

**Kotebe Metropolitan University**  
**Faculty of Languages and Humanities**  
**Department of English Language and Literature**

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**Answer Key**

**UNIT I: LIFE SKILLS**

**Activity 1.5**

1. Values of interpersonal relationships
  - ✓ To connect with people and benefit one's personal development
  - ✓ To develop sense of social interest, cooperation and equality
2. Personal life skills help people understand the effect of peer pressure:
  - ✓ As life skills involve personally responsible choices, people maximize their own choice. These skills enable people to make positive contribution which can lead to improvement of their choices in their lives.
3. Sense of belonging can be developed if a person is given right opportunity: through learning it.  
Its importance:
  - ✓ It plays a key role in the growth and development of self-esteem, social skills and initiative.
  - ✓ It helps to welcome people into a group as long as they do not try to harm or disrupt the group.
  - ✓ It allows a person to express his or her social interest in a healthy and mutually reciprocal manner that builds upon strength of all group members.

**Instruction:** Write 'true' if the statement is correct and 'false' if the statement is incorrect according to the passage.

1. False
2. False
3. True
4. False
5. True

**Instruction:** Choose the most appropriate alternative based on the information in the passage.

1. b
2. d
3. c
4. a
5. c

**Instruction:** According to the passage, what do the following words/pronouns refer to?  
these = life skills

1. they = people
2. these = personal skills
3. their = people who possess life skills
4. this = innate or genetic potential
5. it = belonging

**Instruction:** Guess the meanings of the following words as they are used in the reading passage.

1. healthy or happy
2. conscious knowledge, feeling, motives, and desires
3. influence from members of one's peer group
4. self-efficacy, ability/ power to do something by oneself
5. self-esteem, confidence in one's own work or abilities
6. formed, seen, considered
7. too many
8. core, main, central
9. blood relationship
10. to follow

## Part II Grammar: Active and Passive Voices

### **Activity 1.6: Identifying passive verb forms.**

**verbs in passive voice are underlined in the text below**

The Academy Awards are given out every year to recognize outstanding work of movie actors, directors, and others who are part of the movie-making industry. These awards, called Oscars, are presented in a formal ceremony in Hollywood. Several people are nominated in specific categories, such as Best Movie, Best Actor, Best Music, and Best Costumes. One nominee is chosen to receive an award in each category. When the awards ceremony started in 1929, 15 awards were presented and the ceremony was attended by only 250 people. Tickets cost \$10, and anyone who could afford a ticket could attend. Today about two dozen Oscars are presented. Tickets are no longer sold to the general public; invitations are sent only to people involved in making the movies and to their guests. Today the awards are presented in the 3400-seat Kodak Theatre in Hollywood. Until 1941, the winners' names were already known before the ceremony and published in newspapers the night before the ceremony. Now the winners' names are placed in sealed envelopes and the envelopes are not opened until the night of the ceremony. Since 1953, Oscar night has been televised and broadcast all over the world. This show is seen by hundreds of millions of people. Viewers watch as their favorite movie stars arrive looking beautiful and hopeful.

### **Activity 1.7.**

**Verbs in passive voice are listed down as follows.**

1. are given
2. are presented
3. are nominated
4. is chosen
5. were presented
6. was attended
7. are presented.
8. are no longer sold

9. are sent
10. are presented
11. were already known ----- and (were) published
12. are placed
13. are not opened
14. has been televised and broadcast
15. is seen

### **Activity 1.9:**

My sister and I **grew up** (1. grow up) and went to school in Jamaica. We **were educated** (2. educate) according to the British system. In 1997 we **were given** (3. give) the opportunity to come to the United States. We decided to finish high school before leaving our own country. We **were concerned** (4. concern) that the education in this country might not be as good as the one we had there, and we wanted to improve our English too.

My colleagues A, B, and I **designed** (5. design) an experiment to test the impact on worker perceptions of well-being when domesticated cats **are allowed** (6. allow) to freely roam various work environments in which the subjects were normally employed. Three test environments **were selected** (7. select) for our experiments: a law office, a laboratory in which experiments **were performed** (8. perform) using laboratory rats, and an automobile assembly line. One-way mirrored glass panels **were installed** (9. install) to allow video cameras to record the activity and researchers to observe the same and take notes. We secretly inserted observers directly into the work environment. These observers posed as outside contractors and **uniformed** (10. uniform) as maintenance and cleaning staff, coffee and water service vendors, and similar supporting personnel. The observers **were drawn** (11. draw) from the students who **had been matriculated** (12. matriculate) into the experimental psychology courses from which this study **was developed** (13. develop) as an example of such studies generally.

***Grouping the verbs given in the text above in active or passive forms***

#### **A. active verb forms**

1. grew up
2. went to

3. decided
4. had (we had...)
5. wanted
6. designed
7. inserted
8. posed
9. uniformed

**B. Passive verb forms**

1. were educated
2. were given
3. were concerned
4. are allowed
5. were normally employed
6. were selected
7. were performed
8. were installed
9. were drawn
10. had been matriculated
11. was developed

**UNIT II**

**SPECUTLATION ABOUT THE FUTURE OF SCIENCE**

**Activity 2.2.**

1. A pesticide that mitigates bilharzia was found from indigenous plant by an African researcher.
2. The next paragraphs may deal with how the pesticide was found and the nature of bilharzia.

**Activity 2.3.**

1. Paragraph one = The transmission of bilharzia  
Paragraph two = The treatment of the disease  
Paragraph three = The vital contribution of Dr. Aklilu Lemma.
2. Sequentially
3. Bilharzia, that is transmitted through contact with contaminated water, ranks as one of the most widespread and serious parasitic diseases in the world. It can cause tissue damage and malfunctions of the bladder, liver and intestine. As there are commercial pesticides which are not practicable for most poor rural communities, Dr. Lemmas's contribution based on locally occurring plant is important.

#### **Activity 2.4.**

1. a/ Eggs from the mature parasite are continually excreted by infected persons or animals.  
They hatch into an intermediate form which seeks out a snail host if they reach water.  
In the snail, the parasite begins to release numerous 'cercariae'.  
b/ By keeping humans (and their waste) away from water bodies that could be infected
2. Dr. Lemma's finding could be taken as a solution to snail eradication.

#### **Activity 2.6.**

1. Africa, Latin America, Asia
2. Internal bleeding and malfunctions of the bladder, liver, and intestines.
3. The availability –and low cost in foreign currency –of the plant extract may make bilharzia control practicable on a community scale in Ethiopia and probably other countries as well.
4. Because it is not always a problem among poorer communities.
5. Because it was by incident that Dr. Lemma saw the 'soap' used by the villagers for washing clothes killing the snails upstream and further downstream.
6. Its simplicity.
7. Any contact with infected water is enough to transmit the disease as the cercariae can penetrate skin.

#### **Activity 2.7**

1. Toxicity
2. Invariably
3. Vital

4. Insidious
5. Dispense
6. Potency

### **Activity 2.9**

Will arrive, we are going, are we going, will leave, going, is coming, is getting, will stay, will go out, will stay

### **Activity 2.10**

1. She is going to meet with boss.
2. She is going to return library books.
3. She is going to attend research conference.
4. She is going to go to gym.
5. She is going to buy groceries for the week.

### **Activity 2.11**

1. am going to clean
2. is going to wear
3. is going to hang
4. are going to practice
5. is going to quit

### **Activity 2.12**

1. He will get wet.
2. She will go nowhere.
3. He will be dizzy the whole day.
4. She will go to the cinema.
5. She will go to clinic.

## **UNIT III**

### **ENVIRONMENTAL PROTECTION**

#### **Activity 3.1.**

1. Environmental climate Changes, Vegetation changes, and others

2. Drought, Deforestation, and others
3. These include famine, migration, and distinction of some animal species and so on.
4. Environmental challenges in Ethiopia? These should be Afforestation, natural conservation, educating citizens, enhancing people in economy and in wise use of natural resources and so on.
5. Rising awareness of the people about the effect of deforestation, planning Afforestation to be performed

### **Activity 3.2**

1. Murry river water inflow and its catchment area is decreasing from year to year.
2. Climate change is the cause, Australia's emissions of greenhouse gases are among the highest in the world

### **Activity 3.5**

Currently, the world people including Australia are at risk of water source shortage. As explained above, we read how water inflow of Murry and the coverage of its Catchment area are decreasing from time to time. Inversely the need of the world people is increasing from time to time for irrigation and for other purposes since water is the basic need of human. Unless environmental conservations have not been made such as afforestation, protecting environmental pollutions the world including Australian people will be at risk of drought and in other environmental degradations.

### **Activity 3: 6**

1. Decreasing of catchment area, dissatisfying of the dwellers (farmers) who were living near to Murry river, the appearance of drought. Above all, the effect of water scarcity which has been seen on Murry river will be seen in 48 other countries in the near future and if these things worse water droplets will be as expensive like petroleum.
2. It is a measurement of liquid such as water which is equivalent with one billion liters.



3. The Australian farmers and Environmentalists
4. The effect on rural towns all along the Murray is acute. Figures from the Reserve Bank reveals that rural debt has doubled from £10bn in 1999 to £20bn in 2005.
5. They showed to the writer that a series of old photographs showing the Murray in drier conditions than now. For Example, Many farmers argue that the current drought is very similar to that of the 1890s and 1940s.
6. For the past four years, Cockayne hasn't made a cent from the cereals on his 3,000-acre property which is located 20 miles south of Deniliquin. Inversely ,he had yet to pay for water to be trucked in to flush his toilet.
7. This is because before some 400 years the catchment areas of Murry river was so much beautiful and covered with greenery.
8. This means Neil Eagle strongly believe that the man made drought is the cause of Global warming and this in turn brining the natural drought and global warming.
9. When we sorted out climate problems over water in Australia along Murry Basin, we will have the chance of identify the serious climate problems: farming unwisely, deforestation, and other miss using of the natural ecosystems. In addition, we will have the chance to conserve the environment of the other country places intended to control global warming and scarcity of water.
10. We can say it ironic smile. Which means the smile is not coming from happiness rather from feeling of surprise, feeling of rumors.

### **Activity 3.7**

1. altered drastically
2. demolish very radically
3. discard
4. unrestrained

5. sever conditions

6. strangely

## Part II Grammar: Modal Verbs

### Activity 3.8

1. ---a----- 2. -----j----- 3. ---d----- 4.-----i----- 5. ----b----- 6. --c---  
7. ----g----- 8. ----h----- 9. -----f----- 10. -----e-----

### Activity 3.9

1. ---C----- 2. ----E----- 3. ---D----- 4. ----A----- 5. --B-----

Activity 3.11:

1. -----might be----- 5. ----- can't be-----  
2. -----may get----- 6. -----may get-----  
3. -----could take----- 7. -----must be-----  
4. -----must be-----

## UNIT IV

### INDIGENOUS KNOWLEDGE

#### Activity 4.1:

1. A knowledge originating where it is found; home-grown knowledge.
2. ....Qs(2-4) could be answered based on the learner's prior knowledge and experience.

#### Activity 4.2:

1. The quest for knowledge
2. To feed family, stay healthy, argue, getting better understanding of the environment.
3. Indigenous knowledge

#### **Activity 4.3:**

1. To solve local problems, to help grow more & better food, to maintain healthy lives, to share wealth to prevent conflict, to manage local affairs, thus contribute to global solutions.
2. To systematically use indigenous knowledge in development process

#### **Activity 4.5:**

1. Foot prints, because they would have shared thoughts, ideas, knowledge, while walking on earth and for that using speech was used.
2. Learners tell this based on their prior knowledge and experience.
3. Local needs & constraints and day-to-day challenges drove a quest for knowledge.
4. Local solutions were even discriminated against as hindering progress, out dated, “old wives tales” or simply just unfashionable.
5. As an instance it is a resource that can help to solve local problems.
6. ....(Answers vary and they depend on learner’s prior knowledge and experience)
7. ....Answers vary and they depend on learner’s prior knowledge and experience.
8. Self-reliance: a genuinely local approach to development —no less so in an economic sense. Empowerment: Empowerment is a central icon of the development discourse. Development planners and implementers go great lengths to help empower the poor, the women, the vulnerable. The cases in IK Notes teach us that empowerment cannot come from outside. Lasting empowerment is self-empowerment.

#### **Activity 4.6:**

1. unconvincing    persuasive

2. discord solidarity
3. Restricted helped / empowered /improved
4. increase reduce
5. Peculiar global

## **Part II Grammar: Reported speech**

### **Activity 4. 7: Identifying Quoted and Reported Speech**

Maria recently returned from a conference in Dubai and told her colleagues about her trip there. She said that the architecture of Dubai was fascinating, with many new buildings of glass and steel (Reported Speech). Of course, she also saw the Burj Khalifa, the world's tallest building. Some of her friends went up to the top, but Maria said she didn't because she has a fear of heights. (Reported speech) "I don't even like being on a second-story balcony, so the Burj Khalifa was definitely out of the question for me!"(Quoted speech) Maria said that there were many shopping centers in Dubai, but that they were expensive. (Reported speech) The weather was "unbelievably hot." (Quoted Speech) On her last night in Dubai, Maria and her friends went on a dinner cruise on a small boat in the harbor. There was music and great food, and they could see the lights of the city as the boat cruised through the harbor. "It was the perfect ending to two weeks in Dubai," she said. (Quoted Speech)

### **Activity 4.8.**

Mum: Good morning, dear. Good morning. What's the matter?

Mark: Dad says that he's lost his voice. **(Reported Speech)**

Mum: He has lost his voice! He can't. It must be a joke. Come on, dear. Don't joke.

Mark: I'll make a nice cup of tea. You'll soon get your voice back.

Susan: How did you lose your voice, Dad?

Mark: He says he went to the football match last night. **(Reported Speech)**

Susan: And you shouted so much you lost your voice.

Mark: Yes, he shouted so much he lost he lost his voice. **(Reported Speech)**

Susan: Did you win?

Mark: No, they lost.

Mum: Here is a nice cup of tea. Would you like something to eat?

Mark: He says he would like some toast with honey. **(Reported Speech)**

Susan: Why honey, Mum?

Mum: Because honey is good for your throat.

#### **Activity 4. 9:**

Instruction: Read the following dialogue and change the sentences into reported speech developing a paragraph. Discuss the paragraph you have developed in a group. Explain how you changed the direct speech into indirect speech to your group members.

Dialogue

‘Ma’am? .... You’re needed, Ma’am.’

‘Wh "Where are you?" - My friend asked me.

My friend wanted to know where I was.

"What will you choose?" - They asked me.

They wanted to know what I would choose

"Are you flying soon?" - He wanted to know soon.

He wanted to know if I was flying soon.

"May I help you?" - The porter asked me.

The porter enquired if he might help me.

"Have you set your alarm clock?" - He asked me alarm clock.

He enquired me if I had set the alarm clock.

"Is Prague the capital?" - We needed to know whether the capital.

We wanted to know whether the capital was Prague.

"Would you rather dance?" - Peter asked me rather dance.

Peter requested me if I would rather dance.

"How long have you been standing here?" - He wanted to know how long.

He wanted to know how long I had been standing there.

"What do you do?" - She wondered.

She wondered what I did.

"Do you want it?" - Joe asked me it.

Joe asked me if I wanted it.

"Where did you live?" - They wanted to know.

They wanted to know where I had lived.

"Why are you reading this magazine?" - He was curious to know magazine at?' Reluctant to move, Senait opened her eyes and saw Ayele enter the room.

He curiously asked me why I was reading that magazine.

‘Welcome, Ayele. What brings you?’ inquired Senait.

Senait welcomed Ayele and enquired what brought him.

‘Magic, of the strangest kind,’ replied Ayele, his voice shaking.

Ayele replied with shaking voice that he was brought there due to magic of the strangest kind.

‘Oh?’ said Senait, wanting to know more.

Senait signed with surprise wanting to know more.

‘Do you remember the babe that Eragon blessed?’ he asked.

He requested Senait whether she remembered the babe the Eragon had blessed.

Senait didn't answer. She just nodded.

'I've been asked to take you to her', Ayele explained.

Ayele explained that he had been asked to take Senait to the babe(her).

'Asked? By whom? And why?' she demanded.

She demanded by whom and why Ayele had been asked.

A boy on the practice field told me that you should visit the child. He said that you would find it interesting. He refused to give me his name. Well, I thought you should know.

Ayele looked embarrassed. 'I asked my men questions about the girl, and I heard things... that she's different.

(Adapted from Paolini, 2005)

#### **Activity 4.10**

Instruction: Read the following story and change the direct speech sentences into reported speech developing a paragraph. Discuss the paragraph you have developed in a group. When you discuss each of the group members' paragraphs, explain how you changed the direct speech into indirect (reported) speech to your group members.

Answers may vary.

#### **Activity 4. 11:-**

Instruction: Change the direct speech into indirect speech in the following dialogue, and write it in a paragraph.

Betru: "What are you doing here, Tedla? I haven't seen you since June."

Betru asked Tedla what he was doing there and told Tedla that he hadn't seen him since June.

Tedla: "I've just come back from my holiday in Nekemte."

Tedla replied that he had just come back from his holiday in Nekempte.

Betru: "Did you enjoy it?"

Betru enquired Tedla Whether he enjoyed it.

Tedla: "I love Ireland. And the people in Nekempte were so friendly."

Tedla replied that he loves/ loved Ireland and the people in Nekempte had been so friendly.

Betru: "Did you go to Shambu?"

Betru asked Tedla if/whether he had gone to Shambu.

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

Tedla explained to Betru that it had been his first trip and he could show some pictures and asked Tedla if was doing anything the following day.

Betru: "I must arrange a couple of things. But I am free tonight."

Betru explained he had to arrange a couple of things and yet he was free that night.

Tedla: "You might come to my place. What time shall we meet?"

Tedla speculated betru might go to his and wondered what time they should meet.

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

Betru replied he would be there at eight.

Your answer

Betru asked Tedla -----  
-----  
-----  
-----  
-----

**Answers might vary.**



## UNIT V

### CULTURAL HERITAGES

#### **Activity 5.1**

1. **Heritages are** anything valued by people today that were also valued by previous generations. They are what we have accepted as gifts from those who came before us. They are of our inheritance of land, language, ecosystems, knowledge, and culture. (*see page 61; paragraph 1*)  
**Heritages include** land, physical and material objects, monuments, and sites, as well as intangible beliefs, customs, knowledge and traditions. (*see page 61; paragraph 2*)
2. Ethiopian heritages registered in UNESCO include ancient Axum obelisks, walled Old City of Harar and fossilized evidence of the ancestors of homo sapiens such as Dinknesh, or Lucy found in Afar region. (*For more information see Supplementary reading for Unit 5, page 84, paragraph 2*).
3. Try describing the heritages listed above and others on your own.
4. Welch (2014) defined heritage as “The past made present”. Simply this could refer remains of the past. In other words, something created/happened/existed in past which is valuable today, or anything valued by people today that was also valued by previous generations. And, you may also define the concept in your own expressions.
5. Heritages are fundamental sources of individual and group identity, vitality, and solidarity and they help determine ones’ destiny and that of generation to come. (See paragraph 4 on page 62).
6. Perhaps, one of the most cited advantages (values) of heritages is tourist attraction. There are many other values. Try listing other heritages can have to societies.
7. This concept may broadly be defined as heritage owned/created/belongs to certain group of community or society/region or nation in a particular locality. Again, you can try defining this in your own expressions/wordings.

#### **Activity 5.3 (page 63) = should be corrected as Activity 5.2**

1. What does the writer want to say when he writes ‘heritage is the past made present’?  
Refer to answer given to question #4 under activity 5.1 above.

2. Why could heritage be an individual, group and national identity? Refer to paragraph 7 on page 63.
3. Why do people give negative and positive values to heritages? Refer to paragraph 5 and 6 from pages 63 to 64.

## **Part II Grammar: Relative clauses**

### **Activity 5.3**

#### **1. About Relative clauses:**

- ✓ A relative clause is a part of a sentence that tells us which person or thing (or what kind of person or thing) the speaker means.

Examples:

- a) The woman who lives next door ... ('who lives next door' tells us which woman)
  - b) People who live in the country ... ('who live in the country' tells us what kind of people)
- ✓ Relative pronouns such as who, whoever, whom, whoever, whose, when, why, where, which, whichever and that can be used to form a relative clause, and they are used to join a relative clause with a main clause.
  - ✓ So, relative pronouns are used to introduce a relative clause in a complex or a compound complex sentence.

#### **2. Defining and non-defining relative clauses**

- ✓ To know what defining and non-defining relative clauses are, you may refer to notes in your module on page 68, and read materials that have been recommended as references or supplementary.

#### **3. See that the underline parts of the sentences are relative clauses.**

A: Jack! Welcome back! How was the trip?

B: I am very exhausted. You know, I was annoyed with the man who sat next to me on the plane. He talked all the time.

A: Oh, really? What did he talk about?

B: Actually, it was unbelievable. He was talking about my friend, Grace, the whole time. He was in love with my friend **whom he met last year but left him after only a month.**

A: Oh! What a small world.

#### **Activity 5.4**

1. where
2. when
3. who
4. which
5. why
6. whose
7. which/that
8. who
9. which/that
10. why
11. whose

#### **Activity 5.5**

##### **Answers**

1. who
2. that
3. which
4. whom
5. which
6. whose
7. what
8. when
9. wherever

### **Activity 5.6**

1. that
2. whose
3. who/that
4. who
5. who
6. that
7. whom
8. who/that
9. who
10. that

### **Activity 5.7**

How would you feel if you suddenly had to stop using Facebook or Twitter? For people **whose** lives revolve around social networks, this would be a big sacrifice. However, that is exactly what Alicia Keys, **who** has more than 2.5 million followers on Twitter, decided to do. She also asked other celebrities like Lady Gaga, Justin Timberlake, Serena Williams and Elijah Wood to do the same. It happened on 1<sup>st</sup> December, 2010, **which** is World AIDS day. This is a day **when** the world pays special attention to this terrible disease, **which** has killed so many people. These celebrities stopped using Facebook and Twitter until their fans, **who** get the usual news direct from the stars, donated \$1 million to an AIDS organization called Keep a Child Alive.