

# ENGLISH

## STUDENT TEXTBOOK GRADE 12



ENGLISH STUDENT TEXTBOOK GRADE 12

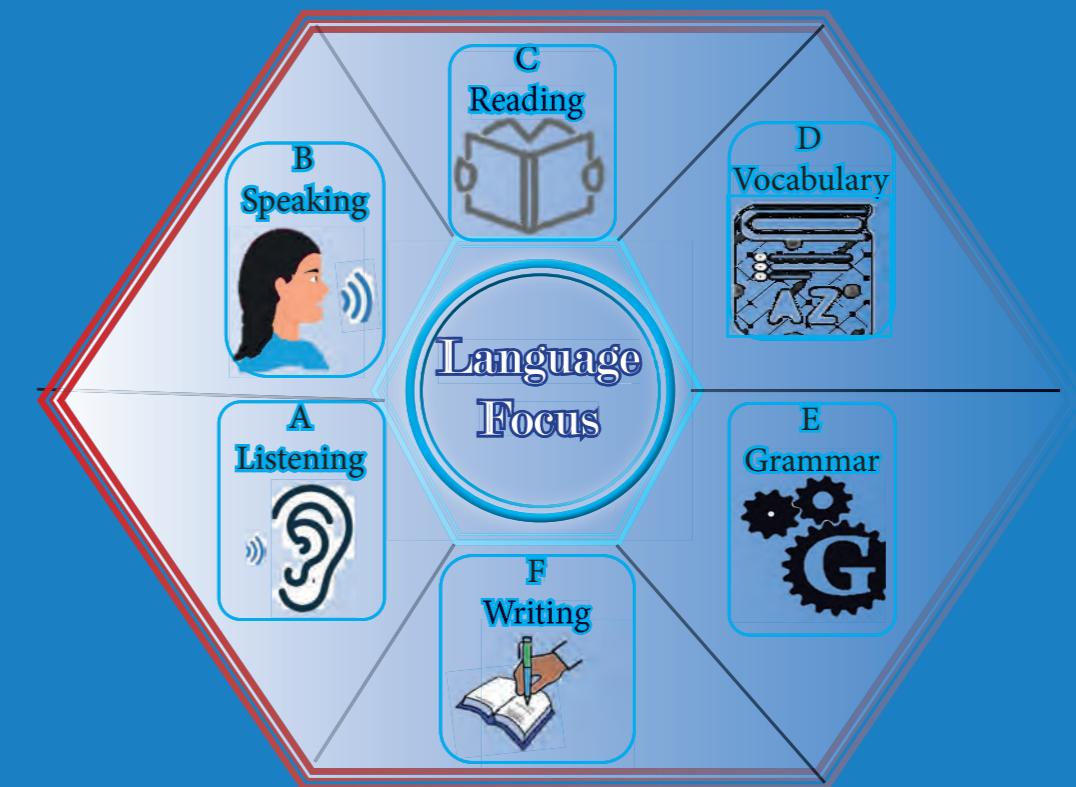


FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION



# ENGLISH

## STUDENT TEXTBOOK GRADE 12



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA  
MINISTRY OF EDUCATION



# *Take Good Care of This Textbook*



This textbook is the property of your school.  
Take good care not to damage or lose it.  
Here are 10 ideas to help take care of the  
book:

1. Cover the book with protective material,  
such as plastic, old newspapers or  
magazines.
2. Always keep the book in a clean dry place.
3. Be sure your hands are clean when you use the book.
4. DO not write on the cover or inside pages.
5. Use a piece of paper or cardboard as a bookmark.
6. Never tear or cut out any pictures or pages.
7. Repair any torn pages with paste or tape.
8. Pack the book carefully when you place it in your school  
bag.
9. Handle the book with care when passing it to another  
person.
10. When using a new book for the first time, lay it on its  
back. Open only a few pages at a time. Press lightly along  
the bound edge as you turn the pages. This will keep the  
cover in good condition.



# ENGLISH

STUDENT TEXTBOOK

GRADE 12

**Writers:**

Berhan Demeke (Phd)

Hailu Wubshet (Phd)

**Editors:**

Eshete Kassaye (Phd) ([Content Editor](#))

Wube Kassaye (Phd) ([Curriculum Editor](#))

Kebede T/Michael (Phd) ([Language Editor](#))

**Illustrator:**

Biruk Wedajo (Msc)

**Designer:**

Birhane Bekele (Msc)

**Evaluators:**

Solomon Worku Megra (PhD candidate)

Hamid Mustefa (MA)

Badima Belay (PhD)

Mohammed Hassen (PhD candidate)



FEDERAL DEMOCRATIC REPUBLIC  
OF ETHIOPIA  
MINISTRY OF EDUCATION



HAWASSA UNIVERSITY

First Published August 2023 by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E) supported by the World Bank, UK's Department for International Development/DFID-now merged with the Foreign, Commonwealth and Development Office/FCDO, Finland Ministry for Foreign Affairs, the Royal Norwegian Embassy, United Nations Children's Fund/UNICEF), the Global Partnership for Education (GPE), and Danish Ministry of Foreign Affairs, through a Multi Donor Trust Fund.

© 2023 by the Federal Democratic Republic of Ethiopia, Ministry of Education. All rights reserved. The moral rights of the author have been asserted. No part of this textbook reproduced, copied in a retrieval system or transmitted in any form or by any means including electronic, mechanical, magnetic, photocopying, recording or otherwise, without the prior written permission of the Ministry of Education or licensing in accordance with the Federal Democratic Republic of Ethiopia as expressed in the Federal Negarit Gazeta, Proclamation No. 410/2004 - Copyright and Neighboring Rights Protection.

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

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

Printed by:

GRAVITY GROUP IND LLC

13<sup>th</sup> Industrial Area,

Sharjah, UNITED ARAB EMIRATES

Under Ministry of Education Contract no. MOE/GEQIP-E/LICB/G-01/23

ISBN: 978-99990-0-003-1

# Table of Contents

## Unit 1: Sustainable Development ..... 1

1A. Listening Skills .....	1
1B. Speaking Skills .....	5
1C. Reading Skills .....	8
1D Vocabulary Skills .....	14
1E. Grammar Skills .....	16
1F. Writing Skills .....	20

## Unit 2: Time Management ..... 24

2A Listening Skills .....	24
2B Speaking Skills .....	27
2C Reading Skills .....	29
2D Vocabulary Skills .....	36
2E Grammar .....	40
2F Writing Skills .....	47

## Unit 3: Evidence on Traffic Accident ..... 54

3A Listening Skills .....	54
3B Speaking skills .....	58
3C Reading Skills .....	59
3D Vocabulary Skills .....	65
3E Grammar Skills .....	66
3F Writing: Narrative Essay .....	70

## Unit 4: Natural Resource Management ..... 74

4A Listening Skills .....	74
4B Speaking Skills .....	77
4C Reading Skills .....	84
4D Vocabulary Skills .....	90
4E Grammar Skills .....	93
4F Writing Skills .....	96

## Unit 5: Mechanized Agriculture ..... 103

5A Listening Skills .....	103
5B Speaking Skills .....	107
5C Reading Skills .....	109
5D Vocabulary Skills .....	115
5E. Grammar Skills .....	117
5F: Writing Skills .....	123

## **Unit 6: Green Economies . . . . . 128**

6A Listening . . . . .	129
6B Speaking Skills . . . . .	133
6C Reading Skills . . . . .	139
6D Vocabulary Skills . . . . .	146
6E Grammar Skills . . . . .	149
6F Writing Skills . . . . .	151

## **Unit 7: National Pride . . . . . 158**

7A Listening Skills . . . . .	158
7B: Speaking Skills . . . . .	162
7C: Reading Skills . . . . .	164
7D: Vocabulary Skills . . . . .	170
7E: Grammar Skills . . . . .	172
7F: Writing Skills . . . . .	177

## **Unit 8: Telemedicine . . . . . 180**

8A Listening Skills . . . . .	180
8B Speaking Skills . . . . .	183
8C Reading Skills . . . . .	189
8D Vocabulary Skills . . . . .	198
8E. Grammar Skills . . . . .	204
8F Writing Skills . . . . .	212

## **Unit 9: Conflict Management . . . . . 215**

9A Listening Skills . . . . .	215
9B Speaking Skills . . . . .	219
9C Reading Skills . . . . .	222
9D Vocabulary Skills . . . . .	226
9E Grammar Skills . . . . .	228
9F Writing Skills . . . . .	234

## **Unit 10: Robotics . . . . . 243**

10A Listening Skills . . . . .	243
10B Speaking Skills . . . . .	246
10C Reading Skills . . . . .	247
10D Vocabulary Skills . . . . .	252
10E Grammar Skills . . . . .	255
10F Writing Skills . . . . .	259

# UNIT 1

## Sustainable Development

### Objectives

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

- comprehend listening texts;
- reorder incidents;
- skim a text to tell the main idea of the text;
- identify detail information;
- connect the text with their real life experience;
- discuss in pairs or a small group on a given topic;
- make a public speech on a given topic;
- guess meaning from the given context;
- solve verbal reasoning questions;
- identify common expressions of comparison and contrast;
- correct sentence fragments;
- identify organization of a paragraph; and
- write paragraphs comparing and contrasting things.



### 1A. Listening Skills

#### 1A.1 Listening Text A: Development Projects in Addis Ababa



##### Activity 1.1

I.

You are going to listen to a news report on projects in Addis Ababa. Work in small groups and discuss the following.

1. What is a development project?
2. Look at the pictures below and share your opinion about the advantages and the destructions these projects may cause.

3. Are there any projects in your area? What are their contributions or damages to the environment/ the people?

1.



2.



3.



4.



**II. Listen to the text and choose the correct answer for the following questions.**

1. What is the news about?
  - a. Development projects
  - b. The commissioners report
2. The news is reported by
  - a. The city administration office
  - b. Ethiopian Herald
3. When was the national reform introduced according to the news?
  - a. 1991
  - b. 2018
4. According to the commissioner, a feasibility study was conducted
  - a. To find out the extent to which the projects benefit residents
  - b. To find out the cost of the projects
5. According to the information in the text, the senior economist has noted that
  - a. similar projects should be strengthened
  - b. the projects are costly and inefficient

**III.** Complete the statements with correct words from the listening text

1. Addis Ababa city projects will invite investors in \_\_\_\_\_ and \_\_\_\_\_ industry.
2. Two development sectors, \_\_\_\_\_ and \_\_\_\_\_, are boosting in Addis Ababa city.
3. The city administration has also planned to build \_\_\_\_\_ and \_\_\_\_\_
4. Likewise, the construction of \_\_\_\_\_ will benefit Ethiopian and IGAD member states
5. As a result, Addis Ababa is named as \_\_\_\_\_ next to New York and Geneva
6. Building of parks would also make the city meet \_\_\_\_\_
7. A senior economist also suggested to encouraged citizens develop \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_

**IV.** Work in a small group and plan a development project.

1. Plan development projects you wish to have in your village/town/city.
2. Explain how the projects will benefit the people in your village/town/ city.
3. Then, one of you will present your project to the class.

**1A.2 Listening text B: Innovation for Business and Development****Activity 1.2****I.** You are going to listen to a text about innovation and development.

1. The following words are found in the text you are going to listen to. Work with a partner and learn the meaning of the words.
  - a. demise
  - b. stakeholder
  - c. unconventional
  - d. stagnate
  - e. prototype
2. Discuss with a partner what innovations mean to you and give examples. Share your answer with the whole class.

**II.** Listen to the text and say whether the following statements are “TRUE” or “FALSE”

1. The speaker argues that businesses will not progress and survive if humans do not devote themselves to innovations.
2. Incremental innovation involves a series of small changes.
3. Disruptive innovation involves a change that has an impact on the existing market.
4. A move from simple invention to a complex one is an example of radical innovation.
5. Architectural innovation relates to the complete restructuring and development.
6. The evaluation stage is when you think about exactly how to implement your ideas.
7. Radical innovation can lead to the death of existing markets.

**III.** Put the stages of innovation in the right order as they appear in the listening text.

1. Get support for your idea
2. Experiment and test your idea
3. Implement your idea
4. Generate an idea and create a plan or proposal
5. Evaluate your idea and adapt it if necessary

The right order is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_

**IV.** Work in small groups and discuss the following. Then, join another group and share what you have listed.

1. Which innovation do you appreciate most? Why?
2. List down the innovations in 21st century and explain their contribution to human development.



## 1B. Speaking Skills

### 1B.1 Pronunciation



#### Activity 1.3

Most recurring sounds (plural morpheme /iz/ , /-s/, /-z/ and past morpheme /-t/, /-d/, /-id/)

- I.** Below are some of the very common words. Put them in the right box to show the function and pronunciation of the affix /-s/.

The first row has been completed for you.

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

	/-s/	/-z/	/-iz/
regular plural nouns	books	trees	faces
third person singular			
possessive noun			
Contractions			

- II.** Study the pronunciation of the words given in the box and put them in the boxes to indicate the correct pronunciation of the suffix '-(e)d'.

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

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

**Note:**

In English, the suffix ‘-s’ is used to mark plural in nouns, singular forms of verbs, possessiveness or contracted forms. However, it is pronounced differently. Follow the examples.

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

**Pronunciation tips:**

- If words end in /s/, /tʃ/, /dʒ/, /z/, /ʃ/, /ʒ/ sounds the ‘\_s’ is pronounced as /-iz/.
- If words end in /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /D/, /ð/, /v/ sounds the ‘s’ is pronounced as /-z/.
- If words end in /f/, /k/ /p/, /t/, /θ/ sounds the ‘-s’ is pronounced as /-s/
- Past morpheme /-d/: In English, regular verbs take the suffix /-(e)d/ to mark past tense. Past morphemes added to regular verbs -d, or -ed are pronounced as /-t/, /-d/ or /-id/.

**Pronunciation Tips:**

There are three simple rules that help to pronounce past morphemes correctly.

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

## 1B.2 Pair Discussion



### Activity 1.4

**I.**

**Work with a partner and list down common expressions of comparing and contrasting.**

Examples: however, but, similarly, as well as, ...

**II.**

**Discuss with your partner about ‘growth and development.’ Use expressions of comparing and contrasting in your discussion. Take note of the points of your discussion. Then, you will use them for the public speaking.**

You can use the following question to start with the discussion and proceed in a form of question and answer.

- a. What is the meaning of each word?
- b. Are they the same or different?
- c. How are they expressed in real life? Give concrete examples?
- d. What are the measurements?

Example:

A: what is the meaning of the word “development” and “growth?” Do you think they are synonyms?

B: Well,... I do not think they are synonyms.

## 1B.3 Public Speaking



### Activity 1.5

I.

Work with a partner and revise the steps and structure of public speech

II.

The topic for your public Speech is “Growth Vs Development”

Work individually to prepare a speech on the topic and present to the whole class. Consider the points you have raised during the previous pair discussion.

- I. Steps in public speech

Step I: select a topic

Step II: prepare your speech

Step III: practice

Step IV: present

Organization of the speech

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

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



## 1C. Reading Skills

### 1C.1 Reading text A: Ethiopian Communities Mobilize to Support Conservation and Economic Development



#### Activity 1.6

**I.**

You are going to read a news article entitled “Ethiopian Communities Mobilize to Support Conservation and Economic Development”. Before reading the article, work with a partner and answer the following questions.

1. Do you read Newspapers, Magazines or Journals? Why/When?

**II.**

Read the news article given below and answer the following questions.

1. Name the different parts on the newspaper.
2. What is the headline?
3. What does the heading imply?
4. Where do you find the thesis statement?
5. What does the thesis statement say?
6. What do you understand from words such as mobilize, support, conservation and development?
7. In what contexts could these words be used? Give examples.

**III.**

Say True or False to the following statements according to the article.

1. The members are selected for their experience and trustworthiness to the community.
2. The committee monitors the projects and bridge communication between ESTA and the local government.
3. Adaba-Dodolla forest dwellers’ association organized experience sharing visit for the committee
4. ESTA gave training on concept of community conservation and methods of conservation for the committee.
5. The project will strengthen the long term institutional capacity of the community on biodiversity conservation.

**IV.** Answer the following questions quickly and then compare your answers with a partner.

1. What is the main objective of The Ethiopian Sustainable Tourism (EST) project?
2. What are the areas selected for conservation project in Ethiopia?
3. Who funds the project?
4. How many members were included in the committees?
5. When were the committees established?



## Ethiopian Communities Mobilize to Support Conservation and Economic Development

The Ethiopia Sustainable Tourism Project (ESTA) is mobilizing local communities to enhance conservation and promote economic development throughout the Central and Southern Rift Valley, the Bale Mountains and Awash National Park.

In February 2010 Community Committees were established in three Community Conservation Areas (CCAs). The major functions of the CCA management committees are to present a cohesive voice for their respective area, as well as steward future community participation and action planning including the demarcation of the CCA and the development of bylaws and enforcement.

Nine member committees were elected from the cross section of each community incorporating youth groups, village elders, Fishery groups, crafts associations, women's groups, and Peasant association leaders. Each committee is comprised of community members who have experience coordinating community development and have a good reputation and are trusted by the community. These 9 member committees serve as the main voice of the community and facilitate information sharing between the community, local government and the ESTA project. The committees will also monitor project activities and serve as advisors for the project.

The establishment of the CCA management committees will lead to the collective prioritization of community natural resource management, biodiversity needs, and identification and understanding of needed financial and human resources to carry out community action plans. This in turn will strengthen the long term institutional capacity of the community to continue their long term self management, while supporting biodiversity conservation and creating alternative livelihoods through eco-tourism.

Following the establishment of the CCA management committees, ESTA organized an experience sharing visit for the members of the three CCA management committees in the central rift valley (Lake Ziway, Lepis and East Langano) to a successful ecotourism project- the Adaba-Dodolla forest dwellers association. During the trip the visitors exchanged ideas with the host community on the concept of community conservation, methods of conservation, and community tourism which contributed to raising awareness among the members of the committee and also encouraged most of them to organize themselves to conserve their natural resources and develop tourism as a means of improving their livelihoods.

Community mobilization is the critical first step in the ESTA project and will ensure that communities have a strong voice advancing their common vision, throughout the project and beyond. ESTA is a USAID-funded project.




**V.** Work in pairs and give brief answers to the following questions.

1. The major functions of the CCA management committees are to present a cohesive voice for their respective area. What does present cohesive voice to their area mean? (para 1)
2. Community mobilization....will ensure that communities have a strong voice advancing their common vision, throughout the project and beyond. (last para) What does advancing their common vision throughout the project and beyond mean?

**VI.** Work in small groups and discuss the following questions. Write a short report and read it to the whole class.

1. Who is responsible to sustain and preserve natural resources for the next generation? Government or the community?
2. How does the involvement of the community strength natural resources conservation projects?
3. Nine member committees were elected from the cross section of each community incorporating youth groups, village elders, fishery groups, crafts associations, women's groups, and peasant association leaders. (para 2). Why do you think the members of the committee are selected from such groups of people?
4. There is only one woman among the nine committee members. Do you think that is appropriate? Does the committee represent the society well, how?

**1C.2 Reading text B: Reading for Detail****Activity 1.7**

You are going to read a text about the challenges in implementing sustainable development goals in Ethiopia.

**I.** Before reading the text, discuss the following questions within small groups and share the answers with the whole class.

1. What do you understand by Sustainable Development (SD) and Sustainable Development Goals (SDGs)?
2. What do you think are challenges of implementing the SDGs in our country?
3. Check if your answers to questions 1 and 2 match points mentioned in the reading text.

**II.** Read the text individually and put a (✓) if the statement is correct or an (✗) mark if the statement is wrong depending on the reading text. Give evidence from the text.

Statements	(✓) or (✗)	Evidence (para. no.)
1. The Millennium Development Goals had lessons for the Sustainable Development Goals		
2. SDGs aspire equity in human development		
3. To achieve sustainability, integration should be the basic constituent of the development goals		
4. Ethiopia is highly involved in economic development projects but has failed to control their negative impacts		
5. Environmental protection is a high priority in Ethiopia		
6. There is adequate synergy between international and national institutions.		
7. In Ethiopia, communication between different development agents is a problem.		
8. Environmental Impacts Assessment system is well established in all responsible sectors in Ethiopia.		
9. Institutional authorities and their respective consultants exhibit poor competence.		
10. Ethiopian government should revise its 'Economy-First' plan.		

**III.** Read the text and identify the challenges and the solutions recommended

### 1. Challenges

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## 2. Solutions

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

### Challenges of SDGs in Ethiopia

With the expiration of the Millennium Development Goals (MDGs) which guided global development till 2015, the Sustainable Development Goals (SDGs) have been adopted as a more **comprehensive** and feasible approach to the development of nations. The world has committed to 17 integrated SDGs to keep the development of nations on a growing path. This ambitious and transformative agenda has a lifespan of fifteen years, terminating in 2030. It is an **intensified** development initiative that embodies universal aspirations for achieving a better, more just, equitable, peaceful and sustainable future. Thus, the achievement of the 2030 Agenda will definitely require the participation of all stakeholders. In Ethiopia, as shown in the analysis of its development laws, one can understand that there is an enabling environment to collaborate and promote sustainable development. The constitutional support, government initiated development projects and growing interest in environmental conservation can be mentioned as a move towards the goals. However, there are a number of factors that have slowed down or held back the full realization of the agenda.

For example, the FDRE Constitution promotes the adoption of a viable model and legal framework for sustainable development, but there seems to be lack of strong political commitment to fully implement existing laws. There are also legal gaps that limit the practicality of the envisioned goals. Two legal gaps that can be mentioned in this regard are the absence of supplementary laws and lack of regulations that support environmental impact assessment system. As the declaration on sustainable development is not supported by supplementary laws, there is a problem of delineating the boundary in which stakeholders can operate. Additional opportunity for effective implementation is missed, as there are no sectorial laws that provide opportunity to **mainstream** environmental impact assessment systems. This is irrefutable evidence that there is a weak political will in protecting the environment.

Ethiopian government is also highly involved in economic activities that aim at alleviating poverty. However, this is done without considering the adverse effect inflicted as a result inclining towards one of the pillars of sustainable development. Sustainable development can only be realized when the three pillars of development namely, economic, environment and social aspects are given equal emphasis. Nevertheless, what is observed in Ethiopia is a commitment to promote investment and other development projects at the expense of environmental protection. Thus, prioritizing one pillar of development over the other has become the other challenge for realizing SDGs.

The institutions that are working on sustainable development also lack **synergy** and that is the other challenge. Achieving sustainable development, particularly the SDGs, is possible only with synergy at international and national levels. That is why, the 2030 agenda put revitalizing partnership and **interconnections** as cornerstones for the realization of SDGs. However, the global dedication for SDGs is not very encouraging, as a number of commitments on trade, aid, investment, and financing the Least Developed Countries have not been significantly met. In Ethiopia, too, lack of synergy is discovered as a **cross-cutting** issue, as the environmental agencies have not yet developed good communication culture among themselves.

Seen from the perspectives of having qualified consultants and responsible institutions, the existing institutional capacity is weak and poses another challenge. First, most consultants in the country are not well qualified to carry out Environmental Impact Analysis and report it effectively.

Besides this, there are consultants who are ready to **compromise** their responsibilities to their clients' interest. Likewise, most government offices place themselves at a higher level and do not want to become accountable to Environmental Protection Authority, and this prevents the authority from regulating the activities of these offices.

To conclude, the challenges **seizing** the full implementation of sustainable development need to be vigorously addressed. There should be a strong political will to enact existing laws and to draft sectorial laws. Then, the implementors should be empowered to fully employ the laws. Besides, institutions such as environmental agencies and investment authorities should pay equal attention to pillars of SDGs. These institutions are also required to be committed and accountable to their actions.

*Adapted from Journal of Sustainable Development Law and Policy (December, 2018)*

**IV.**

**Work in small groups and discuss the following questions. Your group secretary will present your points to the class.**

1. How do you evaluate the concept in paragraph three in relation to the situation in Ethiopia today? Are there some changes?
2. Why do you think the collaboration and synergy of different bodies needed for effective implementation of SDGs.



## 1D Vocabulary Skills

### 1D.1 Contextual Meaning



#### Activity 1.8

Below are words taken from the reading text B.

**I.**

**Match the words with the appropriate contextual meanings given on the right column. Check your answers with a partner.**

- |                     |   |
|---------------------|---|
| 1. comprehensive    | a. holding the move back                              |
| 2. interconnections | b. put responsibilities under dishonorable position   |
| 3. conservation     | c. linking view for independent and separate entities |
| 4. intensified      | d. putting an issue center/ part in the plan          |
| 5. compromise       | e. broader in content and scope                       |
| 6. cross-cutting    | f. combined or cooperative action/ force              |
| 7. mainstream       | g. line or connection to working together             |
| 8. seizing          | h. made more stronger and amplified                   |
| 9. consistent       | i. protection and careful management of environment   |
| 10. synergy         | j. holding steadily to the principles                 |

### 1D.2 Text Completion Using the Correct Form of the Words



#### Activity 1.9

**I.**

**Use the appropriate form of the following words to complete the text below.**

comprehensive	interconnections	conservation	seizing		
intensified	compromise	cross-cutting	mainstream	consistent	synergy

## COVID-19 and SDGS

The 2030 Agenda for Sustainable Development is a 1. \_\_\_\_\_ plan, where Goals have positive or negative 2. \_\_\_\_\_ between them. The global pandemic has highlighted the indivisible character of the 2030 Agenda and 3. \_\_\_\_\_ the interconnection between the SDGs. Understanding these interactions can play a role for 4. \_\_\_\_\_ policy actions. The SDGs 5. \_\_\_\_\_ can take place in different ways. Also, these interactions can be more visible through genuine case observations. Due to the consequences of COVID-19 pandemic the linkages between the most affected SDGs are intensified. Currently, the emerging areas of challenges for the implementation of SDG are Health & Well-Being, Quality Education, Economic Growth, and Environment 6. \_\_\_\_\_. Although several SDGs are affected more than others, their interconnectedness influences the progress on others 7. \_\_\_\_\_ the overall progress of the 2030 Agenda.

On the other hand it is important to 8. \_\_\_\_\_ the opportunity of a positive trend on behavior change as a result of the pandemic towards more sustainable life styles. Citizen's awareness is increasing regarding the importance of sustainability and of balanced ecosystems for health and wellbeing. 9. \_\_\_\_\_ health issues in every development projects is a very basic move. For example, many cities around the world are taking 10. \_\_\_\_\_ measures for non-motorized transport alternatives to solve air pollution issues and promote physical exercises.

### 1D.3 Verbal Reasoning Exercise

#### Activity 1.10

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

When a verbal reasoning assessment is made, the questions will dig deeper into the meaning of a story, going beyond the gist. Then, the learners declare their position by saying/writing “TRUE”, “FALSE” OR “NOT GIVEN” depending on the information in the text.

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

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

**N-Not given** (If information in the text does not help to make decision on the issue)

**I. Write “True”, “False” or “Cannot say” to the following statements based on the text**

1. The global pandemic has made the SGDs more divided.
2. The success or failure of one development goals will not be affected by the other.
3. Behavioral change is one of the strategies to fight COVID-19.
4. Citizen's knowledge about healthy life has also increased due to the pandemic.
5. Alternative measures are being taken to sustain the wellbeing of the environment.
6. Developing nations are more affected by the pandemic.

## 1E. Grammar Skills

### 1E.1 Cohesion: Using Comparing and Contrasting Devices



#### Activity 1.11

**I. Use the appropriate comparing and contrasting words to complete the dialogue given below.**

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

- A. I'm applying for a job in an Environmental Protection Agency in Tanzania.  
B. Are you? My father used to live there. I was there with him 1. \_\_\_\_\_ I did stay long.  
A. Really!  
B. Yeah, it was really interesting. I liked everything. 2. \_\_\_\_\_ the weather was difficult.  
A. How?

- B. Well, we were on the coast, in Dares Selam. It was very hot and humid all the time. It was probably 3. \_\_\_\_\_ Afdera in Afar Region.
- A. And the people, do they have a culture 4. \_\_\_\_\_ ours?
- B. They are very nice 5. \_\_\_\_\_ the culture is different. Masai people look wonderful; they 6. \_\_\_\_\_ us.
- A. How do they look?
- B. They are very tall. They are 7. \_\_\_\_\_ tall \_\_\_\_\_ the people in Gambella. They wear the most amazing colored beads, in their hair, round their necks, on their arms and legs. 8. \_\_\_\_\_ the unmarried men must look so colorful. They put red mud in their hair. They're a magnificent sight.
- A. I suppose you went on safari when you were there 9. \_\_\_\_\_ the time was short.
- B. Yes! I loved it. It was exciting. We went to the Serengeti Plain. The environment was well preserved; people sometime troubled the animals, 10. \_\_\_\_\_.
- A. I think it is 11. \_\_\_\_\_ here in this regard. It is one of the areas that challenged the development of the country.
- B. Actually, it is worse here in the national parks of Ethiopia. 12. \_\_\_\_\_ there are laws and regulation, peoples know very little about them.
- A. You are right, people usually act 13. \_\_\_\_\_ what the law says.
- B. Hope the parks in Addis Ababa last longer in the 14. \_\_\_\_\_ status they have today. 15. \_\_\_\_\_ it takes time, citizen will gradually learn how parks contribute for the development.

**II. Use the appropriate cohesive devices (comparing/ contrasting) to link the ideas in the pair of sentences below.**

1. a. Agenda 2020 is an exceptional project.  
b. There are challenges that will hold it back from its full realization.
2. a. Ethiopia has development laws.  
b. The implementation is slow due to several factors.
3. a. FDRE promotes strong sustainability model and enabling environment for the implementation SDGs.  
b. The world is committed to 17 integrated SDGs.
4. a. Weak institutional capacity is a big challenge to implement SGDs.  
b. The legal gaps are challenges to implement SDGs.

5. a. Development agencies do not pay equal attention to environmental and social pillars.
- b. Sustainable development will be achieved if all the pillars are given equal attention.

### Language tips about the cohesive devices of contrasting and comparing:

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

Example: Despite the rain, we enjoyed the festival.

We enjoyed the festival despite the rain.

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

#### ii. **in spite of / despite**

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

Example: They never made much money, in spite of their success.

In spite of the pain in his leg, he completed the marathon.

Despite having a headache, I had a great birthday.

The train was cancelled. In spite of that, we arrived on time.

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

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

Despite the fact that he worked very hard, he didn't earn enough.

#### iii. **although / even though**

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

Example:

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

iv. though

Example:

- Though can be used in the same way as although.
- Though I wasn't keen on the film, I thought the music was beautiful.

Though can also go at the end of the second phrase. This way of expressing contrasting ideas is most common in spoken English.

*Example: a. We waited ages for our food. The waiter was really nice, though*

## 1E.2 Fragments



### Activity 1.12

I.

Study the following sentences with a partner. What do we call the underlined clauses? Do the underlined clauses give complete meaning if they are written separately?

- Even though the environment is very harsh, I decided to work in that crowded city.
- As I worked so hard to change the behavior of the people, they started to believe me.
- Even if the population is very large, there are only few toilets.
- The roads will clean If enough lavatories are built.
- Population growth is the biggest challenges unless it is controlled.

#### Note:

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

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

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

There are three types of sentence fragments:

- Missing subject
- Missing verb
- Incomplete thought

**II.** Work with a partner. Read the following sentence fragments and identify what is missing from each fragment. If you find out the missing part of the fragment, it is easy to correct it.

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

**III.** Work with your partner and write the corrected sentences.

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

To correct the fragment, there are two ways

- Add appropriate main clause:
- The commissioner refused to explain what happened.
- Avoid the subordinating word 'to'
- Explain why that happened.



## 1F. Writing Skills

### 1F.1 Rearranging Words and Phrases to Make Meaningful Sentences



#### Activity 1.13

**I.** Work with a partner and write meaningful sentences by rearranging the set of words given below.

1. economic, the, of, major, development, governments, is, focus.
2. of, people, awareness, growing, have, some, started, measures, as a result, taking.
3. already, today, the, know, people, being, environmental, that, deteriorating, well, is, of.

4. great, in, 21st has, the, shown, improvements, technology, century.
5. and, economic, industrial, minerals, production, use, depend, growth, on, of.

**II.** **Work with your partner. Connect the sentences and write one meaningful sentence. Start the sentence with the connector given in brackets. The first one has been done for you.**

Example:

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

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

1. He got up early. He was working for ten hours. Zerihun was tired. He arrived home. (When \_\_\_\_\_)
2. I parked my car near the police station. It was stolen. Police didn't help me (Even if \_\_\_\_\_)
3. Sosi won 2,000 birr in a competition. She didn't want to celebrate. Her business plan was so wonderful. (Since \_\_\_\_\_)
4. They were shopping all day. They spent all their money on clothes. Mark and Peter arrived home empty hand. (As \_\_\_\_\_)
5. He saw it in the countryside. He saw a house for the first time while he was driving on holiday. Last week Hashim moved to the house. (Though \_\_\_\_\_)

### 1F.3 Paragraph Writing: Write a Comparing and Contrasting Paragraph



#### Activity 1.14

**I.** **Work with a partner and revise the steps and structure of a paragraph.**

##### Note: The Structure of a Paragraph

A paragraph has three major parts

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

**Steps in paragraph writing**

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

**II.** Work individually. Write a paragraph comparing and contrasting life in a city and in the countryside. The topic sentence is given. Write appropriate supporting details and develop the paragraph in 7 to 10 sentences.

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

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

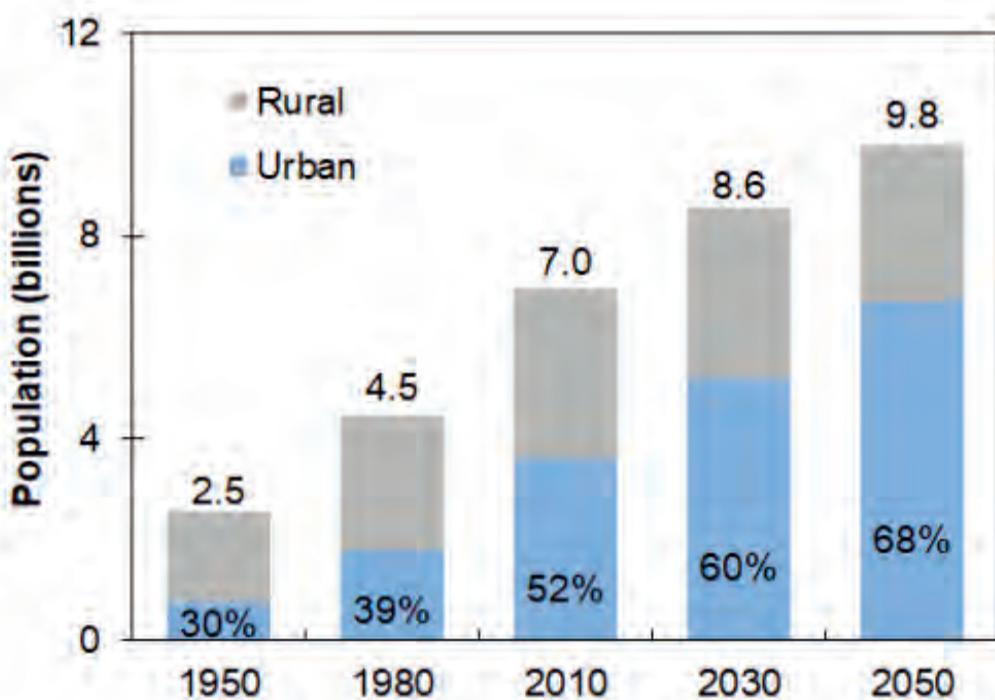
**1F.4 Writing a Paragraph Based on Information in the Chart****Activity 1.15**

**I.** Write a paragraph based on information in the chart below. Use comparing and contrasting words to compare and contrast the world population growth in rural and urban places from 1950 to 2050.

Example:

According to the chart, there is a huge difference between the world urban population in 1950 and 2050.

## WORLD POPULATION, URBAN AND RURAL, 1950-2050



# UNIT 2

# Time Management

## Objectives

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

- explain the message of the passages about time management;
- identify common expressions of result and the uses of the verb wish;
- talk about your time management skills in your personal and academic life;
- correct common mistakes in sentence level writing;
- produce as many words from jumbled letters;
- do activities on phrasal verbs and gerunds;
- identify and correct run-on sentences;
- arrange paragraphs to create a coherent essay; and
- write different types of letters.



## 2A Listening Skills

### 2A.1 Time Management Skills



#### Activity 2.1

I. Discuss the following question in groups before listening to the text.

1. Work with a partner. Look at the picture below and talk about each time management tip for students.
2. Discuss whether or not students in your school know and practice these time management techniques.
3. Expand the discussion to a group of four and finally report to the whole class.

# TIME MANAGEMENT TIPS FOR STUDENTS



- II.** Listen to the text and list down the time management skills Chaltu employs and their purposes. The first has been done for you as an example. Compare your notes with your partner.

Time management skills	Purpose
Have To Do list	Stay on track

- III.** The following words are taken from the listening text. Be in pair and match the words on the left with their meanings on the right.

- |                    |   |
|--------------------|---|
| 1. Prioritize      | A. delaying or deferring an action to a later time        |
| 2. Schedule        | B. The point in time at which something must be completed |
| 3. Procrastination | C. Use over time in order to function                     |
| 4. Deadline        | D. Maturity date  |
| 5. Due date        | F. Status established in order of importance or urgency   |
| 6. Consume         | G. Plan for an activity or event                          |

**IV.** In small groups, discuss the text you have just listened to:

1. To what extent are the time management skills of Chaltu similar to or different from yours?
2. Do you like Chaltu's time management?
3. What are you going to do to manage your time well?

**2A.2 Listening text B: Procrastination****Activity 2.2****I.** Discuss the following questions with a partner before listening to the text:

1. What does 'procrastination' mean?
2. Does 'procrastination' mean the same as 'laziness' or different? How?
3. List down your expectation from the listening text.

**II.** You are going to listen to a reflection made by a student on his habits and ways of managing his stress levels during the school year. Listen carefully and answer the following by saying "True" or "False" first, individually and then with a partner.

1. Procrastination is the habit that affects the speaker's life.
2. The speaker categorizes himself among those students who manage their time effectively.
3. The thought of doing work stresses the speaker because he doesn't know how to tackle the work at hand.
4. The speaker decided to continue his procrastination habit rather than changing it.
5. The speaker has no fear of failure.

**III.** Discuss the following questions in groups of three and report the results of your discussion to the whole class.

1. When you procrastinate, you choose to do something else instead of the task that you know you should be doing. Are you a procrastinator or not? Give your reasons.
2. How do you evaluate your time management?
3. Are you a procrastinator? What have you learned from this listening text?



## 2B Speaking Skills

### 2B.1 Giving Reason



#### Activity 2.3

**I.**

Do the following activities first individually and then in pairs.

1. Write down five things you'd done today and five places you'd been to recently (but not today).
2. Build these out into sentences with time references. e.g. "This morning I brushed my teeth." "Last weekend I went to the market."

**II.**

In pairs, take turns to ask your partner to speak out one of his/her sentences and then ask the reason for it like the following:

**Alemitu:** Bayush, tell me one of your sentences.

**Bayush:** Last week I went to the market.

**Alemitu:** Why did you go to the market?

**Bayush:** in order to buy some clothes.

**Alemitu:** Why did you buy the clothes?

**Bayush:** Because I had to go to a party.

**Alemitu:** Why did you go to a party? ... and so on.

**Tip:**

The following conjunctions are commonly used to connect causes or reasons and results: Because, as and since are very similar in meaning.

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

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

- a) Sit in groups of 4 or 5
- b) Take 10 minutes to make a list of tasks that are likely to come up as part of your study plan.
- c) Prioritize the tasks based on their importance or urgency.
- d) At the end of the 10 minutes, present the tasks prioritized by groups to the rest of the class and answer the question: 'which tasks did you consider the most important and why?'

**IV.** Now think about the activities you listed in the last column of exercise 2 and write the following. Write:

1. if the activity took you longer time than necessary.
2. if the activity was interrupted by something or someone.
3. if you completed the activity in less than the time you had expected.
4. if you didn't plan to do the activity yesterday.
5. if you were under pressure to finish the activity.

**V.** In small groups, discuss the following questions based on the information in instruction III: Then, report the summary of your discussion orally to the whole class.

1. Who made best use of their time?
2. Who had the most [serious] interruptions?
3. Who seemed to be under the most [serious] pressure yesterday?
4. How could each member of the group improve their time management?



## 2C Reading Skills

### 2C.1 Reading text A: Time Management and Productivity



#### Activity 2.4

**I.** Work in groups and discuss the questions.

1. How can you make your school life productive?
2. How do you manage your study time?

**II.** Answer the following question while reading the passage below.

1. The text below is about time management and productivity skills. Skim the text for five minutes and tell its main idea.
2. Scan the text and answer the following questions
  - a) What are ‘time wasters’?
  - b) Mention an example of student’s short term goal?
  - c) Staying on top of the course work requires what?

**III.** On the basis of your reading of the passage given below, answer the following questions:

1. Which one of the following results in poor performance?
  - a) Multi-tasking.
  - b) Using time management techniques.
  - c) Meeting deadlines.
  - d) Taking proper breaks in between work.
2. Time management helps us in:
  - a) Multi-tasking.
  - b) Increasing the effectiveness and efficiency of the time utilized.
  - c) Poor performance.
  - d) procrastination
3. Why is short break helpful between hectic sessions of work?
  - a) It helps to improve our performance.
  - b) It helps us to enjoy our cup of coffee or tea.
  - c) It helps us to take a walk.
  - d) It helps us to achieve our goals.

4. Which one of the following best defines time management?
  - a) It is the act of planning and managing time.
  - b) It is limited time.
  - c) It is a time that has been wasted.
  - d) It is a time that can be saved.
5. If you are effective in time management,
  - a) you will have a balanced life.
  - b) you will procrastinate.
  - c) you have to worry about success and productivity.
  - d) you can't meet a deadline.

## Time Management and Productivity

Time management is highly important if you want to be productive in your school life, but you don't have to sacrifice your physical and mental health in the process. By following effective management techniques, you can balance the stress of school and life.

Time management refers to your capability to plan and control how you devote your day to effectively accomplish the goals you've set. This includes allocating time among each of the spheres of your life, work, family and social life. Since everyone's goals are different and carry a different weight, it's important to set clear priorities to separate time wasters from the activities that really matter. Poor time management skills can not only lead to procrastination but can cause unnecessary worry and wear away your overall quality of life.

Time management is perhaps the single most important skill that will help a student succeed. How well a student manages his or her time will also affect overall well-being at the end of the week, at the end of the term or at the end of the year. Staying on top of coursework requires some planning and commitment to stick to scheduled study times.

There are some tried-and-true methods that can help you master time management. Like any habit you develop, you can become better at it through practice.

It's difficult to use time wisely if you don't know what to do with it. Students can benefit from having short- and long-term goals. For example, a short-term goal might include completing their homework early each day, so they have ample time for other personal activities. Their long term goal could be to study for the forthcoming national exams.

You should also understand what your assignment requires and when their due date is. Writing down deadlines for each one and breaking longer-term assignments into tasks with their own deadlines can help you avoid beginning a major project at the last minute.

In like manner, setting time limits on specific tasks is important. Just because you spend a lot of time on a given assignment doesn't mean you've spent that time wisely. By assessing what needs to be achieved within a given timeframe, tasks can be rated according to their importance. Setting priorities for each day, week, month and year can help students accomplish their goals. It also helps to make sure activities that are very important but not urgent – such as personal devotions, adequate sleep and exercise – are given priority. Some people like to prioritize easy tasks for early in the day and use the boost to move forward. Others prefer to tackle bigger jobs first.

Managing time wisely will help to find the right balance between time and work. A few students resort to multi-tasking in order to get the work done within the specified time limit. At times, this may result in poor performance in the various tasks assigned.

Social media usage and internet surfing are temptations to students efficient time management. These days, students at all levels are highly addicted to these time-wasters. Whenever you are on task doing your assignment or studying, make sure that you put your phone away and close browser windows as they can take attention away from the task at hand. In order not to lose focus, use technology wisely.

Being a secondary school student doesn't have to mean your life is all work and no play. It's just as important to pencil in breaks, exercise and time with friends and family as it is to schedule time for studying. Nobody performs at their uttermost under excessive stress. Since students need healthy ways to manage the pressures of study while maintaining productivity, getting enough sleep and exercising are all great ways to minimize stress, and actually make learning more effective. The major mistake committed while working is when one is in a rush to meet the deadline without taking proper breaks for rest or relaxation. It is impossible for anyone to focus on work and to produce good results without considering any break in between.

Even if you struggle with time management, it's a skill you can build. Using these time management techniques, you can successfully balance the demands of school, and life because Proper time management is the foundation of a successful life and ensures achievement of one's goals in a healthy manner.

(Adapted from <https://www.breeze.pm/blog/how-is-time-management-related-to-productivity>).

- IV.** After reading the text, prepare your time management plan and present it to the whole class.
- V.** In pairs, categorize the following words/phrases taken from the reading text into either good time management practices or poor time management practices:

setting goals, plan and control, prioritize, balance, procrastination, multi-tasking, time wasters, stress

Good time management practices	Poor time management practices

- VI.** Look at the dictionary meanings of the new words in the table above, supply example sentences for each word and report to the class.

## 2C.2 Reading text B: Cultural Views of Time Management



### Activity 2.5

- I.** Before reading the following text, match the two halves of time proverbs.

- |                                       |                             |
|---------------------------------------|-----------------------------|
| _____ Time flies...                   | a) saves nine.              |
| _____ The early bird...               | b) what you can do today.   |
| _____ Never put off until tomorrow... | c) catches the worm.        |
| _____ A stich in time...              | d) when you are having fun. |

**II.** Work with a partner. Ask and answer the questions.

1. How many hours do you sleep per night?
2. How much time do you have for holidays per year?
3. How much time do you spend with your family per a day?
4. Do you ever feel like you are wasting your time at home?
5. Do you make the most profitable use out of your free time?
6. How many hours do you work a week?
7. If you run out of time to finish something at work (school), do you take it home?
8. What time do you begin / end work (school) every day?
9. Is there a time clock where you work? Are your hours in a day accounted for?
10. How much time do you use for lunch?

**III.** In English, there are sayings that indicate time is like money, or like something that you buy and use. Look at the following expressions:

- We need to buy some more time for our assignment.
  - I can't afford to spend any more time on this!
  - It was worth waiting for!
  - This is wasting my precious time!
1. Does the metaphor 'time is money' exist in your language?
  2. Do you do things quickly or slowly? Are you often in a rush or do you take your time?
  3. Are people where you live or work obsessed with time?
  4. Some countries are introducing a mandatory shorter working week (32 hours). What are the advantages and disadvantages of this? What is shorter working week in Ethiopia?
  5. Do you think that time management is culturally influenced? Discuss with your partner.

**IV.** Read the following text in small groups and answer the following questions:

1. What is the main idea of the reading text?
2. Now, use the following table to make notes from the reading passage.

Cultural time view	Understanding of time	Example countries/cultures
Linear time view		
Multi-active time view		
Cyclical time view		

In Ethiopian villages, time is measured differently. Most of the times, daily chores and the environment will structure the day.

**Note** down the Ethiopian village woman's everyday schedule. For example, most Ethiopian village women.....

- Wake up at the early in the morning and washes her face.
- Light the fire and prepares meals for the household.
- Sweep the yard, etc.

**V.** Then, write a story on the Ethiopian women's time management. Share your story orally first, to your partner and then to the whole class.

### Cultural Views of Time Management

If you **show up** a bit late for a meeting in Ethiopia, no one will be too worried. But if you keep someone in Western countries **waiting for** ten or fifteen minutes, you may have some explanation to do. Time is seen as relatively flexible in some cultures but is viewed more rigidly in others. Indeed, the way members of a culture perceive and use time tells us about their society's priorities, and even their own personal view of the world.

Differences in the way a culture views time can affect the way their time is managed. For example, a *linear time* view is a way of conceiving time as flowing from one moment to the next in a linear fashion. This linear perception of time is predominant in America **along with** most Northern European countries, such as Germany, Switzerland, and England. People in these cultures **tend to** place a large value on productive time management, and tend to avoid decisions or actions that would **result in** wasted time. This linear view of time correlates to these cultures being more "monochronic", or preferring to do only one thing at a time. Generally speaking, this cultural view **leads to** a better focus on accomplishing a singular task and hence, more productive time management.

Another cultural time view is *multi-active time* view. In multi-active cultures, most people feel that the more activities or tasks being done at once the better. This creates a sense of happiness. Multi-active cultures are “polychronic” or prefer to do multiple tasks at once. This multi-active time view is prominent in most Southern European countries such as Spain, Portugal, and Italy. In these cultures, the people often tend to spend time on things they deem to be more important such as **placing** a high importance **on** finishing social conversations. In business environments, they often pay little attention to how long meetings last; rather the focus is on having high quality meetings. In general, the cultural focus tends to be on synergy and creativity over efficiency.

A final cultural time view is a *cyclical time* view. In cyclical cultures, time is considered neither linear nor event related. Because days, months, years, seasons, and events happen in regular repetitive occurrences, time is viewed as cyclical. In this view, time is not seen as wasted because it will always come back later, hence there is an unlimited amount of it. This cyclical time view is prevalent throughout most countries in Asia, including Japan and China. It is more important in cultures with cyclical concepts of time to complete tasks correctly, therefore most people will spend more time thinking about decisions and the impact they will have, before acting on their plans. Most people in cyclical cultures tend to understand that other cultures have different perspectives of time and are cognizant of this when acting on a global stage.

(Adapted from [https://en.wikipedia.org/wiki/Time\\_management#Cultural\\_views\\_of\\_time\\_management](https://en.wikipedia.org/wiki/Time_management#Cultural_views_of_time_management))

**VI.** Answer the following questions in groups after reading the passage.

1. Where do you categorize Ethiopian's cultural view of time? Why? Report the result of your discussion to the class.



## 2D Vocabulary Skills



### Activity 2.6

- I.** Look at the previous reading text. List out words that are new to you and look up their meanings from a dictionary. Then, use them in your own sentences.
- II.** The following words are related to the skills of time management. Arrange the mixed letters and form a word or words. Show your words to your seat partner and then write an example sentence for each word.

- (a) Prdoivuect = \_\_\_\_\_
- (b) porcsraitanitno = \_\_\_\_\_
- (c) oglaetitgns= \_\_\_\_\_
- (d) pirortiezi= \_\_\_\_\_
- (e) deuadet= \_\_\_\_\_
- (f) edaldnise = \_\_\_\_\_

- III.** Complete the sentences using the words in the box. Then discuss whether or not you agree on each one.

achieve	effective	factor	flexibility	interrupts
prioritize	involves	manage	schedule	log

- Writing a weekly \_\_\_\_\_ or a ‘to do’ list is a good way to get organized.
- You cannot be \_\_\_\_\_ if you never take a break.
- Good time management \_\_\_\_\_ following a plan.
- You can \_\_\_\_\_ much more if you do one thing at a time.
- When planning your time, you must \_\_\_\_\_ in time to relax.
- If you \_\_\_\_\_, you can do the most important things first.
- You will never \_\_\_\_\_ to do everything, so be realistic.
- If someone \_\_\_\_\_ you, adjust your plan.
- \_\_\_\_\_ is important – you may need to change your plan.
- It’s a good idea to keep a time \_\_\_\_\_ where you write down how long you spend on each task

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

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

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

1. Stripes is to zebra as \_\_\_\_\_ is to giraffe.

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

**Explain:** \_\_\_\_\_

2. Bats are to caves as humans are to \_\_\_\_\_.

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

**Explain:** \_\_\_\_\_

3. Red is to stop as green is to \_\_\_\_\_.

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

**Explain:** \_\_\_\_\_

4. Plenty is to ample as shortage is to \_\_\_\_\_.

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

**Explain:** \_\_\_\_\_.

5. Present is to here as late is to \_\_\_\_\_.

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

**Explain:** \_\_\_\_\_

**Note:** Analogy is a comparison **between two** situations, processes etc. that is intended to show that the two are similar. There are different types of analogy that include: part to whole, cause and effect, antonyms, synonyms, definitions, item category, time sequence, category, object to use, and product to producer. Here are some important things to remember when you think about analogies:

- Parts of Speech** If the words in the first pair express a “noun: adjective,” or “verb: noun,” or adjective: adjective” relationship (for instance), the second pair should show the same relationship between parts of speech.
- Word Order** If the first pair expresses a “tool user: tool” relationship (for instance), the second pair must express the same relationship in the same order.
- Exactness** Sometimes two or more of the given choices would make fairly good sense in the blank. When this happens, you should choose the word or pair of words, which most exactly suits the relationship you are expressing.

**V.** Look at the following phrases that are taken from the reading passage. In pairs, give their contextual meanings.

show up, waiting for, along with, tend to, result in, lead to, place on

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

**VI.** Complete the answers to these questions.

1. **Saba:** What shall I do with this form?

**Sara:** just fill it in and send it to the address at the top.

2. **Alemitu:** Is Ayelech a fast runner?

**Chaltu:** Oh, yes. Nobody else can **keep** \_\_\_\_\_.

3. **Kebede:** Why didn't you buy a dictionary?

**Taye:** The bookshop has **run** \_\_\_\_\_.

4. **Markos:** Did you believe his story?

**Maritu:** No, I knew she must have **made** \_\_\_\_\_.

5. **Folla:** Do we need to finish this drawing before the meeting?

**Bayu:** yes, we do, so you'd better **get** \_\_\_\_\_.

6. **Sisay:** What are the girls doing in the garden with the tent?

**Alex:** They want to **put** \_\_\_\_\_ before they go away, to check that it's OK.

7. **Abebe:** Were you disappointed that Garumsa missed the meeting?

**Meron:** Yes, we felt he'd **let** \_\_\_\_\_ rather badly.

**VII.** Re- write each sentence replacing the expression underlined with the correct form of one of the phrasal verbs. The first has been done as example.

break down, give out, go on, look up to, put through, keep off, look back

1. Be careful! Don't step into the hole.

Look out? Don't step into the hole.

2. I'm sure we'll remember this holiday with great pleasure.

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

4. The teacher distributed the question papers.

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

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

7. My old car stopped working completely last weekend.

### VIII. Write sentences by putting the words in the correct order.

1. for you/it/fill/in/give me the form and i'll.

2. pick /up / that taxi will / us / at 5:30 a.m.

3. I/that one / in a second –hand bookshop / came/ across.

4. to/get/that flu was horrible/ it took me two weeks/over/it.

5. there is a mistake? let me/ and see what's happened/ it/ into/ look.

6. it / turned/ into/the holiday/ a nightmare/started well but

7. to/forward/seeing/ you/ I'm really looking.

## Language Tips:

**Grammatically, there are three types of phrasal verbs.**

- One type consists of verb+ adverb and they have an object. Particles can be apart or together.

Example: She puts on a hat.

She puts a hat on.

**Some common verbs of this type include:**

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

- The second type of phrasal verb consists of verb + adverb but there is no object. The Particles are inseparable.

Example: I usually get up at seven O'clock.

Who looks after the baby when you go to work?

**Some common verbs of this type are:**

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

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

Example: We're looking forward to your news.

Who come up with that idea?

**Some common verbs of this type are:**

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

## 2E Grammar

### 2E.1 Expressing Result



#### Activity 2.7

I.

Look at the following sentences and underline the result clause. Justify to your partner why you have underlined it.

- There are so few hours in a day that I can't do everything I want to do.
- There was a power cut so we had to light a few candles.

3. There's not much time left so we had better hurry.
4. It was such a puzzling situation that she was confused about what to do next.

**II.** Join the following sentences using since, as, for ...

1. I haven't gone to school. I am ill.

I haven't gone go to school since I am ill.

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

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

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

5. The teacher sent Almaz home. She is cheating.
- 

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

**III.** Complete the following sentences by supplying appropriate result clauses.

The first one has been done for you as an example.

1. The lecture was boring and irrelevant, so some of the students began to fall asleep.
2. The government increased tax on alcoholic beverages, \_\_\_\_\_
3. Time management is a crucial skill, \_\_\_\_\_
4. Prioritization is a time management technique, \_\_\_\_\_
5. I have a cold, \_\_\_\_\_
6. I missed the bus, \_\_\_\_\_

**IV.** Complete the sentences with an expression from the box

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

**The workers had a break for a cup of coffee.**

1. She kept a box of toys \_\_\_\_\_ to play with.
2. Saba won a prize \_\_\_\_\_.

3. Hailom's accident was \_\_\_\_\_.
4. He has gone to the shops \_\_\_\_\_.
5. Many people were late for work \_\_\_\_\_.

### Result clauses

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

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

### 2E.2 Wishes

**V.** Complete the following conversations with a sentence containing the verb 'wish'. The first has been done for you as an example.

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

Hirut: Why?

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

Hirut: Oh, yes. I told her that.

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

Hirut: I'm sorry.

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

Alem: He told me it cost him 5000 birr.

Tamirat: I \_\_\_\_\_

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

Tamirat: Am I?

- C. Gebru: You seem to enjoy dancing with Lemma.

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

Gebru: I \_\_\_\_\_ when I was young.

Almaz: You could learn now.

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

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

Aster: I \_\_\_\_\_ could have visited him.

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

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

Jarso: How do they like it?

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

Jarso: Perhaps he'll get used to it.

Fana: I doubt it.

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

Jamila: That sounds like hard work!

Kaleab: It is. Actually, I suspect \_\_\_\_\_. But they can't stop now.

There's a great big hole in the middle of the garden.

Jamila: Yes, I see what you mean.

**VI. Solomon and Tasew are room mates. Read what they say about each other, then write sentences beginning 'I wish he would/wouldn'**

Solomon



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

Tasew



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

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

---

---

---

---

Tasew says, I wish Solomon would relax sometimes.

---

---

---

---

### Language Tips

We use the verb **wish** to talk about things which we want but which are not possible:

**I wish** you could agree to come.

**I wish** we had a bigger house.

Alex was very lazy at school. Now **he wishes** he had worked harder.

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

- We use past tense modals **would** and **could** to talk about **wishes for the future**:

*I don't like my work. I wish I could get a better job.*

*You lie always. We wish you would tell us the truth.*

*That's a dreadful noise. I wish it would stop.*

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

*I don't like this place. I wish I lived somewhere more interesting.*

*These seats are very uncomfortable. I wish we were travelling first class.*

*I wish I knew the answer, (i.e. I don't know the answer).*

*John wishes he wasn't so busy, (i.e. He is busy).*

*I'm freezing. If only it wasn't so cold.*

- After **I/he/she/it**, we can use **were instead of was**:

**I wish I was/were taller.**

**Tola wishes he wasn't/weren't so busy.**

c) We use the past perfect to talk about wishes for the past:

*I wish I had worked harder when I was at school, (but I didn't...).*

*Meron wishes she had listened to what her mother told her, (but she didn't... ).*

*I wish I hadn't spent so much money last month, (but I didn't... ).*

## 2E.3 Gerund

VII. Look at the following sentences:

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

VIII. Now, in pairs categorize the sentences above under the different uses of gerund.

As subject of a verb

1. Boxing is my favorite sport.
2. \_\_\_\_\_
3. \_\_\_\_\_

As object of a transitive verb

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**As object of a preposition**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**As complement of a verb**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**IX.** Look at the following short paragraph carefully. Identify the gerunds and tell how they are used in the given context. Check your answers with a partner.

I like eating fast food a lot. However, I'm having a problem. I am gaining weight. Going to diet is what is expected of me. I have to stop eating fast food and start buying more fruit and vegetables. Furthermore, I am joining a gym. I am exercising every day and I'm looking forward to losing weight.

**X.** Now, insert the verbs in the box into their appropriate places in the text that follows it. You can use one verb more than once.

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

My brother enjoys \_\_\_\_ 1 \_\_\_\_\_. He also likes \_\_\_\_ 2 \_\_\_\_\_. But, his girlfriend advised him about \_\_\_\_ 3 \_\_\_\_ weight. He decided on \_\_\_\_ 4 \_\_\_\_ a gym. He is \_\_\_\_ 5 \_\_\_\_ to go there every day. Yesterday, he drank beer with me instead of \_\_\_\_ 6 \_\_\_\_\_.

He prefers \_\_\_\_ 7 \_\_\_\_ alcohol to \_\_\_\_ 8 \_\_\_\_ weights, of course. His girlfriend called him when we were at the pub. He stopped \_\_\_\_ 9 \_\_\_\_ his beer and answer the phone. He promised to be home by 4p.m. However, we kept \_\_\_\_ 10 \_\_\_\_ until we ran out of money.

**Language Tips:**

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

**Verbs which are usually followed by a Gerund:**

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

- XI.** Now, in pairs, write as many sentences as you can using gerund as subject of a verb, as object of a transitive verb, as object of a preposition, and as a complement of a verb.



## 2F Writing Skills

### 2F.1 Run-on Sentences



#### Activity 2.8

A run-on sentence results from two or more complete sentences being connected without any punctuation.

- I.** Look at the following sentences and decide whether they are right or wrong based on their structure. First try it by yourself and then compare your decision with your partner.

1. I ran across the road it was very dangerous. \_\_\_\_\_
2. I ran across the road. It was very dangerous. \_\_\_\_\_
3. Lemma is the fastest runner in the class he wins all of the races. \_\_\_\_\_
4. Lemma is the fastest runner in the class. He wins all of the races. \_\_\_\_\_

**How to correct run-on sentences**

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

**II.** Decide which of the following sentences is right and which is wrong. Rewrite those wrong sentence structures. Do it first individually and then compare your answers with a partner.

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

---

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

---

3. The small girl seemed to be lost, she was crying and looking for her mother.

---

4. Mrs. Dawson inherited a large sum of money from her brother she can buy a new car now.

---

5. I can never beat my little brother at video games, he has them all mastered.

---

6. We will be on vacation next week we will be unable to attend your party.

---

7. The storm passed quickly through the area last night, and it caused a lot of damage.

---

**III.** The following story is about Einstein. Decide whether the group of words constitute a correct sentence or a run-on sentence. If it is a correct sentence, write S; if it is a run-on sentence, write R-O. Revise each run-on sentence by (1) making it two separate sentences; (2) inserting a semicolon, or (3) using a comma and a coordinating conjunction.

- \_\_\_\_\_ (a) School in Munich was too rigid and boring for young Einstein he did not do well.
- \_\_\_\_\_ (b) However, young Einstein showed a talent for mathematics, at the age of 12, he taught himself Euclidean geometry.
- \_\_\_\_\_ (c) After finishing secondary school, he entered the Federal Polytechnic Academy in Switzerland, he did not like the teaching methods there.
- \_\_\_\_\_ (d) The academy frustrated him he could learn in a way that interested him.
- \_\_\_\_\_ (e) Einstein chose to educate himself, he missed classes often and spent the time studying physics on his own.
- \_\_\_\_\_ (f) His professors had low opinions of him, he graduated anyway in 1900.
- \_\_\_\_\_ (g) In 1905, he published a paper on physics the University of Zürich awarded him a Ph.D. for this work.
- \_\_\_\_\_ (h) In the same year, he published four more papers that presented new thoughts on the nature of light and other important concepts.
- \_\_\_\_\_ (i) Physicists resisted his ideas at first, eventually his general theory of relativity was confirmed through observation.
- \_\_\_\_\_ (j) Einstein achieved international recognition, in 1921 he received the Nobel Prize in physics.

**2F.2 Jumbled Paragraphs.****Activity 2.9****The form of an essay**

Introductory paragraph	
i. Introduction ii. Thesis statement iii. Plan of development: Points 1, 2, 3...	The introduction attracts the reader's interest. The thesis statement states the main idea. The plan of development is a list of points that support the thesis.
First supporting paragraph	
i. Topic sentence (Point 1) ii. Specific evidence	The topic sentence advances the first supporting point for the thesis.
Second supporting paragraph	
i. Topic sentence (Point 2) ii. Specific evidence	
Third supporting paragraph	A summary is a brief restatement of the thesis and its main points. A conclusion is a final thought.
Concluding paragraph	
i. Summary ii. Conclusion, iii. Or both	

**I.**

**Be in groups of four. Re-arrange the following jumbled paragraphs to form a coherent essay.**

1. A further reason for completing a college degree is that the knowledge you get from college makes your life more pleasurable. For example, if you take introduction to music history, you become familiar with the different musical periods and styles. You start to enjoy the classical music that you listen to, because now you understand more about it. When you study literature, you get a better understanding of the beauty of poetry. You will notice that college subjects not only make you more knowledgeable; they bring more pleasure to your life.
2. College degrees are becoming more and more common. Twenty years ago, most people (if they were lucky) had only a high school certificate, and that was enough to get them a job. Some people now believe that college degrees are so common that they are not so important anymore. What counts is the experience that a person has for a job. However, I believe that, even though college degrees are more common these days, they are still important and worth the effort.
3. A final reason for getting a college degree is that it shapes your character. In order to be successful in college, you need to learn to manage your time. You also need to be responsible and work hard, do all your assignments and study well for all your tests. In addition, you learn to deal with frustrations, such as low grades or tiredness. You learn to persevere and keep trying. This is very good training for the frustrations you will have in your job and in your life later on.
4. One important reason for getting a college degree is that a college degree gives you the basic information and preparation that you need to get a good job. College courses are organized so that you can get the information you need about a certain job. College courses teach you skills for that job. Of course, college courses cannot teach you everything you need to know, but they give you the basics, enough information for you to be prepared. They also teach you how you can get the information that you don't have. Therefore, in order to get a good job preparation, it is a good idea to complete a college degree

**The right order is:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**II.** After arranging the paragraphs into one essay, analyze it in groups. You can look at formal features of an essay like introduction, the position of thesis statement, developing paragraphs, linking devices, and the position of the writer. Add a summary paragraph.

**III.** Finally, report your analysis to the class.

### F2.3 Letter Writing

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

#### Follow these steps:

1. Begin by looking at the text in the Reading exercise and thinking back to the points you made in your discussion in section C.2.3
2. Decide whether you are going to say that views of time management in your area were generally similar or different from Ethiopia.
3. Make a list of the points to include in your letter

##### Example 1:

- a. Similarities between views on time management between Ethiopians and Europeans.
- b. Differences.

4. Think of suitable introductory paragraph, for example:
  - a. Say why you are writing.
  - b. Say what you are going to discuss in your letter.
5. Think of a suitable concluding paragraph, for example:
  - a. Sum up your points.
  - b. Think of polite way of closing.
6. Make sure you remember the conventions of letter writing.
7. Write rough draft of your letter.
  - a. Set out your letter following the conventions of letter writing.
  - b. Divide up what you have to say into about four paragraphs (including the introduction and conclusion) according to the number of points you want to make.
  - c. Link your points with suitable discourse markers where appropriate.

8. Check your draft carefully to make sure:
- Your ideas are logical and clearly expressed
  - Your spelling, grammar and punctuation are accurate.

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



## Activity 2.10

I.

Identify the parts of the letter in the diagram below. Write the letters into blank spaces of the letter.

- a. sender's name
- b. receiver's name
- c. body of letter
- d. opening situation
- e. date
- f. sender's address
- g. sender's signature
- h. closing salutation
- i. receiver's address.

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

II.

In formal letters the opening salutation (or greeting) must match the closing salutation. Match the openings on the left with the correct closings on the right.

# **UNIT** 3 Evidence on Traffic Accident

## Objectives

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

- identify detail information from listening texts;
- tell the main ideas and specific information from listening and reading texts;
- express your opinion on issues raised;
- create analogical relationship between words;
- construct sentences using discourse markers;
- interpret graphic/table data to text ;and
- write a narrative three to four paragraphs essay on given incidents.



## 3A Listening Skills

### 3 A. 1. Listening text A: Data from Road Traffic Accident Scene



#### Activity 3.1

I.

You are going to listen to a text about data from a road traffic accident scene. Look at the picture below and discuss the flowing questions with a partner.



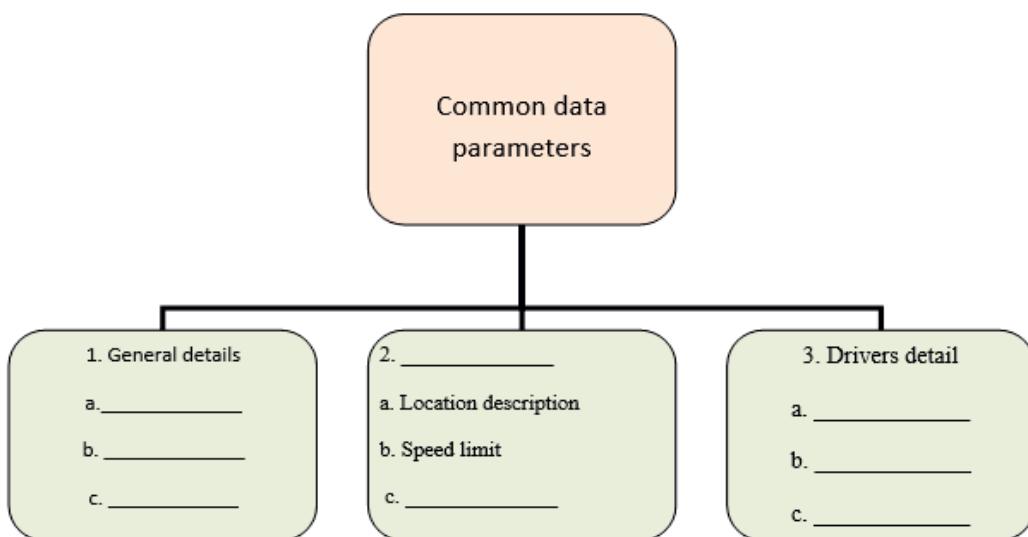
1. Who are the people at the scene?
2. Why do you think the professionals you see in the picture are at the scene?
3. Think and list out the things that people who arrive first at the scene of a traffic accident should do. Put your lists in order of priority.

**II. Before listening to the text, read the following questions. Then, choose the letters of the correct answer according to the listening.**

1. Which of the sentences are not correct with regard to the things we should do at the scene of a road traffic accident?
  - a. Do not call the police.
  - b. Be calm and organize people
  - c. Don't do anything till the police arrive
  - d. Disappear from the scene as there may be more danger to come
  - e. Protect the scene.
  - f. Call to the emergency service.
2. Who are emergency service providers?
  - a. ambulance   b. fire fighters   c. first aid service   d. all
3. One of the following authorities is not interested in the data that come from road traffic scenes?
  - a. vehicle designers   b. national statistics   c. drivers   d. none of them

**III.**

Listen to the text and complete the chart with appropriate information.

**IV.**

Work with your partner and write summary of the listening text. Your teacher will read the story again then you take note of the main points. First write an outline of the main points. Then, write the paragraph following the outline.

### 3A.2. Listening Text B: Who is at risk of Road traffic accidents?



### Activity 3.2



pic 1: a traffic police helping students at the zebra-cross in front of a school

**I.** Listen to a text about people who are at risk of a road traffic accident.

Before listening to the text, learn the meanings of key words that you may come across in the listening text.

- A. pedestrians
- B. cyclists
- C. motorized
- D. lane
- E. occupant

**II.** Fill in the gaps with appropriate figures from the listening text.

1. Pedestrians and cyclists represent \_\_\_\_\_ of all deaths.
2. Motorized two and three wheel vehicle users comprise \_\_\_\_\_ of the death rate.
3. Car occupants make up \_\_\_\_\_ of all the deaths.
4. In Africa, pedestrian and cyclist mortalities cover \_\_\_\_\_ of the death rate.
5. In South-East Asia the majority of deaths are among riders of motorized two and three wheel vehicles that represent \_\_\_\_\_ of all deaths

**III.** Listen to the text again and say TRUE or FALSE to the following statements.

1. There is no notable difference in fatality rates between different road users.
2. Infrastructures and vehicle designs prioritize motored vehicle users.
3. Many of the vulnerable road users do not have access to the safest vehicles.
4. In many countries, the planning, design and operation of roads give attention to many of the vulnerable road users.
5. One of the reasons for the death of pedestrians and cyclists is the condition of the roads.
6. In many countries, there are separate lanes for cyclists.
7. Low and middle income counties have standards for vehicle use.

**IV.** Work in small group. Compare road traffic conditions in Ethiopia with the stories of countries in the listening text. Are they similar or different in terms of the given points?

Your teacher will assign a chairperson who leads the discussion and reports your points of discussion to the whole class.

1. Vulnerable group, pedestrians and cyclists or car users?

2. Road standard
3. Standard of vehicles
4. Safety measures
5. Rules and regulations



## 3B Speaking skills

### 3B.1 Expressing Opinion



#### Activity 3.3

I. Work in pairs. Put the expressions under four categories: expressions used (1) to ask for opinion, (2) to give opinion, (3) to agree, or (4) to disagree.

I think....., I believe....., In my opinion....., what your opinion.....? What do you think.....? Do you think that.....? If you ask me....., what I believe is.....? what do you say about....., I really believe that....., from my point of view....., in my view....., I honestly think..... May I ask for your opinion.....? I'm not an expert but....., what are your thoughts on....., I don't think....., what do you reckon.....? Any comments about.....? How do you feel about.....? I'm afraid I disagree....., I don't agree with you...., I totally agree....., I couldn't agree more....., I'd go along with you....., I feel the same....., I don't think so....., that is a good point....., absolutely....., I kindly agree with you.....

Asking for opinion	Giving opinion	Agreeing	Disagreeing

II. Work in pairs. Use the expressions to ask for and give opinions about traffic accidents: bicycles, three wheel vehicle, or cars, and the safety measures we take. Which one causes more serious accident? Use as many expressions as possible.

- III.** Write a dialogue on two or three of the topics mentioned above and practice with a partner. Follow the example below.

- A: What do you think about the health benefits of riding bicycles?
- B: I strongly believe it's good for health, but it is not for all of us. For example, cities in Ethiopia are very crowded, so it is dangerous to use bicycles.



## 3C Reading Skills

### 3 C.1. Reading Text A: Magnitude of Road Traffic Accident



#### Activity 3.4

- I.** In small group, talk about your experience on road traffic accident

1. Do you know someone who is victim of a traffic accident? Talk about what happened to him/her?
2. How much does road traffic accident affect individuals/ family/ country?

- II.** Read the text and complete the specific information. Then, compare your answers with a partner. What global data does the reading text present in relation to the following incidents?

1. Deaths per year \_\_\_\_\_
2. Injuries per year \_\_\_\_\_
3. Fatalities \_\_\_\_\_
4. Economic loss \_\_\_\_\_

- III.** Say TRUE or FALSE to the following statements based on the reading text.

1. Road traffic accident is two times higher in high income countries.
2. Road traffic is the highest cause of death in the productive age group of a society.
3. Road traffic accidents are easily preventable.
4. Since 2007, road traffic accidents are remaining constant in Africa.
5. The health sectors don't recognize road traffic accident as priority health problem.
6. Road traffic accidents rate in Ethiopia is greater than the global report.
7. There is no proper data about road traffic accident in Ethiopia.

**IV.**

**Complete the table by comparing global annual road traffic reports in different regions across parameters.**

	Global	LMI countries	Africa	Ethiopia
Death				
Injuries				
Fatalities				
Economic cost				

**V.**

**Give short answers to the following questions according to the reading text.**

1. What does economically active age mean?
2. What is the target of SDGs, Goal-3 by 2020?
3. Point out the major causes of road traffic accidents in Ethiopia.

### Magnitude of Road Traffic Accident

Road traffic accident is a major public health and development challenge. Every year nearly 1.3 million people lose their lives on the road and as many as 50 million others are injured. Globally 17 road **fatalities** per 100,000 populations **per annum** are reported. Road traffic accident is the second leading cause of death in economically active population group of 15–44 years of age; further, more than 75% of Road traffic accident casualties occur in this age group. In many countries, the estimated economic loss due to road traffic accidents is as high as 3% of their gross domestic products.

The burden of road traffic accident is **disproportionately** high in low- and middle-income countries where over 85% fatalities and 90% of disability-adjusted life are reported. Fatalities related to road traffic accident are at least two-times common in low- and middle-income countries than in high-income countries. The average death rate in middle low – and middle- income countries is 23.6 per 100,1000 population. Globally road traffic accident fatalities remain more or less constant since 2007. However, in many developing countries the rates are increasing. Especially, Africa faces the highest annual rate of road fatalities in the world— 27 per 100,000 populations. Rate of road traffic death between 2013 and 2017 was 26.6 per 100,000 populations. In the next few decades, the problem can even rise due to the ongoing rapid economic growth and increase in motorization in the continent.

Despite the growing burden of road traffic accidents, road safety remains a neglected issue in many developing countries and the health sector has been slow to recognize it as a priority public health problem. A large body of evidence suggests that road traffic accidents are easily preventable and many high income countries have successfully reduced the incidence through proven and cost-effective interventions. The Sustainable Development Goals, Goal-3, sets an ambitious target to halve the global number of fatalities and injuries from road traffic accidents by 2020.

Like many African countries, Ethiopia is facing enormous road safety crisis. According to the estimate of the World Health Organization (WHO), the **prevalence** of road traffic fatality in Ethiopia was 25.3 per 100,000 populations and the rate is among the highest in the world. Factors contributing to the high incidence of road traffic accidents in Ethiopia include **rampant** reckless driving behaviors, poor road network, substandard road conditions, failure to enforce traffic laws and poor conditions of vehicles.

Road traffic accident also brings huge economic loss to the global economy in every fiscal year. Reports on the road traffic crashes indicate that cost of developing countries reaches between 1–2% of their Gross Domestic Product. Ethiopia is one of developing country with high traffic accidents, costing the country around 0.8% - 0.9% of the GDP, around 1.3 billion dollars. Globally, the annual cost of road crashes is in excess of 500 billion dollars, and in the developing world the estimated cost is about 65 billion dollars each year. In African, the current estimate of cost of accidents is 3.7 billion dollars per year.

(Adapted from WHO, 2018 report)

**VI.** **In small groups, talk about some measures that will probably minimize road traffic accidents in Ethiopia.**

The group secretary will report the points of your discussion to the whole class.

**Example:** If people wear helmets when they ride motorbikes, death rate will decrease.

### 3C.2 Reading Text B: Evidence of Road Traffic Accident in Africa



#### Activity 3.5

- I.** Before reading the text, complete the first two columns of the Know, Want to know and Learned (KWL) chart with information on traffic accidents in Africa. You will complete the ‘Learned’ column while reading the text.

Already know	Want to know	Learned
<i>Example:</i> I already know that the highest traffic accident is in Africa	<i>Example:</i> I want to know if there are African countries with least traffic accident.	<i>Example:</i> I learned that...

- II.** Read the text and complete the third column of the KWL chart. Write at least three facts you learned from the text.
- III.** Check if what you have written in ‘Already know’ column is also mentioned in text. Has the text included some of the issues you wanted to know?
- IV.** Complete the following sentences with the appropriate information from the text.

1. The mortality rate in Africa \_\_\_\_\_ when development threshold is achieved.
2. South Africa is \_\_\_\_\_ as compared to other African countries.
3. Some of major causes of severe road traffic accidents in Africa are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
4. Economic growth and road traffic accidents usually move \_\_\_\_\_.
5. The highest number of vehicles is exhibited in highly developed countries, but road traffic accident is \_\_\_\_\_.
6. Even though fewer death rates are recorded in Chad and Gabon, it will probably be because of \_\_\_\_\_.

V. Write sentences in which you compare countries based on the data given in the reading text.

Example:

The number of vehicles in Africa is smaller than in the developed countries.

1. Libya and Thailand
2. Malawi and Thailand
3. Chad and Gabon
4. Gabon and central Africa
5. Low Income and Middle Income Countries
6. Middle Income and High Income Countries

#### Reading text B:

### Evidence on Road Traffic Accident

The number of vehicles per inhabitant is still low in Africa: less than one licensed vehicle per 100 inhabitants in low-income Africa versus 60 in high-income countries. Fleet growth leads to increased road insecurity in developing countries. This explains, for example, the reported 400% increase in road deaths in Nigeria between the 1960s and the 1980s. Available historical data from developed countries show that the road mortality starts to decrease only when a development threshold is achieved. Such a threshold is far from being reached in sub-Saharan Africa. Indeed, in South Africa, the most developed African country, there were already 17 licensed vehicles per 100 inhabitants in 2005, but no decline in road traffic deaths has been observed so far.

African nations dominate the list, in the WHO report highlighting the gap between high-income countries and low- and middle-income countries. Of all road traffic deaths, 90% occur in developing countries despite low- and middle-income countries have only 54% of the world's vehicles. As the report points out, there's a significant link between the risk of road traffic deaths and a country's income level. While road traffic deaths in high-income countries average 8.3 deaths per 100,000 people, in low-income countries the average is 27.5 deaths per 100,000—a more than three-fold increase.

The severity of road traffic crashes is also likely to be much greater in Africa than anywhere else, because many vulnerable road users are involved, but also because of the poor transport conditions such as lack of seat belts, overcrowding, and hazardous vehicle environments.

Sub-Saharan Africa is the global capital for road traffic deaths. The World Health Organization has released its Global Road Safety report 2018, and named Libya as the nation with the highest rate of road traffic deaths – some 73.4 deaths per 100,000 people every year. Following Libya in second place is Thailand, with a rate of 36.2 –by more than half smaller than Libya's. The third is Malawi, with a rate of 35 deaths per 100,000. In some countries the reported deaths are very low, for example 22 in Chad, 43 in Gabon, 58 in Central African Republic. There may indeed be relatively few road deaths in these countries but it is much more likely that they are significantly under-reported.

Two countries alone account for almost fifty per cent of all reported deaths, namely South Africa and Nigeria. The South African value of over 9,000 appears to be consistent over time. For example, it was at about the same value in the mid 1980's. Nigeria on the other hand at 6,185 deaths is now showing a dramatic reduction from a high of over 9,200 just a few years ago. Other countries also showing significant numbers of deaths include Ethiopia, Kenya, Uganda and Ghana. The 42 country total of 35,394 deaths and the individual national totals are significant underestimates of the true totals.

However, the overall picture that emerges is that fatality rates in most African countries lie in the range 50 to 150. This compares with most Latin American countries which are in the range 10 to 35 or Asian –Pacific countries which are in the range 8 to 37. Thus whilst some figures are of doubtful accuracy, it can be said that the highest fatality rates world-wide are to be found in Africa.

**VI.**

**Work in small groups. Draw different forms of a chart, bar graph, table, line chart, pie chart, using the information from the text. Display your chart in the classroom and compare it with the other groups.**



## 3D Vocabulary Skills

### 3D.1. Contextual Meaning



#### Activity 3.6

**I.**

The following words are taken from the reading passages. Match the words in column 'A' with the contextual meanings given in column 'B'. Work individually first and then, check your answers with a partner.

**A**

1. fatality
2. constitute
3. halve
4. infrastructure
5. determinant
6. per-annum
7. inhabitant
8. threshold
9. prevalence
10. fleet

**B**

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

**II.**

Choose five words from activity 'I' and write sentences using them. Read your sentence to a partner.

### 3D.2. Antonyms



#### Activity 3.7

The following words are also taken from the reading and listening texts you worked on in this unit.

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

- |                    |               |
|--------------------|---------------|
| 1. disproportional | 6. reckless   |
| 2. preventable     | 7. severe     |
| 3. standard        | 8. insecurity |
| 4. neglected       | 9. vulnerable |
| 5. rampant         | 10. hazardous |

**II.** Choose only five of the given words and use them in sentences. Read your sentences to the whole class.**3E Grammar Skills****3E.1 Tense Balance in Conditional Sentences****Activity 3.8****I.** Work with a partner. Read the following sentences and underline the correct form of the verbs. Then, identify the sentences as zero conditionals, conditional I conditional II or III.

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

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

Check your answers with a partner.

1. If it \_\_\_\_\_ (rain) today, we \_\_\_\_\_ (not be able) to ride bicycles.
2. Give me the mechanics number. If I \_\_\_\_\_ (make) appointment today, my car \_\_\_\_\_ (fix) tomorrow.
3. If I \_\_\_\_\_ (be) tall, I \_\_\_\_\_ (play) basketball but I'm the shortest boy in my family.
4. If you \_\_\_\_\_ (have) exam, \_\_\_\_\_ (late).
5. I think we have something in the backyard. If \_\_\_\_\_ (have) a dog, It \_\_\_\_\_ (help) us.
6. Please be careful! If I \_\_\_\_\_ (be) you, I \_\_\_\_\_ (wear) a helmet.
7. I don't understand why people are so careless in roads. Traffic accidents \_\_\_\_\_ (decrease) if people \_\_\_\_\_ (careful).
8. If you \_\_\_\_\_ (need) any help, let me know. I \_\_\_\_\_ (come) to you straight away.
9. If you \_\_\_\_\_ (fail) to convince your team, you \_\_\_\_\_ (finish) it.

**III.** Complete the dialogue with the appropriate conditional sentence.**Tina:** I am planning to go for shopping. Do you want anything?**Zami:** No I don't think so. Oh, hang on. I need some warm gloves.**Tina:** Ok if I see some, \_\_\_\_\_. What color do you want?**Zami:** The color doesn't matter if they \_\_\_\_\_.**Tina:** Emmm... I'll try to find you one though I don't know much about the quality of gloves. **But I** \_\_\_\_\_**Zami:** No worry. Don't buy them if you \_\_\_\_\_**Tinna:** Okay. I won't. It \_\_\_\_\_ if you could come with me.**Zami:** Yeah but I have to finish the maintenance today. Could you also get me some stamps?**Tinna:** Ok. I will get you some. I could have taken your car if \_\_\_\_\_

## Grammar tip:

Conditionals	Main clause (If clause)	Result clause	Meaning
<b>Zero Conditional</b>	If you put oil in water, If you drink, (Simple present)	It floats. (simple present) Don't drive	Scientific fact Rule
<b>Conditional I (Real)</b>	If you have time, (simple present)	You should /will visit the park. (future tense/ modal + infintive without to)	Suggestion/ possibility for the future
<b>Conditional II (unreal)</b>	If you had time, (simple past)  If I were you,	You could/ would/might visit the park. (could /would/might + infintive without to)  I would visit the park	You don't have time. (for near the future) Suggestion (for the future)
<b>Conditional III (impossible )</b>	If you had been on time,	You wouldn't have missed the bus (would/could/might + have + past prticle)	You missed the bus because you were late. (about the past)

### 3E.2 Participles and Participles Phrases



#### Activity 3.9

I.

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

Example:

- Tourists *interested* in modern art usually visit our gallery.  
 (“*Interested*” is a past participle modifying the noun “Tourists”)
- Feeling excited*, the small boy waited to see his mother *coming* towards him.  
 (“*Filling excited*” is present participle phrase modifying the noun phrase ‘the small boy’ and “*coming towards him*” also a present participle phrase modifying the noun phrase “*his mothe*”)

**II.** Work in pairs. Underline the present and past participles in these sentences.

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

**III.** Complete each pair of sentences with the correct form of the same verb, in present participle (-ing) form or in past participle (-ed) form.

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

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

### 3E.3. Misplaced Participles/ Misplaced Modifiers

**Activity 3.10**

Participles function as modifiers. However, if they are put in wrong place, they would become misplaced modifiers.

Example: Misplaced modifiers: The roads will be built in the coming five years **damaged**.

Corrected: The **damaged** roads will be built in the coming five years.

**I.** Correct the misplaced participles and rewrite the sentences.

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



## 3F Writing: Narrative Essay

### 3F.1. Jumbled Paragraphs of a Narrative Essay



#### Activity 3.11

The following jumbled paragraphs form a coherent narrative essay.

**I.** Rearrange them in a logical order and form a coherent essay. Check your answers with a partner.

1. Back in his garden, first of all, Larry used a rope to tie a chair to his car door. Next, he tied the balloons to the chair and inflated them, one by one. Then, he packed a few sandwiches and a bottle of Coke, loaded an air-pistol, and climbed on to the chair. His plan was to float up lazily into the sky to about sixty meters, and then to pop a few balloons descend to earth again.
2. His preparations complete, Larry cut the rope. By this time, he didn't float up, he shot up, as if he had been fired from a cannon! Not to sixty meters, but up and up and up, until about 3, 500 meters. If he had popped any balloons at this height, he would have plummeted to earth. Fortunately, just at that moment he just had to stay up there, floating around and wondering what to do.
3. Larry Waiters was a truck driver, but his lifetime dream was to fly airplanes. Then one day, he would watch the fighter jets criss-crossing the skies above his back garden and dream about the magic of flying. Eventually, he had an idea. He drove to the nearest hardware shop and bought twenty large balloons and five tanks of helium. Unfortunately, they were not normal brightly colored party balloons but heavy one-meter weather balloons used by meteorologists.

4. As soon as he was on the ground he was arrested. A TV reporter shouted, ‘Hey man, why did you do it’ Larry looked him in the eye, and said, ‘A man’s got to follow his dreams’.

5. However, night was falling and things were getting serious. Winds were blowing Larry out to the sea. By this time an amazed British Airways pilot spotted him and radioed the airport saying he’d just seen a man with a gun, sitting on a garden chair at 3,500 meters. Immediately a helicopter was sent to rescue him, but it wasn’t easy because the wind from their rotor blades kept pushing the home-made airship further away. Fortunately, they managed to drop a line down from above, and pulled him to safety.

#### Correct order

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 3F.2 Steps to Write a Narrative Essay

### Steps 1: Brainstorm ideas

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

### Step 2. Select your points

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

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

### Step 3: Make plan

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

**Step 4: write your first draft essay**

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

**Step 5: Check and edit your essay**

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

**Step 6: Ask someone to read your essay**

Make changes they suggest if you agree.

**Step 7: Write you final version**

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



### Activity 3.12

- I. Work in small groups. Revise the tenses we use to narrate / talk about the past. What tenses are most commonly used to narrate past events? Show them in examples.
- II. Write a Narrative Essay. Follow this outline for your narrative essay writing. Your essay should have 5 paragraphs. Select your own topic appropriate for narrative writing and plan your easy carefully.

Title: \_\_\_\_\_

Introduction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Main point 1:  
\_\_\_\_\_

Supporting details:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

**Main point 2:****Supporting details**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

**Main point 3:****Supporting details**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

**Conclusion****Details**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

# **UNIT** 4 Natural Resource Management

## Objectives

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

- comprehend a text read by the teacher;
- take note from a listening;
- use phrases to agree or disagree with others idea ;
- distinguish stressed syllable in a word;
- apply stress appropriately when speaking;
- identify the main idea of a text;
- differentiatespecific details from a reading text;
- analyze word relationships (analogies);
- use phrasal verbs in context;
- differentiate the tense sequence in adverbial clauses of time;
- identify dangling modifers;
- correct sentences with dangling modifers; and
- write an expository essay of five paragraph.



## 4A Listening Skills

### 4A.1 Ownership of Natural Resources



#### Activity 4.1

I. Work in pairs and answer the questions.

1. What is a natural resource?
2. Give some examples of natural resources based on your definition.
3. In your area, who owns natural resources? Why?

**II.** You are going to listen to a text on ownership of natural resources.

While you are listening to the text, insert the words in the box into their appropriate places.

*land, water, people, livelihood, soil  
mining, fisheries, health, productivity  
plants and animals, bio-diversity conservation*

1. Natural resource management is the management of natural resources such as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. It brings together natural heritage management, \_\_\_\_\_, water management, \_\_\_\_\_ and the future sustainability of industries like agriculture, \_\_\_\_\_, tourism, \_\_\_\_\_ and forestry.
3. It recognizes that \_\_\_\_\_ and \_\_\_\_\_ depend on the \_\_\_\_\_ productivity of our landscapes, and their actions as stewards of the land play a critical role in maintaining this health and \_\_\_\_\_.

**III.** Listen again and complete the table while listening

Type of resource ownership	Examples
1.State ownership	National forests and national parks
2.....	
etc.	

After listening to the text:

**IV.** Discuss in your groups the ownership of natural resources in Ethiopia.

Among the ownership types indicated in the listening text:

1. Which of them are practiced in Ethiopia?
2. Are they good or bad practices? Why?

## 4A.2 Listening text B: Community-Based Natural Resource Management

### Activity 4.2

#### I. Work in pairs:

1. What do you understand from the topic?
2. What will you expect to get from the listening text?
3. Are you familiar with these words? empowerment, conservation, livelihood

#### II. Say “True” or “False” based on the information in the listening text.

1. Land and water are natural resources.
2. Conservation and generation of economic benefits for rural communities are among the benefits of natural resource management.
3. Every community develops systems by which its members use locally available resources.
4. Empowerment of people in rural areas is considered as one of the financial benefits of natural resource management.
5. Community-based natural resource management initiatives can easily lead to the overuse of natural resources.
6. Traditional knowledge can make a considerable contribution for sustainable use of communal land.
7. Donors’ funds for resource management are totally unnecessary since they usually create dependency.
8. Communities who look after their resources should be acknowledged, rewarded and be allowed to utilize and benefit from their resources can continue utilizing and benefiting from their resources.

#### III. After listening to the text do the following in small groups:

1. Research and report on the benefits of community-based natural resource management practices in your area. You can collect information from the ‘woreda’ agriculture and rural development offices, cooperative offices, etc. Prepare either a questionnaire or interview questions to collect information. Your teacher will help you on how to prepare questionnaires/interview questions.



## 4B Speaking Skills

### 4B.1 Ways of Agreeing and Disagreeing



#### Activity 4.3

I.

Look at the following dialogue. Underline the expressions used to show agreement/disagreement/partial agreement and then put them in the following table. Work in pairs and present your answers to the whole class.

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

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

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

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

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

**Roman :** What's that?

**Fromsa :** Where can we get the plants?

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

**Fromsa :** That's a good idea.

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

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

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

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

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

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

Agreement	Partial Agreement	Disagreement

**II.** Listen to your partner and then agree on everything he / she says, give reasons.

- a) Making mistakes in English is ok as long as other people understand you.
- b) The government should pay for everybody's education.
- c) Smoking should be made completely illegal.
- d) All drugs should be legal.
- e) Cristiano Ronaldo is the best football player in the world.

**III.** Listen to your partner and then disagree on everything he / she says, give reasons.

- a) I think everybody should have access to free healthcare.
- b) War should never be used to resolve international disputes.
- c) The best way to study is to study on your own first thing in the morning.
- d) Footballers earn too much money.
- e) The best place for animals to live is in their natural habitat.

**IV.** In groups of four, discuss whether you agree/partially agree or disagree to the following controversial statements. Give reasons.

- a) It's wrong to inherit money.
- b) It's foolish to give money to beggars.
- c) The customer is always right.

**Language focus:** Study the following phrases and use them whenever you express your opinion.

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

## 4B.2 Syllables and Stress

A syllable is a word, or part of a word, which contains a vowel sound as its nucleus and one or more optional consonant sounds. It is a single unit of speech. You can recognize a syllable by remembering that each one contains a vowel sound. For example, in the word *computer*, there are three syllables: com / pu / ter. The word *bike*, however, has only one syllable. A single syllable may contain as little as just one sound, or as many as five:

idea - ai / dia/ (two syllable)

cough-/kaf/ (one syllable)

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

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

**Note:** primary stress is marked by ( ' ). Example *difficult* has three syllable. Therefore, the primary stress falls on three of them like /di'fɪ/cult.



## Activity 4.4

I. Now, count the number of syllables in each of the following words.

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

### Word Syllable Stress

In **multi-syllable** words, the stress falls on one of the syllables. The other syllables, which we identify usually as unstressed syllables, tend to be spoken quickly. This leads to a decline in the hearable power (i.e. muteness) of sounds in the unstressed syllable. In order to improve your pronunciation, focus on pronouncing the stressed syllable clearly. Stressed syllables are pronounced louder and longer than the unstressed syllables. However, don't be afraid to mute (not say clearly) the other unstressed vowels.

For example:

PersonNEL

InDUstrial

FanTAstic

TOtally

ToMATo

### One Syllable - Stressed

All one-syllable words have the stress on the one syllable. The intonation should go down.

EAT

SIGN

DRINK

WELL

### Two-Syllable

a) First Syllable Stressed

**Read aloud** the general pattern and these specific **examples**:

GIant

HEAting

PICTure

**b) Second Syllable Stressed**

**Read aloud the following words and listen to the general pattern while reading these specific examples:**

toDAY

aHEAD

aALLOW

**Three-Syllable****a) First Syllable Stressed**

**Listen to the general pattern and these specific examples:**

1. ENergy
2. Operate
3. ORganize

**b) Second Syllable Stressed**

**Read aloud the following words and listen to the general pattern while reading these specific examples:**

1. meMORial
2. aSSUMption
3. caNAdian

**c) Third Syllable Stressed**

**Read aloud the following words and listen to the general pattern while reading these specific examples:**

1. employEE
2. japanESE
3. voluntEER

**Four-Syllable****a) Second Syllable Stressed**

**Read aloud the following words and listen to the general pattern while reading these specific examples:**

1. psyCHOlogy
2. eVaporate
3. cerTIficate

**b) Third Syllable Stressed**

Read aloud the following words and listen to the general pattern while reading these specific examples:

1. poliTician
2. indiVIDual
3. repuTAtion

### Double Vowel Sounds

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

For example:

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

### Common Double Vowel Sounds

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

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

**ue** - (long **U** sound) cue, muse

**ui** - (long **U** sound) fruit, juice

### Unstressed Syllables

Unstressed syllables keep the correct sound, but are muted. Sometimes, unstressed vowels become a schwa sound - like a soft *uh* sound.

Read aloud to these specific examples:

- Little
- Repeat
- Tomato

At other times, the vowel is pronounced but not stressed. Read aloud and listen to these specific examples:

- Industrial
- Noisily

Generally speaking, stressed syllables retain a clear vowel sound, while unstressed syllables tend to soften towards a schwa-like sound.

**II.**

How many syllables does each of the following words have? Put the primary stress marker ('') on top of the stressed syllable. Do this in groups of three and report your answers to the class.

1. September = \_\_\_\_\_
2. department = \_\_\_\_\_
3. telephone = \_\_\_\_\_
4. garden= \_\_\_\_\_
5. kindergarten= \_\_\_\_\_
6. water = \_\_\_\_\_
7. together = \_\_\_\_\_
8. begin= \_\_\_\_\_
9. pen= \_\_\_\_\_
10. break = \_\_\_\_\_
11. television = \_\_\_\_\_
12. people = \_\_\_\_\_
13. moon = \_\_\_\_\_
14. American = \_\_\_\_\_
15. hamburger = \_\_\_\_\_



## 4C Reading Skills

### 4C.1 Reading text A: Integrated Natural Resource Management



#### Activity 4.5



**I.** In pairs, answer the following questions before reading the passage.

1. What is agroforestry? Have you heard about it?
  2. Look at the pictures above carefully. What can you see? What do you understand about integrating agriculture and forestry?
  3. What do you expect to learn from the reading passage?

**II.** Read the passage very carefully and answer the following questions.

1. Agroforestry is \_\_\_\_\_.
    - a) Integration of trees into crop and animal farming
    - b) a unitary agricultural practice
    - c) substitution of agriculture with forestry
    - d) a system that intends to manage forestry.
  2. Agroforestry has the following benefits except \_\_\_\_\_.
    - a) environmental benefit
    - b) social benefit
    - c) benefits of substituting forests for farm land
    - d) economical benefit
  3. Which of the following sentences is wrong?
    - a) Agroforestry is important for all lands except hill side farming lands.
    - b) Agroforestry increases biodiversity.
    - c) Farmers that rent land should not practice agroforestry.
    - d) All are correct.
  4. ‘it’ paragraph 2 line 1 refers to:
    - a) biodiversity
    - b) agroforestry
    - c) scale
    - d) benefit
  5. ‘these’ paragraph 5 last line refers to:
    - a) agroforestry
    - b) nitrogen
    - c) perennial shrubs
    - d) trees

**III.** Find words or phrases in the reading text that are similar in meaning with each of the following words or phrases.

1. Incorporation (paragraph 1) \_\_\_\_\_
  2. Prosperity (paragraph 3) \_\_\_\_\_
  3. Wholeness (paragraph 4) \_\_\_\_\_
  4. Peripheral (paragraph 4) \_\_\_\_\_
  5. Preservation (paragraph 5) \_\_\_\_\_

## Integrated Natural Resource Management

Agroforestry is the intentional integration of trees and shrubs into crop and animal farming systems to obtain environmental, economic, and social benefits. It has been practiced around the world for centuries. Agricultural and forest landscapes have been providing humans with food, fiber and energy as well as a range of other ecosystem services.

There are many benefits to practicing agroforestry, no matter its scale; it can have lasting impacts on local and national economies, environments, and worldwide food growth. Some of the benefits of agroforestry include: improving soil quality, reintroducing nutrients into the soil, increased yields from crops, and increase in local biodiversity.

Agroforestry is a system to manage the agricultural resource land for the benefits of the owner and the long-term **welfare** of society. While this is appropriate for all land, it is especially important in the case of hillside farming where agriculture may lead to rapid loss of soil. Normally land will be what the farmer owns (farmers that rent land may have little interest in the long-term benefits of agroforestry), and thus farmers must think conservatively about how to maintain the land over long periods of time.

Agroforestry began to attract the attention of the international development and scientific community in the 1980s as a means for increasing and sustaining agricultural production in **marginal** lands and remote areas of the tropics that were not benefited by the Green Revolution. Due to the research and development efforts at various local, regional, and global levels, agroforestry is at present recognized as having the potential to offer much toward sustainable land management and environmental **integrity** in poor and rich nations alike. Discussing the role of agroforestry in land management in the twenty-first century, food security, climate change mitigation and adaptation, and other ecosystem services are identified as the key areas where the impact of agroforestry could be noticeable in the immediate future.

The practice of growing trees in crop farming provides sustainable farm inputs, improves soil **conservation**, sequesters carbon, and increases the biodiversity and soil health. The trees involved in agroforestry are multipurpose utility such as for shade, fodder, fuel wood, fruit, vegetables, and medicines. In agroforestry, particular attention is placed on multiple-purpose trees or perennial shrubs. The most important of **these** trees are the legumes because of their ability to fix nitrogen and thus make it available to other plants.

#### **IV. Do the following after reading the text:**

1. Research on the practice of integrating agriculture and forestry in your area and present it to the class. To do so, develop either questionnaires or interview questions and collect data from concerned professionals in your vicinity. Your teacher will help you on developing the instruments and on how to get the professionals.
2. Reflect on the lessons you have got from the text. Do you know a village in your woreda where agroforestry is practiced?

### **4C. 2 Reading text B: Natural resource Management in Ethiopia**



#### **Activity 4.6**

##### **I. Do the following before reading the passage:**

1. Work in small groups and discuss what you know about natural resource management in Ethiopia.
2. Before reading the text, look at the meanings of the following words in a dictionary.
  - a. Environmental disaster
  - b. Conservation,
  - c. Livelihood

##### **II. Answer the following questions while reading the text below. Write your answers in full sentences.**

1. What have been done to tackle environmental disasters and biodiversity loss in Ethiopia?
2. Why was the Afforestation and Reforestation project introduced at Humbo?

3. What makes the natural resource management system of Guassa area the oldest conservation area?
4. Why does the community harvest the Guassa?
5. What were the objectives of Tana watershed management project?
6. What are the non-financial benefits of community based natural resource management projects?
7. What are the principles of community based resource management projects?

## Natural resource Management in Ethiopia

Ethiopia is a country which has suffered countless environmental disasters and biodiversity loss. To tackle these disasters and losses, environmental conservation efforts have been undergoing. Humbo **carbon sequestration** project, community management of Afroalpine highlands, and Lake Tana **watershed** management are among the natural resource management efforts in the country.

**Afforestation and Reforestation** project was introduced at Humbo Woreda of southwestern Ethiopia to regenerate 2,728 hectares of previously **degraded** forestland with the aim of enhancing the local communities' livelihoods through improved environmental conditions as well as financial inflows to be achieved through linkages with carbon markets. Since its inception, the initiative managed to restore 2,728 hectares of degraded forest by enclosing the land that had long been an open access resource.

Similarly, in the Central Highlands of Ethiopia, there is a small **patch of land** which has persisted in its current, relatively original state for the past four hundred years. The area, called Guassa by the local Menzi people, ranges from 3200 to 3700 meters above sea level. It is part of the Amhara Regional State of North Shoa. The natural resource management system of the Guassa area dates back to the 17th Century. This makes it one of the oldest **conservation** areas in sub-Saharan Africa. The area was set aside as a resource for the community, who use it for harvesting the "Guassa" grass for roofing, for grazing livestock, and for harvesting shrubs for fuel wood.

The Lake Tana watershed in Amhara National Regional State is another natural resource management site in Ethiopia. It is important in **ecological** and economic terms, and it has both local and global significance. The watershed encompasses Lake Tana – the largest freshwater body in Ethiopia and source of the Blue Nile. Its unique and isolated **landscape** includes forested islands, immense and varied wetlands and high mountain areas. The region is renowned for its biodiversity, and it is also the home of churches and monasteries dating from the 14th to the 16th century. Ninety per cent of the area's rapidly growing population depends on **subsistence agriculture** for their livelihoods. The productivity and sustainability of **mixed farming** practices depend on ecosystem goods and services, which rely on the functional integrity of the watershed's **ecosystems** – rivers, wetlands, lake, forests, pastures and soils. The objectives of the watershed management project is to rehabilitate the land and to raise incomes for the community.

To conclude, all the three natural resource managements projects mentioned above are community- based. The major principles of community based natural resource management include being people-focused, being participatory, being holistic, building on strengths, using a partnership approach, being sustainable and being dynamic.

Community based natural resource management has become the dominant conservation and development paradigm with financial and non-financial benefits.

( Adapted from LEISA MAGAZINE . DECEMBER 2004).

### III. Do the following after reading the text:

1. In groups discuss natural resource management practices in Ethiopia in general and in your locality in particular and come up with recommendations. Present the report of your discussion to the whole class.



## 4D Vocabulary Skills

### 4D.1 Vocabulary from the Reading Passage



#### Activity 4.7

**I.**

Explain in your own words/phrases the meanings of these words as they are used in the text.

- a) carbon sequestration (paragraph 1 line 3)
- b) watershed (paragraph 1 line 4)
- c) afforestation (paragraph 2 line 1)
- d) reforestation (paragraph 2 line 1)
- e) degraded (paragraph 2 line 2)
- f) patch of land (paragraph 3 line 1)
- g) conservation (paragraph 3 line 6)
- h) ecological (paragraph 4 line 2)
- i) landscape (paragraph 4 line 5)
- j) subsistence agriculture (paragraph 4 line 8)
- k) mixed-farming (paragrapah4 line 9)
- l) ecosystem (paragraph 4 line 10)

### 4D.2 Analogy



#### Activity 4.8

**I.**

For each item write the word that completes the analogy (that has the same relationship as the pair on the left).

1. Cup: Lip:: Bird: \_\_\_\_\_  
A) Bush      B) Grass      C) Forest      D) Beak
2. Flow: River::Stagnant: \_\_\_\_\_  
A) Rain      B) Stream      C) Pool      D) Canal
3. Paw: Cat :: Hoof : \_\_\_\_\_  
A) Lamb      B) Horse      C) Lion      D) Horse
4. Ornithologist: Bird:: Archaeologist : \_\_\_\_\_.  
A) Islands      B) Mediators      C) Archeology      D) Aquatic

5. Peacock: India :: Bear : \_\_\_\_\_  
 A) Australia      B) America      C) Russia      D) England
6. Arrival: Departure :: \_\_\_\_\_ : Death  
 A) Life      B) Birth      C) Person      D) Train
7. Elbow: Arm :: Knee : \_\_\_\_\_  
 A) Walking      B) Finger      C) Leg      D) Nose
8. Car: Road:: Train: \_\_\_\_\_  
 A) Track      B) Vehicle      C) Fast      D) Wheel
9. Man: Trousers :: Woman : \_\_\_\_\_  
 A) Clothing      B) Skirt      C) Hat      D) Blanket
10. University: Institution :: Mayor : \_\_\_\_\_  
 A) Official      B) Town      C) Law      D) Councilman

### 4D.3 Phrasal Verbs



#### Activity 4.9

I.

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

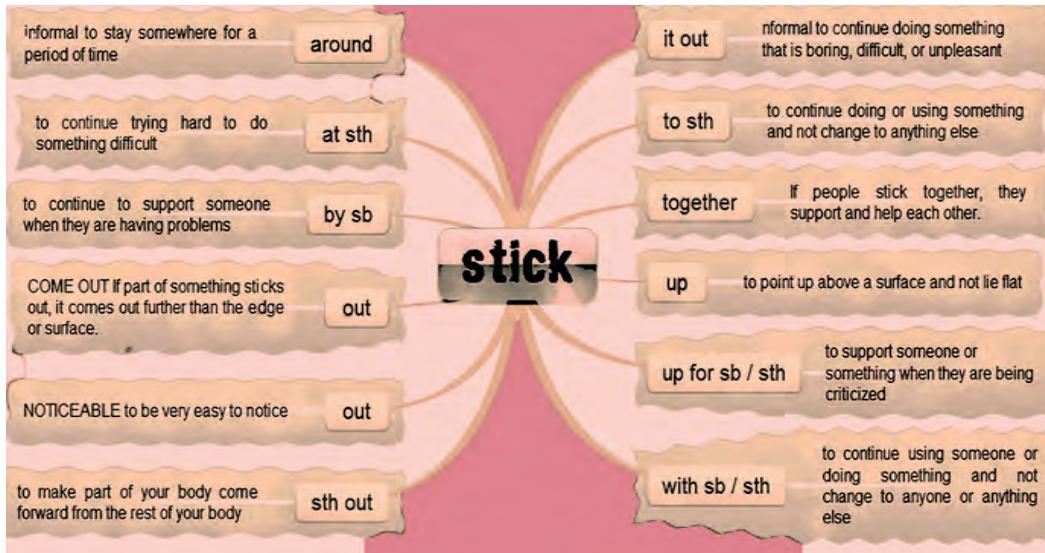
stick at	stick around	stick down	stick to
stick out	stick together	stick up for	stick with

- He's late, but I'll \_\_\_\_\_ for another few minutes before I leave.
- She found the course very tough but she \_\_\_\_\_ it and did well in the end.
- No one \_\_\_\_\_ him when the scandal became public.
- I couldn't answer the test so I just \_\_\_\_\_ anything that I could remember.
- He's so much better than the others that he \_\_\_\_\_.
- The Prime Minister decided to \_\_\_\_\_ the original plan despite the criticism in the media.
- If we don't \_\_\_\_\_, things will be much worse for all of us- we need some unity.

8. You have to \_\_\_\_\_ yourself here, because no one will back you.
9. He told the children to \_\_\_\_\_ him in the station.

**I.**

**With the help of your teacher, discuss the following diagram in groups. It is about phrasal verbs with the verb ‘stick’.**

**II.**

**Look at the meanings of the following phrasal verbs in a dictionary in pairs; and then insert them in the sentences that follow. You can use one phrasal verb more than once.**

- |             |              |
|-------------|--------------|
| a) stay up  | c) step on   |
| b) stop off | d) stop over |

1. How long did you \_\_\_\_\_ for last time?
2. I usually \_\_\_\_\_ late at weekends.
3. The government had to \_\_\_\_\_ security, due to the king's visit.
4. We need to \_\_\_\_\_ the number of hours that we work.
5. She is \_\_\_\_\_ in Miami to visit a friend.
6. We traveled very slowly from Addis to north, \_\_\_\_\_ at motels or staying with friends of friends along the way, and ended up in Mekele.
7. I've been to Belgium—if you count a \_\_\_\_\_ in Brussels on my way to Istanbul.
8. We had to \_\_\_\_\_ in Hawassa on our flight to Bale Robe.

## 4E Grammar Skills

### 4E.1 Adverbial Clauses of Time



#### Activity 4.10

##### Susan and Ben's Vacation

I. Insert the given conjunctions in their appropriate places. Check your answers with a partner and justify why you insert them. Susan and Ben are planning their vacation together. Complete the following Sentences using 'as', 'just as', 'while' and 'as soon as'. You can refer the grammar tips for I, II and III.

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

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

II. Combine each of the following pairs of sentences by changing one clause into a time clause, using any of the time adverbs, *such as when, after, before, unless, until, as soon as*. The first one has been done for you.

- ✓ I will read this book. I will eat dinner.  
✓ **I will read this book after I eat dinner.**
- 1. He will get wet. He is going to swimming.
- 2. We are meeting the team. The team are arriving at the station.
- 3. I worked late. I got up late.
- 4. The police will catch the criminal. The criminal will make a mistake.
- 5. They are going on holiday. They are finishing their exams.

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

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

**Grammar Tips:**

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

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

<b>Whenev- er, every time</b>	<ul style="list-style-type: none"> <li>Whenever he comes, we go to have lunch at “Skylight Hotel”.</li> <li>We take a hike every time he visits.</li> </ul>	‘Whenever’ and ‘every time’ mean ‘each time something happens’. We use the simple present (or the simple past in the past) because ‘whenever’ and ‘every time’ express habitual action.
<b>The first, second, third, fourth etc., next, last time</b>	<ul style="list-style-type: none"> <li>The first time I went to New York, I was intimidated by the city.</li> <li>I saw Jack the last time I went to San Francisco.</li> <li>The second time I played tennis, I began to have fun.</li> </ul>	The first, second, third, fourth etc., next, last time means ‘that specific time’. We can use these forms to be more specific about which time of a number of times something happened.



## 4F Writing Skills

### 4F.1 Dangling Modifier

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

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

**Intended meaning:** Somebody/ a student uses the Theorem.

**Unintended meaning:** The math problem uses the Theorem.

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

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

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

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

**Intended meaning:** Somebody finished the essay.

**Unintended meaning:** A new Facebook status finished the essay.



## Activity 4.11

I. Write 'D' for dangling or 'C' for correct in front of each sentence.

Remember that the opening words is a dangling modifier if it is not followed immediately by a logical subject. Check your answers with a partner.

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

II.

**Correcting Dangling Modifiers.** Work on the questions individually first and then discuss your answers in pairs. Mark 'C' if the following sentences is correct and re-write if it has dangling modifier.

- A. Hanging safely on a wall, a security guard pointed to the priceless painting. \_\_\_\_\_
- B. At the age of five, my mother bought me a chemistry set. \_\_\_\_\_
- C. While it was raining, shoppers ran into the stores. \_\_\_\_\_
- D. Having turned sour, I would not drink the milk. \_\_\_\_\_

- E. Talking on the phone, my hot tea turned cold.
- 
- F. Piled high with dirty dishes, Peter hated to look at the kitchen sink.
- 
- G. Having locked my keys in the car, the police had to pen it for me.
- 
- H. Drooping and looking all dried out the children watered the plants.
- 
- I. After sitting through a long lecture, my foot was asleep.
- 
- J. Being late, stopping for coffee was out of the question.
- 

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

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

### Language Tip

What Dangling Modifiers are and How to Correct Them?

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

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

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

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

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

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

## 4F.2 Expository Essay Writing

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

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

- **Cause and Effect:** The writer details the reasons for an event or situation before discussing the effect(s). These essays are common in literary essays or social studies reports.
- **Problem and Solution:** After identifying a problem in today's world, the writer poses a possible solution. The problem/solution essay is similar to the cause/effect essay. It can become an argumentative essay depending on the writer's tone.

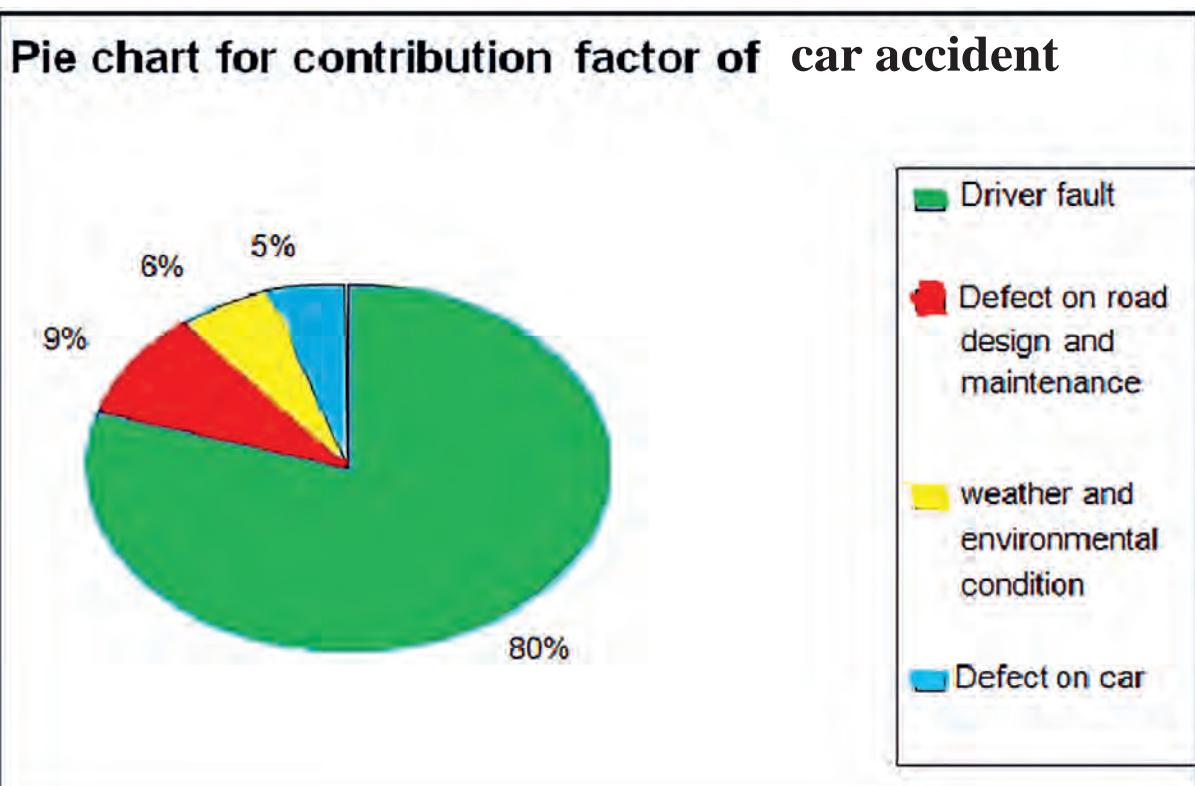
- **Descriptive:** A descriptive essay requires the writer to describe something in their own words. The topic can be an event from the writer's own life, a relationship in a book, or a significant moment in history. Though the essay can be from the writer's perspective, it does not tell a story like in narrative writing.
- **Compare and Contrast:** How is this different than that? A compare and contrast essay takes two subjects and explains how they are similar and different. It is a more analytical version of a descriptive essay.

## Activity 4.12

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

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

Pie chart for contribution factor of car accident.



**II.**

**The following paragraphs are jumbled paragraphs. Order them appropriately and come with a coherent and logically sequenced essay. Do this in groups of four.**

- (A) Thus, road accidents are bound to happen. You pick up a newspaper and you will find at least one or two news about road accidents daily. They cause loss of life as well as material. People need to be more careful when on the road, no matter which mode of transport you are from. Even the ones on foot are not safe because of the rise in these incidences. Every day people witness accidents in the news, from relatives and even with their own eyes.
- (B) Road accidents have become very common nowadays. As more people are buying automobiles, the incidences of road accidents are just increasing day by day. Furthermore, people have also become more careless now. Not many people follow the traffic rules. Especially in big cities, there are various modes of transports. Moreover, the roads are becoming narrower and the cities have become more populated.
- (C) After that, we got to know the whole story. A man was crossing the road when a truck hit him leaving him severely injured. The man was lying on the ground bleeding profusely and people were calling for an ambulance. We instantly called up the ambulance but time was running out. Therefore, an auto driver took the man in his auto and rushed to the hospital.
- (D) Once I was on my way back home from festive shopping when I witnessed a road accident. I was with my sister and it was around 6 o' clock in the evening. In the middle of the road, we saw a crowd surrounding something. We weren't quite sure what was happening as the first thought that came to our mind was that it was probably a quarrel between two men. However, when we reached the spot, we found out an accident had taken place.
- (E) That incident made me realize how precious our lives are. In addition, as to how we take it for granted. We must all be very careful when on road, on foot or by a car that does not matter. We can adopt measures that will prevent road accidents.

(F) Subsequently, the police arrived as the people had caught the driver and were beating him up. After the police came, they caught hold of the driver and asked about the incident. Later, we came to know that the driver was drunk. The police detained him and went to the hospital for a statement. Fortunately, the driver was declared out of danger. The doctors dressed his wounds and informed that he was still in shock.

**The right order is:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
**and** \_\_\_\_\_

**III.** Write a five paragraph expository essay on “Population and its effect on natural resource management

# UNIT 5 Mechanized Agriculture

## Objectives

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

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



## 5A Listening Skills

### 5A.1 Listening text A: Mechanized Agriculture



#### Activity 5.1

I.

The listening under this unit is about mechanized agriculture. Before listening to the text, work in pairs and discuss the following questions.

1. What is mechanized agriculture? Give examples.
2. What is the difference between mechanized agriculture and traditional agriculture?

3. List some of the common farming activities you know and discuss how they are carried out in Ethiopia.

**II.** Learn these words before listening to the text

1. Mechanization
2. Navigation
3. Hydraulic
4. Automated
5. Semiautonomous

**III.** Answer the questions according to the listening text. Check your answers in small groups.

1. What are the two basic shifts in mechanized agriculture?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. List mechanized agricultural tools/machines mentioned in the text?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. What are the four categories of vehicle guidance system?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
4. What are the functions of these appliances in mechanized agriculture?
  - a. machine vision
  - b. crop feelers
  - c. furrow followers
  - d. GPS

**IV.** Listen to the text again and fill the blank spaces with the correct information.

1. Put the development of mechanized agriculture in the order stated in the text.
  1. Steamed power    2. \_\_\_\_\_    3. \_\_\_\_\_    4. \_\_\_\_\_
2. The operator steers the machine in \_\_\_\_\_ system.

3. In \_\_\_\_\_ the system displays visual cue the operator uses.
4. The operator ensures if the system is functioning in the case of \_\_\_\_\_
5. The vehicle itself controls that it doesn't damage itself and the environment in the case of \_\_\_\_\_

**V.**

**Work in groups of three. Combine your notes and write a summary about mechanized agriculture and its development. Read your summary to the whole class. The following questions will guide you to develop the main points.**

1. What is mechanized agriculture?
2. What are the changes?
3. How does it contribute to the development?

## 5A.2 Listening text B: Mechanized Agricultural Tools



### Activity 5.2

You are going to listen to a text about mechanized agricultural tools.

**I.**

**Work in small groups and discuss the following questions**

1. What are the tools in the picture?
2. Add names of modern and traditional farming tools you know to the list.
3. For what kind farming purpose are the tools used?



1.



2.



*pic 1: Mechanized and traditional Agriculture Tools*

**II.** Put the following tools in order of invention as you listen in the text.  
Arrange them from the earliest to the latest.

- a. grain cradle
- b. sickle
- c. raking and binding machines
- d. tractor
- e. combine harvester
- f. cultivators

**III.** Match the older invention with the newer one that replaced it.

**A**

- 1. flail
- 2. sickle
- 3. horse power
- 4. hoe or mattocks
- 5. man power
- 6. reaper and threshing

**B**

- a. grain cradle
- b. threshing machine
- c. cultivator
- d. threshing machine
- e. animal /horse power
- f. steam engine

**IV.** Say “True” or “False” to the following statements based on the information in the listening text

1. Agricultural inventions not only saved human power but also increased production.
2. Cultivators help to produce organic farming
3. Herbicides are the most preferred methods of weed control.
4. Livestock production is best achieved by using human power.
5. In today’s agriculture, all kinds of farming including soil enrichment are done by machines.

**V.** Work in small groups and do the following task. Share your answers with the whole class.

1. Go to shops that sell equipment/products used for farming and ask them about the kind of products they provide.
2. Check if the items are produced in Ethiopia or imported?
3. Write a report and present it to the whole class.



## 5B Speaking Skills

### 5B.1 Asking for information ('yes or no' questions and 'Wh' questions)



#### Activity 5.3

You are going to use ‘yes’ or ‘no’ and ‘wh’ question in an interview. Before the interview, revise the rule and practice writing some examples.

**I.** Work with a partner and practice asking questions.

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

**5B.2 Interview****Activity 5.4**

You are going to play the role of a journalist and owner of a mechanized farm. First add more questions to the dialogue given below.

**I.** **Work in pairs. What information would a journalist want to learn about a mechanized farm? Then practice interviewing and answering the questions with your partner.**

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

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

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

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

**Journalist:** Do you like it?

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

**5B.3 Public Speaking****Activity 5.5**

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

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



## 5C Reading Skills

### 5C.1 Benefits of Mechanized Agriculture



#### Activity 5.6

**I.**

You are going to read a text on “the benefits of mechanized agriculture. Before reading the text, discuss the following questions in a small group.

1. Name at least three countries that you know practice mechanized agriculture?
2. How does that benefit the countries?
3. What do you say about the development of mechanized agriculture in Ethiopia?

**II.**

Read the text and put (✓) mark if the statement is correct according to the text and (x) if the statement is incorrect. Justify your answer by citing evidence from the reading text.

Statements	✓	x	Justify /correct the statement
1. Mechanization is applicable at all level of farming except for processing the products.			
2. smallholder farming feed 80% of the population in developed countries			
3. SDG-12 puts rules to support poor countries to increase production.			
4. Agricultural mechanization demands a high cost but it is paying.			
5. The damages that mechanized agriculture brings are preventable?			
6. Farming is becoming labour intensive, as the demand grows.			

**III.**

Give short answers to the following questions based on the reading text.

1. What are the benefits of mechanized agriculture? Write at least three of them.
2. The complementary inputs that improve the benefits of mechanized agriculture are \_\_\_\_\_.
3. How is sustainability achieved according to the text?

4. In identifying farm operations that should be mechanized, priority should be given to \_\_\_\_\_
5. Mechanized agriculture is not only complex and demanding, but it also requires \_\_\_\_\_

**IV. Which one of the sentences best match with the meaning of the given statement?**

1. The changing agricultural sector and the challenges smallholders have faced call for farm mechanization
  - a. People have invented mechanized tools to improve productivity
  - b. Smallholders farmers use mechanized agriculture to minimize cost
  - c. Mechanized agriculture is the result of increased challenges in farming
2. As smallholder agriculture becomes more commercial and agricultural value chains get more intricate, there is need to promote diverse types of mechanization along these value chains.
  - a. The complex nature of farming and distribution promoted the use of diverse mechanization.
  - b. Diversified mechanization makes the chain very complex.
  - c. The growth of small holders increased the chain of distribution.
3. Mechanized agriculture has impact on the efficiency of other crop production inputs such as seeds, fertilizer, water, time and labor.
  - a. all the inputs have effects on the crop production.
  - b. mechanized agriculture affects all the other inputs.
  - c. effective crop production is the result of efficient use of the all inputs
  - d. all

### Benefits of Mechanized Agriculture

Agricultural Mechanization is an essential input not only for crop production, but it also has a crucial role to play along the entire value chain. It is applicable at all stages of production. At pre-harvesting stage, it is needed for land preparation, crop establishment, weeding, fertilization, irrigation, crop protection and harvesting. At post-harvest and storage, it is applied for drying, grading, winnowing, cleaning and storage. At the processing and marketing stage it is needed for chopping, milling, grinding, pressing, packaging and transport.

The changing agricultural sector and the challenges **smallholders** have faced call for farm mechanization. The demanding market has made the farming operations very tense. On the contrary, labor market situations, capacity to utilize machines, and availability of complementary technologies are not accessible for smallholders. The benefits of mechanization could be also sustained by the availability and use of other complementary inputs such as improved seeds, fertilizers and water resources.

The Sustainable Development Goals (SDGs) in goal number twelve (SDG12) provides a strong case for sustainable crop production escalation that will protect natural resources while producing food for the global growing population. In order to achieve this, there is need to sharply improve labor and land productivity in the smallholder farming sector. The smallholder farming sector produces up to 80% of the food in developing countries. This would not only require improved access to essential crop production inputs including quality seed, fertilizer and irrigation water, but also would necessitate increased access to machinery.

As smallholder agriculture becomes more commercial and modern, and agricultural value chains get more intricate, there is need to promote diverse types of mechanization along these value chains. Vast mechanization opportunities for small to medium scale farmers and other entrepreneurs lie in agro-processing, transport or other off-farm activities. In identifying farm operations that should be mechanized, priority ought to be given to tasks where labor productivity is low and/or where labor drudgery is high.

Agricultural mechanization is highly capital **intensive**, compared to the usually manual inputs, but is very essential to agricultural production. It has also consequences on the efficiency of all other inputs used in crop productions including seeds, fertilizer, water, and time and labor. It can also have very detrimental effects on the environmental **sustainability** of farming. It is also much more complex and demanding in its application, requiring not only correct use, but also a service infrastructure for maintenance and repair. However, climate smart agriculture such as conservation agriculture, safe and efficient application of pesticides, precision application of fertilizers, soil compaction management, efficient harvesting, and natural resource conservation ensure sustainable and safe production.

**V.**

Work individually. What does the concluding paragraph suggest?

Summarize the points in a paragraph. Read your paragraph to a partner.

## 5C.2 Reading text B: Modern Poultry Farm



### Activity 5.7

**I.**

Work with a partner and discuss the following questions. Be ready to share your ideas to the whole class.

1. Do you know someone in your area who raises chickens at home?
2. Do you think that he/she is benefiting from it? How?
3. What are the contributions of poultry production to families in Ethiopia and to the national economy?
4. Compare poultry farming with other forms of farming in **urban/rural** areas in Ethiopia?

**II.**

Read the text and give short answers to the following questions

1. Where were the first poultry experiment stations?
2. When were the first modern poultry production and research centers established?
3. What did experimental stations contribute to the establishment of modern poultry?
4. Where is most of the poultry farms found?
5. What were the challenges that government was facing at poultry centers?

**III.**

Fill in the blank spaces with the correct information from the text

1. The first breeds of foreign chicken introduced to Ethiopia were \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_
2. The government modern poultry farms were involved in \_\_\_\_\_
3. The Ministry of Agriculture established seven more \_\_\_\_\_
4. MoARD operates a total of \_\_\_\_\_
5. The name of poultry producers associations is \_\_\_\_\_

**IV.** Complete the table with information from the text comparing the three large scale poultry producers in Ethiopia.

	Products	Capacity	Facilities
<b>ELFORA</b>			
<b>Alema</b>			
<b>Genesis</b>			

### Modern Poultry Farm

Poultry farming is one of the oldest most common house hold productions both in rural and urban Ethiopia. When higher level agricultural education research and extension were established in Ethiopia in the early 1950's, poultry production was one of the programs. Jimma Agricultural Technical School, Alemaya College of Agriculture and United State Operational Mission Agricultural were the first institutes dealt with poultry farming projects. Jimma, Alemaya, Debre Zeit and Shashemene were the first four experiment stations. At the beginning, the projects dealt with the **appraisal** of the country's indigenous **chicken** varieties, utility and their productivity. Later, four breeds of exotic chickens, Rhode Island Red, Australorp, New Hampshire and White Leghorns, were imported from Kenya, Denmark and the United States to Jimma and Alemaya. Trials and experimental activities were done in the areas of poultry housing, feeding, brooding, management, and disease and parasite control

The experimental stations played key roles in the establishment phase of the current modern poultry sector and [in] the national poultry extension. They served as sources of improved verities and fertile eggs along with reliable information about the best methods of housing, feeding, management and marketing of poultry. The activities of the experiment stations were further strengthened with the establishment of modern poultry farms. The modern poultry farms were involved in the distribution of exotic genotype to urban poultry producers. The Ministry of Agriculture established seven more **multiplication** centers in different parts of the country to enhance the national poultry extension activities.

Comparatively larger scale intensive poultry production is also practiced at government poultry multiplication and distribution centers located in various regions such as Adama, Bedelle, Hawassa, Bonga, Kombolicha, Andessa and Mekele breeding and rearing centers.

The Ethiopian higher education and research institutions run a number of modern poultry farms with the objectives of training and research. The institutions distribute fertile eggs, baby chicks and pullets and cockerels for MoARD, NGOs and individuals. The MoARD operates a total of 14 modern breeding and/ or rearing centers. Some of them have hatchery units, brooder and layers houses, and veterinary clinic and feed processing units. The centers directly import fertile eggs and day-old chicks of **dual purpose chickens** as a parent stock. Prior to February 2006, the centers suffered from shortage of financial resources, lack of replacement breeding stocks and periodic disease outbreaks.



Currently there are more than 20 private large scale **commercial** poultry production farms located in and around Addis Ababa, particularly in and around Bishoftu. ELFORA, Alema and Genesis are the top 3 largest commercial poultry farms with

modern production and processing facilities in Ethiopia. Established in 1997, ELFORA has large scale poultry farms at 4 different locations and sub-locations. ELFORA has modern **broiler** processing and packing units. It produces table eggs, broiler meat and day old chicks. The slaughtering service has a capacity of 500,000 kg/year. ELFORA annually delivers around 420,000 chickens and over 34 million eggs to the markets in Addis Ababa. Alema Farm is the second largest enterprise delivering nearly half a million broilers to Addis Ababa market every year. It has its own **parent stock** from Holland, a feed processing plant, **hatchery**, slaughtering plant, cold storage and transport facility at its sites of operation. Genesis farm is the third most important private poultry enterprise with over 10,000 layers and its own parent stock and hatchery. Genesis farm is the major source of breeding stock and commercial **feed** for the modern private poultry sector.

Eight modern poultry farms, ELFORA Agro Industry, Alema, Almaze, Genesis, Kalehiwot, Sinkinesh, Tseday and Bora chicken farms have formed a poultry farmers association known as “The Ethiopian Poultry Farmers Association”

**V.** Work in group. Visit a poultry farm, big/small commercial or government institutes or a farmer who rear chickens in your area and write a report based on the following questions

1. Who is the owner of the farm?
2. Is it big or a smallholder?
3. How many chickens?
4. How many eggs per day?
5. What are the challenges and the opportunities in poultry production?



## 5D Vocabulary Skills

### 5D.1 Contextual Meaning



#### Activity 5.8

**I.** Work in pairs and read the short text to work out the contextual meaning of the words/phrases written in bold.

Currently there are more than 20 private **large scale commercial** poultry production farms located in and around Addis Ababa, and Bishoftu. ELFORA, Alema and Genesis are the top 3 largest commercial poultry farms with modern production and processing facilities. Established in 1997, ELFORA has large scale poultry farms at 4 different locations and sub-locations. ELFORA has modern **broiler processing** and packing units. It produces **table eggs**, broiler meat and day old chicks. The slaughtering service has a capacity of 500,000 kg/year. ELFORA annually delivers around 420,000 chickens and over 34 million eggs to the markets in Addis Ababa. Alema Farm is the second largest enterprise delivering nearly half a million broilers to Addis Ababa market every year. It has its own **parent stock** from Holland, a **feed processing** plant, hatchery, **slaughtering plant**, cold storage and transport facility at its sites of operation. Genesis farm is the third most important private poultry enterprise with over 10,000 layers and its own parent stock and **hatchery**. Genesis farm is the major source of breeding stock and commercial feed for the modern private poultry sector.

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

**II.** Use the expressions to complete the following text.

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

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

### 5D.2 Analogy Exercises



#### Activity 5.9

**I.**

The words are taken from the reading and listening texts in this unit.  
 Follow the examples and complete the exercise accordingly.

**Example:**

**Synonyms:** produce - make  
 benefit - advantage

**Antonyms:** large - small

advantage - disadvantage

**Cause/effect:** too much chemical - unhealthy life

modern agriculture - increased production

**Whole/ part:** crop - maize

tool - sickle

**Thing / function:** sickle - reap

tractor - till

### 1. Synonym

- a. modern
- b. seeding
- c. autonomous

### 2. Antonym

- a. sophisticated
- b. reliable
- c. temporary

### 3. Cause / effect

- a. weed
- b. disease outbreaks
- c. fertilizer

### 4. Whole / part

- a. farm
- b. livestock
- c. vehicle

### 5. Thing / function

- a. combine harvester
- b. herbicides
- c. hatchery

## 5E. Grammar Skills

### 5E.1 Revision of Verbal: Gerund, Infinitives and Participles



### Activity 5.10

I.

Work individually and rewrite the sentences replacing the underlined part with a verbal form indicated in the bracket. Compare your answers with a partner.

1. I was terrified while I was seeing the black funnel cloud on the horizon (infinitive)
2. As the winds twisted and swirled, they picked up a truck as though it was a toy (participle)
3. It doesn't accomplish much when you run in the other direction (gerund)

4. Soon, the winds that roared like wild beasts were upon us (participle)
5. It is a wise idea to build a storm cellar in tornado alley (gerund)

**II.** Work with a partner and underline the participles and indicate what each participle refers to. When you finish all the tasks under (I and II) join another pair and compare your answers in groups of four. The first one has been done for you

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

**III.** Replace the underlined parts of these sentences with a past participle from one of the verbs given in the box. The first one has been done for you

charge	cause	allocate	quote	use	propose	submit
--------	-------	----------	-------	-----	---------	--------

1. The school asked for more money. In fact, five times the amount that was given to them as their share ... allocated
2. *The school asked for more money. In fact, five times the amount allocated*
3. They decided to close the factory, regardless of the suffering that resulted.
4. After she had read the article, she checked all the examples that were referred to.
5. There have been demonstrations against the changes that the government intends to make.
6. The teacher wasn't impressed with the quality of the work that was handed in.
7. Mary couldn't afford to pay the fees that were asked for.
8. There was a weakness in the methods that were employed.

**IV.** Here are extracts taken from radio news items about a small town recently hit by serious flooding in Sudan. Focus on participle adjectives and make changes where necessary.

1 The provided sandbags were insufficient to keep the water out of the house.

Volunteers are needed to provide food and shelter. Interested People are asked first to

Children remaining in the area are being encouraged to leave.

Food and medical supplies are being taken to the affected areas.

In the meantime, powered generators are being used to supply electricity.

The river rose to a surprised level for this time of year.

**V.** Work in pairs. Read the following sentences and underline the infinitives/infinitive phrases. Identify what function the infinitives have in the sentences.

**Example:** There is a match today. I like to go home early

(“to go” is an infinitive phrase and that functions as object of the verb ‘like’).

1. I love to watch a football match.
2. To learn self-control when faced with a football match is difficult.
3. I find it difficult to control myself when I see a match.
4. The best match to watch is European league.
5. Football tends to make people loss control.

**VI.** Use the appropriate form of the verbs given and complete the sentences.

Check your answers with a partner and study the pattern.

appear	burn	bury	go	love	land
leave	listen	make	see	sing	sway

1. The buuildings seemed \_\_\_\_\_ to and forth.

2. We finally decided \_\_\_\_\_ to town.

3. The lights accellerated \_\_\_\_\_ until it sank.

4. The pilot attempted \_\_\_\_\_ the plane.

5. I placed the earphone to my ear and started \_\_\_\_\_

6. They had trained us \_\_\_\_\_ the Italians.

7. I had ordered the destroyer \_\_\_\_\_ to sea.

8. They helped us \_\_\_\_\_ our dead.

9. It made the moon \_\_\_\_\_ blue-grey

10. The Rassian joined in \_\_\_\_\_ the Ethiopian.

11. Not speaking Italian didn't stop him from \_\_\_\_\_ friends.

12. We were terrified \_\_\_\_\_ everthing changed.

verb + infinitive

verb + object + infinitive

verb + prep + infinitive

verb + adj + infinitive

**VII.** Work with a partner. Underline the gerund / gerund phrase in each sentence and identify if it functions as a subject, objet or modifier?

1. Taking photos of butterflies is my passion.
2. I like going out with friends on a bright day.
3. Termites are associated with building huge mounts and making mud tunnels.
4. Chasing after the perfect shot is taking too much of my time.
5. Watching cockroaches rush into dark corners is fascinating.
6. I got the perfect shots by waiting patiently and by sitting absolutely still.

**VIII.** Write five similar sentences describing your hobbies/experiences. Compare your sentences with partner

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**5E.2 Common Variation in Conditional Sentences**

**(Conditional II & III)**



**Activity 5.11**

**I.**

Work in pairs. Write sentences in conditional II or III that have similar meanings with the given sentences. The first one has been done for you.

1. I don't know enough about the machine, so I can't mend it myself.  
*If I knew enough about the machine, I would mend it myself.*
2. He wasn't prepared for the interview, so he didn't get the job.  
If \_\_\_\_\_
3. Enough money is not spent on cancer research, so prevention has not been made.  
If \_\_\_\_\_
4. Adanech wanted to ask Semir for his autograph, but he wasn't brave person.  
If \_\_\_\_\_
5. Zami joins collage next year, but he is not reading.  
If \_\_\_\_\_

**II.**

Now write sentences including ..., so... or ..., but... with similar meanings to these impossible conditional sentences.

1. If you had listened to me, we wouldn't have gone the wrong way.  
You didn't listen to me so \_\_\_\_\_
2. If they hadn't found him in time, they wouldn't have been able to save his life.  
\_\_\_\_\_
3. If there were any truth in her allegations, I would resign.  
\_\_\_\_\_

4. If I hadn't been so busy I would have written to you earlier.

---

5. If Sara had been honest, he would return the money.

**III.** Underline the correct phrase. If both are possible, underline both. Work in pairs and compare the meaning of the phrases

1. Unless it had been / If it hadn't been for my friends, I wouldn't have got the job.
2. You would be really sorry unless you take / if you didn't take the opportunity.
3. Unless we cut / If we didn't cut resource use and waste, we face a decline in the quality of our lives.
4. Unless we hear from you / If we didn't hear from you we'll expect you at around 12.30.
5. I must get on with my work - unless you want / if you don't want to help me.
6. He wouldn't have failed his exams unless he had / if he hadn't been ill.
7. What would you do unless you go / if you don't go away for the weekend?

**IV.** Read the text and fill in the blank spaces with appropriate word/phrase

but

so if

unless

didn't have

if

What would happen if the European didn't have a leap year?

A leap year consists of 366 days, as opposed to a common year, which has 365 days. During leap years, we add a leap day, an extra day, on February 29. A leap year is every four years in the modern Gregorian calendar. They are needed to keep our calendar in alignment with the Earth's revolutions around the sun. It takes the Earth approximately 365 days, 5 hours, 48 minutes and 46 seconds to circle the Sun. However, the Gregorian calendar has only 365 days in a year, 1. \_\_\_\_\_ we didn't add a day on February 29 nearly every four years, we would lose almost six hours off our calendar every year. What would happen if we 2. \_\_\_\_\_ a leap year?

Julius Caesar introduced leap years over 2,000 years ago, 3. \_\_\_\_\_ the Julian calendar had only one rule: any year divisible by four would be a leap year. This led to too many leap years, a problem solved over 1,500 years later with the introduction of the Gregorian calendar. In this, further criteria were taken into account: The year must be divisible by four. However, 4. \_\_\_\_\_ the year can also be divided by 100,

it is NOT a leap year, 5. \_\_\_\_\_ it is divisible by 400. This means that 2000 and 2400 are leap years, but 1900 and 2100 are not. The year 2000 was special because it was the first leap year divisible by 400 since the transition from the Julian to the Gregorian calendar

**V.**

**Complete the chart about your own experience and compare your answer in groups.**

Imagine that you were in the place of someone / you had something/ you were born in a different country

Example: What would you do if you were the mayor of the city/ town where you live?

If I had enough money	I'd /I wouldn't	travel the world
-----------------------	-----------------	------------------



## 5F: Writing Skills

### 5F.1 Editing Wordiness



#### Activity 5.12

1. What does wordiness mean?
  
2. Work with a partner or in a small group. Read the note given and do the activities with a partner.
  
3. Wordiness occurs when we use words/ expressions redundantly. When two sentences have similar idea in your writing that is also wordiness.

**Note:** Wordiness occurs when we use words/ expressions redundantly. When two sentences have similar idea in your writing that is also wordiness.

**The following considerations can minimize wordiness**

1. Redundant information should be avoided in order to reduce wordiness in your essay writing.

2. Use participles, gerund and infinitives to eliminate wordiness.

Example: Jemmal was worried about the storm. Jemmal begged me to sleep with him.

Worried about the storm, Jemmal begged me to sleep with him.

3. Avoid overusing qualifiers

When every adjective or adverb is preceded by “very,” “extremely,” “barely,” or “hardly,” the qualifiers begin to lose their meaning. Always try to use one good word rather than two or three ordinary words.

Example Jemal is extremely angry can be shortened Jemal is furious.

4. Use active sentences than passive in descriptive writing

Example Trouble is caused when people disobey rules that have been established for the safety of all.

Disobeying safety regulations causes trouble.

**I.** Revise the following sentences so that they become short and precise without distorting their meaning. Work individually first and then in group of three.

To do so, avoid wordy phrases and clauses, needless repetition, and passive voices where the active form is preferable.

1. Many farmers who are living in nearby surrounding plan to attend the meeting planned to be held next Friday's.
2. He dropped out of school on account of the fact that it was necessary for him to help and support his family who own a commercial farm.
3. It is expected that the new schedule will be announced by the insurance company within the next few days.
4. It is very unusual to find someone who has never told a deliberate lie on purpose.
5. A city rally was attended by more than a thousand students. Five students were awarded by the education bureau for winning the race, while several others were recognized by the school administrators.

## 5F.2 Descriptive Essay



### Activity 5.13

Re-arrange the jumbled paragraphs of a descriptive essay

I.

Work in pairs and reorganize the jumbled descriptive essay.

II.

In order to put the paragraphs in the right order you can use the transitional devices as a clue.

Common transitional words in a descriptive essay are given in the table below

Transition to show order of importance	Transition to show special order
More	To the left/right
Even more	In front of
The strongest	Beyond
The most interesting thing	Next to
As well	Above
Not only that	Underneath
Whenever	On the chair
	In the picture
	Upright

### My grandfather's photograph

1. When I study the photo, my eyes are always drawn to the bottle of beer that sits on the table next to him. I have so many wonderful memories of my grandfather. Whether he was carrying me on his shoulders, picking me up from school, or teaching me to draw, telling me stories, together we made fun of my dad. We were a loving team. However, all of these memories fade when I see that beer. Against my will, I begin to feel offended. From what I remember, he always made time for that beer as well. The smell of beer was always on him.

2. This old black-and-white photograph of my grandfather makes me emotional. He died early in car accident. He looked as young as my father. This photo is one of the few that my family has of him. The picture seems to show a strong, happy man, young and smiling, but to me it also reveals his weakness.

3. In this photo, my grandfather appears to be a strong man, but his looks are deceiving. My grandfather died at the age of fifty seven because he was drunk when he drove back home that night. I was very young to understand that his drinking was the reason for his death. I just knew that he left forever without a father and the possibility of more memories. He should have been strong enough to stop drinking.

4. In spite of the resentment I may feel about his leaving me, this photo holds many loving memories as well. It is of my loving grandfather — the strong, wonderful man and the alcoholic — and it is the most precious thing I own. Although I would much rather have him here, I stay connected to him when I look at it.

5. Looking at this picture of my grandfather, I feel how much I have lost. In it, my grandfather is sitting upright in a worn plaid easy chair. It was “his” chair, and when he was at work, I’d curl up in it and smell his perfume. His hair is so dark that it blends into the background of the photo. His deep dark brown eyes look vague in this photo. Although the photo is faded around the face, I still can make out his strong jaw and the cleft in his chin. In the photo, my grandfather is wearing a clean white shirt that reveals his thick, muscular arms. Resting in the crook of his left arm is my father. Both of them are smiling. They were always like very good friends

The right order of the paragraphs \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### III. Writing a Descriptive Essay

Good descriptive writing gives specific and concrete details to present vivid image of the thing/ idea/ person/ place described. Sights, sounds, smells, tastes, and textures contribute to a clear overall impression. Adjective/ modifiers are important tools in descriptive writing.

### IV. Write a descriptive essay of five paragraphs on one of the following topics

- a. Describe a character/person you like
- b. Describe your favorite place
- c. Describe a local landmark
- d. Describe a favorite photograph
- e. Describe a favorite animal

## Steps

Below are the steps you should follow to write a descriptive essay. Show your plan to your teacher or a friend.

### 1. Explore your topic

Write some ideas about impressions you have when you think about your topic.

Use a prewriting technique to explore these impressions, generating details that appeal to the five senses.

### 2. Write a thesis statement:

The thesis statement in description includes the topic and the main impression you want to convey to your reader

Review your prewriting, and decide what main impression you want to create.

Write a thesis statement that includes your topic and main impression

### 3. Support your thesis statement

The major support points in description are the sensory details that, together, create the main impression

Try to find strong sensory details that will support your main impression and make the topic come alive for your readers.

Choose at least three major sensory details that will help to convey your main impression.

Add specific supporting details that bring to life the major sensory details. Try to appeal to the senses — sight, sound, smell, touch, and taste

### 4. Make a plan

Write a plan or an outline for your description that includes your main support points (the major sensory details) and supporting details.

Organize your support using either spatial order or order of importance.

### 5. Write a draft.

Write an introduction that gets your readers' interest and presents your thesis statement.

Using your outline, write a topic sentence for each of the major supporting details.

Write body paragraphs that give details for each of the major support points.

Write a concluding paragraph that reminds readers of your main point and makes a final observation about what you are describing.

# UNIT 6 Green Economies

## Objectives

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

- distinguish the specific details in the listening text;
- differentiate the contextual meanings of words from a listening text;
- create word relations;
- use the words in context;
- identify phrases that help for asking and giving advice;
- ask for and give advice;
- use purpose clauses in a context;
- differentiate the main idea of a reading text;
- identify specific details from a reading text;
- construct sentences using new words taken from the reading passage;
- differentiate word relations (analogies);
- use phrasal verbs in a context;
- identify relative pronouns and insert them in a context;
- compare information on pie-charts and write a composition of 150 words; and
- develop a five paragraph expository essay.



## 6A Listening

### 6A.1 Listening text A: Green Economy Strategy to Withstand Climate Change



#### Activity 6.1

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

1. What is a green economy?
2. In pairs, look at the meanings of the following phrases in a dictionary; economical hazard, green investment, climate change

II. Complete the following blank spaces while listening to a text on ‘Green economy and climate change’.

1. Climate change is major change in temperature \_\_\_\_\_ (a) \_\_\_\_\_, snow or wind patterns lasting for many years.
2. The impacts of climate change include more extreme weather and \_\_\_\_\_ (b) \_\_\_\_\_, \_\_\_\_\_ (c) \_\_\_\_\_ & economic instability.
3. The link between climate change, \_\_\_\_\_ (d) \_\_\_\_\_ scarcity and \_\_\_\_\_ (e) \_\_\_\_\_ is straightforward.
4. Green economy is defined as low \_\_\_\_\_ (f) \_\_\_\_\_, resource \_\_\_\_\_ (g) \_\_\_\_\_ and socially inclusive.
5. The green development theme has identified six strategic pillars: \_\_\_\_\_ (h) \_\_\_\_\_, resource saving and management, circular economy, environmental protection, ecosystem protection and recovery, \_\_\_\_\_ (i) \_\_\_\_\_ and natural disaster prevention.

**III.** Listen to the text again and create relationships among the following two groups of words taken from the listening text. Then, use them in your own sentences. More than one combination is possible.

natural	reforms
chronic	emissions
economic	inclusive
innovative	development
vulnerable	shortage
ecological	communities
sustainable	solutions
socially	instability
carbon	draught
policy	disasters

The first one has been done as an example.

Example: Ethiopia usually suffers from natural disasters due to climate change.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.
7. \_\_\_\_\_.
8. \_\_\_\_\_.
9. \_\_\_\_\_.

**IV.** The following words are taken from the listening passage. In pairs, insert them in to their appropriate context. You can use one word more than once.

*macro-economics    ecosystem    green economy    resilience*

1. Wastes can poison \_\_\_\_\_.
2. \_\_\_\_\_ is expected to improve the living conditions of the poor in the long run.
3. We have to strengthen the \_\_\_\_\_ of our precious ecosystem.

4. The interaction of a community of organisms with their physical environment is called \_\_\_\_\_.
5. The green economy provides a \_\_\_\_\_ approach to sustainable economic growth.

**V.** In groups of three, collect reliable information from your personal reading and or your discussion with professionals on effects of climate change and write an essay of three paragraph on it. Present your essay to the whole class.

### 6A.2 Listening text B: Advice on Inclusive Green Economy



### Activity 6.2

**I.** Complete the following table before listening to the text.

1. Do you know what inclusive green economy is? Give examples.
2. Discuss in small groups on what you know, what you don't know and what you want to know of inclusive green economy.
3. Organize your thoughts in the following table.

What I know	What I don't know	What I want to know

4. Learn the following words and phrases before listening.

Inclusive green economy, Macroeconomic, reforms, policy, inflation, government deficit

**II.** Listen to the interview and answer the following questions first individually and then check your answers with a partner.

1. According to Dr. Simon, what should Africans do to benefit from inclusive green economy (the new paradigm)?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

2. What advices does Dr. Simon give to Africans on climate change? (You can write as many as you can remember).

a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_  
 d) \_\_\_\_\_  
 e) \_\_\_\_\_  
 f) \_\_\_\_\_  
 g) \_\_\_\_\_  
 h) \_\_\_\_\_.

**III. Look at the main and sub categories of the green economy. In groups of three, discuss and explain:**

- How are they “friendly” to the natural environment and how do they contribute to quality of life?
- What kind of professions and jobs are available to people? What does one need (e.g. education, skills, etc.) to have a successful career in one of these jobs? Which one of the categories do you want to join? Advise your group members to prepare her/himself to join these sectors (e.g. You ought to learn engineering to work in the green buildings sector).

Main sectors (categories)	Sub categories
<b>Renewable energy</b>	<ul style="list-style-type: none"> <li>• Solar Energy</li> <li>• Wind Energy</li> <li>• Geothermal Energy</li> <li>• Bio-Gas &amp; Fuel Cells</li> </ul>
<b>Green buildings</b>	<ul style="list-style-type: none"> <li>• Residential &amp; Commercial Assessment</li> <li>• Energy Efficiency components</li> <li>• Water Efficiency components</li> <li>• Green Products &amp; Materials</li> </ul>
<b>Clean transportation</b>	<ul style="list-style-type: none"> <li>• Electric &amp; Hybrid Cars</li> <li>• PEV's (personal electronic vehicles)</li> </ul>
<b>Water management</b>	<ul style="list-style-type: none"> <li>• Water Recycling</li> <li>• Low-water Landscaping</li> <li>• Water Purification</li> </ul>

<b>Waste management</b>	<ul style="list-style-type: none"> <li>• Recycling &amp; Municipal Waste</li> <li>• Salvage - 2nd Hand (recovery)</li> <li>• Toxics Remediation</li> <li>• Sustainable Products - Packaging</li> </ul>
<b>Land management</b>	<ul style="list-style-type: none"> <li>• Organic Agriculture</li> <li>• Habitat Conservation/Restoration</li> <li>• Urban Forestry &amp; Parks</li> <li>• Reforestation &amp; Afforestation</li> <li>• Soil Stabilization</li> </ul>

## 6B Speaking Skills

### 6B.1 Asking for and Giving Advice



#### Activity 6.3

##### I. Discuss with a partner and report to the whole class.

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

##### II. Give advice to your partner

1. What are some things students should do to improve their English?
2. What should I do to make more money?
3. How can I manage my school and leisure time?
4. What should someone do to be happy?
5. What should I do to protect myself and others from HIV?

##### III. Put the following words under each number in the correct order to produce meaningful sentences.

1. ?/advice/Can/get/some/I
2. suggestions/you/any/Do/have/me/for/?
3. opinion/?/which/ /is/In/your/best/one/the
4. idea/have/I/no/buy/what/I/should/?
5. some/need//I/advice/where/on/vacation/to/go/on

**Advice on Corona Virus****IV.** Fill in the gaps with **should** or **shouldn't**.

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

**V.** Do the following exercise in pairs. When student 'A' reads out the situation as if it was a genuine personal problem, student 'B' then gives him/her advice. Take turns to be student 'A' and 'B'.

The problem	Your advice
<ol style="list-style-type: none"> <li>1. I think one of my friends suffers from Corona virus. What should I do to help her?</li> <li>2. A group of girls circulate my picture on Facebook. What should I do?</li> <li>3. My sister always takes my clothes without asking me first. What should I do?</li> <li>4. I got poor mark in maths. I haven't told my parents yet because I'm afraid they will be angry at me. What should I do?</li> <li>5. I think my parents read my text message, but I can't prove it. What should I do?</li> </ol>	

Below is a letter of advice from a school principal to his students.

**VI. Read the letter and identify the phrases/expressions used to give advice.  
Work individually first and then compare your answers with a partner.**

Dearest Students,

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

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

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

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

Principal Eyob

### Grammar Tips

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

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

### Advice Construction

Formula	Verb Form
I don't think you should work hard.	Use 'I don't think you should' the base form of the verb in a statement.
You ought to work less.	Use 'You ought to' the base form of the verb in a statement.
You ought not to work so hard.	Use 'You ought not to' the base form of the verb in a statement.
If I were you, If I were in your position, If I were in your shoes, I wouldn't work so hard.	Use 'If I were' 'you' OR 'in your position' OR 'your shoes' 'I wouldn't' OR 'I would' base form of the verb in a statement (A form of the conditional 2).
You had better work less.	Use 'You had better' (you'd better) the base form of the verb in a statement.
You shouldn't OR You should work less.	Use 'You should' OR 'You shouldn't' the base form of the verb in a statement.
Whatever you do, don't work so hard.	Use 'Whatever you do' the imperative.

## 6B.2 Expressing Purpose



### Activity 6.4

I. Get into groups of three and answer the questions below:

Question	Purpose
<ol style="list-style-type: none"> <li>1. Why do we plant trees?</li> <li>2. Why do you go to school?</li> <li>3. Why do we protect our environment?</li> <li>4. Why do you go shopping?</li> <li>5. Why do you watch a TV?</li> <li>6. Why do we wear clothes?</li> <li>7. Why do we study English?</li> </ol>	

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

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

**III.** Join each pair of sentences using conjunctions/expressions of purpose.

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

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

1. People on bicycles should wear orange coats \_\_\_\_\_ drivers can see them in the dark.
2. She came home early \_\_\_\_\_ have problems with her parents.
3. She worked hard \_\_\_\_\_ fail her exams again.
4. We ran to the station \_\_\_\_\_ miss the train.

5. The test questions are kept secret \_\_\_\_\_ prevent cheating.
6. I phoned Meron \_\_\_\_\_ I wanted her to come to my birthday party.

## Language Tips

### What is a purpose?

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

#### Expressing purpose – Category one

- **For**

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

##### Examples:

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

#### Expressing purpose – Category two

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

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

##### Examples:

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

#### Expressing purpose – Category three

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

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

##### Examples:

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

**Note:**

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

**Examples:**

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

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

- She saves a lot of money **so as to buy** what she needs.
- They help my classmates understand lessons **in order to learn**
- I run 2 miles **to reduce** cholesterol in my blood.
- They educate their children **so that they could get** a good job.
- She studies languages **for communication**.
- Do these assignments **in order that you learn** the rules very fast.



## 6C Reading Skills

### 6C.1 Reading text A: Towards a Green Growth



#### Activity 6.5



**I.** **Discuss in pairs:**

1. What do you know about ‘Green Growth’?
2. Look at the above picture. What do you see in it?
3. Learn the meanings of the following phrases from a dictionary.

sustainable energy, renewable energy, green agriculture

**II.** **Read the following text on ‘Towards a Green Growth’, and answer the questions that follow it. In groups of three, discuss the following questions and then report to the whole class.**

1. What is the main idea of the text?
2. What does the statement ‘Green growth theory asserts that continued economic expansion is compatible with our planet’s ecology...’ mean? Explain.

**III.** **Read the passage closely and decide whether the following sentences are ‘True’ or ‘False’.**

1. Climate change and ecological failure are the results of green growth.
2. Sustainable energy systems are the major drive for green growth.
3. It is believed that well implemented green policies can create employment opportunities.
4. When economic growth is rising unemployment is also rising.
5. The current economic and financial crisis has thrown millions of people into poverty.
6. In today’s world, labor is in short supply.
7. Natural resource scarcity is putting societies at risk.
8. Increased resource productivity will bring technological progress in the future.
9. Growth should not be environmentally sustainable but socially and economically viable.
10. Green growth is associated with negative impacts on the environment, including climate change.

**IV.** The following words are taken from the reading passages. Match the words in column ‘A’ with the definitions given in column ‘B’. Work individually; then, check your answers with a partner.

A	B
1. ecology	a) generally accepted perspective.
2. emission	b) inequality or difference.
3. renewable	c) the gradual transformation of habitable land into desert.
4. intimidate	d) the environment as it relates to living organisms.
5. stability	e) a substance that is released.
6. vulnerable	f) extended.
7. remedy	g) to compel by force .
8. paradigm	h) free from change or variation
9. disparity	i) susceptible to danger
10. desertification	j) cure

## Towards a Green Growth

The concept of green growth has emerged as a leading policy response to climate change and ecological failure. It is a term to describe a route of economic growth that is environmentally sustainable. Green growth theory asserts that continued economic expansion is compatible with our planet’s ecology, as technological change and substitution will allow us to totally separate GDP growth from resource use and carbon emissions. A main driver for green growth is the transition towards **sustainable energy** systems. Promoters of green growth policies argue that well-implemented green policies can create opportunities for employment in sectors such as **renewable energy, green agriculture** or sustainable forestry.

Our world is facing severe and multidimensional challenges brought about by our economic system and the pursuit of the idealized western lifestyle. The current economic and financial crisis is intimidating the stability of the development paradigm the world has followed in the past century. The crisis has thrown millions

of people into poverty, especially the most vulnerable in the developing world. While economic growth rates are declining, unemployment is rising. Traditional remedies of growth policies are failing in the face of these new challenges. This in turn is contributing to widening social and economic disparities both between and within countries.

Labor productivity has increased twentyfold in the last 200 years. Today, with ever increasing unemployment rates mirroring this fact, labor is far from being in short supply. On the contrary, natural resource scarcity is putting our societies at risk and the environmental effects of global resource use, such as climate change, desertification, or food shortages are threatening the security of mankind as well as damaging the stability of the world's economic and security systems. As a consequence, it is vital that increased resource productivity becomes the central operator of technological progress in the future, with motivations for those who are more productive with limited resources. This will stimulate economies in many ways, e.g. in terms of higher economic multiplier effects as well as with the creation of (mostly local) green jobs. "Green Growth" must be understood as a goal for national, regional and global policies. This goes beyond sheer technical progress and involves structural change and transition towards less capital and resource intensive activities, especially in the early industrialized and therefore highly resource consuming parts of the world. It will involve business as well as household engagement and requires new forms of public-private interaction. If growth is to be understood as a means to enhance human wellbeing, it should not only be environmentally sustainable but also socially and economically viable. Guided by enabling policies and a strong ethical framework, such a development can help to ensure that everyone on the planet has enough to eat, work and live in decent conditions, is embedded in social networks and enjoys a good quality of education, health and community networks.

The concept of green growth assumes that economic growth and development can continue while associated negative impacts on the environment, including climate change, are reduced – or while the natural environment continues to provide ecosystem services.

**V.** In groups of four, research and report on the relationship between climate change and poverty. When researching, interview professionals from different sectors like agriculture, health and economic sectors. Prepare interview questions and get your teacher's approval before using it.

### 6C.2 Reading text B: Green Economy in Ethiopia



### Activity 6.6

**I.** Do the following activities before reading the text.

1. Discuss in groups about Green Economy and summarize your discussion in the following table:

What I already know	What I will expect to learn from the reading passage.

2. Think about different projects in your area (i.e. leather factories, steel manufacturing, industries, parks, etc. or the frequent use of chemicals in the farm land) and discuss in your groups whether they are climate friendly or not.
3. What are the environmental hazards that you have encountered in Ethiopia? What should the concerned bodies do to tackle them? In your groups, complete the following table to summarize your discussions:

Environmental hazard you know in Ethiopia	What should be done to tackle it?	Who is responsible?

**II.** Read the text on 'Green economy in Ethiopia' and answer the following question in complete sentences.

1. What is a Green economy?
2. What are the causes for greenhouse gas emissions?
3. What are the aims of the Climate Resilient Green Economy (CRGE) strategy of Ethiopia?

4. What does the CRGE strategy consist of?
5. What is a ‘black energy’ economy?
6. When did the Ethiopian government design the Climate-Resilient Green Economy Strategy (CRGE)?
7. What are the four pillars of Ethiopian CRGE plan?

**III.** Complete the following blank spaces with the most appropriate word or phrase from the box. The completed sentences fit the ideas presented in the reading text.

Draughts, population growth, expansion of agriculture, Floods, industrialization, hazards, disasters, Cost to agriculture, impacts, climate resilience, Green Economy

1. Ethiopia faces enormous climate related challenges due to \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
2. High levels of climate vulnerability are turning \_\_\_\_\_ into \_\_\_\_\_.
3. \_\_\_\_\_, \_\_\_\_\_ and increased variability have had a negative impact on growth in agriculture.
4. The climate change \_\_\_\_\_ and \_\_\_\_\_ are potentially large.
5. The Ethiopian CRGE strategy consists of \_\_\_\_\_ and \_\_\_\_\_ components, with adaptation and mitigation programs prioritized within the strategy.

### Green Economy in Ethiopia

Ethiopia faces multiple climate-related challenges. Greenhouse gas emissions are increasing due to population growth, industrialization and the expansion of agricultural activities. Its climate is varied and complex, and this is a challenge to policymaking. There is evidence of climate change in Ethiopia over the past 50 years. Although there is significant uncertainty in climate prediction models, high levels of climate vulnerability are turning hazards into disasters. Droughts and floods have increased in frequency which, when combined with increased variability, have had a major negative impact on growth in agriculture. Additionally, agricultural livelihoods are extremely vulnerable to climate, so the climate change impact and cost to agriculture are potentially large. A hotter and drier scenario, with increased droughts, could reduce GDP by 10% by 2050. This would increase food insecurity and the vulnerability of communities, which will struggle to survive.

Awareness of climate change impacts has intensified in recent years. The Ethiopian government has decided to respond in a way that not only seeks to mitigate and adapt to climate change, but also to use this as an opportunity to switch to a new development model that will be sustainable. To this end, the government has initiated the Climate Resilient Green Economy (CRGE) strategy (FDRE, 2011). This aims to protect the country from the adverse effects of climate change and to build a green economy that will help realize Ethiopia's ambition to reach middle-income status before 2025. The term green economy is defined as a sustainable economy and society with zero carbon emissions where all energy is derived from renewable resources which are naturally replenished. In contrast, a 'black energy economy' is based on carbon-intensive fossil fuels such as coal and oil.

In order to respond to the growing threat of climate change, the Federal Democratic Republic of Ethiopia crafted the Climate-Resilient Green Economy Strategy (CRGE) in 2011 and mainstreamed it into the second Growth and Transformation Plan (GTPII). The CRGE strategy consists of climate resilience (CR) and Green Economy (GE) components, with adaptation and mitigation programs prioritized within the strategy. The CR component, focused on climate change adaptation, outlines the strategy for achieving economic development sustainably, highlighting both the country's prospects for growth and its vulnerability to climate risks and changes that require a coordinated and sustained effort by all parts of the Ethiopian society—the government, civil society, academia, and—most importantly—the public.

Ethiopia's CRGE strategy identifies more than 60 initiatives to limit greenhouse gas emissions while still bringing economic development. The aim is for emissions in the year 2030 to be roughly the same as they were in 2011 when the strategy was published. This is less than half the level estimated under a conventional development path. The CRGE plan is based on four pillars that include agriculture that works for improving crop and livestock production practices for higher food security and farmer income while reducing emissions; Forestry for protecting and re-establishing forests for their economic and ecosystem services, including as carbon stocks; Power for expanding electricity generation from renewable sources of energy for domestic and regional markets; and transport, industrial sector and buildings for leapfrogging to modern and energy-efficient technologies in transport, industrial sectors and buildings. (Leapfrogging means jumping ahead without going through a slow development process.)

Ethiopia completed the National Adaptation Plan (NAP-ETH), which provides an overarching framework for its response to the impacts of climate change. NAP-ETH has identified 18 adaptation options and five strategic priorities that include agriculture and water; natural resource management; health, livelihoods and social protection; climate services and adaptation technology; and infrastructure to be implemented between 2019 and 2030. It complements other elements of the country's climate change policy suite and provides a plan for building CR across sectors and levels. It mirrors the National Adaptation Plan (NAP) Process as established under the United Nations Framework Convention on Climate Change (UNFCCC).

- IV.** Identify the main ideas of each paragraph in the reading passage and write a summary of the passage in four sentences. Compare your summary with your partner.



## 6D Vocabulary Skills

### 6D.1 Words from the Reading Text.



#### Activity 6.7

- I.** Match the words from each box to make new phrases. Some of the words can be used more than once.

green	change
food	gas
climate	income
middle	resilient
	insecurity

- II.** Complete the text below using some of the phrases from the boxes.

Ethiopia is committed to reducing its \_\_\_\_\_ (a) \_\_\_\_\_ emissions in the year 2030 to be roughly the same as they were in 2011. A hotter and drier scenario, with increased droughts, could reduce GDP by 10% by 2050. This would increase \_\_\_\_\_ (b) \_\_\_\_\_, \_\_\_\_\_ and the vulnerability of communities. It will also limit the CRGE \_\_\_\_\_ (c) \_\_\_\_\_ ambition.

That's why Ethiopia is pursuing a rapid, green, and \_\_\_\_\_(d)\_\_\_\_\_ structural transformation which aims to protect the country from the adverse effects of \_\_\_\_\_(e)\_\_\_\_\_.

### III. Match the words in column 'A' with the definitions given in column 'B'.

Work individually; then, check your answers with a partner.

**A**

1. Greenhouse gas
2. Renewable energy
3. Adaptation
4. Multidimensional
5. Policy
6. Promoters
7. Framework
8. Livelihood
9. Conventional
10. Social protection

**B**

- a) to protect society from damage
- b) mainstream
- c) sustenance
- d) model
- e) supporters
- f) plan of action
- g) several aspects
- h) adjustment
- i) A gas that absorbs infrared radiation
- j) energy that is not depleted when used

## 6D.2 Analogy Based on Functions



### Activity 6.8

**A finger is part of a hand. A petal is part of a flower.**

Here are some common analogy relationships:

Synonyms:	Nice is a synonym of kind.
Characteristic:	Sugar is characterized by sweetness.
Antonyms:	Awake is an antonym of asleep.
Lack:	Cowardly means lacking courage.
Degree:	Cool is like cold, but less extreme.
Cause and effect:	A joke tends to cause laughter.
Part and whole:	A finger is part of a hand.
Item and category:	A cat is a kind of animal.
Manner:	To run quickly is to sprint.
Item and purpose:	The purpose of a pen is to write.

Synonyms:	Nice is a synonym of <b>kind</b> .
worker and tool:	An <b>artist</b> uses a <b>paintbrush</b> as a tool.
worker and product:	A <b>writer</b> is a person who creates a <b>book</b> .

### I. Now, complete the analogy with a partner.

1. Carpenter is to hammer as dentist is to \_\_\_\_\_ (drill, mouth, tooth).
2. Atom is to molecule as letter is to \_\_\_\_\_ (spell, number, word).
3. Pillar is to column as bush is to \_\_\_\_\_ (flower, post, shrubs).
4. Conclusion is to introduction as poverty is to \_\_\_\_\_ (influential, wealth, successful)
5. Innocence is to guilt as triumph is to \_\_\_\_\_ (evil, victory, failure).
6. Uncertainty is to hesitation as error is to \_\_\_\_\_ (regret, carelessness, success).
7. Crocodile is to reptile as oxygen is to \_\_\_\_\_ (chemistry, air, gas).
8. Anxious is to calm as amateur is to \_\_\_\_\_ (professional, experience, athlete).
9. Iguana is to lizard as vowel is to \_\_\_\_\_ (language, letter, consonant).
10. Comedy is to laughter as insecurity is to \_\_\_\_\_ (anxiety, tense, confidence)

### 6D.3 Phrasal Verbs



### Activity 6.9

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

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

1. A good teacher never \_\_\_\_\_ to their students. They treat them with love and compassion instead.
2. He was mad at her for \_\_\_\_\_ to him in front of their friends.
3. Meron is so stubborn that once she decides to do something, no one can possibly \_\_\_\_\_ her \_\_\_\_\_ it.
4. Sometimes you can \_\_\_\_\_ yourself \_\_\_\_\_ doing something simply by allowing more time to pass.
5. We should have \_\_\_\_\_ Paul \_\_\_\_\_ his offer to give us a ride home.

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

## 6E Grammar Skills

### 6E.1 Relative Pronouns



#### Activity 6.10

Relative Pronouns	
WHO	• Relates to people (subject)
WHOM	• Relates to people (object)
WHICH	• Relates to animals and objects
THAT	• Relates to people, animals and things
WHOSE	• Relates to people (subject)
WHERE	• Refers to possession
WHEN	• Refers to times
WHY	• Refers to reason
WHAT	• Refers to things

**I.** Choose the correct relative pronoun (who, which, whose). Compare your answers with a partner.

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

**II.** Join the pair of sentences using relative clauses. Use *who*, *whose* and *which*.

Example:

He drank the juice. He made the juice.

He drank the juice which he made.

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

**III.** Use the following relative pronouns to complete each sentence (Quiz).

who, whom, whose, which, that,

1. The new movie is about a boy \_\_\_\_\_ has lost his parents in a car accident.
2. He is the young man, \_\_\_\_\_ wife left him for someone else.
3. The DVD recorder \_\_\_\_\_ I bought at this store a few days ago is not working.
4. That's the book \_\_\_\_\_ I recommended reading in class.
5. My dad, \_\_\_\_\_ travels a lot on business, is in Australia at the moment.
6. We stayed at the famous Rockstar hotel, \_\_\_\_\_ also had an indoor swimming pool.
7. Did you write back to the person \_\_\_\_\_ offered you a job?
8. The story is about a young woman \_\_\_\_\_ 5-year old son suddenly disappears.
9. That's the man \_\_\_\_\_ I spoke to the other day.

10. Mr. Fields, \_\_\_\_\_ sister is one of the leading experts in this country, talked about the dangers of the virus.
11. The present \_\_\_\_\_ I got from my boyfriend was really fantastic.
12. I have to buy a present for my mother, \_\_\_\_\_ birthday is next week.



## 6F Writing Skills

### 6F.1 Faulty Parallelism



#### Activity 6.11

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

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

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

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

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

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

**Correct parallelism:** Driving a car requires coordination, patience, and good eyesight. **Correct parallelism:** Ali prefers wearing jeans to wearing a suit.

I.

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

#### Pair 1

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

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

**Pair 2**

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

**Pairs 3**

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

**Correcting non-parallel sentences**

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

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

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

1. Tayba dropped a coin into the slot machine, pulled the lever, and *was waiting* to strike it rich. \_\_\_\_\_.
2. Studying a little each day is more effective than *to cram*. \_\_\_\_\_.
3. Many old people fear loneliness, *becoming ill*, and poverty. \_\_\_\_\_.
4. A smoke billowed around her, Paula knew her only choices were to jump or *suffocation*. \_\_\_\_\_.
5. The principal often pestered students, yelled at teachers, and *was interrupting* classes. \_\_\_\_\_.
6. People immigrate to America with hopes of finding freedom, happiness, and *in order to become financially secure*. \_\_\_\_\_.
7. Once inside the zoo gates, James, could hear lions roaring, *the chirping of birds*, and elephants trumping. \_\_\_\_\_.
8. As a child, I had nightmares about a huge monster that came out of a cave, *was breathing fire*, and wanted to barbecue me. \_\_\_\_\_.
9. I enjoy watering the grass and *to work* in the garden. \_\_\_\_\_.
10. When someone gives you advice, do you listen, laugh, or *are you just ignoring* it? \_\_\_\_\_.

**III.** Working with a partner, read the short paragraph below carefully and underline the five instances of faulty parallelism. Then, correct the instances of faulty parallelism.

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

## Tips

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

### 1. Parallelism and Verb Tense

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

Here, each verb in the sentence has a different tense form “picks” = simple present; “hit” = simple past tense). And mixing tenses like this is ungrammatical.

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

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

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

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

### 2. Faulty Parallelism: Infinitives and Gerunds

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

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

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

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

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

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

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

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

**Incorrect:** *When Marc makes a mistake, he feels frustration and angry.*

Both terms follow grammatically from “feels,” so there’s no problem there.

Ideally, though, we would use one form in both cases. For example:

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

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

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

### 4. Faulty Parallelism: Plural and Singular Nouns

Though this is primarily a stylistic issue, some consider mixing plural and singular nouns a form of faulty parallelism, especially when giving examples:

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

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

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

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

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

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

## 6F.2 Comparing two pie-charts.



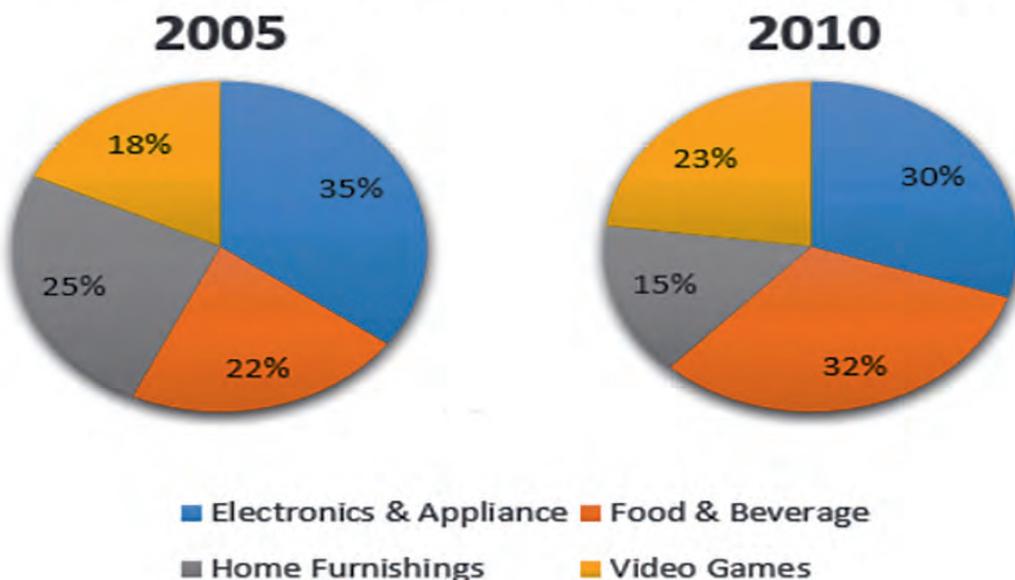
### Activity 6.12

#### Model Task

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

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

## Online sales for retail sectors in Canada



### Plan

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

### Example

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

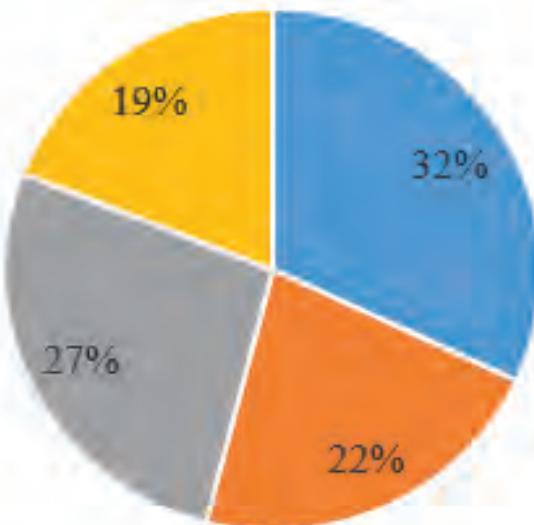
Overall, the proportion of online sales for each of the four sectors changed significantly from 2005 to 2010. While the figures for food and beverages, and video games increased, the figures for the other two sectors fell.

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

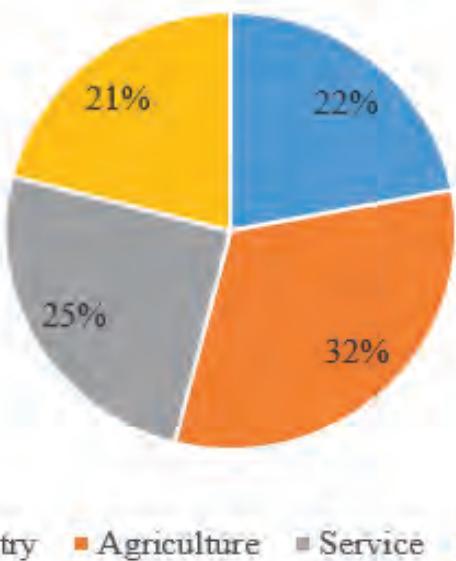
In contrast, the percentages of the online sales of the other sectors decreased. The most dramatic fall was in the home furnishings retail sector. While this figure was 25% of these four sectors' total online sales in 2005, it fell to just 15% in 2010. There was also a decrease in the electronics and appliances sector, which saw a fall from 35% in 2005 to 30% in 2010.

**III.** Now, compare the following two pie-charts with 150 words.

Sectors contribution for GDP (Country A)



■ Industry ■ Agriculture ■ Service ■ others

**Sectors contribution for GD (Country B)****6F.3 Essay Writing****Activity 6.13****I.**

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

1. Health care system in Ethiopia..
2. Our school's management system.
3. Effects of poor time management on academic success.

# UNIT 7

## National Pride

### Objectives

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

- identify details from a listen text;
- relate the messages of the listening texts with their experience;
- debate on the given motion about the national pride;
- predict the message based give topic;
- skim a text to tell the main idea;
- tell detailed information of a text;
- write the implied meaning of a poem;
- analyze the message of a poem;
- work out the contextual meaning of words;
- use appropriate forms of words in a context;
- construct sentences using the words;
- punctuate direct speeches;
- write narrative essay of five paragraphs; and
- write a short poem.



### 7A Listening Skills

#### 7A.1 Listening text A: Celebrating National Prides



#### Activity 7.1

##### I. Work in a small group and discuss the following questions

1. What brings national pride?
2. Write three nationally celebrated holidays. Explain when and why these days are celebrated?

3. Look at the picture of Derartu Tulu. Why do you think she is in tears?



*Derartu Tullu*

**II.** Listen to the text and complete the statements with exact words from the text.

1. National pride co-exists with \_\_\_\_\_
2. The victory at Adwa is one of the events called \_\_\_\_\_
3. The victory of Adwa turned Ethiopia into the symbol of \_\_\_\_\_ & \_\_\_\_\_
4. Countries in Africa, America, Asia and Australia celebrate \_\_\_\_\_ days.
5. American states were under the colony of \_\_\_\_\_

**III.** Match the dates on the left with the events given on the right column

- |                          |  |
|--------------------------|--|
| 1. May 25, 1963          | a. nations struggled for freedom           |
| 2. March 2, 1896         | b. Independence day of USA                 |
| 3. Between 1958 and 1963 | c. found the Organization of African Union |
| 4. May 5                 | d. African Liberation Day                  |
| 5. July 4, 1776          | e. Netherlands Liberation Day              |
| 6. May 25                | f. Victory of Adwa                         |

**IV.** How is the victory of Adwa described in the listening text? Write at least four descriptions

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

**V.** Work individually to choose your favorite national celebration or any other national pride. Then, join a small group. Justify why you chose that particular day/ event. Give more information about it to your group members.**7A. 2 Listening Text B: National Pride vs Global Citizenship****Activity 7.2****Nelson Mandela**

**I.** How much do you know about Nelson Mandela? Before listening to the text, say “True” or “False” to the following statements. Discuss your answer with a partner.

1. Mandela was first elect president of South Africa.
2. He became president after 27 years of imprisonment.
3. He took military training in Ethiopia.
4. Mandela defeated apartheid.
5. He won a Nobel Peace Prize for a peaceful struggle against inequality.

**II.** Check if the information is mentioned in the listening text and if your answers were correct.

**III.** Choose the correct answer for the following questions while listening to the text.

1. Why did the ANC party run a campaign in 1950's?
  - a. to end the pass system
  - b. to free prisoners
2. When did Nelson Mandela win the Noble Peace Prize?
  - a. three years after his release from prison
  - b. after his presidency
3. Mandela was arrested on charge of \_\_\_\_\_
  - a. disloyalty and illegally leaving his country
  - b. sabotage and conspiracy
4. Mandela studied his first degree
  - a. in prison
  - b. before he joined politics
5. Mandela started negotiation with the government
  - a. while he was in prison
  - b. after he was released from prison

**IV.** What did happen on or during the time listed below?

1. 1963 \_\_\_\_\_
1. July 18, 1918 \_\_\_\_\_
2. 1990 \_\_\_\_\_
3. 1993 \_\_\_\_\_
4. 1994 \_\_\_\_\_

### V. Give short answers to the following questions.

1. Write four expressions that described Mandela in the listening text

a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 d. \_\_\_\_\_

2. Mandela combined his presidential role with \_\_\_\_\_

### VI. Read Mandela's popular speech and report it in your own words and explain what he meant. Share your answers in a small group.

*"I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."*

Start your report with, Mandela said \_\_\_\_\_



## 7B: Speaking Skills

### 7B. 1 Debating



#### Activity 7.3

1. What are the rules for debating?  
 2. Work in pairs and revise the rules.

#### What is Debate?

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

#### Structure for Debate:

A formal debate usually involves three groups: one supporting a resolution (affirmative team), one opposing the resolution (opposing team), and those who are judging the quality of the evidence and arguments and the performance in the debate. The affirmative and opposing teams usually consist of three members each,

while the judging may be done by the teacher, a small group of students, or the class as a whole. In addition to the three specific groups, there may be an audience made up of class members not involved in the formal debate. A specific resolution is developed and rules for the debate are established.

Debate opens with the affirmative team (the team that supports the resolution) presenting their arguments, followed by a member of the opposing team. This pattern is repeated for the second speaker in each team. Finally, each team gets an opportunity for rebutting the arguments of the opponent. Speakers should speak slowly and clearly. The judges and members of the audience should be taking notes as the debate proceeds.

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

The order of the speeches:

A1 → O1

A2 → O2

RA ↓ ← RO A1 = first student of the affirmative team (4 minutes)

O1 = first student of the opposing team

A2 = second student of the affirmative team

O2 = second student of the opposing team

RO = rebutter student of the opposing team

RA = rebutter student of the affirmative team

**Debate Preparation:**

1. Make sure you know the rules of the debate, including timelines.
5. Research the topic and prepare logical arguments. Gather supporting evidence and examples for position taken.
6. Anticipate counter arguments and prepare rebuttals. Be polite and courteous.
7. Listen attentively.
8. Be respectful and supportive of peers.
9. Speak only when recognized by the moderator
10. Use correct language
11. Speak clearly, slowly, and loud enough to be heard by the audience.
12. Speak with passion and excitement. You may bring some brief notes, but you may not read them.
13. Maintain good eye contact with the audience.

While debating, think of these three categories:

- Manner is how you say it (eye contact, voice, gestures);
- Matter is what is in your speech /the content;
- Method is the structure, how organized your speech is.

**I. Work in groups. Choose one of the topics given. Prepare for a debate, practice and perform in front of the class.**

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



## 7C: Reading Skills

### 7C.1 Reading Text A: Mega Projects of Countries



#### Activity 7.4

**I.**

Look at the pictures below and identify what the projects are and where each project is found?



1.



2.

**II.** Complete the table with specific information from the text.

Country	Project	Size	Time
Roma			
USA			
Egypt			
Ethiopia			
East Africa			

**III.** Say “true” or “false” to the following statements based on the information in the passage.

1. Countries that have greater advancements can win economic wars
2. The saying ‘all roads lead to Rome’ indicates how all corners in Rome are connected.
3. Economic development gives political freedom.
4. The Nile River is the major source of Egyptian civilization.
5. Kenya-Uganda-Rwanda-South Sudan Railway project is already connecting the people.

**IV.** How does each project benefit the respective countries? Compare your answers with a partner.

1. Roman’s road: \_\_\_\_\_
2. Interstate highway system : \_\_\_\_\_
3. Suez canal : \_\_\_\_\_
4. GERD: \_\_\_\_\_
5. Railway Project: \_\_\_\_\_

## Mega Projects of the World

In the history of the world, there have been remarkable construction projects that have accurately changed the world sustaining greatest civilizations. Owning such advancements, countries have taken advantage in warfare, boosted their economies and brought wealth to their people.

The Roman roads are perhaps the Roman Empire's greatest legacy crucial for its massive expansion and a way to keep control over the gigantic empire. The road system covered large parts of today's Europe, Turkey and the northern parts of Africa. Construction began in 300 BC and the roads served several purposes. They facilitated fast movement of the armies and trade goods, as well as civilians. But they also served as a way to mark the borders of the Roman Empire, to claim new territories and maintain them. The whole system comprised more than 400,000 kilometers of roads at the peak of the Roman Empire. No fewer than 29 great military highways **radiated** from the capital, giving birth to the saying "All roads lead to Rome."

The Suez Canal in Egypt is a waterway that connects the Mediterranean Sea to the Red Sea. It is one of the world's most heavily used shipping lanes. It was constructed in between 1859 and 1869. It provides the shortest **maritime** route between Europe and the lands lying around the Indian and western Pacific oceans. The 193-kilometer-long route is therefore a direct link between Eastern and Western civilizations, shortening the distance from Europe to Asia by more than 8,000 kilometers. Apart from boosting Egypt's economy, the canal is crucial in international trade routes.

**Interstate Highway System** was the American biggest project. President Dwight D. Eisenhower not only wanted the United States to be ready to respond to military conflict, but also to improve shipping and transportation across the entire country. The construction began in 1956 finished in 1992. Possibly it was the most valuable improvement to the country's infrastructure and costliest projects in the world. The total length of the system of roadways is 77,556 kilometers, roughly enough to wrap the Earth, twice.

East Africans are now constructing most important development projects though they are years behind the world. The projects are believed to bring not only economic development but freedom to the people.

Ethiopia embarked upon the construction of the Great Ethiopian Renaissance Dam (GERD) on the Blue Nile in 2011 at a cost of 4.8 USD. The dam is expected to annually generate around 6540 MW of energy. The GERD will be the largest hydroelectric power generation facility in Africa and the fifth largest in the world. The hydroelectric project will significantly improve livelihoods in the region more broadly and address widespread poverty and improve the living standards of Ethiopians. The project is nearing completion despite an active dispute with Egypt which is opposed to the project.

Ethiopia, whose highlands supply more than 85 percent of the water that flows into the Nile River, has hardly been using the water. Conversely, Nile River has brought prosperity to the civilization of Egypt for 5,000 years. The complex irrigation systems have helped the Egyptians to make a better use of the water, with the first evidence of water control from as early as 3,100 BC. The Egyptians took advantage of the natural cyclical flooding pattern of the Nile River. The flooding happens fairly predictably, they were able to develop their agricultural practices around it.

**Kenya-Uganda-Rwanda-South Sudan Railway project** is East Africa's mega joint railway project. It is estimated to cost USD 9.8 billion. So far only Kenya has completed the initial phase of the project from Mombasa to Nairobi. The planned 1,500km-long railway line is aimed at enhancing connectivity in the region and spurs economic growth. The project was expected to be complete by 2018 but it faced major financial constraints leading to the delays.

**V. Work in a small group. What other similar projects do you know in Ethiopia? Write a report and read your report to the whole class.**

1. What are the projects?
2. Where are these projects located?
3. How do these projects benefit the country/citizens?

**7C.2. Reading Text B: A poem****Activity 7.5**

**I.** Before reading a poem entitled “A Hero does not Recognize Death.” Work with a partner and discuss the following questions.

1. Do you know a poem or a song that is about a national hero/heroin in your language?
2. What is the message of the poem/ the song?
3. Tell your friend two verses of the poem or the song.

**II.** Work individually. Read the poem and say ‘True’ or ‘False’ to the following statements. Justify your answer referring to verses of the poem.

1. A hero chooses to live with grace.
2. A hero is the one who gives life to others.
3. If there is no war, there is no hero.
4. According to the poem, some men are immortal.
5. A hero is any professional who sticks to his plan.
6. A hero defeats others for his success.

**III.** Read the poem and answer the questions and compare your answer with a partner.

1. What do you think is the meaning of the title?
2. Does the poem refer to a particular person? Who?
3. What are the heroic deeds of a hero listed in the poem?
4. What does the pronoun ‘our’ refer to?
5. How does a hero punish death?
6. What do you think is the message of the verses?

‘even when his body is in the earth, like a tribute,  
he has not died, he is still unchallenged, his words are  
unwavering, his faith is firm, he laughs at danger,  
knowing he is alive, that death finds his a bitter taste,  
that time will never enclose him in its walls.’

7. Write Ethiopian sayings that have similar meanings with these two verse.

- a. ‘time may steal his body but it cannot dull the hero’s history’
- b. ‘a hero, one whose weakness was tested in the fire, ...’

The hero does not recognise death

A man who digs up the tomb and bursts open the coffin,  
who demolishes our burdens with his heroic deeds,  
a man who is untouched by lies and theft and fraud,  
a hero, the best of men, who punishes death,  
who keeps obsequiousness at a distance and offers his life  
as a sacrifice, knowing it will never come back,  
who chooses to die rather than live with disgrace,  
who invokes his country saying “in the name of the Father”,  
who overcomes death, frightens death, who protects  
the borders of his country and makes his people proud,  
a hero of life, whom death cannot catch,  
who is never far from his people and their achievements,  
a hero of the pen, a warrior with words, a ladder of growth  
and doorkeeper of unity, a candle of research, pencil-point  
of creativity, the undefeated hero whose work shines,  
whose mane is the honey of his tongue, present in our mouths,  
a hero of every task, a role model who is always with us,  
even when his body is in the earth, like a tribute,  
he has not died, he is still unchallenged, his words are  
unwavering, his faith is firm, he laughs at danger,  
knowing he is alive, that death finds his a bitter taste,  
that time will never enclose him in its walls.

He is a hero who kills death by painting it with his brush,  
 who lives through his art, whose creativity is a victory  
 for everyone, who even when he dies in the cold,  
 without convenience or comfort, has given us all comfort,  
 whose name does not die with him, behold, he is here! he is there!  
 his story will not be erased, his deeds created him, made him  
 a hero, one whose weakness was tested in the fire, whose heart  
 advises his heart to rebel, who is not a slave of his belly,  
 not a sucker for success, who sticks simply to his plans  
 and lives for now, for justice, defending what is right,  
 not to be admired or to acquire honours, not to think  
 only about himself, because a man like him does not die,  
 time may steal his body but it cannot dull the hero's history.

- IV.** Work with a partner. Read the poem again and write its message in a short poem( in 5 to 7 lines).



## 7D: Vocabulary Skills

### 7D.1 Contextual Meaning



#### Activity 7.6

- I.** Work in pairs. Use the words in the following box to complete the text below.

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

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

and climate change 4. \_\_\_\_\_ the country's cultural riches. Organizations run joint programs that aim to contribute to the 5 \_\_\_\_\_ development of Ethiopia by promoting its cultural heritage and diversity. The programs develop the creative industries and 6 \_\_\_\_\_ dialogue about environmental preservation among the country's diverse communities. Being aware of the need to take an 7 \_\_\_\_\_ approach for development in the Ethiopian context. The programs also 8 \_\_\_\_\_ inter-faith and community-based dialogue, with a focus on the needs of minority, marginalized or 9 \_\_\_\_\_ groups. The programs support new or 10 \_\_\_\_\_ policy frameworks in the field of culture and governance. They mainly focus on the involvement of women and youth.

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

- |                |                   |
|----------------|-------------------|
| 1. intangible: | 6. disadvantaged: |
| 2. modern:     | 7. sustainable:   |
| 3. revised:    | 8. promoted:      |
| 4. inclusive:  | 9. diversity:     |
| 5. encourage:  | 10. endanger:     |

**7D.2 Analogy Exercise****Activity 7.7****I.**

You have learnt the following words in this unit. Find similar words according to the example give.

1. poverty : scarcity, poorness, starvation, lack of resources
2. civilization : \_\_\_\_\_
3. conflict: \_\_\_\_\_
4. maritime: \_\_\_\_\_
5. radiated: \_\_\_\_\_
6. legacy : \_\_\_\_\_
7. mobilization : \_\_\_\_\_
8. conserve : \_\_\_\_\_
9. ecotourism : \_\_\_\_\_
10. biodiversity : \_\_\_\_\_

**7D.3 Phrasal Verbs****Activity 7.8**

**I.** Learn the meaning of the phrasal verbs and complete the statements with appropriate form of the verbs.

back on

away from

out of

forwarded to

up with

on with

down on

get along

1. We are running \_\_\_\_\_ money. How can we get some?
2. We must try to cut \_\_\_\_\_ the amount of money we spend. I mean...
3. Please don't stop. Carry \_\_\_\_\_ what you are trying to say.
4. Keep \_\_\_\_\_ me! I have got cold. I am afraid you may catch it.
5. How do you \_\_\_\_\_ with your brothers?
6. I don't know how you put \_\_\_\_\_ such noisy brothers.
7. When I look \_\_\_\_\_ my childhood, I realize how unhappy I was.
8. I'm really looking \_\_\_\_\_ our second holiday next month.

**7E: Grammar Skills****7E.1 Direct and Indirect Speeches****Activity 7.9****I.**

Read Sara's diary and identify if the statements are written in direct or reported form predominately. Explain to your partner how you identify the direct or reported sentences.

Sara and Zami were on vacation, but they were not happy. They argued a lot as usual. When she feels depressed she usually writes on her diary.

Sunday 21, 2021

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

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

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

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

*We'll see what happens tomorrow.*

**II.**

**Study the following statements on the left and the right. What are the differences? Work in pairs and write down the differences you have identified. (the direct speeches and the reported speeches should be written in two, right and left, columns).**

1. ‘I think Peter won’t be on time.’ She predicted that Peter wouldn’t be on time.
2. ‘You can’t jump across the river.’ She believed that I couldn’t jump across the river.
3. ‘I can’t see the stage clearly.’ She complained that she couldn’t see the stage clearly.
4. ‘It’s not possible to see Jemal today.’ He explained that it wasn’t possible to see Jemal that day.
5. ‘Alem probably won’t lend us his car.’ They expected that Alem wouldn’t lend them his car.

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

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

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

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

### Language tip

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

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

**Examples:**

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

2. Pronouns of the second person (you) are changed as below:

**Examples:**

1. He said to **her**, '**You** are beautiful.' (direct)
2. He said to **her** that **she** was beautiful. (indirect)
3. '**You** must write neatly,' the teacher told **her** students. (direct)
4. The teacher advised **her** pupils that **they** must write neatly. (indirect)

3. Pronouns of the third person (he ,she , it, they) do not change:

**Examples:**

1. I said, ‘They have gone out.’ (direct) I informed that they had gone out. (indirect)
2. Lina said, ‘These books are theirs.’ (direct) Lina said that those books were theirs. (indirect)
4. While converting direct speech into indirect speech, the tense of the verb must change accordingly:

**Direct speech**

Simple present	Simple past
Simple past	Past perfect
Present continuous	Past continuous
Present perfect	Past perfect
Can	Could
Shall	Would
Will	Would
May	Might

**Indirect speech**

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

**Direct speech**

This	that
These	those
Here	there
Now	then
Today	that day
Tomorrow	the next/following day
Yesterday	the day before/the previous day

**Indirect speech**

6. When reporting a question, an order or a request, the connector ‘that’ is not used.
7. In reported speech, the word/words or the sound used by the speaker to express an emotion are also omitted.

**Examples:**

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

**7E.3 Vague Pronoun Reference****Activity 7.10**

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

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

**II.** Work with a partner. Identify the errors in the following sentences and correct them.

1. The visitors enjoyed his/her stay at the lodge.
2. The head chief wanted to make dinner itself.
3. Mandela and whose family have established a foundation.
4. Zami and Sara won't be late for his training.
5. The founders of the training center have donated equipments to improve their standard.

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

**Example:** In Addis Ababa, they have beautiful retirement places. (ambiguous)

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

1. The visitor asked the director to bring **his** telescope.
2. At the laboratory, **they** said the research had run into serious difficulties.
3. The testing equipment was accidentally dropped onto the aquarium, and **it** was badly damaged.
4. I don't watch the 10 o'clock news anymore because **they** have become too superficial.
5. Hanan told Sara that **she** needed to earn one million birr in two years.
6. Being one of the best sellers, **her** novel won the Book Prize.

7. Mohamed bought from Chinese machine factory because he had heard that **they** are the best products.
8. Sara and Zami left their bags at the hotel, but they weren't sure if **they** were safe.
9. Although Nina was a real athletics fan, her brother never became interested in **them**.
10. The boat bumped the edge of the dock, but **it** didn't need many repairs.

### Language tip:

1. *Ambiguous reference* occurs when a pronoun can refer to more than one antecedent.
2. *Remote reference* occurs when a pronoun is so far away from its antecedent that the relationship is unclear.

**Vague reference** occurs when a pronoun refers to a word that is only implied, not stated.



## 7F: Writing Skills

### 7F.1 Punctuations



#### Activity 7.11

I.

Work with a partner and revise the rules of punctuation in English.

II.

Punctuate the following direct speeches.

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

**7F.2 Rearrange Jumbled Paragraphs of Narrative Essay****Activity 7.12**

**I.** Work in pairs. Rearrange the paragraph and make coherent narrative essay.

1. The young boy sees me, or rather he sees the car first — a silver BMW — and quickly springs up from his spot under a small tree, eager to sell his bunches of bananas and bottles of roasted peanuts. His dingy shirt hangs low over too-short shorts. His sucked-in cheeks and wrinkled lips suggest that although he appears to be about twelve, he already knows the sourness of life. By the time I stop the car, he is at the passenger door, grunting: “Banana 300 naira (roughly \$2). Groundnut 200 naira. Sah!” I look skeptically at his black-striped bananas and bargain him down to 200 total for the fruit and nuts. When he agrees, I reach for my wallet and hand him a crisp 500 naira note. He doesn’t have change, so I tell him not to worry. He is grateful and smiles a row of perfect teeth.
2. Two weeks into my stay, on a rare occasion when my mother has time to chat, I tell her that I’m bored. Her response: “Here are the car keys. Go and buy some fruit.” Overjoyed, I jump into the car, salute the heavily armed security at the gate and speed off in search of — fruit.
3. I pull over and wind down my window. He wears the same shirt and shorts and has a bunch of bananas and a bottle of peanuts ready. I wave them away. “What’s up?” I ask him. He answers in broken English: “I dey oh. But I no get money to buy book for school.” I reach into my wallet and pull out two fresh 500 naira notes. “Will this help?” I ask. He looks around nervously before sticking his hand into the car to take the bills. One thousand naira is a lot of money to someone whose family probably makes about 50,000 naira (\$380) or less each year. “Thank you, sah,” he says. “Thank you very much, oh!”

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

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

**The right order** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### 7F.3 Narrative Essay Writing



#### Activity 7.13

I.

**Individual assignment. Write a narrative essay of five paragraphs. The topics can be**

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

# UNIT 8 Telemedicine

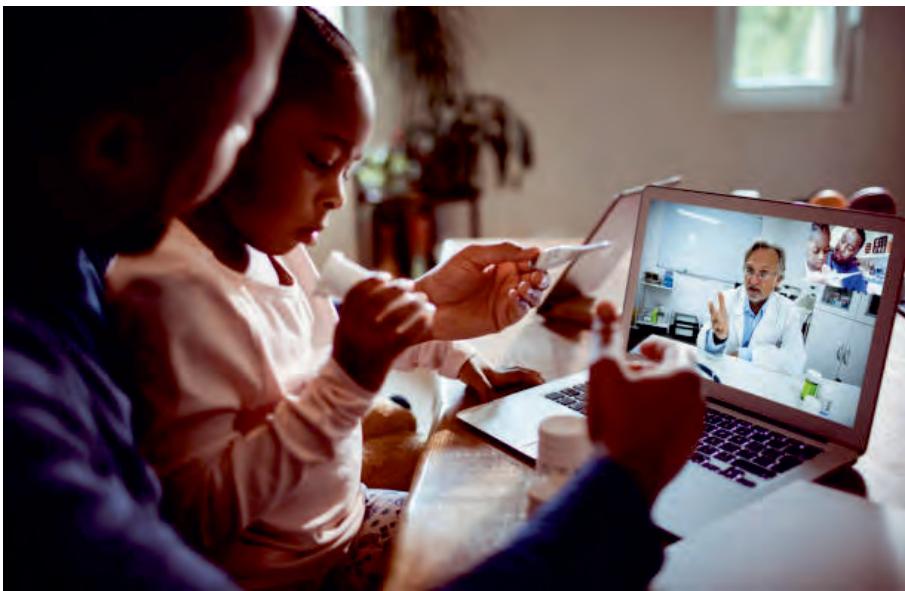
## Objectives

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

- comprehend spoken texts;
- make oral presentation;
- participate in a meeting with English medium;
- analyze a written text;
- construct sentences using new words;
- interpret verbal analogies;
- distinguish the use of phrasal verbs;
- identify the use of active and passive forms;
- construct sentences with active and passive voices;
- identify pronoun changes in reported speech; and
- compose an argumentative essay.



### 8A Listening Skills



**8A.1 Listening text A: Fundamentals of Telemedicine****Activity 8.1****I.**

**Before listening to the text, look at the picture and discuss the following questions.**

1. What do you understand from the picture?
2. What do you think is ‘telemedicine’?
3. What do you expect to listen from the text?

**II.**

**Listen very carefully and complete the following sentences. Compare your answers with a partner.**

1. Telemedicine is \_\_\_\_\_

---

---

---

2. Telemedicine is not \_\_\_\_\_

---

---

---

3. Telemedicine incorporates \_\_\_\_\_

---

---

---

4. The interaction in Telemedicine is classified into \_\_\_\_\_

---

---

---

5. The role of telemedicine in remote rural areas \_\_\_\_\_

---

---

---

**III.** Decide the meanings of the following words as they are used in the listening text and use them to complete the idea of the sentences below. Check your answers with a partner.

*health care**physician**equity**treatment**cure**prevention**diagnosis*

1. I think free \_\_\_\_\_ covers all medical costs of the beneficiary.
2. He was given the wrong treatment due to an erroneous \_\_\_\_\_.
3. WHO allocates fund to study the cause and \_\_\_\_\_ of COVID-19.
4. My brother is a \_\_\_\_\_; he studied medicine.
5. The treatment he gave me \_\_\_\_\_ my sore ankle.
6. The footballer is undergoing \_\_\_\_\_ for a knee injury.
7. The government is striving to assure the \_\_\_\_\_ of health services provided.

**IV.** In small groups, discuss what benefits telemedicine will provide to Ethiopian health systems if applicable.

## 8A.2 Listening text B: Benefits of Telemedicine



### Activity 8.2

**I.** Before listening to the text, look at the picture above. Who do you think are these people? Are they patients or health professionals? What are they doing? Discuss with your partner.

**II.** Listen to the text and decide whether the following sentences are ‘True’ or ‘False’. Give evidence for your false answers. Check your answers with a friend.

1. You can gate telemedicine services offline.
2. Telemedicine is designed only for elderly and people with physical disabilities.
3. Telemedicine improves not only access to health care but also the quality of healthcare delivery.
4. Telemedicine connects patients directly to their doctors or to other health care professionals through communication technologies.
5. Telemedicine allows doctors to diagnose patients and prescribe treatment without risking their health or safety to infections.

**III.** Listen to the text and list down the benefits of telemedicine. You can list as many as you can.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

**IV.** Discuss in small groups and present the report of your discussion to the class.

1. Speculate the weak sides of telemedicine and justify why it is a weak side?
2. Why do you think Telemedicine patients have lower hospital admission rates, fewer readmissions and shorter periods of stay in hospitals?



## 8B Speaking Skills

### 8B.1 Meeting



#### Activity 8.3

**I.**

With a partner, think of a recent meeting you attended. What made it satisfying or unsatisfying? Why?

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

Before meeting	During meeting	After meeting

## Language Tips:

### Setting agenda

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

### Components of an agenda

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

### Look at the following format of agenda

#### MARKETING MANAGER

#### Meeting Agenda

July 27, 2020, 2:30p.m, Conference Room C-1

1. Welcome and Introductions
2. Launch for new products
  - Budget
  - Date, time, location
  - Exhibits
  - Entertainment
  - Printed materials
3. Quarterly reports
4. Next planning meeting

## Minutes

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

### Format of Minutes

The information contained in formal minutes includes the following:

- Name of the organization/group
- Day, date, time, and location of the meeting
- Time the meeting was called to order
- Time the meeting was adjourned
- Name of those present (and if applicable, names of persons absent ...) names of the presiding person, and name of the recorder.

### Example minutes

#### PRODUCT DIVISION

#### Minutes of the meeting

March 14, 2020

1:30p.m to 2:30p.m, Room 14

**Purpose:** Seek ways to reduce production costs

**Attendance:** Solomon Belihu, ChalaGumessa, TenkirDender, HagosBerhe and Saba Solomon attended the meeting. Samson was absent.

**Old Business:** Financial situation: Solomon reported the last quarter's losses at 12 percent.

Report on production levels: Solomon reported that although production levels were up during second shift, they were down in the first and third shifts. Overall the production level was down 6 percent.

**New Business:** Developed cost reduction approaches. Brainstormed to develop approaches to be considered (seek new vendors, cross- train, review procedures, retrain, review, corrective actions); finalize in next meeting.

Prioritized and assigned feasibility studies: rank ordered studies. Chla will bring these to the next meeting. Prepare to work on budget items in next meeting.

**Adjournment:** The meeting was adjourned at 2:30p.m. The meeting is scheduled to April 11 in Room 14.

Respectfully submitted,

Martha Sileshi, Secretary.

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

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

13. I'm afraid I didn't understand your point. Could you \_\_\_\_\_ that for me one more time? (explain, run)
14. I have to \_\_\_\_\_ with Alison. That's exactly what I think. (agree, disagree)

## Language Focus

During a meeting you might want to have a phrase reference sheet nearby to help conduct the meeting.

### Interrupting

Use the following phrases to interrupt or join in the conversation:

- May I have a word?
- If I may, I think...
- Excuse me for interrupting.

### Giving Opinions

These phrases will give your opinion during a meeting:

- I (really) feel that...
- In my opinion...
- The way I see things...

### Asking for Opinions

These questions will help you ask for feedback and opinions during a conversation:

- Do you (really) think that...?
- (name of participant) can we get your input?
- How do you feel about...?

### Commenting on Opinions

Use these phrases to show that you are carefully listening:

- I've never thought about it that way before.
- Good point!
- I get your point.
- I see what you mean.

### Agreeing With Other Opinions

If you agree with what has been said, use these phrases to add your voice in agreement:

- Exactly!
- That's (exactly) the way I feel.
- I have to agree with (name of participant).

### Disagreeing With Other Opinions

Sometimes we have to disagree with others. These phrases are used to be polite, but firm when disagreeing:

- Up to a point I agree with you, but...
- (I'm afraid) I can't agree.

## Advising and Suggesting

These phrases can be used to advise or make a suggestion during a meeting:

- We should...
- Why don't you....
- How/What about...
- I suggest/recommend that...

## Clarifying

Sometimes it's important to clarify what you've said. That might mean that you need to rephrase your point in other words. Use these phrases to help clarify:

- (Statement) Have I made that clear?
- (Statement) Do you see what I'm getting at?
- Let me put this another way (statement)
- I'd just like to repeat that (statement)

## Asking for Repetition

If you don't understand what's been said, use one of these phrases:

- I didn't catch that. Could you repeat that, please?
- I missed that. Could you say it again, please?
- Could you run that by me one more time?

## Asking for Clarification

If you'd like to check on some of the details, use these phrases to ask for more details and get clarification:

- I'm afraid I don't understand what you are getting at.
- Could you explain to me how that is going to work?
- I don't see what you mean. Could we have some more details, please?

## Asking for Contributions From Other Participants

You can ask for more feedback by directly asking whether others have something else to contribute with these phrases:

- What do you think about this proposal?
- Would you like to add anything, (name of participant)?
- Has anyone else got anything to contribute?
- Are there any more comments?

## Correcting Information

At times, it's necessary to correct what someone else has said if it's vital to the conversation. Use these phrases to correct information:

- Sorry, that's not quite right.
- I'm afraid you don't understand what I'm saying.
- That's not quite what I had in mind.
- That's not what I meant.

## Keeping the Meeting on Time

Finally, it's common to go too long. These phrases can help keep the meeting on time:

- Please be brief.
- I'm afraid that's outside the scope of this meeting.
- Let's get back on track, why don't we?
- Why don't we return to the main focus of today's meeting?
- **Keep to the point, please**

### III. Role-play. In groups of five:

- a) Choose a chair-person and a secretary
- b) Prepare a meeting agenda
- c) Conduct a meeting
- d) Prepare minutes for the meeting

## 8B.2 Oral Presentation



### Activity 8.4

I.

**Prepare a public speech in anyone of the following topics (Refer the previous units on public speech),**

- a) Common tropical infections in Ethiopia
- b) Global pandemic
- c) Equity of health care facilities in Ethiopia



## 8C Reading Skills

### 8C.1 Reading text A: Integrated Telemedicine



### Activity 8.5

I.

**Work in small groups. Discuss the following questions before reading the text about Integrated medicine**

1. Are you familiar with Telemedicine services? If yes, give examples of services that you are familiar with.
2. What does 'Integrated Telemedicine' mean?
3. What do you know about electronic Health (eHealth) and Electronic Health Record (EHR)?

**II.** The following questions are based on the reading text titled ‘Integrated Telemedicine’. Give your answers with a complete sentence.

1. What is required to deliver an integrated health care system?
2. What factors are contributing for the global rise of Telemedicine?
3. What is/are the benefit(s) of integrating telemedicine in the Electronic Health Record system for providers?
4. What is/are the benefit/s of integrated Telemedicine to patients?
5. What solution/s does integrated Telemedicine bring to front desk service providers in health facilities?
6. What is the difference between segregated and integrated telemedicine?

**III.** Fill in the blank space using the following words and phrases taken from the reading text

*segregated, interoperability, digital transformation, omnipresent videoconference, remote monitoring, electronic consults, wireless communications, electronic health (eHealth), clinical*

1. \_\_\_\_\_ refers to the use of technology and specifically electronic communication within health care environments.
2. Telemedicine is a way of practicing medicine out of a \_\_\_\_\_ setting.
3. Integrated telemedicine makes healthcare service providers \_\_\_\_\_. They can be found everywhere simultaneously.
4. I usually ask for \_\_\_\_\_ of my Doctor. I don't have time to go to his clinic.
5. A \_\_\_\_\_ system is becoming common in health care system as it helps medical doctors to monitor the status of their patients at a distance.
6. Mobile phone is an example of \_\_\_\_\_.
7. \_\_\_\_\_ is the capability of a system to interact and function with others reciprocally.
8. Integrated Telemedicine is part of a \_\_\_\_\_ in health sector.
9. I had a \_\_\_\_\_ with my distance learners.
10. \_\_\_\_\_ Telemedicine is the opposite of integrated telemedicine.

## Integrated Telemedicine

Telemedicine, the provision of care at a distance, is certain to be a key component in future ICT infrastructure for integrated care. It has already raised high hopes among policy-makers with regard to its potential for delivering solutions for growing capacity problems. For integrated care, today's **segregated telemedicine** applications still require linking into more comprehensive **electronic Health** (eHealth) strategies, in which **clinical pathways** and service delivery processes are fully coordinated and patient data safely shared.

Telemedicine is part of a larger **digital transformation** in health care. The electronic health record, **omnipresent** mobile devices and faster internet connections have provided new ways for patients and providers to interact. As a result, hospitals and health systems need a strategy for their own digital transformation. Telemedicine connects patients to vital health care services through videoconferencing, remote monitoring, electronic consults and wireless communications. By increasing access to physicians and specialists, telemedicine helps ensure patients receive the right care, at the right place, at the right time.

Integrating telemedicine into Electronic Health Record (EHR) system helps providers improve clinical workflows. Most telemedicine providers now design solutions that integrate into common EHR systems, which enhances patient care and increases **interoperability**. When platforms are intertwined, EHR systems and telemedicine solutions can streamline patient care in one single workflow. The ideal telemedicine experience should be similar to a virtual visit in the office. With an integrated telemedicine solution, it is easy for the front office to get the patient checked in and for the nurse to interact with a patient who utilizes telemedicine integrated solution.

Both providers and patients benefit significantly from Electronic Health Record telemedicine integration. Integrating a telemedicine platform into the EHR and patient portal reduces clinician burden and eases documentation. And when patients have easy access to telemedicine, it can reduce travel for patients and enhance patient flexibility. It opens up a great opportunity to be more consumer centric, to understand the kind of inconvenience and difficulty that even coming to the clinic sometimes brings to families. An integration solution does not require multiple clicks to bounce between documentation and video screens.

This decreases cognitive workflow and reduces clinician burden. To sum up, as health systems increasingly use telemedicine to provide care delivery, it is important to capture best practices across the field and highlight the innovative ways in which integrated telemedicine is being implemented across the sector. Integrated Telemedicine is defined as the use of information and communications technology (ICT) to deliver health services, expertise and information over distance, geographic, time, social and cultural barriers, has been identified as a key mechanism for improving access to health services.

In groups of four, go to a nearby hospital or health center or clinic (it can be either public or private) that implements telemedicine. Collect information on their service by using the following checklist. Then, present your report orally to the class.

(Adapted from *Essentials of Telemedicine and Telecare* A.C. Norris Copyright © 2001 John Wiley & Sons Ltd ISBNs: 0-471-53151-0 (Paperback); 0-470846348 (Electronic).

**IV. Which of the following Telemedicine solutions connect patients to vital health care services of your hospital/health center/clinic...**

	Yes	To some extent	No
mobile			
Videoconferencing			
remote monitoring			
electronic consult			
wireless communication			
other (mention if any)			

**C8.2 Reading text B: Telemedicine in Ethiopia**



**Activity 8.6**



Figure 1 Telemedicen support by smart device

**I.** Before reading the passage, discuss the following questions with a partner

1. Is Telemedicine practiced in Ethiopia? In what forms?
2. What do you think about the picture above?

**II.** The following sentences are taken from the reading text on ‘Telemedicine in Ethiopia’. Discuss in small groups whether the verbs in each sentence is active voice or passive voice forms. Categorize the verb forms in the table next to the following statements.

- a) More than 80% of the Ethiopian population live in rural areas
- b) The scattered settlements of the Ethiopian people and the inaccessibility of some of these settlements has made healthcare challenging
- c) Very high proportion of the population are underserved and are victims of healthcare inequality.
- d) Shortage of healthcare workers and health facilities in the country has increased healthcare inequality.
- e) The government of Ethiopia has implemented several programs to support the healthcare system in different communities
- f) The project was aimed at ensuring access to affordable and clinically acceptable primary healthcare for underserved rural communities.
- g) This telemedicine center also interconnects other hospitals in Addis Ababa such as Alert, St. Paul, and Zewditu hospitals.

- h)** Physicians at Jimma hospital use the Internet to communicate and consult with specialists in Wolisso and MetuHospitals in Oromia region.
- i)** The first telemedicine project in Ethiopia was established by the International Telecom Union (ITU) in 2003.
- j)** The second telemedicine project in Ethiopia was initiated by the Pan-African e-Network.

Active verbs forms	Passive verb forms
live	are underserved

**III.** Discuss in pairs and support your discussion with example sentences.

- a)** When do we use active voice?
- b)** When do we use passive voice?

**IV.** Complete the following sentences with words taken from the reading passage.

1. The scattered settlements of the Ethiopian people and (a) \_\_\_\_\_ of some of these settlements has made healthcare (b) \_\_\_\_\_ and healthcare (c) \_\_\_\_\_ is thus common place.
2. Shortage of healthcare workers and health facilities in Ethiopia has increased (d) \_\_\_\_\_.
3. The government of Ethiopia has implemented (e) \_\_\_\_\_ to support the (f) \_\_\_\_\_ in these communities.
4. Some (g) \_\_\_\_\_ have been implemented in several parts of the country.
5. (h) \_\_\_\_\_ was originally launched in Ethiopia by the National Telemedicine Coordinating Committee (NTCC)

**V.** Scan the passage and answer the following questions. Check your answers with a partner.

1. What did the Ethiopian government do to support the health care system?
2. Who launched Telemedicine in Ethiopia?
3. What were the goal of the projects established by three different organizations?

4. What should be done to curb the worst healthcare inequality in developing countries?
5. Do you think that the Ethiopian government will maintain the “health for all” principle of the World Health Organization (WHO)? If yes, how? If no, why?

## VI. Complete the following notes taken from the passage.

### The first Telemedicine project in Ethiopia

Established by (a) \_\_\_\_\_ in (b) \_\_\_\_\_. Aimed at (c) \_\_\_\_\_. Had a host at (d) \_\_\_\_\_ to provide (e) \_\_\_\_\_ for (f) \_\_\_\_\_, (g) \_\_\_\_\_ (h) \_\_\_\_\_ and (i) \_\_\_\_\_.

### The second Telemedicine project in Ethiopia

Initiated by (a) \_\_\_\_\_ interconnects (b) \_\_\_\_\_ with the main (c) \_\_\_\_\_ in (d) \_\_\_\_\_ with the help of (e) \_\_\_\_\_. Hosted at (f) \_\_\_\_\_ hospital and connected to (g) \_\_\_\_\_ and deliver (h) \_\_\_\_\_ and (i) \_\_\_\_\_ services.

### John Hopkins University Telemedicine in Ethiopia

Focused on (a) \_\_\_\_\_, its treatment and (b) \_\_\_\_\_. Its center is (c) \_\_\_\_\_ and it serves (d) \_\_\_\_\_ in (e) \_\_\_\_\_ namely (f) \_\_\_\_\_ and located in (g) \_\_\_\_\_.

### Swinfen Charitable Trust (I-TECH)

Established in (a) \_\_\_\_\_ to support (b) \_\_\_\_\_ by giving them access to (c) \_\_\_\_\_ via (d) \_\_\_\_\_ has (e) \_\_\_\_\_ links with (f) \_\_\_\_\_ Ethiopian Hospitals.

### Telemedicine in Ethiopia

Ethiopia has one of the lowest ratios of health professionals to population in the world. The few medical specialists who are available work mainly in the capital city and in a few regional cities. More than 80% of the Ethiopian population live in rural areas. The scattered settlements of the Ethiopian people and the inaccessibility of some of these settlements has made healthcare challenging and healthcare inequality is thus common place. Although the Ethiopian government tries to

maintain the “health for all” principle of the World Health Organization (WHO), research and country reports show that a very high proportion of the population are underserved and are victims of healthcare inequality.

Furthermore, shortage of healthcare workers and health facilities in the country has increased healthcare inequality. According to WHO (2014), the physician to population density of Ethiopia is 0.025/1000 which makes the country one of the countries with the lowest physician to population ratio in the world. Most medical doctors are attached to hospitals in the larger cities. Thus in rural areas, people do not have the same access to healthcare as city dwellers.

The government of Ethiopia has implemented several programs to support the healthcare system in rural communities. For instance, with the intention of building the capacity of healthcare workers and strengthening the national health systems in resource constrained localities, some telemedicine projects have been implemented in several parts of the country.

Telemedicine was originally started in Ethiopia by the National Telemedicine Coordinating Committee (NTCC) formed as a joint enterprise of the Federal Ministry of Health (FMoH), Medical Faculty of Addis Ababa University, and the Ethiopian Telecommunication Authority (ETA). Following this initiative, three more projects were established by different organizations to support the healthcare system. The organizations include the International Telecom Union (ITU), the Pan-African Initiative (Ethio-Indian Telemedicine Project), Johns Hopkins University (Tsehay Project), and I-Tech Ethiopia (Swinfen Charitable Trust project). The goal of these programs is to reach the underserved communities by efficiently utilizing the medical and public health professionals that are concentrated in the larger cities.

The first telemedicine project in Ethiopia was established by the International Telecom Union (ITU) in 2003. The project was aimed at ensuring access to affordable and clinically acceptable primary healthcare for underserved rural communities. It had a host at Black Lion Referral Hospital to provide tele-radiology, tele-dermatology, and tele-consultation services for healthcare workers, basically medical doctors, public health workers and medical students.

The second telemedicine project in Ethiopia was initiated by the Pan-African e-Network. This project interconnects selected telemedicine sites in Africa with the main telemedicine service provider in India. With the help of the African Union,

telemedicine was established in some of its member states. Since Ethiopia has been the seat of the African Union and fulfilled the selection criteria, ten public hospitals were selected to connect to the main telemedicine service provider in India. In Ethiopia, most experienced medical specialists are found in the TikurAnbessa (Black Lion) hospital in Addis Ababa, the capital city of Ethiopia. As a result of this, the telemedicine center in this hospital is connected to other telemedicine centers outside Addis Ababa and delivers tele-radiology and tele-dermatology services to, for instance, Gondar, Jimma and Nekemte hospitals. This telemedicine center also interconnects other hospitals in Addis Ababa such as Alert, St. Paul, and Zewditu hospitals. Physicians at Jimma hospital use the Internet to communicate and consult with specialists in Woliso and MetuHospitals in Oromia region.

In 2006, Johns Hopkins University started a telemedicine project that focused on HIV/AIDS prevention, its treatment and the rehabilitation of these patients. Its center is in the United States of America (USA) and it serves two locations in Ethiopia namely, Black Lion Referral Hospital located in Addis Ababa and Hawassa Hospital located in Sidama Regional state (Hawassa town). This telemedicine service uses real-time telemedicine through videoconferencing. It provides medical and consultation services for medical professionals, medical students, and patients. The program is known as Technical Support for the Ethiopian HIV/AIDS ART Initiatives (TSEHAI).

Currently, the Swinfen Charitable Trust—established in 1998 to support developing countries by giving them access to medical specialists via telemedicine—has telemedicine links with Seven Ethiopian hospitals. I-TECH is an international network that has enabled Kenya, India, Ukraine and Namibia to collaborate with Ethiopia to build capacity in healthcare and to strengthen the national health systems in resource constrained localities. Currently, Mekele University is utilizing this technology as well and I-TECH has continued its additional telemedicine site construction at the medical school of Bahir Dar University.

Although healthcare inequality has been a persistent problem globally, the case is worse in developing countries where people suffer from communicable diseases. In order to support the healthcare systems, different mechanisms such as telemedicine, have been used. Telemedicine has great potential to improve health care in Ethiopia as medical expertise is urgently needed.

(Adapted from Communications of the Associations of information Systems: Assessment of Ethiopian Health Facilities Readiness for Implementation of Telemedicine, Volume 34, Article 63, pp. 1209-1234, April 2014).

### VII. Do the following questions after reading the passage:

1. What have you learned on the status of telemedicine in Ethiopia?
2. What improvements will you suggest?



## 8D Vocabulary Skills

### 8D.1 Words from the Reading Passage



### Activity 8.7

**I.**

Match the words/ phrases in the left with their meanings in the right. Then, write an example sentence for each word.

**A**

1. charitable
2. specialist
3. settlement
4. initiative
5. affordable
6. inequality
7. inaccessibility
8. tele-radiology
9. tele-dermatology
10. tele-consultation

**B**

- a) a physician who practices one branch of medicine
- b) villages
- c) not having sufficient service
- d) good will
- e) an introductory step
- f) conference at a distance
- g) dealing with skin and skin diseases at a distance.
- h) remote reporting on radiologic images
- i) difference
- j) unreachable

**8D.2 Cloze Test****Activity 8.8**

- I.** In the following passage, there are blanks each numbered 1-10. Choose the most appropriate word for each blank space from the alternatives given below the text.

The term 1 literally means “healing at a distance” through the Latin “medicus” and Greek “tele.” Although there is no single commonly accepted definition of telemedicine, the use of technology to deliver 2 services and information at a 3 in order to improve access, quality and cost is a common theme found throughout professional descriptions of these services. According to the American Telemedicine Association, “telemedicine is the use of 4 from one site to another via 5 to improve a patient’s 6 status.” This includes “the use of 7 and 8 to provide access to health assessment, diagnosis, interventions, consultation, supervision and information across distance.” Over the past four decades, telemedicine has become an increasingly 9 alternative to 10 care and has evolved into an integrated technology used in hospitals, physicians’ offices, patients’ homes, and many other settings. Telemedicine can take many different forms.

1. A) health care    B) telemedicine    C) clinical health    D) Information technology
2. A) health care    B) telemedicine    C) clinical health    D) Information technology
3. A) telemedicine    B) clinical health    C) distance    D) )  
interventions
4. A) access    B) distance    C) assessment    D) medical information
5. A) quality    B) distance    C) electronic communication    D) medical information
6. A) electronic communication    B) medical information    C) integrated technology  
D) cost effective
7. A) telecommunications    B) clinical health    C) medical information    D) access
8. A) telecommunications    B) clinical health    C) information technology    D) )  
access

9. A) cost effective                  B) clinical health                  C) access                  D )  
distance

10. A) telecommunications            B) face to face                  C) telemedicine                  D )  
access

## 8D.3 Analogy Exercise

## Activity 8.9

**I.** In small groups, find the word that means the same, or nearly the same, as the word on the left.

*Example: small tiny, strong, large, soft*

- |     |               |                                    |
|-----|---------------|------------------------------------|
| 1.  | <b>brave</b>  | noble, fearless, capable, tough    |
| 2.  | <b>guess</b>  | consider, estimate, belief, idea   |
| 3.  | <b>worth</b>  | payment, value, expensive, reward  |
| 4.  | <b>study</b>  | teach, student, learn, education   |
| 5.  | <b>assist</b> | treat, remedy, cure, aid           |
| 6.  | <b>glad</b>   | comforted, pleased, comical, witty |
| 7.  | <b>shovel</b> | excavate, sift , tunnel, scoop     |
| 8.  | <b>ring</b>   | around, shape, band, tunnel        |
| 9.  | <b>bendy</b>  | broken, flexible, snap, springy,   |
| 10. | <b>tight</b>  | taut, solid immovable, tense       |
| 11. | <b>scare</b>  | afraid, shock, frightful, fluster  |
| 12. | <b>soak</b>   | drench, damp, drip, clean          |
| 13. | <b>blunt</b>  | curt, silent, secretive, defensive |
| 14. | <b>shrink</b> | slight, miniature, wane, simplify  |

**II.** Complete the missing letters on the table so that you find a word which can be the opposite, or near opposite to the word on the left. Check your answers with a partner.

## Example: smooth

r o u g h

1. sweet

	i		t		r
--	---	--	---	--	---

2. poor

	e	a	l		h	
--	---	---	---	--	---	--

3. dry

	o		s	t
--	---	--	---	---

4. bright

s			d	y
---	--	--	---	---

5. temporary

e	r	m				n	t
---	---	---	--	--	--	---	---

6. slow

		e	e		y
--	--	---	---	--	---

7. professional

a	m	a	t			
---	---	---	---	--	--	--

## 8D.4 Commonly Confusing Words



### Activity 8.10

I.

When two words have similar sounds or spellings, it can be easy to mix them up! Write the correct word to complete each sentence. Use a dictionary. Check your answers with a friend.

- Almaz remembered to pack everything for the trip \_\_\_\_\_ for her cultural dress. Do you know if the gift shop will \_\_\_\_\_ a chechque for payment? (accept, except)
- Whatever you do, don't \_\_\_\_\_ your ticket, because it's your only way to get back into the park. Danny tried on his dad's old leather jacket, but it was a bit \_\_\_\_\_ on him. (lose, loose)
- Kalil loves to act and sing, so he hopes to get \_\_\_\_\_ in the school musical this summer. Selam and her twin sister Lemlem have never been \_\_\_\_\_ for more than a weekend. (apart, a part)
- Getting enough fresh air and exercise can have a positive \_\_\_\_\_ on your mood and your health. We can't always predict how our decisions will \_\_\_\_\_ others around us. (affect, effect)

5. Bahrdar, Amhara region, is one of the most beautiful \_\_\_\_\_ cities in the Ethiopia. The region officials meet in their \_\_\_\_\_ building to discuss and create laws. (capital, capitol)
6. Every year on their anniversary, my grandparents visit the \_\_\_\_\_ where they first met. Arya wistfully watched the car drive away until it was out of \_\_\_\_\_. (site, sight)
7. Aunt Cindy thought that the blue curtains would perfectly \_\_\_\_\_ the dark hardwood floors. My favorite writing teacher, Mr. Ortega, always finds something to \_\_\_\_\_ in his students' work. (compliment, complement)
8. We gazed up in wonder as the tiny glimmer of the International Space Station \_\_\_\_\_ over us. Many of our modern sports look quite different from the versions played in the \_\_\_\_\_. (passed, past)
9. Audience members must take their seats before the show can \_\_\_\_\_. Many people believe that peculiar animal behaviors can \_\_\_\_\_ an earthquake. (precede, proceed).

## 8D.5 Phrasal Verbs

### Activity 8.11

I.

Choose the word/s that best complete the phrasal verbs below. Check your answers with a friend.

*Away, around, down, in, into, off, on, out, over, up*

- Isn't it about time you turned \_\_\_\_\_?
- They turned this section of river \_\_\_\_\_ a water park for a city.
- Keep looking. It's bound to turn \_\_\_\_\_ sooner or later.
- He was turned \_\_\_\_\_ because of his age. He was too young.
- She turned \_\_\_\_\_ and went back home because she forgot something.
- Why turn \_\_\_\_\_ car? I'm just going in to get my sunglasses.
- Mother turned us \_\_\_\_\_ from the kitchen as she didn't want any distractions.

8. He was turned \_\_\_\_\_ for his visa application because he had been in jail.
9. She turned \_\_\_\_\_ to be an heiress to a small fortune.
10. Turn \_\_\_\_\_ that noise, will you? I'm trying to get some sleep.

## PHRASAL VERBS WITH "TURN"

### Turn out

Result; end up

E.g. I had hoped our first meeting would **turn out** better

### Turn against

Set against or in opposition to something

E.g. She **turned** her umbrella **against** the wind.

### Turn off

Stop a device by switching it off

E.g. **Turn off** the machine and unplug it when you leave.

### Turn in

Submit something; to give

E.g. He **turned in** his paperwork to the main office

### Turn around

Physically rotate horizontally 360 degrees

E.g. **Turn around** once or twice so I can see your new dress.

### Turn around

Be duplicitous

E.g. You can't just **turn around** and say that it was all my fault.

### Turn down

Refuse, decline, or deny

E.g. He **turned down** all our offers of help

### Turn back

Return to a previous state of being

E.g. Once we take this decision, there's no **turning back**.



## 8E. Grammar Skills

### 8E.1 Active and Passive voice



#### Activity 8.12

- I. Use the most suitable tense and voice forms of the verbs in the brackets to complete a letter from Markos who is on holiday in Bahirdar, to his sister Selam in Hawassa. . Check your answers with a partner.

Dear Selam,

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

The hotel itself was a little bit disappointing, to be absolutely honest. The owner told us that it (8) \_\_\_\_\_ (suffer) serious damage during a fire about thirty years ago. When it (9) \_\_\_\_\_ (restore) they (10) \_\_\_\_\_ (add) central heating and things like that. So once you're inside it (11) \_\_\_\_\_ (not feel) much different to any other large, old house. But the owner is a real character. He told us lots of stories about things that (12) \_\_\_\_\_ (happen) to him when he was young. He (13) \_\_\_\_\_ (send) abroad to work in a bank, but he hated it, so he (14) \_\_\_\_\_ (behave) very badly in order to (15) \_\_\_\_\_ (sack). He kept us laughing for hours. I hope he (16) \_\_\_\_\_ (invite) here before we leave.

I'll have more to tell you when you get back to Addis. Take care.

Yours affectionately,

Markos

## Tips on Active and Passive Voice

### What's the difference?

Understanding the difference between active and passive voice allows you to control your writing style. Both styles have their appropriate uses. Consider the active sentence, “I love you”, versus the passive “You are loved by me”. Which is stronger? Which one would you rather hear? Some students think that using the passive voice makes them sound more academic, but (as in the above example) when it is misused, it just sounds wordy. On the other hand, sometimes the passive voice is more appropriate. Imagine that you are writing an article about cotton. Is it better to write “People have used cotton for thousands of years” or “Cotton has been used for thousands of years”? In this situation, the passive construction is better because the writer’s topic remains in the foreground of the sentence and the subject (people) is implied, so it doesn’t need to be included in the sentence.

Generally, the active voice conveys meaning more clearly, concisely, and interestingly, and a writer, when faced with the choice, should favor the active voice over the passive voice. However, there are four writing situations in which the passive voice is more appropriate:

#### 1) When the subject is unimportant.

In scientific papers, for example, a writer might use passive voice to highlight the results of the study or experiment rather than him/herself.

E.g. The blood sample was tested for infectious diseases and labeled accordingly;

(However, scientific writing guides increasingly recommend the use of active voice, even if it necessitates the use of first person pronouns. Check with your teacher).

In a more general context, as a stylistic choice, the passive voice may be appropriate. For example, in an article about Joe Biden you would structure sentences to keep him in the foreground, requiring (perhaps) the occasional use of the passive voice:

e.g. Joe Biden was elected by the American people in November, 2020.

However, if your paper was not about Biden but about, say, the voting patterns of Americans, you would keep the sentence in the active voice:

e.g. The American people elected Joe Biden in November, 2020.

2) When the subject is unknown.

e.g. An Ethiopian woman was murdered late last night. Police say there are no suspects.

3) When you want to downplay the importance of the subject.

(This strategy is much loved by politicians because it allows them to admit mistakes without naming those responsible).

e.g. Inaccurate information about the presence of Weapons of Mass Destruction was relayed.

Or The plaintiff was shot in the face while hunting (not Alex shot the plaintiff in the face while hunting!)

4) When there are two verbs with the same subject, make the second verb passive.

e.g. Alex shot someone in the face, and was awarded a slap on the wrist.

Although the active voice is usually better, the passive voice has its place too. After you have written your rough draft, and after you have revised the content of your work, you should assess your use of active or passive voice as a part of the proofreading process. If you find you are overusing the passive voice, it is very easy to change. First, figure out who or what is the subject, and then let the subject perform the verb.

## 8E.2 Verbs and Prepositions



### Activity 8.13

I.

Choose the most suitable preposition for the respective verb in each sentence.

1. May I ask you \_\_\_\_\_ some water? – Of course, I'll get you some.  
A. for      B. on      C. about      D. to
2. You've got a cool smartphone. – Yes, but it belongs \_\_\_\_\_ my brother.  
A. for      B. on      C. about      D. to
3. I really need to prepare \_\_\_\_\_ the test tomorrow.  
A. for      B. on      C. about      D. to

4. Don't try to concentrate on too many things at the same time.  
A. for      B. on      C. about      D. to
5. I'm a bit worried \_\_\_\_\_ my friend. He's gone climbing.  
A. for      B. on      C. about      D. to
6. Excuse me, are you also waiting \_\_\_\_\_ a taxi?  
A. for      B. on      C. about      D. to
7. I'd like to introduce you \_\_\_\_\_ my new colleague.  
A. for      B. on      C. about      D. to
8. You know, I really want to apply \_\_\_\_\_ a new job soon.  
A. for      B. on      C. about      D. to
9. Have you agreed \_\_\_\_\_ the color for your new apartment?  
A. for      B. on      C. about      D. to
10. Oliver has been listening \_\_\_\_\_ the radio for hours.  
A. for      B. on      C. about      D. to      Bottom of Form

**II.**

**Complete these sentences with the correct propositions (to, for, etc.). In some sentences no preposition is required. Check your answers with a partner.**

1. I'm waiting \_\_\_\_\_ for \_\_\_\_\_ a telephone call.
2. We reached \_\_\_\_\_ the airport after seven O'clock.
3. I'll ask \_\_\_\_\_ some information.
4. Let's discuss \_\_\_\_\_ the arrangements for tomorrow.
5. Who's going to pay \_\_\_\_\_ the taxi driver?
6. We paid \_\_\_\_\_ the bill and left the restaurant.
7. I'll hone \_\_\_\_\_ the theatre and book two tickets.
8. The price of the holiday depends \_\_\_\_\_ when you want to travel.
9. Let's listen \_\_\_\_\_ some music.
10. Where do I pay \_\_\_\_\_ this shirt?
11. He walked out of the room without answering \_\_\_\_\_ me.
12. A lot of people don't agree \_\_\_\_\_ you.
13. I've applied \_\_\_\_\_ a visa.
14. Who does this pen belong \_\_\_\_\_?

**III.** In groups of three, complete the story by putting a preposition where necessary. For some gaps no preposition is required.

When Jambo arrived (1) \_\_\_\_\_ the theatre, Almaz was waiting (2) \_\_\_\_\_ him. ‘Where have you been?’ she asked (3) \_\_\_\_\_ him. ‘We can talk (4) \_\_\_\_\_ that later,’ said Jambo. ‘I tried to phone (5) \_\_\_\_\_ you to say that I was going to be late, but you were out. Let’s go into the concert.’ ‘OK,’ said Almaz, ‘but as you were late, you have to pay (6) \_\_\_\_\_ the tickets! ‘What?’ said Jambo. ‘I don’t want to argue (8) \_\_\_\_\_ it, but I don’t agree (9) \_\_\_\_\_. It’s not fair.

**IV.** Complete the questions using the words in brackets. Add the correct preposition. Check your answers with a partner.

**Tamrat:** What are you doing here, Paul?

**Paul:** I’m just waiting.

**Tamrat:** (who/you/wait) Who are you waiting for?

**Paul:** Sara. She’s talking to the boss.

**Tamrat:** (what/they/talk) (1) \_\_\_\_\_

**Paul:** She wants more money.

**Tamrat:** (howmuch/she/ask) (2) \_\_\_\_\_

**Paul:** I don’t know, but she’s thinking about looking for a new job.

**Tamrat:** (how many/ jobs/ have/ she/ apply) (3) \_\_\_\_\_

**Paul:** Five or six, I think. By the way, is that a new headset that you’ve got?

**Tamrat:** It’s new but it’s not mine.

**Paul:** And (what/you/ listen (4) \_\_\_\_\_

**Tamrat:** The new Tedi-afro album. It’s great.

## Language focus

English verb	English preposition	Example sentence
adapt	to	<i>"When you move to another country, you should adapt to its culture."</i>
agree	on	<i>"They finally agreed on that solution."</i>
apologize	for	<i>"We apologize for any inconvenience."</i>
apply	for	<i>"Have you applied for the job yet?"</i>
approve	of	<i>"We do not approve of your behavior."</i>
ask	for	<i>"I'm sure you can have it. You just need to ask for it."</i>
base	on	<i>"The film is based on a true story."</i>
believe	in	<i>"Do you believe in God?"</i>
belong	to	<i>"The car belongs to my friend."</i>
boast	about	<i>"He boasted about his new job."</i>
borrow	from	<i>"He's always borrowing money from me."</i>
care	for	<i>"She cares for her brother."</i>
concentrate	on	<i>"Please, concentrate on your work."</i>
depend	on	<i>"It all depends on the weather."</i>

English verb	English preposition	Example sentence
die	of	<i>"If you don't drink, you die of thirst."</i>
differ	from	<i>"The two products only differ from each other in the price."</i>
introduce	to	<i>"May I introduce you to my assistant?"</i>
listen	to	<i>"I never listen to the radio."</i>
pay	for	<i>"My boss paid for everything."</i>
prepare	for	<i>"She's preparing for the meeting."</i>
protect	from	<i>"A helmet protects you from falling objects."</i>
provide	with	<i>"The tour guide provides us with the necessary equipment."</i>
recover	from	<i>"He has almost recovered from a flu."</i>
refer	to	<i>"The essay has many footnotes that refer to the same author."</i>
respond	to	<i>"He hasn't responded to any of my emails."</i>
save	from	<i>"All the passengers could be saved from drowning."</i>
specialize	in	<i>"This company specializes in e-bikes."</i>
succeed	in	<i>"If you work hard, you will succeed in business."</i>
suffer	from	<i>"She's been suffering from a cold."</i>
wait	for	<i>"We were waiting for the train."</i>
worry	about	<i>"Don't worry about that!"</i>
yearn	for	<i>"After that long hike the two adventurers yearn for a steak."</i>

**8E.3 Pronoun and Adverb Changes in Reported Speech****Activity 8.14****I.** Put the sentences into reported speech.

1. Mr Brown said, "I was watching TV last night."  
Mr Brown said (that) \_\_\_\_\_.
2. Sandy explained, "I saw the accident at the corner of High Street."  
Sandy explained (that) \_\_\_\_\_.
3. Bob said, "We had a wonderful time at Peter's party."  
Bob said (that) \_\_\_\_\_.
4. The farmer said, "I didn't see her."  
The farmer said (that) \_\_\_\_\_.
5. Will and Tim said, "We were very happy about the present."  
Will and Tim said (that) \_\_\_\_\_.
6. Mr Jones said, "As a young boy I collected stickers."  
Mr Jones said (that) \_\_\_\_\_.
7. Peter reported, "We played a lot of tennis last year."  
Peter reported (that) \_\_\_\_\_.
8. Mother said, "I have a headache."  
Mother said (that) \_\_\_\_\_.
9. The Clarks told us, "We drove right down to Athens last summer."  
The Clarks told us (that) \_\_\_\_\_.
10. Helen said, "I'm watching the late-night show."  
Helen said (that) \_\_\_\_\_.
11. Peter said, "They were interested in other countries."  
Peter said (that) \_\_\_\_\_.
12. Mr Cooper said, "I take my medicine regularly."  
Mr Cooper said (that) \_\_\_\_\_.
13. Mrs Miller said, "I don't feel better now."  
Mrs Miller said (that) \_\_\_\_\_.

14. Sarah said, "My father takes me to school every day."

Sarah said (that) \_\_\_\_\_.

15. He said to the reporters, "I'm a farmer in Cornwall."

He said to the reporters

(that) \_\_\_\_\_.

**II.**

**Change the following possessives and pronouns to their correct reported form.**

e.g. George – "This dog is white, but mine is black." George said, that dog was white, but his was black.

1. Karen – "Our class is interesting." \_\_\_\_\_
2. Mom – "Your room is a mess." \_\_\_\_\_
3. Dad – "You and your brother are grounded." \_\_\_\_\_
4. Sara and Karla – "Our laptop has stopped working." \_\_\_\_\_
5. John's sister – "My dad will buy me a new car." \_\_\_\_\_
6. Teresa's dad – "Your grades are too low." \_\_\_\_\_



## 8F Writing Skills

### 8F.1 Argumentative Essay



#### Activity 8.15

**I.**

In pairs, re-arrange the following jumbled paragraphs into a complete argumentative essay

1. Second, it is incredibly narrow-minded to assume that the only service libraries offer is book lending. Libraries have a multitude of benefits, and many are only available if the library has a physical location. Some of these benefits include acting as a quiet study space, giving people a way to converse with their neighbors, holding classes on a variety of topics, providing jobs, answering patron questions, and keeping the community connected. One neighborhood found that, after a local library instituted community events such as play times for toddlers and parents, job fairs for teenagers, and meeting spaces for senior citizens, over a third of residents reported feeling more connected to their community. Similarly, a Pew survey conducted in 2015 found that nearly two-thirds of American adults feel that closing their local library would have a major impact on their community. People see libraries as a way to connect with others and get their questions answered, benefits tablets can't offer nearly as well or as easily.
2. While replacing libraries with tablets may seem like a simple solution, it would encourage people to spend even more time looking at digital screens, despite the myriad issues surrounding them. It would also end access to many of the benefits of libraries that people have come to rely on. In many areas, libraries are such an important part of the community network that they could never be replaced by a simple object.
3. As online learning becomes more common and more and more resources are converted to digital form, some people have suggested that public libraries should be shut down and, in their place, everyone should be given an tablets with an e-reader subscription
4. However, it would be a serious mistake to replace libraries with tablets. First, digital books and resources are associated with less learning and more problems than print resources. A study done on tablet vs book reading found that people

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

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

The right order is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## Tips on writing argumentative essay

### What Is an Argumentative Essay?

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

A good argumentative essay will use facts and evidence to support the argument, rather than just the author's thoughts and opinions.

### Tips for Writing a Good Argumentative Essay

#### A. Make Your Thesis Crystal Clear

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

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

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

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

When writing your essay, you may be tempted to ignore the other side of the argument and just focus on your side, but don't do this. The best argumentative essays really tear apart the other side to show why readers shouldn't believe it. Before you begin writing your essay, research what the other side believes, and what their strongest points are. Then, in your essay, be sure to mention each of these and use evidence to explain why they're incorrect/weak arguments. That'll make your essay much more effective than if you only focused on your side of the argument.

### **C. Use Evidence to Support Your Side**

Remember, an essay can't be an argumentative essay if it doesn't support its argument with evidence. For every point you make, make sure you have facts to back it up. **Some examples are previous studies done on the topic, surveys of large groups of people, data points, etc.** There should be lots of numbers in your argumentative essay that support your side of the argument. This will make your essay much stronger compared to only relying on your own opinions to support your argument.

**II. Now, choose one of the following topics and write an argumentative essay by arguing for or against the topic.**

1. Health facilities in Ethiopia are equitably distributed.
2. Telemedicine should not be practiced in Ethiopia.
3. Herbal medicine should be given priority than modern medicine in Ethiopia.
4. Our government should provide health care for free.

# UNIT 9

## Conflict Management

### Objectives

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

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



### 9A Listening Skills

#### 9A. 1 Listening Text A : Conflict Management



#### Activity 9.1

I.

How do you usually resolve conflicts with friends/classmate or family members? Read the following statements and decide whether you agree or disagree. Work with a partner and reason out why you agree or disagree.

No.	Statement	Response	
		Agree	Disagree
1	I stay away from him/her.		
2	Despite our dispute, I follow his/her proposals and maintain our relationship.		
3	I insist on my solutions to the conflict.		
4	I accommodate to please him / her.		
5	I usually expect friends/teachers/ parents to intervene		
6	I avoid open discussion with him/her about the conflict.		
7	I usually regret and ask to forgive me.		

**II.** Listen to the text and say ‘True or False’ to the following statements.

1. Employers don't realize that conflict management skills are useful.
2. In nature there are ‘fight’ or ‘flight’ reactions to conflicts.
3. It is best to start dealing with conflict immediately.
4. Focusing on examples of the other person’s wrongdoing helps to resolve conflict.
5. A monologue is the best way to resolve conflicts.

**III.** Answer the following questions according to the listening text. Then, check your answers with a partner.

1. What are the strategies of conflict management mentioned in the text?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
2. What is the result of going to a conversation assuming that you’re not liked?
3. Statements that start with ‘you always...., you never...’ are examples of \_\_\_\_\_

4. When people want to gain advantage in a conversation they bring up \_\_\_\_\_
5. What does the writer suggest at the end?

**IV.** Work in groups. Discuss the following questions and report your response to the whole class.

1. It is true that we feel uncomfortable with conflict but conflicts help us to grow. There is a saying “A challenge that doest kill you, makes you strong”. Do you agree with this? Justify your opinion with examples.
2. What do you think are the roles of a family in practicing conflict management strategies?

### 9A.2 Listening text B: Orientations to Conflict Situations



### Activity 9.2

**I.** You are going to listen to a text about basic orientations to conflict situations. Before you listen to the text, be in pairs and discuss the following questions. Share your opinion to the class.

1. Have you ever been in conflict with someone? If yes, what was the reason?
2. Could you have avoided the conflict in some way before it happened? How?
3. How did the conflict end up? Were you happy about how the conflict was resolved?

**II.** Listen and give short answers the following questions. Check your answers in pairs or groups of three.

1. Write one strength and one weakness to each conflict management approach

Conflict management approach	Strength	Weakness

2. Which orientation is mentioned as the most dangerous?

3. Which approach is considered as a domination approach?

**III.****Completing the statements with short information from the listening text**

1. \_\_\_\_\_ is not a good approach as it creates a cause for future conflict.
2. People try to avoid conflicts at all costs in a \_\_\_\_\_ conflict orientation.
3. Optimistic people with little concern for other people will most likely orient to \_\_\_\_\_ approach.
4. The orientation chosen in resolving a conflict affects the manner in which we advance to \_\_\_\_\_.
5. People in conflict prefer one conflict orientation over the other considering its \_\_\_\_\_.

**IV.****Work in small groups. Read the following scenarios and answer the questions for each scenario:**

1. Which orientation to conflict management, from the three discussed in the listening text, would you use in this situation?
2. What are the potential strengths of this approach?
3. What are the potential weaknesses of this approach?

**Scenario 1: Noise and having guests.** Assume that you are a female student who travelled to a nearby town to finish high school. You are living in a small room with two other friends. One of your roommates works as a waitress in her part-time and gets home around midnight. She often brings a couple friends from with her. They sing and talk and laugh. You are usually asleep when she returns. Last time, you talked to her and asked her to keep it down in the future. Today, they came after midnight and their noise woke you up. You couldn't get back to sleep.

**Scenario 2: Sharing possessions.** When you go out to eat, you often bring back some bread to have for the next day. Today, you didn't have time to eat breakfast and you took a slice of bread in your bag. You're really excited about having the bread for lunch until you see your classmate sitting on the couch eating your slice.

**Scenario 3: Lost money.** Your friend had brought the money for a school fee but unfortunately he lost it. You lent him 200 birr that was for the house rent. Though he agreed to give you the money next day, he didn't bring it and told you he won't give any money.



## 9B Speaking Skills

### 9B.1 Describing People



#### Activity 9.3

I.

Work with a partner. Look at the following portraits of people. Write sentences describing each person using the information given in the table below.

Example: Robel has short grey hair.



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

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

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

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

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

## 9B.2 Drama



### Activity 9.4

I.

Work in groups of five to perform the play given below. Two of you play the role of parents, two of you as elder and the younger children who often fight and one of you as the youngest sister who often tries to explain why her brothers/sisters usually fight. Practice the play and perform in the classroom.

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



## 9C Reading Skills

### 9C.1 Reading text A: Conflict Managing Models for Managing Conflict in a Family

#### Activity 9.5

**I.** You are going to read a text about conflict managing models in a family. Before reading the text, work in a small group and discuss the following questions. Then, share your responses with the whole class.

1. What are the most common reason for conflicts between parents and children in your age?
2. How do most families manage conflicts with their children?
3. Who usually takes more serious measures in a family, mothers or fathers? why?

**II.** Say True or False to the following statements according to the reading text.

1. The model encourages parents to read their children's mind.
2. Dewey's model encourages resolving conflict through win-win solutions.
3. Dewey's model suggests testing the solution mentally by putting it into operation.
4. Privacy is a very important element for teenagers.
5. Teens are at the age of trying out and deciding who they want to be in the future.
6. A teenage expects parents to acknowledge that he/she makes good decisions.

**III.** Complete the sentences according to the text.

1. Parents and children argue due to \_\_\_\_\_
2. Teens arouse conflict due to \_\_\_\_\_
3. Potential areas of conflict between parents and teenagers are \_\_\_\_\_
4. Teens want to be recognized as \_\_\_\_\_
5. If conflict already arises, parents are advised to use \_\_\_\_\_
6. What teens choose to handle the burdens of transforming to adulthood determines \_\_\_\_\_

**IV. Give short answers to the following questions.**

1. What is the objective of defining the problem as suggested by Dewey?
2. Why does Dewey suggest avoiding a win- lose solution?
3. Who are the stakeholders who can help teens to develop endurance against pressures?

***Models for managing conflict in a family***

1. When a teen and a parent argue, it does not mean that something is wrong with their relationship. It means that they have different understanding, interest, values, attitudes or beliefs. Conflict is never easy, but it is more prevalent in households where there are teenagers attempting to establish individualism and parents become reluctant to accept the changes.
2. Where there are an adolescent and a parental figure in a home, any topic can trigger a conflict. Topics that cause the greatest stress in a family include household rules and responsibilities. According to Carl Pickhar, certain processes must occur for the child to reach healthy emotional adulthood. The child identifies separation, differentiation and opposition as necessary processes.

3. In the separation process, the teen wants distance from parents and family to gain individuality in the social world and to establish privacy. Because of the desire to separate, the teen communicates less with the parents, and **this** concerns them. In the period of differentiation, the teen begins to experiment with self-images to distinguish who he wants to become. Hair, clothing styles and individual image are important to the teen. Often, the parents do not agree with some of the choices, which is natural. Opposition is the process of challenging parental authority. Parents and the child disagree about what is acceptable, fair, good or bad. Disagreement can become a way of life in the family. Often conflict between teens and parents turns into a battle of wills. Both parties strive to win each argument, and winning rather than communication becomes their objective.
4. In both parties engaged in a conflict, blame is a destructive entity. Understanding what someone is saying is the necessary focus, not who is at fault. Yelling tends to shift the emphasis onto who can be louder, not the essence of the conversation. A teenager wants acknowledgment rather than a blame from a parent. The teen expects the parents to know that this transforming individual can act like an adult and make good decisions. The recognition of maturity and value as a person is also high on a teenager's list.
5. Once a conflict is felt in the family, parents are advised to use knowledge based problem-solving techniques or models. John Dewey, educational psychologist, suggests the following steps in his model that can be used to solve conflicts.
6. The first step in this model is to define the conflict. This is the most essential step in the entire process of managing conflict. Parents should define the obvious content issues as well as the underlying relational issues.
7. The next step in Dewey's model is to define the problem in specific terms. Conflict defined in abstract terms is difficult to deal with and resolve. Instead, define the conflict by identifying specific behaviors. You can agree on and deal with these behaviors. Throughout this definitive process, try to understand the conflict's nature from the other person's point of view. Exercise your perspective-taking skills. You should also avoid attempting to read the other person's mind. Ask directly and simply to make sure you see the problem from the other person's point of view.
8. Whenever you think you understand the problem as seen by the other person, check your perception again. Then, confirm the other person's definition of the problem. Let the other person know that you understand how she or he thinks and

feels about the problem. Watch assuming that the other person will be able to tell whether or not you understand.

9. Step three is to examine the possible solution. After understanding the other person's view, examine possible solutions. Most conflicts probably can be resolved through a variety of solutions. At this stage, try to identify as many solutions as possible. Look for solutions that will enable both parties to win – to get something each wants. Avoid win-lose solutions. These solutions, in which one wins, and one loses will cause frustration and resentment for the children.
  10. Step four is to test the possible solutions. Once you have examined all possible solutions, select one and test it out. Test the solution mentally. Test the solution by putting it into operation. Give each solution a fair chance, but don't hang on to one when it is clear that it won't resolve the conflict.
  11. In general, schools, society and peers must collaborate to help a teenager to endure the pressure. The way that the teen chooses to handle the burdens of upcoming adulthood can determine his/her future path. An observant and guiding parent can help along the way.

*Adapted from Sandi Hoffman, (2010)*

**V.** The topic sentence is taken from the reading passage. Work with a partner and draw five supporting details from the reading text. Then, develop the paragraph individually using the supporting details.

Parenting teenagers is a challenge for most parents.

## Supporting details:



## 9D Vocabulary Skills

### 9D.1 Word Relationship



#### Activity 9.6

**I.**

**Reference:** The following words are underlined in the reading text above.  
What do these words refer to in the reading text?

1. Their (para 1) \_\_\_\_\_
2. It (para 1) \_\_\_\_\_
3. Which (para 3) \_\_\_\_\_
4. This (para 6) \_\_\_\_\_
5. His/her (para 7) \_\_\_\_\_

**II.**

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

1. distances (2) \_\_\_\_\_
2. make happen (2) \_\_\_\_\_
3. scream (4) \_\_\_\_\_
4. make out (5) \_\_\_\_\_
5. try very hard to achieve (11) \_\_\_\_\_

**III.**

The following words are used in the listening texts of this unit. Match the words with the definition given in the right column. Compare your answers with a partner.

**A**

1. bring up
2. constructive feedback
3. perspective
4. handle
5. blame
6. monologue
7. defensive
8. resolve

**B**

- a. to deal with or have responsibility for something
- b. to solve or end a problem
- c. useful comments that help to improve
- d. a long speech by one person
- e. a way of seeing or thinking about something
- f. protecting yourself from criticism or attack
- g. to start talking about a particular topic
- h. think that someone is responsible for something wrong

**9D.2 Analogy Exercise****Activity 9.7**

**Revise the activity in unit five.**

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

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

**1. HAT : HEAD**

- a. cold : hot
- b. winter : snow
- c. clothes : closet
- d. basic : advanced
- e. glove : hand

The answer is “e” as ‘hat’ is put on the ‘head’ ‘glove’ is put on the ‘hand’

**2. Butter : Bread**

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

**2. Frame : Picture**

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

**3. Search : Find**

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

**4. Pharmacy : Drugs**

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

**5. Teacher : School**

- a. actor : role
- b. mechanic : engine
- c. jockey : horse
- d. judge : courthouse
- e. author : book

## 9E Grammar Skills

### 9E.1 Pattern of the Verb with ‘Wish’



#### Activity 9.8

**I.**

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

1. I wish I were taller. (This means I am not tall. It is about the present)
2. I wish I knew how to swim.
3. I wish I had eaten enough for breakfast.
4. I wish I visited Nech Sar Park last year.
5. I wish you would change.
6. I wish you changed.
7. I wish I would stop talking
8. I wish to see the director.
9. I wish you luck for your exam.
10. I hope you will have a nice time at the resort.

#### ‘Wish’ or ‘if only’

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

Example: I wish I lived so far away from you.

If only we knew what to do.

He wishes he could afford a tour.

**II.**

Work individually. Express a wish or regret using the words given in the bracket.

1. I don’t speak English fluently (wish)
2. We don’t have enough money for school (if only)
3. I am an only child (wish)
4. I don’t know anything about computers (if only)
5. My 13 years old sister wants to be older (wish)

**III.** Is what you wish about your life different from what you have now? Make a wish list about some of the following things. Write sentences using your wish list and compare your answer with a partner.

Start your sentences with I wish I had... or if only I were ...

- |            |             |
|------------|-------------|
| 1. Home    | 5. Language |
| 2. Family  | 6. Skill    |
| 3. Friends | 7. Money    |
| 4. School  | 8. Vacation |

## 9E.2 Faulty Subject Verb Agreements



### Activity 9.9

**I.** Work in pairs. Identify if the subject and the verb in each agree.

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

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

1. Positive moments or good memories (needs, need) to outnumber the negative moments
2. Several minor concussions often (leads, lead) to permanent brain damage or even death.
3. Either the lack of exercise or the eating of fatty foods (causes, cause) more problems than just weight gain.
4. Everybody (agrees, agree) that the tropical forest is a source of medicine.
5. HIV /AIDS like any other health problem (need, needs) serious attentions.
6. COVID-19 is among the viruses that (cause, causes) the greatest number of death

**III.** Complete each of the following sentences with your own words and idea.

Make sure the subject and verb agree.

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

**Grammar tip:**

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

**1. Wish + Simple Past**

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

Example “I wish I lived in Ethiopia” – Right now the speaker does not live in Ethiopia but would like to live in Ethiopia at the present.

**2. Wish + Past Continuous**

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

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

**3. Wish + Past Perfect**

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

Examples:

“I wish I hadn’t eaten so much chocolate” – This person ate too much chocolate, feels sick and would like to go back to the past and change it.

**4. Wish + Would**

We use “**wish**” + would + infinitive to express dissatisfaction with the present situation.

Examples:

“I wish you would stop making so much noise” – The person wants the other to stop making noise.

### 9E.3 Reported Speech - Tense Change Revision

#### Activity 9.10

**I.** Remember the changes you have revised in reported speech. Now work with a partner and study the following examples. The verb forms remain the same in the given examples:

1. If we use the past perfect tense.

*Abel: "I had never seen him." - Abel claimed that she had never seen him.*

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

*Fekede: "I am enjoying my holiday." - Fekede says he is enjoying his holiday.*

When we report something that is still true.

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

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

*Michael: "I am thirsty." - Michael said he is thirsty.*

4. With modal verbs *would, might, could, should, ought to, used to*.

*Atsede: "I would try it." - Atsede said she would try it.*

*Mimi: "I might come." - Mimi said she might come.*

*Ayantu: "I could fail." - Ayantu said he could fail.*

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

*Mel: "I used to have a car." - Mel said he used to have a car.*

5. After *wish, would rather, had better, it is time*.

*Markos: "I wish they were in Greece." - Markos said she wished they were in Greece.*

*Mamo: "I would rather fly." - Mamo said he would rather fly.*

*Betty: "They had better go." - Betty said they had better go.*

*Paul: "It is time I got up." - Paul said it was time he got up.*

6. In time clauses.

*Gemechu: "When I was staying in Jimma I met my best friend." - He said that when he was staying in Jimma he met his best friend.*

7. We do not change the past tense in spoken English if it is clear from the situation when the action happened.

*“She did it on Sunday,” I said. - I said she did it on Sunday.*

We must change it, however, in the following sentence, otherwise it will not be clear whether we are talking about the present or past feelings.

*“I hated her,” he said. - He said he had hated her.*

8. We do not usually change the modal verbs *must* and *needn’t*. But *must* can become *had to* or *would have to* and *needn’t* can become *didn’t have to* or *wouldn’t have to* if we want to express an obligation.

*Would/wouldn’t have to* are used to talk about future obligations.

*“I must wash up.” - He said he must wash up/he had to wash up.*

*“I needn’t be at school today.” - He said he needn’t be/didn’t have to be at school that day.*

9. If the modal verb *must* does not express obligation, we do not change it.

*“We must relax for a while.” (suggestion) - He said they must relax for a while.*

*“You must be tired after such a trip.” (certainty) - He said we must be tired after such a trip.*

## II.

**Read the following conversation between Mike and Masamo. Then, complete the reported form with the appropriate expressions from the dialogue. Compare your answer with a partner.**

**Mike:** “What are you doing here, Masamo? I haven’t seen you since June.”

**Masamo:** “I’ve just come back from my holiday in Ethiopia.”

**Mike:** “Did you enjoy it?”

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

**Mike:** “Did you go to the Semen Mountains?”

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

**Mike:** “I must arrange a couple of things. But I am free tonight.”

**Masamo:** “You might come to my place. What time shall we meet?”

**Mike:** “I’ll be there at eight. Is it all right?”

**Masamo:** “That’s okay.”

**III.** The report

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

**IV.** Identify and correct the mistakes in the reported speech. Check your answer with a partner.

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

8. Where is Alex?" she asked me.  
She asked me where was Alex.
9. Don't shout at me anymore," he told me.  
He told me I didn't shout at him anymore.



## 9F Writing Skills

### 9F.1 Punctuation



#### Activity 9.11

**I.**

**Choose the sentence / words / phrases with the correct punctuation. Check your answers with a partner.**

1. To \_\_\_\_\_, Shila was on time for her math class.
 

a. everybody's surprise	c. everybody's surprise
b. every body's surprise	d. everybody's surprise
2. In Edgar Allan Poe's \_\_\_\_\_ Edgar Allan Poe describes a man with a guilty conscience.
 

a. short story The Tell-Tale Heart	c. short story, The Tell-Tale Heart
b. short story The Tell-Tale Heart,	d. short story, "The Tell-Tale Heart,"
3. I cannot remember how to use those two common words, "sell," meaning to trade a product for money, or \_\_\_\_\_ meaning an event where products are traded for less money than usual.
 

a. sale.	b. "sale,"	c. "sale"	d. "to sale,"
----------	------------	-----------	---------------
4. The class just finished reading \_\_\_\_\_ a short story by. Temesgen Gebre.
 

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

**II.**

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

1. Several people have participated in the Family Group Decision Making meeting Kaleb and Dr Selam.
2. Marys mother Mrs Nardos stated I dont think Mary likes me very much every time I pick her up she cries why should I even bother

3. Sophie must attend drug and alcohol counseling find steady employment and secure acceptable child care in order to meet the requirements of the family service plan.
4. Merons friends skipped school on December 12 2013 so she did too.
5. Before we knew it it was break time we ran into the playground and stuck together for safety the rest of the day was a blur and when I got home I fell asleep in front of the television.

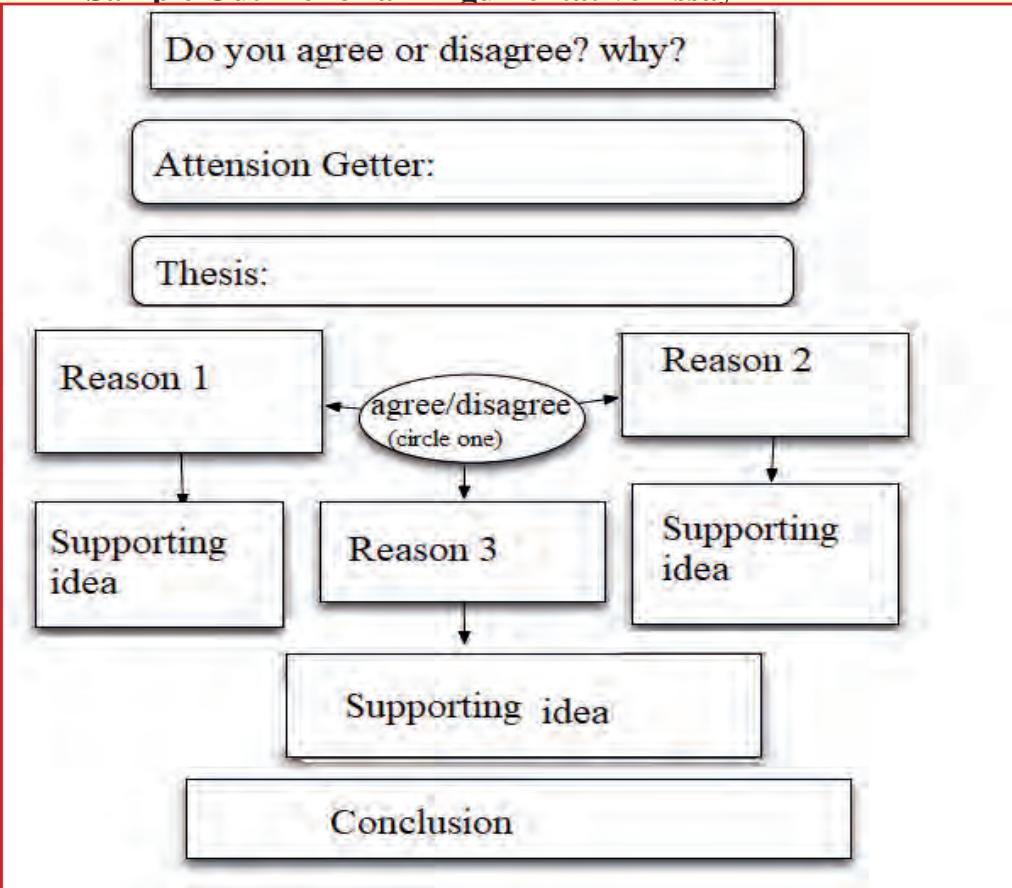
## 9F. 2 Argumentative Essay

### Activity 9.12

#### Organization of Argumentative Essay

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

#### Sample Outline for an Argumentative Essay



#### I. Introduction (paragraph 1)

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

- A. Thesis Statement
- B. Necessary Background Information

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

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

- A. Topic Sentence
- B. Supporting details appealing to credibility, logic, and/or emotion.

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

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

- A. Topic Sentence
- B. Supporting details appealing to credibility, logic, and/or emotion.

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

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

- A. Topic Sentence
- B. Supporting details appealing to credibility, logic, and/or emotion.

## **V. Conclusion (paragraph 5)**

Revisit key points; discredit topics against the proposed argument; reaffirm topics in support of the argument, and answer the original question/problem. Now read the following sample argumentative essay and analyze the structure using the above template.

### **Sample Argumentative Essay**

**I. Work in a small group and identify the thesis statement, topic sentences and the supporting details the following argumentative essay.**

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

Depending on our circumstances in life, most of us typically went to high school at age 14/15 and graduated at age 17/18. This age group according to child growth and development chart are the early and middle-late stages of adolescent life. These stages are Early (12-14 years), Middle (15-17 years), and Late (18-20 years). Adolescence or puberty is a biological event, an episode in our life when we as a growing child experienced changes in physical appearance, psychological orientation, and sociological construct similar to that of a young adult. For instance, changes in the way we perceive ourselves, the way we think, acquire knowledge, solve problems, etc., the way we value our autonomy and identity, and the way we see the opposite sex.

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

Later in the middle stage, most of us were already sociable and able to accept different points of views. We also spent more time with friends and extracurricular activities than with our family. Moreover, those were the days when we start taking our studies seriously, improved our social skills further, decide on our own, and became more conscious with our personality. Finally, it was the first that we became concern about our future and the career that we cherished today.

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

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

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

**II. Work individually. Use the above template and prepare an outline of an argumentative essay on one of the following topics. Compare your outlines with a partner**

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

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

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

### 9F.3 An application Letter



#### Activity 9.13

- I.** Answer the following questions.

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

- II.** Work with a partner. Re-write the following letter of application in the correct order

- a. I am presently employed by a small computer company, but I feel that I am not using my knowledge of software engineering to the full. I am looking for a more challenging position where my field of specialization could be exploited in a more stimulating environment. As you will notice on my enclosed CV, the job you are offering suits both my personal and professional interests.
- b. I would be pleased to discuss my curriculum vitae with you in more detail. Please do not hesitate to contact me if you require further information. I look forward to hearing from you.
- c. Dear Mrs Seble,
- d. 12 January 2021

- e. I am writing to apply for the position of Director of Software Development which was advertised on your company website.
- f. Seble Tulu, **Gen. Manager**

**Delta Computers Plc**

P.O.Box 009  
Asmara Street, Addis Ababa

- g. **Mr. Debela Kore**  
P. O. Box 1223  
Debrezeit, Ethiopia
- h. Seble Tulu
- i. Yours sincerely,

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

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

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

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

**How to write an application letter**

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

## 1. Review information about the company and position

It's best to write a new application letter for each position you're applying for so you can include pertinent details and show your interest in the particular open role. Spend some time reviewing the company information, which you can likely find on the website, as well as the position listing. Compare your qualifications and experience with the list of skills in that posting. You may also want to think about specific experiences that have prepared you for the role, such as leading a team or managing a major event.

## 2. Open the letter by describing your interest

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

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

## 3. Outline your experience and qualifications

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

## 4. Include aspects of your personality

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

## 5. Express appreciation

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

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

## 6. Close the letter

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

### **Sample Job application letter**

Lili Handiso  
P.O.Box 1200  
Hossana , Ethiopia  
April 19, 2021

Mr. Yosef Petros, Personnel Manager  
Fanos Leather Factory,  
P.O.Box 186

Adama, Ethiopia  
Dear Mr. Yosef:

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

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

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

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

*Sincerely,*  
Lili Handiso

- III.** Following the sample given above write a job application letter to Mr. Debela Kore, Gen. Manager of Delta Computers Plc. You might explain to him the position you are applying for and how your qualification and experience is appropriate for the position.

# UNIT 10

## Robotics

### Objectives

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

- distinguish details from the listening text;
- use new words in a context;
- identify the meanings of new words;
- develop interview skills;
- differentiate the main idea of the text from details;
- identify synonyms;
- use new words in a context;
- create word relations;
- create analogies;
- use phrasal verbs contextually;
- revise common mistakes in sentence writing;
- revise use of conjunctions in sentences;
- compose a five paragraph argumentative essay; and
- develop a curriculum vitae.



### 10A Listening Skills

#### 10A.1 Listening text A: What is Robotics?



#### Activity 10.1

I. Discuss these questions with a partner before listening.

1. What is Robotics?
2. Have you ever seen a robot? Where did you see it? What did it do?
3. Where do people use robots?

**II.** Listen to the text and decide whether the following statements are ‘True’ or ‘False’

1. Asimov knowingly coined the term ‘Robotics’.
2. ‘Robotics’ referred to the science and technology of robots.
3. Robotics is a field that integrates computer science and engineering.
4. Robotics develops machines that can substitute for humans and replicate human actions.
5. Robots can take on any form, but some are made to look like humans in appearance.
6. All robots require user input to operate.
7. Many robots are built to do jobs that are hazardous to people.

**III.** Listen to the text very carefully and complete the blank spaces with the following words/phrases. Check your answers with a partner.

*military, technological advances, robots, robotics, dangerous, nature, commercially, domestically*

Robots can be used in many situations for many purposes, but today many are used in (1) \_\_\_\_\_ environments. Many of today’s robots are inspired by (2) \_\_\_\_\_, contributing to the field of bio-inspired (3) \_\_\_\_\_. Today, robotics is a rapidly growing field, as (4) \_\_\_\_\_ continue; researching, designing, and building new (5) \_\_\_\_\_ serve various practical purposes, whether (6) \_\_\_\_\_, (7) \_\_\_\_\_, or (8) \_\_\_\_\_.

**IV.** Match the words on the left with their equivalents on the right. Check your answers with a partner.

**A**

1. interdisciplinary
2. integrates
3. replicate
4. survive
5. resemble
6. appearance
7. autonomously
8. functionality
9. mimic
10. hazardous

**B**

- a) imitation
- b) the set of operations
- c) without external control
- d) reproduce or make an exact copy of
- e) similar
- f) continue to live
- g) incorporates
- h) involving risk
- i) visible aspect
- j) drawing from two or more fields of study

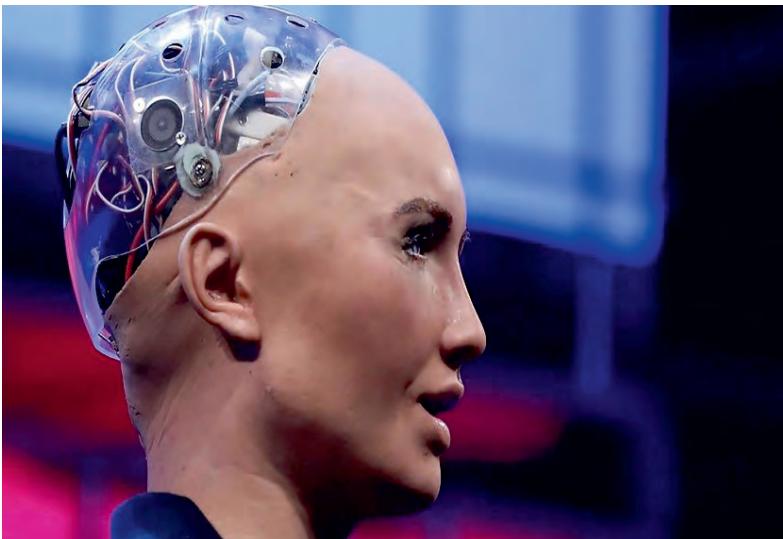
**V.** After listening to the text, discuss in groups of three.

1. What role will robots play in our society later this century?
2. Can you think of movies that have robots in them? What were they about? Did you enjoy them?
3. Do you think robots will replace human beings in the future?

**10A.2 Listening text B: Robotics in Ethiopia**



### Activity 10.2



**I.** Before listening to the text, discuss with a partner. Look at the picture.

1. Who is she?
2. Who designed it?
3. Have you seen a robot before?

**II.** Listen carefully and complete the blank spaces with words from the listening text.

Iken Ethiopia Robotics education and competition center was founded in (1) \_\_\_\_\_. It promotes and strengthens the development of (2) \_\_\_\_\_ and (3) \_\_\_\_\_ skills in the field of Science, (4) \_\_\_\_\_, (5) \_\_\_\_\_ and Math.

Iken Ethiopia (6) \_\_\_\_\_ education and (7) \_\_\_\_\_ center realizes Robotics training is Effective way of introducing (8) \_\_\_\_\_ to students & the importance of working hard on STEM fields through (9) \_\_\_\_\_

by arranging several (10) \_\_\_\_\_ for students that can channel competitive instincts in a positive way and help students understand Science Technology Engineering and Math by providing them Educational robots.

The 2018 robotics (11) \_\_\_\_\_ final competition winners were the result of this education and competition. They were qualified to participate in the 2018 VEX robotics competition in (12) \_\_\_\_\_ Louisville Kentucky. A group of students Known as (13) \_\_\_\_\_ participated in this world stage robotics competition representing (14) \_\_\_\_\_. Hence, this created great opportunity for the participating students to share educational and cultural experience with other participants from round the world. Indeed they also contributed in promoting the (15) \_\_\_\_\_ of their country at world stage.

### III. After listening to the text, discuss in groups of three

1. What do you imagine the future of Robotics in Ethiopia in the coming years?
2. What if, 20 years from now, robots walked the streets alongside humans, doing many of the same jobs that you and I do today?



## 10B Speaking Skills

### 10B.1 Interviewing



#### Activity 10.3

##### I.

Interview your partner about the movie s/he watches on robotics. Then, report the result of the interview orally to the whole class. Take turns to interview and to be interviewed.

You can develop interview questions like the following:

1. Do you usually watch movies?
2. What type of movies do you like most?
3. Have you seen robotics movies?
4. What do you like about robotic movies? etc.



## 10C Reading Skills

### 10C.1 Reading text A: Robotic Manipulation

#### Activity 10.4

**I.**

Discuss the following questions with a partner before reading the passage.

1. Have you seen any film that deal with relationships between humans and robots?
2. How do they portray those relationships?
3. What message do they send about human-robot relations?
4. What is your expectations on the relationship between humans and robots?

**II.**

Read the passage on ‘Robotic Manipulation’ very carefully and answer the following questions.

1. What is the main idea of the passage?
2. What is robotic manipulation?
3. What is the functional end of a robot arm?
4. Mention an example of applications for robotic manipulation.
5. What are end effectors?
6. What are ‘suction end-effectors’?

**III.**

Decide whether the following statements are ‘True’ or ‘False’

1. Most robot arms have replaceable end-effectors, each allowing them to perform some small range of tasks.
2. Picking up an object from one bin and placing it in to another bin is one form of the applications for robot manipulation.
3. All robot arms have replaceable end-effectors.
4. Robots have done pick and replace manipulation in factories.
5. New generation of pick-and-place systems use deep learning for perception.
6. Fixed manipulators can be replaced.
7. In robot manipulation, learning is a promising alternative to traditional engineering.

**IV.** Match the words in the following table with its synonym under it.

Use a good dictionary.

(a) functional	(e) prehension	(i) robotic
(b) manipulator	(f) replaceable	(j) selective
(c) humanoid	(g) perception	(k) conventional
(d) applications	(h) suction	

- |                   |                          |
|-------------------|--------------------------|
| 1. grasping       | 6. Robot like            |
| 2. Suck           | 7. Perceptual experience |
| 3. Mechanical man | 8. Established           |
| 4. Operator       | 9. Exclusive             |
| 5. Operational    | 10. Exchangeable         |

## Robotic Manipulation

A definition of robotic **manipulation** has been provided by Matt Mason as: “manipulation refers to an agent’s control of its environment through selective contact”. Robots need to manipulate objects; pick up, modify, destroy, or otherwise have an effect. Thus the functional end of a robot arm intended to make the effect (whether a hand, or tool) are often referred to as end effectors, while the “arm” is referred to as a manipulator. Most robot arms have replaceable end-effectors, each allowing them to perform some small range of tasks. Some have a fixed manipulator that cannot be replaced, while a few have one very general purpose manipulator, for example, a humanoid hand.

There are a large number of applications for manipulation. Picking up an object from one bin and placing it into another bin one version of the famous “pick and place” problem is a great application for robotic manipulation. Robots have done this for decades in factories with carefully curated parts. In the last few years, we have seen a new generation of pick-and-place systems that use deep learning for perception, and can work well with much more diverse sets of objects, especially if the location/orientation of the placement need not be very accurate. This can be done with conventional robot hands or more special-purpose end-effectors that, for instance, use suction. It can often be done without having a very accurate understanding of the shape, pose, mass, nor friction of the object(s) to be picked.

Suction end-effectors, powered by vacuum generators, are very simple astrictive devices that can hold very large loads provided the prehension surface is smooth enough to ensure suction. Pick and place robots for electronic components and for large objects like car windscreens, often use very simple vacuum end-effectors.

While advances in artificial intelligence and machine learning have made better robotics possible, there is still quite a wide gap between what humans and robots can do. Closing that gap will require overcoming a number of obstacles in robot manipulation, or the ability of robots to manipulate environments and adapt to changing stimuli.

In robot manipulation, learning is a promising alternative to traditional engineering methods and has demonstrated great success, especially in pick-and-place tasks. Although many research questions still need to be answered, learned robot manipulation could potentially bring robot manipulators into our homes and businesses. Maybe we will see robots mopping our tables or organizing closets in the near future.

(Adapted from: <https://en.wikipedia.org>)

**V. In groups of three,**

1. Discuss different areas where robots can assist human beings. Present your report to the whole class.
2. Research and present both orally and in writing the status of robotic technology in assisting human beings in your area (i.e. factories, hospitals, etc).

### 10C.2 Reading text B: Assistive Robots

#### Activity 10.5

**I. Discuss in groups of three:**

1. Have you heard about assistive robots?
2. How can robots assist human beings?
3. Discuss the meanings of these words

robots, machine, sensors, technology, signals, wireless, limbs

**II.** Based on the information in reading text, decide whether the following statements are ‘True’ or ‘False’. Check your answers with a partner.

1. There are three types of exoskeletons
2. According to WHO, one in seven people experience disability to some extent and afford health care services.
3. Assistive technology can be classified in to three depending on its complexity.
4. The kind of technology that the man in the story used is embedded assistive technology.
5. The robotic suit was fixed to the ceiling to help the man’s balance.
6. The man was able to walk a few hundred meters using the suit.
7. Doctors are in the advanced stages of developing this technology.
8. Doctors said the next step was to remove the ceiling harness.
9. This is the first brain-controlled suit to move arms and legs.
10. The man said he was happy that he could take the suit home.

**III.** Match the following synonyms from the article

- |               |                      |
|---------------|----------------------|
| 1. diminishes | a) reduces           |
| 2. paralyzed  | b) arms              |
| 3. fitted     | c) stability         |
| 4. attached   | d) initial           |
| 5. balance    | e) assist            |
| 6. a few      | f) matched           |
| 7. early      | g) phase             |
| 8. help       | h) disabled          |
| 9. stage      | i) wish              |
| 10. limbs     | j) a small number of |
| 11. want      | k) serious           |
| 12. critical  | l) fixed             |

**IV.** Put these words into the spaces in the paragraph below.

covered,	even though,	steps,	thoughts,
sensors,	below,	ceiling,	accident

A man who is paralyzed from (1) \_\_\_\_\_ his shoulders has been able to walk using a robotic suit. The man could not move his arms, hips and legs after an (2) \_\_\_\_\_. Doctors fitted him with a special robotic exoskeleton - this is a machine that (3) \_\_\_\_\_ his arms, legs and body. The machine was attached to the (4) \_\_\_\_\_ so the man could keep his balance and not fall over. He controlled the machine using high-tech (5) \_\_\_\_\_ that were implanted near his brain. The man used his (6) \_\_\_\_\_ to tell the sensors to move the machine. His brain sent messages to the machine and it moved his arms and legs. He was able to walk a few (7) \_\_\_\_\_ using the machine (8) \_\_\_\_\_ he was paralyzed.

### Assistive Robots

According to the World Health Organization (WHO), one in seven people experience disability to some extent. However, only half can afford the required healthcare services. This is especially critical when a person's quality of life diminishes and their independence is reduced. In this context, technological advances can play an important role, since they may enable people with disabilities to receive the healthcare necessary to lead a fulfilling life and be independent.

Currently, enormous variety of assistive technology are available. Given the wide ranges of types and levels of deficiency, assistive technology can be classified depending on its complexity. Three concentric spheres of assistive technology can be defined with the user at their center. These are embodied assistive technology, assistive environments, and assistive robots.

Robotic suit or exoskeleton is a type of embodied assistive technology that assists mobility. A man who is paralyzed from below his shoulders has been able to walk using a robotic suit. The man could not move his arms, hips and legs after an accident. Doctors fitted him with a special robotic exoskeleton - this is a machine that covered his arms, legs and body. The machine was attached to the ceiling so the man could keep his balance and not fall over. He controlled the machine using high-tech sensors that were implanted near his brain. The man used his thoughts to

tell the sensors to move the machine. His brain sent messages to the machine and it moved his arms and legs. He was able to walk a few steps using the machine even though he was paralyzed.

Doctors say they are in the early stages of developing this technology. They believe robotic exoskeletons will help disabled people to live better lives in the future. Technology will be able to pick up signals from the brain to control wearable robotic technology. The next stage is to remove the ceiling harness. A neurosurgeon who co-led the exoskeleton trial commented on the exoskeleton suit. He said it was the first wireless, brain-controlled system to be designed that can move all four limbs. The man was very happy with the test. He said: “I can’t go home tomorrow in my exoskeleton, but I’ve got to a point where I can walk. I walk when I want and I stop when I want.

“(Adapted from: <https://breakingnewsenglish.com/1910/191008-robotic-suit.html>)

**V.** In small groups, discuss:

1. on the future of robots in Ethiopia.
2. on the relationship between robots and humans in the future in Ethiopia.



## 10D Vocabulary Skills

### 10D.1 Words Related to Robotics



#### Activity 10.6

**I.** In pairs, use the words in the table to complete the text below it.

*robotic  
navigate  
behaves*

*domestic  
developed  
walk*

*emotions  
capable*

Sony and Honda have (1) \_\_\_\_\_ humanoid robots. Standing 50cm tall, they can (2) \_\_\_\_\_ and dance – although they can’t do much more than this. Dyson have also produced (3) \_\_\_\_\_ vacuum cleaners which can clean rooms, using sensors to (4) \_\_\_\_\_. Scientists say these are the first steps towards (5) \_\_\_\_\_.

robots which will one day be carrying out all our boring household chores. But will robots ever be (6) \_\_\_\_\_ of more than this? In A.I., robots can love. Could machines ever have (7) \_\_\_\_\_? Current technology is nowhere near achieving this, and experts agree that we are a long way from building a robot which (8) \_\_\_\_\_ anything like a human.

**II. Choose the appropriate word to complete the story. Check your answers with a partner**

Most robots you see in movies look a bit like people. They can walk and talk and, like people, can think about (1) (which, how, that) best to do things. For example, some of the robots in Star Wars movies can speak (2) (many, lot, much) languages. In real life, most robots work in the factories (3) (make, making, made) all sorts of things, and they don't look like (4) (us, we, ours at all). (5) (These, this, they) robots never get bored. They do the same jobs all day, every day. In the future, we (6) (need, will, won't) have robots cleaning our house, so we can have time to do other

### 10D.2 Analogy

#### Activity 10.7

**I. Do the following verbal analogies. Check your answers with a partner.**

1. **Indolence** is related to **work** in the same way as **Taciturn** is related to \_\_\_\_\_  
 A. Cheat      B. Act      C. Speak      D. Observe
2. **Ophthalmia** is related to **eye** in the same way as **rickets** is related to \_\_\_\_\_  
 A. Kidney      B. Nose      C. Bone      D. Heart
3. **Nun** is related to **Convent** in the same way as **Hen** is related to \_\_\_\_\_  
 A. Nest      B. Shed      C. Cell      D. Cote
4. **Reading** is related to **knowledge** in the same way as **work** is related to \_\_\_\_\_  
 A. Money      B. Employment      C. Experience      D. Engagement
5. **Dress** is related to **Body** in the same way as **Bangles** is related to \_\_\_\_\_  
 A. Glass      B. Lady      C. Wrist      D. Beauty

6. College is related to Teachers in the same way as Hospital is related to \_\_\_\_\_
- A. Doctors      B. Patients      C. Medicine      D. Beds
7. Flower is related to Bud in the same way as Fruit is related to \_\_\_\_\_
- A. Seed      B. Tree      C. Flower      D. Stem
8. Jade is related to Green in the same way as Garnet is related to \_\_\_\_\_
- A. Red      B. Blue      C. Orange      D. Yellow
9. Table is related to Wood in the same way as Shirt is related to \_\_\_\_\_
- A. Cotton      B. Cloth      C. Dress      D. Uniform
10. Jackal is related to Howl in the same way as Cow is related to \_\_\_\_\_
- A. Caws      B. Hoot      C. Coo      D. Mo
11. Cat is related to Kitten in the same way as Woman is related to \_\_\_\_\_
- A. Puppy      B. Colt      C. Calf      D. Baby
12. Horse is related to Hoof in the same way as Eagle is related to \_\_\_\_\_
- A. Clutch      B. Leg      C. Foot      D. Claw
13. Forest is related to Vivarium in the same way as sea is related to \_\_\_\_\_
- A. Port site      B. Water      C. Fishery      D. Aquarium
14. Walk is related to Run in the same way as Breeze is related to \_\_\_\_\_
- A. Cold      B. Dust      C. Wind      D. Air
15. Wax is related to Grease in the same way as Milk is related to \_\_\_\_\_
- A. Drink      B. Ghee      C. Protein      D. Curd

### 10D.3 Phrasal Verbs



### Activity 10.8

I.

Complete the following sentences with the appropriate form of phrasal verbs in the box: You can use one phrasal verb more than once.

Zip up, work up, wrap up, work out, work out,

wipe up, wipe out, wipe off, wear out

1. Make sure your bag is zipped up \_\_\_\_\_ so you won't lose anything.
2. I'm \_\_\_\_\_ towards my masters.

3. Stop \_\_\_\_\_ yourself \_\_\_\_\_! You need to relax and have a beer.
4. Last night I had to \_\_\_\_\_ in two blankets to keep warm in my bed.
5. I don't \_\_\_\_\_ gifts anymore, instead I just buy those cute bags with some tissue paper to put the gift in.
6. Can you please \_\_\_\_\_ this discussion?
7. Don't get \_\_\_\_\_ in a job that you don't take time to live life.
8. I had a great \_\_\_\_\_ at the gym today. I feel so energized!
9. I don't know how your plan to study abroad will \_\_\_\_\_, but it's better to give it a try, right?
10. Part of a teacher's job is to \_\_\_\_\_ a seating arrangement for the students.
11. He's a very smart man, so I'm sure he can \_\_\_\_\_ it \_\_\_\_\_.
12. For the amount of money the repairs \_\_\_\_\_ to be, it is better to just buy another car.
13. Can you please \_\_\_\_\_ this mess before mom gets home?
14. When you clean the refrigerator, you need to \_\_\_\_\_ the different compartments.
15. The Tsunami \_\_\_\_\_ the whole village \_\_\_\_\_.
16. What happened? You looked \_\_\_\_\_.
17. The race car driver \_\_\_\_\_ along the curve.
18. Oh no! All my computer data was \_\_\_\_\_ my hard drive.
19. The carpet looks \_\_\_\_\_, we should replace it.
20. I need a holiday. \_\_\_\_\_ is wearing me \_\_\_\_\_!
21. The soles of my favorite shoes are \_\_\_\_\_, so I need to have them resoled.

## 10E Grammar Skills

### 10E.1 Common Mistakes in Sentence Writing



#### Activity 10.9

I.

Working with a partner, read the short paragraph below and identify the five fragments. Then, correct the fragments.

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

**II.**

**Working with a partner, read carefully the short paragraph that follows and identify the five run-ons. Then, correct the run-ons.**

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

**III.**

**Each group of sentences contains two errors in parallelism. Identify these errors. Then, rewrite each item that doesn't match to make it parallel with other item or items in the sentence.**

1. When he left for work, he felt bright and cheerful. But by mid afternoon he was coughing, wheezing, and shivers ran through throughout his body. He left work, drove home, and was crawling into bed, where he stayed for the next four days.

2. I never spend money on fancy wrapping paper. When people get a present, they generally want to rip off the paper and be looking at what's inside. So I wrap my gifts in either plain brown grocery bags or Sunday comics that are colorful.
3. Failing students can be kinder than to pass them. There is little benefit to passing a student to a level of work he or she can't do. In addition, it is cruel to graduate a student from high school who has neither the communication skills nor the skills at math needed to get along in the world.
4. The little boy drew back from his new babysitter. Her long red nails, black eye makeup, and jewelry that jangled all frightened him. He was sure she was either a bad witch or a queen who was evil.
5. An actress stopped in the middle of the stage and scolded flash photographers in the audience. She said they can either have a photo session or they can be enjoying the show, but they can't do both. The photographers sank down in their seats, their cameras were put away, and quietly watched the show.

**IV.**

**Identify the part that is erroneous and correct it. Check your answers with a partner. Number 1 and 2 have been done as examples.**

1. The (a) strangely distorted, colorful pictures by Picasso (b) has received much attention (c) Not only from the critics, (d) but also from the general public (e) No error.

*The answer for question number 1 is B. The subject of the first sentence is **pictures**, which is **plural**, so the plural form of the verb should be **have received**.*

2. The Student Council (a) came to verbal blows (b) in disagreement over the choice (c) of theme for the winter (d) dance that would be held the next month. (e) No error.

*The answer for question number 2 is E. In this case, the Student Council is not being thought of as one single whole, but a group of several individuals. Therefore, the plural form of the verb, came, is correct. In other words, they came to verbal blows.*

1. Franz, Lara's long-lost brother, (a) was wanting to be (b) invited to the party, (c) but he was, (d) unfortunately, not invited. (e) No error.

2. Carlos (a) did not want to go to the Frost Daze Dance, (b) nevertheless, his friends (c) convinced him to attend the once-in-a-lifetime event, and he also knew his grandmamma (d) wanted him to socialize more. (e) No error.
3. (a) Although many children (b) had swum often in the local swimming hole, the adults in the community(c) was very concerned about the imminent dangers the location held for children (d)who ignored the local warnings. (e) No error.
4. (a) Because of all the homework Fanos (b) had to do for her AP classes, (c) as well as her extra-curricular activities, she (d) couldn't hardly find time to sleep. (e) No error.
5. Whenever we (a) went to the (b) mall, my friends and (c) I always visit The Gap, (d) our favorite store. (e) No error.
6. The Grapes of Wrath (a) are one of my favorite (b) books, but I(c) preferred the original black-and-white movie (d) when I saw it a couple years ago. (e) No error.
7. I wrote my term paper on the legalization of growing marijuana (a) because, after doing much research, (b) I found that marijuana (c) will have many benefits to society apart from (d) its use as a drug. (e) No error.
8. It's impossible to know whose going on the fieldtrip to the Art Institute until the students actually bring in their money. (e) No error.
9. I (a) realize that I (b) must prepare for the SAT Exam, (c) so I (d) will be accepted by the college of my choice. (e) No error.
10. Ashar is a student (a) who recognizes that (b) there's a time to buckle down (c) and study, and (d) there's time to have fun with her friends. (e) No error.
11. Bravery, the trait (a) mainly Harry (b) shows, which plays a big role in his(c) life, is the focus of most of his (d) multitudinous adventures. (e) No error.
12. Sam was so (a) angry at his job situation that (b) not one of his friends wanted to be near him; (c) in addition, Laura, who hated conflict, decided (d) not to go out with him that evening. (e) No error.
13. Young readers (a) associate to the character, Harry Potter, because they, (b) whom this series actually targets, (c) can relate to the hero in so many ways; he is basically kind, courageous, honest, and (d) altruistic towards others. (e) No error.

14. The (a) principal of the high school, (b) who was only in his second year, was dismayed by the number of students who had not (c) past the basic standards exam because these results were giving the school (d) its negative reputation. (e) No error.
15. Walt Disney Studios (a) have (b) successfully (c) been making movies for (d) children and general audiences for many decades. (e) No error.
16. Dr. Martini was (a) accompanied with an intern (b) who is specializing in orthopedic surgery (c) at the university medical school, (d) which was featured in the news recently. (e) No error.
17. The master teacher (a) was such a success in the (b) classroom that (c) he was always (d) surrounded by admiring students from the university. (e) No error.
18. (a) Since there wasn't much (b) chance of rain on the day planned (c) for the picnic, Paula reserved the picnic shelter (d) just in case. (e) No error.
19. Yesterday was my friend's (a) birthday, so I decided to (b) surprise her with a bouquet of early spring flowers that (c) I planted and (d) had nurtured in my own garden. (e) No error.
20. The junior league on the field wondered about (a) the grown up's (b) odd, noisy behavior during (c) their critical, (d) championship game. (e) No error.



## 10F Writing Skills

### 10 F.1 Revision on Conjunctions

#### ? Activity 10.10

I.

Complete each sentence using the subordinating conjunction from the parenthesis:

1. I visit the Grand Canyon \_\_\_\_\_ I go to Arizona. (once, whenever, wherever)
2. This is the place \_\_\_\_\_ we stayed last time we visited. (where, when, how)
3. \_\_\_\_\_ you win first place, you will receive a prize. (wherever, if, unless)
4. You won't pass the test \_\_\_\_\_ you study. (when, if, unless)
5. I could not get a seat, \_\_\_\_\_ I came early. (as, though, when)

6. We are leaving Wednesday \_\_\_\_\_ or not it rains. (if, whether, though)
7. Pay attention to your work \_\_\_\_\_ you will not make mistakes. (so that, unless, or)
8. The musicians delivered a rousing performance \_\_\_\_\_ they had rehearsed often. (though, as, once)
9. She's honest \_\_\_\_\_ everyone trusts her. (if, so, when)
10. Write this down \_\_\_\_\_ you forget. (or, when, lest)

**II.**

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

1. I plan to take my vacation \_\_\_\_\_ in June \_\_\_\_\_ in July. (whether / or, either / or, as / if)
2. \_\_\_\_\_ I'm feeling happy \_\_\_\_\_ sad, I try to keep a positive attitude. (either / or, whether / or, when / I'm)
3. \_\_\_\_\_ had I taken my shoes off \_\_\_\_\_ I found out we had to leave again. (no sooner / than, rather / than, whether / or)
4. \_\_\_\_\_ only is dark chocolate delicious, \_\_\_\_\_ it can be healthy. (whether / or, not / but, just as / so)
5. \_\_\_\_\_ I have salad for dinner, \_\_\_\_\_ I can have ice cream for dessert. (if / then, when / than, whether / or)
6. \_\_\_\_\_ flowers \_\_\_\_\_ trees grow \_\_\_\_\_ during warm weather. (not only / or, both / and, not / but)
7. \_\_\_\_\_ do we enjoy summer vacation, \_\_\_\_\_ we \_\_\_\_\_ enjoy winter break. (whether / or, not only / but also, either / or)
8. Calculus is \_\_\_\_\_ easy \_\_\_\_\_ difficult \_\_\_\_\_. (not / but, both / and, either / or)
9. It's \_\_\_\_\_ going to rain \_\_\_\_\_ snow tonight. (as / if, either / or, as / as)
10. Savory flavors are \_\_\_\_\_ sweet \_\_\_\_\_ sour. (often / and, neither / nor, both / and)

**III.**

**Complete each sentence using the correct coordinating conjunction from the parenthesis:**

1. My car has a radio \_\_\_\_\_ a CD player. (but, or, and)
2. Sharon hates to listen to rap music, \_\_\_\_\_ will she tolerate heavy metal. (but, nor, or)

3. Carol wanted to drive to Colorado, \_\_\_\_\_ Bill insisted that they fly. (and, or, but)
4. I'm afraid of heights, \_\_\_\_\_ I appreciate the view from the top of this building. (and, yet, nor)
5. I have to be on time, \_\_\_\_\_ my boss will be annoyed if I'm late. (and, nor, for)
6. Do you like chocolate \_\_\_\_\_ vanilla ice cream better? (or, nor, and)
7. I have to go to work at six, \_\_\_\_\_ I'm waking up at four. (but, so, yet)
8. I was on time, \_\_\_\_\_ everyone else was late. (so, but, for)
9. Nadia doesn't like to drive, \_\_\_\_\_ she takes the bus everywhere. (but, yet, so)
10. Our trip to the museum was interesting, \_\_\_\_\_ there were several new artifacts on display. (but, for, yet)

## 10F.2 Curriculum Vitae

### ? Activity 10.11

In the previous units, you had learned how to write an argumentative essay and practiced writing it.

#### Writing Curriculum Vitae (CV)

##### I. Answer the following question in pairs:

1. What is curriculum Vitae (CV)?
1. Have you written a CV so far?
2. What do you think are the elements of a good CV?

Your resume should summarize your background and provide enough details to give an employer the information needed to assess your qualifications. At the same time, it should be concise.

#### I. Parts of Curriculum Vitae (CV)

Most curriculum vitae contain the following parts: a heading, a career objective or summary, experience, and education.

#### A. Heading

The heading appears at the top of your resume and include the following contact information:

- Your full name
- Your complete mailing address
- Your telephone number, fax number, and e-mail address.

## B. Career objective or Summary

An **objective** is a concise statement indicating the type of position you are seeking

## C. Experience

Experience is usually the key part of a CV. This section tells the employers what you are capable of doing on the job. Begin with your present or most recent position, and work backwards to less recent positions.

## D. Education

If you are strong in experience, list experience in a section immediately following the heading. If you have recently graduated, and do not have a year or two work experience, list your education first.

### Sample Curriculum Vitae

SHIRLEY A. KESTER

407 Sheridan Street

Danville, IL 61832

Voice: 217 -555-8213

Fax: 217-555-8214

E-mail; sakester@compisp.com

#### OBJECTIVE

To obtain a medical secretarial position with a goal to become an accredited Records technician, using ten years' experience in service –related positions. Extensive interaction with public and responsibility for service related records.

#### EDUCATION

Denville Area community College, Denville, Illinois

Expected graduation: May 2001

Associate of Applied Science, Medical Secretary Major, and Certificate in Computer Software specialist

Highlights include:

Medical Terminology      Physiology/ Anatomy

Medical Transcription      Payroll accounting

Records Management      Word processing

Business Communication      Programming I, II, III

**COMPUTER SKILLS**      Microsoft Office, WordPerfect suite, Lotus smart suite, and PageMaker

**EXPERIENCE      Administrative Manager**

Central Illinois Telephone Company, Denville, Illinois Supervised telephone surveyors, planned areas to be surveyed and plotted maps of survey area.

**Administrative assistant**

Lincoln Insurance Agency, Danville, Illinois

Set up file systems for potential clients, field reference information, keyboarded correspondence, ordered and controlled supplies, made customer's appointments, answered phones, and greeted customers.

**Retail sales**

Speedway Automotive Sales, Westville, Illinois

Kept sales records, took inventory, priced and sold merchandise, and operated several types of cash registers.

**II.**

Now, read the following situations and write a curriculum vitae (CV)

1. Shambel, an older student with prior work experience, is applying for a position in a government agency. He has gaps in his employment history but has consistent experience in his field. Shambel would like to emphasize his strong skills rather than his short-term employment record in his field. He would like to show his volunteer experience.
2. Develop your personal CV and present it to the class.

