

Federal Democratic Republic of Ethiopia
Ministry of Science and Higher Education



Module for Communicative English Language Skills I (FLEn 1011)

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Introduction to the Module

The module for the course *Communicative English Language Skills I* (FLEn 1011) is intended to be given in the first semester for all first-year students joining Ethiopian universities. The module focuses on listening and reading skills and integrates these two skills with speaking and writing activities. The module is prepared to enable you, the student, to communicate in English with acceptable accuracy and fluency by using English appropriately in different contexts. The module aims to develop your English language proficiency through language learning activities designed to help you use English for your academic and social needs. The language learning activities encourage you to learn by doing things in English and by reflecting on the activities you do in each unit. Grammar and vocabulary learning activities are also included in the module.

There are five units in this module. Unit 1 is on study skills, and the activities in this unit will encourage you to make notes from lectures and use them for revising your courses. Unit 2 is about health and fitness in which you will listen to a story about a sports star and discuss the benefits of health and fitness. Unit 3 is on cultural values and in this unit you will read about the culture of one cultural community in Ethiopia and listen to a lecture on cultural tourism. In addition, in Unit 3 you will talk about cultural values and write about cultural values that you are proud of. In Unit 4 you will listen to, read and talk about wildlife. Unit 5 deals with population and you will listen to a talk on population density, and you will read about the population of one country. In Unit 5 you will also study the collocations of ‘population’ and the form and uses of the active and passive voices. At the end of each unit there are sections which require you to reflect on the activities you have performed and to self-assess your level of achievement of unit objectives.

It is believed that you will successfully complete this module, which is followed by another module in the second semester for the course *Communicative English Language Skills II* (FLEn 1012). *Communicative English Language Skills II* will focus on speaking and writing skills and will, of course, integrate these skills with listening and reading activities. The writers of the modules believe that both courses will help you improve your English language proficiency and be successful in your academic career and social life.

Module objectives

Upon completing this module, you will be able to:

- express yourself in social and academic events in English;
- use English with reasonable level of accuracy and fluency;
- listen to talks related to social and academic events given in English;
- read and understand academic and other texts written in English;
- write in English as academically and socially appropriate; and
- learn and develop your English on your own.

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Unit 1: Study Skills

Unit introduction

The purpose of this unit is to familiarize you with the skills and academic practices that you need to develop as university students. The unit revolves around two important aspects of academic study, namely, taking notes while listening to lectures and reading for academic study. The various activities in the unit thus are geared towards helping you to take effective notes during lectures and to practice reading for different purposes.

Objectives

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

- find out what is involved in a lecture;
- take lecture notes by listening to a talk;
- give advice using appropriate language;
- identify the various purposes for reading;
- read and make notes;
- use the present perfect tense appropriately and correctly;
- write a paragraph reflecting on your reading experience;
- expand your vocabulary knowledge; and
- reflect on your learning and self-assess your progress.

1.1. Listening: What is a lecture?

While studying at university, you will be exposed to a lot of information in relation to your field of study. This information will reach you mainly through reading and listening to lectures. However, it is not impossible for you to remember all the information that you have read or heard later when you want to use it for different purposes, for example, to answer questions during examinations. This means that you need to take notes when reading and listening to lectures. Thus, taking notes is an important skill that you need to develop in order to be successful in your university studies. In this unit, you will listen to a talk on how to take lecture notes and practice the skill of taking notes.

Listening: Taking Notes in Lectures

It is true that students who join universities from high schools are often faced with new demands while undertaking their academic studies. They are usually required to work on their own and meet these demands if they have to become successful in the university studies. This means that they need to be equipped with skills and strategies which will enable them not only to gain knowledge in their specific fields of study but also to display this knowledge as and when necessary. The aim of this Unit, therefore, is to help students develop the skills and strategies that they need in order to become an independent learner. Accordingly, the Unit focuses mainly on taking notes from lectures and making notes from reading.

In this talk ... I'm going to give you some advice on the things that you need to do in order to take effective notes in a lecture. In the talk ... I will first touch upon the factors that make lecture note taking a challenging task. I will then go on ... and talk about what preparations you need to make before the lecture. Next ... I will dwell on what you need to focus on during taking notes. Finally, ... I will draw your attention to ... how you can make the best use of your notes after the lecture.

Taking lecture notes can be quite difficult and frustrating. The spoken language is **transient**... and ... unlike reading ... you do not control the speed at which it is spoken. Moreover... it is usually not possible to ask the lecturer to go back ... repeat a point or stop for a while. Each lecturer will have his or her own style, speed and method. Some lecturers will present well-organized material whilst ... others may ramble ... or present anecdotes ... leaving you to determine their significance. It is important to determine a lecturer's style ... and how they convey ideas ... and to adapt your note taking to suit the style. You may be able to persuade a lecturer to slow down ... or repeat things ... but you have to find a way to take notes that satisfies you and the style of the lecturer.

Activity 1.1.1: A short survey

1.As mentioned earlier, note taking is one important study skill you need to develop, but it is not the only type of study skill you need to be successful as a student. There are other study skills such as time management and organizing information. Read the list of studying habits or skills of highly effective students in the table below, and put a tick mark against the habits that you have already developed.

2. If there are any habits you haven't already developed, decide whether you want to develop them or not and explain the reasons to your neighbour. Put a tick mark under the 'Yes' or 'No' columns in the table to show your decisions.

No.	Habits	Already developed	Want to develop in future	
			Yes	No
1.	They do not attempt to cram (study) all their study into one session.			
2.	They plan when they are going to study.			
3.	They study at the same time.			
4.	They have study time that has a specific goal.			
5.	They never procrastinate their planned study session.			
6.	They start with the most difficult subject first.			
7.	They always review notes before starting an assignment.			
8.	They make sure they are not distracted while they are studying.			
9.	They use study groups effectively.			
10.	They review their notes, schoolwork and other class materials over the weekend.			

Activity 1.1.2: Pre-listening (Brainstorming and Predicting)

Before the lecture: Try to prepare yourself in advance for the lecture. If you know the topic of the lecture before the lecture is given ... try to read on the subject before attending the lecture. This will aid your understanding ... and it will be easier to make notes during the lecture ... as you will be able to focus on the most relevant information. Review your notes from any previous lectures to help you put the upcoming lecture topic in context.

Before you listen to the talk, look at the following questions and discuss your answers in groups of three or four. One student will report the results of your discussion to the whole class.

1. What is a lecture?
2. Who gives a lecture?
3. Have you listened to lectures before? When? Where?
4. If you have, what did you do during the lecture apart from listening?

5. What do the following words mean? (Your instructor will help you if you do not know their meanings.)

transient	discriminating	cues
verbatim	distractions	

Answer Key.

In university or college setting, lecturing is normally one of the main methods of teaching. Thus, Lecture is a talk or speech given to a group of people to teach them about a particular subject. The purpose of a lecture mainly focuses on the presentation and understanding of facts and ideas, rather than an exchange between lecturer and students.

A lecturer is a university instructor or professor who gives lectures. He/she is academic experts who is employed to teach on a full/part-time basis.

For questions 3 and 4 students tell each other whatever experiences they have had before.

Vocabulary: Check if students know any of the words. Then provide the meanings.

transient: not lasting long; passing quickly as in speech

distractions: things that make it difficult to pay attention or concentrate during listening

verbatim: word for word; writing down exactly as spoken

cue: a signal (such as a word, a phrase or a gesture) that indicates something important; a hint

discriminating: recognizing differences; selecting

Activity 1.1.3: While-listening (Listening and Taking Notes in Lectures)

During the lecture: Sit as near to the front of the room as possible where there are fewer distractions. This will help you to concentrate ... and it will also be easier to see and hear. Look at the speaker ... this will help to focus your attention ... and their mannerisms may provide clues to what is to follow ... or the importance of what is being said. However,... do not let the personality or mannerisms of the lecturer put you off. Some lecturers may provide handouts at the beginning ... or summarize at the end of the lecture ... this will help you to organize your own notes.

What to write down: There is no right answer as to what to include in lecture notes ... it depends on your purpose and ability to select and summarize. Some people write lengthy notes during lectures whilst others will take brief notes covering the important points.

Essential information: Make a note of the module or subject name, topic, lecturer and date. This helps you if you lend your notes to a friend ... and your friend returns them a month later... or if your file unexpectedly opens and all your papers fall out ... sorting them out afterwards can be almost impossible unless you know the topic and date.

Identify themes: Listen carefully. You should be able to work out what the important themes of the lecture are. Often lecturers will outline the important points on an overhead projector slide ... and then provide examples to aid understanding. Record the key words and concepts. Jot down details or examples that support the main ideas rather than writing *verbatim* what the lecturer is saying.

Look for cues from the lecturer: Look and listen for cues from the lecturer about what is important and most relevant. This may be picked up from ... the tone, voice inflection or gestures used by the lecturer. Frequently lecturers will repeat the main points for emphasis. The lecturer may also use diagrams to illustrate important points ... or indicate specific texts or references.

Be selective (decide what is important): You should not try to write down every word that the lecturer says. You will not be able to write at speaking speed ... and if you try to record everything ... the likely result will be incomprehensible notes. Spend time listening and attempt to record the main points and illustrations. If you are writing as fast as you can ... you cannot be a discriminating listener.

1. Now listen to the talk once and, as you listen, match the things that you have to do in column A with the purposes for doing them in column B.

Let students listen to the talk once. Read the text at normal speech rate - not too slow, not too fast-making pauses as necessary. Tell students that they do not need to take notes to complete this activity but that they need to concentrate while listening. As they listen, they write the letter of the correct answer against the items in column A. Allow students to look at the table for about two minutes before they listen. At the end of the first listening, students check their answers with those of their partners. Then check answers at the whole class level.

A (What you do)	B (Purpose for doing)
1. If possible, read on the subject before attending the lecture. <i>d</i>	a. to get an indication of the structure of the lecture and to be able to organize your notes
2. Sit near the front of the room as much as possible. <i>e</i>	b. to refresh your memory and make your notes more complete with points that you did not have time to write down during the lecture
3. Listen carefully to the introduction to the lecture. <i>a</i>	c. to focus on what is important and most relevant
4. Look and listen for cues from the lecturer. <i>c</i>	d. to understand the subject and make it easier for you to take notes
5. As soon as possible, review your notes after the lecture. <i>b</i>	e. to concentrate and make it easier for you to see and hear

Check your answers with those of another student.

Listen to the talk again, take notes and answer the questions below individually. Then, discuss your answers in groups of three.

When taking notes, remember the following points: • Do not try to write down everything that the lecturer says. • Focus only on the main points and important details • Do not try to take notes in complete sentences. • Use words and phrases. • As much as possible, use abbreviations (shortened forms of words) and symbols instead of writing words in full.
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Look at the questions for one minute before you listen.

1. What areas does the speaker say the talk will focus on?
2. What is the difference between the spoken language and reading?
3. In what ways may lecturers be different?
4. Why should you make a note of the topic, the lecturer and the date during note taking?
5. What are some of the ways in which lecturers can assist you in taking notes?
6. What will happen if you try to write down everything?

Answers to the questions

1. The speaker says that the talk will focus on:
 - factors that make lecture note taking a challenging task;
 - preparations students need to make before the lecture;
 - what they need to focus on during taking notes; and
 - how best they can use their notes after the lecture.
2. Difficult to control the speed of spoken language, unlike reading.
3. In their lecturing style, speed and method.
4. To be able to sort out the notes later.
5. By providing cues (tone, voice, gestures), repeating main points or using diagrams.
6. The notes are likely to be incomprehensible.

Activity 1.1.4: Post-listening (Comparing and Evaluating Notes)

After the lecture: As soon as possible after the lecture ... review your notes while they are still fresh in your mind, rewriting them where necessary. This will refresh your memory ... and enable you to identify any gaps from examples and facts that you did not have time to write down during the lecture. Try to follow up anything that is unclear as your memory is still fairly fresh. Reading the recommended texts and references will help to fill any gaps in your notes.

In pairs, compare your notes with your friend's notes and check whether you missed some important points or not. But if your friend has taken some points that you might fail to include in your notes while listening, take feedback from your friend's notes.

1. Write a paragraph of about 100 words explaining some of the problems you face when you listen to a lecture. Before you start writing the paragraph, plan the content of your paragraph in an outline form, write your paragraph based on your plan, and revise and edit it before you read it to a neighbour or to the whole class. You can also give your paragraph to a classmate who can give you feedback on the language of your paragraph. The topic sentence is given for you as an example.

Study Note

Listening Skill

Attentive listeners are usually good learners. Unfortunately, many students have poor listening skills, which can be very problematic because students spend considerable time in classrooms listening to lectures during college or university. Many students believe they are good listeners; Unfortunately, they don't fully appreciate the difference between hearing and listening. Attentive listeners not only hear; they effectively process the information presented to them.

Some effective strategies that will help us to be a more attentive listener.

1. Listen for meaning:

Listening for meaning is a form of active listening. Active and attentive listeners not only pay attention to words, they also focus on the intent of each word-the message a word is intended to communicate. To decipher messages, first determine the central idea being communicated. Then pay close attention to anecdotes, explanations, and other details meant to clarify meaning. While you work to improve listening skills, always pay close attention to the central focus of what is being relayed.

While you are listening, and after the listening task has ended, check your comprehension. Did what you learn make sense within the context of the topic or central idea being communicated? Monitoring and checking comprehension makes sure that your active listening strategy is working.

2. Adjust your note taking style to the lecture

Ineffective or poor listeners often attempt to jot down every detail from a lecture. They are under the impression that a detailed outline links to good notes. Students who utilize this strategy often get discouraged when they review their notes only to find the breadth, detail and lack of focus in their note-taking is confusing and leaves them unable to identify central themes and important topics. But, effective listeners adapt their note-taking to the teaching style of their teachers and lectures. They focus on central ideas and jot down details that expand on, or clarify, the central concepts of a lecture.

3. Tackle difficulty to understand material

It is not uncommon for students to misunderstand professor's focus in a lecture when they start discussing confusing or complex topics. Even when it is possible to hear every word during a lecture, it can be very difficult to process confusing or complicated concepts. Good listeners connect their mental faculties to process the main ideas being presented.

4. Concentrate on pay attention

Students who struggle with listening often have a difficult time concentrating. Good listeners must work to develop the ability to concentrate and ignore distractions. This requires the ability to control personal worries, thoughts about family members and friends, and thoughts about upcoming activities. Those who can try to sharpen the ability to concentrate through practice can improve listening skills.

5. Be prepared

If you do not complete required reading or review notes from previous lectures prior to class, it is very difficult to process information and attentively listen to lectures. This is why you should never neglect to complete reading or other class assignments. Attending a lecture provides you the background knowledge required to be an effective listener-and an effective student.

6. Focus on what's important

One of the keys of effective listening is the ability to concentrate on central ideas and main focuses. It is a mistake to only be concerned about facts and extemporary detail during a lecture. In other words, effective listeners focus on the stories or ideas behind the facts. They then are able to pick up on the supporting fact, details and evidences for the main concepts, ideals and topics being discussed.

7. Choose to be interested

Many students fail to understand lectures because they are bored or disinterested. As a result, they neglect to take notes on key concepts. Effective listeners become interested in the subject material, so they can easily process the information and pay attention to classroom lectures.

1.2. Grammar focus: Modals and infinitives for giving advice

Look at the following sentences taken from the listening talk, and in pairs, tell each other the purpose of the sentences.

- a. Try to prepare yourself in advance.
- b. Sit near the front of the room.
- c. You should be able to work out the important themes of the lecture.
- d. You should not try to write down every word that the lecturer says.

Note that each of the sentences advises you on how best you can take lecture notes. They do this with the use of infinitives (**Try**, **Sit**) and should (should not). Two other ways of giving advice include the use of ought to and had better.

Note: Should and ought to express similar meaning. Had better is sometimes used when we want to make the advice stronger to indicate that the advice we give is really important.

Study Note

A modal verb is a “helping verb” a verb that we must use together with another verb. Modal verbs are auxiliary verbs that express ideas like ability, advice or recommendation, obligation or duty, necessity, possibility, permission, prohibition, or request etc. There are various kinds of modal verbs in English. Thus, in this lesson we are going to explore some modal verbs that frequently used for giving advice or recommendation.

English speakers use the modal verbs “ought to” “should,” and “had better” to express that they think something is a good (or bad) idea. For example: Ayantu should go to the doctor. This shows that we think it is a good idea for Ayantu to visit the doctor.

Some characteristics of modals verbs

They never change their form; you can't add ‘-s’, ‘-ed’, ‘-ing’, etc.

They are always followed by an infinitive without “to” (i.e. the bare infinitive).

We use the same modal verb for all subjects whether the subject is singular or plural

They are always followed by the base verb (V₁).

All modal verbs have more than one meaning

Should

Is used when we want to express our subjective opinion which is based on our own opinions rather than facts. It is the most common way to give advice about something that is definitely a good idea. We use it when we want to say or ask what is the correct or best thing to do. It's used to say that something is advisable/necessary (in our opinion). This indicates, in my opinion it is advisable, but there is some choice. Should is used as a way of giving advice in two forms. In one hand, it is used in present structure. In this case, it can be constructed as subject + should + base verb.

Example

You should eat healthy food or

You should exercise every day.

On the other hand, should is used for advice in the past structure: Here it can follow the pattern subject+should + have + past participle (V₃).

Example

You *should have gone* to the party.

She *should have studied* more often.

Negative Form

It is common to use "should not" to give negative advice or expression.

Example

You should not drink so much beer.

You should not smoke.

You should not eat too much candy.

Question Form

It's a good idea to use the structure modal + subject + basic verb + ...? to construct questions.

Example

I have a problem. Should I call_my parents or my friend? wh- (information questions) can be formed by putting the wh- question word immediately before the modal verb. Here is the pattern: wh-word+modal+sub+base verb+...?

Example

why should you believe them?

Ought to

Is used when we want to express *an objective truth* which is based on/considering facts rather than personal opinions. Ought to isn't used as often as should and is rarely used in questions or in the negative. In fact, in some cases, ought to and should are similar in meaning. Should is more common than ought to but, ought to be more formal than should. For example; there ought to be more street lights here (means the same as there should be more street lights here).

Negative Form

You *ought not* to drink so much beer.

Had better

It is used when we want to make stronger advice to indicate that the advice we are giving is really important. We use it if we think there will be something bad will happen if you do not apply it as recommended by someone/body else. That means there may be a consequence if you ignore it. Had better is a bit stronger than *should* and *ought to*. For example, you are seriously injured, so you had better see a doctor. Or *the tanker is empty therefore, you had better stop drive*.

We use had better to provide an urgent advice. For instance, you had better do your homework. If you don't do it, the teacher will give you low mark. Don't say *had better to* as modal verbs followed by bare Infinitives. "You had better..." can be contracted to become "You'd better..."

Negative form

You had better not lose your passport, or you will encounter problems at the airport. Sometimes it may be necessary to use *ought to* and *had better* interchangeably to give advice. For example, some consider you ought to work very hard as similar with you had better work very hard.

Note: Ought to and had better are not used in question forms.

Infinitives

It is formed from a verb but doesn't act as a verb. Rather it functions as a noun and it is usually made up of two words: to + verb. These two words act together as a noun, as an adjective or an adverb because an infinitive is not a verb. Despite the fact that infinitives refer to actions, they often act as nouns. For example: to jump, to sneeze, to believe, to wonder, to love, to play, to cry, to go, etc. frequently act as nouns. The infinitive is used to express purpose: For example; Gita has studied hard to pass the exam. The purpose of studying hard is **to pass** the exam.

On the other hand, the *infinitive without to* is called a **bare infinitive**. A bare infinitive is used after a modal auxiliary. Words like must, can, would, and will are modal auxiliaries. Modal auxiliary verbs are followed by an infinitive without to. For example: Rakeb may comes today is wrong. Because, verb+es, s, are not used after modal auxiliary verbs. Similarly, Rakeb may *to come* today is wrong too. Because *to+verb* is not used after modal auxiliary verbs. Likewise, Rakeb may coming today is also wrong as the ing form of a verb are not used after modal auxiliary verbs. However, Rakeb may come today is correct because the verb *come* is bare infinitive which placed after the modal verb may.

Note: The past tense form of a verb, the ing form of a verb, verb+es, s, or to+verb is not used after modal auxiliary verbs.

Find the errors in the following sentences and them correctly

1. I ought take him to the emergency room. *wrong! why?*
2. You should to help people. *wrong! why?*
3. He has better consult a physician. *wrong! why?*
4. They ought to not hurt his leg. *wrong! why?*
5. I had not better put hot water on the burn. *wrong! why?*
6. You *should to* study harder. *wrong! why?*
7. You *had better slowing* down. *wrong! Why?*
8. She *ought to to* drink more water. *wrong! why?*

Giving Advice through Writing Paragraphs

Answer one of two letters of anxious people looking for advice. They have written to Agony Aunt and are waiting for an answer. Can you help them? Use any suitable modal verb.

Dear Aunt

I have been with my boyfriend for three years now. He asked me to marry him last week and I am not sure what to say. I do love him but he doesn't have a good job. He works as a chef in a king restaurant and I really want to be rich.

Please help me.

Thanks! Marta

Dear Aunt

Please help me. I lost my job as a manager of bank of Abyssinia last month and I haven't had the courage to tell my wife and family about it. My wife and two children spend a lot of money every day and if they found out that they were poor they would be upset. I hope I can find a job soon, but recently I have been pretending to go work every day. What should I do?

Thanks!

Tefera

Activity 1.2.1: Sentence completion

Complete the following sentences by choosing the correct word or phrase from the alternatives given.

1. I need a quiet place to study. Where _____ (**I should/ ought to I/ should I**) go?
2. The airline allows only two pieces of luggage. You _____ (**had better not/ better not/had not better**) pack too much or you will have to take some of it out at the airport.
3. A: I think that the grade my teacher gave me on my test is wrong.
B: Really? You _____ (**ought talk/should to talk/ought to talk**) to her after class today.
4. It is raining and I don't want to get my dress wet. I _____ (**had better not bring/had better to bring/had better bring**) an umbrella.
5. A: I'm very hot.
B: You _____ (**should take off/ought to take off/better had**) your coat.
6. I did not understand much in the last lecture. I _____ (**ought read/had better read/had read better**) more on the topic.

Activity 1.2.2: Completing short dialogues

In pairs, take turns and give advice to each other using the cues given below. Use the three ways of giving advice you practiced above. The first one has been done for you as an example.

1. Aman: I want to speak English more fluently.
Muna: You should *practice* speaking every day or
Muna: You should *communicate* with native speakers
2. Aman: I'm adding weight recently.
Muna: _____.
3. Aman: My parents send me money but I'm always broke.
Muna: _____.
4. Aman: I'm not feeling well.
Muna: _____.
5. Aman: I can't study in the dorm. The other students talk too much.
Muna: _____.
6. Aman: I want to join a good department next year.
Muna: _____.
7. Aman: I find it difficult to get up early in the morning.
Muna: _____.
8. Aman: I spend a lot of time watching television every day.
Muna: _____.
9. Aman: I'm feeling bored this afternoon.
Muna: _____.
10. Aman: I keep losing my mobile phones. I lost two mobile phones last month alone.
Muna: _____.

The Communicative Functions of Modal Verbs

Task 1: Complete the following sentences by choosing the correct uses of modal verbs from the alternative given in the bracket.

1. They _____ (**ought /should to/ought**) make this cake without sugar
2. It's cold. You _____ (**had better/better not/had better to**) wear your scarf
3. _____ we go by car or by train? (**should/ought to/had better**)
4. You look tired. You _____ (**better/should/ought**) take a rest.

Task 2: Choose the best answer that completes each sentence with an appropriate modal verb: Should, ought to, or had better.

1. My teacher told me that I _____ review my notes every day. I guess it's a good idea to look at them after class.
a. should b. ought to c. had better
2. I'm going to a party tonight. What _____ I wear: a dress or black pants?
a. should b. ought to c. had better
3. If you are worried about getting fat, you _____ eat at McDonald's every day. You _____ eat healthy, low-fat foods like fruits and vegetables.
a. had better/should b. should/ ought to c. had better not/should
4. It's really raining outside right now. I _____ forget my umbrella or I'll get wet!
a. shouldn't b. should not to c. had not better
5. Where _____ we have lunch today: at home or in a restaurant?
a. should b. ought to c. had better
6. My doctor feels that I _____ exercise more because I'm out of shape and want to lose weight. I think he's right.
a. should b. ought to c. had better

Task 3. Below is an incomplete text. Choose suitable modal verbs from those given below to complete the text and write only the letters of your choice.

should	might	may
must	shouldn't	can

If you are planning to come to Mexico and stay with a Mexican host family, there are some key things I (1) _____ pass on to get the best out of your stay. I hope these things are useful! First of all, not all families are the same so you (2) _____ talk to them to arrive. If there are some customs in which you differ from, you (3) _____ do what you want, instead, you (4) _____ negotiate with them by explaining your reasons so that you come to an agreement. Since you are staying in a place where you don't belong to, it is ideal to keep your room tidy and clean you (5) _____ do your room twice or once a week. Regarding the money, you (6) _____ ask if it is necessary to share some costs, you would ask first before doing anything. Finally, the best tip is: when in Rome do as Romans.

Task 4: Below is an incomplete text. Choose the correct modal verbs from the box and insert it in the spaces given to complete the sentences and write it only the space provided.

must not	should	shouldn't	ought to	must	can	may
----------	--------	-----------	----------	------	-----	-----

It is accepted that anybody _____(1) catch HIV/AIDS from unsafe sex, if they are not careful. Unsafe sex is a high risk sexual activity in which there is no precaution against contact with the sexual fluids of a partner, for example, sexual intercourse without condom. A person _____(2) contract HIV if he/she has unsafe sex with different partners. So, one _____(3) always take care of him/herself. He/she _____(4) have unsafe sex with any partner. On the other hand, though condoms are one of the main ways to reduce the risk of HIV/ADIS, other sexually transmitted disease as well as unwanted pregnancies, they _____(5) be taken as a fool proof, and the instructions _____(6) be followed strictly. Hence, you ought to convince yourself that you _____(7) have sex before safe marriage. After all, sex before marriage is not usually accepted. As a result, you _____(8) respect your society's norms.

Task 5: Choose suitable modal verbs from those given below to complete the dialogue

Must	Could	Ought to
Can	Should	Have to

- Zinash:** Let's go shopping. I have got quite a number of things to buy, and I believe I can get them all in this shop. You see, I (1) _____ buy a present for my friend. She has invited me to her birthday. What shall we look at first?
- Bontu:** Gloves, I think. They must be on the ground floor. Yes, here we are, and I (2) _____ see just the kind I want.
- Zinash:** Well, that didn't take us long; now let's go up by the escalator to the third floor.
- Bontu:** We'll just take a quick look around to see if there is anything, we (3) _____ take back as presents for the family.
- Zinash:** I like these books, and do you? Shall we ask how much they are?
- Bontu:** I want to get a comb and some hair clips. Where do you think I can find them?
- Zinash:** Oh, you (4) _____ go to the haberdashery department. That's on a lower floor, I believe. We'll get them on our way out.
- Bontu:** How do you like those white shoes just over there, on the right?
- Zinash:** I like them very much, indeed. They are perfect for Winter wear.
- Bontu:** Do you think they're my size? They look just about right.
- Zinash:** You (5) _____ try them on.

Task 6: Read the dialogue following the box carefully and supply the correct modal verbs.

will have to	must	can	couldn't
will	would	mustn't	had better not
should	won't	can't	may not

Melat: Good morning, **Fasile!**

Fasile: Hi, Melat! I have been looking for you! **(1)**_____ I use your laptop? I'm writing a report.

Melat: Of course! But what if we have breakfast now?

Fasile: It sounds great!

Waiter What **(2)**_____ you like to have?

Melat: Spaghetti and bread, please! I think Fasile prefers bread and tea

Fasile: Sure.....you know my preference. Who is that coming?

Melat: I think he is John.

Fasile: No, he **(3)**_____ be! John has just gone to Jigjiga. Perhaps Bedilu.

Melat: Maybe! They're alike. Have you submitted your term paper?

Fasile: Not yet! I **(4)**_____ have submitted! Yesterday was the deadline.

Melat: No problem! Dr. Fatuma still receives.

Fasile: Oh! I'm lucky! Have you heard about Ujulu? He's going to drop out of school!

Melat: What?! What's gone wrong?

Fasile: He doesn't afford the tuition fee. I'm worried we're going to miss him

Melat: Take it easy! I **(5)**_____ cover his tuition fee. My brother has sent \$ 800 to me.

Fasile: That's very nice of you! Melat, I **(6)**_____ go now. Today is the deadline for my term paper. See you tomorrow!

Melat: Okay, thanks! Have a nice day!

Task 7: Complete the following dialogue by filling in the blank spaces the most appropriate one of the three alternatives given in brackets against each blank space.

Sami: Hi Sara, what's the matter? You look worried.

Hana: I just got my grade report back and my GPA is low.

Sami: I'm sorry to hear that. But it's only the first semester. You still have some time to do something about it.

Hana: What do you think _____ (should I/ I should/ I had better) do about it?

Sami: Well, why do you think your GPA is this low?

Hana: I guess I didn't go to class enough. I skipped a lot of classes because of my health and other personal issues. (And sometimes I didn't get to hear what was taught in class.)

Sami: Then, I suggest you start by being determined to reform and attend your classes regularly. You _____ (should not/ ought to not/ had better not) miss any of your classes unless you've a compelling reason. Also, you _____ (ought/ should/ had better) to take better care of your health. Eat healthy food, take vitamins and do physical exercises to boost your immune system.

Hana: Recently, I've been working out three to four hours each day. _____ (Ought to I/ Should I/ Had I better) exercise more?

Sami: Actually, you need to lessen it. You seem to have already been overdoing it. So you _____ (should/ ought to/ had better) work out less, maybe just 3 to 4 times a week, or you will injure yourself.

Hana: Got it. Thanks for your advice.

Sami: Don't mention it. We're friends. I'm always there for you.

1.3. Reading: Reading for Study

Study Note

Study the note given below very carefully. It will enhance your ability to understand complicated concepts detailed in textbooks and improve your reading comprehension proficiency.

1. Pre-reading Survey

Before reading a text, complete a reading survey for a brief summary of it. This will give you an idea of what to expect in the text, so your reading will be more productive. The first thing you should in a pre-reading survey is called *read the introduction and review the table of contents*. Next, *read section and chapter headings and text highlighted with bold print*. Throughout the process, be sure to focus on *general information*, not specifics.

The following is a bullet list of specific things you should look over and/or read when performing a *pre-reading survey* of a textbook chapter.

- A. **Chapter title and subtitle:** - Reading the chapter title and subtitle will provide you overall topic of the chapter, and will provide your reading direction and focus.
- B. **Focus questions at the beginning of each chapter:** - Many (not all) textbooks include focus questions at the beginning of each chapter. Reviewing these questions before reading the text will help provide focus and indicate what to look for while reading the chapter.
- C. **Chapter introductions and first paragraphs:** - The first paragraph of a chapter usually provides an introduction to what the chapter will be about. Reading the first paragraph, or introduction, will the material you're about to read is going to about.
- D. **Boldface subheadings:** - Many sections will begin with boldface subheadings. Reviewing these subheadings before reading the chapter will provide you an idea of what major topics to focus on as you read each chapter section.
- E. **First sentence of each paragraph:** - The first sentence of a paragraph usually introduces the central thought of the paragraph. It tells you what the paragraph is about. However, in some texts, the first sentence is more of an attention getter. In this case, you'll need to read the first and second sentence of each paragraph. This exercise alone will provide you a very good idea of what the entire chapter is about and the major themes to look for as you read.

- F. **Visual aids:** - Look for any material that is presented in list form (i.e., 1, 2, 3, lettered a, b, c, etc). Because bulleted list of information can all help you identify the most important points of the chapter.
- G. **Last paragraphs or chapter summary:** - The last paragraph or summary provides a condensed explanation of what the chapter was about-including the most important take aways.
- H. **End-of-chapter material:** - Sometimes textbooks will provide study questions at the end of each chapter. If present, review these materials to get a better idea of the central concepts.

2. While-reading

A. Define your purpose

Many texts contain information and details that is unrelated to the most important concepts and ideas. Identifying a purpose or objective when reading will keep you focused on what's important. Defining your purpose ahead of time will also help you classify information that is relevant to the main concepts and that which is nonessential, so you can minimize the time spent studying what's most important.

B. Read the text

Now that you have completed your pre-reading survey and identified a purpose, it's time to actually sit down and read the text. If you have a difficult time concentrating when you read, we recommend reading out loud. Many people comprehend material better if they read it out loud-especially if you are an auditory learner.

C. Take notes or highlight important concepts

Writing something down is one of the most effective memory techniques. As you come across key concepts, facts, and ideas, use a highlighter, write them down on a piece of paper, or make a note in the margin. This will help you remember what you've read and be able to quickly access important sections for future reference.

3. Post-reading review

After reading a text, take time to identify the important points of the text you read. This will help you internalize what you've learned and help you retain it for future reference. Identifying what you have learned will also help you identify what you still do not fully comprehend, so you can spend more time reviewing unclear concepts.

Activity 1.3.1: Preparing for reading

Look at the first three questions below and answer them individually. Then discuss your answers in groups of three. Report your answers to the class.

1. What is reading?
2. Is reading an article in a newspaper the same as reading a book in your field of study? Explain.
3. Do you think reading for your study at university will be different from reading at high school? How is it the same or different?
4. Find out the meanings of the following words with the help of your teacher. invaluable
invaluable scan skim assimilate repertoire

Answer Key

1. Reading is a complex cognitive process that involves recognizing words and leads to the development of comprehension. In English, comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Many experts say that prior knowledge is a skeleton of reading comprehension. Effective reading comprehension is important to academic learning, professional success and to lifelong learning. It also involves *word knowledge (vocabulary)* as well as *thinking* and *reasoning*. It is the ultimate test of your language skills.
2. A newspaper often gives only a brief coverage of a topic, ignoring the details whereas a textbook may require detailed study to extract the essential knowledge it contains.
3. It is true that a good reader enjoys reading, reads more, and understands better. As a university student, you are expected to read much more than you used to do in high-schools. Thus, for better achievement in your academic career, you need to be an effective reader as an effective reader is able to derive meaning from known vocabulary and known grammar, can infer, interpret and anticipate, can think selectively during the process of reading, and can retrieve the main points.

4. Vocabulary answer key

invaluable	extremely useful or very useful
scan	read every part of sth quickly until you find what you are looking for
Skim	to move quickly over or touching it slightly
assimilate	to incorporate, to learn and understand sth, absorb knowledge into the mind
repertoire	a set of skills possessed by a person, or all the things that a person is able to do

Activity 1.3.2: Reading for understanding

1. Read the following text and answer the questions below it.

Reading for Study

Reading is a fundamental aspect of academic work. It is likely to be the major way to gather information about the discipline you are studying and it is a very valuable skill to enhance and develop at university or college. One of the routes to develop the ability to think about and describe the world in terms of a particular approach is through reading. Reading will provide an understanding of the academic discipline being studied. Ultimately it will be one of the keys that unlock the door to a career as a business manager, psychologist, engineer, chemist, teacher, scientist and so on. As well as guiding you through your course, it will be an invaluable learning tool in the world of employment. Reading opens up the possibility of gaining access to and an understanding of the thinking of all the people who have developed models and theories or written about a particular discipline.

One of the principal objectives of reading for study is to gather ideas and information and to assimilate them into your own view of the world, and then to be able to express that view through the assessment program or in seminars. Only by doing this can you understand a subject. During your time at university or college you will need to approach your reading very intelligently and diligently by putting considerable effort into it.

As a student it is important to recognize that reading may be the most demanding work you do at university or college and that a huge volume of reading will be required to pass a course. Almost certainly reading strategies need to be developed in order to get through the amount of reading to be done. For some people it may be a matter of changing perceptions about reading. For example,

on entering a library some students will think ‘Oh no, look at all these books to read! while others will think ‘Oh wow, look at all these books to read -where shall I start? Let me get going!’.

Over the years, authors have identified, described and analyzed the issues relevant to a particular area of study, such as business, philosophy, botany, education and psychology. Within each discipline theorists examine a subject from a number of viewpoints, identifying key themes and issues and embodying certain assumptions. One of the particular advantages of reading is that in many instances it is possible, through books, to read the original works of an author. The written word is still the main way of accessing academic debate in all fields of study. Through reading, it is possible to discover the fundamentals and essential aspects of a subject, its basic assumptions, the facts upon which it is built and how these are examined and approached.

Purposes for reading

A student will read for many different reasons, and it is important to remember that the way reading is approached should change depending on the purpose. Glancing through a newspaper to pick out the main news items is quicker than and different from reading for study, and both involve a variety of skills. A newspaper often gives only a cursory coverage of a topic, ignoring the details. A textbook may require detailed study to extract the essential knowledge it contains. When reading, for example, it is possible to:

- a) read an instruction book with the intention of immediately applying the information in order to play a new stereo, use a cooker, repair a car;
- b) read an enjoyable, exciting novel for escapism, as quickly as possible, with no need to worry about remembering any of the story afterwards;
- c) skim through the pages of a magazine for the latest developments; or
- d) scan the pages of a newspaper to absorb the main headlines that day, disregarding the advertisements altogether.

There are, of course, different ways of tackling reading, which will vary according to both the reading material and the particular task and focus. Reading is, after all, one of the basic tools of work for students. It is crucial that reading skills are developed so that you are able to get the most out of reading and importantly to make the best use of it. There are many techniques that can be used to gain a detailed understanding from a textbook or article, to identify the main themes or issues, or to get a general overview.

The reading skills that you have already developed can be put to good use in academic study. New students may neglect to use abilities which are at their disposal in the repertoire of skills developed in their everyday lives, but that are often taken for granted and overlooked. Reading is a skill which is often taken for granted. It is easy to believe that it no longer requires any thought or effort. However, the fact is that reading is concerned with understanding the meaning that the author is trying to communicate; not just a matter of recognizing words on a page. When studying, it is important to think about why you are reading and to realize your need for a variety of approaches. It can be only too easy to read without thinking about it, because a reading list has been provided by the instructor or you think that reading is a necessary requirement of your course.

Most people tend to feel that the way to read a book, an article or information on a personal computer is to start at the beginning and read through to the end. At first this tends to be the approach that many students adopt with books, opening the textbook and starting to read from chapter one until he or she loses interest, finds it too difficult, falls asleep, or in some cases finishes the book with relief. This method is unlikely to be the approach which brings the most benefit when studying at university.

(Slightly adapted from Payne and Whittaker, 2000)

2. Answer the following questions using the information in the text above. Write your answers in your notebook, then check them with another student.
- Why may reading be the most demanding work at university or college? Reading is one major way through which students gather information and gain knowledge in their fields of study and that they have to do a huge amount of reading in order to succeed in their studies.
 - In what way is the written word common to every field of study? Reading is the main way of accessing academic debate in all fields of study. Through reading students in various disciplines can discover the fundamental and essential aspects of a subject, its basic assumptions, the facts upon which it is built and how these are examined.
 - What are some of the ways in which we read? Glancing, for example, through a newspaper only to pick out the main news items and ignoring the details, reading in detail for academic study, scanning a text to pick out some specific information.
 - How do our ways of reading vary? Our ways of reading vary according to our purposes for reading.

- e. How do students who say ‘Oh no...’ differ from those who say ‘Oh wow...’ regarding their perceptions of reading? The two types of students are different in that the former view reading negatively while latter look at reading positively.
 - f. What do the writers mean by “Reading is a skill which is often taken for granted”? The writers mean that others believe that reading is something that can be done without any thought and effort.
3. Say whether the following statements are ‘True’ or ‘False’. Support your answers with evidence from the text.
- a. Students had developed reading skills when they come to university. **True**
 - b. Our reading purpose changes according to our approach to reading. **False**
 - c. Reading is the only way of gathering information about one’s field of study. **False**
 - d. Reading an instruction book in order to apply the information immediately and reading an enjoyable novel for escapism both employ the same reading skill. **False**
 - e. The writers believe that reading requires thought and effort. **True**
 - f. At university, it is very useful for students to start at the beginning and read through to the end of a book. **False**
4. What do the words in **bold type** refer to in the text?
1. ...**it** will be an invaluable learning tool... (paragraph 1) reading
 2. Only by doing **this**... (paragraph 2) gathering ideas and information and assimilating them into your own view of the world
 3. ...and how **these** are examined... (paragraph 4) the fundamentals and essential aspects of a subject, its basic assumptions and the facts upon which it is built
 4. ...and **both** involve a variety of skills (paragraph 5) glancing through a newspaper to pick out the main news items and reading for study
 5. ...in **their** everyday lives... (paragraph 7) new students’

Study Note

Reference questions look similar to vocabulary questions. A word or phrase is highlighted in the passage, and you are asked what that word exactly refers to. Usually the word is a pronoun, like “she” “they” or “it”. It could also be a relative pronoun, like “which,” “that” or “whom”. Now let us see what the bold type words refers to as the author used in the following paragraph.

Many types of animals combine the advantage of family association with **those** conferred by membership in still larger groups. Bees congregate in hives; some fish move in schools; ants gather in mounds; wolves live in packs; deer associate in herds. The main advantage of membership in a mass community is the safety that **it** provides. A large group of prey may be easier for a predator to find at any given point than is a small **one**, and predator may think twice before taking on such a group; if a predator does decide to challenge a large group, **it** may merely encounter a confusing mass of moving bodies and possibly may not succeed in its primary goal.

1. The word “**those**” (line 1) refers to_____
 - A. types
 - B. animals’
 - C. advantages
 - D. groups
2. The word “**it**” (line 4) refers to_____
 - A. safety
 - B. advantage
 - C. community
 - D. membership
3. The word “**one**” (line 5) refers to_____
 - A. group
 - B. prey
 - C. predator
 - D. point
4. The word “**it**” (line 6) refers to_____
 - A. group
 - B. mass
 - C. predators
 - D. goal

5. Guess the meanings of the following words and phrases as used in the reading text. First, work individually, and in groups of three, tell each other what helped you to arrive at those meanings.

Study Note

It is obvious that most students have difficulties in guessing the meaning of strange words from context. In fact, it can be real only if the context is not adequate. However, in order tackle them, students are being forced to look it up from other sources. In contrast, if adequate context is presented, students are recommended to look the expressions that comes before or after the new words. Now, let’s guess the meaning of the following words as they are used in the given passage.

- | | |
|--|---|
| a. keys (para 1) <i>main</i> | f. extract (para 5) <i>grasp or obtain,</i> |
| b. access (para 1) <i>a way of reaching/entering</i> | g. vary (para 6) <i>differ</i> |
| c. perceptions (para 3) <i>views/attitudes</i> | h. themes (para 6) <i>the subject of the talk.</i> |
| d. interpreted (para4) <i>analyzed</i> | i. at their disposal (para 7) <i>throwing it away</i> |
| e. glancing through (para 5) <i>a quick look</i> | j. recognizing (para 8) <i>remembering,</i> |

Missing Words/ Expressions

6. Take appropriate notes from the reading text and complete the following guided summary.

Reading seems to be the main way to access information that you need in your field of study. It is therefore a very useful skill to develop in order to succeed in your university study. It is also through reading that academic disciplines prepare students for their future careers. One major objective of reading at university or college is to gather ideas and information and to make them part of your own world view, and then express that view when necessary. This means that students need to put the necessary effort into reading and make the best out of their reading experiences in order to be successful in their university studies. It is also important to note that the approach to reading varies according to the purpose for reading, and there are different ways of tackling reading based on both what is to be read and the particular task to be accomplished. Thus, to make the best use of their reading, students need to further develop their reading skill in addition to using the abilities that they already possess when they come to university.

Activity 1.2.3: Post-reading

Work individually. Think of your own reading experience and write a paragraph of 150 – 200 words. Use the following questions to guide you.

1. What books or texts did you read when you were in high school?
2. How did you read them?
3. Did you read them all in similar ways?
4. Did you use different ways of reading? If different, what were the ways?
5. Do you think your reading in the past was effective? Why or why not?
6. Do you think you will need to change the way you read for your university study?

Explain.

1.4. Grammar focus: Present Perfect Tense

The present perfect tense is formed by using 'have' or 'has' plus the past participle of the verb. Or (*Sub + have/has + V₃*). This tense is also called "pre-present" or "before present". It refers to the time from past to present. There are two tenses in the present perfect (past and present). Present perfect by definition: is the tense which is used to talk about things that happened and continue in the past, or at an indefinite time in the past. It is all about past or finished actions but the specific time is not exactly known. The action expressed in the present perfect tense does not include a definite past time because the interest is in the action, not in when the action took place.

Look at the form of the present perfect tense

Affirmative

We have seen the movie

Dawit has paid the bill

You have read this poem

Negative

We have not seen the movie

Dawit has not paid the bill

You have not read this poem

Interrogative

Have we seen the movie?

Has Dawit paid the bill?

Have you read this poem?

Uses

The present perfect tense is used:

To talk about past actions with some importance now (the result is being seen or observed now).

Example	Meaning
I have cleaned the window	<i>the windows are clean now</i>
I have eaten my <i>supper</i> (dinner)	<i>I'm still satisfied. I don't need any more food now</i>
She has lost her keys	<i>she is looking for it; but she can't find it</i>
They have learned French	<i>they know it well or can speak French right now</i>

To talk about recently completed or finished actions. In this case, already, yet and just are used.

Adverbial words	Meaning
already pattern (sub+ has/have+ already+V ₃)	To say that something happened sooner than expected or earlier than expected. Example A: Don't forget to read this interesting book B: I have already read it (before expected time). X: What time is the train leaving? Y: it has already left (left before expected time). A: When is Abel going to home town? B: He has already gone (sooner than you expected)

Just pattern (sub+have/has+just+V ₃)	To show something happens a few minutes ago or a short time ago or a moment ago. Example She has just come (<i>she came a short time ago</i>). X: Are you hungry? Y: No, I have just had lunch (I had it a short time ago) The snow has just stopped (it stopped a short time ago) We have just heard the news from Alex (I heard it a short time ago)
Other meanings of just	It means, <i>right now, exactly, really and thanks</i> . Example I can't talk now =I am just going out (<i>just=right now</i>) The plane had just landed (<i>just=a short time ago</i>) It is just two o'clock (<i>just=exactly</i>). I just hate the way he talks to people (<i>just=really</i>) Can I help you, sir? No, I am just looking round (<i>thanks</i>)
Yet	It shows that the speaker is expecting something to happen. We use yet in questions and negative feelings or thoughts. It usually comes at the end of the sentence. Example Have you paid the electrician yet? Questions No, he hasn't sent his bill yet? Negative I have written letter, but I haven't sent it yet. Did you eat yet? Have you eaten yet?

To connect the past with the present with some adverbs and adverbial phrases

Adverbs and adverbial phrases	Example
It is the first time	<i>It's the first time</i> he has driven a bicycle <i>It's the first time</i> I've counted 5000 birr
So far	It indicates Up to now We haven't had any problems <i>so far</i> . she has typed six letters <i>so far</i>
Ever pattern (sub+has/have+ever+V ₃)	It means at any time (<i>throughout life</i>). It mostly used in questions Example Have you ever broken your legs? (<i>in your life</i>) Have you ever driven a motorbike? (<i>in your life</i>) Ever with present perfect tense superlative degree Example This is <i>the worst</i> meal I have ever eaten. This is <i>the most interesting</i> job I have ever had.

Never pattern (sub+ has/have+never+V ₃)	It refers not at any time up to now (in your life). We use it with affirmative statements. Example she has never given him flowers before. I have never ridden a bike in my life. Lensa: Have you ever seen the Prime Minister? Dame: No, I haven't or No, never, or Never.
--	--

To express repeated actions. In this case, we often use some words like; often/several/many times.

Example Teacher: How many tests have you taken since the beginning of the semester? Students: we have taken three/several/ many tests since the beginning of the semester. I have met her several times . We have often met each other at the party I 've watched him on TV many times .
--

To express an action which began in the past and still continuing up to the time of speaking. To do that, you should use **since+ a point of time, for+ a length of time**, and incomplete time expressions like all day, to day, this week, all his life, this year, and this afternoon.

For	Uses
pattern (for+duration of time)	Is used to talk about a period of time <i>for two hours for five days for long time</i> <i>for ages for many years for three weeks</i> Example: <i>We have known him for many years (still I know him)</i> <i>I have been here for ages (I still live here)</i> X: How long have they used the car? Y: They have used it for ten years (<i>they still use it</i>). Note: 'For' is used with " past tense " but not since. Example <i>I saw this movie for several times (the speaker sees no longer)</i> <i>She lived in Bale for ten years (she doesn't live in Bale now)</i> <i>I read this fiction for hours (but I no longer read it now)</i>

Since pattern <i>(since+a point time)</i>	Is used to talk about the length of time from a particular point <i>Since last week/year/month Since the school days</i> <i>Since 2001/2009.... Since September/October</i> <i>Since Christmas/New Since I know him</i> <i>Since her/his birthday Since I was a child</i> Example I have liked titanic movies ever since I was child. <i>(meaning=I still like it)</i> I have been here since seven o'clock <i>(meaning=I am still here)</i> Note: Don't use <i>since</i> with past simple verbs. Example We <i>learned</i> English <i>since</i> grade one. wrong We <i>have learned</i> English <i>since</i> grade one. right We <i>learned</i> English <i>for</i> ten years. right
--	--

To talk about actions that has taken place **once, never or several times** before the time of speaking.

Example

I have never been to Moyale.

Present perfect with *has/have gone to + country/city or has/have been to+ country/city*

Example

The president has **gone to** china

(meaning =he/she is in china now)

The president has **been to** china

(meaning= he/she isn't there now)

Note: We usually say "*I have been/gone to a place*".

Note: Definite past time expressions like *last time, last week, last month, last year, two days ago, five days ago, yesterday* etc, are not used with the present perfect tense.

Example

Marta *has finished* her assignment yesterday (**wrong**)

Marta *has finished* her assignment (**correct**)

He *has lived* in Bale *last year* (**wrong**)

He *lived* in Bale *last year* (**correct**)

Activity 1.4.1: Discussion

In groups of three, tell each other what we have done so far in this unit. For example: We have listened to a talk on note taking in lectures. Each group member should be able to say at least two things that you have done. Then, one of you will record the sentences and report to the class.

The present perfect tense action can be understood more easily in contrast with an action expressed in the simple past. Look at the following examples of the use of the two tenses:

A: I **have read** this novel before.

B: Have you? When **did** you **read** it?

A: About two years ago.

Activity 1.4.2: Completing sentences

Complete the gaps using either the **present perfect** or **past simple** form of the verbs in the brackets. When you have finished, compare your answers with those of another student.

1. Yesterday we **played** (play) football after class.
2. The boys **have cleaned** (clean) the car. It looks new again.
3. We **have just read** (just, read) the book. Now we can watch the film.
4. I first **met** (meet) my best friend three years ago.
5. None of my family members **has ever visited** (ever, visit) another country before.
6. She **bought** (buy) her car when she was working in a business company.
7. Things **have changed** (change) a great deal at our company. When we first **started** (start) working here three years ago, the company **had** (have, only) six employees. Since then, **we have expanded** (expand) to include more than 2000 full-time workers.
8. In the last hundred years, traveling **has become** (become) much easier and more comfortable. In the 19th century, it **took** (take) two or three months to cross North America by covered wagon. The trip **was** (be) very rough and often dangerous. The situation **has changed** (change) a great deal over the last century. Now you can fly from New York to Los Angeles in a matter of hours.

Task 1: Fill the following blank space with the correct given verbs so as to make the dialogue complete.

Ramadan: Addise, may I ask you a question? How long ¹ _____ you _____ unemployed? **(be)**

Addise: Since February, 2018. But I have just applied for a job as a musician at Harar police band.

Ramadan: But you ² _____ as a musician as far as I know. **(never work)**

Addise: I have sung at weddings & clubs many times this year.

Ramadan: ³ _____ anybody _____ you about their choice yet? **(contact)**

Addise: No, nobody ⁴ _____ in touch with me since the interview last week. **(get)**

Ramadan: Mary: And have you tried to call them, write an email or send a text message?

Addise: Do you think I should? To be honest, I haven't found the courage to do that so far.

Ramadan: If you ⁵ _____ it yet, do it as soon as possible. **(not do)** Show them that you are really interested in the job.

1.5. Reflections

Reflect on your learning experience in this unit by writing short answers to the following questions.

1. Did you find the topic of this unit interesting? Why?

2. Which of the activities in this unit were:

a) easy? Why?

b) difficult? Why?

c) of medium difficulty? Why?

d) enjoyable? Why?

1.6. Self-assessment

Assess your learning progress in this unit by putting a tick mark (✓) in the appropriate box in the table below.

No.	Can you...	Yes	No
1.	listen to and comprehend short texts of reasonable difficulty?		
2.	read with comprehension short texts of manageable difficulty?		
3.	make relevant notes while listening or reading?		
4.	use the present perfect tense to express various actions?		
5.	discuss in English to do different activities?		
6.	guess the meanings of unfamiliar words using various contextual clues?		
7.	identify what words such as pronouns refer to in longer texts?		

Tell your partner your plan to make improvements in areas where you have weaknesses (if any).

1.7. Summary

This unit has engaged you in a range of listening and reading activities. Specifically, the unit has given you opportunities to practice listening and reading activities and some of the activities integrated speaking or writing skills. You have also had a chance to learn the meanings of some words and the various uses of the present perfect tense. It is thus believed that the unit has helped you to build on the skills and knowledge you learned at high school. The next unit will also expose you to various activities aimed to enable you to further consolidate your English language skills and knowledge. Are you ready to proceed to Unit 2?

Unit 2: Health and Fitness

Unit introduction

Like the preceding unit, this unit exposes you to a range of activities designed to help you develop your communicative ability in English language. The unit has seven sections. The first section engages you in listening to a short text about a famous football player. In the second section you will learn how to use conditionals correctly. The third section is mainly meant to enable you to improve your reading comprehension skills. In the fourth section you will practice guessing the meanings of new words from context. You will reflect on your learning experiences in the fifth section while the sixth section encourages you to self-assess your learning progress. Finally, section seven summarizes the unit.

Objectives

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

- listen and take notes from a story;
- read and identify main ideas in a reading text;
- write a paragraph describing the lessons you have learnt about health and fitness;
- use conditional sentences in conversations or in writing;
- guess the meanings of new words from context;
- discuss in English about health and fitness; and
- reflect on your learning and self-assess your progress.

2.1. Listening: Zinedine Zidane

Zinedine Yazid Zidane was born on June 23, 1972, in Marseille, France. The son of Algerian immigrants, Zidane learned to play soccer in the streets of La Castellane, a rough section of Marseille. After starring for local youth clubs, 14-year-old Zidane was discovered at a French Football Federation training camp, and spent the next three years honing his skills in Cannes' youth division.

Zidane made his first professional appearance for Cannes at 17, scoring a goal in his debut. He transferred to Bordeaux in 1992, and in ensuing years the attacking midfielder earned fame for his excellent all-round play. Prone to the occasional flash of temper, Zidane otherwise was the

embodiment of control with the ball at his feet, seemingly knowing when to maneuver through the defense, find a teammate with a pinpoint pass or rocket a shot at the goal.

Zidane transferred to Juventus F.C. in Italy's prestigious Series A League in 1996. The move brought a marked increase in visibility and expectations, but Zidane proved he was up to the challenge by steering Juventus to an Italian Super Cup, a UEFA Super Cup, an Intercontinental Cup and a pair of Series A titles over the next two seasons.

At his peak when France hosted the 1998 World Cup, Zidane spearheaded Les Bleus' march through the tournament with his crisp passing and dribbling, and then scored twice as France shut down Brazil in the final, 3-0, to become a national hero. Two years later, Zidane again was the linchpin of the French team's run to international glory, which culminated with a 2-1 win over Italy for the European Championship.

In 2001, Zidane signed with Spanish club Real Madrid for a world-record transfer fee of more than \$66 million. The investment paid immediate dividends, as the French import helped Real Madrid win the coveted UEFA Champions League title in his first year and La Liga the following season.

Zidane had indicated he would retire after the 2006 World Cup in Germany, and it appeared his career was heading for a storybook finish when France advanced to the final against Italy. Instead, it ended in shocking fashion when, enraged by an opponent player's comments to him in extra time, he slammed his head into the player's chest. Zidane was thrown out of the game, and France subsequently lost on penalty kicks.

In 2004, Zidane was named best European soccer player of the past 50 years by the UEFA Golden Jubilee Poll and was included in the FIFA 100, Pelé's list of the 125 greatest living players. He remains one of a handful of greats to win the FIFA World Player of the Year/Ballon d'Or award three times.

Appointed a United Nations Goodwill Ambassador in March 2001, Zidane annually captains a team of soccer stars against a side led by fellow retired idol and U.N. Ambassador Ronaldo in a match for charity. In 2010, he also served as a high-profile ambassador of Qatar's successful bid to host the 2022 World Cup.

Activity 2.1.1: Pre-listening

1. Do you know the meaning of ‘career’, ‘profession’, ‘professional’ and ‘professional career’?
If you don’t know them, your teacher will tell you their definitions.
2. Do you know any sportsman/sportswoman well? Write brief notes that describe the sportsman/sportswoman you know very well. Your notes can be about the person’s:
 - physical appearance (e.g. short, tall, fat, etc.),
 - personal qualities (e.g. kind, humorous, sociable, etc.),
 - previous and/or present (professional) career (professional football player, athlete, etc.),
 - achievements (e.g. record broken, goals scored in a football tournament, success as a sportsperson, etc.)

N.B. You may ask your teacher for vocabulary support!

3. Now, sit in groups of three or four and discuss your notes. Remember to take turns to describe your sportsman/sportswoman.
4. Who is the man in front of the crowd (a large group of people that are gathered)? What might he be doing? What was/is his professional career? In groups of three, discuss these questions and write some answers in note form. You can also include all that you know about this person.
5. When you finish, join other groups to discuss and expand your notes. You may use some of them in the next activity.

Activity 2.1.2: While-listening

1. Listen as your teacher reads a text about Zinedine Zidane. Write short notes as you listen, and be ready to discuss them in small groups.
2. Discuss your notes in groups of three or four. Try to reach an agreement on certain points and develop better notes.

3. Look at the table below and try to understand what you are required to do.

1.	Full name	
2.	Date of birth	
3.	Place of birth	
4.	Known for	
5.	Playing position	
6.	Played for	
7.	Went to Real Madrid for record fee of	
8.	Games won	
9.	Special points (if any)	

4. Listen to your teacher again. This time, complete part or the whole of the table.
5. Listen to your teacher once more. This time you have to finalize your answers.
6. Now, be in pairs and discuss your answers before the teacher gives you feedback.

Activity 2.1.3: Post-listening

1. Go back to the table you completed during the listening activity, Activity 2.1.2. Ask and answer WH-questions using the information in the table. Your teacher will assist you if you need any help.

Example: S₁: When was Zinedine Zidane born?

S₂: Zinedine Zidane (He) was born _____.

2. Do you engage in sports activities? For example, do you do push-ups or go for a jog in the morning? Why? Why not? Write short answers to these questions and discuss them in small groups. Some of you will also explain your answers to the whole class.
3. Do you know the meaning of to 'jog' and its forms 'jogged', 'jogging', etc.? Learn this from your dictionary. What does to know a word mean?

Your teacher will give you a handout explaining what to know a word means. Study the handout and use the information in the handout in your future vocabulary learning efforts.

2.2. Grammar focus: Conditionals

In small group, discuss the following questions based on your own thoughts

1. What will you do if you are selected as president of freshman students?
2. What will you do if you get scholarship?
3. Which famous people do you like to meet if you had the chance?
4. Which field of study did you like to join if you had scored straight A's in freshman program?

Study Note

We use conditional clause to state the dependence of one circumstances or sets of circumstances on another. Conditional clause describes something which depends on something else. It is a type of adverbial clause that states hypothesis or condition, real or imagined. It may start with an if-clause or a main clause without change of meaning. In fact, the comma is omitted if the main clause comes first. There are four kinds of conditionals in English. These are:

Probable/real/likely/first conditional

Improbable/unreal/unlikely/second conditional

Impossible/rejected/third conditional

Zero Conditionals

First Conditional (Real conditions in the present or future)

This types of condition are often called as open or real or likely condition because the condition to be satisfied is real. We use this conditional to describe what will or won't (probably) happen. But it can only happen when a certain condition (the clause that begins with if) is fulfilled. The if clause states the condition, and the main clause states the result. Real condition express situations that can happen in the present or future. They are often used when stating facts, general knowledge, habits, predictions, advice, or instructions. Real condition in the present (factual) use the simple present tense form of the verb in both the if-clause and the result or main clause. On the other hand, real condition in the future (real possibility) use the simple present tense form of the verb in the if-clause + modal phrase (should/can/could/may/might/will/be going to/have to) and the base form of the verb or the imperative in the result clause. In general, it is used when we want to discuss possible future occurrence but the meaning is present or future.

Real condition (if clause)	Result or main clause	Meaning
If the weather changes suddenly, <i>Present simple tense</i>	I get a headache <i>Present simple tense</i>	Factual
If it rains a lot tonight, <i>Present simple tense</i>	they will call off school tomorrow <i>Future tense</i>	Certainty/ prediction for the future
If you have time, <i>Simple present tense</i>	you should visit Lalibela <i>Modal+verb (V₁)</i>	Advice for the future
If she comes, <i>Present simple tense</i>	don't open the door <i>Imperative</i>	Instructions for the future
If you need a ticket, <i>Present simple tense</i>	I can get you one <i>Modal+verb (V₁)</i>	for offers
If you go on like this, <i>Present simple tense</i>	you will make yourself ill. <i>Future tense</i>	for threats
If you don't apologize, <i>Present simple tense</i>	I will never speak to you again. <i>Future tense</i>	for warning
If Hawa finishes it today, <i>Present simple tense</i>	She is <i>going to</i> visit you <i>be+going to</i>	

Note: Negative forms of the verb can be used in the condition or result clause or both.

Common Students Errors

Common students errors	Explanation
If it will rain tonight, I will call you for a ride home.	Do not use will or be going to in the if-clause
Lightning can cause severe damage to a building, if they touchdown.	Do not use a comma after the result clause. Use a comma after the if clause.
Unless you don't start at once, you will be late. But, unless you start at once, you will be late. Unless you start=if you don't start=correct	Don't use unless /if not with another negative verb. (Wrong: unless+don't) instead it is good to use (Right: unless+ affirmative verb=start)
Unless you will work much harder, you won't pass the exam. (wrong) Instead it is possible for request. If you will just wait a moment, I'll find someone to help you. (please wait a moment...).	If/unless+will is a wrong expression. (i.e. with if we use present tense to talk about the future). We can use will (if + will) when we make a request.

Activity: Read conditions in the present or future

Circle the real conditions from the list of items from gardening pamphlet

1. If you choose the wrong plants for your garden, the plants **will** not grow
2. The plants **may** not need fertilizer if the soil is rich
3. If plants are not covered with mulch, diseases **cannot** infect them so easily.
4. If you put a small fence around your garden, it **may** help keep unwanted animal out.
5. If weeds are not picked, the plants **have to** complete for water and nutrients.

Task 1: Circle the correct verb in the if-clause or result clause to make a real conditional in the present or future. Take correction when necessary.

Playing at the park

Every weekend, if the weather is nice, I (1) (will spend/spend) time outside with my sisters. One of their favourite things to do is to go to a nearby park. If we ride our bikes to the park, it (2) (takes/will take) about 10 minutes. If there (3) (is/ will be) a lot of traffic, it takes a little longer. Once we get to the park, my sisters choose their favourite playground equipment to play on. Jerry likes climbing walls, but if she (4) (climbs/will climb) too high. I start to get nervous. I always have to remind her, “if you’re not careful, you (5) (fall/will fall) and hurt yourself.” Her reaction is usually to roll her eyes at me. My younger sister, Arssema loves to play on the seesaw. On the way to the park, she almost always asks me, “Abel, if there (6) (is/will be) no one for me to play with, (7) (do/will) you go on the seesaw with me?” If she (8) (finds/will find) someone to play with at the park, she (9) (will spend/should spend) the entire time on the seesaw. Sometimes, I talk to the other parents who are there. After an hour or so, my sisters and I ride our bikes back home. On the way, I tell them, “if the weather is nice next weekend, we (10) (come/will come) back.”

Unless

Unless is used in conditional sentence to mean *if...not* or “except if”. Thus, it is not used with a negative clause.

Unless (if-clause)	Meaning (if...not)
Pattern	<i>Unless+affirmative verb or if+ negative verb.</i>
Unless she loves you, I will settle your problems.	If she doesn't love you, I will settle your problems
Unless he reads this book, he won't answer the question	If he does not read this book, he won't answer the question
You cannot be successful unless you live wisely	You cannot be successful if you don't live wisely
Unless she studies hard, she would not pass the exam.	If she does not study hard, she will not pass the exam
Unless it rains, I'll pick you up at 6:00.	If it doesn't rain, I'll pick you up at 6:00.
We cannot avoid soil erosion unless we plant trees around the hills.	We cannot avoid soil erosion if we don't plant trees around the hills
Unless the girl is happy, I won't talk with her	If the girl is not happy, I won't talk with her

Second conditional (Unreal condition in the present or future)

The second conditional is also known as unlikely/unreal/ improbable conditional. Unreal conditions in the present or future express situations that are untrue, not possible, or imaginary in the present and that probably will not happen in the future. Although it is possible that the situation could change and become true in the future, it probably will not. Unreal conditions in the present or future use the simple past form in the if-clause and would, could or might+the base form of the verb in the result clause. The form is in the past but the meaning is present/future to say that the past tense form doesn't refer to past time. There is no difference in time between the first and the second conditional sentences.i.e. type 2 like type 1 refers to present or future. To sum up, the past tense in the if clause is not a true past but a *subjective*, which indicates unreality. Now look at the following structure of second conditionals.

Unreal (imaginary) condition or (if clause)	Imaginary result or main clause	Meaning
If I had time, <i>Simple past</i>	I could take a long vacation <i>Would/could/might+ V₁</i>	I don't have time <i>Present</i>
If I were you, <i>Simple past</i>	I would plan the picnic for Sunday <i>Would/could/might+ V₁</i>	I am not you <i>Present</i>
If heavy rain hit the town, <i>Simple past</i>	It would destroy everything. <i>Would/could/might+ V₁</i>	Heavy rain will probably not hit the town (<i>Future</i>)
If she joined a travel club, <i>Simple past</i>	She might not feel so lonely. <i>Would/could/might+ V₁</i>	She has not joined a travel club yet (<i>Future</i>)

Common Students Errors

Common students errors	Explanation
If they <i>know</i> the answer right now, I would tell you	Use the past tense for unreal conditions in the present
If I was you, I would memorize this rule about unreal conditions If I was better qualified, I'd apply for the job (<i>if I was=less formal</i>)	Use were instead of was for the verb be for all persons, singular and plural. In unreal conditions in the present or future " was " is used only in very <i>informal language</i> . Instead it is good to use. If I were better qualified, I'd apply for a job (<i>if I were=more formal</i>)
If we were serious about pollution, we would spent more money on research (wrong). If we were serious about pollution, we would spend more money on research (right)	We don't use past tense or past perfect after <i>would</i> in main clause Instead it is good to use. If we were serious about pollution, we had spent more money on research (right)

Activity: Circle the Correct Words in Brackets in these Mini-Conversations.

1. Selam: What's wrong? You look really stressed out about something.
Bayu: It's this assignment I'm writing. The outline is due tomorrow, and I'm still working on it. If I don't finish it tonight, I (**get, will get, would get**) an F!
2. Selam: Well, I can help you if you (**need, will need, would need**) it
Bayu: Really? That sounds be great! You know I get off work at 4:30. I feel better already.
3. Ali: Are you ready? Let's go. The movie starts in half an hour. We need to leave right now if we (**want, wanted, will want, would want**) to get therein time.
Lemma: I know, I know, but I can't find my wallet.
4. Ali: Can I do something to help you get ready?
Lemma: Well, if you helped me look for it instead of telling me what time it was, that (**is, was, would be**) a big help.
5. Ali: Okay. But let me say just one more thing: I 'd keep my wallet in the same place every day if I (**am, were, can be**) you. That way I'd always know where it was.

Inversion

Inversion is using a verb before a subject. In inversion, the subject comes after the verb. Inversion is possible with improbable and impossible conditions. In inversion, we begin a sentence with were or had but not was.

Inversion	Example	Meaning
Were I you	Were I you, I would go to USA. (<i>If I were you...</i>)	I am not you (Unreal condition in the present or future)
Had I	Had i a villa house, i would be happy (<i>If i had...</i>)	I haven't villa so I am not happy (Unreal condition in the present or future)
had I had	Had i been you, i wouldn't marry her (<i>If I had had....</i>)	(unreal condition in in the past or present)
Were I	Were I a doctor, I would help patients (<i>If I were a doctor...</i>)	I am not a doctor so, I cannot help patients
Had Hanna had	Had Hanna had some money, she might have bought this jacket. (<i>If Hanna had had money...</i>)	Hanna hasn't money...Thus, she did not buy this jacket

Third conditional (Unreal condition in the past)

Unreal conditions in the past express situations that did not happen. Consequently, it is impossible for the results of the situations to happen. Unreal condition in the past are often used to express regret about the situation. Unreal conditions in the past use the past perfect form in the if clause and would have, could have, or might have plus the past participle of the verb in the result clause. In general, it is to talk about things that can never happen now. It is to talk about past situations which didn't happen and therefore, are impossible. It expresses consequences which didn't /couldn't happen. If clause=assume something purely imaginary but main clause consider the imagined consequences. That is why it refers to something that didn't happen in the past. They are therefore, called 'hypothetical conditions.'

Unreal past condition/ if clause	Result or main clause	Meaning
If we had saved more money, <i>Past perfect tense</i>	we could have taken a longer vacation <i>would/could/might+have+V₃</i>	We didn't save money, so we were not able to take a longer vacation
If you had been on time, <i>Past perfect tense</i>	we would not have missed the plane. <i>would/could/might+have+V₃</i>	We weren't on time, so we missed the plane
If it hadn't rain so hard, <i>Past perfect</i>	It would have been a perfect day <i>would/could/might+have+V₃</i>	It rained hard, so it was not a perfect day.
If you had bought her ticket last spring, <i>Past perfect</i>	you might not have had to pay so much. <i>would/could/might+have+V₃</i>	You did not buy your ticket last spring, so you had to pay a lot for it later.

Note: we use **would have +V₃** when we feel certain/nearly certain, but we use **could have +V₃** and **might have +V₃** when we do not feel certain.

Common students errors	Explanation
If I <i>studied</i> more last night, I could have done better on this morning's test.	Do not use simple past tense. Instead you must use past perfect tense.
If he'd had more time, he'd have taken up a new sport.	Do not get confused. The 'd can be either had or would. Example, he'd had=he had had he'd have taken up=he would have taken up

Activity 1: Read the passage about Vasco da Gama. Then fill the blanks with the correct form of the verb to make unreal conditions or results in the past.

Vasco da Gama

Throughout history, we have benefited from the courageous explorers whose daring adventures opened new frontiers to us. Whether they set out to sail the seas, cross unexplored lands, or lake to the skies in flight, they changed our perception of the world. Vasco da Gama is one such explorer. He was the first European to sail from Europe (Portugal) around Africa to India and back. In 1497, with four ships, he made the trip to India in 23 days. The return trip, however, took almost four and a half months because of the monsoon winds. If he (1)_____ **(listen)** to the advice of the local people and waited, he (2)_____ **(lose/not)** more than half of his crew. He returned with only two of the four ships. If he (3)_____ **(wait)** a while before returning to Portugal, may be all four ships (4) _____ **(return)** with him. Anyhow, Da Gama was a true adventure, and his discovery brought the spice trade to Portugal.

Activity 2: Read the passage about Charles Lindbergh. Then fill the blanks with the correct form of the verb to make unreal conditions or results in the past.

Charles Lindbergh

Charles Lindbergh was an explorer of the skies who made the first solo flight across the Atlantic Ocean. As a young man, Lindbergh's interest was in aviation. He dropped out of college to travel around the country performing airplane stunts for audiences at county fairs. In 1924, he joined the army and received pilot training. Later, he was hired to fly mail between St. Louis and Chicago. If Lindbergh (1)_____ **(stay)** in school and (2)_____ **(study)** engineering, he probably (3)_____ **(become/never)** a pilot. In 1927, Lindbergh set a goal to be the first person to fly non-stop from New-York to Paris and win a \$25,000 prize for doing so. On May 20, 1927, Lindbergh took off in his plane, the Spirit of St. Louis, and flew almost 4,000 miles across the Atlantic in 23.5 hours. After this historic feat, Lindbergh continued to promote aviation and even wrote a book about his transatlantic flight. If Lindbergh (4) _____ **(travel/not)** around the country on a post flight tour, people (5)_____ **(consider/not)** aviation as a means of travel.

Zero Conditionals

Is used to express something which is always true (general truth/scientific fact) that happen under certain circumstances. It uses the pattern: If clause+present simple and main clause+present simple. Will can be omitted or it cannot be used at all.

Zero- condition/ if clause	Result or main clause	Meaning
If you heat water, If you heat ice, If you add oil in water, If you go higher, <i>present simple</i>	it boils it melts it floats you get colder <i>present simple</i>	General truth/ facts
If you eat too much food, If a dog sees a strange people, <i>present simple</i>	you get fat it barks <i>present simple</i>	Habitual/customs

Words/phrases similar to ‘If’

It is true that the following words/phrases can be used instead of **if** without a significant meaning difference. They help to emphasize more the condition that needs to be present so that something can happen or be done.

Words/phrases used instead of ‘If’	Example
suppose (that) / supposing that	Supposing that we miss the train, what shall we do? <i>Meaning:</i> if we miss the train, what shall we do?
provided (that)/providing (that)	Provided that you work hard today, you will gain too much tomorrow. <i>Meaning:</i> if you work hard today, you will gain too much tomorrow.
on condition that	He will buy a car on condition that he sells his house
as long as/so long as	I will tell you what really happened as long as you keep the secret. He will buy a car so long as he sells his house or He will buy a car as long as he sells his house
only if	We will invest the money, but only if you can prove that it’s a safe investment.

The Main difference between Conditionals

Note: the difference between, conditionals for example, *if i go...* and *if i went* or *if i speak...* and *if i spoke...* is not a difference of time. Because they can both refer to the present or future.

Note: the past tense (would) usually suggest that the speaker thinks the situation is less probable or less definite or impossible or imaginary.

Compare:

If I become president, i will reduce corruption (said by a candidate in an election)

If I became president, i would reduce corruption (said by a school boy)

If I win the race, i believe that i will earn much money (said by the faster runner)

If I won the race, i believe that i would earn much money (said by the slowest runner).

Note: In the examples above, *if i become* and *if i win* are more likely to happen. There will be a great chance. On the other hand, *if i became* and *if i won* are less likely to happen or there will be less chance.

Conjunctions that can be used together with 'if'	Example
<i>What if</i>	<i>With type 1:</i> What if=what will happen if? e.g. What if the train is late? <i>With type 2:</i> What if=what would happen if? e.g. what if you were to run out of money? <i>With type 3:</i> What if=what would have happened if? e.g. what if you hadn't reached bus station before 1' o, clock.
<i>If so=in that case</i>	Are you free in this evening? If so, let's go out for meal (If so=if you are free) I might see you tomorrow. If not, then it will be Sunday (If not=if i don't see you.....)

Individually, study the questions below and try to learn how they are constructed. Then, write three sentences in the table based on the given cues.

- What **will** you **ask** Derartu Tulu if you **meet** her in your university?
- Go back to the table you have completed about Zinedine Zidane, and quickly study the contents. What **would** you ask Zinedine Zidane if you **met** him somewhere in Europe?
- What **would** you **have done** if you had met Derartu Tulu immediately after she won the women's 10,000 meters' race in the Barcelona Olympics in 1992?

No.	Name of sportsperson	What you will do/would do/would have done if you meet/met/had met the person
a.	Derartu Tulu	If I meet Derartu Tulu, I will <u>ask her the means for success.</u> If I had met Derartu Tulu immediately after she won the women's 10,000 meters' race in the Barcelona Olympics in 1992, I would have <u>hugged her</u>
b.	Zinedine Zidane	If I met Zinedine Zidane, I would <u>show him my love and respect.</u>

- Now, sit in groups of three or four and discuss your answers before your teacher gives you feedback on them.
- Listen and take short notes as your teacher gives a short lecture on conditional sentences.
- Quickly develop your notes into brief summaries focusing on the forms, uses and meanings of conditionals.
- Finally, give oral summaries about conditionals (how conditional sentences are constructed) in small groups.
- Circle the correct words in parentheses in the following dialogues (1-4).

Dialogue 1

Tigist: What's wrong? You look really stressed out about something.

Kedir: It's this research paper I'm writing. The outline is due tomorrow, and I'm still working on it. If I don't finish it tonight, I (get, will get, would get) an F!

Tigist: Well, I can help you if you (need, will need, would need) it.

Kedir: Really? That would be great! I get off work at 4:30. Man, I feel better already.

Dialogue 2

Almaz: Are you ready? Let's go. The movie starts in half an hour. We need to leave right now if we (want, wanted, will want, would want) to get there in time.

Muhaba: I know, I know, but I can't find my wallet.

Almaz: Can I do something to help you get ready?

Muhaba: Well, if you helped me look for it instead of telling me what time it was, that (is, was, would be) a big help.

Almaz: Okay. But let me say just one more thing: I'd keep my wallet in the same place every day if I (am, were, can be) you. That way I'd always know where it was.

Dialogue 3

Bontu: How was your Spanish exam, Hadas?

Hadas: Fine, I guess. I got a B. I could have got a better mark provided I (worked, work, had worked, have worked) on the verbs. And you?

Bontu: I didn't study and I failed, but I (would fail, will fail, would have failed) even if I had studied; that's why I decided not to do it.

Hadas: That's not true. Nobody fails an exam as long as they (study, studied, had studied).

Dialogue 4

Mother: You can't go out. That's out of question.

Son: Please, mum. Can I go out on condition that I (did, do, have done, had done) all my homework before leaving.

Mother: Well, if you (do, did, had done, have done) your homework when I asked you, you would be allowed to go out now.

Son: But I didn't hear you. If I had heard you, I (would have done, will do, would do, will have done) it.

Mother: That's the problem; you never listen. It (won't, wouldn't, wouldn't have) hurt if you listened to me once in a while. If you (did, do, had done, have done) it more often, your life would be much easier.

Q. What would you do if you were the mother? Write your answer and show it to a partner.

Worksheet: Conditional Sentence

Task 1: Fill in each blank with the correct form of the verb given in parentheses to make conditional or result clauses in the following dialogue.

Kebede: Can't you stop playing that trumpet? You're making awful noise.

Lapiso: Well, unless I practice, I (1) _____ (**pass**) my exam.

Kebede: But why at night? It's half past twelve. If you (2) _____ (**play**) it in the daytime, I would not have heard you because I'd be at work. I'm afraid it's becoming a nuisance.

Lapiso: I'm sorry, but you can't play a trumpet quietly.

Kebede: Had I realized a year ago what you were going to do, then I would have thrown you out long ago. If you (3) _____ (**keep**) on making this noise at night, I will complain about it to your college.

Task 2: Fill in each blank with the correct form of the verb given in parentheses to make conditional or result clauses in the following dialogue.

If I were world leader, I (1) _____ (**try**) to stop the destruction of the existing earth and I would make the world a better place for all people. If the world's problems had been tackled sooner, the quality of life (2) _____ (**improve**) long ago. First of all, i would try to bring about peace in the world. As long as there is fighting between nations, millions of people will continue to suffer and die. If wars continue, children will be left without parents and growing up in a world of misery and fear. But as long as people disagree over land and possessions, the fighting. (3) _____ (**go on**). Therefore, I would ensure that all people were treated as equals and given the same opportunities in life. It would also help if all countries (4) _____ (**stop**) producing arms so there would no longer be the weapons with which to fight. In addition, I would introduce laws to reduce pollution. If pollution levels controlled earlier, life (5) _____ (**not/become**) so unbearable. If I (6) _____ (**have**) the power, I would ban all cars from city centres and increase public transport. If there were more trees, the air we breathe (7) _____ (**be**) cleaner. Unless measures are taken soon, it would be too late both for ourselves and our children.

Task 3: Fill in each blank space with the correct form of the verb given in parentheses to make conditional or result clauses in the following dialogue.

Susan We had a great time at Andrew's house on Sunday. Why didn't you come?

Huan I had to study Spanish

Susan Had you come with us, you (1)_____ (see) an awesome movie.

Huan Yeah? What?

Susan 'We rented 'Back to the future'. It's about a kid who time travels back to his parents' high school days. He changes his own future. At the end, his parents....

Huan Wait-don't tell me. If you (2)_____ (tell) me the ending, you will spoil it for me. I want to see it myself.

Susan Ok. But have you ever thought about that?

Huan About what?

Susan About how things could be different. You grew up here in Madrid, and you're almost an adult now. But what would your childhood have been like if you had been born in different family?

Huan Let's see. If I (3)_____ (have) a different family, I wouldn't have grown up here in Madrid.

Susan And if you haven't grown up here, I (4)_____ (not meet) you.

Huan That's true. But getting back to the here and now, how did you do on the Spanish test?

Susan I flunked. I wish I hadn't taken that course. I'm going to fail.

Huan You just don't study enough. If you (5)_____ (study) more, you will pass this course easily this semester.

Susan That's easy for you to say. You always get A's.

Huan Sometimes I don't. It's not automatic. I don't get A's unless I study hard.

Susan I suppose you're right.

Huan If I (6)_____ (be) you, I would try to do better on the next test.

Task 4: Fill in each blank with the correct form of the verb given in parentheses to make conditional or result clauses in the following dialogue.

- Tigist I don't understand various conditional forms. Second Conditional... Why Second? I don't remember when our teacher explained the First Conditional.
- Bontu If you didn't talk in class, you ¹ _____ (**know**) the material.
- Tigist What did you say? I think you gave an example of a Conditional. But First or Second?
- Bontu Listen attentively. It's not very difficult. The First Conditional explains real possibilities. For example: If it rains, we ² _____ (**play**) football.
- Tigist You mean that we use Present Simple in "if clauses" and Future Simple in "result clauses"?
- Bontu You are right. Remember that we use the First Conditional when a situation is real.
- Tigist And when should we use the Second Conditional?
- Bontu We use it when a situation is unreal. E.g. If I saw a ghost here, I ³ _____ (**ran**) away.
- Tigist I got the idea. The Second Conditional form is If... + Past Simple ...would + Inf.
- Bontu Don't forget that both conditionals refer to the present and future. The difference is about probability, not time. First Conditional express real situations; and Second Conditional sentences express unreal situations.
- Tigist And what about the Zero and Third Conditionals? Could you explain these to me?
- Bontu You use the Zero Conditional to talk about something that is always true. For example: If you heat ice, it ⁴ _____ (**melt**).
- Tigist I see. Zero Conditional sentences refer to "all time". In this case, we have a conditional sentence with two present sentences.
- Bontu You are right. But sometimes we use the Zero Conditional to give instructions or advice.
- Tigist Could you give some examples?
- Bontu Listen... If my mum rings, tell her I'm here or If I'm not back by 9, don't wait for me.
- Tigist I see. We use the Present Indefinite in "if clauses" and Present Indefinite or Imperative in "result clauses" ...
- Bontu Is the Third Conditional difficult to understand?
- Tigist If you had been at school yesterday, you ⁵ _____ (**understand**) it.
- Bontu Is it the Third Conditional?
- Tigist Yes. We use the Third Conditional to speculate about a possible situation in the past which didn't happen. We use the Past Perfect in "if clauses" and would + have + Past Participle in "result clauses".

Task 5: Each of conditional sentences is missing a verb. Use the italicized or written in the bracket words after each sentence and type the correct form.

Ali and Girma are talking about what Girma wants to do

Ali Hey, Girma, what's up?

Girma Nothing... you know, I really hate school, and I want to drop out of school.

Ali So, what's the problem and why?

Girma I have skill to set up business but I, what if I _____(1) my father and he said no? **(tell)**

Ali Why would he say no?

Girma Well, maybe if I tell him, he will _____ (2) angry at me. **(be)**

Ali Do you want to start a band? Or which kind of job do you want start?

Girma No. I don't even play an instrument. That's in my interest.

Ali But if you had had the skill of playing an instrument, you _____(3) a band **(start)**

G Yeah. Well, maybe if I _____ (4) a nice instrument in near future, I will start it soon. **(get)**

Ali You're lucky to have nice instrument especially guitar.

Girma: I don't know. It is really good. If I _____ (5) money, my father might say yes. **(have)**

Ali You look fine. You can't worry about that.

Girma Well, if I _____(6) more money (borrow), I will buy different instruments. Hey, could I borrow some money?

Ali No way, then I would not expect you to do it so.

Girma Yeah, you're right.

Ali Look, maybe if you _____(7) **(be)** so nervous about it, it will fail yes. But If your father _____(8) **(give)** you, you'll start it soon.

Girma Yeah, you're right. I'll ask him for money without fearing and tell him what kind of situation am in.

Ali Great. I'll see you later. Let me know what happens.

Girma Okay... but I have changed my mind instead of wasting my time with what I cannot get. I should continue my school.

Ali If I were you, I would not _____(9) **(have)** such kind of idea

Girma I really appreciate you for being with me. If you had not been my friend, I _____(10) **(feel)** alone

2.3. Reading: Health and fitness

Activity 2.3.1: Pre-reading

1. Do you think that Zinedine Zidane and the other sportspersons you talked about in Activity 2.1.1 have benefitted from engaging in sports?
What are the benefits/advantages they might have got from engaging in sports?
2. How do sports help us to improve our health?
3. Write short answers individually and discuss them in pairs. Then, some students will explain their answers to the whole class.

Activity 2.3.2: While-reading

- A. Read quickly the text below and find the main idea of each paragraph. Take notes while you read to help you capture the main ideas. The first one has been done for you as an example.

Team Sports

There are so many ways to exercise, both to alone and with friends. Team sports are one of the best ways, for a lot of reasons, and there are so many of them to try!

When you join a team sport, there are regular practices and games. Keeping on a routine and schedule means you will stick with exercise. It makes you keep going because you have made a promise to the team to show up and play.

Team sports allow for health competition. You can't always win, but you can certainly try your best to win! When you don't quite make it, make sure you show good sportsmanship! Don't be rude to other players or teams when you win, and don't pout if you lost. Just practice and try again. There are always more chances. Team sports are also a lot more fun than doing something alone. You can make a lot of friends and learn a lot of things about games and other people.

There are a lot of different sports, something for everyone! Do you like action sports? Try karate, football, boxing, hockey, taekwondo, rugby, or other sports like that. Do you like having to hit and catch a ball? try baseball, basketball, volleyball, tennis, cricket, lacrosse, or similar sports. Do you like sports where accuracy counts? Try bowling ping pong, billiards, pool, archery, and target shooting. How about sports that take balance and rhythm? Try competitive dancing, gymnastics,

cheerleading, and that kind of sports. Don't forget those sports where you have to swim! Try water pool, diving, swimming, and other fun water games! There are games that take speed, too! Try snowboarding, running, skiing, sailing, racing, and other fast sports!

Try a whole bunch of sports. Each one is fun in a different way. Enjoy a healthy life style and have fun at the same time!

Paragraph	Main Idea
Paragraph 1	Team sports as one of the best ways to exercise
Paragraph 2	Team sport is regular exercise
Paragraph 3	Advantages of team sport
Paragraph 4	Types of team sport
Paragraph 5	Benefits healthy life and fun

Study note

Identifying main ideas

The main idea is the central, or most important idea in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage. The *main idea may be stated* or *it may be implied*. When the main idea of a paragraph is stated, it is most often found in the first sentence of the paragraph. However, the main idea may be found in any sentence of the paragraph. The main idea may be stated in the first sentence of a paragraph and then be *repeated or restated* at the end of the paragraph.

1. Discuss your answers in groups of three or four. Also, focus on the techniques which you have used to work out the main idea of each paragraph.
2. Were your answers similar? Were there big differences? Why?
What are some of the techniques you used to work out the main ideas of the paragraphs?

B. Read the different parts of the above text and answer the following questions.

1. List the benefits of team sports.
 - a. health
 - b. Fun
 - c. Sociable
2. The writer believes that the ultimate goal of team sports should be winning the competition.
 - a. True
 - b. False**
 - c. information not given
3. 'them' (paragraph 1, line 3) refers to **team sports**
4. 'It' (paragraph 1, line 3) refers to **team sport**
5. 'Each one' (paragraph 5, line 1) refers to **a whole bunch of sport**
6. How did you find the information in the passage?
 - a. acceptable
 - b. doubtful
 - c. exaggerated
 - d. unacceptable
7. Read through paragraph 4 again. If you **decide** to engage in team sports, which one(s) **will** you **choose**? Why?
8. Now, sit in pairs and discuss your answers. You will then review them with your teacher.

Activity 2.3.3: Post-reading

What have you learned from the text on health and fitness. Write a short paragraph explaining all that you have learned from the passage. The topic sentence has been provided to help you.

I have learned important lessons from the text on health and fitness. _____

2.4. Vocabulary: Guessing Meaning from Context

Learning how to guess the meanings of words you don't know is an important skill. Nobody wants to look every word up in a dictionary! If you learn how to guess the unfamiliar words in sentences, then you won't have to read with your dictionary open all the time. In such case, context clues are useful for learning new words and better understanding of what you read. It can help you to figure out the meanings of new words. Therefore, in order to easily understand the meaning of an unknown word from its context, you can apply a strategy called LPR3. It is a useful aid for predicting the meanings of unfamiliar words from contexts. The LPR3 is explained as follows:

Look - before, at, and after the new word as it gives some clue about the new word.

Predict - quickly predict the word's meaning, remembering that a wrong prediction is often a good start

Reason - think more carefully about the word's meaning, trying to be as precise as the context clues permit

Resolve - recognize that you may need to take other steps (e.g., look it up, ask someone)

Redo- go through the steps again if necessary

It's not a good habit to drag dictionaries every time when you find new words in texts. However, look it up a word only if you do not have adequate context clues. For example; Melat's reply was incoherent. In addition to dictionaries you can use your prior knowledge, ask people (teachers, friends, parents...) or analyse word parts (prefix, root word, suffix). Good readers make effort to understand the new words from the context in a text before consulting dictionaries or asking the appropriate people. There are four types of context clues to look for: These are;

definition (synonym clue)	contrast (antonym clue),
example clue and	logic of the text (inference).

A. Definition (synonym) clues

Many times, a writer defines (gives a synonym of) a word immediately following its use. The writer may directly a word by giving a brief definition or a synonym (words that have the same meaning). As *means*, *is*, *refers to*, *is known as* and *can be defined as* are often used in definition clues.

Example

1. **Corona** *refers to* the outermost part of the sun's atmosphere.
2. A **soliloquy** *is* a speech made by a character in a play that reveals his or her thoughts to the audience.

Another time, rather than formally define the word, a writer may provide you with clues or hints. Punctuation is often used to signal that a definition clue to a word's meaning is to follow. It also separates the meaning clue (*synonym*) from the rest of the sentence. Three punctuation marks - *commas, parentheses, and dashes* - are used in this way.

Example

1. Many diseases have **latent periods**, *periods of time between the infection and the first appearance of a symptom.*
2. **Lithium** *(an alkali metal)* is so soft; it can be cut with a knife.
3. Ancient Egyptians wrote in **hieroglyphics** – *pictures used to represent words.*

B. Example clues

Writers often include examples that help to explain or clarify an unfamiliar word. Suppose that you do not know the meaning of **dolmings**. Have a look at the following sentence: In history, mankind has built several **dolmings** such as *villas, huts* and *wooden houses*. The above sentence provides three examples of **dolmings**. From the examples given, you could conclude that **dolmings** means *shelters*.

C. Contrast (Antonym) clues

It is sometimes to determine the meaning of an unknown word from a word or phrase in the context that has an **opposite meaning**. In the following, how a word opposite in meaning from the boldfaced word provides a clue to its meaning: for example; One of the dinner guests **succumbed** to the temptation to have a second piece of cake, but the others **resisted**.

Although you may not know the meaning of **succumbed**, you know that the one guest was different from the others who resisted. The word '*but*' suggests this. Since the others resisted the second dessert, you can tell that one guest gave in and had a piece. Thus, **succumbed** means the opposite of **resist**; that is, *to give into*.

Example

Some city dwellers are affluent; others live in or near poverty.

I am certain that the hotel will hold our reservation; but, if you are dubious, call to make sure.

Although most experts concurred with the research findings, several strongly disagreed.

D. Inference (logic of the text clues)

Many times, you can figure out the meaning of new words by using logic and reasoning skills. Because, the general sense of the text enables you to understand the contextual meaning of a certain new words. For instance, look at the following sentences:

Nitsuh is quite **versatile**; she is a clever student, a top athlete, an excellent car mechanic and a gourmet cook. If you can see that, Nitsuh is successful in different types of activities, and you could reason that ‘**versatile**’ means ‘**capable of doing many things competently**’.

Activity 2.4.1: Building vocabulary

- Find different words from the reading text which have the following meanings and write your answers in the spaces provided.
 - ‘regular’ (paragraph 2) **routine**
 - ‘value given for sport’ (paragraph 3) **sportsmanship**
 - ‘a number of’ (paragraph 5) **different**
- Now, discuss your answers in small groups. In your discussion, also focus on the techniques that might have helped you to work out the meanings of words or phrases.

Vocabulary skills (the contextual meanings of words)

Task 1: Guess the meanings of the following boldface words as it is used in the given text.

- My **absent-minded** uncle loses his keys, his book and his chalk almost every day! What does it mean to be absent-minded?
 - Be hateful
 - Not pay attention
 - Be- intelligent
 - Not-like someone
- When Sara was sick, her voice was almost **inaudible**. We couldn’t hear what she was trying to say clearly. What does **inaudible** probably mean?
 - very loud, easy to hear
 - very strange, un common
 - very soft, hard to hear
 - very shy, introverted

3. Chaltu has so many friends because she is a **gregarious** person. What does **gregarious** probably mean?
 - A. introverted, self-contained
 - B. shy, quiet
 - C. rude, hostile
 - D. friendly, outgoing
4. After the harvest, we had an **abundant** amount of apples. We made apples pie, and apples juice because we had so many apples1 what does abundant probably mean?
 - A. Shortage
 - B. Not enough
 - C. Plentiful
 - D. Very red
5. The thought of eating a rat is **abhorrent** to most people. What does abhorrent probably mean?
 - A. Horrible, repugnant
 - B. Fun, lively
 - C. Delicious, tasty
 - D. Sweet, sugary

Task 2: Using the context clues given, determine the meanings of the words underlined in the following paragraphs.

1. To cheer up the hallway, Rachel **embellished** her children's bedroom doors. She painted colorful circus pictures on her son's door and pasted seashells on her daughter's.
Embellished means
 - a. replaced
 - b. erased
 - c. decorated
 - d. recognized
2. People in **sedentary** occupations, such as driving a taxi or writing books, need to make a special effort to exercise. *Sedentary* means
 - a. low-stress
 - b. very well-paid
 - c. involving much sitting
 - d. artistic
3. Our neighbor has an **abrasive** personality. He can't seem to get along with people without frequent outbursts and quarrels. *Abrasive* means
 - a. quiet and sweet
 - b. cool
 - c. analytical
 - d. harsh and rough
4. Jo left her term paper till the last minute and was able to do only **cursory** research. In contrast, Ian started his paper in plenty of time; his painstaking, thorough research earned him an A. *Cursory* means
 - a. hasty
 - b. rude
 - c. careful.
 - d. indirect
5. Nina makes a big fuss about every little thing her children do, whether it's harmful or **innocuous**. *Innocuous* means
 - a. loud
 - b. stubborn
 - c. dangerous
 - d. harmless
6. Brianna is not self-praising, like her brother; in fact, she's **self-disparaging**.
 - a. encouraging
 - b. to put oneself down
 - c. knowing
 - d. appealing

7. My old dented car looks **incongruous** among my neighbors' fancy new cars.
Incongruous means
a. useful b. better c. appropriate d. out of place
8. It isn't **feasible** for me to attend the 12:30 meeting because I've got another meeting that begins at noon.
a. correct b. noticeable c. possible d. difficult
9. It is usually obvious when someone has an **egocentric** personality. Ms. A, for instance, can talk of nothing but herself, and Mr. B has no interest in anything that doesn't affect him directly. *Egocentric* means
a. careless b. caring c. violent d. self-centered

Task 3: Using the context clues given, determine the meanings of the words underlined in the following paragraphs.

1. The new coach takes every opportunity to **censure** his players, yet he ignores every opportunity to praise them.
A. Approve of B. criticize C. choose D. appreciate
2. No matter where you go, the internet is following you. Almost every portable device is being made with an internet connection. Most new TVs and many other appliances come with internet connections as well. The internet is truly **ubiquitous**.
A. Too costly B. everywhere C. inaccessible D. expensive.
3. The newly agreed to be very **frugal** in their shopping because they wanted to save enough money to buy a house.
A. interested B. wasteful C. economical D. rich
4. Those scientists want to hear what our professor thinks about their theory because he is the **foremost** expert in their field.
A. The first or main one B. Craziest C. least informed D. loudest
5. Put this medicine on your arm and rub it into your skin until it's invisible. It will **inhibit** the infection's attempt to spread.
A. Live in a certain place B. block or slow down C. support D. aggravate

2.5. Reflections

Reflect on your learning experiences in this unit by writing short answers to the following questions.

1. Which of the activities in this unit were:
 - a) easy? Why?
 - b) of medium difficulty? Why?
 - c) difficult? Why?
 - d) enjoyable? Why?
2. How do you compare your learning experiences in this unit with your learning experiences in Unit 1?
3. Discuss your reflections in groups of three or four. In your discussion, see if there are similarities, and if any, report them to your instructor.

2.6. Self-assessment

Assess your learning progress in this unit by putting a tick mark (✓) in the appropriate box in the table below.

No.	Can you...	Yes	No
1.	listen to and comprehend short texts of reasonable difficulty?		
2.	read with comprehension short texts of manageable difficulty?		
3.	write relevant notes while listening or reading?		
4.	write meaningful conditional sentences?		
5.	interact in English after engaging in listening activities?		
6.	interact in English after carrying out reading comprehension and reflective activities?		
7.	attend to vocabulary while listening or reading?		

Tell your partner your plan to make improvements in areas where you have weaknesses (if any).

2.7. Summary

This unit has engaged you in a range of communicative activities. Specifically, the unit gave you opportunities to practice listening and reading activities with the other skills integrated. You also had a chance to learn vocabulary and grammar that you can use in communicative events. It is thus believed that the unit helped you to build on the skills and knowledge you learned in the previous two units. The next unit will also expose you to various activities aimed to enable you to further consolidate your English language skills and knowledge. Are you ready to proceed to Unit 3?

Unit 3: Cultural Values

Unit introduction

In this unit you will listen to a lecture on cultural tourism and read about the culture of a specific cultural community which defied the cultural norms of the society at large. It is hoped that this unit will help you become more aware of the cultural values of some communities and the importance of respecting different cultural values and the contribution of cultural communities to tourism. You will also study the uses of different tenses and do some grammar exercises. Moreover, you will write paragraphs based on the listening and reading you are going to do.

Objectives

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

- listen to a lecture and identify specific information;
- make notes while listening to a lecture;
- write a short summary from notes taken from a lecture;
- revise a paragraph using peer feedback;
- read an article and answer comprehension questions;
- work out meanings of new words from context;
- use simple present, simple past, and past perfect tenses orally and in writing;
- develop or choose strategies for learning grammar independently;
- converse in English about culture and cultural values; and
- reflect on your learning and self-assess your progress.

3.1. Listening: Cultural tourism

Cultural tourism is a sub-set of tourism concerned with a country or region's culture specifically the lifestyle of the people in those geographical areas, the history of those people, their art, architecture, religions and other elements that help shape their way of life. Cultural tourism includes tourism in urban areas particularly historic or large cities and their cultural facilities such as museums and theatres. It can also include tourism in rural areas showcasing the traditions of indigenous cultural communities that is festivals, rituals and their values and lifestyle as well as niches like industrial tourism and creative tourism. It is generally agreed that cultural tourists spend

substantially more than standard tourists do. This form of tourism is also becoming generally more popular throughout the world. And a recent OECD report has highlighted the role that cultural tourism can play in regional development in different world regions.

Cultural tourism has been defined as the movement of persons to cultural attractions away from their normal place of residence with the intention to gather new information and experiences to satisfy their cultural needs. These cultural needs can include the solidification of one's own cultural identity by observing the exotic other. Cultural tourism has a long history and with its roots in the Grand Tour is arguably the original form of tourism. It is also one of the forms of tourism that most policy makers seem to be betting on the future. The World Tourism Organization, for example, asserted that cultural tourism accounted for 37% of global tourism and forecast that it will grow at a rate of 15% per year. Such figures are often quoted in studies of the cultural tourism market, for example, by Water (1993), but are rarely backed up with empirical research. A recent study of the cultural consumption habits of Europeans (European Commission, 2002) indicated that people visited museums and galleries abroad almost as frequently as they did at home. This underlines the growing importance of cultural tourism as the source of cultural consumption. The generalization of cultural consumption on holiday, however, points to one of the main problems of defining cultural tourism. What is the difference between cultural visits on holiday, cultural tourism and cultural visits undertaken during leisure time at home? Much of the research undertaken by the Association for Leisure and Tourism Education (ATLAS) on the international cultural tourism market (Richards, 1996, 2001) has in fact underlined the high degree of continuity between consumption of culture at home and on holiday.

In spite of these problems policy makers and tourist boards and cultural attraction managers around the world continue to view cultural tourism as an important potential source of tourism growth. There is a general perception that cultural tourism is good- tourism that attracts high spending visitors and does little damage to the environment and local culture while contributing a great deal to the economy and support of culture. Other commentators, however, have suggested that cultural tourism may do more harm than good allowing the cultural tourist to penetrate sensitive cultural environment as the advance guards of the mass tourist.

Activity 3.1.1. Defining culture and cultural values

1. There are many definitions of the word ‘culture’. Your teacher will give you a couple of definitions of ‘culture’. Before that what do you understand by the term ‘culture’? Write your definition in one sentence in the space below and read it to your neighbour.
 - ‘Culture is the set of attitudes, values, beliefs, and behaviors shared by a group of people, but different for each individual, communicated from one generation to the next. Matsumoto (1996) or
 - ‘Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs, policies, procedures and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member’s behavior and his/her
2. Now work in groups of three or four and draw up a list of characteristics that can make cultural groups different from each other and tell your teacher when you have finished. For example, religion can be one characteristic that can distinguish one cultural group from another.

Literature	Food	architecture	Language	music
Art	Technology	agriculture	Clothing	

3. Conduct a whole-class discussion on the basis of the following questions:
 - a. Why is it difficult to define the word ‘culture’?
 - b. Why do people identify with cultures and cultural groups?
 - c. How do you feel about the terms ‘culture’ and ‘cultural groups’? If you like the term, why? If not, why not?
 - d. What other term would you prefer (national group, ethnic group, or no term at all)? Why?
4. What do you think cultural values are? Cultural values are the core principles and ideals upon which an entire community exists. For example, one cultural value we have as Ethiopians concerning the proper upbringing of children is that children should be spanked or beaten when they disturb or when they become a nuisance. Work in pairs and list three to five cultural values most of us share here in Ethiopia.

Activity 3.1.2: Pre-listening

1. Tell your neighbor what is going on in the picture below and where it happens. If you have been in a similar situation, you can share your experiences with the whole class.



2. Before you listen to the lecture, work in pairs and discuss your answers to the following questions.
 - a. Why do you think many Americans and Europeans visit cultural attractions in Ethiopia and other places every year?
 - b. Have you ever visited a cultural attraction like a museum, a monument or a cultural festival by going away from your place of residence? If you have, why have you done it and with whom?
 - c. Is there any cultural group you would like to visit and why?
 - d. What can we do as a country to promote our cultural heritage like *Irecha*, *Timket* or *Fichee Chambalala*?
 - e. What do you think are some of the potential dangers of a large number of tourists coming to visit specific cultural groups like the *Hamer* in Ethiopia?
3. The following phrases are taken from the lecture ‘Cultural Tourism,’ which you are going to hear in a few minutes. The phrases are probably new to you, so discuss what they mean with your neighbor and if you are not sure what they mean, look them up or ask your teacher.

the Grand Tour

advance guards

Answer Key

The Grand Tour: a tour of Europe that was regarded as part of the education of a wealthy young man. The tour sometimes took several years and usually included visits to Paris, the Alps, Florence and Rome.

Advance guards: a group of soldiers who go somewhere to make preparations before other soldiers arrive

4. The following sentences are taken from the lecture you are going to hear. While you listen to the lecture, fill in the blank spaces and discuss, if necessary, the meanings of the sentences with your teacher.
 - a. Cultural tourism includes tourism in urban areas particularly historic or large cities and their cultural facilities such as museums and theatres.
 - b. These cultural needs can include the solidification of one's own cultural identity by observing the exotic other.
 - c. Other commentators, however, have suggested that cultural tourism may do more harm than good allowing the cultural tourist to penetrate sensitive cultural environment as the advance guards of the mass tourist.
5. Below you find a list of six sentences. Three of them are found in the lecture, but the other three are not in the lecture. Listen to the lecture again and put a tick in the boxes against the sentences found in the lecture and compare your answers with a neighbor's.
 - This form of tourism is also becoming generally more popular throughout the world
 - Cultural tourism research has also grown rapidly, particularly in fields such as cultural consumption, heritage conservation, and its relationship with the creative economy.
 - Cultural tourism has recently been reaffirmed by the UNWTO as a major element of international tourism consumption, accounting for over 39% of tourism arrivals.
 - What is the difference between cultural visits on holiday, cultural tourism and cultural visits undertaken during leisure time at home?
 - Thus, they promoted the flourish of culture and created the initial cultural identity in Europe.
 - In spite of these problems policy makers and tourist boards and cultural attraction managers around the world continue to view cultural tourism as an important potential source of tourism growth.

Answer key

The following sentences are found in the lecture:

- This form of tourism is also becoming generally more popular throughout the world.
- What is the difference between cultural visits on holiday, cultural tourism and cultural visits undertaken during leisure time at home?
- In spite of these problems policy makers and tourist boards and cultural attraction managers around the world continue to view cultural tourism as an important potential source of tourism growth.

Activity 3.1.3: While-listening

1. Listen to the lecture once again and complete the table below using the required specific information in each column. Compare your notes with your neighbor's and improve or expand your notes.

Answer: Explain what a source is and how it is included in a text.

Types of tourism or tourists mentioned	Sources cited by the speaker	Names of organizations mentioned	Benefit(s) of cultural tourism	Criticism against cultural tourism
cultural/culture tourism industrial tourism creative tourism	Water (1993) European Commission (2002) Richards (1996, 2001) the Association for Leisure and Tourism Education (ATLAS)	OECD (the Organization for Economic Cooperation and Development) World Tourism Organization	contribute a great deal to the economy and support of culture	penetrate sensitive cultural environment

2. Listen to the lecture again and write ‘True’ or ‘False’ to the following sentences based on the information you have heard in the lecture. Compare your answers with a neighbor’s; you have to provide evidence from the lecture for your answers.
- a. Cultural tourism is definitely the first form of tourism. **False**
 - b. Cultural tourism excludes big cities and gives emphasis to rural areas. **False**
 - c. Standard tourists spend in the countries where they visit more than cultural tourists do. **False**
 - d. Sex tourism is one type of tourism that the speaker has mentioned in his lecture. **False**
 - e. Cultural tourism can help tourists to strengthen their own sense of identity. **True**
 - f. Cultural tourism is showing signs that it may slow down in the next few decades. **False**
 - g. One of the criticisms against cultural tourism is that it may open doors to mass tourism which may negatively affect a specific culture. **True**

Activity 3.1.4: Post-listening

1. Write a paragraph of about 100 words on the benefits and dangers of cultural tourism using your notes above and by doing a quick search on the Internet. Then, exchange your paragraphs with a partner and give feedback and comments on each other’s paragraphs. Try to include both positive as well as critical comments. Receive the feedback and comments and revise your paragraph.

3.2. Grammar: The present simple, past simple, and past perfect in contrast

The present Simple

It expresses events, or situations that exist always, usually, habitually, and factual. They exist now, have existed in the past and probably will exist in the future. Its forms are presented as **Sub+V₁**.

Uses	Examples
To express something which happens regularly	I get up every day at 6am A nurse treats patients
To express a general truth	The sun rises in the east Lion is the king of forest Dog is a faithful animal The sun rise in the east
To express a permanent situation	My brother teaches in university I come from Harar
To express ability (can and be able to)	I speak English language My brother plays tennis I can't read doctor's handwriting
To talk about future actions	The bus leaves today at 5pm
For repeated/regular actions (always)	I always read a story book My mother always goes to the market every Friday
To express speaker's opinions or beliefs	I think he is a good teacher
To express condition in if clause (likely condition)	If she comes, call me please.
To express instructions	First, activate the power, then take the photograph.
To express scientific facts (which has been proved by science)	Water consists of Hydrogen and Oxygen The earth revolves round the world Water boils at 100 ⁰ c Water freezes at zero degrees

Task: Complete the sentences with the correct form of the simple present tense

1. The students at HU_____hard. (work)
2. Many Ethiopians_____more than one language fluently. (speak)
3. My best friend _____her clothes on Sunday. (wash)
4. Teff_____in Ethiopia. (grow)
5. My mother_____to church every day. (go)
6. My older sister_____3 children -2 girls and one boy. (have)
7. Water_____when the temperature is below 0°C. (freeze)
8. My father _____to relax on Sunday afternoons. (like)

Task: Change the following simple present tense statements into negative and question form

Statement	Negative	Question
She speaks English		
We play basket ball		
He drinks alcohol		
I chew khat		
They leave tonight		
It lives here		

Task: Complete the sentences with the negative form of the simple present:

1. I _____on Sunday morning because I go to church. (study)
2. My best friend_____to dance. (like)
3. My brother is married but he _____children. (have)
4. Most students at HU_____drugs. (take)
5. A liar is someone who _____the truth. (tell)
6. When Orthodox Christians are fasting, they _____meat, eggs or dairy. (eat)

The Past Simple

Indicates that an action or activity began and completed at a particular time in the past (before now) and have no connection to the present. The time of the action can be in recent past or the distant past.

Example

She went to college last year (recent)

Colombous discovered America in 1419. (distant)

You might use it to answer a question about your past:

Example

Tana: which sports did you do during your childhood?

Fasil: I **played** football a lot and I often **went** swimming with my friends

Tana: have you always lived in Addis Ababa?

Fasil: No. I **was** born in Bale and I **spent** most of my childhood there. We **moved** to Addis when I **was** 10 years old.

Form: Subject+V₂

Its Uses	Examples
To express or say when something happened. Here it can associate with certain past time expressions or time indicators like yesterday/last week, year, month.../in 2001/ago/then/when....	I saw able yesterday We finished the job last week Sadam was sentenced in 2001
To express past habit with ' used to '. We use used to for finished habits and situation	She used to live in Gondar. (<i>But now she doesn't, no longer she lives there</i>). I used to travel a lot (<i>I don't do this anymore</i>)
To express the wish/regret in the present (<i>I wish+past tense</i>)	I wish I did my best (<i>but I don't</i>) I wish I were rich (<i>but I am not</i>) I wish I could play guitar (<i>but I can't</i>) I wish I wrote to her (<i>but I don't</i>)
To describe the sequence of events such as when we are telling a story or an anecdote	I saw the old woman across the road. She was alone and tried to walk quickly but she couldn't..... After I got home from class, I changed into some clean clothes and then went shopping to get some fruit for dinner

Task: Answer the following questions

Affirmative	Negative	Question
I worked here		
		Did you work here?
	I didn't work here	
We/they		

Past Perfect Tense

Is used to talk about things that happened in the past before something else happened or before a particular time. In this tense had is common for all kinds of persons. *Pattern: Subject+had+V₃*.

Uses	Examples
To express the fact that one of the two actions was done earlier than the other	When I arrived there the concert had already started. Earlier action, the concert had already started and latter action, I arrived there. By the time she got home, she found that somebody had broken into the flat. First action, somebody had broken into the flat and second action, she got home First the thief escaped. Then the police arrived. (The thief had escaped when the police arrived). (Meaning= the thief had escaped before the police arrived). When i arrived, he had left. (Before i got there).
To express an action completed at a certain point of time in the past.	At the age of 25, he had completed his PhD He had completed the paper with in half the allotted time.
To express an unfulfilled wish referring to the past.	I didn't start Earlier-I wish I had started earlier.

Activity 3.2.1: Tenses in context

1. First of all, read the following article quickly just to have a feel of the experience of the tourist who visited the Mursi tribe. Then, reread the passage to identify the verbs in the article and write as many verbs as you can in the correct column in the table below the article.

No Shortage of Lip in the Mursi Tribe

This morning's visit to the Mursi tribe, the one whose women wear lip plates, was supposed to be a case of 'leaving the best till last', but in fact was a bit of a let-down. After yet another drive along a windy, corrugated dirt road, complete with potholes that were now filled with water after heavy overnight rain, we finally reached the Mursi village on the outskirts of the Mago National Park in just under 2 hours. It was a compact settlement comprising around three dozen grass huts, but very few people. Our guide advised that most of the men were out on cultivation jobs and children at school, so most of those we saw were older women. And of these, only one was wearing a lip plate (but not the bright shiny design you see in all the glossy brochures), while a few others obviously had taken theirs out and just had the hole in the lower lip. On the one hand, I don't mind this as it at least allows us to witness life as it is, rather than some artificial dressing up purely for commercial purposes, but it was certainly a let-down after our previous tribe visits.

I had heard from previous tourists that the attitude of the Mursi was "take my photo, give me your money, then get the hell out of here", so at least we didn't encounter any of that. I think the main item of interest was the advice that the dowry for giving your daughter in marriage was 40 head of cattle and one Kalashnikov AK47 rifle. When I asked where they were able to obtain the latter, the response was "Oh, we just go over the border a short distance away into South Sudan and swap it for a few head of cattle"! So that in a nutshell were our Omo Valley tribal visits, which have not only given a good insight into their respective cultures but into life in general in this remote region of Ethiopia.

On our return to Addis Ababa, we had a full day and two nights. We gave our original airport B&B a big miss this time and booked instead into the very grand sounding (but fairly ordinary) Churchill International Boutique Hotel in a slightly more upmarket part of town. But trust me, 'more upmarket' is still relative and this is an extremely poor country still, with infrastructure very basic, traffic a shambles, people everywhere and no shortage of beggars on the street wherever you go. The only time we ventured out to any degree was to the Mercato Market, deemed as the largest open-air market in Africa. It was massive, bustling, and choking with cars and people, but I guess for the participants it was just another day at the office.

So that now completes our five week visit to East Africa. Having just completed one of the most interesting and satisfying trips that I have ever done, to five countries each with stunning scenery, fascinating cultures, and people who showed tremendous warmth and hospitality despite their lack of affluence, I can now sit back and ponder on the highlights and also reflect on some of the differences between their cultures and ours that I observed over the duration of my journey. Probably my individual highlight was the exhilaration of the white water rafting on the Zambezi, but each of the lemurs in Madagascar, the range of animals and birds on the safari circuit, and the various tribes of the Omo Valley in Ethiopia will stay in my memories for a long time...

Present Simple	Past Simple	Present Perfect	Past Perfect
reflect,	advised,		

Activity 3.2.2: Uses of tenses

1. Match each type of tense in A to its use in B and compare your answers with your neighbor's.

Each tense has more than one use.

A	B
____ 1. Present simple c, f, i	a. expresses an experience that happened at some time in one's life
____ 2. Past simple d, h	a. makes clear that one action in the past happened before another action in the past
____ 3. Present perfect a, e, g	b. expresses an action that happens again and again
____ 4. Past perfect b	c. expresses a finished action in the past
	d. expresses an action that began in the past and still continues
	e. expresses a fact that is true for a long time
	f. expresses a past action that has a present result
	g. expresses a past situation or habit
	h. expresses a fact that is always true

2. Work in pairs and decide what use the verb in each sentence expresses.
- a. I go to work by car. (expresses an action that happens again and again)
 - b. Ronaldo comes from Portugal. (expresses a fact that is always true)
 - c. He works in a bank. (expresses a fact that is true for a long time)
 - d. I went to Adama last week. (expresses a finished action in the past)
 - e. When I was a child, we lived in a small house by the sea. Every day I walked for miles on the beach with my dog. (expresses a past situation or habit)
 - f. I did not go to the cinema because I had seen the film before. (makes clear that one action in the past happened before another action in the past)
 - g. We have lived in the same house for 25 years. (expresses an action that began in the past and still continues)
 - h. Have you ever had an operation? (expresses an experience that happened at some time in one's life)
 - i. What have you done to your lip? (It's bleeding) (expresses a past action that has a present result)
3. Complete the blank spaces using the verbs given in brackets.
- a. I work for a company that _____ printers. (make)
 - b. This photo of her _____ on holiday last year. (take)
 - c. I _____ her since 2008. (not see)
 - d. I _____ the newspaper every morning. (read)
 - e. When I visited her she _____ bed-ridden for six months. (be)
 - f. Janet _____ home. (go)
 - g. She _____ many awards for her contribution to classical music. (win)
 - h. The boys were playing games when it _____ raining. (start)
 - i. How long _____ you _____ a social activist? (be)
 - j. We _____ each other for a long time. (know)
 - k. Since 2011 they _____ their son every year. (visit)
 - l. After Larry _____ the film on TV, he decided to buy the book. (see)

Task 1: Complete the text below by changing the verbs given in the parentheses into their correct tense form.

Good morning! This is the seven o'clock news. The traffic police station at Addis Ababa city (1)_____(**report**) that at least eleven people (2)_____(**die**) in a serious accident on a crossing road vehicle collision. It (3) _____(**attest**) that the accident happened when a minibus carrying more than fifteen passengers (4)_____(**crash**) into Addis Ababa city bus an hour ago. Eyewitness testified that there (5)_____(**be**) a thick fog at the time of the accident. According to the report from the station, a local farmer saw the collision and alerted the emergency services, who rushed to the scene. Lifesavers from Addis Ababa police station worked there for the last two hours, and they (6)_____(**just/manage**) to free the last survivors. An ambulance (7)_____ (**already/ take**) the most seriously injured to the black lion hospital. The police (8) _____ (**not release**) any names of the died and the wounded yet.

Task 2: Complete the text below by changing the verbs given in the parentheses into their correct tense form.

I really (1)_____(**like**) learning English. I (2)_____(**start**) it two years ago. I hope I (3)_____(**have**) strong advanced level next year. I(4)_____(**study**) very intensively now. In other words, I (5)_____(**learn**) English for two years. When I (6)_____(**take**) up English, my brother was learning intensively too. Have you ever (7)_____(**try**) to learn English very intensively? I will be waiting for your answer. My friend (8)_____(**tell**) me that he had tried lots of different methods but without success. When I came to him, he (9)_____(**read**) an English book for about an hour. I (10)_____(**complete**) this course by next year. To be more exact, I will have been doing this course for five months by next year.

Task 3: Fill the following blank space with the correct given verbs to make it a good sense.

I ¹ _____ (**just/received**) an email from our customer in Addis so far. They ² _____(**need**) more Harar Coffee as they ³ _____ (**give out**) entire stock over the last few months. They ⁴ _____ (**have**) a stand at the “Genna Expo” and ⁵ _____ (**distribute**) a thousand of tons. Now they ⁶ _____ (**want**) us to send another 10, 000 kilos. I ⁷ _____ (**already/contact**) sales to see if they have any spare, but I ⁸ _____ (**think**) we’ll need some more.

Task 4: Complete the Paragraph with the correct form of the Verbs in Parentheses

I (1)_____ **(look up)** and saw several clouds floating by like huge white ship sailing on a deep blue sea. There (2)_____ **(be)** a few birds which were perched on the cliffs above me. Some of the birds began to (3)_____ **(spread out)** their wings and gliding gracefully on the currents of air. In front of me, there was a stream which flowed very quietly under a small bridge near me. It hardly (4)_____ **(make)** a sound. In the distance I could (5)_____ **(see)** some waves rolling gently on the beach. There was someone (6)_____ **(stand)** there all alone. Then, I suddenly (7)_____ **(notice)** something else. It was a rowing boat and it was drifting out to sea. I finally became aware of that there was some hooligans inside it!

Task 5: Complete the text below by changing the given words in the parentheses into their correct forms. Use either simple past/ simple present and present perfect tense.

My English is really getting better. I **(try)** _____ ¹to learn the language every day, but only recently have I been able to make some real progress. By the time I _____ ²**(start)** high school in 1999, I **(study)** _____ ³ the language for almost three years; however, I was only able to introduce myself and say a few memorized sentences. For more than two years, I **(struggle)** _____ ⁴through grammar and vocabulary lessons, which made absolutely no difference. Nothing worked, so I decided to join English institution. I found an exchange program in Somali that sounded like the perfect answer. I _____ ⁵**(stay)** ⁴with a host family for one month. It was a huge disappointment! I _____ ⁶**(sit)** there the whole time staring at the host mother and father hoping that there would be some breakthrough. Nothing. When I returned, I mentioned to a friend that I **(have)** _____ ⁷problems with the language for years. He recommended that I spend a year in an English speaking country. Now I have decided to go abroad. But I _____ ⁸**(never, go)** to abroad yet. Any ways, if I _____ ⁹**(go)** there, I will focus on I should be completely fluent.

Task 6: Complete the following short conversation by supplying the verb in the correct tense, past simple or present perfect.

Ahmed: What do you do?

Derartu: I _____(**work**) for a private hotel since 2013. I _____(**start**) in the reception department and then _____(**move**) into management section in 2007. I _____(**always enjoy**) working with people and during the past few months I _____(**attend**) two courses in human resource management.

Task 7: Change the verbs in brackets to the past tense: simple, continuous, or perfect. In some cases, there may be more than one possibility.

1. While I (1)_____(**play**) football I (2)_____(**hurt**) my leg. However, until I (3)_____(**see**) a doctor I (4)_____(**not realize**) that I (5)_____(**break**) it.
2. The police (6)_____(**go**) to the bank after a neighbour (7)_____(**phone**) to tell them what (8)_____(**happen**). They soon (9)_____(**discover**) that the robbers (10)_____(**escape**) in a stolen car. The men (11)_____(**kill**) one of the guards who (12)_____(**try**) to stop them as they were driving away. The guard (13)_____(**jump**) out in front of them but they just (14)_____(**run**) over him.
3. Suddenly they (15)_____(**hear**) a strange noise and (16) _____(**look**) at each other in terror. All evening they (17)_____(**play**) cards and (17)_____(**watch**) without thinking of the ghost.

Task 8: Fill in the blanks with an appropriate tense form.

Sandra Fisher, (**speaks** / speak / is speaking) 42 languages. As well as (speak / **speaking**) her native German and English, she (pick / **picked** / has picked) up the Italian and Greek (speak / speaking / **spoken**) by immigrants in her home town; she also quickly (learn / has learned / **learned**) the Aboriginal language (speak / **spoken** / speaking) by the Corrie children at her primary school. She can't explain how she (**manages** / managed / is managing) to do this. She says that she only (have / **has** / had) to listen for a few minutes before she (start / **starts** / started) speaking.

Task 9: Fill in the blanks with an appropriate tense form.

Books are _____¹(make) on big machines. First, the writer _____² (put) words and pictures on a computer. These _____³(send) to some publishers, a company that makes and sells books. There the text is carefully checked. This text _____⁴ (pass) on to a printer who puts the words on paper. This _____⁵ (do) by different methods. Which method is used? That depends. Some books _____⁶(print) like newspapers on huge rolls of paper. The printer _____ (make) these books quite cheaply, but in large numbers. The pages of the book _____⁷ (cut) by machine and are sorted into the correct order. Then the cover _____⁸(put) on. Now the publishers _____⁹ (sell) the book to bookshops and readers.

Task 10: Fill in the blank space in each item with the present perfect or the past simple form of the verb given in parentheses.

Ramadan: Addise, may I ask you a question? How long _____ you _____unemployed? (be)

Addise: Since February, 2018. But I _____ (apply) for a teaching position at Haramaya High School last week.

Ramadan: In what field of study did you graduate?

Addise: I _____(receive) a BA degree in English in **January**,2018.

Ramadan: It sounds great. _____ you ever _____ any teaching experience? (have)

Addise: Sure! I _____(use to) teach English to high school students when I was second year university student.

Ramadan: When do you have an interview?

Addise: I _____ (not know) the date yet? I will tell you when I am informed of it.

Ramadan: I hope so! You should be prepared for the interview.

Addise: Thanks, I'm doing that! See you later.

Ramadan: Okay, bye!

Activity 3.2.3: Using tenses in writing

1. Write a paragraph of about 100 words in class outlining your experiences on your first day on campus and what has happened to you so far by using the four types of tenses you have studied in this unit. Read the paragraph to your neighbor; some of you will be selected by your teacher to read your paragraphs to the whole class.

3.3. Strategies for improving English grammar knowledge

Activity 3.3.1: Identifying a strategy for learning grammar

1. Some foreign language learners have very clear strategies for improving their English grammar knowledge. For example, many Ethiopian secondary school students may say that reading an English grammar book or doing the grammatical questions found in the university English exams offered in the past are some of their strategies to improve their knowledge of English grammar. Tell your neighbor if you have any strategies for improving your English grammar knowledge.

Study Note

Though there has been varied views on the definition of the term grammar learning strategy, many scholars tend to have the opinion that the definition of the term strategy may involve techniques, tactics, ways, learning skills, functional skills, basic skills, cognitive abilities, language processing skills, problem-solving procedures, preferred learning behavior, specific learning actions and the likes.

So, the strategy is a problem-solving strategy in which you use general rules in approaching English language learning. In other words, you use previously learned or acquired conceptual knowledge to drive specific information about the linguistic form, meaning or a speaker's intention.

Thus, it is quite important to emphasize on the significance of grammar knowledge to the success among good language learners. A number of scholars refer to grammar as the heart, the core or the frame of language learning. Wang (2010), for example, states grammar is just like a frame of house, without this framework, good materials and building blocks cannot constitute a solid house. This confirms that have a clear strategy to improve knowledge of grammar is very useful; it helps you to be able to shape the order and organization of information more effectively.

Deductive and inductive approaches to learning grammar

The main difference between inductive and deductive reasoning is that in inductive reasoning you search for specific meanings or rule, whereas in deductive case you try to use and look for more general meaning/information based on a given context.

In this strategy, you try to practices the mastery of a language item or a grammatical point. Remember, practice is often characterized by the act of repetition, rehearsal, experimentation, application of rules and repeated attention to details. This strategy contributes much to the storage and retrieval of language knowledge or data in the process.

Activity: Choose and explain the strategies which you prefer to improve your English grammar knowledge about learning a language structure.

1. I learn English grammar better as a result of mere repetition
2. I learn grammar better as a result of comprehension
3. I learn grammar better when I get chance to link new topics to previously known topics
4. I learn grammar better through using the grammar items to communicate my own ideas when I talk with my partners or classmates
5. I learn an item of English grammar better when there is a chance to extract a general language rule from a serious of experiences
6. I learn better when I imitate grammatical items/ grammatical structures after my teacher
7. I think I learn grammar unconsciously while I consciously try to deal with problem-solving tasks or activities
8. I learn a grammar item better when I use it to express what I already know.

2. The table below contains strategies that can be used to improve your English grammar knowledge. First, order the strategies from most effective (1) to least effective (7), then tick the strategies you think you may use in the future. Compare the table you have completed with the table of your neighbor and discuss the similarities and differences you have in terms of choices of strategies for improving your English grammar knowledge.

Reading strategies	Effectiveness of reading strategies	I probably use in the future
Reading extensively (newspapers, novels, poems, textbooks, etc.)		
Reading and listening to texts in English and trying to notice characteristics of grammar use		
Writing down sentences that contain and apply certain grammar rules and studying and repeating these sentences every day, then making up your own sentences		
Rereading the paragraphs and essays you have written with the intention of correcting the grammatical mistakes you might have made		
Reviewing the grammatical structures you have learnt in class at home		
Owning a grammar book and reading it		
Doing grammar exercises in a grammar book or online		

3.4. Reading: The Awramba Community

Activity 3.4.1: Pre-reading

1. Discuss your responses to the following questions before you read the article ‘The Awramba community and its quest for Utopia’.
 - a. Is there any cultural value that some Ethiopians hold dear, but you would like to see changed or abolished?
 - b. What do you think could happen to someone who tries to challenge some of the cultural values strongly held by the majority of a cultural group?
 - c. What is your attitude towards an individual or a group of individuals who advocate for the change of some cultural values strongly held by their communities?
2. Work in pairs and tell your partner what is culturally striking about the picture under the title of the article.
3. Read carefully the article entitled ‘The Awramba community and its quest for Utopia’ and answer the questions that follow.

The Awramba Community and Its Quest for Utopia

1. Awramba is an Ethiopian intentional community of about 463 people, located 73 kilometres east of Bahir Dar in the Fogera woreda of Debub Gondar Zone. It was founded in 1980 with the goal of solving socio-economic problems through helping one another in an environment of egalitarianism in marked contrast to the traditional norms of Amhara society. The name means ‘Top of the Hill’ in Amharic.
2. Founded by Zumra Nuru, who currently serves as co-chairman of the community, with 19 other people who shared his vision, as of 2016 Awramba has some 450 members, and is lauded as a model to alleviate poverty and promote gender equality in a country where women are generally subservient to men.
3. The fact that its members work together, are diligent, disciplined and self-confident makes the Awramba community distinct from other Amhara communities. Women have equal rights as men and there is no distinction in divisions of labour between men and women. All people in the community have no religion as distinct from most communities in Ethiopia. They believe

in hard work and being good to people. They keep their houses and their surrounding clean. Theft is seen as very obscene.

4. The community is ostracized, as it does not belong to either of the two primary religious groupings - Christianity or Islam. Members of the Awramba community, therefore, were not given agricultural land to cultivate, but instead were pushed into the most infertile and malaria infested corner of the district. As they cannot live on farm activities, they have diversified into the weaving business, using both traditional and modern weaving machines. In addition, using three grinding mills provided by the Regional Micro and Small Scale Enterprise Development Agency, they offer milling service to neighboring farmers. The village hopes to earn more money in order to build potable water and sewage systems, pave the road, and create an education fund for the children.
5. The village is unique not only for its attitudes toward gender, religion, and education, but for the social security it provides its members in need. There are formal committees to provide services which include education, to receive guests, to take care of patients, the elderly and children, and community health. They have established a literacy campaign for adults, a library, and a preschool. Despite living in a culture which practices early marriage, the people of Awramba have decided girls should marry only after reaching the age of 18, and boys at or above 22.
6. The village's success has made it a subject of numerous studies. "So many Christian and Muslim leaders from all over [Ethiopia's regions] and some from outside have visited the village because it is very famous in its endeavor to eliminate poverty," says Mulgeta Wuletaw, a regional government administrator and Member of Parliament. Another supporter is Mohammed Mussa, a rural development consultant who prepared a case study on the village for the World Bank. "This is an extraordinary initiative within a traditional and conservative community," he says. "It's a good example for other Ethiopian communities -and even beyond Ethiopia -because of its gender equality, its work ethic, and its social security system."

Activity 3.4.2: While-reading

1. Write 'True' or 'False' to the following sentences based on the information contained in the passage. Discuss your answers to these questions with a partner. You have to provide evidence from the text for your answers.
 - a. The Awramba community and the Amhara society around Fogera have very similar ways of life. **False**
 - b. The only thing that makes the Awramba community exceptional is that it provides social security to its members. **False**
 - c. What surprises many people who visit or hear about the Awramba community is that the transformation has occurred in a traditional and conservative society. **True**
 - d. Like the rest of Ethiopia, women in Awramba are generally subservient to men. **False**
 - e. The Awramba community has contacts with members of other communities around it. **True**
 - f. Many studies have been done on the ways of life of the Awramba community because members of the community rejected the ways of life of the rest of the society around them. **False**
2. Answer the following questions based on the information in the article and write your answers in the spaces provided under each question. The whole class will discuss the answers to these questions.
 - a. What do you understand by an 'intentional community' in the first paragraph?
An intentional community is one that is intentionally created by a group of people who share similar belief system and values.
 - b. What is the main reason that the Awramba community is engaged in making cloth or thread?
because their land is not suitable for agriculture
 - c. According to the article, what does the Awramba community want to do in the future?
hopes to earn more money in order to build potable water and sewage systems, pave the road, and create an education fund for the children.
 - d. Do you think the Awramba community will continue to grow in number or will it diminish? Why?
students' own answers

3. Find the words in the reading text which have the following meanings and compare your answers with a partner's.
- a. behaviors accepted within a particular group (para 1) **norms**
 - b. based on the belief that everyone is equal (para 1) **egalitarianism**
 - c. to make something less bad (paragraph 2) **alleviate**
 - c. praised (paragraph 2) **lauded**
 - d. offensive (paragraph 3) **obscene**
 - e. showing effort in one's work (paragraph 3) **diligent**
 - f. existed in large numbers (paragraph 4) **infested**
 - g. not allowed to be a member of a social group (paragraph 4) **ostracized**
 - h. a new plan (paragraph 6) **initiative**
 - i. attempt (paragraph 6) **endeavor**
4. Match the topic of each paragraph with the number of the paragraph and tell your answers to your teacher.
- a. research on the Awramba community **paragraph 6**
 - b. location and period of establishment of the community **paragraph 1**
 - c. appreciation of the community **paragraph 2**
 - d. challenges the community faces and its economic activities **paragraph 4**
 - e. norms of the community **paragraph 3**
 - f. the social services the community provides **paragraph 5**

Activity 3.4.3: Post-reading

1. Write a paragraph of about 120 words describing a couple of cultural values you are proud of or you uphold and explain their importance to society.

3.5. Reflections

Reflect on your learning experiences in this unit using the following questions and write your responses in the spaces provided. You may share some of your ideas with the rest of the class.

- a. Was the topic of this unit familiar and interesting? If not, why?

- b. Which activity was the most enjoyable and why?

- c. Which activity did you find the most useful and why?

- d. Were there activities that were boring and/or useless? If there were, which ones and why?

- e. Was there an activity that was too difficult for you? If there was, explain what made it difficult.

- f. You are at the end of this unit, so do you feel that you are making progress in your abilities to listen to and read English texts? If you do, how?

3.6. Self-assessment

Use the statements in the table below and indicate how much you agree or disagree with the idea in each statement using the five-point scale given (agree strongly, agree, undecided, disagree or disagree strongly). Put a tick against each statement after choosing the point that shows your level of agreement or disagreement.

No.	Knowledge/Skill/Attitudes	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	You are able to appreciate the cultural values of different cultural communities.					
2.	You are able to explain the benefits and dangers of cultural tourism.					
3.	You are able to identify specific information in a lecture.					
4.	You are able to explain the main ideas of a lecture.					
5.	You are able to take notes from a lecture.					
6.	You are able to write a summary of a listening text based on your notes.					
7.	You are able to identify the simple present, simple past, present perfect and past perfect tenses by their forms.					
8.	You are able to use the simple present, simple past, present perfect and past perfect tenses correctly in conversations or in writing.					
9.	You are able to understand and explain main ideas in a reading text.					
10	You are able to unlock the meanings of new words from their contexts.					
11	You are able to identify specific information in a reading text.					
12	You are able to understand the main ideas of a reading text.					
13	You will practically use one or more strategies for improving your knowledge of English grammar this semester or in the future.					

3.7. Summary

In this unit you have been able to see that culture can be a source of revenue for the national economy and that tourism that is driven by culture should be managed properly; otherwise, it can affect local communities. You have also done many activities which could improve your skills in listening and reading such as finding specific information in a text, understanding the main ideas of texts and guessing the meanings of new words using their contexts. It is believed that the grammar exercises could also improve your abilities to use the right tenses when you speak or write in English. The new words you have studied in the reading passage and in the other texts in this unit may also help you to understand texts on cultural issues in the future.

Unit 4: Wild Animals

Unit introduction

This is the fourth unit of the module, which is intended to further enhance the knowledge and skills you have developed in the preceding units. This unit, too, has seven sections. In the first section, which follows a lead-in activity, you will be engaged in listening to a short text about human-wildlife interaction. The second section will give you an opportunity to enhance your reading comprehension skills. In the third section you will explore denotative and connotative meanings of words. You will revise the uses of conditionals in the fourth section, and the fifth section will encourage you to reflect on your learning experiences in the unit. In the sixth section, you will assess your learning progress using a checklist prepared for this purpose.

Finally, a brief summary of the unit is given in the seventh section.

Objectives

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

- interact in English based on background knowledge;
- listen to a talk and take notes;
- predict the content of a reading text;
- make notes while reading;
- explain and use the denotative and connotative meanings of words;
- interact in English using written notes and answers to exercises; and
- reflect on your learning experiences.

4.1. Listening: Human-wildlife interaction

Activity 4.1.1: Discussing pictures of wildlife

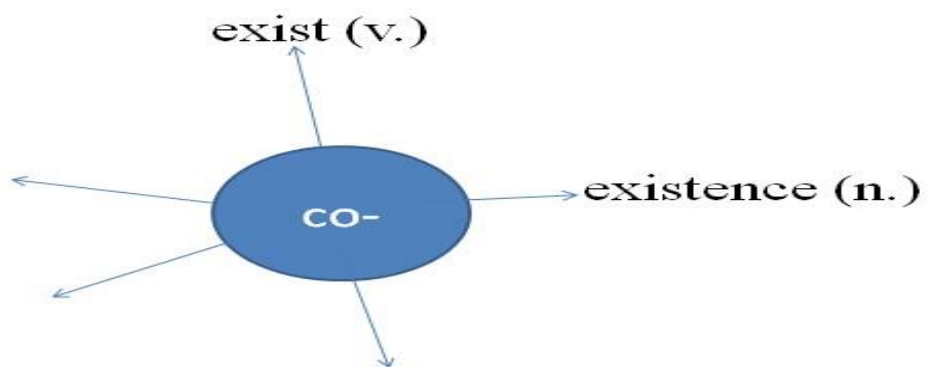
1. Look at the three pictures below.
 - a. What is happening in each picture?
 - b. Why is it happening?
 - c. In which of the picture(s) is positive human-wildlife interaction exhibited (shown)?
 - d. In which picture(s) is the interaction negative?
 - e. What do you think should be done to change human-wildlife conflict into healthy co-existence?

2. Write your answers in note form, and get ready to discuss them with your partner's.

Picture 1



3. Now, discuss your answers in small groups before some of you explain them to the whole class.
4. Do you know the meaning of 'co-existence'? What does 'co-existence' mean? How is it formed? Can you list other words formed in this way? Complete the following chart as homework.



Activity 4.1.2: Listening comprehension

- A. Listen as your teacher reads a short paragraph about human-wildlife interaction. Remember to write some relevant notes while you listen.
- B. Discuss your notes with a partner and improve them.
- C. Study the following questions individually before you listen while your teacher reads out the text again.
 1. Human interactions with wildlife can be _____ or _____.
 2. Reasons for which people compete with wild animals include _____ and _____.
 3. People tried to minimize negative interactions with wildlife using the following approaches:
 - a. _____
 - b. _____
 - c. _____
 4. The human-wildlife conflict led to:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 5. What are the two positive effects of the recent advances in our understanding of the nature of human-wildlife conflict?
 - a. _____
 - b. _____
 6. What possible areas/issues are available for future research studies concerning human-wildlife interaction? List three of them.
 - a. _____
 - b. _____
 - c. _____
- D. Listen as your teacher reads out the text for a second time. This time, answer some or all of the questions.
- E. Listen to your teacher once more. This time, you should be able to finalize your answers.
- F. Now, discuss your answers in small groups before you discuss them with your teacher.

Activity 4.1.3: Follow-up activity

1. The writer uses _____ information in the text that you listened to.
 - a. persuasive
 - b. statistical
 - c. factual
 - d. subjective
2. The text is most likely taken from _____.
 - a. a newspaper
 - b. a research report
 - c. an eyewitness account
 - d. a diary

4.2: Reading: Africa's wild animals

Activity 4.2.1: Brainstorming

A. Individually, write short answers to the following questions. Get ready to discuss your answers in groups.

1. Can you name some wild animals in Ethiopia? In what ways can they be useful for the country?
2. How can Africa benefit from its wildlife?
3. Look at the pictures in the following text. What do you expect to learn from the passage?
4. Now, sit in groups of three or four and discuss your answers before some of you explain them to the whole class.

Activity 4.2.2: Reading comprehension

A. Read the following article quickly. Remember to write notes as you read.

Africa's Wild Animals

1.

The African rainforests cover a very large area –from the west coast of Africa to the mountains in the east in Kenya and Tanzania. If you look at our map, you'll see that more than 80 per cent of the rainforest is in the Congo Basin. This time we are going to mention a few larger mammals living in this area and a small animal from Madagascar. Madagascar, the world's fourth largest island, lies off the southeast coast of Africa in the Indian Ocean. Some animals which live there can only be found in this part of the world.

2.

One such animal is the lemur. There are 25 species of lemur on Madagascar and all of them are endangered. The lemur is a **monkey like** animal with large round eyes, a pointed nose, a long tail and soft woolly fur. The largest lemur, the indri, is about 95cm long, the smallest, the mouse lemur, is only 15cm long. All lemurs are vegetarians. They like wild figs, bananas and other forest fruits.



3.



The mountain gorilla lives on the slopes of volcanoes in Rwanda, DRC and Uganda. They live in small groups led by a dominant male. They are **too big and heavy to climb trees** and so they wander slowly through the forest eating fruits, leaves and berries. They are the largest of the great apes and look very dangerous. But scientists say they are gentle, intelligent and very friendly.

4.

The forest elephant lives in the Congo Basin. It is much smaller than the African elephant, which is the biggest animal on earth. Nevertheless, even this “small” elephant can be up to 250cm tall. Its ivory is thinner, short and a bit yellowish.



5.



The African forest is also home to different kinds of chimpanzees and baboons. Most chimpanzees use twigs to get tasty food from difficult places. Some can open nuts with stones and branches. Groups of about twenty chimpanzees travel together looking for fruit and leaves to eat. At night they rest in tall trees in branches.

B. Now, discuss your answers with a partner before you answer any question.

C. Now that you have discussed your notes, answer questions 1-4 below.

1. Look at the following titles of the paragraphs. Choose from the titles (a-g) the one which fits best each gap (1-5) in the article. There are two extra titles which you do not need to use.
 - a. The biggest of the great apes
 - b. Searching for food together
 - c. Madagascar - my home
 - d. The fastest animal in Africa
 - e. A bit of geography
 - f. Taller than a man
 - g. Africa's natural resources

Answer key

- a. The largest of the great apes
 - b. Looking for fruits and leaves to eat
 - c. The world's fourth largest island
 - d. -----
 - e. -----
 - f. Too big and heavy to climb trees
 - g. Africa's rainforests
1. C (unable to climb trees due to huge body size)
 2. Peculiar animals (indigenous animals)
 3. Yes, it is appropriate for it fits with the paragraph

2. What does “**too big and heavy to climb trees**” (paragraph 3, lines 2&3) mean?
 - a. able to climb trees easily due to fitting body size
 - b. having flexible and adaptive body structure
 - c. **unable to climb trees due to huge body size**
 - d. capable of breaking trees for food
3. Look at the phrase ‘...only be found in this part of the world’ (paragraph 1, line 6). What are animals which are only found in one area, and not in other areas, called? Indigenous animals
4. Look at the title of the article: ‘Africa’s Wild Animals’. Do you think that the title is appropriate for the article? Why? Why not? Yes, it is appropriate for it fits with the paragraph

D. Discuss your answers with a partner quickly before you tell them to your teacher.

Focus on how you found the answers. As you finish this exercise, go to the exercise below.

E. Find the required information about the animals described in the above article, and write your answers in the table below. When you finish, discuss your answers in small groups.

	Where do they live?	What do they eat?	What do they look like?
Lemurs	Madagascar	Vegetarians	Monkey-like animal Large round eyes, a pointed nose, long tail, soft woolly fur
Gorillas	Rwanda, DRC, and Uganda	Fruits, leaves and berries	Largest of great apes Gentle, intelligent, very friendly
Elephants	In the Congo Basin	X	Thin and short ivory
Chimpanzees	X	Fruits and leaves	X

F. Read the following sentences and decide if they are ‘True’ or ‘False’? If they are false, correct them. If they are true, leave the line empty.

Example: The African rainforests cover the area from the west coast to the lowlands in Kenya and Tanzania. Answer: False

Correction: They cover the area from the west coast to the mountains in Kenya and Tanzania.

Answer key

1. All lemurs are quite big -they are about 95cm long. **False**

Correction: _____

2. The mountain gorilla lives in a small group with a dominant leader. **True**
3. The African elephant is the biggest animal on earth. **True**
4. Chimpanzees sleep on the ground. **False.**

Correction: At night they rest in tall trees in branches

5. The lemurs on Madagascar are not protected. **True**

G. Read the short version of the article about animals and fill in the missing words. Use only one word for each gap. The first one has been done for you as an example.

The rainforest covers a very large part of Africa and Madagascar. It is home to many animals, some of which cannot be found anywhere else in the world (1). The lemur looks like a monkey (2). It has got a long tail (3) and large round eyes. It loves eating various kinds of vegetables (4), for example bananas or figs. The mountain gorillas live in groups (5) consisting of a chief and several other members. Because their weight is too heavy (6), they cannot climb the trees and they have to look for food near the ground. The forest elephant is smaller (7) than the African elephant. The colour of its ivory is somewhere between white and yellow (8). Chimpanzees are very skilful – they can open nuts with branches or stones (9). They rest in trees and eat green leaves (10).

H. Ten words are underlined in the article above. Match these words with their definitions. One has been done for you as an example. There are three extra words you do not need to use.

- | | |
|--|--------------------|
| 1. a large wet area covered with trees | <u>rainforest</u> |
| 2. likely to injure or harm somebody | <u>dangerous</u> |
| 3. soft thick mass of hair which covers an animal's body | <u>fur</u> |
| 4. a part of an elephant's head | <u>ivory</u> |
| 5. a very high hill | <u>mountains</u> |
| 6. a small, thin part of a tree | <u>twigs</u> |
| 7. herbivorous | <u>vegetarians</u> |

I. Can the above article be used to attract tourists to Africa? Why? Why not? Write a short paragraph (5-8 lines) explaining how the above article can attract tourists to Africa (or you can take the opposite view). When you finish writing, revise your paragraph and then give it to your partner for comments and feedback.

4.3. Vocabulary: Denotative and connotative meanings

What does to know a word mean? One of the many things that one has to know about a word is its denotative and connotative meanings. To understand a word fully and use it correctly, it is necessary to know both its denotation (the standard definition) and its connotation (the feelings associated with it). If we are not fully aware of a word's connotation, we may choose an inappropriate synonym in our writing. This can lead to confusion or even to our reader taking offense. For example, consider the words "group," "clique" and "club". All these three words have basically the same denotative meaning: a set of more than one person. However, each of these words has a different connotative meaning. This shows that when we study a new word, we should attend to its denotative and connotative meanings

Some may think about the denotation of a word (its dictionary meaning) and the (connotation-the implied meanings and associations) when choosing word. In fact, every word has at least two definitions: connotative and denotative. Is there more to a word than how it is defined in the dictionary? So, what's the difference? Many words have multiple meanings or can be implied to mean something other than the definition we find in the dictionary. The connotative meanings of a word exist together with the denotative meanings. For example, the denotation of the word snake is *legless*, and sometimes "*reptiles*". Whereas the connotations for the word *snake* could include *evil* or *danger*. Another example: "*She's my baby*". What is its denotative meaning? It is clear that its denotative meaning is *infant* and its connotative meaning is: *girlfriend*. Thus, one can conclude that, the denotative definition is based on the literal definition of a word whereas the connotative definition is the figurative or emotional meaning of a word.

Main word	Denotative meaning	Connotative meaning
Cheap	low in cost	poorly made
The couple has a commitment to each other (commitment)	a pledge to do	an emotional connection to another person
The dress she was wearing was really tight. (tight)	fixed firmly in place	good, fantastic, awesome

Activity 4.3.1: Understanding connotative meanings

Look at the word ‘**monkey**’ in ‘**monkey-like**’ (paragraph 2, lines 2&3). What is the dictionary definition of the word ‘monkey’? Can words have meanings other than their dictionary meanings? When you look up a word in the dictionary, you will find its literal meaning -that is the word’s denotative meaning. However, many words also have an emotional side. The emotions and associations connected to a word are known as its **connotative** meaning. A word may have positive, negative or neutral connotation.

Ten words are given in the table below. Indicate with a tick mark (✓) the type of connotation each word might have. Also, try to write the possible connotative meaning of each word in the last column of the table.

Word	Connotation			Possible Connotative Meaning
	Positive	Negative	Neutral	
unique			X	
mother	X			selfless
childish		X		immature in thought
skinny		X		someone who has nothing to eat
economical			X	
questioning			X	
group			X	
clique		X		selfishness only for certain group
snake		X		Treacherous (deceitful) person
elated	X			intoxicated with happiness
adolescent			X	

4.4. Grammar focus: Conditionals Revised

Activity 4.4.1: Using conditionals

1. This activity helps you to revise conditional tenses which you studied in Unit 2. Write as many conditional sentences as you can based on the information given in the following table.

National Parks in Ethiopia	What one can see in the parks	Your sentences
Kafta Sheraro National Park	African elephant Ground squirrel Crested porcupine	If tourists go to the Semien Kafta Sherara National Park, they will see _____.
Semien Mountains National Park	Walia ibex Gelada baboon Caracal	_____
Bale Mountains National Park	Mountain Nyala Ethiopian wolf Spotted hyena	_____
Nechisar National Park	Plains zebra Greater kudu Dik-dik	_____
Yangudi Rassa National Park	Beisa oryx Abyssinian mohr Grevy's zebra	_____
Other Parks		_____ _____ _____

2. Try to complete the following table. Write your own example sentences for each conditional type.

Conditional	If-clause or result-clause	Main clause
Type I		
	Example:	
Type II		
	Example:	
Type III		
	Example:	

3. Discuss your answers with a partner before some of you volunteer to explain them to the whole class.
4. What do you need to focus on when you study grammar (e.g. conditional sentences)?
5. Read further on conditionals, independently. Compile more notes and examples in your notebook under the heading 'Conditionals'. Remember to focus on the form, use and meaning of each conditional type.

4.5. Reflections

1. How did you find the activities in this unit?
2. Were you successful in your learning in this unit?
Why? Why not?
3. If you were to do some of the activities in this unit again, which ones would you like to do?
Why? How differently would you do them?
4. Sit in small groups and discuss your reflections.

4.6. Self-assessment

Assess your learning progress in this unit by putting a tick mark (✓) in the appropriate box in the table below.

No.	Can you...	Yes	No
1.	interact in English using your background knowledge?		
2.	listen with comprehension to short texts of reasonable difficulty?		
3.	write appropriate notes while listening or reading?		
4.	interact in English using notes and answers to exercises?		
5.	read and understand texts of manageable difficulty?		
7.	interact in English after carrying out reading comprehension and reflective activities?		
6.	attend to vocabulary while listening or reading?		

Tell your partner your plan to make improvements in areas where you have weaknesses (if any).

4.7. Summary

In this unit, you were engaged in various activities which could have helped you to foster your listening, reading, speaking and writing abilities. The unit also gave you opportunities to engage in activities intended to increase your grammar awareness and vocabulary knowledge. In other words, the unit enabled you to enhance the skills and knowledge you learned previously. The next unit, Unit 5, contains various activities designed to help you to further improve your English language skills and knowledge. Are you ready to proceed?

Unit 5: Population

Unit introduction

This is the last unit of the module on Communicative English Language Skills I (FLEn 1011). Like the preceding units, this unit will engage you in different interactive and meaningful activities which will help you hone your English language abilities. The unit integrates speaking, writing and vocabulary with listening and reading, which receive explicit focus. The unit has seven sections. The first section focuses on listening while the second section mainly deals with reading. In the third section you will identify and use the collocations of the word ‘population’. You will study the uses of passive and active constructions in the fourth section, and the fifth section will encourage you to reflect on your learning experiences in the unit. In the sixth section, you will assess your learning progress using a checklist prepared for this purpose. Finally, a brief summary of the unit is given in the seventh section.

Objectives

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

- predict the content of a listening text;
- read and summarize an article;
- write relevant and effective notes while you listen and read;
- interact in English using notes, summaries and answers to exercises;
- use the collocations of ‘population’ in your talk or writing;
- construct correct active and passive sentences;
- reflect on the relevance of the tasks in this unit; and
- self-assess the progress you have made in learning English.

5.1. Listening: Population density

Activity 5.1.1: Pre-listening

You are going to listen to a talk on population density. Before you listen, answer the following questions.

1. Look at the picture on the next page. Which country do you think this picture was taken from?
How do you know?
2. Is the area crowded (occupied by a large number of people) or is it sparsely populated (contains a small number of people)? Why do you think this area (the country we just mentioned) was chosen?
3. Do you know the meanings of the words ‘population’, ‘dense’, and ‘density’? If you don’t know their meanings, don’t worry! Below are some definitions!

Population: a. the whole number of people or inhabitants in a country or region

b. the total of individuals occupying an area or making up a whole

Dense: marked by compactness or crowding together of parts. The word ‘**density**’ is derived from the word ‘**dense**’. Can you now guess the meanings of ‘**density**’ and ‘**population density**’?

Density: _____

Population density: _____

4. You are going to listen to a talk about ‘population density’. What do you expect to learn from the talk? Write your answer briefly.

Discuss your answers to the above questions in groups of three or four. Try to reach an agreement and get ready to share your answers to the whole class (through your representatives). Remember that the topic of the text you are going to listen to is population density.

Activity 5.1.2: While-listening

A. Listen as your teacher reads out the text on population density. Remember to write relevant notes as you listen and to discuss them later on.

B. Now, study the following questions before you listen to the talk again.

1. What does population density mean? Population density means _____
2. Population density is a geographical term often applied to _____, particularly to _____.
3. Population density can also be defined as population divided by _____ or _____.
4. The effects of low population density include:
 - a. _____
 - b. _____
5. Population density can be calculated for:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
6. Over half of the Earth's land mass is suitable for human habitation.
 - a. True
 - b. False
 - c. Information not given
7. Towards the end of the talk, you hear the word 'inhospitable'. Can you guess its meaning?
Choose the best alternative. 'Inhospitable' means _____.
 - a. habitable
 - b. unexplored
 - c. hostile
 - d. welcoming
8. How were you able to work out the meaning of 'inhospitable'?

C. Now, listen to your teacher again. This time you can answer some of the questions or all of them.

D. Listen to your teacher once more. This time, you have to finalize your answers.

E. Discuss your answers in small groups before a whole-class discussion is carried out

Activity 5.1.3: Post-listening

1. In the listening exercise in this unit, you learned the negative effects of low population density. How about if an area is densely populated? Is large population an advantage or a disadvantage? Listen as your teacher reads out a text in which the writer expresses worries about the ever-growing world population. Write a short paragraph (4-7 lines) showing your agreement or disagreement with the writer. Support your argument with strong evidence. When you finish, revise your paragraph before you give it to a partner for comments and feedback.

5.2. Reading: Population pyramid

Activity 5.2.1: Pre-reading

1. What are the following structures called? Where are they found?



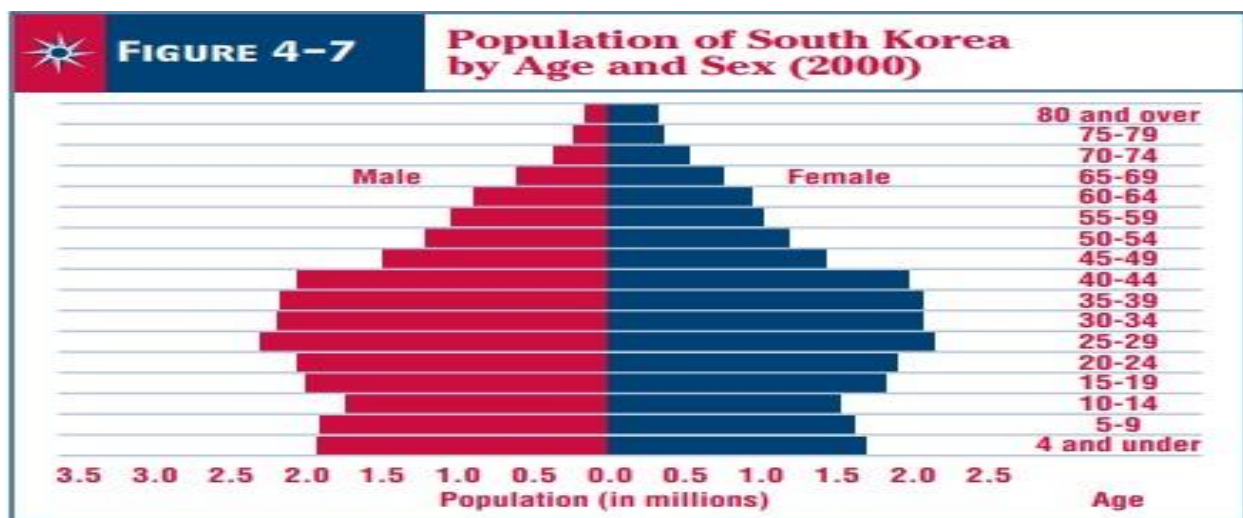
- A. Can you guess the meaning of ‘population pyramid’? It is **made up of** two parts: ‘population’ and ‘pyramid’.
- B. Have you ever been to a place where there was no one else around who is the same age as you were? Were most of the people younger than you? Were most of the people older?
- C. How does it feel to be in a social context where you cannot find people of your age group?
- D. What would happen if a country had only very young people or very old people?
- E. Discuss your answers with your partner before a whole-class discuss is conducted.

Read the following passage and do the activities that follow.

Population Pyramid

The age structure of a country's population is very important. For example, if a country has a population **made up** mostly **of** very young people and very old people, there will be few people of working age. If there are not enough people to work in agriculture or manufacturing, there will be food shortages as well as other issues, such as the need to import more goods. If a country has a great many young children, there may be a need for more schools and teachers when those children reach school age.

People who study population have developed a special kind of bar graph to show how the population of an area is divided by age and by sex. This kind of graph is called a **population pyramid** or **age-sex pyramid**. The term pyramid describes the graph's shape for many countries in the 1800s, when the population pyramid graph was created. At that time, many countries had large numbers of young people and small numbers of older people. Some countries today still fit this description, or are currently moving away from it. Look at the figure below, which shows the population pyramid for South Korea.



Source: U.S. Census Bureau, International Data Base, 2000.

The vertical scale on the graph tells you what age group each bar represents. For example, the bottom bar on the graph **stands for** people between the ages of 0 and 4 years. The pyramid is made up of horizontal bars. Each bar is divided into two parts by a line down the center of the graph. The left side of the bar represents males in the population. The right side of the bar represents

females. At the bottom of the pyramid is a scale marked in percent (%). Notice that the scale begins in the middle of the graph at 0 percent. To read the percent of males, you must read from the center outward to the left. To read the percent of females, you must read from the center outward to the right. To find the total percent of the population in a particular age group, you must add the figures for males and females.

Practice reading the population pyramid for South Korea. For what year are figures shown? In what age group are the largest number of males? In which age group are the largest number of females? Add the figures for males and females in the 10 to 14 age group. What percent of the population is between the ages of 10 and 14 years? About what percent of the females in South Korea are between the ages of 40 and 44? Look at the bars for people in South Korea between the ages of 25 to 29 and 30 to 34. These bars are longer than any of the others. This means that there are more people in South Korea between the ages of 25 and 34 than any other age group. Between 2000 and 2005, this age group will get five years older—they will be in the 30 to 39 age group. By 2010, these people will be in the 35 to 44 age group. The wide bars of the pyramid will as a result move steadily toward the top of the pyramid.

Population pyramids change over time. The shape of a population pyramid is determined by a country's age structure and sex ratio. It may also be influenced by migration into and out of the country. The traditional pyramid shape is characteristic of a country with high birthrates and high death rates. Countries with high birthrates and high death rates are in Stage 1 of the demographic transition. Some African countries have population pyramids with this shape. Another type of population pyramid has a narrow top, a wide base, and sides that curve inward. **This shape** represents a falling death rate and a high birthrate. Countries with these population characteristics are in Stage 2 of the demographic transition. A beehive shape characterizes a third type of population pyramid. Countries with low birthrates, low death rates, and a high average age have population pyramids with this shape. Some European countries such as England and Wales have population pyramids like this. **These countries** are in Stage 3 of the demographic transition. The fourth type of population pyramid has a tapered base that widens slightly as you move to the top. This shape represents a rapid decrease in birthrates.

Activity 5.2.2: While-reading

1. Complete the following table with the main ideas of the paragraphs in the above text.

Paragraph	Main Idea
Paragraph 1	A country's population age structure
Paragraph 2	A special kind of bar graph – a population pyramid
Paragraph 3	What the vertical scale on the graph represents
Paragraph 4	Population pyramid for South Korea
Paragraph 5	Determinants for the change of population pyramid

2. 'made up of' (paragraph 1, line 2) means _____.
a. manufactured
b. consists of
c. raised
d. broken up
3. In the 1800s many countries had large numbers of young people and small numbers of older people.
a. True
b. False
c. information not given
4. 'stands for' (paragraph 3, line 2) means _____.
a. represents
b. takes upright position
c. divides
d. explains
5. 'This shape' (paragraph 5, line 6) refers to **a narrow top, a wide base, sides that curve inward pyramid**
6. 'These countries' (paragraph 5, line 11) refers to **England and Wales**
7. According to the last paragraph, there are **fur, stage 1, death rate** categories of population pyramid. To which category do you think Ethiopia belongs?

Now, discuss your answers in small groups before your teacher reviews them with you.

8. Summarize the fifth paragraph in 3-5 sentences. When you finish writing, check your summary before you give it to a partner for comments and feedback.

Activity 5.2.3: Post-reading

Write a short paragraph interpreting the data in the following table. The topic sentence has been provided to help you. When you finish, revise your paragraph before you give it to your partner for comments and feedback.

Five Most Populous Cities in Africa

City	Country	Population
Lagos	Nigeria	21 million
Cairo	Egypt	20.4 million
Kinshasa	DR Congo	13.5
Luanda	Angola	6.5
Nairobi	Kenya	3.5 million

Africa's urban population has been rapidly increasing in recent years. _____

5.3. Vocabulary: Collocation

A collocation is a set of words that often go together. It refers to a relationship between words that frequently occur together. For example: **pretty** girl, **pretty** boy, **pretty** women. So, combination of these (collocations) just sounds ‘**right**’ to native speakers, who use them all the time. On the other hand, other combination may be unnatural and just sound ‘**wrong**.’ That is why collocation refers to how words go together or form fixed relationship. Collocation is a way in which some words are often used together and sound natural together.

Example

Say the fast train, not the quick train.

Say make lunch, not do lunch.

Say knock the door, not touch the door

Say a quick shower, not a fast shower

Say blonde hair, not beige hair (for female)

Say discharged from hospital, not released from hospital

There are some other ways in which we can make collocations in English.

Verbs that collocate with nouns:

Example: take a bath instead of saying do a bath,

make an effort instead of do an effort, and

commit a crime instead of do a crime and so on.

Adverbs that collocate with adjective:

Example: highly controversial instead of very controversial,

deeply offended instead of very offended,

bitterly disappointed instead of very disappointed....

Types of collocations

Collocations are composed of verbs, nouns, and adjectives. Some of the most common types are:

Adverb + adjective e.g. commit suicide

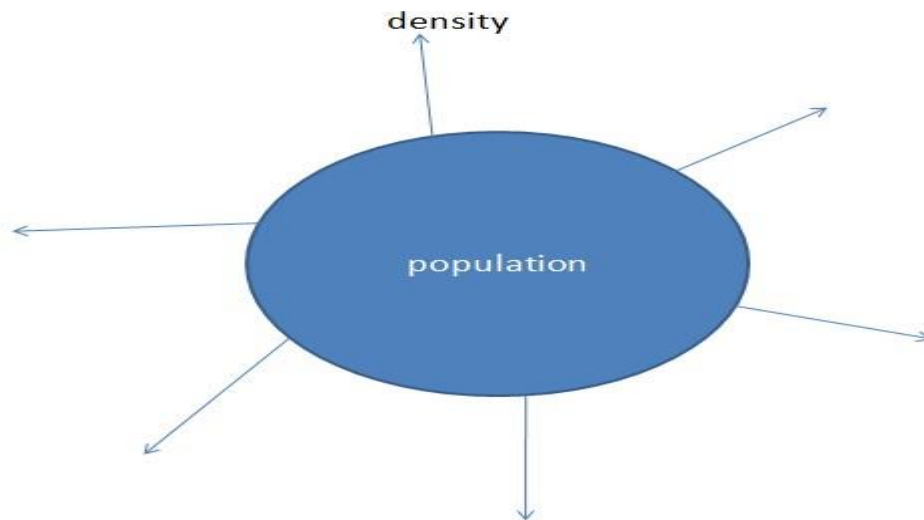
Verb + noun e.g. excruciating pain

Verb + adverb e.g. wave frantically

Noun + verb e.g. lions roar

Activity 5.3.1: Identifying collocations of ‘population’

Read the above text on population pyramid again and count the number of times the word ‘population’ occurs. What other words does it go with? Write down as many words as you can that co-occur with the word ‘population’. Then, complete the following figure. When, you finish, discuss your answers in groups of three or four.



1. “Tell me who your friends are, and I will tell you who you are.” Do you know this saying?
Is there a similar saying in your language?
2. Do you think that the above saying can tell something about words that go together?

Now, discuss your answers with a partner for a while.

Some words occur with other words in predictable way. This is called collocation. Collocation is a sequence of words or terms that co-occur in a conventional style. In other words, collocations are partly or fully fixed expressions that become established through repeated context specific use.

Such terms as ‘crystal clear’, ‘middle management’, ‘nuclear family’, ‘pay attention’, ‘fast food’, ‘make an effort’ and ‘cosmetic surgery’ are examples of collocated pairs of words. Collocation is one of the things that you need to know about a word. Therefore, it is important that you focus on collocation when you study vocabulary.

Try to find as many words or groups of words as you can which the words written in bold in the following table collocate with examples are given to help you.

have	do	Make	take	break	catch
a bath a drink a holiday a problem a relationship a good time a rest a lunch sympathy	business nothing a favour the cooking the house work your best your hair your homework	a noise a difference a mess a mistake a noise an effort furniture money progress trouble	a break a chance a look a rest a taxi a seat an exam notes someone's place	a habit a leg a promise a record a window someone's heart the ice the rules	a disease a ball a bus a cold a thief a fire a flu someone's eye
pay	save	keep	come	go	get
attention by cash interest the bill the price respect by credit card	time energy money yourself for the trouble something to a life	a promise a diary a promise a secret calm in touch quite someone's place an appointment	close direct early first last on time right back second a decision to an end	abroad bad blind crazy dark deaf mad on foot on line to war	angry a job a shock divorced drunk married permission pregnant ready upset

Now, find more words that co-occur with the words written in bold in the above table.

Task 1: Fill in the blanks using appropriate verbs that would complete the collocation.

- If you park there, you will have to _____ a fine.
A. **pay** B. **take** C. **have** D. **revenue**
- I _____ a cough to catch her attention.
A. **paid** B. **gave** C. **took** D. **grabbed**
- Few people can _____ a secret.
A. **have** B. **save** C. **keep** D. **bar**
- He still _____ in touch with most of his old school mates.
A. **take** B. **saves** C. **hoards** D. **keeps**
- They _____ close to hitting each other.
A. **came** B. **took** C. **brought** D. **seized**

5.4. Grammar focus: Voice

"**Voice**" refers to the connection between the subject and the object of a sentence, which is linked through a verb. Active voice means that a sentence has a subject that acts upon its verb. In active forms, the subject of the sentence is the person or thing that does the action whereas in passive constructions, the subject receives the action.

Form

Both the active voice and the passive voice can be used with different tenses and with modals. The tense of the passive sentence is shown in the verb '**be**'. Use the past participle with every tense. If two verbs in the passive voice are connected with '**and**', do not repeat 'be'.

Example

The Oscar ceremony is **televised** and **seen** by millions of people.

Both the active voice and the passive voice can be used with different tenses and with modals. The tense of the passive sentence is shown in the verb '**be**'. Use the past participle with every tense. The following recapitulates active and passive forms of all verb tenses.

Tense	Active verb form	Passive verb form
Present simple	base form or "es/-s" form	am/is/are+V ₃
Present progressive	am/is/are+-ing	am/is/are+being +V ₃
Present perfect	has/have+V ₃	has/have+been+V ₃
Past simple	simple past (V ₂) forms	was/were+V ₃
Past progressive	was/were+-ing	was/were+being +V ₃
Past perfect	had+V ₃	had+been+V ₃
Future simple	will/shall+V ₁	will/shall+be+V ₃
Future progressive	will be +-ing	will+being+V ₃
Future perfect	will have+V ₃	will have been+V ₃
Present conditional	would/could/should/might+V ₁	would/could/should/might+be+V ₃
Perfect conditional	would/could/should+have+V ₃	would/could/should +have+been+ V ₃
Modals	modal+V ₁	modal+be+V ₃
Infinitives	to+V ₁	to be +V ₃
	to have +V ₃	to have been +V ₃
Participles	-ing	being +V ₃
	having +V ₃	having been +V ₃
be (going to)	am/is/are+going to +V ₁	am/is/are going to +be +V ₃
	was/were going to +V ₁	was/were going to +be +V ₃

Uses

The active voice focuses on the person who does the action.

Haramaya University awards scholarships to several foreign students every year.

We will prepare the report, and Gemechu will proofread it.

The passive voice focuses on the receiver or the result of the action.

Several foreign students are awarded a scholarship by Haramaya University.

The report will be written by us, and it will be proofread by Gemechu

When to use active and passive voice in writing

Many are also unsure about when to use these grammatical voices in academic writing. So, which is better? The short answer is neither: Both active and passive voice sentences have a role to play in formal writing. The key is knowing when to use them. Thus, in writing, always consider whether you should use the passive or active voice. It will depend on what you want to convey.

When to use active voice?

In scientific writing, overuse of passive voice in long and complicated sentences can cause readers to lose interest or to become confused. Sentences in active voice are generally though not always - clearer and more direct than those in passive voice. Look at the following sentence:

Research has been done to discredit this theory.

This sentence is vague; readers do not know who has carried out the study to disprove the theory. Hence, it should be rewritten in the active voice. Using the active construction in sentences of this kind helps you to make your writing clear and concise. The below sentence is being clearer and more concise than the former:

Halfon (2008) conducted research to discredit this theory.

When to use the passive voice?

In some sentences, passive voice can be perfectly acceptable. We use the passive in these situations:

- **When the actor is unknown:**

Example

My bag has been stolen (we don't know who stole it)

- **When we are interested in what was done, not who does it**

Example.

The founders of the AU launched the AU at the Durban summit in 2002

The AU was launched at the Durban summit in 2002.

- **When the person or thing that does the action is obvious and does not need to be stated**

Example

Coffee is grown in Ethiopia. (we know that the people who grow coffee are farmers)

- **To emphasize the receiver of the action instead of the doer**

Example

The experiment was carried out in a pathology laboratory.

- **When you want to sound impersonal or avoid using the subject "I"**

Example

Longitudinal survey was employed in this study.

- **When the doer is generally known (general truth)**

Example

6, 500 languages are spoken around the world today.

- **When you do not wish to mention the doer of the action (passive voice a safety net)**

Example

I was given some bad advice.

Not enough has been done to end homelessness.

The Passive Voice without an Agent

The passive voice is used more frequently without an agent than with an agent. Below are the contexts in which we do not need to mention the agent.

- The passive voice is used when it is not important to mention who performed the action.

Example

The winners' names are placed in envelopes.

- The passive voice is used when we do not know the agent

Example

My cell-phone has been stolen.

- The passive voice is used when the agent is and doesn't need to be mentioned

Example

Oscar night has been televised since 1953.

The Passive Voice with an Agent

- **When the sentence has a strong agent, we can use either the active or the passive voice**

Example

Last year's Nobel Prize was won by Abiy Ahmed.

- Sometimes the passive voice is used to continue with the same subject of the preceding sentence

Example

The first Oscar ceremony took place in 1929. It was attended by 250 people.

Linking Verbs

Linking verbs are neither active nor passive. They simply express state of being, possession and change over time. The linking verbs include the following:

The **verb to be** (in its various forms, e.g., am, are, is, was, were, will be, has been, have been).

The **"sense"** verbs (e.g., to feel, to look, to smell, to taste, to sound).

The **"status"** verbs (e.g., to appear, to become, to continue, to grow, to seem, to turn).

Active and Passive Voice in all English Tenses with detailed examples

Tense	Active voice	Passive voice
Present simple <i>is/are/am+V₃</i>	I clean the room everyday She washes the window everyday	The room is cleaned everyday The windows are washed everyday
Present progressive <i>am/is/are + being +V₃</i>	They are building a hospital now	A hospital is being built now The trees are being cut down
Present perfect <i>Has/have+ been V₃</i>	I have completed the work She has sent the letters	The work has been completed The letters have been sent
Present perfect progressive	She has been interviewing him	No passive form
Past simple tense <i>was/were+V₃</i>	They cancelled the match Someone stole my watch I bought all the books	The match was cancelled My watch was stolen All these books were bought
Past progressive <i>was/were/+being+V₃</i>	He was repairing the car They were cleaning the machines	The car was being repaired The machines were being cleaned
Past perfect tense <i>Had+been+V₃</i>	Someone had killed the president	The president had been killed
Future tense <i>will/shall be +V₃</i>	They will cut the grass tomorrow	The grass will be cut tomorrow
Future (going to) <i>going to+ be +V₃</i>	They are going to repair the car She is going to burn the letters	The car is going to be repaired The letters are going to be burnt
Modal verbs <i>modal +be+V₃</i>	Active Voice	Passive Voice
Can	They can solve the problem	The problem can be solved
Could	They couldn't move the stone	The stone couldn't be moved
Must	They must punish the thief	The thief must be punished
Should	Someone should change the music	The music should be changed
Ought to	They ought to move the car	The car ought to be moved
May	They may change the phone number	The phone number may be changed
Might	Someone might steal the painting	The painting might be stolen
Need	Someone needs to wash the clothes	The clothes need to be washed
Infinitives <i>to+V₁</i>	Active Voice	Passive Voice
	Invite me	He wants to be invited

<i>to have+V₃</i>	Respect me Remember me	She wants to be respected She/he wants to be remembered
Questions in Passive (<i>wh+be+V₃</i>) NB: Do/does: in passive question is changed into the possible be	What does she do in morning? Where do they post the letters?	What is done in the morning? Where are the letters posted?
NB: When do/does begins a question sentences in active voice, it replaced by <i>is/are</i> in the same position (comes at the beginning of a passive voice)	Do people know more things about her? Do you speak Spanish well? Did you bring all your books?	Are more things known about her with people? Is Spanish spoken well by you? Did should be replaced by were Were all your books brought?
Let in passive Imperative sentences can be changed into passive voice by using Let . Pattern: Let+object+be+V₃	Park the car Give up smoking Post this letter Pay the amount	Let the car be parked Let smoking be given up Let this letter be posted Let the amount be paid
Imperatives with passive: Various ideas like commands/orders/requests may be expressed in passive voice: Pattern: You are asked/requested/ordered..	Please post this letter Shut the door Apply for leave Teach me English Language	You are requested to post this letter You are ordered to shut the door You are advised to apply for leave You are asked to teach me English Language
It is/was time +for+object+passive form	It is time to send a telegram It is time to stop the work It was time to repair the watch	It is time for the telegram to be sent It is time for the work to be stopped It was time for the watch to be repaired

Activity 5.4.1: Active and passive constructions

A. Study the following sentences taken from the text on population pyramid.

1. People who study population have developed a special kind of bar graph to show how the population of an area is divided by age and by sex.
2. This kind of graph is called a population pyramid or age-sex pyramid.
3. The shape of a population pyramid is determined by a country's age structure and sex ratio.
4. This shape represents a rapid decrease in birthrates.
5. It may also be influenced by migration into and out of the country.
6. A beehive shape characterizes a third type of population pyramid.

B. Now, answer the following questions about the above sentences.

1. In which sentence does the subject perform the action stated by the verb? **1, 4, 6**
2. In which sentences is the subject acted upon? **2, 3, 5**
3. Which sentences are in active voice and which are in passive voice?

C. Work in groups of three and discuss your answers before your teacher reviews the answers.

D. Study more examples given below.

Note

- The past participle of **regular verbs** is *-ed* (*cleaned/damaged*.).
- For a list of irregular past participles (*done/built/taken* etc.).

Example

1. Butter **is made** from milk
2. Oranges **are imported** into Britain
3. How often **are** these rooms **cleaned**?
4. I **am** never **invited** to parties
5. This house **was built** 100 years ago
6. These house **were built** 100 years ago
7. When **was** the telephone **invented**?

E. Change the following Active sentences into Passive voice.

1. People who study population have developed a special kind of bar graph to show how the population of an area is divided by age and by sex.
2. This shape represents a rapid decrease in birthrates.
3. A beehive shape characterizes a third type of population pyramid.

Answer key

- 1) A special kind of bar graph to show how the population of an area is divided by age and sex.
- 2) A rapid decrease in birth-rate is represented by this shape.
- 3) A third type of population pyramid is characterized by a beehive shape.

F. Change the following passive sentences into active sentences.

1. This kind of graph is called a population pyramid or age-sex pyramid.
2. The shape of a population pyramid is determined by a country's age structure and sex ratio.
3. It may also be influenced by migration into and out of the country.

Now, discuss your answers to both exercises (E & F) in pairs before you discuss them with your teacher.

Answer key

- 1) We call this kind of graph is a population pyramid.
- 2) A country's age structure and sex ratio determines the shape of population pyramid.
- 3) Migration in to and out of the country may also influence it.

Worksheet: Active & Passive Construction

Task 1: Complete the following text using Active or Passive forms of the verbs in the parentheses with the correct tense.

How the Memory Works

Recently I (1)_____ (**learn**) how the memory works. There are three stages of memory systems: sensory, short-term and long-term memory. Information (2) _____ (**encode**) into sensory memory through eyes and ears, which is a very prime stage of memory. Visual sensory memory only last for a fraction of second for image brainstem to judge if the data is important to (3)_____ (**bring**) into consciousness. After the auditory information has been collected by ears, it (4)_____ (**can hold**) on longer, and the duration is about two to four seconds to recognize the meaning of the phrase. Subsequent, our brain will figure out which sensory memory is important, and then the information (5) _____ (**select**) from sensory memory to short term memory. The short-term memory will last about twelve to thirty seconds without rehears, and this kind of memory is easy to (6) _____ (**interrupt**) and decay. If the new information is contacted with something that is already well known, which can help us remember it easier and longer, hence using this method short term memory (7)_____ (**transfer**) into long term memory.

Task 2: Read the following texts carefully and change the verbs given in Parentheses either into Active or Passive form.

Last year, a hurricane (1) _____ (**experience**) by my family and me for the first time. It was Hurricane Ellen, and much damage to our property and neighborhood caused by its fierce winds of 200 miles per hour and its heavy rains. The old oak tree in our backyard (2)_____ (**uproot**) and hurled across the roof of our house, creating a large hole through which the rain poured in. Our living room (3)_____ (**flood**) by the water, which rose to a height of three feet. When we (4)_____ (**begin**) to think that the worst of the storm was over, we (5)_____ (**hear**) a loud crash and looked out the window to see that our car (6)_____ (**has hit**) by our neighbour's fallen tree, caving in the roof and breaking all the windows. Having recently to the East Coast from North Dakota, we (7)_____ (**think**) that a hurricane was little more than a thunderstorm. Next time, when people in our area (8) _____ (**advice**) to evacuate before a hurricane come, I'm sure our family will be the first to leave.

Task 3: Complete the following text with the correct passive or active forms of the verbs in the parentheses.

The Spread of COVID-19 until 22 May 2020

In December 2019, an outbreak of acute respiratory illness (1)_____(**cause**) by a novel coronavirus, was detected in Wuhan, China. Since then, this mystery disease covid-19 has continued to spread rapidly around the world, and until 25 May 2020, 213 countries and territories reported 5.4 million confirmed cases, of whom 343,070 (2)_____(**die**). So far, Africa is the least affected continent; from 54 countries, 99,433 confirmed cases with 3,078 deaths, (3)_____(**report**) on 22 May 2020. On the same date, Ethiopia (4)_____(**announce**) 582 confirmed cases and 5 deaths. Taking the rapid spread of the virus into account, WHO (5)_____(**advise**) all nations to establish a body of emergency response team so as to prevent the possible crisis that could be resulted from the invidious consequences of the pandemic.

Adapted from Amare et al 2020

Task 4: Complete the following text with the correct passive or active forms of the verbs in the parentheses.

Problems of Paragraph Writing

With me, writing (1)_____ (**consider**) a hard subject because I usually (2) _____ (**make**) many mistakes in writing a paragraph. First, I (3) _____ (**stick**) in creating ideas of a brainstorm so many supporting sentences are not relevant to topic mostly. Second, there are many errors in my writing like using language. For example, the words which (4) _____ (**use**) in paragraph have caused readers confusing about meaning. Third, I am caught in faults of sentence structure and grammar so I have not expressed my ideas exactly. As a result, my paragraphs have not been unified. Therefore, it (5)_____ (**take**) often me many hours to write a paragraph. However, by knowing these problems, I have been trying to learn and refer more books about how a paragraph (6) _____ (**write/can/**) and I have had many useful lessons. Hopefully, in a near future my writing (7)_____ (**improve**) with ideas are clearly stated and supported, grammar and vocabulary are used more correctly.

Task 5: Complete the following text with the correct present simple passive or active form of the verbs in parentheses.

The Ethiopian flora (1) _____ (**estimate**) to include between 6500 and 7000 species of higher plants, of which 12% are endemic. Ethiopia is also home to various ethnic groups, and consequently a center of cultural diversity. The various ethnic groups and cultures use a variety of plants for their aromatic and medical properties.

As in many Afro-Asian countries, the majority of Ethiopians are rural and their life style is traditional. Most of them still rely on traditional healers and medicines for their ailments and visit “spiritual healers” as well as using herbs. It is easier for them to look for herbal products for aroma and flavor rather than buying perfumes and readymade sauces. It is because of this deep-rooted tradition that herbs (2) _____ (**sell**) for their medical or aromatic properties in Ethiopian markets. Plants that have aromatic properties (3) _____ (**use**) for fragrance and flavor to chase away presumed evil spirits that affect people psychologically and to cure ailments.

When you (4) _____ (**discuss**) aromatic plants in Ethiopia, it is difficult to ignore the trip of the Ethiopian Legendry Queen of Sheba (Saba) to Jerusalem to visit King Solomon. Amongst the items she is said to have carried with her was *itan* (incense) and *kerve* (myrrh). In addition to incense and myrrh, some herbs are commonly cultivated for their fragrances include *ariti* (rehan) and *ades* (*myrtuscommunis*). Coffee makers (5) _____ (**spread**) fragrant leaves together with grasses to give a pleasant odor during coffee ceremonies. Thus if you have been in Ethiopia before or have read about Ethiopia, you will realize that it is a country of geographical diversity and climatic variability.

Task 6: Complete the following text using Active or Passive forms of the verbs in the parentheses using the correct tense.

The Statue of Liberty ¹ (**give**) _____ to the United States by France. It ² (**be**) _____ a present on the 100th anniversary of the United States. The Statue of Liberty ³ (**design**) _____ by Frederic Auguste Bartholdi. It ⁴ (**complete**) _____ in France in July 1884. In 350 pieces, the statue then ⁵ (**ship**) _____ to New York, where ⁶ (**arrive**) _____ on 17 June 1885. The pieces ⁷ (**put**) _____ together and the opening ceremony ⁸ (**take**) _____ place on 28 October 1886.

Task 7: Complete the following text with the correct present simple passive or active form of the verbs in parentheses. Take care of the tense you use.

The World Cup

The world cup is an international football competition which (1)_____(**hold**) every four years. One of the most popular events in the world, the first game (2)_____(**take place**) in 1930 in Uruguay. Each time, there is a different host country although this sporting event (3)_____(**limit**) in Europe and the Americans until 2002. In 2002, however, the matches were moved to Korea and Japan. Africa also (4)_____(**host**) the world cup in 2010 for the first time. It is hoped that the world cup (5)_____(**host**) in Africa again in the future.

The world cup was first broadcast on television in 1954 and is now the most prominent televised sporting event in the world. It has been reported that more spectators (6)_____(**watch**) the event than the Olympic Games(Foster,1997). The audience of the 2002 world cup (7)_____(**estimate**) to be almost 3 billion. According to FIFA (2006), 1.1. Billion people watched the final match of this tournament. Broadcasting this event (8)_____(**result**) in 41,100 hours of football on TV across the world. Clearly, the world cup matches attract huge audiences, but even the draws, which decide the distribution of teams into groups, are widely viewed. 300 million people were reported to (9)_____(**see**) the 2006 world cup draw (brown,2006).

Task 8: Complete the Following Text Using Active or Passive forms of the Verbs in the Parentheses Using the Correct Tense.

One of my friend Nibret, who was my best friend at Haramaya university _____(**give**) the opportunity to study abroad. During our University stay, we had not get separated for anytime. One thing that I cannot forget was that he was so sociable and competent student among our class. One day after he _____(**play**) football, he went to cafeteria to have dinner. However, the dinner _____(**not, prepare**) because the light went off and was interrupted whole day. Nevertheless, He could not wait for it until it was ready. The only thing he was supposed to do was to seek where there is restaurant. But to do so he could not afford because he hadn't have enough money in his pocket. After that he _____(**call**) to invite him

Task 9: Complete the following text using Active or Passive forms of the verbs in the Parentheses using the correct tense.

How Surveys are conducted

A survey is a method of gathering information about a topic, a group of people or a specific area. Surveys (1) _____ (**commonly use**) to collect information and opinions. If the survey is well-designed and conducted correctly, its results (2) _____ (**can be**) reliable and valid, and can offer an accurate picture of the surveyed population. There are many steps involved in conducting a survey, depending on the kind of information that needs to be (3) _____ (**collect**). In general, though, the purpose of the study, the required information, and the sample population (4) _____ (**identify**) first. Then, the questions (5) _____ (**develop**) and the method of gathering answers (6) _____ (**determine**). Once this is done, the survey (7) _____ (**conduct**), the data is collected and, finally, the findings are analyzed and reported. Surveys are most commonly conducted through questionnaires. They can be used in telephone or face to face interviews, or completed and submitted by survey participants. In either case, strong knowledge of the surveyed topic (8) _____ (**require**) to prepare good questions for the survey.

Task 10: Complete the text below by changing the verbs given in the parentheses into their correct forms of active or passive.

Last year one of our house (1) _____ (**paint**) by me. The job (2) _____ (**take**) about two weeks. First, the outdoor (3) _____ (**wash**) using warm water and a mild detergent. Then all the chinks and pores in the walls (4) _____ (**seal**) with putty. After the putty had had a chance to dry, the outdoor could be painted. A latex paint (5) _____ (**use**) because it is easy to apply and cleans up with water. A whole week (6) _____ (**need**) to finish this part of the job. I (7) _____ (**be**) very careful to apply the paint evenly because I did not want to have to apply two coats. A color was used that was very close to the original colour. Our house (8) _____ (**be**) a two-story house, which meant that a tall ladder (9) _____ (**need**) to do the second story. The paint can have to be balanced on the top rung of the ladder while I worked. When the job (10) _____ (**finish**), a great deal of satisfaction was felt by me. I had to pat myself on the back. Even my dad said that a good job was done.

5.5. Reflections

Reflect on your learning experience in this unit by writing short answers to the following questions.

1. How did you find the activities in this unit?
2. Which ones were you able to handle easily? Why?
3. Which ones did you find somewhat challenging? Why?
4. Overall, were you successful in your learning in this unit? Why was it so?

Discuss your reflections in groups of three or four. In your discussion, see if there are similarities, and if any, report them to your teacher.

5.6. Self-assessment

Assess your learning progress in this unit by putting a tick mark (✓) in the appropriate box in the table below.

No.	Are you able to ...	Yes	No
1.	listen to lectures or talks and understand them?		
2.	write relevant and effective notes while listening?		
3.	interact effectively in English using notes, summaries and answers to exercises?		
4.	read and understand English texts of reason difficulty?		
5.	write effective notes while reading?		
6.	use active and passive sentences correctly?		

Tell your partner your plan to make improvements in areas where you have weaknesses (if any).

5.7. Summary

This unit has engaged you in various activities which focused on listening, speaking, reading, writing, vocabulary and grammar. It is hoped that the unit has helped you to improve your communicative abilities in English. More importantly, the learning experiences in this unit, along with those in the preceding units, could have triggered interest in you to learn English independently. You are the master of your destiny! Therefore, you are advised to take autonomy for the development of your English language proficiency.

6. References

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