dictionary: **adulterate, proboscis, nectar, foraging, honey-comb.**

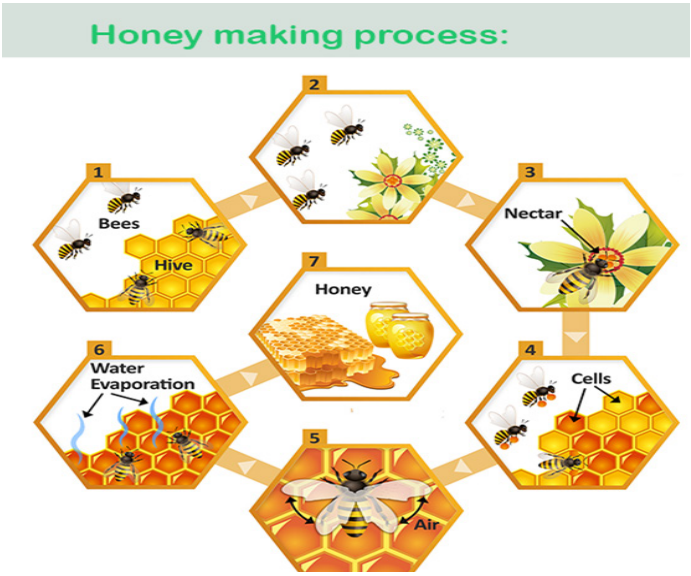


Fig 12. Henoy Making Process.

Activity 5.2

Instructions*: Now, listen to the passage that your teacher is going to read to you or the audio tape-recorded script and answer the following questions by writing* **true** *or* **false.** *Give supportive evidence for each answer.*

1. _____ There are better sweeteners than honey in economically developed countries.
2. _____The amount of water in all types of honey is equal.
3. _____Bees suck up the nectar using their proboscis.
4. _____When bees chew the nectar, they produce enzyme that changes the chemical property of the honey.
5. _____ Bees spread the honey on the honey-comb to increase its sweetness.

Activity 5.3

Instructions: ***Do a small research in pairs, for example, by interviewing individuals concerned and write a short text that explains the status of Ethiopian farmers honey production and write recommendations that help to improve the practice.***

5.2 Speaking

5.2.1 Practising Pronouncing vowels and Diphthongs

Activity 5.4

Instructions: ***Identify the word which has consisted of the sound in square bracket from the alternatives given in the parentheses.***

1. Which word has [i] sound? (height/meat)
2. Which one of the words has [ə] sound? (about/ salary)
3. Which one of the following words has [æ] sound ? (lactose/father)
4. Which word has [oi] sound ?(destroy/oil)
5. Which word has [ʌ] sound? (cover/cotton)

5.2.2 Describing Processes

When you describe a process, you can use expressions such as: **first, second, having done this, the next step is, then, don't forget, it is important to.**

For more clarity, look at a short description about the process you follow in describing how "datt'a" is prepared.

I. Describing the Process of Datt'a Preparation

"Datt'a" is a well-known spicy type of food which is very hot and finely tapering pepper of special pungency that is mostly used to add flavor to other main foods such as chunk of raw meat or roasted meat especially among Wolaita community. Nowadays, it is a type of food which is highly loved not only by the Wolaita community but also by other people all over the country. Any person who has a chance to visit Wolaita Soddo town, the first thing she/he wants to buy and take home is this food. Nowadays, it is being exported even to foreign countries for Ethiopians who are living there. The process of its preparations begins by picking up the chilies that have not yet well ripened. The second step is to mix them with other spices like garlic and cardamom. Having done this, mostly the women, put it on a traditionally carved flat stone mill and grind it with a small oval shape piece of stone by moving it up and down. After it is well ground and changed into smooth dough, it will be taken off from the stone and put into a container. When the family needs to eat meet, they mix it with each chunk and eat it together or sometimes they eat it in the same way with inset (bread made up of false banana), kita (flat bread) or injera (thin and flat bread made up of teff, sorghum or maize)

II. Describing the Process of Honey Making

Activity 5.5

Instructions: ***Be in a group of four and roleplay as a queen, a drone and worker bees and describe your role in the process of making honey.***

5.3 Reading: The Importance of Honey

Activity 5.6

Instructions: ***Before you read the passage, discuss the questions given here below being into a group of four.***

1. How often honey is included into the diet you eat in your family? Why?
2. Do you remember any occasion that you have relieved from different health-related problems and got improvement after eating honey?
3. List down the benefits of honey to human health from what you have heard from others or you have read

Activity 5.7

Instructions: ***Individually, read the passage given below silently and answer the questions that follow it by choosing the correct answer among the possible alternatives given based on the information contained in it.***

The importance of Honey

1. Albert Einstein once said, **"The day bees vanish from earth… man will go not long after"**. In addition to their contributions in adjusting the environment to human beings, the sweetest product that they produce, honey, has nutritional, cosmetic, therapeutic, and industrial values. It is one of the most appreciated, valued and utilized natural sweetening products introduced to humankind since ancient times. It has been approved as a balanced diet and equally popular for males and females in all ages. The main composition of honey is carbohydrates that contribute 95–97% of its dry weight.

Furthermore, honey includes main compounds, such as proteins, vitamins, amino acids, minerals and organic acids. Pure honey also consists of fructose and glucose which are the most important sugars of honey and contribute to its most nutritional and physical effects. One of its surprising properties of honey is that it does not need refrigeration as it can never **spoils** and thus it can be stored in closed containers at room temperature in a dry place. It is used not only as a nutritional product but also as an alternative treatment for clinical conditions ranging from wound healing to cancer treatment. Nowadays, information on the usage of honey for the cure of many human diseases can be found in magazines, journals and leaflets.

2. Few of its benefits in the area of human health are discussed as follows: Honey has an absorbing property and speeds up the growth of tissue; as a result, wounds heal faster and rids of its **stench**. The other use of honey is to stop or control burns and **inflammation** of the eye. Inflammation has the main key role in developing chronic diseases including cancer, cardiovascular diseases, diabetes, and arthritis diseases which possess a huge challenge for treatment. With massively compelling evidence of the role played by nutritional modulation in preventing inflammation-related diseases, honey is a natural and functional food with its **therapeutic** and preventive actions.

3. Honey can also facilitate digestion by stimulating the secretion of gastric juice. It is particularly effective as **laxative** because it eases the bowels. It helps as remedy for gastritis and gastric ulcers by reducing hyperacidity. It can save patients from **heartburn** and belching. It can get rid

of winds and improves appetite. Studies have proved that honey has observable and measurable effect on the heart. As it has much easily **assimilated** glucose. The muscles of the heart work continuously and need glucose in order to make up the energy expended. People with colds are advised to take honey with warm milk or lemon. It causes the patient to sweat a great deal and relives her/him of pain. It also helps in treating a **runny nose**, get rid of sputum and soothing a cough.

4. The other medical use of honey is its application as a cure for kidney. It speeds up urination and gives relief when there is a problem to piss. People suffering from exhaustion and headache are advised to drink a glass of water in which honey and lemon juice are mixed. It also helps in improving memory and sharpening **wits.** Studies conducted on the health benefits of honey inform us that those people, who regularly add honey to their food, generate different amazing ideas and are propeller thinkers. Modern experiments and observations reveal that there is every reason to consider honey as a remedy. It **owes** its curative properties mainly to the glucose it contains. Dentists have no doubts about the harmful effects of sugar on the teeth. It has been established that the remains of sugar in the mouth break down under the effect of bacteria to form an acid. As a result, the teeth become affected with carries. Honey, on the other hand, reacts against the harmful bacteria due to its antibiotic properties and **disinfects** them and makes both the teeth and mouth healthy. Furthermore, research has confirmed that children like honey better than sugar. Therefore, parents should try their best to include honey as a major item in their children's diet.

Questions

1. According to Einstein's view,

A. The existence of honey bees determines human existence.

B. Bees exist in this world as long as humans exist in life.

C. Human is the first enemy to bees who loots the natural product of bees, honey.

D. Bees vanish if human beings continuously take away their product without taking care.

2. Which of the following sentence is **incorrect** according to the passage?

A. Honey can be used in industries to manufacture different products.

B. There are other better sweetening products than honey in our world.

C. Honey is free from acids so that we can use it as natural medicine to heal our gastritis.

D. As you eat honey, you need to claen you teeth to protect them from bacterial infection.

3. Honey can never be_____ if you put it into a container with lid in a room temperature.

A. nutritional

B. spoilt

C. disinfectant

D. assimilated

4. Which one of the following statements describes the benefit of honey?

A. It is medically valuable due to the glucose and fructose it contains.

B. It can help to control the fluid that comes out from your nose due to cold.

C. The contribution of honey to cure diseases is due to the different elements in it.

D. It is unadvisable for females to take honey after they are aged.

5. Honey has an important contribution in _____

A. making your brain think better

B. increasing the frequency of fart

C. reducing the problem of sneezing
D. increasing the dryness of the bowels

Instructions: Be in pairs and answer the following questions.

6. How can honey avoid the stench of a wound?

7. Discuss how the glucose in honey can help the function of heart.

5.4 Vocabulary

Activity 5.8

Instructions: ***The words in the left hand side are taken from the above passage. Match them with their contextual meanings given at the right hand side individually***

"A"	"B"
1. spoils (par 1, line 17)	A. to destroy or ruin the quality or value
2. stench (par 2, line 4)	B. make free from bacteria
3. inflammation (par 2, line 5)	C. intelligence or quickness of the mind
4 therapeutic (par 2, line 12)	D. having bad smell
5. laxative (par 3, line 3).	E. having medical value
6. heartburn (par 3, line 5)	F. medicine that cause the bowel empty
7. wits (par 4, line 6)	G. pain caused by indigestion
8. disinfectants (par 4,line 18)	H. part of the body where there is swelling and pain

5.4.1 Word Formation: Blending and Clipping

Activity 5.9

Instructions: ***Find out the clipped words from the blended words given at the left hand side in the table below using a dictionary.***

	Blended Word	Clipped Word
1	advertisement	ad
2	alligator	
3	examination	
4	gasoline	
5	gymnasium	
6	influenza	
7	laboratory	
8	mathematics	
9	telephone	
10	refrigerator	
11	university	
12	professor	

Activity 5.10

Instructions: ***Refer to any book that discusses word formation in English, define what word blending and clipping are and then write as many of such words as you can. Finally, write your own sentences using each of them. The first one is done as an example for you.***

Example: The word "**advertisement"** is a blended form and "**ad**" is clipped

The **advertisement** or **ad** that I watched last night on television motivated me to buy the new television.

Short Note:

Blended words are formed when two or more words are combined and one of them, usually the suffix is detachable and can give a full meaning while clipped words are short forms taken from the compound word or phrase without changing its original meaning

5.4.2 Phrasal Verbs

Having a good deal of knowledge about phrasal verbs, as discussed in each preceding unit, is very essential to make your communication more successful than ever before. In this unit also you are going to practise phrasal verbs such as **get together, get up, give away, give in , give out, give up, go about, go after, go ahead, go along with**



Activity 5.11

Instructions: ***Look up the meaning of each phrasal verb listed above and practise using them in your own meaningful sentences.***



Activity 5.12

Instructions: ***Read the short text given below and work out the contextual meanings of the phrasal verbs written in bold.***

Students in some schools are used to celebrating a **get together** party when they meet in the school for the new academic year. On the day they celebrate this event, most students **get up** from their bed early in the morning since they want to prepare themselves properly for the celebration. In some schools, the management bodies have not been encouraging such celebrations as they have the belief that this type of celebration may not include those students from economically weak families. They are of the view that such students may not have money to contribute for the successful undertakings of the event. Nowadays, however, since almost all school managements have come to recognize it as an important culture that has lots of positive contributions in enhancing the cooperative skills of the students, they are **giving in** and even in some schools they are supporting them materially and financially to motivate students **go ahead** with the tradition.

5.5 Grammar

5.5.1 Simple Present Active and Passive Sentences

Activity 5.13

Instructions: ***Look at the underlined passive verbs in the text given below and work out how simple present tense passive voices are used and write the patterns of the verbs being in pairs***

Creativity is producing something new, relevant and useful to the person or people who created the product within their own social context. Creativity **can also be used** to propose new solutions to problems in different contexts, communities or countries. An example of this is the improvements achieved in the areas of different technological innovations that have made significant contributions in changing the lives of people. Some people **are heard** that creativity is a gift only to certain individuals. However, subsequent studies show that those individuals who have created new things and changed the world are not necessarily with special gifts. They have created new things and solved the problem of people as they have already been seriously engaged into an activity which has its own goal and mission and always have been struggling to solve problems that hover around them. This means, creativity mainly has to do with strength, patience and goal-oriented efforts. People begin to create when their brain **is occupied** with different questions that need investigations and answers. If we examine different improvements that **are made** on different areas of human advancement, all of them **are connected** with human inquisitive mind. Imagine that people could arrive at the present stage of development due to their nail-biting struggles which have been carried out for ages.

Note on Passive Voice

In passive sentences, the subject becomes object and the object becomes subject. This voice is used when the writer or the speaker has more interest in the object of the sentence. Most teachers in schools, colleges or universities do not like passive voice on students' writing with the view that it is incapable of giving strong and clear meaning to the reader. As a result, they often advise students to frequently use active voice in producing a variety of academic pieces of work unless situations force them. Nevertheless, describing processes, analyzing different ideas or events needs the use of passive voice though still limiting the frequency is important.

Simple present passive voice is formed with the object of the sentence, auxiliary verbs in verb to be form (am/ is/are + past participle) form of the main verb.

Example:

1. **The president (subject)** *always makes* **inspiring speech (object)** *to the meeting participants. (active voice)*
2. *An inspiring speech* **is** *always* **made** *to the meeting participants by the president.*

   (passive voice)

3. **The students** *(subject) always write* **their homework (object)** *in this room. (active)*
4. *Their homework* **is** *always* **written** *in this room (passive voice)*

Activity 5.14

Instructions: ***One of the uses of the passive voice is to describe different processes. Now, look at how the process of Ethiopian coffee making is described in the paragraph given below and then describe the processes of making any sort of Ethiopian traditional dish or drink in small groups***

Ethiopian traditional coffee **is appreciated** and **adored** by many foreigners. They admire not only the flavour of the coffee but also the process involved in making it. To prepare the coffee and celebrate the ceremony, passing through the following processes is common almost within all Ethiopian cultures. First, any unwanted impurities **are removed** and the neat coffee beans **are separated off.** These beans **are washed** with both hands until the covering of each bean **is removed** repeatedly. Having done this, they **are put** on a flat iron plate and **roasted** on a charcoal stove or traditional oven until the colour of the beans turn to dark brown. Then, the pan **is taken** off from the stove and **put** on the ground. In the meantime, water **is added** into a clay pot and **put** on the stove or oven. While the water is boiling, the roasted beans **are pounded** until they are converted into soft flour. Then the powder of the coffee **is added** to the coffee pot and boils until the right fragrance comes out from the pot. Finally, the coffee pot **is taken** off and kept on the ground until the impurities decant. Before the coffee **is served**, it is common to spread green grass around the coffee table, smoke incense and roast

popcorn. Finally, the coffee **is poured** into cups and served.

I. Passive Voice with Modal Auxiliary Verbs

When you convert active sentences with modal verbs (**can/may/might/ should/has (have) to/ had to/ ought to/ used to/ need to**) to passive form, the structure of the sentence is object form of the sentence+ modal verb+ "be"+ past participle (verb3)

Example

A. You may take this medicine before meal (active)

B. This medicine **may be taken** before meal. (passive)

A. We should finish this chapter before the exam.(active)

B. This chapter **should be finished** before the exam.(passive)

A. We must eat balanced diet to live healthily (active)

B: Balanced diet **must be eaten** to live healthily. (passive) Or

To live healthily, balanced diet **must be eaten**.

Activity 5.15

Instructions*: Convert the following sentences into passive form, discuss your answers with your partner and your teacher will tell you the final answer.*

1. People speak English everywhere in the world.
2. I have not seen such type of a lion so far.
3. You ought to take photographs before you live.
4. Our father does not let us watch films.
5. We had better do our homework before we leave for playing.
6. Students need to carry information into their cell phone.

7. Neither of the children draw this picture.
8. Experiments prove scientific discoveries.
9. The smoke fills the room every morning.
10. The students have been reading their notes in the library for an hour.

5.5.2 Subject-verb Agreement



Activity 5.16

Instructions: ***Read the short text given below and examine how the subject has agreed with each verb and finally state different rules being in a group of four.***

Cooperation is one of the skills important for the twenty-first century success in life. Either your activities in schools or interaction in your family needs cooperation and working collectively. Everyone in this world has their own limitations and thus each limitation is covered by someone else who has affiliation with him or her. One of the examples we can cite as an example is group or pair work that students undergo in learning different lessons in schools or universities. Working in groups, together with personal effort, has always been proved that it is excellent way of learning anything new. Not only cooperation but also creativity and flexibility are other skills that are essentially required to keep oneself abreast of the time. Here what should be capitalized is that not simply the creative skills of a person, her/his flexibility in learning from others and improving oneself from time to time is of great importance. The other worth mentioning point is that if you decide to develop these skills, it is important to do small scale pieces of research and commit yourself to the goal you have already set. In this case courage and determination not to give up hope plays a significant role in taking you to the world of success.

Short Notes

1. Subjects and verbs must agree in number. If the subject is singular, the verb must be singular and the vice versa too.

Example

A. One of the employees expressed her satisfaction with her job. She is currently in a managerial role at the organization.

B. Two of the employees expressed their satisfaction with their jobs. They are currently in a managerial role at the organization.

2. The expressions one of, either of, neither of, etc., are often followed by a plural countable noun and singular verb but when there is a relative pronoun (who/that/whom…) the verb agrees with noun that precedes the relative word (antecedent)

Example

C. One of the pressing problems of the day is sustaining the unity of the country.

D. One of the problems which ring in the mind of most Ethiopians these days are sustaining the unity of the country.

3. When two subjects are compounded by together with, along with, as well as, in addition, including, with), the verb usually agrees with the first subject

Example: The prime Minister, together with his military officers has visited the war zone in the north east part of the country.

4. *When a compound subject contains both a singular and*

a plural noun or pronoun joined by " either-or" or neither-nor," the verb should agree with the part of the subject that is closer to the verb.

Example

A. Either the children or their father has not yet arrived home.

B. Neither their father nor the children have yet arrived home.

5.. Words before prepositions determine the verb, that is, to use either singular or plural verb

Example: The titles in this book are written in question form.

6. Non-count nouns often take singular verb but when they are preceded by phrasal quantifiers such as a piece of, an item of, a slice of, a bar of, the verb agrees with them

Example

A. The slices of bread have been on the dining table.

B. The items of information you have collected from non-trustworthy media are dangerous in disturbing the people.

Activity 5.17

Instructions: ***Underline the correct verb from the alternatives given in parentheses to complete each sentence.***

1. A ream of duplicating paper and a tube of ink_____ (cost/costs) four-hundred Ethiopian birr.
2. A pair of green socks _____(is hanging/are hanging)

from the back of the car.

3. Either the meat on the table or the eggs in the basket_____(smell /smells) fresh.

4. One of the guests who_____(have arrived/has arrived) late_____(is/are) Lemma.

5. The director, together with some of the teachers, _____(are/is) visiting the staff member admitted to a hospital.

6. All students, except Sophia, _____(do not take/does not take) alcohol.

7. Quite unfortunately, fifty percent of these materials____(come/comes) from China.

8. The number of questions that he would set_____(need to/needs) to be limited to ten.

9. Neither of your opinions (are/is) reasonable to change our attitude towards the reconciliation.

10 None of the direction lights of my car _____(has/ required have required) maintenance.

5.5.3 Using "do" and "make"

Sometimes it is difficult to use the verbs "**do**" and "**make**" with the correct noun for most of our students. The only thing you should do is to study the list of words that are followed by both verbs and use them in your different communication settings correctly when/ where they are necessary.

Activity 5.18

Instructions: ***Put either*** **“ make ”** ***or*** **“do”** ***before the nouns given here below. Example:*** **do** ***your best, business, the cleaning, a course and*** **make** ***an occasion, arrangement, attempt, change, comment***

———**1.** occasion
———**2.** impression
———**3.** effort
———**4.** comment
———**5.** offer
———**6.** gardening
———**7.** demand
———**8.** duty
———**9.** a course
———**10.** change
———**11.** attempt
———**12.** gesture
———**13.** business
———**14.** damage
———**15.** noise
———**16.** progress
———**17.** degree
———**18.** .homework
———**19.** .movement
———**20.** guess

5.6 Writing

5.6.1 Writing a Topic Sentence for a paragraph

Now, hopefully you have clear idea about a topic sentence. It is a sentence which carries the main idea of the whole paragraph. It can be placed at the beginning, in the middle or at the end of a paragraph. For beginner writers, however, it is advisable to put it initially for it guides them as to how they add sentences that provide supportive details. When you write a topic sentence to your paragraph, first think the main idea that you want to convey to your audience then write it in such a way that it draws the attention of the reader to further read the paragraph. Note that once if you are able to write a good topic sentence, it is not that much difficult to add up many more sentences that give further information about the title.

For further clarity, look at the topic sentence in the following paragraph.

Haile Gebresillassie



Haile Gebresillassie is one of Ethiopia's most famous long distance runners. Many people call him the best long distance runner ever. He was born in 1973 in Assela, Arsi Zone, Oromia Regional State, Ethiopia. He had to turn to 10kms to and from school every morning and even now he runs with his left arm bent as if holding school books. He was one of the ten children and his father wanted Haile to be a farmer but when he was thirteen, he competed in his first race. By the 1990s, he was taking part in international races. His achievements are great. He has broken 26 world records both indoors and out, won two Olympic 10,000 meters gold metals and four world outdoor and three indoor10,000 meters titles. He moved to road running in the latter part of his career. In September 2008, at the age of 35, he won the Berlin Marathon with a world record time of 2:03:59, breaking his own world record by 27 seconds. Haile is so famous that he starred as himself in an American film called "Endurance". He loves running and hopes he can continue running or jogging all his life.

Activity 5.19

Instructions*: Read the paragraphs given below and write out a clear topic sentence to each of them*

1. _____
_____
_____.

However, it is an overwhelming defeat and humiliation for Italians' Army. On the first day of March, 124 years ago, traditional warriors, farmers and pastoralists and women defeated a well-armed Italian army in the northern town of Adwa in Ethiopia. The town of Adwa is located in Northern Tigray, closer to the southern border of Eritrea. The battle between Ethiopia and Italy took place in the mountainous terrain of the area. The outcome of this battle ensured Ethiopia's independence, making it the only African country never to be colonized. Adwa turned Ethiopia into a symbol of freedom for black people globally. It also led to a change of government in Italy. Adwa still stands as witness to what ordinary Africans can do when they come together as farmers, pastoralists, women and rural people, workers and artists.

2. _____
_____.

Not at all. We all activity limited students can do better than others in the class. You know, what matters is not your activity limitation but what you do about it. If you work hard, you will be what you want to be. That is the way I see things. A blind person can do anything

she/he wishes though confronting the challenges needs much more effort than others. In conclusion, I have the belief that the fate of the any activity limited person is in the hands of her/himself.

3. _____
_____
_____
. The common ones are lorries, pack animals, buses, cars, trains and aero planes. Farmers transport produces to urban people by donkeys or horses and they also buy goods from towns and take to their destination using these animals. Of course, these days, since modern roads have been built in several part of the country, people use cars as meanses of transportation. Transport promotes trade and contributes to the healthy economic growth. Ethiopia's means of transportation are not only limited to the ground it also uses air and sea transport to export and import different goods which are important for different purposes.

4. ._____
_____.
Catherine Ndreba's success is also very surprising to many of the sport loving community. She started running at school where she had to train before and after class. After leaving school, she joined the prison service, which allowed her to continue training and running races and it was there that she met her husband. She began her international career in 1995 and the following year won eight out of her thirteen international races. In 1997, took time off to have a baby but she has been running ever since and has

achieved even greater international success. In 2000 and 201,she won both the Boston and the Chicago Marathons and set a new world Marathon record. In the 2004 Olympics, she won a silver medal and in the world championships she won gold in 2003 and silver two years later. Ndreba says she owes much of her success to her husband who has supported her throughout the career and has taken much of the responsibility for looking after their children.

5.6.2 Dictation

Listening to a text from spoken sources and trying to copy down as they are is one of the writing skills that you need to develop. When you develop your skill of listening to the spoken source and writing it into sheets of paper, you also improve your skills of pronunciation, word memory, spelling, hand writing and mechanics side by side.



Activity 5.20

Instructions:***Listen to your teacher when she/he reads to you the passage entitled "How Do Bees Make Honey" loudly and write down each word and sentence with correct spelling, capitalization and punctuation marks***

Unit 6. Migration

Unit Objectives

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

- *listen to expository text from a spoken source and extract specific information*
- *examine the existing realities in the country (Ethiopia) in particular and Africa in general in connection to migration and reflect the possible solutions that mitigate the plight*
- *use the words you learnt from the listening passage into your everyday communication*
- *pronounce the vowels and the diphthongs [æ], [ɜ] [ə], [j] , [ei] and [ai]in different words correctly and make their communication clear*
- *talk about the root causes of migration and its negative effects with particular reference to the Ethiopian context*
- *read, infer, analyze and evaluate different information discussed in the passage/literature they read*
- *familiarize yourselves with the selected words from the passage and use them in expressing yourselves when/where the situation require them*
- *practise how to form different compound words with hyphens and prepositions and use them correctly into your written texts*

- *apply phrasal verbs that are attached to the verb "go" and use them into your both spoken and written communication*
- *familiarize yourself with clauses of purpose and use them in constructing correct sentences*
- *summarize a longer text following the guidelines discussed*
- *interpret the data on different graphs and share information with others*
- *acquaint yourselves with the spelling rules of "–ei" and "-ie" and pluralization with –"ies"*

6.1 Listening:

Ethiopians Abused on the Gulf Migration Route

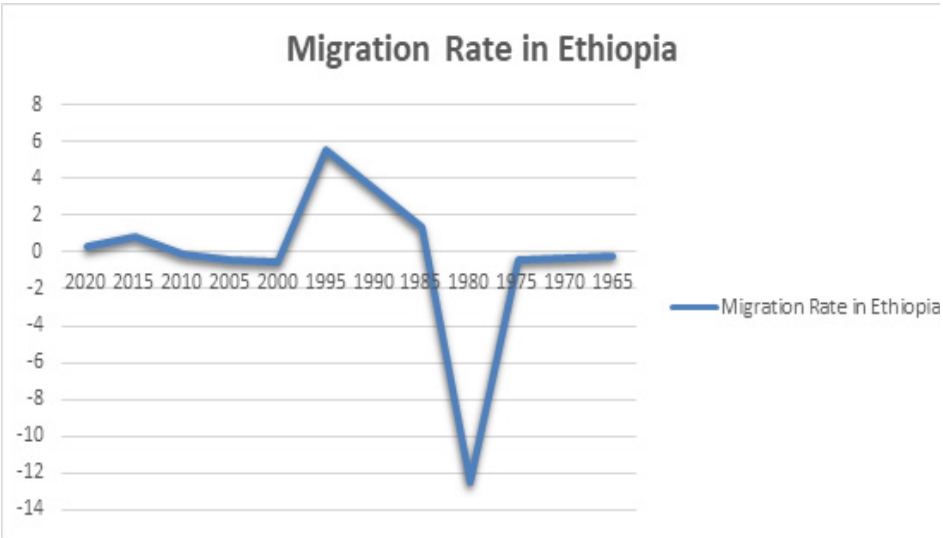


Fig. 15: Migration rate in Ethiopia

Source: World Population Prospects 2019

Activity 6.1

Instructions: ***Before listening to the passage, answer the following questions in a group of five.***

1. Have you heard or read any story that narrates about the hardships Ethiopian migrants undergo especially in Middle East countries? What measures do you think can convert this worst scenario into past history?
2. Have you heard or read any story that narrates about the hardships Ethiopian migrants undergo especially in the Middle East countries? What measures do you think can convert this worst scenario into past history.

Activity 6.2

Instructions: ***Listen to the audio record that your teacher will tune to you carefully and fill in the blank spaces in the following passage with the correct word or phrase.***

1. According to Human Rights Watch report (2018), Ethiopians, who are undertaking the perilous journey by boat across the Red Sea or Gulf of Aden, encounter exploitation and torture in Yemen by a network of trafficking groups. They also bump up on with abusive prison conditions in Saudi Arabia before being forcibly deported back to Addis Ababa. Authorities in Ethiopia, Yemen, and Saudi Arabia have taken few measures to curb the violence the migrants face or to reduce abuses perpetrated by their own security forces. “Many Ethiopians who hoped for a better life in

Saudi Arabia face unspeakable dangers along the journey, including death at sea, torture, and all manners of abuses," said Felix Horne, senior Africa researcher at Human Rights Watch. According to the interview the above organization conducted with humanitarian workers and diplomats working on Ethiopians' migration-related issues, about_____**1** an average of 10,000 per month, were deported from Saudi Arabia to Ethiopia between May 2017 and March 2019 and the deportation has continued up to the present despite the worst life still they lead in their own country.

2. As the data from the interview indicate eleven of the interviewees out of twelve confirmed that those migrants who had been deported to Ethiopia were found engaging themselves into _____**2** such as smuggling and trafficking networks that are regionally linked across Ethiopia, Djibouti, Somalia's semi-autonomous Puntland state, the self-declared autonomous state of Somaliland, Yemen, and Saudi Arabia. Traffickers outside of Ethiopia, particularly in Yemen, often use violence or threats to put the migrants' family members or their contacts into stressful situations. In his further explanation, one of the respondents said, "There were one hundred-eighty people on the boat, but twenty-five died. The boat was in trouble and the waves were hitting it. It was overloaded and about to sink so the broker picked some out and threw them into the sea."

3. Those who had arrived in Yemen, as the interviewees explain, almost all Ethiopian migrants were captured by traffickers. They were physically assaulted and were compelled_____**3** from family members or contacts in Ethiopia or Somalia. In many cases, the relatives of the

captives _____**4** to obtain the ransom money. After paying the traffickers or escaping, the migrants eventually made their way north to the Saudi-Yemen border, crossing in rural and mountainous areas. At this time, the Saudi border guards fired at them, _____**5** others crossing at the same time and that they saw dead bodies along the crossing routes.



Activity 6.3

Instructions: ***Be in a group of five, read the question given below very carefully, collect the necessary information from individuals concerned in the form of interview or questionnaire and then report your answer to the whole class.***

Ethiopia is naturally an endowed country with its enormous resources that can even be used by other African countries. Contrary to this fact, a lot of citizens decide to migrate to different countries, especially to the Middle East countries experience a number of hardships and lose their lives. What corrective measures do you think can reduce this irritating situation?

6.2 Speaking

6.2.1 Pronunciation

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



Activity 6.4

Instruction: Listen to your teacher or the video your teacher will tune to you when the vowels given above are pronounced in each word given below. Then refer to your dictionary and add more words of your own with the vowels and the diphthongs given above.

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

II. Talking about Causes and Effects

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

Activity 6.5

Instructions: ***Read the short dialogue given below and complete the spaces with one of the discourse markers listed above correctly being in pairs***

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

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

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

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

Ubang: How often do you struggle to strengthen your communication skills?

Belaineh: *U…I often try to learn different communication skills from different books and individuals* **due to the fact that** _____.

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

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

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

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

6.3 Reading: Migration in Ethiopia

Activity 6.6

Instructions*: Here below is a passage. Before reading the passage, discuss the questions given below in a think-pair and share mode.*

1. A number of economists have been witnessing that Ethiopia is a country with rich natural resources that have not yet been utilized for a number of reasons. Contrary to the above fact, the number of Ethiopian irregular migrants is growing from time to time

alarmingly. We also hear that they have been facing different challenges that go up to losing their lives. As students, what possible solutions do you suggest to change the existing controversial scenario?

2. Do you think that all graduates from universities should be employed in governmental organizations? Why?



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

Activity 6.7

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

1. There is consensus on the urgency and importance of addressing the root causes of migration at global level in general and in the context of Ethiopia in particular. In this regard, though economic and political violence, ecological degradations, drought, and human right **abuses** have their own contributions in expanding the number of Ethiopian

migrants, lack of decent livelihood and employment opportunities are identified as the main driving forces. Mainly due to difficulties to make **livelihood** here in the country, thousands of Ethiopians have taken migration as the last solution over the past decade. They travel by boat over the Red Sea and then by land through Yemen to Saudi Arabia and neighboring Gulf states. These are favored destinations because of the availability of employment. Studies show that most of the emigrants travel irregularly and do not have legal status when they reach Saudi Arabia. Because of this, most of them are treated inhumanly and sometimes even they are killed brutally. When they are prone to such attack and mistreatment, it is not only they who suffer the consequence but also the country loses its respect and integration. The government of Ethiopia **imposed** a ban on migration to the Middle East in 2013. The law, however, has not helped the government reduce the problem. Rather, it has increased the number of migrants using irregular meanses to cross borders. For instance, in January 2016 alone, the number of total migrants from east Africa reaching Yemen was around 10,000, of which 75% were Ethiopians.

2. Over the past decade, youth employment in Ethiopia has showed significant progress. However, ensuring full productive employment poses a challenge in both rural and urban areas for the approximately three million young Ethiopians entering the labour force every year due to different **constraints** that hamper the economic progress of the country. As a result, the number of Ethiopians who move to capital cities in the country and other urban areas in search of job opportunities is growing from time to time alarmingly. After they enter cities, they often participate in

the informal economic activities, which serve as a stepping stone for migration outside of the country. Although the exact number of Ethiopians who have migrated overseas is not known due to the absence of a centralized registration system, there is evidence that an overwhelming number of them migrate to the Gulf countries, Europe and South Africa seeking employment through irregular migration channels.

3. Despite the economic progress achieved in the last decade, there has not been sufficient and adequate job creation and placement for the young people. While access to education has increased over the past years, **ironically** the number of unemployed educated youth has also increased at an **unprecedented** rate. Evidences show that an incontemptible number of the young, including those graduated from universities with degrees, rarely have been engaged in decent job and thus are seen in doing pieces of work that are not **compatible** with their professional knowledge or do jobs that do not have relationship with the professions in which they have been certified after completing their education at universities. Reports show that job scarcity in the country has also resulted in other severe problem on the economy of the country. Due to their **desperation** in getting decent jobs here in the country, a large number of youths have chosen to engage themselves in the illegal economic activities such as **smuggling** or contraband. Over and above, they are seen working with limited social protections that are subjected to poor working conditions. The situation is even more severe for women, who cannot find decent work opportunities and are most often concentrated in the informal sector.

4. Evidences tell us that 71% of the population in the country

is under the age of thirty, which is regarded as a productive force significantly capable of building strong economy in the country. Everyone witnesses that the country is surprisingly **endowed** with immense natural resources sufficient not only for its citizens but also for others. If this size of population is supported to create its own jobs or both governmental and non-governmental organizations expand economic sectors that could provide the young with different job opportunities, the risk of huge number of migrants that prefer to immigrate to other countries irregularly through undocumented channels in search of a better livelihood, decreases substantially. We understand from literature that those countries which do not have half of Ethiopia's natural resources, have achieved huge economic progress. Thus, how, when and by whom should this puzzle be solved?

1. According to the information in the passage, what are the most pressing problems that force Ethiopians to immigrate to other countries irregularly?

_____

2. How does illegal immigration affect the pride of our country?

_____

3. What is the relationship between those Ethiopians who involve in illegal economic activities and immigrate to other countries illegally?

_____

4. Do you think that the expansion of education, especially higher education in our country, has helped the graduates get their livelihood? Why?

_____

5. Write the main idea of paragraph **four** in one sentence

_____

Activity 6.8

Instructions: ***Discuss the following questions***

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

6.4 Vocabulary

Activity 6.9

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

1. abuses (par 1, line 5)_____
2. livelihood (par 1, line 9)_____
3. imposed (par 1, line 21)_____
4. constraints (par 2, line 6)_____
5. ironically (par 3, line 4)_____

6. unprecedented (par 3, line 6)_____
7. compatible (par 3, line 10)_____
8. desperation (par 3, line 15)_____
9. smuggling (par 3, line 18)_____
10. endowed (par 4, line 5)_____

6.4.1 Word Formation

I. Word compounding with hyphen

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



Activity 6.10

Instructions: ***Identify the sentence which has consisted of the correctly written compound word.***

1.

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

2.

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

3.

A. In an international hotel, the rooms are cleaned and bed-sheets are changed before customers arrive for checkin

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

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

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

4.

A. The book contains uptodate information on language learning.

B. The book contains upto-date information on language learning.

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

5.

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

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

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

II. Using compound words with prepositions

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

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

Activity 6.11

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

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

III. Using the phrasal verbs in communication

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



Activity 6.12

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

Participations in Argumentative Communications

People show different behaviors when they involve in an argumentative communication. Some of them_____1 the bush instead of directly explaining the position they have held. Moreover, they are so rigid that it is difficult to present reasons and convince them. Because of this, they are often in difficulties to _____2others' ideas as they think that if they show agreement to others' views, they might be considered inferior. It is obvious that no one in this world can _____3 every discipline equally and become efficient. Therefore, it is a must to give room for others' views and opinions to succeed in one's communications. The second group are people who _____4 the limit when they argue with others for or against a given issue. Even under some circumstances, they attempt to _____5 you if they think that you have underestimated them during your argumentative discussions. This type of characteristics is really very harmful to enhance one's communicative skills and learn from others. Therefore, it is important to advise such people to_____ 6 the rules of communication and understand them clearly before they take part in any sort of social discussions.

Now, you, as a person who want to develop your communication skills, do you_____7 with your discussions or stop it suddenly and _____8 or attempt to convince them? The third group are also discussants in an argumentative discussions who are not willing to understand you unless you _____9 and explain ideas according to their own level of knowledge. Even sometimes while the argument is going on, they ask you to _____10 and re-explain what has already been discussed. This kind of characteristics also has an adverse effect on the interpersonal communication that people make because time is one of the requirements in modern human communications. In argumentative discussions, there is neither winner nor loser. The most important thing is to _____11 the major premise as deeply as possible, look for evidences that enable to convince the listener and present them in a logical manner. The third group of arguers are people who communicate with you by following the rules of communication as carefully as possible but they lose their emotion and insult you in case you _____12 your promise and ignore appointments. In its nutshell, ability in argumentative communication is so essential that it needs referring to literatures and presenting one's position with data-base statements.

6.5 Grammar: Tense

6.5.1 present perfect, simple past, and past perfect



Activity 6.13

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

Momina ____**1** (was/has been) born of a family of middle economy**.** Her parents _____**2** (have lived/lived) in Bedeno town for more than forty years. They produced eight children and seven of them have started to live by their own. She is the youngest child in the family. They _____**3** (sent/have sent/had sent) her to school when she had turned eight. She continued her primary school education with good result up to grade eight.

One day, while she was going to the river to fetch water, she _____ **4** (heard/had heard) that her niece, Kedo, has come back from Jidda to her family to pay a visit. After she _____ **5** (had put/ has put) the water pot on the ground, she immediately ran to her niece's house. As soon as she arrived there, she found Kedo with expensive and beautiful clothes and fresh complexion. They discussed so many things for hours and departed. On the next day, Kedo _____**6** (went/has gone) to Momina's parents house to continue their discussions. Momina welcomed her warmly, prepared traditional food, "dailo" and tasty coffee. After the invitation was over, they began to discuss their future life. Momina asked Kedo how she could lead this kind of luxurious life. Kedo explained her the way she left her birth place, Bedeno, communicated a broker, reached Saudi Arabia and hired in one of the richest person's house in Jidda. All the family members are so religious and Allah fearing people that she _____ **7** (had not faced/has not faced/faced) any sort of problem up to now. They were considering her as if she were their own daughter.

Having heard everything about her life in Jidda, Momina asked Kedo how she can leave for Jidda and lead such type of life. Though Momina was a good student academically and did not have economic problem, she _____**8** (preferred/ has preferred) to leave for Jidda and start to lead more luxurious life to passing her

time on her education. Accordingly, Kedo told her to steal money that will be paid for a broker and used for other purposes and meet her after two days. Momina broke in her father's box, took a good deal of money and _____**9** (began/has begun) her journey with Kedo to Dire Dawa. No sooner than they_____**10** (had arrived/ have arrived/arrived) there than the broker Knocked on the door of their room in the hotel. He is a smart broker who involves in many activities. Kedo introduced Momina to the broker and then she left them alone to discuss different things freely. They _____ **11** (kept on/have kept on) their discussions for hours. Momina was so happy thinking the future bright future she will face in Jidda. After they _____**12** (finished/have finished) their discussions, the broker asked Momina to give him 30,000 birr to settle different payments for her journey and stay the night with him. He further told her that if she does these two things, he will make life a bed of rose for her. After thinking for some minutes, she discussed the matter with Kedo. She _____**13** (thought/has taught) for few minutes and told her to accept his requests. She also convinced her by telling her that he is an honest person who has succeeded in changing the life of many girls like her from different places. If she does not respond positively to his question, her future plan cannot be successful. Accordingly, Momina gave him the money he asked her, stayed the night with him and lost her virginity. They went on staying together for many more days without taking any contraceptive pills.

The days _____**14** (have gone/went) but no sign of journey to Jidda. Momina ___**15** (has finished/finished) her money, lost her virginity and feeling a sense of pregnancy. Now things have become complicated and asked Kedo about their journey. She looked at her fiercely and told her" Keep quiet. This is the place where I_____**16** (have worked/worked/had worked) for the last ten years. Let me assure you that I _____**17** (have

never seen/had never seen/did not see) Jidda with my eyes. I have been pretending as if I were there to draw you attention. The broker will find a job for you somewhere and work as a house maid." Momina screamed and told her that she has nausea and does not feel comfortable after she eats food. Kedo laughed with her and told her that based on her own experience, she_____ **18** (has already been/hade already been) pregnant. Weeping bitterly asked Kedo what she should do. Kedo smilingly responded to her "

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

Short Note

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

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

Past perfect tense: *is used to describe an action happened earlier before the subsequent past action. Due to this, this tense is sometimes called the "before" tense. Using the prepositions at, in or of*

6.5.2 Using different prepositions

Activity 6.14

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

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

Short Note

- We use "at" when we are talking about a specific time of day, or event like breakfast time, Easter, night, Easter Holiday, Christmas, scene, etc
- We use "in" to describe a more general period of time that does not have a specific clock time or time of day. Example, early in the morning, in the middle of the period, in summer season, in 1959, in trouble, in problem,

Activity 6.15

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

1. Why do you sit _____the desk while you can sit on the chair next to it?
2. Merima always likes to sit _____her friend, Teshome, in the classroom so that she can easily discuss anything and solve problems.
3. Feyisa has lots of money _____the drawer. Ask him to lend you some.
4. Our teacher gave the test papers out to us _____the end of the class, so we did not have time to get corrections.
5. Hadgu always rides his bicycle _____to the town quickly to bring his child from school.
6. Before you give opinions, it is important to look____ the case and decide what to say.

7. Zazotie always sits _____Almaz and Roman but her sister Zebenay sits _____Firew, Teshome and Alayu.
8. _____you finish doing your exam, it is a must to check your answers once again.
9. In the country-side children sit ___the fire at night and listen to stories from older people.
10. The temperature of the day has gone _____zero degree Celsius; many people decided to stay indoors.

6.5.3 Adverb clauses of Purpose

Activity 6.16

Instructions: ***Read the example sentences given below very carefully and construct your own in the same way.***

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

Short Note

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

6.6 Writing

6.6.1 Revision: Summary Writing

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

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

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

Activity 6.17

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

The Original Text

Skills Required for the 21st Century

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

Communication refers to student's ability to share information while expressing their thoughts and opinions clearly to others. It requires strong listening and evaluation skills to make interactions and clarity of the message effective. Nowadays, however educated you are or diligent enough to do your academic activities, it is unthinkable to achieve your goal unless your communicative skills are strong and up to the required standard. When your communicative skills are strong, fast and of the required standard, your academic competence shows progress from day to day, month to month and year to year. Communication can be carried out orally, in writing or paralinguistically. The other essential skill is collaboration. It is the

practice of working together to achieve a common goal. Virtually, every job requires someone to work with another person at some point even if it is for something as simple as what to get for lunch. Practicing collaboration helps students understand how to address a problem, pitch solutions, and decide the best course of action. It is also helpful for them to learn that other people do not always have the same idea in doing the same work. Hence, working with others collaboratively helps them to learn from others and thus they will be ready to apply another way if they find the first one less applicable. If students practice collaboration more and more, they share what they have for others and take also from others and fill in their gaps. In fact, when they work collaboratively, they may face different challenges that retard their progress. The point that should be capitalized here is that challenges by themselves are schools in which a variety of solutions to problems are learnt. We all know that the more we are challenged, the better we think and look for solutions. Therefore, it is always important to appreciate challenges that appear due to collaborative activities and benefit the lessons that they provide in the course of solving a problem.

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

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

The Summarized Version

The 21st century skills are one of the crucial components in the educational system across the world. The belief is that unless students have developed these skills, it is difficult for them to succeed both in schools and tomorrow in world of work. The most essential skills are collaboration, communication, collaboration, critical thinking and creativity. Communication refers to

the skill to get and share accurate and relevant information that speed up learning. Collaboration is a skill we need to work with others to share experiences and bridge the gaps with one another. Critical thinking is a skill that enables to examine ideas from different angles reasonably before reaching a decision. Creativity is a skill that leads people to innovate new procedures or objects that make life simple and comfortable. Thus, you as a student, should always work day and night to achieve them.

A text to be summarized

Causes and Solutions to Reduce Academic Dishonesty

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

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

is to deceive or cheat and behave as if they were abled and efficient. Because of this, they are always suspicious to trust others since they themselves have already experienced success through cheating.

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

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

6.6.2 Interpreting Graphs

- A graph is a diagram that consists of statistical data or information in number. If you do a small scale research, for example, entitled, " **The Causes of Late Coming to School**", you collect the data from different student-respondents, analyze them and present the results either in the form of a table or graph.
- When you explain the data given in a graph, you can use the sentence starters such as: **The number of late comers increases/ decreases, rises, grows, the pattern I notice in the graph is….. The difference between ….and …. is, A probable reason for this is…….. As we observe on the graph, the number of late comers…..declines; fluctuates, gently, gradually, slightly, steadily; suddenly, sharply, dramatically.**

Bottom of Form

Activity 6.18

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

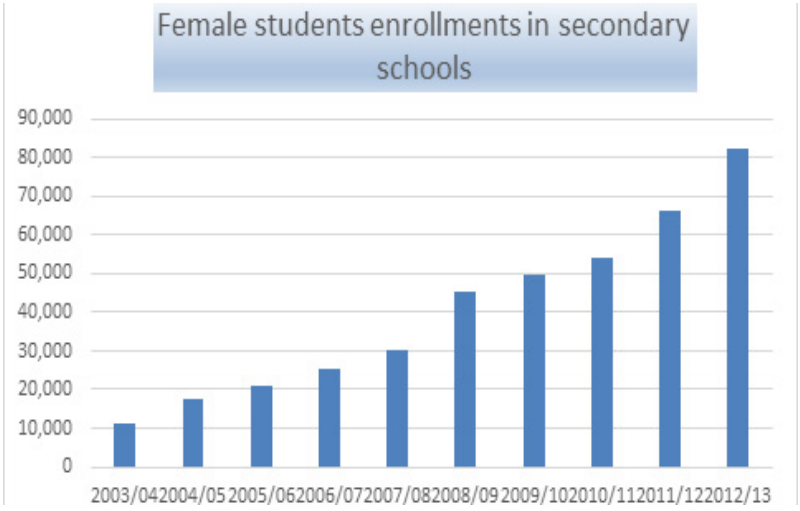


Fig17. Female students enrollments in secondary schools.

6.6.3 Spelling Rules

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

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

2. Keep silent "e" when adding -able

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

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

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

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

   Example: baby…babies, lorry….lories, story…stories, but day… days, key…. Keys,

5. The final **"-e"** is removed from the word when you add **"_ies**"

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

Activity 6.19

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

1. Ato Teklay has been an honest and positive person. Nowadays, however, he has been caught doing lots of **(mischiefs/mischeifs)**
2. Tiruwork was so hungry that she stood up and **(seized/siezed)** the man furiously.
3. Nowadays asking for a **(receipt/reciept)** after buying any item or getting any service is one of the basic requirements from a genuine citizen.

4. Have you ever (**recieved/received)** any message from your boss about your progress?
5. I am neither rich nor poor but I am always self (**sufficient/sifficeint**).
6. You should always check your (**wieght/weight**); otherwise, you will face a serious health problem.
7. Tsedale has less interest for (**foriegn/foreign)** products.
8. We Ethiopians do not have any tolerance when anyone attempts to trespass up on our (**sovereignty/ soverniegnty**).
9. What are main (**species/speceis**) of lion?
10. (**Neighbours?Niebours)** have important roles in strengthening mutual life if they are mature and resourceful.

Unit 7. Branding Ethiopia and National Identity

Unit Objectives

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

- *listen to an expository or descriptive texts and extract specific information.*
- *pronounce English vowel and consonant sounds and communicate intelligibly.*
- *describe a process involved in producing something*
- *analyze and interpret meanings, read an expository and descriptive text (factual articles)*
- *work out the contextual meanings of words from the passage and use them in your own communication*
- *analyze, infer, interpret and personalize information from the reading text*
- *use a variety of text-attack–skills (skimming, scanning ,intensive reading)and get meaning from any text that they read*

- *identify different word formation processes and use the words you have derived in your communication components*
- *practise with different phrasal verbs and use them both in spoken and written English*
- *use different types of conditionals correctly in both spoken and written communications*
- *describe places or objects in different essays*

7.1 Listening

7.1.1 Ethiopia: The Land of Origins

Activity 7.1

Instructions: ***You are going to listen to a passage entitled "Ethiopia: The Land of Origins". Before you listen to the passage, discuss the following questions in groups of three/four and report your answer to the whole class through your group representative.***



Fig. 18: Dallol Depression



Fig. 19: Lucy (Dinkenesh)



Fig. 20: Map of Ethiopia

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

Activity 7.2

Instructions: ***Listen to the passage carefully when your teacher reads, and fill in the blank spaces with the correct word or phrase.***

Ethiopia: The Land of Origins

1. Location of Ethiopia_____.
2. Countries that are neighboring Ethiopia _____, _____,_____,_____, _____ and _____.
3. _____ and _____ are the highest and the lowest parts of Ethiopia.
4. The two Africa's biggest geological structures are_____ and _____.

Activity 7.3

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

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

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

1. Ardi is older than Lucy.
2. The Solomon Kingdom is the oldest one in Ethiopian history.

Activity 7.4

Instructions: ***Answer the questions below based on the lessons you get from the listening text and discuss your answers in groups of three/four.***

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

7.2 Speaking

7.2.1 Revision: Pronouncing [æ], [ə] and [j] Vowels

Activity 7.5

Instructions: ***Say out the words with vowel sounds in bold in each sentence right after your teacher.***

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

Activity 7.6

Instructions: ***Now, look up two words for each vowel sound given below from a dictionary and pronounce them loudly to your neighbour and vice versa.***

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

Activity 7.7

Intructions: ***Match the diphthongs listed under column A with their appropriate examples under column B. Then, practice pronouncing the examples with your partner.***

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

Summary on Consonants and Vowels

A. Vowels

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

B. Diphthongs

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

C. Pronouncing the Diphthongs: [ei] and [ai]

- When a day goes, months and years may come eventually.
- Goodbye, see you at eight o'clock.

7.2.2 Revision: Expressing Opinions through Agreement and Disagreement

Activity 7.8

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

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

Met'elo*: In my opinion,* _____.

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

Met'elo*: As I see,* _____.

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

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

Abebe: _____.

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

Abebe: _____.

Metselo: Neither do I.

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

Metselo: _____

Activity 7. 9

Instruction: ***Be in pairs, think of any title that requires different opinions either through agreement or disagreement. For example, "giving priority to indigenous knowledge is a means to fast development in all aspects of human life" and then exchange your opinions being in pairs***

Stating and asking for an opinion

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

Example

A: *What do you think about marriage?*

B: *I don't think it's comfortable for everyone. There are people who do not want to get married throughout their life due to their own reasons. In addition, even if there are people who want to get married, the cost of wedding is this days skyrocketing.*

A: *Well, I agree with you but don't forget that it is a foundation to build a society. In my view, the cost for wedding can be determined by the agreement to be made by the two parties.*

B: *Sorry to interrupt. As I see it, marriage leads to divorce when thecouple don't study each other carefully before the marriage takes place.*

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

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

Agreeing and Disagreeing

When you want to indicate that you agree with someone or something, the simplest way is to say **'yes'.** People often say something further, especially in more formal discussions. The following table contains list of expressions we use to state agreement. By the same token, rather than simply expressing complete disagreement, people usually try to disagree politely using expressions which soften the contradictory opinion they are giving. **'I don't think so'** and '**Not really**' are the commonest of these sayings. The table below contains additional expressions we use to show our disagreement.

Expressing agreement	Exactly.
	That's an interesting point, isn't it?
	I agree with you 100 percent.
	It was really good, wasn't it, Berhanu?
	I couldn't agree with you more.
	That's so true.
	That's for sure.
	That's right.
	You're absolutely right.

Expressing disagreement	I don't think so.
	Not really.
	(strong) No way.
	Actually, no.
	I'm afraid I disagree.
	I don't know about that.
	(strong) I totally disagree.
	I beg to differ.
	Yes, but…..
	(strong) I'd say the exact opposite.

Activity 7.10

Instructions*: In pairs, express your agreement on the following topic using the expressions of agreement from the above table.*

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

2. Social media should be censored by the government .

1. _____
_____
2. _____
_____

Speaking

Revision:Giving Suggestions/Advice

I. Giving Suggestions

There are many ways of suggesting a course of action to someone.

Study the following examples carefully.

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

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

Gelebo: What about going to the library this afternoon?

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

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

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

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

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

Using Could to give suggestions

We can use "could" to give suggestions.

Examples

A. you want to buy the new book but you don't have money.

Suggestion: you could talk to your friend and ask him to lend you some money.

B. You cannot talk to your friend on cellphone.

Suggestion: you could talk to him on fixed telephone.

Activity 7.11

Instructions*: In pairs/small groups, make as many suggestions as you can using the expressions above.*

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

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

III. Giving advice with WHY + Negative or What If

A. Why don't we go to the farm tomorrow?

B. Why don't the children eat their lunch before they leave for picnic?

C. Why don't you read this book on friendship instead of getting advice from others?

D. What if some of us discuss this lesson in groups?

Activity 7.12

Instructions*: In pairs/small groups, give as many pieces of advice as you can by using the expressions should, ought to and had better.*

Example:

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

Tefera : *Of course not. Please go ahead.*

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

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

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

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

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

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

Describing places, people and objects

Activity 7.13

Instructions*: In pairs, talk about the following pictures using the vocabularies mentioned below.*

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



Fig. 21: Ethiopian Lady with traditional costume and Adwa

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

Describing Things

Activity 7.14

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

A. kitchen platform

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



Fig. 22: kitchen platform

B. My cell-phone



Fig. 23:

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

C. Ethiopian Airlines

1. Can you describe about the following picture of Ethiopian airline?
2. Do you like it? Why?



Fig 24. Ethiopian Airlines

The Ethiopian Airlines is one of our assets what the country contributes to the world. It is the sybmole of Ethiopians which contains three coloured flag, Green, yellow, and red. It is by far Africa's leading airline and is twice the size of number-two. It has grown faster than the rest of Africa's top-10 put together. Ethiopian currently serves 121 international destinations (64 in Africa) across 5 continents with over 270 daily departures. If travelling within Ethiopia, there are substantial discounts offered for domestic flights when international flights to/from Addis Ababa are flown with Ethiopian Airlines. Using the Ethiopian Mobile Booking App, our guests can now book, pay, check-in and download boarding cards to their phone.

Ethiopian Airlines is a highly-coordinated hub carrier that uses its well-positioned Addis Ababa hub to target growing and increasingly important markets. It mainly focuses on connecting the Middle East, Asia, Europe, and North America with East, South, Central, and West Africa, along with connecting other countries.

Due to these all contributions, the Ethiopian Airlines has been crowned as the 'Best African Airline' at the 2021 Business Travelers Awards.

Adapted from Ethiopian Airlines, December, 2021

7.3 Reading

7.3.1 Part I: Ethiopia Through Writers' Eyes

Activity 7.15

Instructions: ***Before you read the passage given below, discuss the following questions in small groups.***

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

Activity 7.16

Instructions: ***The series of reading paragraphs is taken from the megazine known as "Selamta" published at different times. Read the views of the writers and answer the questions that follow.***

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

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

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

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

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

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

4. "Last year, I returned to Ethiopia for only the second time in 13 years. I did it in careful stages, spending a day getting re-acquainted with Gondar, its unpaved back roads and crumbling castles, and a couple in Lalibela, where, hiring

a guide, I began to encounter a country both foreign to me, and, in a **visceral** way, completely familiar.

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

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

Slightly adapted from Selamta magazine May-June 2017 edition

1. What is Aethiopia?
2. Why is Yves-Marie doubtful about Ethiopia's border?
3. According to Strabo, the then dwellers of the coastline lived in_____ and _____.
4. In Strabo's Geographica, why do the people throw their dead in the sea?
5. Hasan Ben Ahmed El Haimi talks about "that town". Which town was he referring to?
6. When did Aida Edemariam first come to Ethiopia?
7. How many days did Aida spend in Gondar?
8. Why did Mekedim advise Aida to walk?

Activity 7.17

Instructions: ***Discuss the following questions in pairs.***

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

7.3.2 Part II: Ethiopia's Heritages Registered by UNESCO

Activity 7.18

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

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

Harar Jugol

1. The fortified historic town of Harar is located in the eastern part of Ethiopia, 525 km from the capital of Addis Ababa, on a plateau with deep gorges **delimited** by deserts and savannah. The walls surrounding



this **sacred city**, considered "the fourth holy city" of Islam, were built between the 13th and 16th centuries and served as a protective barrier. There were five historic gates, which corresponded to the main roads to the town and also served to divide the city into five **vicinities**, but this division is not functional anymore. The Harar gate, from where the main streets lead to the centre, is of recent construction. Harar Jugol numbers 82 mosques, three of which date from the 10th century, 102 shrines and a number of traditional, Indian and combined townhouses with unique interior designs, which constitute a **spectacular** part of Harare's cultural heritage.

The Konso Cultural Landscape (Terraces)

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



built of locally available rock. The cultural spaces inside the walled towns, called 'moras', retain an important and central role in the life of the Konso.

Activity 7.19

Instructions*: Individually, answer the following questions based on the articles you have read above by writing your answers in your exercise book.*

1. Explain the ideas of the first paragraph of the passage.
2. When do you think that Harar Jugol city was formed and why it is said to be a sacred city?
3. The Konso Cultural Landscape is characterized by __ _____
4. What are the benefits of the Konso terraces? _____
5. Why could heritage be an individual, group and national identity? _____

7.4 Vocabulary

Part I:

Activity 7.20

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

A		B	
1	whims (par 1)	A	interrupted
2	confluence (par 1)	B	landscape
3	spawn (par 1)	C	primitive
4	inhabitants (par 2)	D	throttlehold

5	stronghold (par 3)	E	swollen
6	visceral (par 4)	F	population
7	vista (par 5)	G	offspring
8	punctuate (par 5)	H	flowing together
9	distended (par 2)	I	ideas/notions

Part II:

Activity 7.21

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

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

7.4.1 Word Formation: Prefixes and suffixes

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

I. What is Prefix?

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

Study the following examples:

1. *un- (prefix) + happy (root word) = unhappy (new word)*
2. *dis- (prefix) + organized (root word) = disorganised (new word)*

Activity 7.22

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

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

No.	Root word	New Word	No	Root word	New Word
1	moral	immoral	7	design	
2	write		8	wise	
3	weigh		9	necessary	
4	classify		10	polar	
5	management		11	annual	
6	expected		12	fix	

II. What are Suffixes?

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

Study the following examples

1. *Forget (root word) + Ful (Suffix) = Forgetful (New word)*
2. *Happy (root word) + Ness (Suffix) = Happiness (New word)*

Activity 7.23

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

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

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

7.4.2 Revision : Using Phrasal Verbs in Communications

Meaning and Use

- Phrasal verbs are common, especially in spoken English and in informal writing. They are often used to replace a more formal verb.

Study the following example:

1 *Please complete this form.* → *Please fill in this form.*

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

Form

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

Look at the following examples:

1. *They are putting up the aerial.*
2. *She'll put on goggles later.*
3. *Ali put off the job until later.*

- **There are three groups of phrasal verbs.**

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

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

With object	**With pronoun as object**
*Markos **wrote down** the words.* ✓	*Markos **wrote** them down.* ✓
*Markos **wrote** the words **down**.* ✓	*Markos wrote down **them**.* ×

Activity 7.24

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

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

1. The lights in our schools _____ as we were working in the laboratory.
2. Aster _____ the nursing school after completing her high school.
3. I can't believe he _____ the divorce.
4. I want to _____ with this plans with you again.
5. Which of these ties _____ my suit?
6. The football game _____ for another 30 minutes.
7. I think I will _____ black coffee. What do you like to have?
8. Currently, the price of food _____ at alarming rate.
9. The food smells and it_____ me _____.
10. I want to _____ with my friends for a picnic.
11. It is cold outside. Shall we _____ ?

7.5 Grammar

7.5.1 Conditional Sentences

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

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

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

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

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

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

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

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

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

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

Note:

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

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

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

Activity 7.25

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

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

Activity 7.26

Instructions: ***Be in pairs and complete the clauses given below with the correct conditional clauses.***

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

7.5.2 Reported Speech

Activity 7.27

Instructions: ***Be in pairs and discuss the following questions.***

1. What is the main difference between direct and indirect (reported) speech?
2. What are the main changes you make when you convert direct speech into reported speech?
3. What is the meaning difference between the following pair of sentences?

   A. Our English teacher said, "you will have a test tomorrow."

   B. Our English teacher said that we would have a test tomorrow.

Grammar

Study the following sentences:

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

Use

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

Form

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

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

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

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

Activity 7.28

Instructions: ***Convert the following sentences into reported speech.***

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

   _____

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

   _____

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

   _____

4. John said, "I am English."

   _____

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

   _____

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

   _____

7. She said, "I will be in Jigjgiga tomorrow."

   _____

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

   _____

7.6 Writing

7.6.1 Argumentative Essay

Activity 7.29

Instructions*: Be in a group of five and discuss the following questions.*

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

Short Note

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

A

premise is a view or opinion held by arguers but subject to different arguments. For example, the premise, "child care at home is the responsibility of female" is an argumentative topic. Some people may say, since females are naturally gifted and responsible to feed breast milk and other important food to their kids, they are the only family members to provide full care to the kid. Contrarily, others say that their male counterparts are also responsible for giving care to kids at home. Their main point of argument is that though the mother is naturally responsible for feeding the child with breast milk, the male also can cook food for her/him, wash her/his bodies and clothes. Note that when you support any premise, you are arguing **for** and when you present your argument by opposing the premise, you can say that you are going **against**.

Useful Phrases to explain your opinions in an argumentative writing

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

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

Writing

Activity 7.30

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

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

The Awramba community

1. The Awramba community is a self-sufficient one that follows four principles: respecting equality of women, respecting children's rights, caring for the elderly and avoiding bad deeds. Later, they also added "Accepting all humans as brothers and sisters" to the list.

2. The community mainly uses weaving as a source of income and has ordinary members and union members. The union members work according to their abilities, sharing different tasks like weaving, farming, attending the elderly, guarding, etc. The profit they make from sales is equally shared among the members at the end of the year regardless of gender,

input or capability.



3. Although the community once used to educate each other on a small blackboard under the shade of a tree, now all children are sent to a kindergarten built by the community to memorize the community's values by heart before joining elementary school. Elderly people are also taken care of in a house built for them.



4. Additionally, women are considered to be equal and are not limited to housework, whereas men have the responsibility of helping women with housework. Due to this, the community is a haven especially for divorced and widowed single parents whom in many other villages would have had no choice but to get married again or fall into poverty.

Activity 7.30

Instructions*: Individually, fill in the table given below by putting 'X' based on the real experiences in the community where you are living. Having done this, form a group of five, discuss the perception of the community on gender equality and write an essay of four to five paragraph.*

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

Activity 7.31

Instructions: ***Study the data in the table given below, discuss them inpairs. And then, write an argumentative essay of three paragraphs on the title "Women have more house-hold responsibilities than Males".***

Atnafu (2005/76-80) measured during his survey the participation of men and women, and of kids and girls, to household and farming chores, through declaration of people.

	Adults			Children			Children / adults
	Women (%)	Men (%)	Women/ men	Girls (%)	Kids (%)	Girls / kids	
Sample (person number)	*80*	*80*		*80*	*80*		
Fetching water	98	69	1.42	31	19	1.67	0.30
Collecting fire wood	44	99	0.44	6	19	0.33	0.18
Cooking food	99	71	1.39	9	4	2.33	0.07
Taking care of animals	99	99	1.00	19	19	1.00	0.19
Caring for small kids	100	99	1.01	81	69	1.18	0.75
Bringing goods to market	98	99	0.99	9	14	0.64	0.11
Washing clothes	88	94	0.93	19	16	1.15	0.19
Cotton clearing	99	81	1.22	31	29	1.09	0.33
Spinning	96	88	1.10	19	13	1.50	0.17
Non weighted average	91	89	1.06	25	22	1.21	0.26

Unit 8. The Healing Power of Plants

Unit Objectives

:

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

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

8.1 Listening

Preventing Communicable Diseases Using Traditional Medicine

Activity 8.1

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



Fig. 28:

Activity 8.2

Instructions: ***Now, your teacher is going to read the listening text entitled "Traditional Medicine" two times. When he/she reads the passage, listen to each paragraph very carefully and write the main idea of each paragraph in your own words.***

Activity 8.3

Instruction: ***Listen to the passage that your teacher will read to you entitled "Traditional Medicine", then answer the following questions saying True or False.***

1. Traditional medicine in developing countries is being used by 80% of the population especially in Africa.
2. Many factors contribute to the widespread use of traditional medicine and some of which are accessibility, affordability, faith in the system and desire to have alternative system.
3. Though all plants have their own medical contributions, some plants have better medial values than others. For example "Nech Shinkurt", "erid", "fetto", Kosso, "enkoko", "tana adam", "ades" and others.Those of you whose mother-tounge is not Amharic, write the names of the above medical plants in your own native language then all of you collect information about their medical values from the people you think around you and report to your class.

Activity 8.4

Instructions: ***Be in groups of four and discuss the following questions.***

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

8.2 SPEAKING

Activity 8.5

Instructions:Read the dialogue between Gildi and Saron presented below and express your view by supporting one of them with convincing reason. Do the following discussion with your partner on disease prevention. Please, justify your reasons.

Cures

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

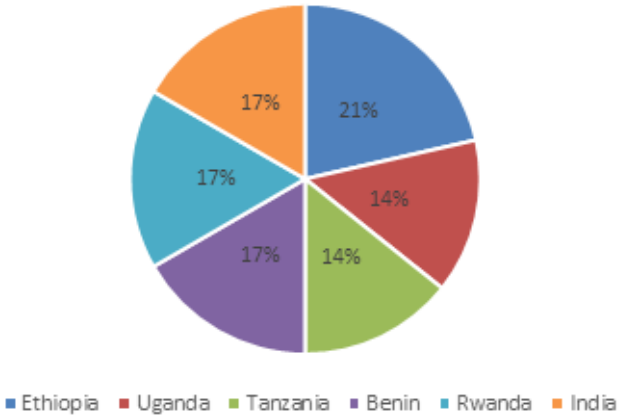
Saron: As far as I am concerned, I strongly disagree becuase the nature of diseases changes from time to time and new disease may also emerge.

Traditional Medicines and their characteristics

Names in Amharic	Habitat	Parts used	Uses
'Qontir'	Deciduous bush land	Leaves	treats goiter, diarrhea, diabetes, sore gum, hemorrhage, and loose teeth. For curing sickness of stomach
'Girar'	Dry bush land	Fruits Leaflets	treats diarrhea, diabetes, sore gum, hemorrhage, and loose teeth. For curing sickness of stomach
'Girar'	Dry bush land	Latex	Latex from the pounded stem is taken with honey to cure amebiasis and fire wound.
'Yemider berbere'	Wetlands, forest floors, stream banks	Leaves & Flowers	cures tonsillitis via chewing the flowers and spitted on tonsillitis
'Nech shinkur'	Dry sandy plains, dried river course	Root	treats cancer
Papaya	Irrigable cultivated land, home garden	Seed	prevents and treats malaria, diarrhea and ascariasis when the grounded roots and boiled seeds are drunk with honey
Eret	Steep bare mountain slopes	Root	cures anthrax when the root is pounded and mixed with cold water and local alcohol.
Agam	Open *Acacia* bush land	Root	shortens the labor period just before delivery

Activity 8.6

Instructions*: Look at the pie-chart given below , interpret the information and deliver a short speech to the class.*



The first one is given as an example for you.

Fig. 29:

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

Example:

1. Twenty-one percent of Ethiopian people use Traditional medicine when they feel sick.
2. _____
3. _____
4. _____
5. _____
6. _____

How to Apologize to someone

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

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

Examples:

1. *I must apologize to Mathewos for my late arrival.*
2. *I'd like to apologize for my trouble making.*

Somano: I'm afraid, I've spilt ink all over the tablecloth.
Goytom: *Oh, never mind about that.*
Somano I'm terribly sorry. Won't you let me pay for it?
Goytom: *No, I won't hear of it.*
Somano: I'm awfully sorry, but I seem to have mislaid your scarf.
Goytom: *Oh, don't worry about that.*

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

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

Activity 8.7

You accidentally stepped on your colleague's mobile phone and damaged it. Apologize, explaining why it happened, and promise that you will be more careful in the future.

A: _____

B: _____

A:_____

B: _____

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

Activity 8.8

Instruction: ***Choose one correct answer from the following alternatives and your teacher can provide you the correct answer.***

1. Kayamo: I'm so _____ I'm late. There was so much traffic!
   Mekeno: That's all right.

A. apologize B. Sorry C. excuse D. forgive

2. Ucho: Please _____ me for interrupting you. I didn't realise you were on the phone.
   Emma: No harm done.

A. forgive B. apologize C. sorry D. accept

3. Zassa: I would like to _____ for my fault. I shouldn't have done that.
Betty: Forget about it.
A. excuse B. forgive C. sorry D. apologize

4. Fetira: I'm _____ but you are sitting in my seat.
Adam: Oh, pardon me.
A. excuse B. apologize C. sorry D. pardon

5. Please _____ my sincere apologies for the mistake. It won't happen again.
A. accept B. excuse C. pardon D. have

6. Which one of the following is apologizing and making a promise?
A. Please forgive me. It is all my fault.
B. I am terribly sorry. I shouldn't have done that.
C. I am ashamed of being late. It won't happen again.
D. Please forgive me to forget your birthday

7. Which one of given is not an appropriate response?
Tom: It's all my fault; we missed the train. I should have woken up earlier.
Adam: _____.
A. Don't worry about it C. Forget about it
B. Don't mention it D. I am ashamed of it

8. She is always late, but she never _____ to her friends for being late.
A. excuses B. apologizes C. forgives D. feel sorry

9. I had a terrible headache last night and I couldn't come to your birthday party. I hope you can _____ me.
A. forgive B. pardon C. excuse D. apologize

10. . _____ we lost the keys. I should have been more careful.

A. It doesn't matter
B. You couldn't help it
C. No harm done
D. It is all my fault

Activity 8.9

Instructions: ***Read the dialogue and participate with your partner***

Activity 'A'

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

What do I need to do?

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

Zeray: Okay. Then, what?

Fekede: Then, add the password.

It's February without the first "r"

Zeray: Got it! Thanks.

Activity 'B'

Tringo: I preheated the oven.

What's next?

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

Tringo: I completed the first step.

Now what?

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

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

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

Activity 8.10

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

Text I

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

Text II

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

8.3 Reading: A Traditional Medicine, Moringa Olifera

Moringa Olifera



Fig. 29:

Activity 8.11

Instructions: ***Discuss the following questions in groups, and report to the class through your representative.***

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

Activity 8.12

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

Moringa Oleifera

1. Moringa Oleifera, what Ethiopians call 'Shiferaw', has several health benefits that are one of the reasons why it is named the "Miracle Tree" and the "Tree of Life" in many cultures. People benefit from Moringa Oleifera both in terms of prevention and healing. Moringa Olifera is nutritious, natural and energizing. The immature pods are the most valued and widely used of all the tree parts. The pods are tremendously nutritious, containing all the essential amino acids along with many vitamins and other nutrients. The immature pod can be eaten raw or prepared like green peas or green beans, while the mature pods are usually fried and possess a peanut-like flavor. The pods also yield 38 – 40% of non-drying, edible oil known as Ben Oil. This oil

is clear, sweet and unscented, and never becomes rancid. Overall, Moringa's nutritional value most closely resembles olive oil. The root is used as pickle. The leaves are eaten as greens, in salads, in vegetable curries, as pickles and for seasoning. The Bark can be used for tanning and also yields a coarse fiber. The flowers, which must be cooked, are eaten either mixed with other foods or fried in batter and have been shown to be rich in potassium and calcium.

2. Moringa is considered a complete food as it contains all of the essential Amino Acids required for a healthy body. The dried leaf is a nutritional powerhouse and contains all of the following Amino Acids. A California researcher, Ann Hirsch, PhD said that "One of the things that astonish me most about Moringa is the fact that it has the full complement of the essential amino acids those humans beings need-there are nine of them that we cannot synthesize, so we have to get them from our food."

3. In developing tropical countries, Moringa trees have been used to combat malnutrition, especially among infants and nursing mothers. Three non-governmental organizations in particular – Trees for Life, Church World Service and Educational Concerns for Hunger Organization – advocate Moringa as "natural nutrition for the tropics." Leaves can be eaten fresh, cooked, or stored as dried powder for many months without refrigeration, and without loss of nutritional value.

4. According to Optima of Africa, Ltd., a group that has been working with the tree in Tanzania, "25 grams daily of Moringa Leaf Powder will give a child" the following recommended daily allowances: Protein 42%, Calcium

125%, Magnesium 61%, Potassium 41%, Iron 71%, Vitamin A 272%, and Vitamin C 22%. These numbers are particularly astounding; considering this nutrition is available when other food sources may be scarce. Scientific research confirms that these humble leaves are a powerhouse of nutritional value. The Moringa tree has great use medicinally both as preventative and treatment. Much of the evidence is anecdotal as there has been little actual scientific research done to support these claims.

5. Findings of studies made in India, South Africa and other Asian countries which were used as the basis of many news reports on Moringa Olivera as a wonder plant, states that Moringa contains the **acute** cancer remedy, anti-cancer compounds (phytochemicals) that help stop the growth of cancer cells. Moringa is said to be effective in persistently treating ovarian cancer, among a host of other diseases like arthritis, anemia, heart complications, kidney problems, scurvy, asthma, and digestive disorders (ulcer, gastritis, diarrhea, dysentery). Other areas of folklore which research supports are in cancer treatment/**healing**, for diabetes relief, healthy skin, nutrition, sleep better, decreased **depression** and anxiety. Moringa species have long been recognized by folk medicine practitioners/healers as having value in the treatment of tumors. Studies examined certain compounds for their cancer preventive potential.

1. How people benefit from Moringa Oleifera both in terms of prevention and healing from diseases?
2. What are some Ethiopian traditional medicinal plants that serve as nutrients and medicines?
3. How Moringa Olifera is considered a complete food ?

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

Activity 8.13

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

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

8.4 Vocabulary

Activity 8.14

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

A		B	
1	tremendously (para 1)	**A**	pocket money
2	unscented (para 1)	**B**	continue with the same course of action
3	synthesize (para 2)	**C**	great in amount, size or degree
4	astonish (para 2)	**D**	feeling of sadness/unhappiness
5	combat (para 3)	**E**	that gives health again
6	allowances (para 4)	**F**	sharp;very great
7	acute (para 5)	**G**	having no fragrance

8	persistently (para 5)	**H**	to makeup;produce
9	depression (para 5)	**I**	great surprize
10	healers (para 5)	**J**	fight

8.4.1 Types of Word Formation Processes

Words can be formed in two ways, compounding and backformation.

I. Compounding

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

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

II. Backformation.

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

Examples:

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

Activity 8.15

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

I. Compound words:

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

II. Backformation

Activity 8.16

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

No.	Noun	verb
1	administration	
2	recognition	
3	registration	
4	remedy	
5	abduction	
6	absorption	
7	advisor	
8	orientation	

8.4.2 Phrasal Verbs

Short Note:

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

Vocabulary

Activity 8.17

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

No.	Phrasal Verb	Meaning	Example
1	come about	happen/occur	Can you tell me how the accident come about?
2	aim at	to target.	The magazine is aimed at teenagers.
3	big up	exaggerate the importance.	He bigs himself up all the time.
4	care for	like.	I don't care for alcoholic drinks; I prefer water.
5	carry on	continue.	Carry on quietly with your work until the expected results come.
6	back away	retreat or go backwards.	
7	add up	to make a mathematical total.	
8	come around	change one's mid	
9	come away	become separated from	
10	come along	accompany	
11	come back	return	

Activity 8.18

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

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

1. I **stopped** sleeping early this morning.

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

8.5 Grammar

8.5.1 Quantifiers

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

Activity 8.19

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

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

8.5.2 Clauses of reason

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

Example:

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

Activity 8.20

Instructions; ***A- Complete the blank space in each sentence with the correct connecting word given in the box. Make sure that you can use more than one connector where you think is necessary***

Because of	**because**	**since**	**as**

1. _____it was dark and rainy, I couldn't see the road signs well.
2. _____the kitchen was flooded, we had to go to a restaurant to eat our lunch.
3. I can not lend you any money _____ I am broke.
4. The flight was delayed_____ the severe weather
5. _____ they do not have schedule to study their lessons today, let the children go to a picnic.

B- Rewrite the sentences using the connector given in brackets.

1. Paul was an hour late. He missed the train. (because)_____

2. I borrowed your lawn mower. You weren't using it. (as) _____
3. We had no electricity during the storm. We had to use candles. (so) _____
4. He needed a good mark. He studied hard for the test. (Since)_____
5. It's raining. We have decided to stay at home. (As) _____

8.5.3 Revision: Clauses of manner

Adverb clauses of manner show us how something has been done or happened. These clause are often introduced with the phrases such as: as , as if, as though etc

Example:

1. The woman acts as a chairperson.
2. That bury student behaves as if he were a teacher.
3. The old man acts as if he were a Ugandan

Practicing Different Clauses

Activity 8.21

Instruction: ***The following exercises will help you gain greater understanding about how adverb clauses work. Choose the best answer to complete each sentence.***

1. The women took notes _____ so that she can improve her skills on modern cooking.
   A. fastly
   B. hardly
   C. noisily
   D. for their children
2. We will go to the new park _____.
   A. friday
   B. even if it rains
   C. so that it rains
   D. if it would rain

3. You can put the package _____.

A. outside
B. inside
C. wherever you like
D. all are answers

4. _____, you will not be punished.

A. Since you have apologized
B. We decided
C. He told me
D. Even if you are lucky

5. She was so tired _____.

A. she left
B. she cried
C. today
D. that she could not stand

8.5.4 Tense

The present perfect tense

The present perfect tense is formed with: Subject + has(have) + past participle(verb-3)

Example:

1. We **have just explained** our concern about the liquor sellers around the school to the director.
2. I **have already received** his call but I have not yet responded to his question.
3. Danawit **has written** a good letter to her friend and now she is looking forward receiving his response.

Example:

1. We have learned English for twelve years. (Affirmative)
2. We have not learned English for twelve years. (Negative)
3. Have we learned English for twelve years? (Interrogative)

Activity 8.22

Instructions*: The text given below talks about my visit to Lake Hawassa. Examine how the writer has used the present perfect tense and explained his purpose . Finally, Write the same text that narrates your own experience during your visit to any place.*

I **have visited** both Abbo Wonsho indigeneous forest and Lake Hawassa recently. I **have walked** around the beach of the lake and enjoyed the different animals swimming on it and the vergreen trees that **have clustered** it . Though I always hear that Ethiopia has lots of lakes, I **have never seen** such beautiful and tourist frequented lake which is economically of great resource to several dwellers of the city. As I think, it is because of its popularity, the shore of the lake **has been** busy since I arrived there. Based on the information I **have received** from one busy young boy, any person who **has ever come** to Hawassa City, never goes back to her/his home without visiting this lake. During my visit, however, I **have been** a bit worried over one thing. Though the lake is one of the wonderful tourist attraction sites, it **has not yet been given** due attention with regard to its sustainability and neatness. I **have observed** several people eating different fruits and throwing the unwanted part to the lake. I **have enjoyed** the beauty and the spectacular scenery of the lake for about two hours . taken photographs, written a diary and left the place with an inerasable memory.

short note

Present perfect tense is used when we have to talk about:

1. actions indicating activities completed in the immediate or recent past.

   Example. I **have already** *written my homework;now I want to sit on the sofa and watch television.*

2. past actions whose time is not given and hence is indefinite.

   Example: someone **has stolen** *my laptop computer.*

3. actions describing/focusing on the present effect, rather than the action (which has happened in the past) itself.

   Example: Nahom was a diligent and far-sighted person, currently, however he **has ignored** *his work and frequently played games on his cellphone*

4. actions beginning at sometime in the past and continuing until the present time.

   Example: we Ethiopians **have never given** *our hands to our enemies since the dawn of history.*

5. an action that has taken place once or many times before

   Example: I have never seen an Elephant physically

6. experiences or changes taken place over a period of time.

   Example: Our university has brought about a significant change in managing the financial office over the last ten years

Refer the following Figure, 30 & 31

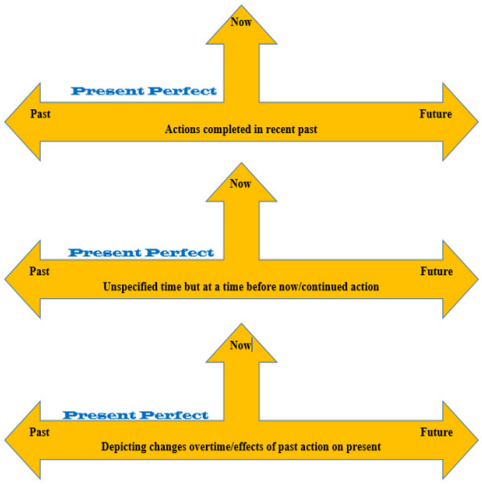


Fig. 30

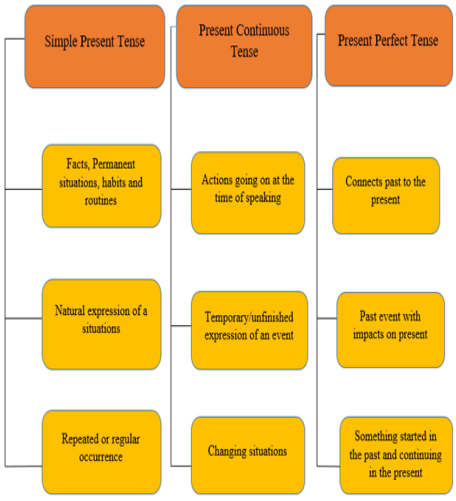


Fig 31

8.6 Writing

8.6.1 Revision: Interpreting Graphs

Activity 8.23

Instructions*: Pair/group discussions on the following words of how people use traditional Medicines at different rates*

1. Interpreting Graphs: useful graph vocabulary – increase, rise, grow, climb; decrease, drop, fall, decline; fluctuate, stable; gently, gradually, slightly, steadily; suddenly, sharply, dramatically
2. Study the following bar- graph in pair and report to the group which medicine was used at most and which one was used at least amount.

Graph analysis and evaluation- useful graph language-

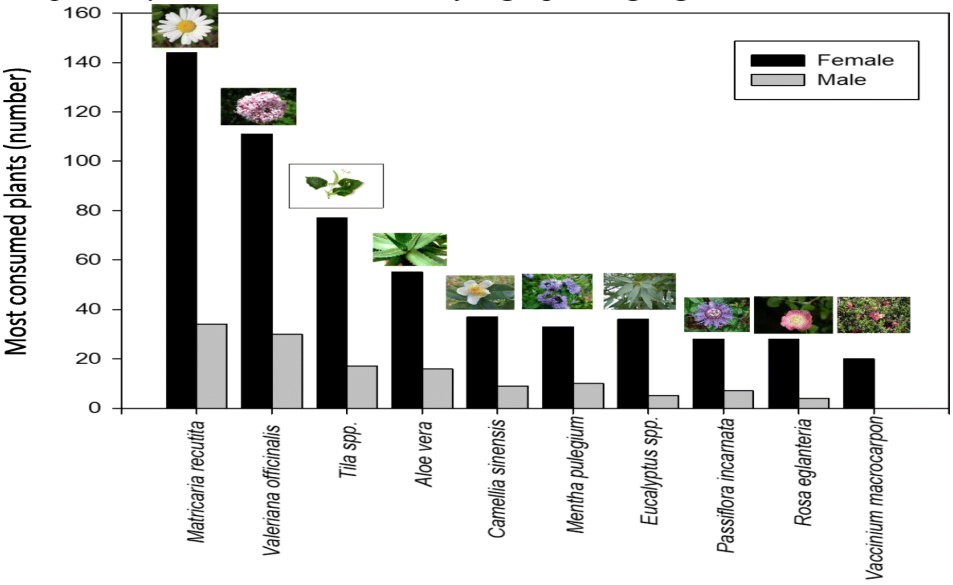


Fig 32

Activity 8.24 Completing a paragraph

Instruction*: Complete the following paragraph, written on the ten most consumed medicinal plants by the population of Autonomous Community of Madrid in Spain , mentioned above. You can use some slightly different words or word forms from those on the vocabularies in pre-writing section, and mentioned below.*

Medicinal plants Consumptions

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

Unit 9. Multilingualism

Learning Outcomes:

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

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

9.1 Unit A Listening: Multilingualism

Young Polyglot

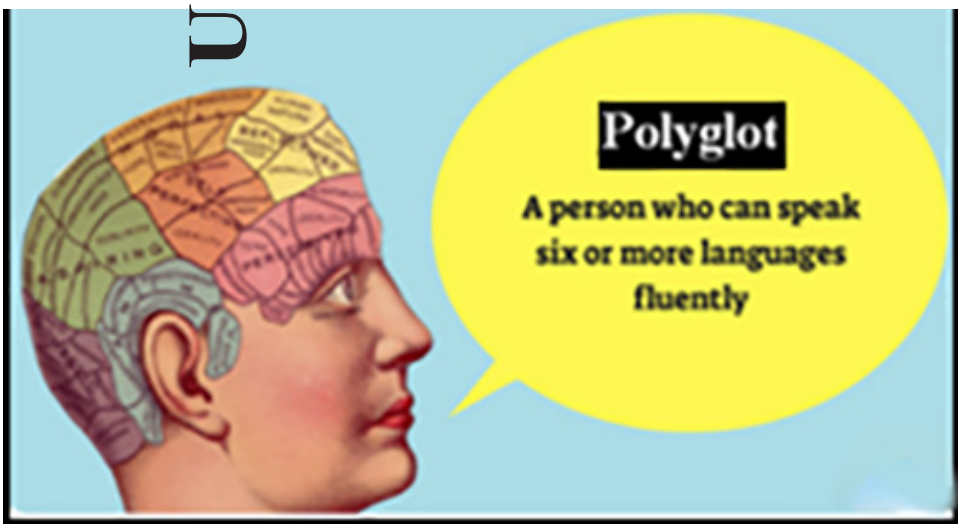


Fig 33. Polyglot

Activity 9.1

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

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

A. Listening and saying true or false

Activity 9.2

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

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

B. Listening and Reordering

Activity 9.3

Instructions*: The list of languages that Timothy learned are not in their corret order starting from the first..*

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

C. Listening and completing a profile

Activity 9.4

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

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

9.2 Speaking

Language Survey

Interviewing

Activity 9.5

Instructions: ***Individually, identify those students who are bilinguals, multilinguals and polyglots, interview them how they could learn each language and report your finds to the class. To interview the students, you can use the sample dialogue given below as an example***

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

Guyo : *Hello Minota, my name is Guyo.*

Minota: What is your mother tongue/ native language?

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

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

Guyo: *I also speak four languages: Affan Oromo, Wolaitatua, Amharic, and English.*

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

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

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

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

Minota: Thank you for your information, Good bye.

Guyo: *Good bye dear.*

Make similar interview to your friends and report to your entire class members.

9.3 Reading : Cognitive Benefits of being Multilingual

Activity 9.6

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

1. How do you define the term 'multilingualism'

depending on the prefix 'multi-'? What kind of people are said to be multilingual?

2. Are you monolingual, bilingual or multilingual? Do you remember the previlages that you have got becuase of speaking more than one languages or the situations in which you have been disadvantaged?

3. In your classroom, what type of language speakers, that is, monolinguals, bilinguals or polyglots account the largest number?

4. Do you think that being multilingual advantageous or disadvantageous for multicultural countries like Ethiopia? Mention as many advantages and disadvantages as you can (if any). Exchange answers with your partner.

Cognitive Benefits of being Multilingual



Fig.34

Manylanguagesfromonesource(RepresentationofMultilingualism)

Multilingualism has widely recognized social and career benefits. But did you know you can also reap the huge cognitive benefits of

being multilingual? It's difficult to know exactly how many people are multilingual, but recent studies estimate that over half the world's population is multilingual to some extent. When a person is multilingual, they reap the social benefits of communicating with a whole new set of people, as well a numerous career benefits of being bilingual.

But there are other significant benefits to speaking more than one language: The cognitive benefits of being multilingual reach further than most people realize. Your memory and learning abilities change over time. Your brain itself even becomes more efficient and actually physically restructures itself.

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

1. A better innate understanding of how language works

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

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

2. Less mental decline in old age

Many studies have demonstrated that the more cognitive energy that elderly people expend every day, the less cognitive decline

they experience overall. It turns out that this is especially true when they expend that energy using multiple languages.

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

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

When you are multilingual, you constantly switch between languages without thinking about it. Perhaps this is why multilingual people have more efficient and better developed executive control systems. This is the part of the brain that controls your ability to switch your attention and exercise working memory.

A more developed executive control system allows multilingual people to better perform on tasks that require high-level thought, multitasking, and sustained attention. Perhaps this is why multilingual people are often seen as more intelligent than peers with similar innate intelligence, education, and background.

4. Greater cognitive flexibility and problem-solving skills

Because learning a new language requires the brain to learn that the same exact thought can be expressed in multiple ways, multilingual people demonstrate more cognitive flexibility. This makes them more creative when solving problems, as they can more easily perceive situations in different ways and maintain or manipulate these perceptions to suit the task at hand. These people tend to solve complex problems in more creative ways than their monolingual peers, no matter what kind of problem is being solved.

5. Improvements in learning abilities

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

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

(Source: https://onlinelibrary.wiley.com › doi › pdf › flan)

9.3.1 Comprehension Questions



Activity 9.7

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

1. A person who can speak more than one language is _____.

A. monolingual B. bilingual C. multilingual D. B and C

2. Which kinds of benefits can be obtained by being multilingual?

A. social benefits B. career benefits C. cognitive benefits D. all

3. Language points such as grammar, conjugations, and sentence structure can better be understood by -------.

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

4. Which of the following statement **is true**?

A. The cognitive benefits of being multilingual are better recognized by people than the social benefits.

B. The social benefits of being multilingual are better recognized by people than the cognitive benefits.

C. Both social and cognitive benefits of being multilingual are equally recognized by people.

D. None of the benefits are recognized by people.

5. Which of the following statement **is not true?**

A. Bilingual and multilingual people have equal cognitive and social performances.

B. Multilingual people have better cognitive and social performances than bilingual people.

C. Multilingual people have less cognitive and social performances than bilingual people.

D. A and C

6. The minimum number of languages spoken by multilingual people is half the world's population _____.

7. What does **'your'** (paragraph 3, line 4) refer to?
Ability

8. What does **'These people'** (paragraph 4, line 6) refer to?

9. As stated in the passage, multilingual people are more competent in different situations than monolingual ones. Explain why using practical examples from the text.

Activity 9.8

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

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

Activity 9.9

Instructions: ***Answer the following questions in groups of four and report your answer to the whole class.***

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

9.4 Writing: Letters Writing

Writing a Formal Letter

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

There are three major elements of writing a formal letter. The most important element of writing a good letter is your ability to identify and write to your audience. This means that you need to avoid using

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

Elements of a formal letter

A formal letter has six elements as listed below:

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

Formats of a formal letter

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

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

Activity 9.10

Intructions: ***Using the above information on formats of formal letters, write the following two activities. Then, peer editing strategy before submitting to your English langue teacher.***

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

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

9.5 Grammar

9.5.1 Revision: Conditional Sentences

Activity 9.11

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

1. If she replies to my first letter, I will write to her again.
2. If she replied to my first letter, I would write to her.
3. If she had replied to my first letter, I would have written to her again.
4. If I were a bird, I would fly in the sky.
5. If I have had time, I will enjoy with you.
6. Were Radia intelligent enough to handle the problem, she would not hurt herself this much.

7. If the woman had had a good awareness about modern education, she would not have made such a great mistake.
8. If he told me earlier, I did not take this medicine.
9. If I new that she had been such a suspicious person, I would not create close relationship with her.

Conditional Sentences to express wishes

Wishes can be expressed in conditional sentences using:

if + subject + were .....+ main clause

Example:

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

Activity 9.12

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

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

Activity 9.13

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

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

9.5.2 Articles: Definite and Indefinite

I. Students, look at these sentences.

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

II. The above sentenes can be re-written correctly as:

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

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

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

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

The article '**the**' is used before singular, plural, coutable or uncoutable noun. Note that thereare also expressions that are alw'ays preceded by the article 'the'.

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

Activity 9.15

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

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

9.5.3 Tenses: Simple present, simple future and simple past

I. Simple present tense

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



Activity 9.16

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

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



Activity 9.17

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

1. The heart pumps blood to different parts of the body.
2. _____
3. _____

4. _____
5. _____
6. _____

Activity 9.18

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

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

- What can you generalize about the structural patterns that are commonly used in each of your sentence with the main verb? Explain this to your neighboring partner.
- What kinds of ideas did you generally address through present simple? Explain this to your neighboring partner.

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

Activity 9.19

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

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

Notes:

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

Example 1 (singular subjects)

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

Example 2 (plural subjects)

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

II. Simple past

Activity 9.20

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

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

Expressing Past Habits with Used to

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

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

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

Note

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

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

Activity 9.21

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

1. The Director (visit) the school last week.

   Answer: The Director visited the school last week.

2. She(take) the entrance exam and (join) the university last year.
3. My brother (smoke) cigarettes when he was young.
4. After she graduated from the college, she (become) a midwife.
5. My daughter (can speak) three languages before she joined the college.
6. As soon as the police (arrive), the criminal had left home.
7. He scored good grades before last semester, but last semester his grade (not be) good.
8. My sister (not communicate) with the people in the market effectively when she bought her new dress as she is monolingual.

III. Simple future

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



Activity 9.22

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

1. I will wash my clothes tomorrow morning.
2. _____
3. _____
4. _____
5. _____
6. _____

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

Notes

interrogative and negative forms of past simple can be expresses using the verb to do 'did'.

Examples

1. My wife visited her hometown last year. (affirmative0
2. Did my wife visit her hometown last year? (question)
3. My wife did not visit her hometown last year. (negative

Tasks on tenses

1. Dear students, you have just learned three tenses. Which tense do you think is most dominantly used **in the reading passage entitled, "Cognitive Benefits of Multilingualism"?** What do you think is the primary reason? Discuss it with your partner and report the answers to the class. Don't forget that your reports should be supported by reasons and evidences.
2. Do you remember the most dominant tense used in the listening text? Explain why such type of tense needs to be dominant unlike other tenses?

Activity 9.23

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

1. Did your English teacher gave you an assignment tomorrow? **Wrong**

Corrected: Did your English teacher give you an assignment yesterday?

2. His sister does not helps her mother with housework.
3. The Minister will came last week to visit the school.
4. Will you attend the meeting next Tuesday?
5. Before I got married, I buy a house.
6. Water boiled at one hundred degree centigrade, but freezed at zero degree centigrade.
7. Water boiled at one hundred degree centigrade, but freezed at zero degree centigrade.
8. Do the farmers use fertilizers to promote crop production?
9. Currently she spoke three local languages, but in the past she speak four languages.

10 Next year, my daughter will take the entrance exam.

A: Where are you born?

B: I am born in Dilla town.

11 I use to smoked cigarettes when I was young, but now I did not.

9.5.4 State verbs: Thoughts and opinions

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



Activity 9.24

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

1. I am **thinking** that being multilingual is advantageous.
2. Are you **believing** that Ethiopia is advantageous being multicultural country?
3. The teacher is **hoping** that most of the students will pass the exam.

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

State verbs can be defined as verbs that are not normally used in continuous forms. Thus, all of the above sentences are wrongly

written as they are all constructed using present continuous tense instead using present simple. In this regard they can be correctly re-written as:

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

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

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

9.6 Vocabulary

Students, in this section you are going to learn some language words. Do you have any idea why such words are said to be language words?

Just express your feelings to your partner. Such words are said to be language words because they are commonly used in settings where we talk about languages. The listening and reading texts can be taken as such settings. This is because you may encounter some of the words within the texts. Here are some major language words:

Vocabulary

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

Activity 9.25

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

9.6.1 Word formation: Borrowing words

Borrowing words are the process of combining the beginning of one word and the end of another word to form a new word or completely taken from other countries, such as French, Italy, Latin, etc.

Example: *breakfast + lunch = brunch*

French borrowed word: chancellor, country ,court, crime, defendant, evidence, government, jail, judge.

Latin borrowed words: agile, abdomen, anatomy, discus, excavate, expensive, fictitious, gradual, habitual, etc.

Greek borrowed words: Atmosphere, climax, comedy, data, history, parasite, neumonia, skeleton, etc.

Activity 9.26

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

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

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

9.6.2 Phrasal verbs

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

Activity 9.27

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

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

Unit 10. Digital Vs Satellite Television

Learning Outcomes:

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

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

10.1 Listening

Activity 10.1

Instructions: ***You are going to listen to a passage entitled, "Is television Harmful to Children?" Before you listen to the passage, discuss the following questions in groups of three/four and report your answer to the whole class through your group representative.***

Learning Outcomes:



Fig.35

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

Is Television Harmful to Children?

Activity 10.2

Instructions: ***Listen to the passage carefully while your teacher is reading to you and answer the questions that follows.***

1. Which activity do children perform better than watching TV?

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

Activity 10.3

Instructions: ***Answer the questions below based on the lessons you get from the passage and discuss your answers in a group of three/four.***

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

10.2 Speaking

What's a compliment?

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

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

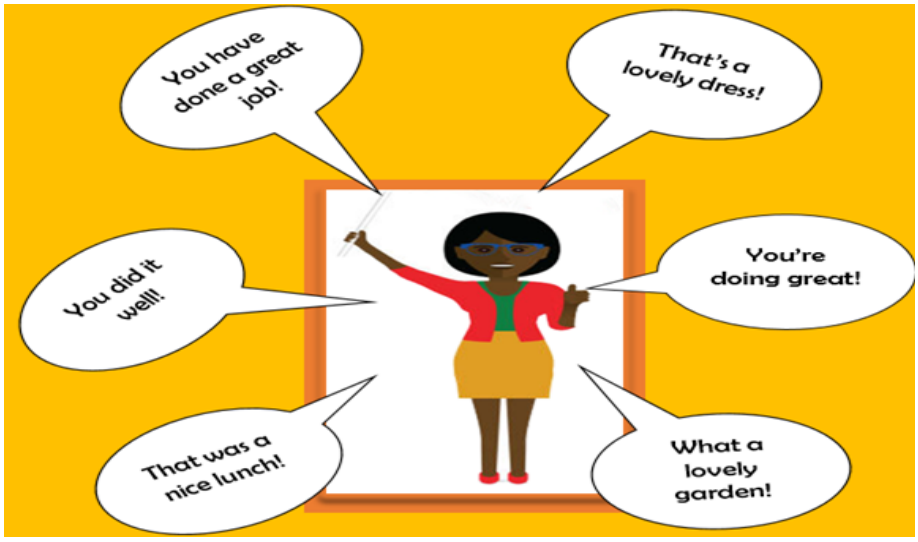


Fig 36

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

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

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

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

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

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

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

Compliments and Possible replies

No	Complement	Possible reply
1	This office really looks great!	Thank you, it is nice of you to say so.
2	What a beautiful shirt you have on!	Thanks, my brother bought it for me from Hawassa.
3	Your 'datta' is spicy and delicious; you are really a great cook!	Do you like them? Thank you, I am happy to hear that from you!
4	Those shoes look good on you.	Thank you, but they are pretty old.
5	I like your hair style.	Thanks, yours is also nice.

Look at the examples below.

Model Dialogues

1. Zomma: You have got a beautiful baby.

Mamitu: Really? Thank you to say so!

Zomma: What's its name?

Mamitu: Amelework.

2. Adey: I like your shirt! where did you buy it?

Kumme: Thank you very much. I bought it from boutique in Hawassa.

Adey :How lovely it is! Is it made in Italy?

Kumme: Oh, not dear. It is a product of Ethiopia made in Hawassa Industrial park.

3. Kume: You are smart in this dress.

Bontu: Oh, have you loved it? Thanks. What else do you want to add?

Kume: Your hair style looks great, too!

Bontu: Yours is also nice. Where have you got it cut?

Kume: At Nardos Beauty Salon.

Activity 10.4

Instruction: ***In pairs, respond to complements. The teacher will give you a guide.***

1. Look at an object your classmate possessed and compliment him/her for it.
2. Appreciate how your friend uses his or her time for a study. Ask about his experiences and successes.
3. In your homeroom, taste a food or drink your family member prepared and praise for it.

10.3 Reading

Activities 10.5

Instructions: ***Discuss the questions given below in pairs.***

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

Activity 10.6

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

The Digital versus Satellite Television

1. A Cable TV, what we call a digital television that comes to the place you are through a cable wire into your home. However, Satellite TV is that beamed down to a dish from a satellite. Cable and satellite both work by allowing you to "tune in" to specific channels within that signal. The big difference is that cable comes into your home through a wire and satellite through the air. When cable began in the 1940s, it provided an analog signal. Satellite channels, which began in the 1990s, offer a digital signal, which includes higher-quality sound and photo. By 2009, all cable systems successfully had converted to only digital, and since then, cable and satellite systems both began increasing their high-definition options and now both types offer them to consumers.

2. Long gone are the days of simple analog television sets, when things were simpler and easier to understand. Technological

advancement gave birth to more innovative and cutting-edge siblings of analog television sets. The most confusing one was the contrast between cable and digital television.

3. Being siblings, they had a lot in common but owing to the difference in the generation, there were many differences yet to be discovered. While you may even get the same channels and content, the way information reaches your television is very different between satellite and cable technology. Satellite data signals are transmitted from powerful antennas to satellites orbiting in space and then down to personal satellite dishes in the homes of consumers who contract the service. Cable television, on the other hand, is transmitted through coaxial cables from the service provider to coaxial outlets in the homes of cable TV viewers.

4. Cable TV and Digital Satellite TV are two of the major competitors when it comes to offering quality entertainment. Cable companies such as AT&T, Comcast, Cox cable, U-Verse TV, etc. offer television services that are nothing short in quality from what other satellite TV providers have to offer. Analog television sets of old fashion didn't support as many channels as satellite television service did, especially movie channels and the image quality was never appealing. However, the development of digital TV put a 180° shift to the situation. The newer development used a technology that used digital compressions to convey more refined and high-quality content. Here we explore the main differences between cable and satellite television, read on to find out more.

5. Satellite TV has a higher one-time cost as compared to a cable TV subscription unless you qualify for free equipment

or installation offer in return for a yearlong commitment contract. The cable TV network, on the other hand, has a higher infrastructural maintenance cost which reflects in heavier monthly bills. In the longer run, satellite TV takes advantage here by offering more number of channels against each dollar spent.

6. Some satellite TV service providers ask for a mandatory subscription for at least 12 months in most cases. Most Cable companies, on the other hand, don't have any such conditions of committing to a minimum subscription period. Since TV technology keeps improving, satellite or cable companies are in a constant battle to convince customers that they're the preferred choice and the rival media is the worst choice. In some cases, consumers can find things they like and things they're not fond of in both types of TV services, which makes a decision even more of a challenge. Similar satellite packages are available nationwide, but each local cable company may offer its own features and channel lineup.

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

1. The first television made is called satellite television. (True/False)
2. According to the above text, a cable television is more expensive than the satellite TV. (True/False).
3. When cable began in the 1940s, it provided an analog

signal, and Satellite channels began 2009 started increasing their high-definition options and now both types offer them to consumers. (True/False).

4. Cable companies such as CDS, Chamonix, Uganda cable, Y-Verse TV, etc. offer television services to their customers.(True/False)

5. Analog television sets of old fashion didn't support as many channels as satellite television service did, especially movie channels and the image quality was never appealing. (True/False)

10.4 Vocabulary

Activity 10.7

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

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

10.4.1 Phrasal Verbs

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

Instrctions: ***Study the phrasal verb lists below and then do exercises.***

1. **Hold on**: To have or keep your hand, arms, etc., tightly around something.
   Example: "Hold on to the railing, that way you won't fall".
2. **Blow up:** to fill (something) with air or gas
   Example: "Please could you blow up those balloons?"
3. **Bring up:** to take care of and teach (a child who is growing up).
   Example: "Their grandparents brought them up because their parents were always travelling"
4. **Call off:** to stop doing or planning to do (something) .
   Example: "Maria called off the wedding, she decided she didn't love him"
5. **Carry on:** To continue to do what you have been doing
   Example: "Sorry I interrupted, carry on talking!"
6. Come across:
   A. To seem to have a particular quality or character
   B. To make a particular impression.
   Example: "Julia came across as a bit bossy"
7. **Come up with:** To get or think of (something that is needed or wanted).
   Example: "We finally came up with a solution to the problem!"
8. **Fall apart**: To break into parts in usually a sudden and unexpected way,
   Example: "My cake fell apart when I tried to cut it"

9. **Get along:** To be or remain friendly

   Example: "We're not together anymore, but we get along great"

10. **Get away**: To go away from a place.

    Example: "I cannot wait to get away from the city".

11. **Get over:** To stop being controlled or bothered by something, such as a problem or feeling. *Example:* "I got over my fear of flying"

12. **Give up:** To stop an activity or effort **:**to admit that you cannot do something and stop trying *Example:* "We all gave up smoking on January 1st"

13. **Go on:** To continue.

    Example: "They landed in Paris and then went on to Montpellier"

Activity 10.8

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

Example:

***figure out** : (meaning) understand I could not* **figure out** *what you are saying*

No	Verbs	**Prepositions**	**Meanings**	**Example**
1	Hold	off		
		on		
		out		
		up		

2	Take	back		
		after		
		into account		
		part in		
		up		
		over		
		down		
		on		
		away		

10.5 Grammar

10.5.1 Connectors of Compare-Contrast

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

Look at the lists of Connectors below

I. **Words that signal comparison: (also, just as, as well as, like / likewise , both, comparatively, similarly/similar, identical, equivalent, the same as, too, have in common, share the same, in the same manner, in the same way).**

II. **Words that signal contrast: (although, yet ,while, unlike, however , in contrast to) but, on the other hand, contrarily, whereas, nevertheless)**

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

1. Mechanization has increased crop yields, **yet** production is still inadequate. (Contrast or opposition)
2. The economy is strong, **but/ yet** there are frequent strikes.(Contrast)
3. **Although/ while** there are frequent strikes, the economy is strong. (Contrast)
4. **In spite of/ despite** the frequent strikes the economy is strong. (Contrast)
5. There are frequent strikes; **however/ nevertheless,** the economy is strong. (Contrast)
6. **Just as** referring to a dictionary frequently is boring, it might be detrimental to your comprehension of the text.(Compare)
7. Football and volleyball may seem very different sports **but** in fact they have many things in common. (Contrast)
8. An orange contains many segments that can easily be separated by hand. **In contrast,** a knife must be used to divide an apple. (Contrast)
9. Television is an important medium to get information. **Similarly**, radio provides us with different information from different corner of the world. (Compare)
10. Writing is an important language skill that all students should develop. **In the same way** reading is a core language skill that expands the thinking scope of the student. (Compare)

Activity 10.9

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

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

Activity 10.10

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

1. The equipment was expensive. It was unreliable.

_____

2. My uncle has a lot of money. He does not want to buy any furniture..

_____

3. This department must reduce expenditure. It needs to

install new computers.

4. Sales of the new car were poor. They were heavily advertised..

5. I am well now. I do not feel strong.

6. She has never come here. I invited her many times.

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

I. ought to and should

In English, we use the modals 'should' and 'ought to' to give advice.

Study the following conversation between Yimer and Tuji.

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

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

Use

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

Form

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

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

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

	First person	Second person	Third person
Singular	***I should go.*** ***I ought to go.***	***You should go.*** ***Youought to go.***	***He/Sheshould go.*** ***He/Sheought to go.***
Plural	*We **should** go.* *We **ought to** go.*	*You **should** go.* *We **ought to** go.*	*They **should** go.* *We **ought to** go.*

Common errors

- For *should,* using *to* before the main verb or adding *–ing* to the main verb:

*She should **to** get it from the chemist.* × *She should get it from the chemist* ✓

*He should go**ing** home early.* × *He should go home early.*✓

Activity 10.11

Instruction: ***In pairs/small groups, give as many pieces of advices as you can using the expressions above.***

II. must and have to

Study the following sentences

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

Uses

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

Form

positive	I / we/ you they **must** go. I / we/ you they **have to** go. He / she **must** go. He / she**has to** go.

question	**Must** I / we / you / they go? **Do**I / we. you/ they **have to** go? **Must** he she go? **Does** he/ she **have to** go?

- When you talk about rules you can use *must* or *have to.*
  *Children **must** start school when they are five.*
  *Children **have to** start school when they are five.*
- When you talk about something which you think is necessary, you use *must.*
  *I **must** work harder.*
  *He **must** clean his car. It's very dirty.*
- When you ask about rules it more usual to use *Do ... have to ...*?than*Must ...*?
  ***Do** I **have to** take my passport?*
- The past of *must* and *have to*is*had to.*
  *I **had to** go to a wedding ceremony last week.*

Common errors

- You don't add an **"*s*"** to *must* for *he* and *she.*
  She ~~musts~~ do all her homework . ✗ = *He **must** do all her homework.* ✓
- You don't use ***to*** after *must.*
  She must ~~to~~ improve her spelling. ✗ = *She **must improve** her spelling.* ✓

Activity 10.12

Instructions*: In pairs/small groups, write as many sentences as you can using must and have to.*

III. Can or Could

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

Use

- You often use *Can I...?*or *Could I...?*when you ask for something.
  ***Can I** have a cup of coffee, please?*
  ***Could I** have a ticket to Hawassa, please?*
- You use *Can you...?* or *Could you...?*when you make requests.
  Can you *help me with my bags, please?*
  ***Could you** stop by the supermarket, please?*

Form

Question	**Can I** have a return ticket? **Could I** have a sandwich?

Question	**Can you** meet me at the station? **Could you** help me with my bags?

- When you ask for things you usually add, *please.*
  Could I have a return ticket, ***please****?*
- You often say *here you are* when we give somebody the thing they want.
  Can I have a timetable, please? ⇨ *Yes,* ***here you are.***
- When you say yes to a request, you say *yes, of course.*

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

- When you say no to a request, you can say *I'm afraid I can't* and give a reason.
  Could you post this for me? ⇨ *I'm afraid, I can't.*
  I'm really busy.

Activity 10.13

Instructions: ***In pairs/small groups, write as many sentences as you can using <u>can</u> and <u>could</u>.***

IV. Using *will* for future arrangements

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

- Use *will* to talk about an arrangement which is about to happen or is in the very near future.
- Use *will* to make a promise or to offer to do something for someone.
- Use *will* when asking someone to do something.
- Use *won't (will not)* when refusing to do something.

Form

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

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

- The negative of *will* is *won't*.

  *The librarian **won't** arrive till five. There **won't** be anyone there now.*

- In speech we usually use the contracted form *'ll* or *won't* in sentences.

  *I'**ll** be with you in a minute. We **won't** forget to contact you.*

10.5.3 Direct and indirect Object

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

Study the following sentences

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

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

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

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

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

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

Look at the following sentences

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

Activity 10.14

Instructions: ***In pairs/small groups, write as many sentences as you can having direct and indirect objects using the verbs from the following box.***

throw	*buy*	*hold teach*	*tie*	
drive	*pass*	*ake*	*lend*	*show*

10.5.4 Transitive and intransitive verbs

Study the following sentences

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

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

Study the following sentences

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

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

Activity 10.15

Instructions: ***In pairs/small groups, write five sentences using intransitive verbs and another five sentences using transitive verbs.***

10.6 Writing

10.6.1 Re-arranging Sentences of a Paragraph

Activity 10.16

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

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

The correct orders are:

1.---------- 2.---------- 3. ---------- 4. ---------- 5. ----------

10.6.2 Punctuations

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

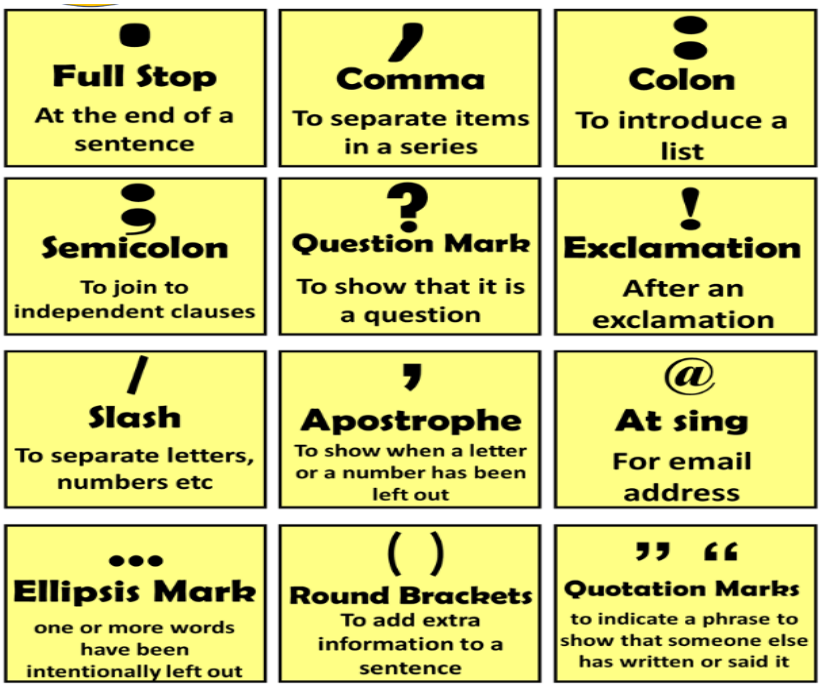


Fig 37

Source: www.englishgrammarhere.com

It is difficult to write without punctuation. Well, you can, but your writing wouldn't make any sense to your reader; also you may be misunderstood by your readers. Punctuation is as important to your writing as your word choice, syntax, and structure. When any one of these elements is missing, you don't have a coherent piece of writing.

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

Kill it not, save it !.

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

Kill it, not save it!

Activity 10.17

Instructions: ***Choose the sentence which has been punctuated correctly.***

1.

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

2.

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

3.

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

4.

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

5.

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

anyway!

6.

A. Do you remember what we used to do, when we played together as childhood friends?

B. Do you remember what we used to do when we played together as childhood friends?

C. Do you remember what we used to do when we played together as childhood friends!

D. Do you remember what we used to do when we played together as childhood friends.

7.

A. In summer, its too hot around here.

B. In summer its too hot around here.

C. In summer, it's too hot around here.

D. In summer, it's too hot around here!

8.

A. We had pizza beef steak onion rings and diet coke at the dinner.

B. We had pizza; beef steak; onion rings; and diet coke at the dinner?

C. We had pizza, beef steak, onion rings and diet coke at the dinner

D. We had pizza, beef steak, onion rings, and diet coke at the dinner!

9.

A. You are the right person for the job, arent you?

B. You are the right person for the job, aren't you?

C. You are the right person for the job aren't you?

D. You are the right person for the job, aren't you!

10.

A. Stop you can't go any further

B. Stop, you can't go any further!

C. Stop you can't go any further.

D. Stop, you cant go any further

Activity 10.18

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

Text I

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

Text II

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

10.6.3 Confusing words

Confusing words are terms used for two or more words that are easily confused with one another because of similarities in spelling (such as desert and dessert or personal and personnel), pronunciation (allusion and illusion, accidental and incidental, perspective and prospective), and/or meaning (imply and infer).

Some of sample confusing terms are:

- confidant/ confident
- farther/farthest/ further
- anyone/no one/ someone
- advice/advise
- later/latter/latest
- access/axis/excess
- beside/besides/till
- a little/little/the little
- elder/older
- raises/rises/races
- breath/breathe

Activity 10.19

Instructions: ***Fill in the blanks with an appropriate word or phrase in the following blank spaces.***

1. She is _____ of her success.
   A. confident B. confidant C. confidential
2. I don't want any _____ explanation.
   A. further B. farther C. farthest
3. Is there _____ in the class?
   A. anyone B. no one C. someone
4. The doctor _____ the patients to quit smoking.
   A. advised B. adviced C. Advising
5. He says he is enjoying his _____ visiting to Ethiopian Renascence Dam.
   A. later B. latter C. latest
6. All students should have _____ to a good library.
   A. access B. axis C. excess
7. _____ football, he plays cricket.
   A. Beside B. Besides C. Till
8. _____ knowledge is a dangerous thing.
   A. A little B. Little C. The little
9. He is my _____ brother.
   A. elder B. older C. either could be sed here

10 The sun _____ in the east.

A. raises B. rises C. races

11 Make sure to _____ deeply.

A. breath B. breathe C. breathing

10.6.4 Writing an Expository Texts

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

Writing a Conclusion to a Paragraph

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

Examples of conclusion starters:

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



Activity 10.20

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

A Sample of a Concluding Sentence in a Paragraph

When people read any article, their purpose can vary from individual to individual. Most readers like to concentrate on introductions and conclusions as these parts of a paragraph often carry the main points in the paragraph. A conclusion is an important part of any piece of writing. It helps to summarize all the essential points of the topic. For instance, if readers face difficulty in understanding the meaning of most sentences in a paragraph, the conclusion comes into the picture and reduces their challenge. In addition, a conclusion is important to get further information about the topic and pose different questions that lead to further reading. **In sum, a conclusion is helpful in a paragraph as it can help to bind the whole ideas discussed in the paragraph.**

Doping in Sports

Doping, performance enhancing drugs (PED) includes tampering, possession, trafficking, administration, assisting, encouraging, aiding, conspiring a prohibited substance and an anti-doping rule violation. The word is believed to be derived from the Dutch word "doop", meaning a viscous opium juice. Doping has probably existed

in one or another form since the beginning of the competitive sport. Doping in sports is increasing and diversifying involving a variety of serious public health problems. Nowadays, it is common to find it with both professional and recreational sporting people. Even though millions of dollars are being spent in advanced scientific researches, drug detection methods, doping control procedures, educational campaigns, policy advancements, studies conducted internationally and locally depict that the use of such drugs has not yet shown declination for several reasons. The pressing factors that enhance this stimulant are: the financial interests of athletes, coaches and their sponsors, the societal pressure to obtain better results, the media coverage of sports competitions and the human nature. To curb the problem, health professionals, nutritionists and sport scientists have not yet brought significant change despite their constant effort. If the situation continues with the same tempo, the value of sport and the meaning of winning a competition become valueless.

Thus,_____

_____.

Activity 10.21

Instructions: ***Think of any title on the most frequently used drugs in your locality/Ethiopia, write an expository paragraph of maximum seven sentences and conclude it with approprate sentence.***

_____

_____

_____

_____

_____

_____

_____

Activity 10.22

Instructions: ***Read the following sample expository essay and answer the following questions.***

1. What is the main technique the writer has used to develop the ideas in the expository essay given above?
2. Write out the main idea (the thesis statement) of the essay.
3. List down all the transitional words that the writer has used to develop ideas in each paragraph.
4. Select any title and write your own expository essay and bring it to class for evaluation.

Loneliness and Its Effects

1. A more narrow definition suggests that loneliness is the distressing feeling of being alone or separated. When a person is not surrounded by other people, spends most of his or her time alone and maintains little-to-no social contact, we can say that she/he has already developed the feeling of loneliness. Prolonged loneliness can be dangerous since it can cause a variety of emotional and physiological problems. However, the good news is that loneliness can be treated effectivelymostly with the help of a professional psychotherapist.

2. Every person has a basic need to belong to a certain group; this need is as significant and natural as the need to eat, to sleep, or to feel safe. However, simply belonging on its own does not satisfy the need: it is important that a person can

form strong, close, and stable interpersonal relationships and maintain them: only in this case, the sense of belonging will be full. Literarily speaking, loneliness is an emotion which signals that the need of belonging is not satisfied or that we are not getting the relationships or the quality of already existing relationships that we want. However, this may not be always true. for example, a person can have a lot of friends and see them often or he or she can be married and have children, have no problems with colleagues at work: everything is seemingly fine, but the sense of loneliness is still there and it is important to understand why it is present and what is lacking.

3. Everyone probably knows the feeling of isolation when the entire world seems to be behind a glass wall. In a world where communication is one of the requirements of the twenty-first century, extroverted behaviors are deemed healthy and normal and where everything calls a person to belong to a certain group, being and feeling alone often seems wrong. In fact, there is nothing bad in needing solitude. We all need to spend some time on our own. However, when this condition becomes chronic, undesired and when a person feels the impossibility of establishing contact with others, this is already something many people around the world fear strongly.

4. Being in strong and close relationships affects our mental health beneficially; however, being alone for along period of time can lead to a number of negative consequences both on mental and physiological levels. In particular, loneliness can lead to depression, which is a dangerous mental condition on its own, a feeling of hopelessness, low self-esteem, an

impaired ability for social interactions and work, suicidal tendencies, poor sleep, the sense of defeat and helplessness. These sensations form a vicious circle nurturing each other. They aggravate the situation of a lonely person, preventing him or her from getting out of this span on his or herown. Not only the emotional sphere but also bodily functions are affected by loneliness. Studies show that lonely people face cardiovascular diseases more frequently than those enjoying strong and stable relationships with other people. Other effects include the loss of weight, hormonal imbalances, the inhibition of the immune system, low resistance to infections and inflammations. All these,however, does not mean that a person starts experiencing all these negative effects every time he or she feels lonely.

Phrasal Verb	Meaning	Example
abide by	accept or follow a decision or rule.	We have to abide by the laws of our country.
account for	to explain.	His wife must account for the money she lent to her staff member.
act on	to take action	The president acted on the late coming staff.
Act act out	perform something with actions and gestures.	He acted out the play marvelously.
aim at	to target.	His research aimed at young delinquents.
back up	make a copy of computer data.	You should always back up important files .

back up	support.	The back up from his friends has never been forgotten
bail out	save rescue.	Our government had to bail out the airline
bear up	resist pressure.	You will be a mature person if you bear up different challenges in life
blow up	explode.	The bomb blew up without any warning.
book in	make a reservation in advance.	I like to book in at an international hotel..
break in	go into a building to steal something.	The burglars broke in and stole the TV and video.
break off	end a relationship.	She broke off their engagement when she found out that he'd been unfaithful.
break through	pass a barrier or obstacle.	They broke through the pressure from their boss and brought change on the life of the employees.
bring about	make something happen.	The war brought abut un9ty and strength
bump into	meet by chance.	I bumped into an old friend at cafteria.
call back	return a phone call.	I must call her back when we get to the office.
call for	demand.	Language learning calls for intensive practices
call off	cancel.	The meeting was called off due to heavy rain..
call on	Visit.	Which park do you want to call in?.
call up	Telephone.	I called him up as soon when I get free time.

carry on	Continue.	Carry on quietly with your work until the substitute teacher arrives.
carry out	perform a task.	The government is carrying out war to reinforce law
catch up	reach someone who was ahead of you.	Hicks joined the class late but he caught us up after weeks.
cater for	To provide what is necessary.	the college caters for students of all ages.
come across	find by accident.	I came across many new words when I was reading this book.
crash out	fall asleep.	I crashed out in front of the TV last night.
cut off	disconnect.	The telephone' line been cut off because we didn't pay the bill.
decide on	choose- select.	The woman could not decide on her marriage.
dig out	find details.	Efficient journalists always dig out information and find out the truth.
embark on	start a project or venture.	The country has embarked on different modern dam construction projects.
fall apart	break into pieces.	The box fell apart when I picked it up.
Figure out	understand.	Who can figure out his ironic
Fill up	fill something completely.	I stopped at the gas station and filled up my car
Find out	discover.	I went to the library to find out all I could about the life and work of Joe Meek.
fix up	make an arrangement.	He fixed up an appointment for me to see a specialist.

follow up	observing something closely	Planiong trees is not enough. You should follow up their growth and give them care.
get across	communicate successfully.	I just couldn't get my message across at the meeting.
get off	leave a bus, train,etc..	We got off the bus and walked to my house.
get on	enter a bus, train-plane,etc..	We got on the train at Piaza
get over	recover from something-feel better.	It took me ages to get over flu.
give away	distribute something for free.	In this issue of the magazine, they are giving away a free DVD.
give in	submit homework,etc..	The projects have to be given in three weeks before we break up for the end of term.
give out	distribute.	Somebody was giving leaflets out in front of the underground station.
give up	stop doing something that has been a habit.	I gave up taking sugar in tea and coffee to lose weight.
go ahead	proceed.	The construction of the bypass went ahead despite the protests from environmentalists.
go on	continue.	He went on talking though no one was listening to him
go through	examine-search.	i went through the letter but i could not understand anything
hand over	give.	The robbers told the clerk to hand over all the money.
Hang on	wait.	Could you hang on for a moment till she's free.

Hang up	end a phone call.	I lost my temper and hung up.
H\hold on	wait.	Could you hold on for a minute; she'll be free in a moment.
Jot down	make a quick note.	I jotted down her number on a scrap of paper and I cannot find it now.
Keep on	continue.	He kept on trying and succeeded in the end.
Keep up	maintain a continuous action, persist.	Atnafu has been repeatedly advised to stop smoking cigarette but still he kept on smoking
Kick off	die.	He kicked off last month when he had a massive heart attack.
Kick out	expel.	The manager advised Alushu to improve his behaviour repeatedly but he could not show any improvement, so he finally kicked him off.
lay off	make an employee redundant.	The hotel laid off twenty staff because the number of tourists has seriously fallen down..
leave out	not include.	He was left out of the side because he hasn't been playing too well lately.
line up	arrange something in a line.	He lined the bottles up against the wall.
live on	Use money for basic necessities.	We live on eight -thousand birr a month.
lock down	make very secure.	If you lock down your computer properly, it is very difficult for people to access it.
log in	enter a restricted area on a computer system.	I had forgotten my password and couldn't log in.

Log off	exit a computer system.	When she'd finished working on the spreadsheet, she logged off and left the office.
log on	Enter a computer system.	He entered his password for the college intranet and logged on.
Log out	exit a computer system.	Danny closed the programs and logged out when it was time to go home.
look after	take care.	Their auntie looked after them while their mother was in hospital.
look for	try to find.	I've been looking for all their hidden files
look forward to	anticipate something pleasant.	I' am looking forward to meeting you.
look into	research-investigate.	We'll look into the problem and come back to you when we have the information.
look up	consult a reference work (dictionary-phonebook-etc.) for a specific piece of information..	I didn't know the correct spelling so I had to look it up in the dictionary.
make it up to	Try to compensate for doing something wrong.	He tried to MAKE IT UP TO her-but she wouldn't speak to him.
mix up	confuse.	I always mix those two sisters up because they look so like each other.
move in	Start living in a place.	The house was empty for ages
opt for	choose.	I opted for an endowment mortgage and lost a lot of money.

owe to	be the reason for something.	She owes her success to hard work and determination.
Pass away	die.	Sadly-Betty passed away yesterday after a short illness.
pass on	give a message to someone.	Please pass the message on when she gets here.
Pass on	Die.	Her husband passed on last year.
Pass out	distribute.	The protesters passed out leaflets to the growing crowd.
Phase out	remove gradually.	Many of the courses will phase out next year. Therefore
Pick up	collect.	While you're in town
pig out	Eat a lot.	The food was great
pile up	accumulate in a pile or heap.	He piled up the branches of the tree herem.
point out	make someone aware of something.	He pointed out that I only had two weeks to get the whole thing finished.
Put off	postpone.	The concert's been put off until next month because the singer's got a throat infection.
Put out	extinguish a cigarette-fire-etc..	He put out his cigarette before entering the building.
Put up with	tolerate.	I can't put up with my neighbour''s noise any longer; it's driving me mad.
read out .	read aloud rather than silently	The teacher read out the names of the students who'd passed
ring up telephone.		Helen rang me up earlier.

rule out	exclude a possibility.	We are fighting hard to rule our enemies from our territory
run into	meet by accident.	She ran into her ex-husband in the market..
run off	make photocopies.	Could you ru n off two hundred copies of this report please
run out of	have none left.	We've run out of sugar; I'm going to the shops for some.
run over	explain quickly.	Could you run over that point again; I'm afraid I didn't quite understand it.
screen out	exclude.	Applicants without the right qualifications were screened out.
set back .	delay	The accident set the project back several months.
set forth	state or outline an opinion.	He set forth his ideas in his autobiography.
Set forth	Start a journey.	We set forth at daybreak for the summit of the mountain.
Set up prepare equipment	software	etc.
sign in	register in a hotel.	We signed in and went straight to bed.
Sign out	Close a computer program that requires a name and password	I signed out and then shut the computer down.
stand by	Be ready and waiting for something to happen.	The emergency services were standing by waiting for the plane to land.
stir up	make trouble for someone else.	He stirred things up by complaining to senior management about his line manager.

stitch up	sew something so that it is closed	I stitched up the hole in my sleeve
sum up	Summarize.	At the end of the lecture she summed up the main points again.
take in deceive.		She took me in with her story until someone told me the truth.
take off	reduce the price of an item.	They've taken ten percent off designer frames for glasses.
take over start a job or	position that someone had occupied before you.	She took over responsibility for the project last month.
Think over	consider something carefully.	I've thought it over the matter and have made up my mind; I'm going to take the job in Leeds.
tidy up.	put things in the correct place in a room.	I tidied up my bedroom because it was a complete mess
top up	refill something that isn't empty yet.	Shall I top up your drink while I'm pouring myself one?
Toss up	decide something by throwing a coin and seeing which side lands face up	We tossed up to see who would kick off.
try out	test.	Scientists are trying out a new drug in the fight against the disease.
turn out .	produce an unexpected result	It looked as if we were going to fail but it turned out well in the end.

urge on	persuade or pressure to accept something.	They urged the deal on the company.
use up	finish or consume all of something.	We used up all the olive oil.
watch out	Be careful (imperative).	Watch out- there's ice on the road.
wear out	use something until it stops working	Some of the equipment in this factory are wearing out the managers should take an urgent action.
whip out	remove quickly.	The police officer whipped out her radio and called for back-up.
word up	give someone information , advice.	The solicitor worded her up client before the police interview so they go very little out of him.
work out .	find the answer or solution	I couldn't work out all the answers to the crossword puzzle.
wrap up	cover in paper.	They wrapped up the presents then put a ribbon around them.
wrap up	finish.	Please wrap your conversation up.I am to leave soon
write out .	write something completely.	I wrote out my notes in full to help me remember them
write up	Make complete written version	i wrote up the report and submitted it.
Zero out	cut off funding for a project.	The debt was zeroed out by the department.

Zoom in	Focus more closely.	The camera zoomed in to show people's faces.
Zoom out	focus less closely	The camera zoomed out to show all the crowd.