

Unit 4. National Parks

Learning Outcomes

At the end of this unit, learners are expected to:

- listen to a variety of texts with medium level understanding and transfer information,*
- interact in English in varied communication situations with comprehensible grammar,*
- create awareness about participating in preserving national heritages,*
- read medium level reading resources and comprehend contents,*
- guess meanings of words using context clues,*
- construct zero conditional and conditional type 1 sentences,*
- extend information from listening texts to writing, and*
- practice report writing.*

§ Listening Skills

4.1 Listening Skills



Gambella National Park



Activity 4.1 Before you listen to the listening text, look at the picture above and discuss the following questions in groups.

1. Have you visited a national park in Ethiopia?
2. What have you seen?
3. What do you think national parks are important for?



Activity 4.2 Listen to the teacher's reading or the recorded audio and fill in the blanks given below.

1. Gambella National Park is one of _____ parks and has no _____.
2. Originally the park was created for protection of extensive _____ and its _____.
3. To the south of the park is _____ that flows from Gog to Tor in a northwesterly direction.

§Reading skills

4. The landscape of Gambella is low and flat with altitude ranging from ____ to _____ masl (meter above sea level.).
5. The people of this area are _____ and _____.
6. The two people lived in the national park are _____ and _____.



Activity 4.3 Answer the following questions.

1. Discuss with your partner about major characteristics of the Gambella National park.
2. Write a paragraph about economic and social values of the Gambella National Park.

4.2 Reading skills



Activity 4.4 Answer the following questions before you read the passage, and discuss your answer with your partner..

1. What do you know about national parks?
2. Study the following words that could help you understand the reading passage.

reserve endemic wildlife species

National Parks in Ethiopia

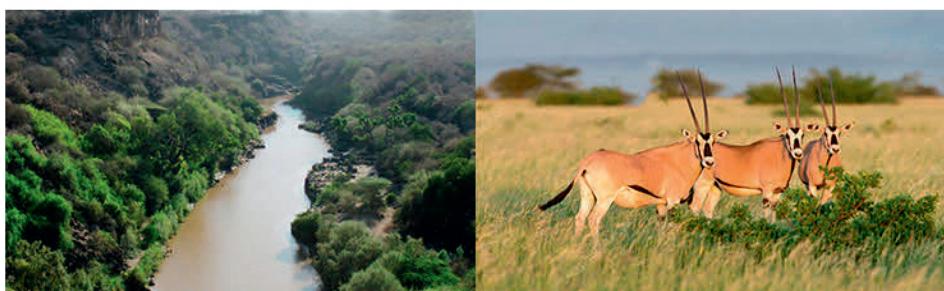
1. The natural beauty of Ethiopia amazes the first-time visitors, Ethiopia is a land of rugged mountains, some 25 are over 4000-meter-high, broad savannah, lakes and rivers. The Great Rift Valley is a remarkable region of volcanic lakes, with their famous collections of birdlife, great escarpments and stunning vistas. With nine major wildlife national reserves, Ethiopia provides a microcosm of the sub

§Reading skills

Saharan ecosystem, birdlife abounds about 860 species, and indigenous animals from the rare Walia Ibex to the shy Wild Ass, room free as nature indeed. Here, some of the most interesting Ethiopia's national parks that enable the visitors to enjoy the country's scenery and wildlife, birds and mammals are presented.

Awash National Park

2. It is the oldest and most developed wildlife reserve in Ethiopia, featuring the 2,007 meters Fantalle Volcano Crater with stunning views, extensive mineral hot spring and extraordinary volcanic formation, and this natural treasure is bordered to the south by the Awash River and 225 km east of the capital, Addis Ababa.
3. The wildlife consists mainly of East African plain animals including Beisa Oryx, Defassa Waterbuck, Soemmerring's Gazelle, Salt's Dik – Dik, Greater and lesser Kudu, Warthog, Anubis and Hamadryas Baboon, Colobus and Varvet monkey, Crocodile, Hippopotamus, the endemic Hartebeest, Lion, Leopard, Cheetah and 450 species of birds all living within the park's 720 sq. km.



§Reading skills

Bale Mountains National Park

4. The Bale Mountains, with their vast moorlands and extensive heath land, virgin woodlands, pristine mountain streams and alpine climate remain untouched and beautiful world. Rising to a height of more than 4,000 meter, the range borders Ethiopia's southern highlands, whose highest peak, Mount Tullu Dimtu the second highest peak in Ethiopia stands at 4,377 meters.



5. The establishment of the 2,470 sq km, Bale Mountains National Park was crucial to the survival of the four endemic mammals, Mountain Nyala, Menelik's Bushbuck, Ethiopian Wolf and Giant Mole Rat and different endemic species of birds including Rouget's Rail, Abyssinian Woodpecker, Abyssinian Cat Bird, White Backed Black Tit, Olive Trash, Wattle Ibis and Crane are some of the species inhabiting the park. Besides Bale Mountains offer some fine high-altitude horse and foot trekking, and the streams of the park, which become important as they well stocked with rainbow and brown trout fishes.

§Reading skills**Omo National Park**

6. The most wilderness Ethiopia's National Park, with an area of 4,068 sq km, it is a vast expanse of the wilderness, adjacent to the Omo River, is home to a remarkable range of wildlife. 306 species of birds have been identified here, while large herds of eland, some buffalo, elephants, giraffe, cheetah, lion, leopard, and Burchell's zebra are common.
7. The park is not easily accessible, as the current means of access is via Omorate and the ferry to the north bank of the river. The park headquarter is 75 km from Kibish

§Reading skills

settlement. However, a new airstrip is also available close to the headquarters and a pleasant campsite on the Mui River plans are in hand for further major improvements.



Simien Mountains National Park

8. The Simien Mountains National Park covers 400 square kilo meters of highland area at an average elevation of 3,300 meters. Ras Dejen at 4,620 meters the highest peak in Ethiopia, stands adjacent to the park. Within this spectacular splendor, three endemic mammals can be visited here, Walia Ibex, Ethiopian wolf and Gelada Baboon as well as klipspringer and Bushbuck. Birds such as Lammergeyer, Augur Buzzard, Verreaux's Eagle, Kestrel and Falcon also soar above this mountain retreat. UNESCO as a world heritage site has recorded the Simien escarpments, which are often compared with a Grand Canyon in the USA.

§Reading skills

Adapted from OVERLAND ETHIOPIA TOUR. 'JOURNEY THROUGH ANCIENT LAND'



Activity 4.5 Read the passage carefully and decide whether the following statements are ‘true’ or ‘false’. Give evidences by referring to the paragraph and the line for true statements, and supply the right response for the false statements.

1. The natural beauty of Ethiopia amazes visitors for its mountains, savannah lands, lakes and rivers.
2. Mount Tullu Dimtu is the highest peak in Ethiopia which stands at 4,377 meters.
3. Three endemic mammals are found in the Semien National Park.
4. The Omo National Park can be easily accessible using water transport.
5. The Awash National Park is the oldest and most developed wildlife reserve in Ethiopia, with 3007 meters.

§Reading skills**Activity 4.6 Read the passage carefully and answer the following questions.**

1. Based on information in the reading passage, match the information listed under “A” with ‘B’

Column A	Column B
1. Awash National Park	A. Walia Ibex, Ethiopian wolf and Gelada Baboon
2. Bale Mountains National Park	B. 306 species of birds eland, buffalo, elephant
3. Omo National Park	C. Crocodile, the endemic Hartebeest, Lion, Leopard, Cheetah
4. Simien Mountains National Park	D. Mountain Nyala, Menelik’s Bushbuck, Ethiopian Wolf and Giant Mole Rat

2. Based on the passage, how many National Parks are recorded in the UNESCO’s world heritage site? State the name/s.
3. Why do you think only a few of the national parks are recorded in the UNESCO heritage preservation program?
4. What kinds of benefits do you think the national parks could get from UNESCO?

§Vocabulary Development

4.3 Vocabulary Development

4.3.1 Vocabulary from the reading passage



Activity 4.7 *The following words are taken from the reading passage. Find their meanings based on the contexts they are used in the passage.*

1. amazes (paragraph 1, line 1)
2. stunning (paragraph 1, line 6)
3. scenery (paragraph 1, line 12)
4. extraordinary (paragraph 2, line 4)
5. heath (paragraph 4, line 2)
6. inhabiting (paragraph 5, line 7)
7. expanse (paragraph 6, line 2)
8. ferry (paragraph 7, line 2)
9. peak (paragraph 8, line 3)
10. soar (paragraph 8, line 9)

4.3.2 Phrasal verbs



Activity 4.8 *Match the phrasal verbs underlined in Column A with their meanings in Column B.*

§Vocabulary Development

Column A	Column B
1. The fire <u>burn up</u> the forest.	a. require
2. We hope, he will <u>call back</u> soon.	b. telephone
3. The politicians <u>call for</u> discussion with the government.	c. cancel
4. Meeting her again <u>called up</u> all those old memories.	d. return a phone call
5. The manager will <u>call off</u> tomorrow's meeting as his wife needs a special care.	e. relax
6. <u>Calm down</u> , we will find him.	f. remember
7. They really <u>care for</u> her.	g. stop
8. The students agreed to <u>carry out</u> their homework together.	h. like
	i. destroy
	j. perform
	k. remove by burning

4.3.3 Prefixes

Prefixes are sets of letters that are added to the beginning of words. They are not words in their own and cannot stand on their own in a sentence. But, they change the meanings of words. Look at the examples below.

Prefixes	meaning	examples
<i>ante</i>	<i>before, preceding</i>	<i>ante-room, precedent,</i>
<i>anti</i>	<i>opposing, against</i>	<i>anti-aircraft, antibiotic</i>
<i>en</i>	<i>put into, on</i>	<i>enlighten, engulf</i>
<i>dis</i>	<i>negation, removal</i>	<i>disagree, disadvantage</i>
<i>un</i>	<i>not</i>	<i>unacceptable, unreal</i>

§Grammar:



Activity 4.9 Look the following words. They have pre-fixes. Underline the pre-fix and its meaning for each word given. One is done for you.

1. uniform = same
2. undeserved 4. enable 6. anterior 7. disjunction
3. disqualify 5. antioxidant

4.4 Grammar:

Zero Conditional and First Conditional Sentences

Did you learn about the conditional sentences before? It does not matter if you haven't been introduced with them. You know, conditional sentences show possible outcomes in certain conditions. Conditional sentences are also usually called 'if-clauses'. The clause that begins with 'if' introduces a condition that may or may not happen depending on circumstances. In other words, the event described in the main clause depends on the condition described in the conditional clause.

Examples

- 1 *If it is cold, I put on a coat.*
- 2 *We will stay at home if it snows.*
- 3 *We would stay at home if it snowed.*
- 4 *If I were you I would accept the offer.*
- 5 *If you hadn't been late for work, the boss wouldn't have gotten furious.*

In all the examples above, 'I put on a coat, we will stay home, we would stay at home', and 'the boss wouldn't stay at home' can happen based on the condition in the 'if clauses' 'if it is cold', 'if it

§Grammar:

snows', 'if it snowed', 'if I were you', and 'if you hadn't been late for work'.

Each of the above conditional sentences represents different conditional types, the first one being the zero conditional. The conditional sentences vary from probable to impossible meanings. Sentences 3-5 are classified under conditionals type 2 and 3; and you will study them in Unit 5. In this Unit, however, you will learn about **the zero conditionals and conditional type 1** which are similar to examples 1 and 2 above. The zero conditionals are also called **facts**, while conditional type 1 is **probable**. Read the following additional examples and see how the verb tenses in the two parts of the sentence (main clause and if-clause) in the zero conditional are used.

4.4.1 The zero conditional

Examples

- 1 *If I drink coffee, I get a headache. OR I get a headache, if I drink coffee.*
- 2 *The door opens if you press this button. OR If you press this button, the door opens.*
- 3 *If it doesn't rain, the flowers die. OR The flowers die if it doesn't rain.*
- 4 *If you boil water to 100 °c at sea level, it changes to steam. OR Water changes to steam if you boil it to 100 °c at sea level.*

Have you noticed the verb tenses used in the main and subordinate clauses, and how the sentence parts are placed in the sentences? The verb tense used in both parts of the sentence (*drink and get; opens and press; doesn't rain and die; and boil and changes*) is simple present tense. As you see from the examples, each of the sentences can be spoken or written by using the subordinate or the main clause at the beginning of the sentence. What about the

§Grammar:

meaning? In all the sentences, the meanings indicate a fact that the fulfillment of the actions in the subordinate clauses (if-clauses) is a condition for the fulfillment of the actions in the main clauses. If you take the final statement as an example, ‘*If you boil water to 100 °c at sea level, it changes to steam*’, it is true to anyone anywhere that if one boils water to 100 °c at sea level, it changes to another state; that is steam. Discuss with your partner about the meanings of the other sentences in the examples. Discuss also about how you can use the comma in the sentences.



Activity 4.10 Develop zero conditional sentences based on the given incomplete sentence parts in brackets. The first two are done for you as an examples.

1. (I / wake up late / I / be late for work)
If I wake up late, I am late for work?
2. (my husband / cook/ he / burn the food)
If my husband cooks, he burns the food.
3. (Aster / not wear a hat / she / get sunstroke)
4. (children / not eat well / they / not be healthy).
5. (you / mix water and electricity / you / get a shock)
6. (people / eat / too many sweets / they / get fat)
7. (children / play outside / they / not get overweight)
8. (you / heat ice / it / melt)
9. (I / feel good the next day / I / go to bed early)
10. The weather / be fine) (I / cycle to work /

§Grammar:**Activity 4.11 Write the correct forms of verbs in brackets. The first one is done for you as an example.**

Tinsae, what do you do if your parents are at home?

1. If my parents stay at home in weekends, I have to help with housework.
2. If my mother (be) _____ at home, I do the washing up.
3. If she (not be) _____ at home, I wash the car or work in the garden with my dad.
4. If they (be) _____ at home on weekdays, I do my homework first and then go out.
5. If my father (not work) _____ in the evening, we play games on his computer.

**Activity 4.12 Match the clauses in Column A with those that correspond in Column B.**

Column A	Column B
1. If a lion joins a group of other lions	a. it can be heard over five miles away.
2. If lions go hunting	b. it usually stays with them for three years.
3. If a lion roars	c. they work in teams.
4. If lions are active	d. they establish their territory.
5. If male lions use cent marking	e. it is usually at night.

§Grammar:



Activity 4.13 Choose from the list of clauses given and complete the sentences below.

List of clauses

■ *they are blind for six days* ■ *they have to leave their*

■ *they show their affection* ■ *mothers*

■ *the loser often dies* ■ *lions fight them off*

1. If lions rub each other's heads, _____

2. If any strange males try to enter their territory, _____

3. If lions start fighting, _____

4. If cubs are born, _____

5. If male cubs are two years old, _____

Adapted from, <https://www.e-grammar.org/conditional-0-exercises-pdf/>

4.4.2 Conditional type 1 sentences

Read the examples below and tell the difference between the verb forms of the zero conditional and conditional type 1 sentences.

Examples

1 *If it rains, you will get wet. OR You will get wet if it rains.*

2 *If you don't hurry, you will miss the bus. OR ou will miss the bus if you don't hurry.*



Note

- Conditional sentence type 1 differs from the zero conditional in that the verb tenses are simple present and simple future in the subordinate and main clauses; and
- The meanings of the sentences refer to possible conditions and probable results.

§ Speaking Skills

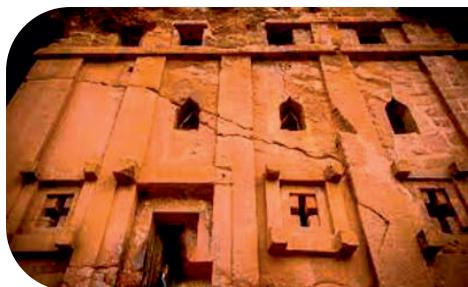


Activity 4.14 Complete the Conditional Sentences (Type I) by putting the verbs in parentheses into the correct form following the examples above.

1. If you (send) this letter now, she (receive) it tomorrow.
2. If I (do) this test, I (improve) my English.
3. Senait (go)shopping if she (have) time in the afternoon.
4. Solomon (go)to Bahir Dar next week if he (get) a cheap flight.
5. If they (not study)harder, they (not pass)the exam.
6. If it (rain) tomorrow, I (not have) to water the plants.

4.5 Speaking Skills

The speaking activity in this Unit is related to the contents you have had in the reading passage in the Unit. Look at the pictures below and discuss in groups about their names, where they are found and importance, etc



A _____



B _____

§ Writing Skills



Activity 4.15 Take the set of questions in Column A or B and ask questions in turns. You can extend the questions for more conversation. The first question is done as an example.

Question set A	Question set B
<ul style="list-style-type: none">■ How important is tourism to our country?■ What are the good and bad things about tourism?■ What are the major tourist attractions in our country?■ How does tourism change people's life?■ What does the government must do to develop the tourism industry?	<ul style="list-style-type: none">■ What is tourism?■ Do you think tourism helps people in the world?■ Are tourists in our country or your community funny?■ What changes do you observe in tourist sites?■ What factors affect tourism?

Example

Student A: How important is tourism to our country?

Student B: *I think tourism is important for generating income*

4.6 Writing Skills

4.6.1 Writing activity related to the listening passage



Activity 4.16 Do you know a national park in your surrounding? Write 3 to 5 sentences about what kinds of animals are found in the park. Use the information given in the table for writing the sentences.

§ Writing Skills

National parks	known for
Nech Sar National Park	mammal species Hippo, Zebra, Buffalo
Abiyata-Shala lakes National Park	
Mango National Park	
others	

Example

Nech Sar National Park is located around my village and it is known for wild animals such as Hippo, Zebra and Buffalo.

4.6.2 Writing a short report



Activity 4.17 Write a short report about the place you have visited. Your report must answer the following questions. A sample report paragraph is given to you in the Box.

1. Have you visited any historical place recently?
2. Where did you go?
3. When did you go?
4. Who went with you?
5. What important things did you see there?

§ Writing Skills

Sample paragraph

I have visited a historical place recently. I have visited Lalibela Rock-Hewn Church. It is located in North Wollo. It is a big and beautiful building. I started journey for the destination at 8 a.m. I went there by bus. I reached there at 2 p.m. My close friend Getachew was with me. The church is very attractive mostly to the tourists and visitors. It is one of the most magnificent historical places in Ethiopia. There was an airport a little far from the church. I also saw a large market, two schools and one hospital in the city of Lalibela where the Rock-Hewn Church is located. I was really charmed at the architectural beauty of the church. I spent six hours there and gathered much knowledge.

You can begin your paragraph as follows.

Last year, I visited Lake Hawassa _____
_____.