

OROMIA EDUCATION BUREAU

ENGLISH FOR ETHIOPIA

A HANDOUT PREPARED FOR GRADE 11

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ABOUT THIS MATERIAL

This handout is prepared aiming at providing grade 11 students with selective notes, examples and tasks based on second semester syllabus of the original learning material. The units covered are from 7 – 12. Selected topics on **language focus, speaking / vocabulary, and reading** are given due attention as these skills are possible for the learner to practice even in the absence of the actual classroom instruction. Most of the lessons prepared are followed by examples and exercises so as to help students feel confident in the topic under discussion. Students are encouraged to use this material together with their textbooks as much as possible.

The order of the topics discussed follow the numbering given in the student's textbook (hereafter called T.B). For example, A7.4 means Part A of unit 7, lesson 4. Similarly B11.2 means Part B of unit 11, lesson 2.

Dear student, do not be tempted to skip any activity given in this material as practice helps you to master points even you think you are very good at.

UNIT SEVEN: WEATHER AND CLIMATE CHANGE

PART A

A7.1 INTRODUCTION

How do you define the following concepts?

weather *climate* *flood* *drought* *storm*

A7.2 The Challenge of Climate Change (T.B Page 168)

Exercise A7.2

Read the passage on page 168-169 of your textbook and decide whether the following ideas are TRUE or FALSE according to the text.

1. The 1990s was the warmest decade in the 2nd millennium.
2. Scientists have got similar views on the responsibilities of humans for climate change.
3. The Kyoto Agreement has not been implemented well by the concerned countries.
4. Developing countries do not suffer from climate change as they do not produce much carbon dioxide.
5. Although it is not possible to stop climate change, we can make the climate change happen slowly.

A7.4 Increase Your Word Power: Climate Change

Exercise A7.4

Below are words/phrases related to weather and climate change. Use them in the contexts given from 1 – 5 below.

renewable energy ice caps sea level
greenhouse gases fossil fuels

1. At both the North Pole and the South Pole, there are large quantities of ice which are referred to as _____.
2. _____ means energy produced by sources such as solar, wind and wave power.
3. Land which is at the same height as the level of the sea, which is at zero meters, is said to be at _____.
4. The action of gases in absorbing heat and preventing it from escaping from the atmosphere into space is called _____.

5. _____ are minerals such as coal and petrol which are used by motor vehicles, power stations and factories.

A7.6 Discourse Markers (T.B Page 172)

Discourse markers are words and phrases used in speaking and writing to 'signpost' discourse. Discourse markers do this by showing turns, joining ideas together, showing attitude, and generally controlling communication. In speech, words like 'actually', 'so', 'OK', 'right?' and 'anyway' all function as discourse markers as they help the speaker to manage the conversation and mark when it changes.

However, discourse markers are an important feature of both spoken & written English. The skillful use of discourse markers often indicates a higher level of fluency in both spoken and written English.

Discourse markers have generally the following major purposes:

Discourse markers used for furthering arguments

Many people believe...	Furthermore...
In addition to this...	In the same way...
Similarly...	This can also be (seen to be) true in...
Equally...	Just as...
Likewise...	In the same way...
Also...	For example...
As well as (this)...	For instance...
Moreover...	By the same token...
What's more...	Likewise...

Discourse markers used for counter-arguments

Others might argue...	On the contrary...
Conversely...	Nevertheless...
However...	On the other hand...
Although...	In comparison...
On the other hand...	The opposite effect is created in...
Whereas...	Nonetheless...
When measured against...	Yet...
Contrasting with...	Corresponding with this...

Correspondingly...

In opposition to this...

On the contrary...

In spite of this...

Discourse markers used for sequencing arguments

To begin with...

Secondly...

In the first place...

Thirdly...

First and foremost....

Lastly...

Primarily...

Finally...

Firstly...

After this it can be seen....

Discourse markers used for concluding arguments

Naturally...

Consequently...

Of course...

Subsequently...

Admittedly...

Therefore...

Certainly...

Thus...

In conclusion...

We can conclude that...

Finally...

Finally, it can be seen...

Discourse markers used for emphasis

Above all...

Especially....

Essentially...

Primarily....

Clearly...

Particularly...

Most of all...

In large....

Discourse markers used for illustration/exemplification

For example...

Such as...

For instance...

In the words of (expert)...

Specifically...

According to (expert)...

With regards to...

As (expert) says....

To illustrate...

Discourse markers used for contrast

But...

However...

Despite...

Alternatively...

Yet...

Still...

Although...

Notwithstanding...

Unless...

Rather...

Otherwise...

Contrarily....

By contrast...

Examples

- American health professionals warned to take serious actions against the control of COVID-19. **However**, Donald Trump was reluctant since he had underestimated the effects of the pandemic.
- Several countries in Africa have changed their names since independence. **For example**, Zimbabwe, Zambia and Malawi are countries that have changed their names since independence.
- The man was sleeping soundly on the river bank. **Meanwhile**, a crocodile was creeping closer.
- Some countries were reluctant against COVID-19. **As a result**, a lot of citizens died.
- I will help him; after all, he has always been there for me.

A7.7 Language Focus: Cause and Effect

Many times one event causes something else to happen. The cause comes first, and then the result or effect can be seen. The cause leads to the effect.

Example: The tornado caused a lot of damage.

Freezing temperatures damaged orange crop.

Lightning can cause fire.

One event (the cause) leads to another event (the effect). A cause is the reason something happened. It answers the question: Why did this happen? An effect is the result. It answers the question: What happened? Expressions like **as a result, therefore, so, hence, because, due to the fact that, since, as, means, leads to, causes, results in** often signal a cause-and effect relationship.

Exercise A7.7

Directions: Identify the cause and the effect in each sentence below.

1. In addition to extreme overpopulation, extended drought has contributed to severe famine in Ethiopia and other parts of Africa.
2. Population growth in the Sunbelt States has come from many companies relocating to that area.

3. The emigration of the first pilgrims from England to the New World was prompted by religious persecution in their homeland.
4. Unfair employer practices brought about the establishment of labor unions.

A7.9 Homonyms, Homographs, and Homophones

Homonyms: Words that have the same spelling and same pronunciation, but different meaning.

Example: A. I hope you are not **lying** to me.

B. My books are **lying** on the table.

In sentence 'A', *lying* means telling a lie. In sentence 'B', *lying* means being in a horizontal position. In both cases, the words have the same spelling and pronunciation, but different meaning. Hence, they are homonyms.

Exercise A7.9.1

Match the meanings on the right to the homonyms in context.

1. i. The kids are going to **watch** TV tonight. _____ a. small clock worn on the wrist
ii. What time is it? I have to set my **watch**. _____ b. look at
2. i. Which **page** is the homework on? _____ a. one sheet of paper
ii. Please **page** the doctor if you need help. _____ b. to call on an electronic pager
3. i. The mosquito **bit** me. _____ a. a tiny amount
ii. I have a little **bit** of sugar in my tea. _____ b. past tense of bite

Homographs: Words that have the same spelling, but different pronunciations and meanings.

Example: A. The **wind** is blowing hard.

B. I have to **wind** my clock.

In sentence 'A', *wind* means moving air (pronounced like *pinned*). In sentence 'B', *wind* means turn the stem (pronounced like *find*). In pronunciation and meaning, they are different. Their similarity lies in their spelling (written form) – they are homographs.

Exercise A7.9.2

Match the meanings on the right to the homographs in context.

1. i. The singer made a low **bow** to the audience. _____ a. decorative ribbon (sound like 'so')
ii. Mersen placed a red **bow** on the birthday gift. _____ b. bend at the waist (sound like 'how')
2. i. All the students are **present** today. _____ a. here
ii. The boss will **present** the award at 10:00 _____ b. give
3. i. Please **close** the door. _____ a. near (rhymes with dose)

- ii. The boy sat **close** to his uncle. _____ b. shut (rhymes with toes)
4. i. I don't know if I will **live** or die. _____ a. to have life (rhymes with give)
- ii. Last night, I saw the band play **live** in concert. _____ b. in real time (rhymes with hive)

Homophones: Words that have the same pronunciation, but different spelling and different meaning.

Example: Please try not to _____ (waste, waist) paper.

Though 'waste' and 'waist' are pronounced the same, waste is the appropriate word in this context.

Exercise A7.9.3

Choose the correct word that could make the each sentence meaningful.

1. Can I go to the party (to, too, two)?
2. This is my favorite (pare, pair, pear) of jeans.
3. I (sent, scent, cent) a letter to my aunt in Jimma.
4. The children got (bored, board) during the lecture.
5. Do you think it is going to (rein, rain, reign) this afternoon?
6. Hunduma has a (pane, pain) in his shoulder.
7. The clerk wants to (sell, cell) as many TVs as possible.
8. I have (for, four, fore) dollars in my pocket.
9. I need to take a (break, brake) from this tiresome job.

PART B

B7.3 Language Focus: 'Going to' and 'Will' Future

Both going to and will are future tenses.

We use the *will-future* for predictions, assumptions, promises and when we do something spontaneously.

We use the *going to-future* with planned actions.

Use of the *will-future*

We use *will* + *infinitive* to describe:

1. future actions happen without the speaker's intention:

The sun *will shine* tomorrow.

2. predictions, assumptions, (based on information, experience or intuition):

I think Surra *will arrive* in Assela at 6 pm.

It *will rain* tomorrow.

3. spontaneous actions / immediate decision:

Hang on! I'll **have** a word with you. (Phrasal verb = "to have a word with (someone)", to speak briefly to someone)

Don't worry! I **will help** you!

I **will close** the window, it's starting to rain.

4. Promises:

If you score above 90%, I'll **buy** you a laptop.

I promise I **will do** the dishes once the match is over.

Use of the "Going to" future

We use the present form of 'to be' (am/are/is) + **going to** + Verb (inf.) when:

1. we want to talk about a planned action for the future BEFORE the moment that you are speaking.

Examples:

- *I **am going to have** lunch with you on Wednesday.*
- *We **are going to visit** Unity Park on Friday.*
- *She **is going to make** a cake tonight.*
- ***Are you going to go see** the game tonight?*

2. we are making a prediction.

Examples:

- *It's really cold. I'm sure it **is going to snow** tomorrow.*
- *I'm really tired. I'm **going to sleep** well tonight!*
- *Look at the clouds! It **is going to rain**!*
- *We study a lot, I am sure we **are going to pass** the test.*

ATTENTION! TO SPEAK LIKE A NATIVE SPEAKER:

*Remember that you should **never** use will to say what somebody has arranged or decided to do in the future:*

Mike **is moving** to New Jersey next month. (not "Mike will move.")

I'm **going to visit** my friend tonight. (not "I will visit my friend tonight.")

Paul isn't free on Thursday. He's **working** in his aunt's shop.

What are your future plans? Write five sentences using 'going to' and 'will + infinitive'.

Example: We are going to get married after graduation.

We will go to Sodere on our honeymoon.

We are not going to live here.

We are going to move to Addis Ababa after graduation. Etc.

Exercise B7.3.1

Use **will** or **going to** in the blank spaces to complete the sentences.

1. It's very hot here inside; I _____ sit on the verandah and do my tasks.
2. I _____ keep your secret provided that you give me some part of it.
3. We don't have enough ingredients to cook at home, so we _____ have our dinner at the restaurant.
4. Geleta and Sifen _____ get married in the coming month.
5. If you complete this job in two weeks' time, I _____ pay you twenty percent of its net profit.

Exercise B7.3.2: Entrance Exam Questions on 'will' and 'going to'

1. Listen to this great music. You _____ it. (2007 E.C University Entrance Exam)... *immediate decision*
A. enjoy B. will enjoy C. are enjoying D. are going to enjoy
2. They say George is selling his new car. I _____ him a call and ask. (2008 E.C University Entrance Exam)...*immediate decision*
A. ought to give B. am giving C. must give D. will give
3. I just heard on the radio that the company is selling goods at a big discount. I _____ go and check if there is anything I might need. (2009 E.C University Entrance Exam)...*an action which doesn't have any prior intention*
A. will B. would C. may D. am going to
4. The fact is that I didn't know she was in such a serious problem. Now you calm down and I _____ do everything possible. OK? (2011 E.C University Entrance Exam)...*sudden decision not previously planned*
A. will B. either C. can D. am going to

B7.5 Language Focus: Hopes and Fears

Hopes in the future can be expressed using the following language.

- I hope that.....we will have best results this year.
- I'm optimistic that..... there will be good students' results this year.
- I'm hoping for.....best results this year.
- I'm optimistic aboutthe results this year.

Fears in the future can be expressed using the following language.

- I am worried that/I am afraid that/I am concerned that/My worst fear is that.....our results will be low.
- I am pessimistic aboutour results this year.

B7.6 Increase Your Word Power: Word Building

Converting nouns or adjectives to verbs

You can change nouns and adjectives into verbs by adding the suffixes.

-ate, -ise, -en -ify.

Here are some examples

author becomes *authorize*

dark becomes *darken*

assassin becomes *assassinate*

class becomes *classify*

Remember: The usual spelling rules apply for words ending in -y (change to -i before adding the ending), words ending in -e (remove the -e before adding the ending) and words ending with a short vowel sound (double the consonant before adding the ending).

Exercise B7.6

Sort these words into the right boxes based on the type of suffix they take.

advert	personal	author	straight
captive	active	real	terror
pure	scandal	glory	note
computer	intense	light	legal
fright	false	liquid	
equal	sad	hospital	
hard	pressure	simple	
central	motive	material	

-ate	-ise	-en	-ify

- | | |
|-----------------------|-------------------------------------------------|
| b. call off | ii. visit |
| 2. a. get on | i. develop / make progress |
| b. get off | ii. receive little or no punishment for a crime |
| 3. a. go on | i. explode |
| b. go off | ii. continue |
| 4. a. keep on | i. avoid doing something |
| b. keep off | ii. do something many times |
| 5. a. look on | i. leave quickly |
| b. make off | ii. consider |
| 6. a. put on | i. postpone |
| b. put off | ii. gain (kilos in bodyweight) |
| 7. a. set on | i. attack |
| b. set off | ii. begin a journey |
| 8. a. switch /turn on | i. start a machine |
| b. switch /turn off | ii. stop a machine |
| 9. a. take on | i. lose kilos in bodyweight |
| b. take off | ii. employ |

B7.11 Study Skills: Active and Passive Vocabulary

What is Active and Passive Vocabulary?

Your **passive vocabulary** includes the words you can recognize and understand, but can't come up with on your own when writing and speaking.

Active vocabulary includes all words that you can think of and use right away when you're in the process of communicating.

When learning a language, both your active and passive vocabularies change all the time. You use words, forget words, tryout new words and review previously learned words. Words may move freely between your active and passive vocabularies as time goes on, but your passive vocabulary will always be much larger.

Even in the case of your mother tongue, your passive vocabulary is going to be much larger than your active one. However, no matter how many words you've learned to understand, the moment comes when you need to use them. That's where your active vocabulary reigns.

Language learners need to **convert their rich but passive lexicon into active vocabulary**.

How to Turn Your Passive Vocabulary into Active Vocabulary

1. Ditch the Dictionary

Try to describe the meaning or use a synonym. Don't stop to open up a dictionary.

2. Smooth Path

Before you start expanding vocabulary, **prepare a place** for new words in your mind and speech. That is to say, smooth the path.

For example, let's take words such as *very* and *really*. Instead of learning more specific synonyms, we attach these to other words. We can say *very big* instead of *huge*, or *very, very big* instead of *enormous* or *gigantic*.

3. Total Recall

One of the most common pieces of advice for language learners is: ***write new word in a notebook or on flashcards***. Even if you go about doing this, the problem is, words are difficult to remember without context. Instead of reviewing a list of isolated words and phrases bereft of context, make strides towards practicing your words in context and visualizing them in real situations. The best way to do this is to write, write and write some more. Write short stories and messages of all kinds.

4. Read Smart

You know that reading helps to expand vocabulary. That's true because it forces learners to look at words they might not have heard or seen before, making them search for meanings to understand the content. After all, the language in books is often more sophisticated than that of our everyday conversations. More than that, reading improves the memory and concentration that's essential for language learners to have. Don't think of active vocabulary expansion as if it were a bloody difficult, time-consuming and many-stage challenge. Moving passive vocabulary into your active vocabulary is a natural process that all people experience throughout life, and it's within your power to influence it.

UNIT 8: WATER

PART A

A8.1 Introduction: The Water Cycle

Study what these terms mean

- | | | |
|------------------|-----------------|------------------|
| a. evaporation | c. convection | e. advection |
| b. transpiration | d. condensation | f. precipitation |

A8.2 Reading: The Tale of a Tap

Exercise 1: Comprehension questions

1. Read the text on page 199-200, T.B and choose the best answer for questions 1-5 on the same page.

A8.5 Word Power: Word Building

Recognizing words that belong to the same family can really increase your word power! For example, if you know the word: *photograph*, you should be able to recognize that *photographic* and *photographer* are part of the same family.

If you recognize the word endings, that will tell you what kind of word it is and help you to understand how it is being used.

-ic: many adjectives end with this suffix

-er : is often added to verbs to describe someone who does the action.

Exercises:

1. Complete the words in the table (white parts only) on T.B-page 203.
2. Complete sentences from a-f on T.B-page 203 with two forms of the words in brackets.

Note: you may change the form of the words.

A8.6 Language Focus: *like* and *as*

- I. Try to identify rules for the use of the words *like* and *as* by answering the questions.

Sentences 1-4: same meaning, different grammar

1. It's raining again. It's been like this every day for a week.
2. As we expected, the rain is early this year.
3. I want to be a doctor, like my brother.
4. The government did as they promised and built a new school.
 - a. Which meaning do like and as express: similarity or purpose?

- b. Which word is used as a preposition before a noun: like or as?
- c. Which word is used as an adverb before a subject and verb: like or as?

Sentences 5-9: Different meaning, same grammar

- 5. My father uses this room as an office.
 - 6. My bedroom is like an office with all my books and papers everywhere.
 - 7. My father used to work as a nurse.
 - 8. Some parts of the country, like the south-west, receive a lot of rain.
 - 9. Rainwater flows over the ground as surface run-off.
- d. What is the meaning of like and as in these sentences? Match the sentences to each of these meanings.
- i. For example
 - ii. in the position of
 - iii. in the form of
 - iv. For this purpose
 - v. Similar to
- e. Which one is used as:
- i. a preposition before a noun?
 - ii. an adverb before a subject and verb?

Note: In the USA and UK, '*like*' is often used in everyday conversation, especially by young people, in these non-standard ways:

- i. to introduce a subject and verb (instead of the more standard as);
Example: The government did like they promised and built a new school.
Nobody sings like she does.
- ii. to report what someone has said
Example: I asked my brother to lend me some money, and he's like, 'how much do you want?'

II. Complete these sentences with 'like' or 'as'.

- a. I want to join the army ____ an officer.
- b. The garden looks ____ a jungle. We must tidy it.
- c. I usually wear light colors _____ white, pink or yellow.
- d. My eldest sister is _____ a boss at home.

- e. _____ the oldest child, she has a lot of responsibilities.
- f. Your idea is good. I'll do _____ you suggest.
- g. Mimi came first in the test, _____ we all knew she would.
- h. _____ you know, term finishes in three weeks.
- i. When water evaporates it rises into the air _____ water vapor.

‘Like’ and ‘as’- used to express similarity

LIKE

- Like is a preposition and should be followed by a noun or pronoun.

E.g. She is like her mother. (They are very similar.)

She plays the piano like her sister.

- The structure of the sentence is usually:

- VERB + LIKE + NOUN (N.PHRASE)/PRONOUN.

He speaks like a native speaker.

She looks like a supermodel.

AS

The structure of the sentence is usually:

AS + SUBJECT + VERB(S + VERB).

E.g. Nobody sings **as** she does.

They went to the party **as** they were.

* It is very common in American English to use LIKE instead of AS. However, it is informal to use it in this way.

E.g. We play football **like** champions do.

Another use of **AS** is to say what the role/function of a person/thing is.

Example: He started work **as** a carpenter.

She used the tapestry **as** a decoration in her living room.

In August, **as in July**, the weather is very hot.

* Be careful, in similar sentences we use LIKE and AS, the meanings of each sentence are very different.

As your boss, I must warn you to be careful. (I am your boss.)

Like your boss, I must warn you to be careful. (I am not your boss, but he/she and I have similar attitudes.)

B8.2 Language Focus: Adverbs

Adjectives and Adverbs

Compare these two sentences:

The captain of the team was so efficient that everyone admires him.

The captain led his team so efficiently that everyone admires him.

Adjectives can be used after certain verbs. These are link verbs (verbs which refer back to the subject) for example:

Subject	link verb	adjective
He	became	famous
She	was	rich

Adjectives- modify nouns.

* Adjectives can be used before Nouns

e.g. **gorgeous** girl **obedient** generation

Adjectives can also be used after verbs of feeling and appearance

Subject	verb	adjective
She	looked	beautiful
The soup	tasted	delicious
The room	smelt	horrible

The verbs seem, sound, look, feel, smell, taste are usually followed by an adjective, not an adverb.

Adverbs: add information to a verb, used after verbs.

Adverb formation

1. Adj. + -ly

e.g. kind + -ly = kindly,
technical – technically, helpful - helpfully
certain- surprising-
accurate - political-

2. Adjective ending with ‘-y’, cancel ‘-y’ and add ‘-ily’

e.g. happy – happily
easy, busy, dry

3. Adjectives ending with ‘-ic’, add ‘-ally’

e.g. basic - basically, economic - economically

catabolic - public

scientific –

4. Adjectives ending with ‘-**able/ible**’, replace ‘-e’ by ‘-y’

e.g. regrettable - regrettably, arguable – arguably,

horrible - simple -

possible - ample -

whole –

5. Some adjectives can be used as adverbs. = hard, late/lately, fast, early, likely, straight

Adjective

He is an early riser.

He is a fast driver.

Draw a straight line.

What is the most likely cause of it?

Adverb

He gets up early.

He likes to drive fast.

Measure straight in front of you.

I’d likely do the same thing.

6. After most verbs, you must use an adverb, not an adjective

Subject	verb	adverb
The children	ate	quickly
Her clothes	fit	beautifully
She	speaks	well

7. These are adverbs of manner, and they usually look similar to their related adjectives as they are made up as follows:

Adjective + ly

Example: quickly

However:

- i. Many adjectives do not have corresponding adverbs (e.g. old, little)
- ii. Some adjectives look like adverbs, but they aren’t (e.g. friendly, cowardly)
- iii. Some adverbs are completely irregular (e.g. good-well)

Practice activity

Form adverbs from the following adjectives.

Free, noisy, double, accidental, doubtful, dramatic, mathematical, digital, expert, marked, knowing, final, temporary, repeated, feeble, full, complete, poor, reasonable, particular, heavy, thorough, close, cyclic, partial, immediate.

Exercise

1. Complete the table on page 211 (T.B), with the correct form of the missing adjective or adverb. **Note:** Some of the adjectives do not have adverbs forms.

In the comparative form, adverbs behave in a similar way to adjectives.

Aberash's singing is beautiful. (Adjective)

It's more beautiful than her sister's. (Comparative adjective)

It is the most beautiful singing I have ever heard. (Superlative adjective)

Her guitar playing is as beautiful as her singing. (Adjective)

Aberash sings beautifully. (Adverb)

She sings more beautifully than her sister. (Comparative adverb)

She sings the most beautifully of anyone I know. (Superlative adverb)

She plays the guitar as beautifully as she sings. (Adverb)

One-syllable adverbs are the same as adjectives in the comparative form.

Example: fast—faster—fastest

Travelling by motorbike is faster than by bus. (Comparative adjective)

A motorcycle travels faster than a bus. (Comparative adverb)

A car travels as fast as a motorcycle. (Adverb)

2. Complete the sentences on page 212 (T.B), **a-g** with the correct form of the words in brackets. Where necessary add **than**, **the**, or **as** and make any spelling change.

B8.4 Language Focus: I wish

I wish... is used to express wishes about the present, past and future.

I wish I lived nearer. Then we could meet more often. (I'm sorry that I don't live nearer)

Chaltu wishes she had blond hair. (She doesn't have blond hair)

a. To express your wishes for the present and future

I wish I were good at math (but I am not good at math).

Don't confuse wishes and hopes. Hopes are possibilities, while most wishes are impossibilities.

Compare:

I hope I became a doctor. (It may be difficult, I may do it)

I wish I could be a doctor. (I'm going to do something else as this is not possible)

*** Wishes about the future**

wish + subject + would... to express regret when third party is unwilling to perform.

wish/if only + would + v~1

I wish it would stop snowing.

I wish Mark would call me back.

b. To express your wishes and regrets about the past

I wish I had studied harder for the test. (but I didn't study hard)

wish / if only + past perfect subjunctive: to express wishes or regrets about the past:

I wish I had never told him my secret. (I'm sorry that I told him my secret)

If only I had never told him my secret.

Santiago wishes he hadn't spent so much money last night. (Santiago regrets spending so much money last night)

Study the following examples:

- a. It's raining, so we can't go to the match.
I wish it weren't raining, so we could go to the match.
- b. It's a pity there is no secondary school in my village.
I wish there was a secondary school in my village.
- c. We don't have enough time to prepare for the exam.
I wish I had enough time to prepare for the exam.

B8.5 Language Focus: Contrasting Ideas

There are two kinds of contrast and two kinds of words and expressions which are used to link sentences that express them.

1. Clause of concession

Concession means that you accept one idea and at the same time you put another idea against it.

Concession can be expressed by means of a word or phrase.

Example: although, even though, however, despite, in spite of

These have similar meanings but behave slightly differently.

Although/even though some part of the country receives a lot of rain, other part receives very little.

Although/even though introduces a clause. ‘*Even though*’ is stronger and more emphatic than ‘*although*’.

Despite/in spite of some parts the country is receiving a lot of rain, other part receives very little.

Despite/in spite of introduces a noun phrase.

Despite the fact that some parts the country receives a lot of rain, other part receives very little.

Despite the fact that introduces a clause

Some parts of the country receive a lot of rain. However, other part receives very little.

However introduces a sentence.

2. Clauses of difference

We can contrast two different but equal ideas with words and phrases such as: whereas, while, on the other hand ... on the one hand

- The twins are very different. On the one hand, Tefere is outgoing and lively and on the other hand, Selam is shy and quiet.
- The twins are very different. While Tefere is outgoing and lively, Selam is shy and quiet.
- The twins are very different. Tefere is outgoing and lively, whereas/while Selam is shy and quiet.
- The twins are very different. On the other hand, whereas/while Tefere is out going and lively, Selam is shy and quiet.

Putting *on the one hand.... on the other hand* with *whereas* or *while* brings out the difference more strongly.

Exercise: 1. On page 215 of your T.B, there are pairs of sentences (a-h). Join them using a suitable linking word or phrase.

- Decide which kind of link is needed.
- Decide if you need one sentence or more.

e.g. Although he is a rich man, he is not generous. (**Concession**)

Neither of my parents is from Addis. Whereas my mother is from Dire Dawa my father is from Harar. (**Difference**)

UNIT 9: DISABILITY

PART A

Introduction: What is disability?

Disability [countable, uncountable noun] plural **disabilities**: A permanent illness or injury that makes it difficult for someone to do ordinary things such as seeing, walking, etc.

Disabled [adjective] 1. Someone who is disabled cannot use a part of their body properly. 2. *the disabled* people who are disabled

A9.2 Disability is no obstacle to success

Read the passage ‘Disability is no obstacle to success’, and do the following exercises.

Vocabulary

1: Read the texts about Kibuuka, Prudence and Helen on pages 223-224 and find words and expressions with the meanings indicated on page 222 number 3.

A9.3 Word Power: Disability

1. Read these various kinds of disability and complete the following sentences with suitable word in the correct form. They can have different grammatical forms.

paralysis, blind, hearing impaired, amputation, autism, intellectual disability

- a. John is _____. Since birth, he has been unable to see anything at all.
- b. Rosa is _____. She can only hear you if you sit very close to her.
- c. There are many _____ in countries where a lot of landmines were left behind after conflict.
- d. A spinal injury left my cousin _____ in both legs and unable to walk.
- e. _____ children often seem lonely, but they can be loving to people they know well.
- f. It is important to support those who are _____ and not to laugh at them or call them ‘stupid’.

A9.4 Language Focus: Verb + Verb pattern

When one verb is followed by another, the form of the second verb may be in the –ing form or to + the infinitive.

1. Some verbs are always followed by + -ing form if they are followed by another verb. The -ing form is the first action.

Example: He **avoided** writing the test. *Writing was happening first, but latter avoided.*

Keep smiling! *Smiling is happening first then warned to keep.*

Here are list of these verbs which are always followed by ‘verb –ing’

admit, adore, allow, avoid, can’t stand, finish, consider, deny, delay, (don’t) mind, enjoy, finish, give up, imagine, fancy, involve, keep, keep on, spend, postpone, practice, put off, pardon, risk, suggest, etc.

2. Some verbs are always followed by VERB + to + infinitive

Example: I can’t **afford** to go on holiday.

Capability to afford was the first action to happen, then going.

She’s **decided** to give up her job.

Here are list of these verbs which are always followed by ‘to+ the infinitive’.

afford, agree, allow (passive), appear, arrange, ask, attempt, choose ,dare, decide, expect, fail, forget, help, hope, learn, manage, offer, plan, pretend, promise, manage, seem, tend, threaten want, would like, persuade, etc.

3. Some verbs are followed by either form (VERB + -ing / to infinitive)

- a. With some verbs, it doesn’t make much difference which form you use.

(begin, continue, intend, start, like, hate, prefer, etc.)

Examples: The child continued to drink his milk.

The child continued drinking his milk.

- b. With other verbs, there is difference in meaning. (Stop, remember, regret, try)

Example: I stopped to eat my lunch = I stopped what I was doing in order to do something else.

I stopped eating my lunch= I stopped this activity

4. Some verbs are followed by an object and then the infinitive of another verb with or without to (VERB + object + to/without to +infinitive)

- a. VERB + object + to +inf.

advise , allow, ask, beg, encourage, expect, force, invite, order, permit, persuade, recommend, remind, teach, tell, want, warn, would like

- e. g. They invited us to stay in there.

She told me to come on time.

They asked us not to make such a noise.

- b. VERB + object + infinitive without ‘to’ (let, make)

e.g. Let me show you.

The news made her cry.

NOTE:

Help is followed by infinitive with or without to:

Everybody helped (to) clean up.

Everybody helped her (to) clean up.

BUT! I can't help doing something = I can't stop myself from doing something.

e.g. I tried to be serious but I couldn't help laughing.

Exercise

Complete the sentences with a suitable verb in the correct form: -ing or infinitive

1. Please don't forget _____ your mother for the wonderful dinner. (thank)
2. Do you mind _____ the window? (close)
3. Do your parents let you _____ late at weekends? (stay up)
4. I've finished _____ - come and eat! (cook)
5. He decided _____ biology. (study)

A9.5 Language Focus: Ability (past, present and future)

Modals of Ability: CAN/COULD, BE ABLE TO

Can/ could – expresses *ability, permission, requesting, giving/refusing permission, possibility, probability* in the future

Examples:

Maria **can** drive.

You **can** use my phone.

Could I borrow your pen?

He **can/could** be at the store right now.

It **can** snow if it gets very cold.

1. **Can and be (am/is/are) able to:** express present ability similarly. CAN is more usual, but not as formal as *be able to*. They describe both natural and learned ability.

Example: Bikila can/ is able to run 10km in 30 minutes.

Eman can/is able to write in computer programs.

* We use **can, not be able to**, with verbs of perception like **see, hear, smell, feel, understand, taste, remember, etc.**

Example: I can't hear the music on the TV.

I can see anything you bring.

2. Can and will be able to: **Can** is also used if we are deciding now what to do in the future.

In other cases, we use **will be able to** to express that something will be possible in the future only.

Example: I **can** visit them tomorrow morning for half an hour.

One day we **will be able to** live without wars.

Can = expresses both future and present ability

Be able to = expresses present ability only.

Will be able to = expresses future ability only.

3. Could, was/were able to: refer to past ability

COULD and WAS/WERE ABLE TO are interchangeably used for past general ability and they mean the same.

Example: I **could** swim when I was 5 years old.

My brother **was able to** drive cars when he was 12 years old.

But if you mean that someone managed to do something in one particular situation, you have to use *was/were able to*

He **could** swim when he was seven. (general)

It was difficult, but we **were able to** swim across the river. (specific)

→ In the specific sense, the synonym is "managed to".

→ could – had the ability to

→ was able to – managed to/succeed in

After a week, we were able to/managed to find the solution for the problem. (Succeeded in finding, but **not**: could find)

George played very well but in the end John was able to beat him (= He managed to beat him in this particular game.)

However, the negative couldn't is possible in all of this

e.g. My grandfather **couldn't** swim.

We tried hard but we **couldn't** persuade them to come with us.

* We use **could** with verbs of perception, not **was/were able to**. These verbs are see, hear, smell, feel, understand, taste, remember, etc.

e.g. When we went into the room, we could smell burning.

I looked up, but I couldn't see anything.

Thus: **could (was/were able to)** - for general past ability.

Managed to/succeeded in/ were/was able to – for specific action.

* Other than the present or past, we can use **BE ABLE TO** with perfect tense if a sentence is introduced by adverbs of time **for/since** + past time.

e.g. We haven't been able to play tennis for a long time. = We haven't had the ability to play.

We could have avoided our greedy. We couldn't avoid

Note: The difference between *have been able to* and *could have* + V3 is:

you have been able to do = you have had the ability to do

you could have done = you couldn't do

Activity 1: Choose the best answer that suits the blank space.

1. Helen _____ read well, even though she is only three
A. will be able to B. is able to C. couldn't D. was able to
2. He _____ play the violin quite well when he was 10.
A. can B. could C. be able to D. might
3. Sorry, Teacher. I _____ do it yet.
A. wasn't able to B. couldn't C. haven't been able to D. can't
4. She _____ come on holiday next month if her parents give her permission.
A. can't B. could C. will be able to D. couldn't
5. You'll be able to solve this, _____?
A. can you B. won't you C. will you D. can't you
6. The fishing boat sank, but luckily all the crew _____ save themselves.
A. were able to B. could C. wasn't able to D. can

A9.8 Increase Your Word Power: Phrasal Verbs with *up* and *down*

Meaning and form

Phrasal verb is made up of two/three words. The first is a verb and the second is called particle/ending.

❖ The meaning of a phrasal verb is independent of the meaning of each of two/three parts.

He **turned back** because he had left something at home. (= changed direction)

He **turned down** the invitation because he was feeling tired. (= refused)

They **turned up** unexpectedly. (= arrived)

Some phrasal verbs have several meanings:

She **put on** her clothes. (= she got dressed)

She **put on** weight. (= her weight increased)

She **put on** the light. (= she switched the light on)

The students **put on** a play. (= performed)

Please **get out of** my way, I'm very busy. (= move)

The children **got out of** their bedroom window and ran down the fire escape. (= climbed out of)

I won't be able to see you tomorrow. I've got a business meeting and I can't get out of it. (= avoid)

The form of phrasal verbs can vary. Some verbs have two parts: a verb (e.g. does, go) and another word (sometimes called a particle). This word can be an adverb (e.g. back, out) or a preposition (e.g. at, into, from). Many of these words (e.g. down, on, up) can be both adverbs and prepositions.

Some verbs have three parts: a verb (e.g. come), an adverb (e.g. up) and a preposition (e.g. against).

Phrasal verbs behave differently depending on whether they are:

a verb + preposition

a verb + adverb

or a verb + adverb + preposition

1. Verb + preposition

When a phrasal verb consists of a verb and a preposition:

- it always has an object.
- the object (noun or pronoun) always goes after the preposition because the verb and preposition must not be separated:

The rest of the group **looked after** Donna. (not looked Donna after)

I **counted on** them. (not counted them on)

2. Verb + adverb

When a phrasal verb consists of a verb and an adverb:

- it doesn't always have an object:

They **got together** every Monday morning.

They **carried on** without me.

- the object (when it is a noun) can come before or after the adverb because the verb and the adverb can be separated:

They didn't **back** Donna **up** when she was in trouble / They didn't back up Donna when she was in trouble.

They wanted to **throw** Donna **out** because of what she did / They wanted to throw out Donna because of what she did.

- the object (when it is a pronoun) must go between the verb and the adverb:

They **backed** me **up**. (not backed up me)

They wanted to **throw** me **out**. (not throw out me)

- the object (when it is very long) is usually put after the adverb:

They **called off** the concert, which had already been postponed twice. (not called the concert, which had already been postponed twice, off)

The students **counted up** the money from their summer jobs and decided to have a party. (not the students counted the money from their summer jobs up)

Some phrasal verbs have two meanings and take an object with one meaning and no object with the other meaning, e.g. give in:

I won't **give in** until they pay me what they owe. (verb + adverb + no object = surrender)

I **gave in** my homework on time. (verb + adverb + object = hand it to the teacher)

Most particles (e.g. down, in, off, on, past, through, up, etc.) can be either adverbs or prepositions.

She **picked up** the book or She **picked** the book **up**. (verb + adverb can be separated by a noun)

Exercise

A. Replace the underlined words with phrasal verbs from the list.

(*pick up, turn down, turn up, do up, get down, let down, hold up, make up*)

1. We were very surprised when my uncle appeared last night.
2. My brother was offered a job in a factory but he refused it.
3. An accident delayed the traffic in town today.
4. I'm going to collect my new dress from the tailor when I go to town.
5. I must work hard so I don't disappoint my parents.
6. I don't believe what you say. You have invented it.

7. We must decorate the school hall for Speech Day.

8. My brother's wife annoys me as she is always asking me to do things for her.

B. Complete with one of these phrasal verbs: hand back, take off, hang up, go off, wash up,

1. The plane _____late because of the bad weather.

2. The kind of housework I hate most is _____.

3. If he rings back, just _____.

4. He was sleeping soundly when the alarm clock _____.

5. The guard _____my ID card _____ to me.

A9.9 Word Power: Affixes

Affixes are letters or group of letters added to the beginning or end of a word to change its meaning. The prefix **un-** in **unhappy**, and the suffix **-less** in **careless** are both affixes.

Many prefixes give the opposite meaning to the word they are put in front of.

Example: unlock, return, misjudge, etc.

Some prefixes make a new word or change part of speech.

Example: danger (noun) endanger (verb) joy (noun) enjoy (verb)

Suffixes are letters or group of letters added to the end of a word to make another word or change its part of speech.

Example: argue-V; argument-N, social-Adj; socialism-N, happy-Adj; happiness- N, quick- Adj; quickly-Adv, modern-Adj; modernize-V, etc

PART B

B9.4 Language Focus: *when* and *if*

Both *when* and *if* are used to introduce a clause which is dependent on another clause.

If introduces a conditional clause:

If you heat water to 100 degrees Celsius, it boils.

When introduces a situation that is definitely going to happen

When you heat water to 100 degrees Celsius, it boils.

When can replace *if* in zero conditionals:

In the other types of conditionals, we cannot use *when* instead of *if*.

Both have the same structure:

When/if + subject +verb in present tense + subject + will+ verb

1. Complete the dialogue on page 235 (T.B) with *when* or *if*.

B9.6 Language Focus: Talking about time using Wh-questions + prepositions

When we are talking about time, we can refer to when something happened or the duration of an event.

Study the following examples:

- a. **When** do you normally do your homework? **At** about 3 o'clock
- b. **When** are you going to leave school? **In** two years' time
- c. **What time** do you go to bed? **At** 6 o'clock
- d. **When/How long ago** did you arrive here today? **At** 10 o'clock/ 2 hours ago
- e. **How long** have you lived in your present house? **Since** 2007
- f. **What day** are you born on? **On** Friday
- g. **What month** is your birthday? **In** September
- h. **What year** did you come to this school? **In** 2009

We use prepositions to introduce times: a point of time or a period of time.

during, while, for, ago + a period of time

- During the war
- While my brother was cooking,
- For five months
- Ten years ago

in, at, on, by, until, before, after, when, from, to, since, +point of time

I began my education *in* 1995.

We'll accomplish our task *at* the weekend.

Our football schedule is *on* Tuesday and Saturday.

The stadium will be completed *by* the end of this year.

He has been living in this town *since* 1998.

We have attended the program *from* 8 o'clock *to* 10 o'clock.

Before we went home, we had met our uncle.

After we had played, we took a shower.

They were waiting for you *until* midday.

Complete the following sentences with appropriate prepositions.

- a. I get up ____ seven ____ the morning ____ weekdays.
- b. I take care ____ my son. My son is similar ____ me. He's quite different ____ my wife.
- c. China has agreed ____ participate ____ the global economic forum.
- d. If you've got a problem, then do something ____ it.
- e. If I had to choose _____ going to heaven or hell, I'd choose heaven.

Vocabulary

1. Choose an appropriate word that can replace the underlined word.

- 1. The government chooses deliberately to understate the increase in price.
A. underestimate B. devalue C. judge D. interfere
- 2. There is a widespread prejudice against the disabled all over the world.
A. discrimination B. misjudge C. verdict D. decision
- 3. Her speech is almost incomprehensible.
A. comprehensible B. comprehensive C. unintelligible D. plain
- 4. There is a degree of solidarity and sisterhood among the women.
A. love B. fellow C. discord D. disagreement
- 5. By midweek, officials will speak hopefully of a 'compromise'.
A. coming week B. weekends C. middle of the week D. three days

UNIT TEN: POVERTY AND DEVELOPMENT

PART A

A10.3 Language Focus: Revision on Past or Third Conditional

Meaning: The third conditional is used to talk about situations that did not happen in the past and, therefore, their results are imaginary.

For example: If I had met your brother, I would have told him about my birthday party (I did not meet your brother and, therefore, I could not tell him about my birthday party).

Form: If + past perfect (subordinate clause) + **would have + past participle** (main clause)

e.g. If I hadn't studied as much as I did, I wouldn't have passed my exams. Note that if the if-clause comes first, a comma should be used. If the if-clause comes second, there is no need for a comma.

In **third conditionals**, it is possible to use **could** to mean "would be able to" (that is, to express ability) and **might** to mean "would possibly" (that is, to express possibility):

e.g. If you had studied harder, you could have passed your exams (you had the ability to pass the exams; however, you didn't because you didn't study hard enough)

Exercise A10.3

Use the appropriate forms of the verbs in to make third conditional sentences.

1. If she _____ (**study**), she _____ (**pass**) the exam.
2. If I _____ (**not eat**) so much, I _____ (**not feel**) sick.
3. If we _____ (**take**) a taxi, we _____ (**not miss**) the plane.
4. She _____ (**not be**) tired if she _____ (**go**) to bed earlier.
5. She _____ (**become**) a teacher if she _____ (**go**) to university.
6. He _____ (**be**) on time for the interview if he _____ (**leave**) the house at nine.

Inversion in Third Conditional

Form: Had + Subject + Past participle + would/might/could + have + past participle

e.g. **Had he not robbed** the bank, he **wouldn't have gone** to prison.

Had I seen you before, I **could have given** it to you.

Had Tola had enough money, he **would have bought** the new model.

N.B: The word 'if' is not used in the case of inversion.

A10.4 Speaking: Pronunciation of Words with Silent Consonants in English

When pronouncing certain words in English, some of the letters are silent (not said).

Below are such silent consonants with typical examples.

Words with silent 'h': honest, hour, white, while, where, rhythm

Words with silent 't': listen, match, Christmas, mortgage

Words with silent 'k': knock, knight, know, knack

Words with silent 'b': comb, doubt, plumber, limb, debt, tomb

Words with silent 'n': Autumn, damn, hymn, column

Words with silent 'd': edge, hedge, Wednesday, handsome, badge

Words with silent 'g': sign, resign, design, foreigner, gnaw, gnash

Words with silent 'p': psychology, receipt, pneumonia, psalm

Words with silent 'w': two, whole, answer, wrong, wrench

Exercise A10.4

Identify the silent consonants in the following words.

witch	knit	scratch	bridge	half
black	calm	folk	calf	solemn
coup	who	gnat	climb	asthma
raspberry	island	palm	corps	debris

A10.5 Reading: A Poem

Exercise A10.5

Read the poem from Malawi (page 252) and match the words with their meaning as used in the poem.

- | | |
|---------------------------------------------------------------------------------------------------------------|-----------------|
| 1. to tie an animal to a tree or post so that it can't escape | A. winnowing |
| 2. the eating of living grass by cows, sheep etc. | B. well |
| 3. to repair | C. fetch |
| 4. to reduce something to very small pieces by hitting it hard many times, usually in preparation for cooking | D. limping |
| 5. the outer part of a seed (e.g. maize or rice) which has to be separated before it is used | E. mend |
| 6. the process of separating the chaff from the seed | F. pound, grind |
| 7. to go and get something | G. chaff |
| 8. a deep hole in the ground where you can find water | H. graze |
| 9. an abnormal way of walking when one leg is injured | I. tether |

PART B

B10.3 Increase Your Word Power: Revision – Prefixes

The focus of this revision section is on prefixes that give opposite meaning when added to adjectives.

The prefix '**in-**' is generally used before many different adjectives.

For example: inaccessible, inaccurate, inadequate, inappropriate, incapable, incoherent, incompatible, incomplete, inconceivable, inconsistent, incredible, indefinite, indiscreet,

inevitable, infinite, inflexible, insecure, insignificant, insubordinate, insufficient, invalid,
invariable, invisible, involuntary

The prefix ‘il-’ is generally used before words that begin with ‘l’.

For example: illegal, illegible, illiterate, illogical

The prefix ‘im-’ is generally used before words that begin with ‘m’, and ‘p’, .

For example: immature, immoral, immortal, impatient, imperfect, impossible, imprecise

The prefix ‘ir-’ is generally used before words that begin with ‘r’.

For example: irrational, irregular, irrelevant, irreparable, irresistible, irresponsible, irreversible

‘Un-’ is added to adjectives like usual, known, founded,

‘Dis-’ is added to adjectives like honest, contented, obedient

Exercise B10.3.1

Add prefixes to these words to give them opposite meaning.

- | | |
|----------------|-----------------|
| 1. available | 11. important |
| 2. cooperative | 12. literacy |
| 3. divided | 13. significant |
| 4. efficient | 14. sustainable |
| 5. essential | 15. fortunate |
| 6. convenient | 16. adequate |
| 7. replaceable | 17. friendly |
| 8. active | 18. regular |
| 9. resistible | 19. dependent |
| 10. logical | 20. partial |

Exercise B10.3.2

Add prefixes to the adjectives in the box and use them to complete the sentences below.

logical informed honest active comfortable

1. Many people feel _____ about giving personal information on the Internet.
2. Even a small _____ act will leave you with a sense of shame.
3. I’m afraid you have been _____ the lecture is tomorrow, not today.
4. Most of the volcanoes in East Africa are _____.
5. I can’t understand the point you are making in this paragraph. It is _____.

B10.5 Language Focus: Revision on Unreal or Second Conditional

"Unreal" conditionals are known as "**unreal**" because they contain conditions that are not likely (probable). For example, in the sentence below, winning the lottery is not very likely.

If I won the lottery, I would buy a new car.

I would buy a new car if I won the lottery.

In a second conditional sentence, the tense in the 'if' clause is the simple past, and the tense in the main clause is the present conditional (would + verb-1). It shows that if this thing **happened**, that thing **would happen**.

Examples:

- If I **were** rich, I **would buy** a luxury apartment.
- I **would help** her if she **asked** me.
- If my sister **were** here, she **would tell** me what to do.

Exercise B10.5

Change the forms of the given verbs to make second conditional sentences.

1. What _____ (will) you wish if you _____ (have) three wishes?
2. If you _____ (give) me your address, I _____ (send) someone to have a look at it.
3. If the flowers _____ (are) dry, I _____ (water) them.
4. If you _____ (help) me, we _____ (finish) in time.
5. I _____ (sit) here if you _____ (not mind).
6. They _____ (have) more money if they _____ (not buy) so many clothes.
7. You _____ (lose) weight if you _____ (eat) less.

UNIT ELEVEN: NGOs

PART A

A11.1 Introduction: NGOs

What does NGO stand for?

Could you list some local and international NGOs?

A11.3 Language Focus: The Present Perfect Tense

✓ is formed as ‘**subject + have/has + V3 (past participle)**’

✓ is used to indicate a link b/n the present and past

✓ is used to describe :

1. an action that started in the past and continues in the present

Example: she has worked in the bank since 2002.

I have lived in Adama for six years. (Still I do)

2. an action performed during a period that has not yet finished.

Example: I have worked hard this week. (The week isn’t over yet)

We haven’t seen her today.

3. a repeated action in an unspecified period between the past and now.

Example: we have visited Sodere several times.

4. an action that was completed in the very recent past, usually expressed by ‘just, already,

Example: I have just finished my work.

5. an action when the time is not important (the result is more important than the time)

Example: He has read ‘Romeo and Juliet’.

She has studied Chinese, English and Japanese.

A11.5 Increase Your Word Power: Describing Data – Showing Comparisons

In describing graphical data, we use appropriate language (*verbs, adjectives, and adverbs*) depending on the kind of action we need to show. For this, the following vocabularies are commonly used.

Verbs: rise, increase, grow, go up to, climb, boom, peak, fall, decline, decrease, drop, dip, go down, reduce, level up, remain stable, no change, remain steady, stay constant, stay, maintain the same level, crash, collapse, plunge, plummet.

Adjectives: sharp, rapid, huge, dramatic, substantial, considerable, significant, slight, small, minimal, massive.

Adverbs: dramatically, rapidly, hugely, massively, sharply, steeply, considerably, substantially, significantly, slightly, minimally, markedly.

Adverbs to describe the speed of a change: rapidly, quickly, swiftly, suddenly, steadily, gradually, slowly.

Comparison words used in describing data:

- to compare
- compared to
- as opposed to
- versus
- more than
- the majority of
- greater than
- less than

A11.8 Reading: Newspaper Report

Exercise A11.8

Read the newspaper report ‘Saida has been found!’ (Page 273 -4), and match the words with their correct meanings.

- | | |
|-----------------|-------------------------------------------------|
| 1. rubble | A. (of sound) to be repeated several times |
| 2. peals | B. long lasting mental shock |
| 3. reverberated | C. broken stones or bricks from buildings |
| 4. swirling | D. a loud sound |
| 5. romping | E. sending signals (e.g. light, electric waves) |
| 6. beaming | F. moving around quickly in a circle |
| 7. trauma | G. playing in a happy and noisy way |

PART B

B11.2 Language Focus: Revision – Verbs in the Past

To talk about the past we use:

1. the **past simple**
 - a. for something that happened **once in the past**
*Example: The film **started** at seven thirty.*
*We **arrived** home before dark.*

- b. for something that **was true for some time in the past**

*Example: Everybody **worked** hard through the winter.*

*We **stayed** with our friends in Nekemte.*

- c. when we talk about something that happened **several times in the past**

*Example: Most evenings, we **stayed** at home and watched OBN.*

*Sometimes they **went** out for a meal.*

2. **used to**

*Example: Most evenings, we **used to stay** at home and watch OBN.*

*We **used to go for** a swim every morning.*

3. **would**

*Examples: Most evenings, he **would take** the children for a walk.*

*They **would** often **visit** friends countryside.*

4. the **past continuous**

- a. for something that **happened before and after a specific time in the past:**

*Examples: It was just after ten. I **was watching** the news on TV.*

*At half-time we **were losing** 1-0.*

- b. for something that **happened before and after another action in the past:**

*Examples: He broke his leg when he **was playing** rugby.*

*She saw Jirata as he **was driving** away.*

5. the **past perfect** when we are **looking back** from a point in the past to something earlier in the past:

*Examples: Fatuma suddenly remembered she **had left** her keys in the car.*

*When we **had done** all our shopping, we caught the bus home.*

*They wanted to buy a new computer, but they **hadn't saved** enough money.*

6. the **present perfect** for completed actions whose time of completion is not mentioned.

*Example: Jitu **has found** a new job.*

I have read 'Godaannisa' three times.

B11.3 Increase Your Word Power: Phrasal Verbs Connected With Work

Study the meanings of phrasal verbs connected with work.

- ❖ apply for.....to make a request for
- ❖ burn out.....become overtired
- ❖ look forward to.....anticipate with pleasure
- ❖ step down.....resign or leave a job/position
- ❖ call back.....to telephone someone again
- ❖ put back.....delay or postpone

- ❖ take on.....employ (staff)
- ❖ cut back.....to reduce something
- ❖ follow up.....to continue communicating with someone after an event
- ❖ wrap up.....to finish an event or an activity
- ❖ call for asked to come to
- ❖ carry on.....continue
- ❖ fill in.....complete
- ❖ fill in for.....replace
- ❖ get down to.....start
- ❖ get off tobegin
- ❖ get on..... be successful
- ❖ get on with..... continue to do
- ❖ get through.....reach the end of something difficult or unpleasant
- ❖ hand in..... submit
- ❖ let off..... release
- ❖ settle in get used to
- ❖ slow down.....reduce in speed
- ❖ tire outexhaust

B11.4 Speaking: Pronunciation – Minimal Pairs

What are Minimal Pairs?

Minimal pairs are two similar sounding words that differ in only one phonological element and have distinct meanings. In other words, a minimal pair or close pair consists of two words with sounds that are very similar but differ at one point and meaning.

For example, **ship** and **sheep** both sound the same. But they differ with one sound.

In ‘ship’, the middle sound is a short vowel, but in ‘sheep’ it is a long vowel.

In ‘royal’ and ‘loyal’, the difference is seen in the first consonant sound, i.e. ‘r’ and ‘l’, so ‘royal’ and ‘loyal’ are minimal pairs.

Study the following minimal pairs.

ramp.....lamp	still.....steal
bin.....bean	chore..... shore
sit.....seat	chop..... shop

chick.....cheek

belly.....berry

rock.....lock

grow.....glow

root.....loot

chip.....ship

cheer..... shear

sheep.....cheap

chair.....share

batch.....badge

UNIT 12: TECHNOLOGICAL ADVANCES

PART A

A12.1 Introduction: Gadgets

A gadget is a machine or device which does something useful.

Activity 1

On page 287 (T.B), there are eight electric gadgets hidden in the word square. Find them and match to the definitions written on page 288.

PART B

B12.2 Language Focus: Speculating about the Future

1. Read the following dialogue

Murad: Do you think it is possible that computer will take over the work of human beings in the future?

Halchitu: Oh yes, **I'm quite sure** they will. Computers already do so much for us. **That'll definitely** continue.

Murad: Really? **It may happen**, but **I think it's unlikely**. There's a good chance they'll do more than they do now, **but I'm certain** that human beings will carry on working in the future.

2. Below are several expressions and structures we can use to speculate about the future events. Study the expressions.

	Positive	Negative
Certain	I'm quite sure it'll... I'm certain it'll... I'm sure it'll ... I'm absolutely sure it'll... There is no doubt it'll...	It can't ... It couldn't possibly... It definitely won't...
Probable	There's a good chance it'll... It's likely to ... It'll probably...	It's unlikely... It probably won't ...
Possible	It's possible it'll... It may ... It might ... It'll possibly... Perhaps it'll... May be it'll...	It may not... It might not... It possibly won't... Perhaps it won't... May be it won't...

3. Complete the sentences on page 294 -5 (T.B) with appropriate expressions from the table above.

B12.4 Reading: A magazine Article

Read the magazine article on page 295 -6 (T.B) and try to guess the meanings of words written in bold and then write a synonym or definition for each one.

Hence	guarantee	de-cultured
embrace	thereby	de-humanised
in principle	irritating	it strikes me
built -in obsolescence	strain	

Vocabulary

1. Choose an appropriate word that can complete the following sentences.

1. This medicine will act _____ on you.
A. beneficially B. beneficial C. benefit D. benefited
2. An international agreement aimed at halting the_____ of the ozone layer.
A. destructive B. destructively C. destruction D. destruct
3. Loss of his memory is a _____ problem, rather than a physical one.
A. psychology B. psychologically C. psychologist D. psychological

ANSWER KEY

UNIT 7

Exercise A7.2

1. TRUE 2. FALSE 3. TRUE 4. FALSE 5. TRUE

Exercise A7.4

1. ice caps 2. renewable energy 3. sea level 4. greenhouse gases 5. fossil fuels

Exercise A7.7

1. Cause: extreme overpopulation and extended drought
Effect: severe famine in Ethiopia
2. Cause: many companies relocating to the area.
Effect: Population growth
3. Cause: religious persecution
Effect: emigration of the first pilgrims
4. Cause: unfair employer practices
Effect: establishment of labor unions

Exercise A7.9.1

- | | |
|---------|-------|
| 1. i. b | ii. a |
| 2. i. a | ii. b |
| 3. i. b | ii. a |

Exercise A7.9.2

- | | |
|---------|-------|
| 1. i. b | ii. a |
| 2. i. a | ii. b |
| 3. i. b | ii. a |
| 4. i. a | ii. b |

Exercise A7.9.3

- | | | | |
|---------|---------|---------|----------|
| 1. too | 2. pair | 3. sent | 4. bored |
| 5. rain | 6. pain | 8. sell | 9. break |

Exercise B7.3.1

1. will 2. will 3. are going to 4. are going to 5. will

Exercise B7.3.2

1. B 2. D 3. A 4. A

Exercise B7.6

-ate	-ise	-en	-ify
Captive	Advert	straight	note
Active	Personal	light	intense
liquid	Author	fright	pure
Motive	Real	sad	glory
	Computer	hard	false
	terror		simple
	scandal		
	Legal		
	equal		
	Hospital		
	Material		
	central		
	Pressure		

Exercise B7.9

- | | |
|----------------|----------------|
| 1 a. ii b. i | 6 a. ii b. i |
| 2 a. i b. ii | 7 a. i b. ii |
| 3 a. ii b. i | 8 a. i b. ii |
| 4 a. ii b. i | 9 a. ii b. i |
| 5 a. ii b. i | |

UNIT 8

Exercise 1: comprehension questions

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

A8.5 Word power: word building

1.

Verb	Noun	Adjectives	Adverb
	Atmosphere	Atmospheric	
Breathe	breathing breathe	Breathing Breathy	breathily

GRADE 11 ENGLISH HANDOUT, UNITS 7 -12

Condense	Condensation	Condensed	
Breathe	breathing breathe	Breathing breathy	breathily
Condense	Condensation	Condensed	
Breathe	breathing breathe	Breathing breathy	breathily
Demonstrate	Demonstration	Demonstrable	demonstrably
Evaporate	Evaporation		
Expect	Expectation	Expectant	Expectantly
	Fortunate	Fortunate	fortunately
	Invisibility	Invisible	Invisibly
Moisten	Moisture	Moist	moisty
	Person	Personal	personally
Precipitate	Precipitation	Precipitous	Precipitously
	Properness	Proper	properly
Pride	Pride	Proud	proudly
	Realization		
	Solitude	Solitary	Solitarily
Struggle	Struggle	Struggling	
Transpire	Transpiration		
Triumph	*triumph	Triumphal triumphant	triumphally triumphantly

2. a. Personal/personally b. condensed condensation c. moisten/moisture d. atmospheric/
atmosphere e. solitary/solitarily f. expectantly/Expectant

A8.6 Language Focus: *like* and *as*

- I. 4a. both b. like c. as
 5.iv 6. v 7. ii 8. i 9. Iii
 e. i. like ii. as
- II. a .as b. like c. like d. like e. as f. as g. as h. as i. as

B8.2 Language Focus: Adverbs

Adjective	Adverb	Adjective	Adverb
Childish	Childishly	Hopeful	Hopefully
Easy	Easily	Cowardly	_____
Good	Well	Early	Early
Fast	Fast	Friendly	_____
Angry	Angrily	Late	Late
Probable	Probably	Slow	Slowly

2. a. harder/ the hardest b. earlier c. longer d. more efficiently e. worse f. as fluently as
g. better

B8.5 Language Focus: Contrasting ideas

- b. He didn't steal the money. However, he was sent to prison (**Concession**)
- d. I'm not sure what I want to do. Though I would like to be an accountant my mother thinks I should be a lawyer. (**Difference**)
- e. Even though my sister is bossy, she has a very kind heart (**Concession**)
- f. I listen to all kinds of music. On the one hand, I like our traditional music on the other hand I like hip hop (**Difference**)
- g. There are two seasons in inland South Africa. October to April is hot and wet while April to September is cool and dry (**Difference**)
- h. It was raining yesterday. However, we played the match (**Concession**)

UNIT 9

A9.2 Reading:

- a. skis b. Paralympic Games d. curse d. neglected
- e. salvation f. thrived g. affliction

A9.3 Word Power: Disability

- a. blind b. hearing impaired c. amputees d. paralyzed e. autistic f. intellectual disability

A9.4 Language focus: Verb + Verb pattern

1. to thank 2. closing 3. stay up 4. cooking 5. to study

A9.5 Language focus: Ability past, present and future

Activity 1: 1. B 2. B 3. C 4. C 5. B 6. A

Activity 2: 1. the exception is can/ have been able to

2. a. can and be able to b. can/able to c. can d. could

e. could/was/were able to f. could

3. a. could b. can c. be able to d. have been able to e. was able to f. be able to

g. couldn't h. was able to i. could

A9.8 Increase your word power: Phrasal verbs with *up* and *down*

1. turned up 2. turn it down 3. held up 4. pick up 5. let down 6. made it up

7. do up 8. gets me down

1. take off 2. wash up 3. hang up 4. went off 5. hand back

A9.9 Word power: Affixes

1.1 a. weekly b. disability c. semi-circle d. predated e. interactive f. understate

g. forefront h. reaction i. self-centered

2.1 a. guitarist b. drummer c. sisterhood d. motherhood e. membership

f. Buddhists g. journalism h. twentyish

B9.4 Language Focus: *when* and *if*

1. a. when/if/when/when/if/if/when

B9.6 Language Focus:

a. at, in, on b. of, to, from c. to, in d. about e. between

Vocabulary

1. B 2. A 3. C 4. B 5. C

UNIT 10

Exercise A10.3

1. had studied / would have passed

4. wouldn't have been / had gone

2. hadn't eaten / wouldn't have felt

5. would have become / had gone

3. had taken / wouldn't have missed

6. would have been / had left

Exercise A10.4

witch /t/	knit /k/	scratch /t/	bridge /d/	half /l/
black /k/	calm /l/	folk /l/	calf /l/	solemn /n/
coup /p/	who /w/	gnat /g/	climb /b/	asthma /th/

raspberry /p/ island /s/ palm /l/ corps /p/ debris /s/

Exercise A10.5

- | | | |
|------|------|------|
| 1. I | 4. F | 7. C |
| 2. H | 5. G | 8. B |
| 3. E | 6. A | 9. D |

Exercise B10.3.1

- | | |
|------------------|-------------------|
| 1. unavailable | 11. unimportant |
| 2. uncooperative | 12. illiteracy |
| 3. undivided | 13. insignificant |
| 4. inefficient | 14. unsustainable |
| 5. unessential | 15. unfortunate |
| 6. inconvenient | 16. inadequate |
| 7. irreplaceable | 17. unfriendly |
| 8. inactive | 18. irregular |
| 9. irresistible | 19. independent |
| 10. illogical | 20. impartial |

Exercise B10.3.2

- | | | |
|------------------|----------------|--------------|
| 1. uncomfortable | 3. misinformed | 5. illogical |
| 2. dishonest | 4. inactive | |

Exercise B10.5

- | | |
|-----------------------------------------|----------------------------|
| 1. would...had | 5. would sit...didn't mind |
| 2. gave...would send | 6. would have...didn't buy |
| 3. were...would water | 7. would lose...ate |
| 4. helped...would finish (could finish) | |

UNIT 11

Exercise A11.8

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. C | 2. D | 3. A | 4. F | 5. G | 6. E | 7. B |
|------|------|------|------|------|------|------|

UNIT 12

1. a. microwave oven b. laptop computer c. iPod d. DVD player e. cell phone
f. hairdryer g. printer h. radio CD player
3. a. may/might go b. probably won't come c. is unlikely to pass d. are sure to have
e. will probably be f. I'm sure you'll be

B12.4 Reading: A magazine article

hence- from now

embrace—welcoming

in principle--- basically

built -in obsolescence- built –in (inherent quality) quality whereby they will be out of date soon

guarantee- assurance; promise made by manufacturer to repair or replace the item if it breaks down or gives problems within a certain period after purchase

thereby—in that way

irritating- annoying

strain-bad effect, like damage, caused by overuse and tiredness

de-cultured-deprived of one's cultural identity

de-humanized- deprived of our humanity

it strikes me-it has just entered my mind/occurred to me

Vocabulary

1. A 2. C 3. D