



# English

## Grade 12



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## About English

English is the World's most widely used language in newspaper publishing, book publishing, international telecommunication. Scientific publishing. International trade, mass entertainment and diplomacy. So, English language learning will allow you to communicate effectively with people from all over the world. Making travelling a lot easier and helping you to learn more about different cultures. The importance of this target language can be seen in almost every aspect of our lives, so improving your English is not optional rather it is mandatory in this contemporary world.

English language is common foreign language in Ethiopia. It is becoming more and more widely used as a medium of instruction in school and other institutions.

This grade 12 English module. To prepare this material the writer used different sources. i.e:- mainly grade 12 English text book, different reference books and some extent web sites. The main contents included in this module; Speaking, reading Vocabulary, Grammar, Writing Skills and other language related Sub skills are discussed thoroughly. There are also activities or exercise with their answer keys in here.

◁ Practice your English whenever wherever with patient ▷

« The highest result of education is tolerance » Helen Keller.

## UNIT – 1

### Sustainable Development

#### 1.1 Speaking

##### 1.1.1 Pronunciation

Morphemes are the smallest unit of meaning in a language . They are commonly classified as either free Morphemes. Which can occur as a separate words or bound morphemes which can't stand alone as a words. Many words in English made up of a single free morphemes. E.g 'I need to go now.' Each word in a sentence is distinct morpheme.

The words: girl, word , boy , in, consist one morpheme while words like: girls, boys, works, worked etc consist two morphemes.

A morphemes may however, have more than one pronunciation or spelling in regular verb in the form singular and nouns plural ending.

In English , the Suffix – s used to mark plural in noun, singular forms of verbs, possessive ness or contracted forms.

However, it is pronounced differently.

**Examples:-** ○ Weeks / wi : KS / - pronounced / -S /Type equation here.

○ things / ɪ ŋz / - pronounced / - Z /

○ horses / h ɔ : rslz / - pronounced / - iZ / Sound

- If words end in / S/ , / ʃ / , / dʒ / , / Z/ , / ʒ / , / ʒ / , / ʒ / , Sounds the ' – S ' is pronounced as / - iZ / .  
e.g:- Churches / ʃ ɜ : ʃ IZ/ , judge / dʒ ʌ dʒiZ / , buses / bʌ ʃ iZ /
- If words end end in / b/ , / d/ , / g/ , / l / , / m / , / n / , / ŋ / , / r / , / D/ , / ð /  
/ V / sounds the 'S' iS pronounced as / - Z / .

e.g:- bags / b ʌ g Z/, jobs / dʒ ɒ b Z/, birds / b ɜ : d z/

- If words end in / f /, / k /, / P /, / t /, / θ / sounds the ' - S ' is pronounced as / - s /

e.g:- cats / K æ + s /, books / b ū K s /, gets / g A = ε + s /

★ Past morpheme / - d / : in English regular verbs take the suffix / - (e) d / to mark past tense. Past morphemes added to regular verbs- d or - ed are pronounced as / - t /, / - d / or - id / . There are three simple rules that help to pronounce past morphemes correctly.

- If the verb base ends with a voiceless sound , / P /, / f /, / k /, / S /, / Sh /, / ch /, / th / then the ending - ed sounds like "t"  
e.g:- asked / a : s k t /, helped / h ε l p t /, missed / m l s t /
- If the verb base ends in a voiced sound, / b /, / V /, / g /, / Z /, / j /, / th /, / l /, / m /, / n /, / r / then the ending -ed sound like "d"  
e.g:- moved / mu : v d /, showed / ʃ o w d /, Filled / F l l d /
- If the verb base ends in a "t" or "d" sound then the ending sounds like "id" or "ud"  
e.g:- Waited / we l t i d /, needed / n i : d i d / .

**a. ⇒ Some I P A Vowels with examples:**

æ - trap / træ p /

ʌ - Strut / s + / ʌ t /

ɑ: - past / pɑ: s t

ɜ: - nurse / n ɜ : s /

I: - kit / K i t /

ə l - price / p l ə l s /

i: - Fleece / F l i : s /

ɔ: - tall / + ɔ : l /

Ū: - Foot / F Ū t /

u : - goose / g ū : s /

**b. ⇒ I P A Consonants with examples**

ʃ - Show / ʃ ə Ū /

j - you / j ū : /

l ʃ : - Church / l ʃ ɜ : l ʃ /

θ : - think / θ I ɔ K /

ɔ: - sing / S I ɔ /

ð - that / ð æ t /



ʒ: - usual / jʊ : ʒ ʊ ə l /

S - see / Si : /

dʒ: - judge / dʒ ʌ dʒ /

### C. ⇒ Long vowels

i: - week / w I : k /

ɜ: - work / wɜ : k

ɑ: - hard / ha : d /

ʊ: - short / ʃ ʊ : t /

ɔ: - tall / + ɔ : l /

### d. ⇒ Short vowels

æ: - cat / Kæt /

p: - short / ʃ pt

ɛ: - left / ɛ ft /

ʌ: - shut / ʃ ʌ t /

I: - ship / + ʃ I p

## 1.1.2 Public Speaking

Steps in public Speech

Step I : Select topic

Step II : prepare your Speech

Step III : Practice

Step IV : Present the Speech

### Organization of Speech

There are three parts of a public speech.

- i. **Introduction:-** is the beginning of speech where you have to introduce yourself. the topic that you will speak on and gather the audience's interest.
- ii. **Body:-** is the main part of the speech that contains all supporting details and facts about your topic. Here it is

important to use connecting words. For example , though on the other hand, similarly, first. In conclusion. to

summarize etc . to present your points in logical order and maintain coherence.

iii. **Conclusion:-** Sumarise your main points and restate the purpose of the speech

In public speech you can take the topic like

↳ Growth Vs Development

↳ Environmental sanitation

## 1.2 Reading

Read the passage car fully and answer the Questions that follows.

The stae of the environment in the later part of the 21<sup>th</sup> century will be determined largely by one factor: human population . If the species doubles its number by 2050 to nearly 11 billion, humanity may complete the devastation that has been accelerating over the last few decades. Such unabated expression Would continue to **Soak up** the world's capital and prevent the poorer nations from making the necessary investments that might deter continued population growth.

If the worst occur, countless millions become environmental refugees, Swamping the nation that tried to answer their soil, water and forests. The great grandchildren of today's young people would have to share the planet with only a ragged cohort of the adaptable species dominated by rats, cockroaches, weeds and microbes. The world in which **they** survive would consist largely of deserts, patches of tropical forests, eroded mountains, barren oceans, all buffeted by extremes of weather.

The best hope for humanity and other life- forms would be to cut human propagation in half, so that the world's number would not exceed 8 billion by mid – century. The only event in which the earth would achieve zero population growth or even shrink age would be some environmental or social catastrophe. Donella meadows, systems analyst, contends that the huge run up in human numbers has fore closed most options and shortened the amount of time available to come to grips with rising threats to the environment . In the past, meadows argues, there were always new frontiers for exploding population as well as for empty lands to accept wastes. **This** is no longer true. Most suitable areas have been colonized. Many easy. To-find resources are already being exploited. Most dumping grounds have also filled up. Meadows believes that much work is waiting a head to mak the world look better than it does now.

For centuries humanity has confounded **dooms ayers** by finding new supplies of food and energy. In the early 1970s some environmentalists inter preted temporary rises in food and oil prices to mean mankind was again

pushing the earthly resources yet surpluses returned in later years. This, according to Julian Simon revealed a basic problem with the limits to growth argument. Price rises caused by scarcities will always stimulate human ingenuity to improve efficiency and find new resources.

In the intervening years, however, there has been evidence that the market often fails to react as quickly as problems demand. In addition market forces often work perversely to hasten the **demise** of species and resources. The increasing appetite for Bluefin tuna among sushi lovers and health-conscious diners has vastly increased the market price of the fish. Instead of dampening demand, the principal effect came to be extended fishing. This led to a market decrease in the number of fish in the Atlantic.

Demographers refer to such **Collisions** between rising demand and diminishing resource as "train wrecks." As the world adds new billion of people in even shorter periods. Such potential conflicts happen almost everywhere. With most of the world's good land already under the plow, a population of 11 billion human beings would probably have to make do with less than half the arable land per capital that stripped nutrients from the soil, exacerbated erosion and gobbled up water and wild lands.

If population keeps building at the current rate, the most ominous effect is that millions of life forms become extinct. Humans no matter how well behaved can not help crowding out natural system. A survey of 50 countries by environmental researchers showed that habitat loss the most important factor leading to extinction rises in the direct proportion to the density of the individuals that make up various species. Big animals often range over hundreds of square miles and in cheatingly collide with settlements. Smaller species which make up most of nature's diversity, are badly affected by human activities in countless ways.

The crucial question is whether human kind can afford to exterminate large number of their species without ruining the ecosystems that also sustain us. However, reducing the burden placed on the earth by rising the human numbers and the life style of rich nations may have a promising end. To achieve this the affluent nations must move their economies to words patterns of production and consumption that recognize the limits of what the earth can provide and what wastes it can accommodate. The poorer nations on the other hand, require better education and improved family planning to stabilize their numbers adopting coercive measures to stabilize their family is also among the alternatives available to the poorer nations.

Adapted from : More reading power (1996) : Addison.

Wesley publishing company.

1. From the words given below, identify the one close in meaning to **Collision** as used in 6.

- A. Coercion                      B. influence                      C. reaction                      D. Conflict

2. Which of the following has the potential to turn millions in to environment refugees?

- A. Allowing unchecked growth of human population
- B. Changing the patterns of production and consumption
- C. conserving soil, water and forests.
- D. Enabling the poor nations to slow down population growth.
3. Whose principal effect is implied in --- the principal effect came to be --- ( paragraph 5 )?
- A. The falling demand for fish.
- B. The increase in appetite for fish
- C. The mismatch between demand and supply.
- D. The rise in the quantities of encouraged fishing.
4. Which of the following statement is **true** according to the information in paragraph 3 ?
- A. human population will not exceed 8 billion by 2050.
- B. The time needed to respond to the rising environmental threats has now become short.
- C. Making the world a better place for living requires more strenuous efforts now than ever before.
- D. The world looks better if zero population growth is achieved through environmental catastrophe.
5. Which one of the following **NoT** an example of rising threats to the environment?
- A. Cutting human propagation in half.
- B. Exterminating aspects and the eco system.
- C. Stripping nutrients from the soil.
- D. creating mismatches between production and consumption.
6. From the words given below . Which one shows the author's dissatisfaction with human activity , as used in paragraph
- 1 ? A. expansion      B. devastation      C. Soak up      D. prevent
7. What does ' **they** ' as used in - - - the world in which they survive - - - ( paragraph 2 ) refer to ?
- A. Millions who will become environmental refugees.

- B. Today's young people.
- C. Our great grandchildren.
- D. Great grandchildren of today's young people.

8. Which of the following words is close in meaning to doomsayers as used in - - - humanity has confounded doomsayers - - - , ( paragraph 4)?

- A. people who predict disaster.
- B. Environmentalists who lived in the 1970s.
- C. people who cause price rises that lead to scarcity.
- D. people who find new supplies of food and energy.

9. From the following sentences, identify one potential consequence if population growth continues at the current rate.

- A. There will be a large number of new supplies of food and energy.
- B. Human kind will be able to reduce the burden placed on the earth.
- C. Human kind will exterminate many species and ruin the eco system.
- D. There will be no collision between rising demand and diminishing resources.

10. What does this in the statement " This is no longer true" ( paragraph 3 ) refer to ?

- A. Finding new frontiers and empty lands.
- B. Finding exploding population.
- C. achieving zero population growth.
- D. gripping threats with the environment.

11. Which word from the given alternatives can be the best substitute for **demise** as used in ' - - - hasten the demise of species and resources -- - ' ( paragraph 5 )

- A. Propagation
- B. Population
- C. dampening
- D. death

12. Which of the following words is close in meaning to **Soak up** as used paragraph 1 ?

- A. stop      B. accelerate      C. absorb      D. extend

**Answer keys:** 1, D 2. A 3. B 4. B 5. A 6. A 7. D 8. A 9. C 10. A 11. D 12 C

## 1.3 Grammar Skill

### 1.3.1 Contrasting ideas

The most common conjunctions expressing contrast / concessions are:

Although	despite	No matter how
even through	in spite of	on the contrary
though	on the other hand	
however	never the less	

**Example:-** Although / Even though he had no qualifications, he got the job.

- Although / even through she studied hard, she didn't pass the exam.

↳ Although and even though – introduce clause or use a subject and a verb.

↳ Even through is stronger and more emphatic than 'although'.

- Though I wasn't keen on the film. I thought the music was beautiful.

↳ Though – is less formal than even through and although and mostly used in speech / spoken English

↳ However is an adverb degree and is used with an adjective or another adverb.

- However hard I worked, my boss never satisfied

- It was cold. However, I still went swimming.

- No matter how hard I worked, my boss never satisfied .

↳ Despite / in spite of

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

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

- In spite of having a headache, I had a great birth day.
- The train was cancelled. In spite of that, we arrived on time.
- In spite of the fact the rain was raining, we went for a walk.

↳ We use 'on the other hand' to express direct opposition.

**Example:-** - John is rich. Abel, on the other hand, is poor  
- Florida has a warm climate. Alaska, on the other hand has a cold climate.

### 1.3.2 Sentence Fragments

Every sentence has a subject and a verb and must express a complete thought. A word group that lacks a subject or a verb and does not express a complete thought is a fragment. i.e. when a dependent (subordinate) clause or phrase is presented fragments commonly occur.

**A.** Part of sentence. Usually the subject or verb is missing.

**Example:-** In correct: Robel going to the store.

Correct: Robel is going to the store.

(The -ing form is used as a main verb of the sentence without the required auxiliary verb.)

In correct: gone before they came.

Correct: Robel had gone before they came.

(Here both the subject and part of the verb were missing.)

**B.** A dependent clause is used alone, without being attached to a related independent clause.

**Example:** In correct: Because she was happy.

Correct: Susan laughed out loud because she was happy.

Fault: After I finished the project.

Correct: After I finished the project, I will submit it to the development office.

**C.** Fragments commonly occur with prepositional phrases:

**Example:** error: By three O' clock the next day. The super visor wanted our report right: The supervisor wanted our reports by three O' clock the next day.

## 1.4 Writing Skill

Re- arrange words and phrases to make meaningful sentences.

Example:

1. Of / people / awareness / growing / have / some / started / measures / as a result / taking

↳ As a result of the growing awareness of the people, they have started taking some measures.

2. Already / today/ the / know / people / being / environment is deteriorating.

**activity**

Write meaningful sentences by rearranging the set of words given below.

1. him / would I / If / / I / smoking / were / quit /.
2. Seen / Walia I bet / ever / you / have / ?
3. Pain / In spite of / Marathon / the / in / completed / leg / his / he / the
4. Great / in / 21<sup>st</sup> / the / shown / improvements / technology / century
5. Picnic / Although / it / was / for / we / raining / went

**Word order**

1. If I were him, I would quit smoking
2. Have you ever seen Walia I bet ?
3. In spite of the pain in his leg, he completed the marathon.
4. In the 21<sup>th</sup> century technology has shown great improvements
5. Although it was raining, we went for picnic.

### 1.4.1 Paragraph Writing

A paragraph is a series of sentences that are organized end , coherent and are all related to a single topic. A paragraph could contain a series of brief examples or a single long illustration of a general point. It may describe a place, character, or process narrate series of events; compare or contrast two or more things; classify items into categories, or describe cause and effects.

A paragraph has three major parts

i. **Topic Sentence:** A topic sentence is a precise statement that reflects the main idea of the paragraph.



- ii. **Supporting Sentences:** Supporting sentence explain the topic sentence is detail.
- iii. **Concluding Sentence:** A good concluding sentence brings a paragraph to a polished end.

Steps in paragraph writing:

1. Write an out line
  - the topic
  - supporting details
2. Write a topic sentence
3. Write supporting sentences
4. Write concluding sentence
5. Write the final draft.

### Example of paragraph

#### Dolphins

All dolphins have their own personalities. Some will work with only one trainer, others will obey any trainer. Some dolphins get very jealous if their trainer pays too much attention to another dolphin, and other work will with a partner. If a dolphin is annoyed , he may slap the water with his tail, drenching his trainer, or gives him a butt or even a bite . generally dolphins have different in the means of trainer and characters in their life.

## UNIT – 2

### Spiking

#### 1. Time

Match the two halves of time proverbs

- \_\_\_\_\_ 1. Time flies - - -  
\_\_\_\_\_ 2. The early bird - - -  
\_\_\_\_\_ 3. Never put off unit to morrow - - -  
\_\_\_\_\_ 4. A stich in time - - -

#### Management

- a) Saves nine  
b) What you can do to day  
C) Catches the worm  
d) When you are having

**Answer:-** 1, d    2. C    3. b    4. A

◇ proverb → is a short saying that gives advice or expresses truth. It is figurative language to make statement about

life.

Examples:- A roaring lion kills nothing.

( meant: you will not accomplish your goal by talking about them. )

- people who live in a glass house shouldn't throw stone.

( mean: Don't criticize other for something you also do or not perfect. )

### 2.1 Spiking Skill

#### Given Reason

**Alem :** Last week, I went to the market

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

**Alem:** In order to buy some clothes.

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

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

**Lili:** Why did you go to a party ? - - - - and so on

The word **Why** asks for a reason **Because** gives reason

**A:** Why are you laughing?

**B:** Because she has just said something very funny.

because	}	+ reason clause
since		
as		

**Examples:-** - As / Because/ since there were very little support, the strike was not successful.  
- you will not find many shops open as / because/ since it is public holiday.

- We often begin sentence with 'as' or 'since' the reasons they refer to may be known to the person spoken to and therefore don't need to be emphasized.

**E. g:-** As / since you can't type the letter yourself, you will have to ask Susan to do it for you.

- Because generally follows the main clause to emphasize a reason which is probably not known to the person spoken to.

**E. g:-** Jemal is trying to find a place of his own because he went to feel independent.

- We can also use 'because of' with a noun phrase or phrase .

**E. g:-** The match has been cancelled because of the weather.

## 2.2 Vocabulary Skill

### Activity

**I.** Arrange the mixed letters and form a word or words

Example: g m + n manage = management

- Prdoivuect = \_\_\_\_\_
- Porcsraitnitno = \_\_\_\_\_
- oglaetitgns = \_\_\_\_\_
- Pirortiezi = \_\_\_\_\_
- deuadet = \_\_\_\_\_

f. edaldnise = \_\_\_\_\_

## II. Complete the sentences using the words in the box.

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

### Answer:-

- I. a. productive                      b. procrastination                      C. goal setting  
d. prioritize                      e. due date                      f. deadlines
- II. 1. Schedule                      2. effective                      3. involves                      4. achieve                      5. Factor  
6. prioritize                      7. Manage                      8. interrupts                      9. Flexibility                      10. log

### 2.2.1 Analogy

Analogy means correspondence. In a question based on analogy, a particular relationship is given and another similar relationship has to be identified from the alternatives provided. Analogy tests are there for meant to test a candidate's over all knowledge, power of reasoning and ability to think concisely and accurately.

Below are given some common relationships which will help you detect most analogies better.

1. Instrument and measurement  
**Examples:** Barometer : pressure  
Odometer : speed  
Screw Gauge : Thickness  
Hygrometer : Humidity
2. Individual and group

- Examples:** Sailors : Crew  
 Sheep : Flock  
 Bees : Swarm  
 Artist : Troupe
3. Animal and young one  
**Examples:** Horse : Pony  
 Sheep : Lamb  
 Dog : Puppy  
 Duck : Duckling
4. Male and Female  
**Examples:** Horse : Mare  
 Stag : Doe  
 Lion : Lioness  
 Dog : Bitch
5. Individual and Class  
**Examples:** Lizard : Reptile  
 Butterfly : Insect  
 Whale : Mammal  
 Ostrich : Bird
6. Individual and Dwelling place  
**Examples:** Bee : Apiary  
 Birds : Aviary  
 Horse : Stable  
 Dog : Kennel
7. Study and Topic  
**Examples:** Onomatology : Names  
 Entomology : Insects  
 Ornithology : Birds  
 Astrology : Future
8. Tool and action  
**Examples:** knife : Cut  
 Steering : Drive  
 Auger : Bore  
 Shovel : Scoop
9. Worker and Tool  
**Examples:** Warrior : Sword  
 Chef : Knife  
 Surgeon : Scalpel

Mason : Plumb line

#### 10. Worker and Product

**Examples:** Mason : Wall  
Hunter : prey  
Cobbler : Shoes  
Dramatist : play

#### 11. Word and Synonym

**Examples:** Abode : Dwelling  
Blend : Mix  
Bresage : Predict  
Mend : Repair

#### 12. Word and Antonym

**Examples:** Initial : Final  
Robust : Weak  
Fresh : Stale  
Affirm : Deny

#### activity

I. Choose the correct answer according to the first relationship and which shoos the same relationship of the second

pair

- Cardiology: Heart: : Histology : \_\_\_\_\_  
A. Moon      B. History      C. Tissue      D. 5 kull
- Eye : Myopia : : Teeth : \_\_\_\_\_  
A. Pyorrhea      B. Cataract      C. Trachoma      D. Ecaema
- Venerate : worship : : Extol : \_\_\_\_\_  
A. Glorify      B. Homage      C. Compliment      D. Recommend
- Tractor : trailer : : Horse : \_\_\_\_\_  
A. Stable      B. Cart      C. Saddle      D. Engine
- Genuine : Authentic : : Mirage : \_\_\_\_\_  
A. Image      B. Transpiration      C. Reflection      D. Illusion

II. Circle the word that best completes each analogy

- Stripes is to Zebra as \_\_\_\_\_ to to giraffe  
A. runs      B. stripes      C. Fur      D. Spots
- bats are to caves as human are to \_\_\_\_\_  
A. Stores      B. Forests      C. beds      D. houses
- Read is to stop as green is to \_\_\_\_\_  
A. go      B. remember      C. fore get      D. Caution
- Plenty is to ample as shortage is to \_\_\_\_\_

- A. too much      B. scarcity      C. lost      D. hunger
5. Present is to here as late is to \_\_\_\_\_
- A. absent      B. punctual      C. tardy      D. Over slept

### Answer keys

- I. 1. C      2. A      3. A      4. B      5. D
- II. 1. D      2. D      3. A      4. B      5. C

### 2.2.2 Phrasal Verb

- Phrasal verbs are verbs these have a main verb and particle ( verb + particle ) which together create one meaning.
- Phrasal verbs are made up of two or three words . The first word is a verb and the second or third word is called particle . a particle may adverb, adjective or preposition. Important points about phrasal verb :

↳ The meaning of phrasal verb is independent of the meaning of each of its two or three parts.

**Example:-** I was about to leave work when a problem **Cropped Up** . ( Cropped Up = Occurred )

↳ Several phrasal verbs made from the same verb

**Examples:-** She **Carried Off** the first prize in the competition. ( carried : win, succeed )

- They hope the new management will be **Carried Forward** . ( carried forward : make something progress )

- **Carry On** quietly with your worth until the substituted teacher arrives. ( carry on – continue )

↳ Many phrasal verbs have more than one meaning.

**Example:-** I won't **get through** all my homework this evening ( get through = finish )

- I can't **get through** to the school on the phone ( get through = make contact )

- Do you think you 'll **get through** the example ( get through = pass )

↳ Same phrasal verbs do not take direct object.

**Example:** I was expecting to see uncle but he didn't **look in** . ( look in – visit )

- The stadium was **packed up**. (packed up = fill avenue )

↳ Other phrasal verbs take direct object but this can go different places.

- a. The object of some phrasal verbs usually go between the verb and the particle . In other words they are separable.

**Example:-** - His boss **Packed him Off** to the regional office.

- I try to go the meaning of a new word before I **look it Up** in the dictionary

- b. The object of some phrasal verbs always go after the particle . In other words they are inseparable.

**Example:-** - He is always **popping Off** when things do not suit him

- I 'm really ' **looking For Word** to our vacation

Practice the following dialogue . In each response of the dialogue there is phrasal verb.

1. Saba : What Shall I do with this form ?

Sara : Just Fill it in and send it to the address at the top.

2. Alem : IS Sosina a fast runner ?

Chaltu : Oh, yes , No body else can keep up with her

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

Miki : The book shop has run out of them

4. Markos : Did you believe this story ?

Honey : No , I knew she must have made it up

5. Folla : Do you need to finish this drawing before the meeting

Akirso : yes, we do, so you 'd better get on with it .

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

Alex : They want to put it up before they go away, to check that it 's Ok



## Activity

I. Re – write each sentence replacing the expression under line with the correct form of one of the phrasal verbs.

break down ,	give out,	go on,	look up to
Put through ,	look back ,	Look Out	

**Example:-** Be careful ! Don't step in to the hole.

Look out ! Don't step in to the hole.

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

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

3. The teacher distributed the question papers

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

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

6. My old car stopped working completely last weekend.

II. Write the sentences by putting the words in the correct order

1. For /You / it / fill / give / me / and / the / form / I / 'll / .

2. I / that / one / in / a / second – hand / shop / came / across.

3. to / get / that / full / horrible / was / it / me/ took / weeks / two / over / it

4. it / turned / in to / the / holiday / a/ night mare / started / but / well

5. to / forward / seeing / you / I / looking / am / really .

## Answers

I. 1. I 'm sure we 'll look back this holiday with great pleasure.

2. The young boy's really look up to the first team player.
3. The teacher give out the question papers.
4. Put through the line. I ' ll try to connect you.
5. What is going on here ? what are you doing?
6. My old car broke down working completely last weekend.

- II.
1. Give me the form, and I 'll fill it for you.
  2. I came across that one in a second. Hand book shop.
  3. That flu was horrible; It took me two weeks to get over it.
  4. The holiday started well , but it turned in to night mare.
  5. I ' m really looking forward to seeing you.

Some Common phrasal verbs and their meanings :

ask for = to request

break in = to get inside

break down = to cry, to stop working

get at = to reach

get across = to communicate

go after = to pursue

hand out = to distribute

hand in = to submit

Keep on = to continue

look after = to care

put down = to write down

set off = to begin a journey

take off = to rise from the ground, to remove some clothes

turn off = to stop, switch off

work out = to find answer

look for = to try to find

let in = to permit entry

pick out = to select something

pick up = to lift something, to give ride

pull down = to demolish

## 2.3 Grammar

### 2.3.1 Expressing Result

The most common expressing result are :

So	So - - - that
there fore	Such ( a / an ) - - - that
as a result	that
consequently	too - - - to

thus enough to

hence

we can use 'So' with a result clause and use mostly after the comma.

E.g:- - He couldn't find his pen, so he wrote in pencil.

- There 's not much time left so we had better hurry.

therefore, as a result, consequently we can use either full stop or a semi – colon before these markers of result.

**Example:-** Alem always enjoyed studying, Natural sciences in high school. Therefore / consequently / hence she

decided to major biology in college.

- Last night's storm damaged the power lines; consequently / therefore / a's a result the town was without

electricity for several hours.

- So - - - that encloses adjective or adverb while such (alan) - - - that encloses a modified noun . The article a or an is omitted un countable or plural nouns.

**Example:-** The car was So expensive that I couldn't afford to buy it .

- It was such an expensive car that I couldn't afford to buy it.

- It was such good coffee that I drank another cup.

- We use So - - - that with many, few, much and little even when they are followed by nouns

**Example:-** - I have met so many people the last few days that I couldn't possibly remember all of their names.

- He has little trouble with the test that he left twenty minutes early.

- too - - - to is used to express a result in negative way. It encloses adjective or adverb.

**Example:-** - It is too cold to play tennis ( It is so that we couldn't play tennis. )

- Don't confuse 'too' and 'very'. Too means more than enough

**Example:-** - He is very intelligent child.

- He is too intelligent for his class – he is not learning any thing
- It was very cold, but we went out.
- It was too cold to out, so we stayed at home.

- We can use enough to after adjective or adverb.

**Example:-** She drives Fast enough to win the competition. ( she drives so fast she wins the competition)

### 2.3.2 Wishes

Practice the following dialogue which contains the word 'wish'.

**Selam :** My brother's really angry with me

**Hirut :** Why ?

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

**Hirut :** Oh, yes, I told her that.

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

**Hirut :** I ' m sorry

We use past simple and continuous to talk about things we want but which are not possible:

**Example:** - I wish you could a green to come.

- I wish we had a bigger house.

The use of wish:

We use 'wish' with past tense form ( wish + past )

a. We use past tense modals (would, could ) to talk about wishes for the future.

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

- You lie always. We wish you would tell us the truth.
- That is a dreadful noise. I wish it would stop.

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

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

- These seats are very uncomfortable. I wish I we were travelling first class.
- I wish I knew the answer. ( I don't know the answer.)
- John wishes he wasn't so busy. ( He is busy. )

- After I / he / she / it / we can use 'were' instead of 'was'

**Example:-** - I wish I was / were taller.

- Fraol wishes he wasn't / weren't so busy.
- I wish I were a doctor. ( but I am not a doctor. )
- Jemal wishes he were good at physical. ( he is not good at physical. )
- I wish I never play this game ( but I play this game . )

C. We use the past perfect to talk about wishes for the past of regret

**Example:-** - I wish I had worked harder when I was at school. ( but I didn't work harder at school . )

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

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

## Activity

I Choose the correct answer that completes each sentence.

1. I wish I had studied harder for the test: This sentence is the same as \_\_\_\_\_

- A. I don't study hard  
B. I didn't study hard  
C. If only I had studied harder for the test  
D. B and C

2. I wish I \_\_\_\_\_ work in AV.

- A. Can      B. Could      C. Can't      D. Won't

3. Peter wishes he \_\_\_\_\_ in Israel. But he didn't live in Israel.

- A. Was living      B. lived      C. had lived      D. has been living

4. I wish he passed the interview . But \_\_\_\_\_

- A. he doesn't pass the interview  
B. He didn't pass the interview  
C. He passes the interview

D. He passed the interview

5. I wish I worked hardly; But \_\_\_\_\_

A. I don't work

B. I work hard

C. I didn't work

D. I can work hard

II. Complete the following conversation with a sentence containing the verb 'wish'

A. Abel : Have you seen gemechu's new Jacket ? It think it was expensive.

Sara : He told me it cost him 5000 birr.

Abel : I \_\_\_\_\_

Sara : well, you may not be rich, but you are much better looking than Gemechu.

Abel : Am I ?

B. Jemal : you seem to enjoy dancing with Lemma.

Almaz : Yes, I do . He is very good dancer.

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

Almaz : You could learn now.

C. Nejat : I went Dire Dawa Last month.

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

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

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

### Answers

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

II. A. Wish I was / were as rich as Gemechu.

B. Wish I 'd had dancing lessons / wish I had learned dance

C. Wish I had known

### 2.3.3 Gerund

A gerund is used in the same way as a noun. It can be subject. Object, predicate and object of prepositions.

a. The gerund as a subject :

**Example:** - Cooking requires skill

- jogging is a popular exercise in the united state.

**b. The gerund as direct object.**

gerunds are used as the object of certain verbs.

Some common verbs are :

enjoy, appreciate, mind, postpone, delay, keep, prevent, consider, admit, deny, dislike, avoid, finish, regret, quit.

**Example:** - He denied knowing too much alcohol.

- would you mind closing the door?

- You quit smoking

**c. The gerund as object of a preposition.**

If a preposition is followed by a verb, the verb should end in - ing . A gerund is frequently used after the following:

In spite of, advantage of, instead of, forget about, be live in, go on, talk about, famous for, succeed in.

**Example:** - Meron isn't interested in looking for a new job.

- Abel is in charge of organizing the meeting.

- I ' m accustomed to having a big break fast.

**d. The gerund as predicate nominative.**

Predicate nominative is a noun or pronoun that follows a linking verb and renames or identifies the subject of a sentences.

**Example:** - My Favorite exercise is swimming.

- An important step for writer is planning

**e. Gerund after a possessive noun / pro noun or possessive adjective**

**Example:** - We are excited about Feven's winning a scholar ship.

- Her joining the team pleased us.

- I will be imitating her singing.

## 2.4 Writing

### 2.4.1 Run – On Sentences

This error occurs when two sentences are mixed in the same sentence when they should have been separated by an appropriate conjunction or without appropriate punctuation marks. Or to correct run- on sentence

- by making it two separate sentence
- inserting semi-colon
- Using comma & a coordinating conjunction

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

Correct : The small girl seemed to be lost ; she was crying and looking for her mother.

error: we will be on vacation next week we will be unable to attend your party.

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

Fused: The theater was very crowded we decided not to wait in line.

Correct : The theater was very crowded. We decided not to wait in line.

Correct: The theater was very crowded; we decided not to wait in line.

Correct: The theater was very crowded, so we decided not to wait in lines

### Activity:

Revise the following run- on /Fused/ sentences

1. Henok bought the Christmas tree Eleni put it up and decorated it.
2. He is a clever student he is not disciplined.
3. Jeff moved the grass this morning to night he will water the flowers and bushes.
4. Mrs Dawson in herited a large sum of money from her brother she can buy a new car.
5. I can never beat my little brother at video game he has them all mastered.

### Answer:

1. Henock bought the Christmas tree. Eleni put it up and decorated it or Henock bought the Christmas tree, and Eleni put it up and decorated it or Henock bought the Christmas tree; Eleni put it up and decorated it.
2. He is a clever student ; he is not decisciplined or He is a cever student, but he is not decisciplined.
3. Jeff moved the grass this morning. To night he will water the flowers and bushes Or jeff moved the grass this morning; to night he will water the flowers and bushes.
4. Mrs Dawson in herited a large sum of money from her brother. She can buy a new car.
5. I can never beat my little brother at a video game; he has them all mastered.



## 2.4.2 Jumbled paragraph

### a. The Form Of Essay

An essay is academic composition and organization of which are guided by a single controlling idea, the thesis statement. It is a group of several paragraphs dealing with one idea that idea can be one story, description, argumentation or explanation.

**Academic essay has three basic forms**

#### I. Introductory paragraph

- ✓ It opens with a very general statement about a topic and is often followed by some supporting supporting ideas, but the paragraph then finishes with narrow statement or thesis statement.
- ✓ It provides the reader with any necessary back ground information before leading in to a clear statement of the writer's point of view.

#### II. Supporting paragraphs:

- ✓ Provides details through supporting paragraphs
- ✓ Includes theory, experimental results, examples, journals articles or research reports.
- ✓ The supporting paragraphs which followed logically form the introductory paragraph, they expand on the thesis statement and each in turn is clearly focused on a single issue with a plenty of supporting detail or evidence from concrete and relevant examples or forms leading which the writer uses to support the point of view.
- ✓ The paragraph that make up the body of an essay elaborate on the main idea presented in the thesis statement.
- ✓ Although all of the paragraph related to the main idea, each is a complete paragraph with topic sentence.

#### III. Concluding paragraph

- ✓ Re state the main idea ( the sis statement . )
- ✓ Generally concluding paragraph summarizes the point made, repeats the over all points of view and explains why the writer took the position held.

#### Activity

Re – arrange the following jumbled paragraphs to form a coherent essay.

1. A further reason for completing a college degree is that the knowledge you get from college makes your life more pleasurable. For example, if you take introduction to music history, you become familiar with the different musical periods and styles. You start to enjoy the classical music that you listen to, because

now you understand more about it. When you study literature, you get a better understanding of the beauty of poetry. You will notice that college subject not only make you more knowledge able; they bring more pressure to your life.

2. College degrees are becoming more and more common twenty years ago. Most people ( they were lucky ) had only a high school certificate, and that was enough to get them a job. Some people now be live that college degrees are so common that they are not so important any more. What counts is the experience that a person has for a job. However, I be lieve that, even though college degree are more common these days, they are still important and worth the effort.
3. A final reason for getting a college degree is that it shapes your character. In order to be successful in college , you need to learn to manage your time. You also need to learn to manage your time. You also need to learn to manage your time. You also need to be responsible and work hard, do all your assignments and study well for all your tests. In addition you learn to deal with frustrations. Such as low grades or tiredness. You learn to preserve and keep trying. This is very good training for the frustrations you will have in your job and your life later on.
4. One important reason for getting a college degree is that a college degree gives you the basic information and preparation that you need to get a good job. College courses are organized so that you can get the information you need about a certain job. College courses cannot teach skills for that job. Of course, college courses cannot teach you every you need to know, but they give you the basics, enough information for you to be prepared. They also teach you how you can get the information that you don't have. Therefore in order to get a good jobe pre parathion, it is a good idea to complete a college degree.

### Answer Key

The right order :      2   ,   4   ,   1   ,   3  

### b. Types of Essay

An essay writing can be divided in to the following of development.

#### 1. Descriptive essay:

- It is verbal picture of a person , place or things
- It is a kind of writing which attempts to appeal to the readers sense, recreating for him the author's original impression of the subject being describe.
- It is very much connected sensory impression ( sight, sound, smell , taste, touch. )

#### 2. Narrative essay:

- Tells story, the writer may remember his/her past or memorable person or event from the past, or event observe the present.
- Plot in this essay presents series of related action in the time sequence / chronological order .
- It answer the question what happened? When / where happened ?who involved ?

### 3. Argumentative / Persuasive essay

- Argumentative essay is a pattern of development in which the writer attempt to support a controversial point or defend a position on which there is a difference of opinion.
- When one writes argumentation his / her main purpose is to convince his/her reader about some issues to persuade the readers to take some action.
- Use different strategies and work hard to convince readers of the validity of your poition. Here are some strategies you can use to help win over readers whose view point may differ yours: use tactful courteous language, point out common ground, acknowledge differing viewpoints, rebut differing viewpoints and when appropriate grant the merit of differing viewpoints.
- Argument in favor of your position and follow with a discussion of the weakness in the arguments arguments a gainst your position again, this is other order of comparison and contrast.

### 4. Expository / explain a tory essay:

- The writer provides information about explain a particular subject.
- The write purpose is to make clear to the reader that how som thing works? How something is made? Or how something is happened? Patterns of development with in exposition includes going examples, detailing a process of doing or making something analyzing cause and effect, comparing and contrasting , defining a term or concept, and diving something in to parts.

## Exercise

Choose the best alternative to answer the following questions

1. Which one of the following is a line most likely taken from a descriptive writing.
  - A. It is very tough to get the tip of mount Kilimanjaro
  - B. At the tip of Kilimanjaro, it is windy and very cold.
  - C. Many people think Kilimanjaro is in Kenya but it is not.
  - D. It too Vs longer than we expected to get to the tip of mount Kilimanjaro.
2. «We can easily from these few examples the extent of foreign influence on our language, our art and our eating habits. » This is most likely taken from the \_\_\_\_\_ section of an essay.
  - A. Supporting
  - B. details
  - C. Conclusion
  - D. introduction
3. If a piece of writing begins with, « Love is very powerful force it conquers barriers of colour, race, religion and culture. It thrives on mutual nurturing of each other. » is very likely that the writing is \_  
\_\_\_\_\_.
  - A. argumentative
  - B. narrative
  - C. descriptive
  - D. expository
4. «After two hours walk, we come to what is suspected to be strong hold of the bandits. The place was deadly quiet and normal; life seems to have ceased functioning long ago. » This is taken from piece of writing\_\_\_\_\_

- A. descriptive      B. narrative      C. argumentative      D. expository
5. « Below are my reasons to claim that the seminar is a better alternative to the lecture method of teaching in higher education.»

- A. argumentative      B. descriptive      C. expository      D. narrative

### Answer Key

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

## 4.3 Litter Writing

Letters are the most important means of communication in a written form . It is crucial to receive or send the exact message to /from a person or organization.

We must also use some common forms when we write the message so that the receivers of the message can easily find specific information about our message and understand the contents better.

Depending on their purpose and receiver letters can be personal and Business or informal and formal.

**Personal letters:** are usually written to personal friends, Family, relative or acquaintances for the purpose of communication personal messages regarding social matters.

**Business letters :** are formal documents written to communicate matters of business and work. It is formal and official in its tone and also direct to the point.

Although informal and formal letters are both means of communication, they differ in a number of ways.

#### Personal / informal letter

- Written to close Friends and family professional
- Communicate personal message
- Addressing social matters .
- Uses informal or casual languages
- Is flexible with formal & lay out

#### Business / Formal letter

- Written to strangers with whom we have relationship.
- Communicates business and work related matters
- Use Formal language
- is strict with format and language

#### Parts of Business letter

##### 1. Heading

It consists the writer's address and date. It is written at the top right on the letter, it depends on which letter style

you use

**2. Inside address:-** this is the name and address of the person to whom the letter is being sent.

**3. Salutation / Greeting:-** This the part which opens your letter which 'salutes' your correspondents, the part that

begins

Dear - - - - If you don't know the name of the person to whom you are writing use:

Dear Sir, Madam / Gentlemen / ladies / personnel Director

If you know the name of the person:

Dear Mr. / Mrs. / before the person's name.

**4. Body:** The is the main part of the letter and contains the paragraphs that states your message / business.

**5. Closing Salutation:** After the main information of the letter we write complementary close with comma. Some of

the closing words your sincerely ( it you know the name ) yours phaith fully ( if don't know the name).

**6. Signature:** You should put your signature under the complimentary close.

### Exercise

Identify the parts of formal letter in the diagram below.

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

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. { \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_.  
7. \_\_\_\_\_  
8. \_\_\_\_\_  
9. \_\_\_\_\_

### Answer keys

- |                       |                       |
|-----------------------|-----------------------|
| 1. Sender's address   | 6. body of the letter |
| 2. date               | 7. Closing Salutation |
| 3. receiver's name    | 8. Sender's Signature |
| 4. receiver's address | 9. Sender's name      |
| 5. opening Salutation |                       |

There are different kinds of letters. Some of them are:

#### a. Job application letter

This is a letter often written in applying for a job. It consists different information such like; reason for writing, experience, education or qualification , past employment, special hobbies and other relevant information.

#### b. Complaint letter

Errors may occur even in the best managed business houses because we are human. The moment any discrepancy or mistake is discovered by any trader, the one must immediately bring it to the notice of the supplier by writing a letter of complaint or claim. We clearly state the specific problem and suggest reasonable solution.

### c. Letter Of letter

Describe the situation or problem and explain exactly what needs to be done. Make it clear how grateful you would be for the help you ask and give an opportunity for the recipient to agree or refuse. If appropriate

### d. Letter Of invitation

Say what the event is and explain the details of the date, time and place clearly. You may to add other details such as who else is coming , what would you like your friend to bring.

## Exercise

Choose the best alternative to answer the following questions.

1. I respectfully request you to consider making this a priority for our organization. This is typical example of a line

taken from a / an \_\_\_\_\_ letter.

- A. Social    B. informal    C. business    D. semi – formal

2. What could be the most appropriate closing to your application for an employment ?

- A. Your with respect,    B. with respect,    C. yours truly,    D. Expecting your response

3. Which opening salutation appropriate that you you don't know the name of the person you are writing to ?

- A. Your phaithfully    B. Dear madam    C. Dear My.    D. Dear Mr . Manager .

4. «Please see my resume for additional information on my experience. » This statement is taken \_\_\_\_\_

- A. Business letter    B. personal letter    C. letter of inquiry    D. job application letter

5. «It was great to hear from you» This is likely taken from the beginning of a \_\_\_\_\_

- A. Formal letter    B. business letter    C. letter of boss    D. letter of friend

6. Let 's which part of the letter does this line go in ?

- A. Body    B. Closing    C. Salutation    D. Introduction

**Answer Key**    1. C    2. C    3. B    4. D    5. D    6. B

## UNIT – 3

### Evidence On traffic Accident

#### 3.1 Speaking

##### 3.1.1. Expressing Opinion

Some introductory expressing opinion:

Asking opinion	Giving opinion	Not having an opinion
<ul style="list-style-type: none"> <li>- What do you think about - - ?</li> <li>- What is your opinion. ?</li> <li>- Do you think</li> <li>- How do you feel about - - - ?</li> <li>- I would like to know your opinion - - -</li> </ul>	<ul style="list-style-type: none"> <li>- I think - - -</li> <li>- In my opinion - - -</li> <li>- I believe that - - -</li> <li>- What I strongly believe - - -</li> <li>- It seems to me that - - -</li> <li>- If you ask me - - -</li> </ul>	<ul style="list-style-type: none"> <li>- I have never given it much thought</li> <li>- I don't have strong feeling either way.</li> <li>- It doesn't make any different to me</li> <li>- I have no opinion the matter.</li> <li>- I wouldn't ay.</li> </ul>

##### 3.1.2. Agreeing and Dis agreeing

Agreement	Partial agreement	Dis agreement
<ul style="list-style-type: none"> <li>- Yes, I agree with you</li> <li>- Yes, that is good point</li> <li>- I totally agree with - - -</li> <li>- I think so</li> <li>- That is what I was thinking.</li> <li>- There is no doubtb about it that - - -</li> <li>- That is so true</li> <li>- Exactly</li> <li>- Of course</li> <li>- You are absolute right</li> </ul>	<ul style="list-style-type: none"> <li>- I agree up to point but - - -</li> <li>- That is partly true but - - -</li> <li>- I am not sure about that</li> <li>- That seems obviously but - - -</li> <li>- It's only partly true , but - - - that - - -</li> <li>- It isn't as simple as it seems</li> <li>- I agree with you in principle, but- - -</li> </ul>	<ul style="list-style-type: none"> <li>- I 'm sorry but I can't agree with you</li> <li>- I think you may have missed the point there.</li> <li>- I don't think so - - -</li> <li>- I don't go a long with you</li> <li>- I couldn't agree less</li> <li>- I totally dis agree</li> <li>- I 'm afraid I dis agree</li> </ul>



- So do I
- I feel that the same way
- Not necessary
- That is not entirely true

### Sample dialogues

Hana : I think need more time to finish our work.

Robel : I agree / you are right

Honey : I don't think so . We need a little bit relief.

X: I am just in hurry

Y: So am I / me too

X: I don't have enough money any way

Y: Neither do I / I don't either

Suleman: How do you feel the new English teacher?

Abel : If you ask me. he is disciplined teacher.

Betty: What do you think about victims by garbage?

## 3.2 Vocabulary

### 3.2.1. Antonyms

Antonym: - is a word that has exact opposite meaning of another word. Most antonyms are pretty obvious like. 'white' and 'black' some words can be transformed in to their antonyms by adding prefixes , such as agree and disagree, active and inactive, likable and unlikable.

**Some antonym words are:**

disproportional	- proportional / corresponding
preventable	- non preventable / un preventable
Standard	- substandard / non authorized model
neglected	- focus / given attention
rampant	- controlled / well mannered
reckless	- careful / responsible

Sever	- less sever / less harsh
Insecure	- secure / protect
Vulnerable	- non – vulnerable / strong
hazardous	- safe / harmless

## 3.3 Grammar

### 3.3.1. Conditionals

#### Types of Conditionals

#### a, Zero Condition

Form

If - clause

main clause

- if + present simple

- present simple

e.g If you put oil in water

It floats

- The use of this conditional sentence is scientific fact rule. Or it is generally talking about the truth or fact

e.g – If you heat water at 100°C, it changes in to steam

#### b, First conditional / probable conditional

Form:

- if – clause
- result clause
- if + present simple
- Future / modal verb ( will, can, May - - - + infinitive without 'to'

e.g. If you have time, you will visit the park The use of this conditional is to talk about what will happen in the future

when there is possibility that the event in the if – clause might happen .

In this real / likely conditional sentence we can use 'unless' instead of if - - - not or except if

**Example:-** If you don't practice your English language, you won't speak fluently

→ unless you practice your English language, you won't speak Fluently.

- unless you change your mind, I won't be able to help you.

→ Except if you change your mind, I won't be able to help you.

### C, Conditional I I / Unreal /

Pattern : main - clause

If – clause - Could / would / might + infinitive without 'to'

- Simple past

**Example:-** If I knew the answer, I would tell you. Improbable conditional is used to talk about the present when the if –

clause is not true

**Example:-** If I were you, I would plant some trees round the house ( But I am not you . )

- If you had time, you could visit the park. ( But you haven't time, so you can't visit the park . )

We use un real conditional structure to talk about situations that don't exist in the present.

**Example -** If I played the guitar, I could be in band

or If only I played the guitar !

or I wish I played the guitar !

or But for the fact that I can't play the guitar, I could be in the band.

### d, Conditional I I I / impossible/

Pattern :

If – clause main - clause

- if + past perfect - would / could / might + perfect infinitive

**Example -** If you had been on time, you wouldn't have missed the bus

- I would have visited the word if I had enough money.

The third conditional refers to the past ( it is some times could the past conditional.

**Example:-** If you hadn't missed. Your bus, you wouldn't have been late. ( But you missed the bus, so you were late . )

- If he had been graduate, so he didn't get + he job . )

We use impossible conditional structure to talk about situations that didn't exist in the past or it is only regret .

- If it hadn't been raining, I would have been able able to come to school or If only it hadn't been raining !

Or If only it hadn't been raining !

Or I wish it hadn't been raining !

Or But for the rain, I would have caught the bus.

### Inversion in type I I and type I I I conditionals

#### a. Inversion Conditional type I

inversion is using a verb before a subject instead of if . we begin a sentence with 'Were' Or Had.

**Examples:-** were I kaleb, I would refuse the offer.

( If I were kaleb, I would refuse the offer . )

- Were it raining , we couldn't go out.

( If it were raining, we couldn't go out . )

- Had I a villa house, I would be happy.

( If I had a villa house, I would be happy. )

#### b. Inversion with 'had' type I I I conditional

**Example :-** Had I had my lunch earlier, I wouldn't have been tired.

( Had I had = if I had had eaten )

- Had I worked harder, I would have achieved my goal

( Had I worked = If I had worked )

### Expressing 'regret' and 'wish'

We can use If only I wish in both un likely and impossible regret.

a, If only and wish in un likely regret :

**Examples:-** If only I knew more people but I don't know

I wish I knew more people more people

b. If only and I wish in impossible regret:

**Example:-** I wish I had studied harder for the test I didn't study

If only I had studied harder for the test harder

### Exercise :-

Complete the following sentences with the correct form of the verbs given.

1. If it rains today, we \_\_\_\_\_ ( not be able to ) ride bicycles.
2. If I \_\_\_\_\_ ( be ) tall, I \_\_\_\_\_ ( play ) basketball but I'm the shortest boy in my family
3. \_\_\_\_\_ you \_\_\_\_\_ (go) Bahir Dar, you won't see Lake Tana .
4. If you boil water , If \_\_\_\_\_ ( evaporate )
5. If he \_\_\_\_\_ ( know ) the facts. he \_\_\_\_\_ ( tell) us what to do. But he didn't know the fact.
6. I \_\_\_\_\_ ( start ) some business if I \_\_\_\_\_ ( be ) you . It is true I 'm not you.
7. It is advisable. If is fine tomorrow, we \_\_\_\_\_ ( go ) out.
8. Jerry wishes she \_\_\_\_\_ ( live ) in Canada. But she lived in Itali.

### Answers:

1. Won't be able to
2. were tall - - - would play
3. unless - - - go
4. evaporates
5. had known - - - would have told
6. Would started - - - were
7. Should go
8. had lived

### 3.3.2. Participle and Participle phrases

Participle is a form of verb that is used as an adjective. It can be the present participle ( - ing ) or the past participle form of the verb ( V<sub>3</sub> ) or ( - ed ). Since participles Function as adjectives participles Modify nouns or pronouns.

A large group of participles are verb participles with an - ing or- ed ending. For example interesting, interested. These are frequently used to describe appearance, character and feelings

- adjective with-ing ( interesting, boring, exciting - - - ) describe something or things
- adjectives with - ed ending ( interested, excited - - - ) describe the effect that thing has on your say how people feel.

Examples:- The lesson was interesting . we were all interested in what we were doing

- I 'm often bored at work, because I' ve got boring job. Tourists interested in modern art usually

visit our gallery ( ' interested' is past participle modifying the noun 'Tourists' )

- The lesson is really interesting.

( interesting is present participle modifying a noun < lesson . >

- a. Playing football, I hurt my leg. ( play )
- b. bridge is a card game played by four people

### Activity

Complete each pair of sentences the correct form of the verb present participle ( - ing ) form or in past participle ( - ed ) form

- a. On my camera, it says \_\_\_\_\_ in korea. (make)

b. I am working in a café \_\_\_\_\_ S and wiches.
- a. I 've spent the whole morning \_\_\_\_\_ an essay. (write)

b. On the wall was some graffiti \_\_\_\_\_ in big letters.
- a. Goods \_\_\_\_\_ in in the sales cannot refunded.. (buy)

b. I 've spend all my money \_\_\_\_\_ Christmas presents.
- a. The police caught the burglar \_\_\_\_\_ in to a house . (break)

b. careful ! There is a lot of \_\_\_\_\_ glass on the Floor.

### Answers:

- a. made

b. making
- a. Sold

b. buying

- |               |                |
|---------------|----------------|
| 2. a. writing | 4. a. breaking |
| b. written    | b. broken      |

### 3.3.3. Misplaced Participle / Misplaced Modifiers

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

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

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

When a modifier is wrongly placed the resulting construction would be either a weak word or the message would be distorted So, place modifiers as close as possible to the words they modify.

Be sure that adverbs such as almost, even hardly, just, only, nearly, scarcely, etc refer and logically to the words they modify.

**Example:- Error :** Their marriage nearly was broken .

**Revised:** Their marriage was nearly broken

**Misplaced :** They Scarcely planted any crops on the farm

**Corrected:** They planted Scarcely any crops on the farm

**Error :** The cars are taken to the nearest garage crashed

**Right:** The crashed cars are taken to the nearest garage.

**Fault :** The bus driver saved 60 passengers driving with great attention on that difficult road.

**Correct:** Driving with great attention. The bus driver saved 60 people.

## UNIT – 4

### Natural Resource Management

#### 4.1 Speaking

##### 4.1.1. Syllables and Stress

A syllable is a word, or part of words, which contains a vowel sound as its nucleus and one or more optional consonant sounds. It is a single unit of speech. You can recognize a syllable by remembering that each one contains a vowel sound. **For example:** in the word computer, there are three syllables : **For example:-** in the word computer, there are three

syllables: com / pu / ter. The word bike, however, has only one syllable.

idea - aildia ( two syllable )

Cough - / Kaf / ( one syllable )

Syllable - Syl - la - ble ( three syllable )

Generally - gen - er - al - ly ( four syllable )

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

**For example:** the word difficult moves your chin three times. Therefore, difficult - di - ffi - cult is three syllables.

##### Words Syllable Stress :

In multi - syllable words, the stress falls on one of the syllables. The other syllables, which we identify usually as unstressed syllables, tend to be spoken quickly. This leads to a decline in the hearable power, ( i.e muteness ) of sounds in the unstressed syllable. In order to improve your pronunciation, focus on pronouncing the stressed syllable clearly. Stressed syllables are pronounced louder and longer than the unstressed syllables.

##### One Syllable Stressed :

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

**Example:** EAT, SIGN, DRINK, WELL

##### Two - Syllable



a. First Syllable Stress

Example : HEating, PIC ture

b. Second Syllable Stressed

Example: to DAY, a HEAD, A LLOW

**Three – Syllable**

a. First Syllable Stressed

Example : Energy, Operate, Organize

b. Second Syllable Stressed

Example: me MORial, a SSumption, ca NAdian

c. Third Syllable stressed

Example: employ EE, Japan ESE, Volunt EER

**Activity**

Put the primary stress marker ( ' ) on top of the stressed syllable.

- |                        |                      |
|------------------------|----------------------|
| 1. September: _____    | 7. together _____    |
| 2. department: _____   | 8. begin _____       |
| 3. telephone: _____    | 9. Pen _____         |
| 4. garden: _____       | 10. break _____      |
| 5. kindergarten: _____ | 11. Television _____ |
| 6. Water: _____        | 12. Moon _____       |

**Answer**

- |                            |                           |
|----------------------------|---------------------------|
| 1. Sep – tem – ber         | 7. to - ' geth - er       |
| 2. De - ' part – ment      | 8. be - ' gin             |
| 3. ' te – le – phon        | 9. ' pen                  |
| 4. ' gar – den             | 10. ' break               |
| 5. Kin - ' der – gar – ten | 11. ' tel – e – vi - sion |
| 6. ' wa – te               | 12. ' moon                |

## 4.2. Vocabulary

### 4.2.1 Analogy

#### Activity

For each item write the word that completes the analogy

1. Cup : Lip :: Bird : \_\_\_\_\_  
 A. Bush                      B. Grass                      C. Forest                      D. Beak
2. Flow : Rever :: Stagnant : \_\_\_\_\_  
 A. Rain                      B. Stream                      C. Pool                      D. Canal
3. Paw : Cat :: Hoof : \_\_\_\_\_  
 A. Lamb                      B. Horse                      C. Lion                      D. Tiger
4. Ornithologist : Bird :: Archaeologist : \_\_\_\_\_  
 A. Island                      B. Mediators                      C. Archeology                      D. Aquatic
5. Peacock : India :: Bear : \_\_\_\_\_  
 A. Australia                      B. America                      C. Russia                      D. England
6. Arrival : Departure :: \_\_\_\_\_ : Death  
 A. Life                      B. Birth                      C. Person                      D. Train
7. Elbow : Arm :: knee : \_\_\_\_\_  
 A. Walking                      B. Finger                      C. leg                      D. Nose
8. Car : Road :: train : \_\_\_\_\_  
 A. Track                      B. Vehicle                      C. Fast                      D. Wheel
9. Man : Trausers :: Woman : \_\_\_\_\_  
 A. Clothing                      B. Skire                      C. Hat                      D. Blanket
10. University : Institution :: Mayor : \_\_\_\_\_  
 A. Official                      B. Town                      C. Low                      D. Councilman

## Answer Keys

1. D    2. C    3. B    4. C    5. C    6. B    7. C    8. A    9. B    10. B

## 4.2.2 Phrasal Verb

### Activity

Insert appropriate phrasal verb given below and complete the following sentences

- |           |                |              |            |          |
|-----------|----------------|--------------|------------|----------|
| Stick at  | Stick around   | Stick down   | Stick to   | Stick by |
| Stick out | Stick together | Stick up for | Stick with |          |

- He is late, but I 'll \_\_\_\_\_ for another few minutes before I leave.
- She found the course very tough but she \_\_\_\_\_ it and did well in the end .
- No one \_\_\_\_\_ him when the scandal became public.
- I couldn't answer the test so I just \_\_\_\_\_ any thing that I could remember.
- He 's so much better than the other that he \_\_\_\_\_
- The prime minister decided to \_\_\_\_\_ the orginal plan despite the criticism in the media.
- If we don't \_\_\_\_\_ , things will be much worse for all of us – we need some unity.
- you have to \_\_\_\_\_ your self here, because no one will back you.
- He told the children to \_\_\_\_\_ him in the station.

### Answer

- |                 |             |                   |                                  |
|-----------------|-------------|-------------------|----------------------------------|
| 1. Stick around | 2. Stuck at | 3. Stuck by       | 4. Stuck down                    |
| 5. Stick out    | 6. Stick to | 7. Stick together | 8. Stick up for    9. Stick with |

## 4.3 Grammar Skills

### Adverbial Clause

An adverbial clause is a group of words that together functions as an adverb or adverbial clause are dependent clauses that function as adverb in a sentence. They modify the verb, adjective or another adverb in a sentence.

There are different kinds of adverbial clause: same of them are as follows:

#### a. Adverbial Clause Of Manner

Adverbial clauses of manner are introduced by as, as if and as though that talk about how something is done or happen

**Example:-**

- He orders me as if he were my boss.
- She behaves as though she were rich.

#### b. Adverb Clause of Concession

Adverbial clauses of concessions are introduced by a though, even if, even though, but, yet, however, despite, in spite of

**Example:-**

- A though I study hard, I fail the test.
- She is happy even though poor
- Despite the blazing hot sun, she didn't wear hat.

#### c. Adverb Clause of Cause:

This kind of adverb introduced by as, because and since It answers the question Why ?

**Example:-**

- A went home because there was nothing else to do .
- Since there was no city buses, I took a taxi.

#### d. Adverb Clause of Purpose:

Adverbial clauses of purpose are introduced by in order to, in order that, so as to , so that, that

**Example:-**

- We sent him to college so that he could earn a good living and lead a full life.
- We sent him to college so as to earn a good living and lead a full life.

#### e. Adverb Clause of Result

This type of adverbial clause begins with : so - - - that, such ( a ) - - - that

**Example:-**

- I was so tired that I couldn't stand up properly.
- They are such clever students that all teachers respect them.

#### f. Adverb Clause of Time

This sort of adverbial clause introduced by :

- **When** – means at that moment, at that time  
**Example:-**
  - He was talking on the phone when I arrived.
  - I washed the dishes when my daughter fell asleep.
- **Before** - it means before that movement

- Example:-** - We will finish the work before he arrives  
- She had left before I telephoned.
- **By the time** - Expresses the idea that one event has been completed before another. Used in past perfect, future perfect.  
**Example:-** - By the time he finished , I had cooked dinner  
- We will have finished our home work by the time they arrive.
  - **Until, till** - Until & till express up to that time, we use either the simple present or simple past. Till is usually only used in spoken English.  
**Example:-** - We waited until he finished his homework.  
- I 'll wait till you finish.
  - **After** - means after that moment. It is used in the present for future event and the past or past perfect.  
**Example:-** - We will finish the work after he comes.  
- She ate lunch after I had left.
  - **While, as** - means during that time . These adverbial clauses used with the past continuous  
**Example:-** - She began cooking while I was finishing my home work  
- As I was finishing my homework, she began cooking.
  - **As soon as** - When something happens – immediately after wards . It is similar to 'When' we usually use the simple present for future events.  
**Example:-** - He will let us know as soon as he decided or as soon as he has decided . )
  - **Whenever, every time** - mean each time something happens we use the simple present or simple past.  
**Example:-** - Whenever he comes, we go to have lunch at the hotel.  
- We take a like every time he visits.
  - **The first, second , third, fourth etc next, last time** – They describe / modify specific time. We can use these forms to be more specific about which time of a number of times something happened.  
**Example:-** - The first time, I went to new York, I was intimidated by the city.  
- I saw Jack the last time I went time San Francisco.

### Exercise

Complete the sentences below with the correct word given in the brackets.

1. \_\_\_\_\_ he always did well on his English tests, his parents were not surprised that he got an A .  
( when , since )
2. You should keep the milk in the refrigerator, \_\_\_\_\_ it doesn't go bad ( since, so that ).

3. You should say good bye to your brother \_\_\_\_\_ you leave for Europe. ( before , since )
4. \_\_\_\_\_ my father has high blood pressure, he has to watch what he eats. ( Before, since )
5. \_\_\_\_\_ I came to this country, I didn't speak a word of English ( Before, since )
6. I 'll let you know \_\_\_\_\_ I come back. ( because, after )
7. He doesn't understand \_\_\_\_\_ he doesn't speak French very well ( so that, because ) .
8. I came \_\_\_\_\_ I heard the news ( So that, as soon as )
9. We will wait \_\_\_\_\_ you are ready. ( as soon as, until )
10. What will you do \_\_\_\_\_ you graduate ? ( after, before )

### Answers

- |          |            |               |          |           |
|----------|------------|---------------|----------|-----------|
| 1. Since | 2. So that | 3. before     | 4. Since | 5. before |
| 6. after | 7. Because | 8. As soon as | 9. Until | 10. After |

## 4.4. Writing Skills

### 4.4.1. Dangling Modifier

A dangling modifier is a word, a phrase or a clause or a clause that either modifies nothing in a sentence or that seem to modify a word to which it is not logically related that means when the word being modified is implied but not explicitly stated, the modifier is left dangling.

**Examples:** Faulty: Driving through the mountains, several beers were seen.

Revised: Driving through the mountains, we saw several beers

Dangling: Hanging safely on a wall, a security guard pointed to the priceless painting.

Correct : A security guard pointed to the price less painting that was hanging safety on a wall.

Error: At the age of five, my mother bought me a chemistry set.

Correct : When I was five. My mother bought me a chemistry kit.

Faulty: Having turned sour. I would not drink the milk.

Revised: Since the milk had turned sour, I wouldn't drink it.

## UNIT – 5

### Mechanized Agriculture

#### 5.1 Speaking Skill

##### 5.1.1. Asking for information

###### a. Short answer yes / No questions

Yes/ No questions expect an answer of agreement or dis agreement often in a short form with out of main verb repeated.

###### Examples:

- Does he practice piano every day ?  
Yes, he does / No , he doesn't
- Are You having trouble with the last part ?  
Yes, I am / No, I am not
- Has she warn her new skirt in the party  
Yes, she has / No, she has / No, she hasn't
- Will the girl study tomorrow ?  
Yes, she will / No, she won't
- Is Feven crying?  
Yes, she is / No, she isn't
- Did Abel study his lessons in the library ?  
Yes, he did / No, he didn't

###### b. additions to remarks

So am I, So do I, So did I, So can I - - -

The word 'So' in this context is used to show agreement with positive statement.

So am I means I am too/me too, So do I means so do too, So does he means so does to etc

**Examples:-** - I 'am excited about the party So am I

- She is from Djibouti and so am I / I 'm too
- I have lost their address and so have I
- I went to the concert last night so did I / I went to the concert too
- We could see the mountains. So could we / we could see them too.
- John can sing well and so can his brother  
( John can sing well and his brother can sing well too . )

- Neither am I , Neither do I, Neither can I, Neither does he - - - - Neither in this context is used to show agreement with negative statement.

**Examples:-**

- ✚ A: I don't understand Spanish  
B: Neither do I / I don't understand Spanish either
- ✚ A: I can't not swim.  
B: Neither can I / I can't swim either
- ✚ She didn't understand the information and nor did I
- ✚ I am not hungry and neither am I / I 'm not hungry either
- ✚ Mary didn't go to the party  
Neither did I / I didn't go either
- ✚ He won't stop talking  
Neither will you / you won't stop either

- We can use short sentences ( subject + auxiliary verb to say that 'A' is not the same as 'B'

**Examples:-**

- ❖ She doesn't know her . But I do
- ❖ Stephen hasn't got a license. But I have
- ❖ A : I don't like the new neigh bors.  
B: I do

### C. Tag - questions

- A tag question is formed by auxiliary + subject :  
did she ? aren't they ? , don't you ? , have you? - - -
- Positive sentences are generally followed by a negative tag question

**Example:-** - You eat your break fast, don't you ?



- It ' s hot, isn't it ?
- I am going with you, aren't I ?
- Sitina is your sister , isn't she ?
- They went home, didn't they ?

### Exercise

Choose the best answer that completes the following sentences

1. She hardly spoke English \_\_\_\_\_ ?  
A. didn't she      B. did she      C. did her      D. didn't her
2. A: The Film wasn't good, \_\_\_\_\_ ?  
B: \_\_\_\_\_  
A: was not it / No, it wasn't      B. is it / yes, it is  
C. was it / No, it wasn't      D. isn't it / yes, it is
3. I have bought one of those tops, and she \_\_\_\_\_  
A. has bought one too      B. has too      C. has also too      D. does too
4. Yared : I can't see you to day.  
YaYa: But \_\_\_\_\_  
A. I can      B. You can't see me      C. Can't I      D. I will see tomorrow.
5. Fatuma : How long it does take from Dessie to Addis Ababa ?  
Jemal : \_\_\_\_\_  
A. I think it is more than 450Kms .  
B. It depends on the driver  
C. It takes more than 5 hours      D. B and C
6. Customer : \_\_\_\_\_  
Shop assistant : It 's 15,000 Birr  
A. Is this camera for sale ?      B. Do you have a camera?  
C. How much is this camera      D. How many is this camera ?
7. X: May I ask \_\_\_\_\_ is calling ?  
Y: Smith , place  
A. Where      B. What      C. Why      D. Who

### Answer keys

1. B      2. C      3. B      4. A      5. D      6. C      7. D

Negative sentence are usually followed by a positive tag questions.

- Example:-**
- He 's not waiting for us, is he ?
  - You haven't seen Ruth around here, have you ?
  - You can't lend 1000 birr , can you ?
  - They didn't go home , did they ?

\* We use negative tags after words with a negative sense ( never, no body, hardly, scarcely, little - - - )

- Example:-**
- It has hardly rained all summer, has it ?
  - She never smiles, does she ?
  - No body phoned yesterday, did they ?
  - There is little milk in the container, is there ?

#### d. In direct or embedded questions

When asking for information, particularly when it is of a personal nature, we often use indirect or embedded questions.

- Example:-**
- Could you tell me how old are you ?
  - Would you mind telling me if your parents are still living here ?
  - Would you mind telling me how much money you earn?
  - May I know how much money you have ?

#### e. Wh – questions

Wh – questions begin with what, when, where, who, whom which, whose, why and how. We use them to ask for information.

- Example:-**
- What time is it ?
  - Who was at the door ?
  - Whom did you meet ?
  - Where did you go on holiday ?
  - Why are you late on the party ?
  - Whose Fiction book is this ?
  - When will you see her ?
  - how does he like his job ?

## 5.2 Vocabulary

### 5.2.1. Analogy

First you should practice Examples given below, then complete the exercise accordingly.

Example:

Synonyms : produce : make

Benefit : Advantage

Antonyms : large : Small

advantage : Disadvantage

Cause / effect : Too much chemical : Unhealthy life

Modern Agriculture: Increase Production

Whole / Part : Crop: Maize

tool : Sickle

Thing / Function : Sickle : reap

Tractor : till

### Exercise

1. Synonym : a. autonomous : \_\_\_\_\_

b. Modern : \_\_\_\_\_

2. Antonyms : a. Sophisticated : \_\_\_\_\_

b. reliable : \_\_\_\_\_

3. Cause / effect : a. use Fertilizer : \_\_\_\_\_

b. high rain : \_\_\_\_\_

4. Whole / part : a. Book : \_\_\_\_\_

b. House : \_\_\_\_\_

5. Thing / Function :

a. herbicides: \_\_\_\_\_

b. Combine harvester: \_\_\_\_\_

### Answers

1. a. Self – directed

b. Contemporary

2. a. Provincial

b. Unreliable

3. a. Increase crop production

b. raincoat gets drenched

4. a. Chapter

b. bedroom

5. a. Kill unwanted plants

b. harvests, threshes and cleans grain plants

## 5.3 Grammar Skills

### 5.3.1. verb Pattern ( infinitive , gerund )

When a verb is followed by another verb the second verb may be an infinitive, bare infinitive or – ing

- ✓ Some verbs are always followed by the – ing form . These verbs are like ; like, finish, enjoy, mind, hate, love, stop etc

**Example:-**

- Everyone loves going to visit Lalibela.
- He finished reading this function book. ?
- Do you mind lending your pen ?

- ✓ Some verbs are always followed by verb + to + the infinitive words like ;Choose, decided, forget, promise, manage, need, help, want, would like, hope, would love,

**Example:-**

- George want to live in a hot country.
- I 'm decided to study law at the university.
- I hope to go abroad .

Verbs followed by an object before the to infinitive.

**Example:-**

- I have invited all my friends to come to the house
- We must ask someone to help us.

- ✓ Some verbs are followed by both – ing and infinitive with to such words are : begin, start, prefer, continue, stop, like, remember.

**Example:-**

- The child continued to drink his milk.
- The child continued drinking his milk.

- ✓ Verbs ( love , hate, start, prefer ) can take a gerund or infinitive with similar meaning

**Example:-**

- I love to visit old houses.
- I love visiting old houses.

- ✓ Verbs ( remember, stop, try ) have a different meaning with the gerund or infinitive

**Example:-**

- I remembered to give him the money .  
( the remembering happened before the giving . )
- I remembered giving him the money.  
( the remembering happened after the giving . )
- I stopped to watch the carnival.  
( I stopped because I want to watch the carnival . )
- I stopped watching the carnival.  
( I had been watching the carnival : Then I stopped watching

- ✓ Use infinitive without 'to'
- After modal verbs ( will, shall, should, would, can, could, may, might, must - - - )

- Example:-**
- He can speak Amharic well.
  - I will join in your team next week.

- After 'make' and 'let'

- Example:-**
- He made me do it .
  - We let them go home.

### Exercise

Complete the following sentences with words are given in the brackets.

1. Dave decided \_\_\_\_\_ Semira for a week. ( not phone )
2. I 'm sorry about \_\_\_\_\_ you. ( not invite )
3. \_\_\_\_\_ is really good fun . ( Fly )
4. Lots of people could \_\_\_\_\_ the newspapers what had happened. ( tell )
5. We manage \_\_\_\_\_ the exam by \_\_\_\_\_ each other every evening. ( pass / test )
6. A : What is this ?  
B : It 's for \_\_\_\_\_ Vegetable. (cook )
7. We agreed \_\_\_\_\_ any more work ( not do )

### Answer keys

- |                 |                      |
|-----------------|----------------------|
| 1. not to phone | 5. To pass / testing |
| 2. not inviting | 6. Cooking           |
| 3. Flying       | 7. Not to do         |
| 4. tell         |                      |

### 5.3.2. Common variation in Conditional I I and I I I Sentences

The result of these conditional sentences are only 'regret'

Example:- I don't know enough about the machine, so I can't mend it myself.

The conditional sentence this expression is :

→ If I knew enough about the Machine, I would mend it myself.

As we have seen the above sentence, conditional type I I is expressing the present 'regret'

- He wasn't prepared for the interview, so he didn't get the job.

→ If I had been prepared for the interview. He wouldn't have got the job.

We use this impossible conditional to talk about past situation / regret in the past.

### Exercise

I. Change the following expressions in to conditional sentences

1. Enough money is not spent on cancer research, so prevention has not been made.

If \_\_\_\_\_

2. Lili wanted to ask Semir for his autograph, but he wasn't brave person.

If \_\_\_\_\_

3. Zami joins college, but he is not reading

If \_\_\_\_\_

4. You didn't tell me the truth, so I couldn't respect you.

If \_\_\_\_\_

II. Write the parallel meaning of the following conditional sentences.

1. If you had listened to me, we wouldn't have gone the wrong way.

\_\_\_\_\_

2. If there were any truth in her allegations, I would resign.

\_\_\_\_\_

3. If they hadn't found him in time, you wouldn't have been able to save his life.

\_\_\_\_\_

4. If I hadn't been so busy, I would have written to you earlier.

\_\_\_\_\_

5. He would have returned the money if Sara had been honest.

### Answers

I. 1. If enough money was spent on cancer research , prevention would be made

2. If Semir had been a brave person , Lili would have asked him for his autograph.

3. If Zami reads, he would join college.

4. If you had told me the truth, I 'd have respect you.

II. 1. You didn't listen to me, so we went the wrong way.

2. There is no truth in her allegations, so it is unlikely for me to resign.

3. They didn't find him in time , so they couldn't save his life.

4. I wanted to write to you earlier, but I was so busy.

5. He couldn't return money because Sara wasn't honest.

## 5.4 Writing Skills

### 5.4.1. Editing Wordiness

Wordiness occurs when we use words / expressions redundantly. When two sentences have similar idea in your writing that is also wordiness.

The following considerations can minimize wordiness

1. Redundant information should be avoided in order to reduce wordiness in your essay writing.
2. Use participles, gerund and infinitives to eliminate wordiness.

**Example:-** Jemal was worried about the storm. Jemal begged me to sleep with him worried worried about the storm.

Jemal begged me to sleep with him.

3. Avoid over using qualities.

When every adjective or adverb is preceded by <very> , <extremely>, <barely>, or < hardly>, the qualities begin to lose their meaning. Always try to use one good word rather than two or three ordinary words.

**Example:-** Jemal is extremely angry can be shortened. Jemal is furious.

4. Use active sentence than passive in descriptive writing

**Example:-** - Trouble is caused when people disobey rules that have been established for the safety of all .  
- Disobeying safety regulations causes trouble.

## UNIT – 6

### Green Economies

#### 6.1 Speaking Skill

##### 6.1.1. Asking for and giving advice

Asking for and giving advice is an essential part of communication in English. It is important to understand the basics of asking and giving advice to effective communication with others.

- ✚ Here are some expressions you can use when asking for advice.
  - Excuse me, could I ask your advice on some thing ?
  - Would you mind giving me your opinion on my shopping business ?
  - What would you do in my situation ?
  - Can you give some advice on this?
  - How can I manage my school and leisure time?
  - What are some thing I should do to improve my English?
  - What should I do to protect myself and others from HIV ?
  - Do you have any suggestion for me ?
  - In your opinion which one is the best ?
  - I have no idea what should I buy ?
  - I have lost my bag. What should I do ?

- ✚ Giving advice refers to when we tell other people what we think could help them. The most common way to give advice is by using the modal verb 'Should' . There are also other forms including 'Ought to' and 'had better' which are more formal. Should and ought to express nearly the same meaning. The only difference is that 'ought to' refers to more or external obligation but 'Should' is more an advice . Had better is used when we want to make the advice stronger to indicate that the advice is really important. You can also use the second conditional to give advice.

- ✚ Some expressions that are used to give advice:
  - You ought to stop smoking.
  - You should stop smoking.
  - You ought to do more exercise.
  - You ought not to drink so much.
  - You had better not tell this secret.



- If I were you, I would enjoy my vacation.
- If I were you, I would talk to my boss.

Generally some advice expressions

- I think you should - - -
- You should - - -
- You ought to - - -
- You had better - - -
- Why don't you - - -?
- May be you should try - - -
- My advice is to - - -
- If I were I would- - -
- If I were in your place
- My suggestion / advice is - - -
- You have no choice but - - -
- Your only option is to- - -

**Sample dialogue in asking for and giving advice.**

#### Dialogue – 1

**Fraol:** I want to speak English more Fluently. What should I do ?

**Muna:** You should practice Speaking every day.

**Fraol:** I 'm adding weight recently.

**Muna:** You had better do exercise regularly.

**Fraol:** My parents give me money but I 'm always broke.

**Muna:** You should minimize your expenditure and use properly.

**Fraol:** I 'm not feeling well

**Muna:** You had better see a doctor.

#### Dialogue – 2

**Mindy:** Hey Tony, do you mind if I ask you for some advice

**Tony:** Of course not. Please go ahead.

**Mindy:** I 'm thinking about buying a new car. What kind of car should I buy?

**Tony:** Hmm - - - good question mindy. What is your price range?

**Mindy:** I don't know. Something reasonable and nothing too crazy.

**Tony:** Why do you want a new car?

**Mindy:** My car is very old, and it often break down

**Tony:** I see. How often do you drive?

**Mindy:** Umm - - - I drive to work every day and I go shopping at the mall on the weekend.

**Tony:** Is that all? Do you go anywhere else?

**Mindy:** I go to gym three times a week.

- Tony:** I think you should buy a small compact car.
- Mindy:** Really? What kind should I buy?
- Tony:** Have you seen a new car bull model?
- Mindy:** No, I have never heard of them.
- Tony:** They are very responsible and reliable. Why don't you test drive one?
- Mindy:** great, I will thanks for your advice Tony.

### 6.1.2. Expressing Purpose

A: Why do you go to school?

B: to learn / I go to school to / in order to learn.

X: Why do you study English?

Y: I study English for communication purpose

The word 'to' in the first dialogue and 'For' the second dialogue express the purpose.

A purpose may mean objective, intention or goal. It is anything a person intends to do or achieve in the future.

There are many ways people express purpose in English.

- ✓ Expressing purpose using 'For'

For is always followed by a noun or adverb + ing

**Example:** - I work hard for success.

- I travel a lot for amusing myself.

- ✓ Expressing purpose with to, so as to, in order to when we use to, as to and in order to are always followed by a verb (infinitive). In order to and so as to are more formal than 'to'
- In order to can imply either that the subject wants the action to happen.

**Examples:-**

- ❖ The manager took these measures in order to reduce wastage of resource.
- ❖ He came to Addis Ababa so as to know about Ethiopian culture.
- ❖ She prepared well to get a good grade.
- ❖ Bob studies hard so as to get a good mark.
- ❖ I practice sport every day in order to have a fit body.

- In order and so as are very common before not to in a negative form

**Example:-**

- ❖ The land was bought quickly so as not to delay the building.
- ❖ I carried knife carefully in order not to cut myself.

- ✓ Expressing purpose with so that, in order that. So that and in order that are always followed by subject + modal (can, may, will - - -) + infinitive form of a verb. So that is more common than in order that and can only be used before a clause containing subject and verb.

**Examples:-**

- ❖ I read many short stories so that I can learn many Vocabularies
- ❖ She spends a lot of money on herself in order that she can look beautiful.

## Exercise

Join the sentence in Column 1 with the correct purpose in Column 2

### Column 1

- \_\_\_\_\_ 1. I will show a map for you.
- \_\_\_\_\_ 2. we left home early
- \_\_\_\_\_ 3. let's go to the theatre early
- \_\_\_\_\_ 4. Today I will go shopping
- \_\_\_\_\_ 5. I watch the news on TV.
- \_\_\_\_\_ 6. He wanted to go to London.
- \_\_\_\_\_ 7. He is staying with an English family.
- \_\_\_\_\_ 8. Write your name on your book.
- \_\_\_\_\_ 9. I went to bed early
- \_\_\_\_\_ 10. I took my camera

### Column 2

- a. So that you don't lose it.
- b. So that I wouldn't be tired in the morning.
- c. to take some photos.
- d. in order to visit his old friends.
- e. So that you can find my house.
- f. In order to buy a present for her best friend.
- g. in order to buy a good seat.
- h. So that he can improve his English
- i. So that we wouldn't be late for school
- j. So that I can learn about the world.

## Answer Keys

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

## 6.2 Grammar

### 6.2.1. Relative Pronouns

Relative pronouns are words that introduce clauses. They are used to relate group of words to a preceding noun or pronoun. The most common relative pronouns are: who, whom, which, when, why, where, whose, that. These relative pronouns are used to construct relative clause.

#### Relative Clause

Relative clause is a clause used to identify which person or thing we use talking about. This clause is introduced by relative pronouns.

#### Types Of relative Clause

##### a. defining relative Clause

- define or explain a particular noun/ pronoun
- essential to better understanding.
- do not have comma.
- all relative pronouns are used in here.
- Often used in speech.

**Examples:-** The man who normally works here is ill. ( who normally works defines the man .)

Main sentence:- the man is ill

Clause - who normally works here



He normally works here

- It is subject case relative clause

- The man whom you saw yesterday is ill.

main clause – The man is ill

clause – Whom you saw yesterday



You saw him yesterday

This is object relative clause

### For Examples:-

- A surgeon is some one that performs operations.
- There is the man whose wallet was stolen.
- I visited the town where my father was born.
- I think that a time when I lost all my money.
- There must be a reason why you said that.
- That is the man whom/who I spoke to the other day.

### b. non- defining relative Clause

- ✚ gives additional / extra information about subject / something
- ✚ A comma or pair of commas are, used in here.
- ✚ not essential in identifying what or who is being talked about.
- ✚ Except 'that' all relative pronouns are used.
- ✚ Often used in writing rather than speech.

Examples:-

- My sister, who always wears bright colours, wants to design clothes.
- Mr. Ghon, For whom I was working, was very generous.
- His house, whose windows are broken, is depressing.
- I saw the Fi
- Im last year, when I was Djibouti.

We can replace which or who with that in defining relative clause.

### Example:-

- ❖ Our sales and marketing people work with large companies and organizations that operate in many different areas.

Defining relative where which, who or that are the object not the subject of the clause . we can omit the relative pronouns.

- ❖ I like the dress (which) you were wearing yesterday.
- ❖ I spoke to the woman who was wearing a black dress.

The difference between defining and non-defining relative clause.

- ❖ defining relative clause.

✚ I have two sisters who are living in New York at the moment.

- ❖ non- defining relative clause:

✚ I have two sister, who are living in New York at the moment.

In the defining sentence, the person has two sisters in New York and have more sisters somewhere else.

In non-defining sentence the person has only two sisters.

### Activity

Complete the following sentences by using appropriate relative pronouns.

1. The girl \_\_\_\_\_ mother writes a poem speaks chinese.
2. A detective is someone \_\_\_\_\_ discovers the truth about crimes.
3. We stayed at the Famous Rock star hotels, \_\_\_\_\_ also had an indoor swimming pool.
4. The DVD recorderd \_\_\_\_\_ I bought at this store a few days ago is not working.
5. Mr. Fields, \_\_\_\_\_ sister is one of the leading experts in this country, talked about the danger of the virus.
6. That is a place \_\_\_\_\_ the king lives.
7. Do you like people \_\_\_\_\_ Sara invited to her party?
8. The man \_\_\_\_\_ you met at the party was Famous Film star.
9. May is the month \_\_\_\_\_ the weather is usually the hottest.
10. I couldn't understand the reason \_\_\_\_\_ why they were so rude.

### Answer Keys

1. Whose
2. Who
3. Which
4. Which/that
5. Whose
6. Where
7. Whom/that
8. Whom
9. When
10. Why

## 6.3 Writing Skill

### 6.3.1. Faulty Parallelism

Parallelism is the use of similar structure in related words. Clauses or phrases. It creates a sense of rhythm and balance with in a sentence. We often create Faulty parallelism a lack of parallel structure intuitively because un balanced sentence sounds a wak ward and poorly constructed. So a sentence is parallel when equivalent parts share a grammatical form or grammatical relationship.

Faulty parallelism then occur when a sentence uses a different structure in different parts.

The most common errors occur:

#### 1. Parallelism and verb tense

Example:-

**Fault:** Marc picks up the hammer and hit the nail.

**Correct:** Marc picks up the hammer and hits the nail

**Correct in past:** marc picked up the hammer and hit the nail.

related to the verb tense both the present and the past tense are grammatically correct.

#### 2. Faulty Parallelism : Infinitive and gerund.

Example:

**In correct:** Firomisa likes to make and repairing Furniture. This is wrong because 'to make is an infinitive verb while ' repairing is a gerund. To correct this:

- **Infinitive:** Firomisa likes to make and to repair Furniture.
- **Gerund:** Firomisa likes making and repairing Furniture.

### 3. Faulty Parallelism: noun and adjective

**For example:-** the following combines a noun ( Frustration ) with an adjective ( angry).

**In correct:** when Haile makes mistake, he feels Frustration and angry.

Both terms follow grammatically form 'Feels' so there is no problem there. I dealy thought we would use one form in both cases.

**Nouns:** when Haile makes a mistake, he Feels Frustration and anger.

**Adjective:** When Haile makes a mistake, he feels Frustrated and angry.

### 4.Faulty parallelism: plural and singular nouns.

Though this is primarily stylistic issue some consider mixing plural and singular nouns as a form of Faulty parallelism.

**Example:-**

**In correct:** DIY requires tools, such as a hammer, drills and screw drivers.

The singular 'hammer' is combined with the plurals 'drills' and 'Screw drivers' . But it would be better to use the same form for all.

**Correct:** DIY requires tools, such as a hammer, drills and screw drivers.

**In correct:** Public transit such as buses or a train can help reduce air pollution.

Here are plural 'buses' combined with singular 'train' Multiple buses, one train, that is not going to solve any environmental issues. There for it would better to use the same form.

**Correct:** Public transit such as buses or trains can help reduce air pollution.

## UNIT – 7

### National pride

#### 7.1 Speaking

##### 7.1.1. Debate

What is debate?

A debate is a discussion or structured contest about an issue or a resolution and another opposing it.

A debate is bound by rules previously agreed up on. Debates are judged in order to declare a winning side in the context of a class room, the topic for debate will be guided by knowledge, language skill and value out comes.

##### Structure For Debate

A Formal debate usually involve three groups one supporting a resolution ( affirmative team), one opposing the resolution ( opposing team), and those who are judging the quality of the evidence and arguments and performance in the debate. The affirmative and opposing teams usually consists of three members of each. While the judging may be done the winning team in a debate is usually decided on the basis of the quality of a debating by judge or judges. However, it may also be decided by a vote. In addition to the three specific groups there may an audience made up of class members not involved the formal debate. A specific resolution is developed and rules for the debate are established.

Debate open's with the affirmative team ( the team that support the resolution ) presenting their argument followed by a number of the opposing team. This pattern is repeated for the second speaker in each team. Finally each team gets an opportunity for rebutting the argument of opponents speakers should speak slowly and clearly. The judge and the audience should be taking notes as the debate proceeds.

While the team is not required to use all of the time allocated to each debate component, speakers must stop immediately when allocated time runs out. The time keeper will announce the end of time one minute earlier. by knocking once or making any other sign previously agreed up on . After this last minute ends the time keeper stops the speaker immediately.

##### Debate preparation:

1. Make sure you know the rules of the debate including time lines.
2. Research topic and prepare logical arguments , gather supporting evidence and examples for position taken.
3. Anticipate counter argument and prepare rebutting Be polite and conteous.
4. Listen attentively.
5. Be respect full and supporting of peers.
6. Speak only when recognized by the moderator
7. Use correct language



8. Speak clearly, slowly and loud enough to be heard by the audience.
9. Speak with passion and excitement you may bring some brief notes, but you may not read them.
10. Maintain good eye contact with the audience while debating think of these three categories.
  - Manner is how you say it ( eye contact, voice , gestures.)
  - Matter is what is in your speech / content
  - Method is the structure, how organized your speed is.

### Activity

Choose one of the debate topic and prepare your own debate

### Topics

1. Food items should not be taxed
2. Internet makes more harm than benefit
3. Books are better than television
4. Plastic bags should be banned
5. Children should be allowed mobile phone in school
6. It is worse to eat too much than to eat too little
7. We should all be vegetarian
8. Abortion should be banned

## 7.2 Grammar Skills

### 7.2.1. Direct and indirect Speech

In direct / reported speech refers to what a person says without necessarily writing the speaker's exact words.

There are different rules when we change direct speech in to indirect speech.

1. If reporting verb ( said, told, asked etc ) are in the past the verbs in the noun clause will move one step in to the past.

#### **Example:**

**Direct:** he said, «I am bored .»

**In direct :** He said that he was bored.

2. When the introductory verb is in simple present.

Present perfect or Future tense we can report the direct speech without any change of tense.

#### **Examples:**

**DS:** She says.« I 'm going to watch English movie.»

**IS:** She says that she is going to watch English movie.

**DS:** «I m going to watch English movie,» She has said.

**IS:** She has said she is going to watch English movie.



**DS:** She will say «I m going to watch English movie.»

**IS:** She will say that she is going to watch English movie.

3. If the reported speech sentence deals with a general truth no tense change is necessary. The present tense is retained.

**Example**

**DS:** Chemist said, «Water consists hydrogen and oxygen.»

**IS:** Chemist said that water consists hydrogen and oxygen.

4. If the Quoted speech is reported immediately or as soon as tense change is not happened.

**Example**

**DS:** Rakeb said «I m going to church to pray.» Report soon after

**IS:** Rakeb said she is going to church to pray.

5. Pronouns are changed when we change direct speech in to reported speech.

**Direct Speech**

**In direct Speech**

I -----	he/she
We-----	they
my/me -----	him/her
mine-----	him/her
our-----	their
us-----	them
you-----	they/he/she

6. Words including nearness of time and place changed to words indicating distance of time and place.

**Direct Speech**

**Reported Speech**

this-----	that
these-----	those
here -----	there
now-----	then
Today-----	that day
tomorrow-----	the next / following day
yesterday-----	the day before/ the previous day
a go-----	be fore
next week /month/ your-----	the following week /month/ year
last week /month/ year-----	the previous week /month/ year

7. There will be tense change in the reported speech , if the introduction verb is in the past. Same of the reported speech verbs are: tell, say, ask, argue, admit, explain, complain, advise, remind, point out , promise etc. we can use the past form of the above list reported verbs.

**Direct Speech**

**In direct Speech**

- a. Simple present → simple past

**E. g:-** He said, "I never eat meat." He said that he never ate meat.

b. present continuous → past continuous

E. g:- He said, "I 'm watching TV." He said that he never ate meat.

c. present Perfect → past perfect

E. g:- Alem said, "I have done my work ." Alem said that she had done her work.

d. present Perfect → past perfect continuous

E. g:- Abel said, I have been waiting a bus for an hour Abel said that he had been waiting a bus an hour.

e. Past simple → past perfect

E. g:- Lula said, "I took it home with me ." Lula said she had taken it with her.

f. Future → past Future / Conditional

E. g:- «I will go Canda» Jerry Jerry told she would go Canada told

g. Future continuous → Conditional continuous

E. g:- They explained, "We will be helping our parents ." They explained that they would be helping their parents.

#### 8. The Questions in reported speech

a. If the question requires yes/no response as an answer in the direct question use if/whether.

##### Example

DS: "Is Meron your sister?» He asked me

IS: he asked me if / whether Meron was my sister.

b. If the direct question begins with wh – question words.

The question word should be used as a connective in the indirect question.

##### Example

DS: "Where did you see this film.» John asked me.

IS: John asked me where I had seen that film.

When reporting question, an order or request the connector 'that' is not used.

9. In reported speech the word /words or the sound used by the speaker to express an emotion are also omitted.

##### Example

DS: «WOW ! what hand man he is !» the girls said.

IS: The girl explained what handsome man he was.

DS: "Hello ! My friend said me, » How are you?"

IS: My friend greeted me and asked me how I was.

10. Reporting me peratives are used infinitive verbs.

##### Example

DS: Shut up!

IS: She told to shut up.

DS: Please give me some money

IS: He asked me to give him some money.

DS: Don't do that a gain !

IS: He told me not to do that a gain.

11. Suggested and should are used to report let's

### Example

DS: They said, "Let's study English daily. "

IS: They suggested that they should study English daily.

DS: kira said, " let's not chew gum. "

IS: Kira suggested that they shouldn't chew gum.

### Exercise

Change the following direct speeches in to in direct or reported speech

1. «please don't touch the mirrors» said the guide
2. Zami asked the guide, «How much do you earn?"
3. The guide said, " My income depends on the type of the visitors.»
4. «Yeterday I met with had an Ethiopian a broad an gave me 200» added the guide
5. I said, " Is that in Ethiopian birr or in American Dollars?»
6. He replied, « It was in dollars.»
7. « I hope you will have your own firm soon,» Said Zami
8. Peter said, « the sun rises in the East. "
9. Feven says, « I tell truth for my mother."

### Answers

1. The guid told us not to touch the mirrors.
2. Zami asked the guide how much he earned.
3. The guide replied that his income depends on the type of the visitors
4. The guide added that he had Ethiopian from a broad and had given 200 the previous day.
5. I asked him if it was Ethiopian birr or American dollar.
6. He replied that it had been in dollars.
7. Zami hoped that the guide would have his own firm
8. Peter said the sun rises in the East.
9. Feven says she tells the truth for her mother.

## 7.2.2. Pronouns

Pronouns are words used to refer to people, place or things. They are used in different ways. They are two things in common. The first is their ability to stand alone or stand in for a noun. The second is that they all have little specific meaning whatever the meaning they have derives from the context in which in which they are found.

### Personal pronouns

Subject

Object

Possessive

Reflective

First person singular	I	me	my/mine	my self
Second person singular	you	your	yours	yourself
Third person singular	He/she/It	Him/her/it	His/her/its	himself/herself/it self
First person plural	we	our	ours	Our selves
Second person plural	you	you	yours	yourself
third person plural	They	them	their	Them selves

When we use pronouns in the right position, they have clear reference while we don't use properly or appropriately may occur Vague reference

- Ambiguous reference occurs when a pronoun can refer to more than one antecedent.
- Remote reference occurs when a pronoun is so far away from its antecedent that the relationship is unclear.
- Vague reference occurs when a pronoun refers to a word that is only implied not stated.

#### Examples:

**ambiguous:** The visitor asked the director to bring his telescope.

**Clear:** The visitor asked the director. " Do you bring me your telephone?"

**Vague:** The visitors enjoyed his/her stay at the lodge.

**right:** The visitors enjoyed their stay at the lodge.

#### Exercise

Identify the errors of pronouns and write in a clear way each sentence.

1. The head chief wanted to make dinner it self.
2. Mandela and whose Family have established Foundations
3. Zami and Sara won't be late for his training.
4. At the laboratory, they said the research had run in to serious difficulties.
5. Being one of the best sellers, her novel won the book proze

#### Answers

1. The head chief wanted to make a dinner himself or herself
2. Mandela and his Family have established a Foundation.
3. Zami and Sara won't be late for their training.
4. At the laboratory the scientists said the research had run in to serious difficulties.

5. Being one of the best sellers, the won the book prize

## 7.3 Writing Skills

### 7.2.1. Punctuations and Capitalizations Punctuation

Punctuation marks are symbols/signs used in writing to ensure that the written information is conveyed clearly. Although punctuation is mostly used to bring out special meaning in words. In general, punctuation is an essential aid to the correct interpretation of the written message .

**The most Common Punctuation marks are:**

#### 1. Full stop ( . )

- a. a period is an end punctuation mark that we put a declarative sentence

**Example:-**

- My nephew is a pilot.
- Ocean water is always moving.

- b. Used at the end of imperative sentence.

An imperative sentence gives direction, makes request or polite suggestion or give a mild command.

**Example:-**

- ✚ Please open the window.
- ✚ Wait here until traffic stops.

- c. Use a period to end a sentence that contains an indirect question. An indirect question reports a question but does not ask it.

**Example:-**

- Sara asked what the matter was
- They wanted to know whether the storm would be severe.

- d. we use Full stop in abbreviation initials.

**Example:-** P . M, Ph.D, Mr., B.C, etc

#### 2. Question mark ( ? )

- a, Use the question mark at the end of an interrogative sentence. This sentence asks a direct question.

**Example:-**

- ❖ Who was the first president of South Africa ?
- ❖ Are you interesting in reading this book ?

- b, Used a question mark to express doubt or uncertainty about the facts being ported.

**Example:-**

- Josiah clark ( 1762? – 1809 ) made a furniture that is sturdy and usable even today.
- The bombing started 4 A.m (?)

#### 3. The exclamation mark ( ! )

- a, An exclamation mark used to indicate strong feeling

**Example:-**

- What wonderful idea !
- Good gracious !

**b, Use exclamation mark after an interjection expressing strong emotion.**

**Example:-**

- ✚ Great ! you did a nice job .
- ✚ Oh ! Look what I found.
- ✚ Ouch ! I didn't realize that the stove was hot.

#### 4. Comma ( , )

**a, used comma to set off items in series.**

**Example:-**

- I need to buy paper, pencil, pen and exercise book.
- She lowered the shade, close the curtain, turn off the light and went to bed.

**b, We use comma after introductory words phrases or clauses.**

**Example:-**

- ❖ Yes, I will do
- ❖ No, she is not good.
- ❖ After circling twice, the airplane landed.
- ❖ If you work hard, you will pass the exam.

**C, put comma before tag question**

**Example:-**

- She looks like her Father, doesn't she ?
- He has never seen Dubi, has he ?
- You have got a good mark , have you?

**d, Use comma before coordinating conjunction**

**Example:-**

- ✚ Lemi drank water, but she was still thirsty.
- ✚ Deliver this message immediately, and call Fikiru before tomorrow morning

**e, We use comma to non- defining relative clause.**

**Example:-**

- My sister, who wrote the story, has always been drawn to adventure.
- The Flower, which was yellow, made her simple.

#### 5. The apostroph ( ' )

**a, used to form the possessive of a singular add's and in plural s'**

**Example:-**

- girl's skirt ( a skirt belongs to the girl )
- my Friend's money ( The money belongs to some Friends of mine.)

**b, To form possessive of plural noun that does not end 'S' add an apostrophe and add 'S'**

**Example:-**

- ❖ Men's shop not say mens' shop
- ❖ man's shop

**C, If a singular noun ( usually the name of a person ) ends in 'S' you can add either 'S' or just an apostrophe**

**Example:-**

- Milkiyas' T – shirt is untidy.
- Milkiyas' T – shirt is untidy.

**d, We use apostrophe to write in contraction form**

**Example:-**

- ✚ I 'm – I am
- ✚ He's – he is/ he has
- ✚ She 'd – she had/ she would
- ✚ We 're – we are
- ✚ They 've – They have

**6. Quotation mark ( « » )**

Quotation mark tells your reader that you are quoting directly the exact spoken or written of another person.

**Example:-** Feyisa said, « My Feelings were hurt. »

« There is some one to see you,» my sister announced.

« Do you think, » Rahel said, « that you will win the piece ? »

**7. The Semi – Colon ( ; )**

The semi – colon is used to separate major sentence elements of equal grammatical rank

**For Example:-**

- Martha has finished her project; Elshaday hasn't begun it .
- The children who started in the play were Lulu Bayu, ten years old ; Jemal Kasim nine old ; and Abel Tesfaye, seven years old.

### Capitalization

**Main use of capitalization letter:**

**a. First word in a sentence or direct question**

**Example:-**

- The corder grocery was robbed last night.
- Do you have any appointment on Sunday?

**b. Name of person or pronoun 'I'**

**Example:-**

- Alem , Nejat and Makida are grade 12 students in this academic year.
- I am sure that is my uncle.

**C. Name of particular place**

**Example:-** Addis Abab, London, Hawassa Lake Tana.

**d. Days, Months and public holidays**

<b>Example:-</b> Monday	January	Christmas
Tuesday	February	Easter
Wednesday	March	Epiphany

**e. Common and proper nouns**

Common nouns	Proper nouns	Proper adjective
- Country	- Spain	- Spanish
- City	- Japan	- Japanese
- School	- Paris	

**Exercise**

**I. use an appropriate punctuation marks for each sentence.**

1. How Far north do palm trees grow
2. We had terrible day said Tina
3. She is first year Architecture university student isn't she
4. Oh what large bird that is
5. How many stars are on the united states Flag
6. Yes the newspaper has arrived
7. I ate everything on the tray I was really hungry
8. Be sure he said you are on time

**II. Re- write the following sentences by using appropriate capitalization.**

1. the visitors enjoyed the last two days in the park.
2. he studies Japanese history.
3. great ! it is what a wonder full business.
4. my brother and i celebrate Christ mas every year.
5. I want to visit lake hawassa.

**Answers**

- I. 1. How Far north do palm trees grow?
2. « We had terrible day», said Tina.
3. She is first year Architecture university student isn't she ?
4. Oh ! what a large bird that is .
5. How many stars are on the united states Flag?
6. yes, the newspaper has arrived.
7. I ate everything on the tray ; I was really hungry.
8. « Be sure », he said, » that you are on time. »
- II. 1. The visitors enjoyed the last two days in the park.
2. He studies Japanese history.
3. Great ! It is what a wonder full business.
4. My brother and I celebrate Christmas.
5. I want to visit Lake Hawassa.



## UNIT – 8

### Tele medicine

#### 8.1 Speaking Skill

##### Meeting

A meeting when people come together to discuss one or more topics often in a formal business setting through conversation or interaction or it is an event in which group of people come together to discuss things and make a decision.

A formal meeting is led or chaired by a chair person. It is he/she who controls the meeting and makes sure the procedure followed within the time allowed for it.

##### Before Meeting

- Setting agenda
- date of the meeting ( meeting time)
- announce time schedule
- introduce participants

##### During Meeting

- Right now who would like to begin
- invite someone to participate
- minutes recorded
- participants in the discussion

##### After Meeting

- Schedule the next meeting
- Thank you ladies and gentlemen for valuable contribution

Setting agenda is the plan for a meeting and valuable tool for keeping the participants focused in order to achieve the meeting's desired objective it should help the participants understand what is expected of them.

##### Components of an agenda:

- Day and date of the meeting
- meeting objecting or purpose
- Time ( beginning and ending)
- Location
- Responsibility for the listed topics
- Call to order
- Approval of minute ( previous minutes )
- Order in which topics will be discussed

##### Minutes

It is a report prepared after a meeting . It is the official written record of the meeting that was conducted  
Format of minutes:

The Formation containing in formal minutes include the following:

- Name of the organization/group
- Day, date, time and location of the meeting
- Time the meeting was called to order
- Time the meeting was adjourned
- Name of those present ( if applicable, name of persons present, absent - - - ) name of the presiding person and name of the recorder.

During a meeting you may want to have a phrase sheet nearby to help conduct the meeting.

### \* Interrupting

Use the following phrases to interrupt or join in the conversation.

- May I have a word?
- If I may, think - - -
- Excuse me for interrupting
- Sorry for interrupting you

### \* Giving Opinions

- ✚ I ( really ) feel that - - -
- ✚ In my opinion - - -
- ✚ In my point of view - - -
- ✚ The way I see things- - -

### \* Asking for opinion

These questions will help you ask for feedback and opinions during a conversation.

- ✓ Do you ( really ) think that - - - ?
- ✓ ( name of participants ) can you get your in put ?
- ✓ How do you feel about - - - ?

### \* Commenting on opinions:

Use these phrases to show that you are carefully listening

- ❖ I 've never thought about it that way before
- ❖ Good point !
- ❖ I get your point
- ❖ I see what you mean

### \* Agreeing with other opinions

If you agree with what has been said, use these phrases to add your in agreement:

- Exactly !
- That's ( exactly ) the way I feel .
- I have to agree with ( name of participant )

### \* Disagreeing with other opinions

Sometimes we have to disagree with others. These phrase are used to be polite , but firm when disagreement.

- Up to point I agree with you, but - - -
- I 'm afraid I can't agree
- Sorry I disagree with you

★ **Advising and Suggesting**

These phrases can be used to advice or make suggestion during a meeting

- We should- - -
- Why don't you - - -
- Hoe/what about - - -
- I suggest / recommend that - - -

★ **Clarifying**

Sometimes it is important to clarify what you have said. That might mean that you need to rephrase your point in other words. Use these phrases.

- ✚ Have I meed that clear ?
- ✚ Do you see what I 'm getting at ?
- ✚ Let me put this another way
- ✚ I ' d just like to repeat that

★ **Asking for repetition**

If you don't understand what's been said , use one of the phrases

- I don't catch that. Could you repeat that , please?
- I missed that. Could you say it again, please?
- Could you run that by me one more time?

★ **Asking for clarification**

If you 'd like to check on some of the details, use these phrases

- ❖ I 'm a frigid I don't understand what you are getting at.
- ❖ Could you explain to me ?
- ❖ I don't see what you meet. Could you have some more, please?

★ **Asking for Contributions From other participants:**

You can ask more Feedback by directly asking whether others

- ✓ What do you think about this proposal?
- ✓ Would you like to add anything?
- ✓ Has anyone else got an thing to contribute?
- ✓ Are there any more comments?

★ **Correcting Information**

At times, it is necessary to correct what someone else has said if it's vital to the conversation.

- Sorry that is not quite right
- I 'm afraid you don't understand what I'm saying
- That is not quite what I had in mind
- That's not what I meant

### ★ Keeping the meeting on Time

Finally, it's common to go too long. These phrases can help keep the meeting on time.

- ✚ Please be brief
- ✚ I'm afraid that's outside the scope of this meeting
- ✚ Let's get back on track, why don't we?
- ✚ Why don't we return to the main socks of today's meeting?

### Activity

Choose one of the words in the bracket to complete the common phrases used in meeting

1. May I have \_\_\_\_\_ ? In my opinion, I think we should spend some more time on this point.  
( through, moment )
2. If I \_\_\_\_\_ , I think we should focus on sales rather than research. ( may, might )
3. Excuse me for \_\_\_\_\_ Don't you think we should discuss the smith account before we move on?  
( discussing , interrupting )
4. Sorry that is not quite \_\_\_\_\_. The shipment isn't due until next week. ( what I said, what I want )
5. Well, it's been a good meeting. Has any one else got any thing to \_\_\_\_\_ ? ( tell, contribute )
6. I don't \_\_\_\_\_ that. Could you repeat your last statement please? ( catch, contribute )
7. That is interesting . I have never thought about it that \_\_\_\_\_ before. ( way, place )
8. Good \_\_\_\_\_ ! I agree that we should focus on locally grown products. ( point, catch )
9. I'm afraid I don't se what you \_\_\_\_\_. could you give us some more details ? ( say, mean )
10. Let's get back on \_\_\_\_\_ why don't we? We need to decide on our strategy. ( place, track )
11. I \_\_\_\_\_ we put this point off until our next meeting ( introduce , propose )
12. I'm Sorry Tom, but that is outside the \_\_\_\_\_ of this meeting let's get back on track  
( scope, subject )
13. I'm afraid . I didn't understand your point could you \_\_\_\_\_ that for me one more time?  
( explain, run )
14. I have to \_\_\_\_\_ with Alison. That is exactly what I think. ( agree, disagree )

### Answer Keys

- |                |              |             |
|----------------|--------------|-------------|
| 1. moment      | 6. Catch     | 11. propose |
| 2. May         | 7. Way/place | 12. Scope   |
| 3. interrupt   | 8. Point     | 13. explain |
| 4. what I said | 9. Mean      | 14. agree   |
| 5. tell        | 10. Track    |             |

## 8. 2 Vocabulary

### 8.2.1 Analogy

### Activity

Find the word that is the same or nearly the same as the word on the left.

**Example:** Small                      tiny, strong large, soft

Answer: tiny

- |            |                                    |
|------------|------------------------------------|
| 1. brave   | noble, Fearless, capable, tough    |
| 2. guess   | Consider, estimate, belief, idea   |
| 3. worth   | Payment, value, expensive, reward  |
| 4. study   | teach, student, learn, education   |
| 5. assist  | treat, remedy, cure, aid           |
| 6. glad    | Comforted, pleased, comical, witty |
| 7. shovel  | excavate, sift, tunnel, scoop      |
| 8. ring    | around, shape, band, tunnel        |
| 9. bendy   | broken, Flexible, snap, spring     |
| 10. tight  | taut, solid, immovable, tense      |
| 11. scare  | afraid, shock, frightful, Fluster  |
| 12. soak   | drench, damp, secretive, clean     |
| 13. blunt  | Curt, silent, secretive, defensive |
| 14. shrink | Slight, miniature, wane, simplify  |

### Answer

- |             |             |            |
|-------------|-------------|------------|
| 1. Fearless | 6. Pleased  | 11. shock  |
| 2. estimate | 7. Scoop    | 12. drench |
| 3. Value    | 8. band     | 13. curt   |
| 4. learn    | 9. Flexible | 14. wane   |
| 5. aid      | 10. taut    |            |

## 8. 2 Grammar Skill

### 8.2.1 Active and Passive Voice

Usually in English we use active sentences in which the subject of the sentence is the agent or the doer of the verb. Consider the writing style of the active sentence " I love you " versus the passive " you are loved by me" the active sentence is stronger on the other hand, some times the passive voice is more appropriate. Imagine that you are writing an article about cotton. When we write " people have used cotton for thousands of years" or cotton has been used for thousands of years." In this situation the passive construction is better because the writer's topic remains in the Foreground of the sentence and the subject ( people) is implied, so it doesn't need to be included in the sentences.

Generally the active voice Conveys meaning more clearly, Concisely, and interestingly and writers when faced with the choice's should favor the active voice over the passive voice.

The passive of active tense is formed by putting the verb to be ( am , is, are, was, were, be, being, ) in to the same tense as the active verb and adding the past participle of the verb. So the subject of the active voice

becomes the agent of the passive verb. The agent is verb often not mentioned. When it is mentioned it is preceded by and placed at the end of the clause.

1. We use the passive voice when we do not know who is performing the action.

**Example:** Tom's bike has been stolen.

2. The person or the thing that does the action is obvious and does not need to be stated

**Example:** - Coffee is grown in Ethiopia.

- English is spoken throughout the world

3. When we are more interested in the action that the person who does it.

**Active:** He has bought the house next door.

**Passive:** The house next door has been bought

4. When the subject of the active sentence would be indefinite pronoun.

**Example :** This sort of advertisement is seen every where

5. The agent is given at the end of the sentence when it is introduced 'by'

**Example:**

○ The Majority of our seas phone calls are sent by satellite.

○ Life of the Mississippi was written by Mark – Twin.

6. When there are two words with the same subject make the second verb passive.

**Example:**

➤ Alex short someone in the face, and was a warded a slap on the wrist.

7. In imperative with passive

a. you are asked (request) begged / ordered/ advised + to + verb

**For example**

**Active:** Don't wait for me

**Passive:** You are told not to wait for me

b. Verb + Let + Object + be + V<sub>3</sub>

**Example:**

**Active:** Park the car

**Passive:** let the car be parted

8. Interrogative sentence with passive

**For example:**

**Active:** Has she cooked the food?

**Passive:** has the food been cooked by her?

**Active:** Why did he take the pen?

**Passive:** Why was the pen taken?

### Exercise

#### Re-write these active sentence in to the passive voice

1. Some one's interviewing Dr .Johnson at the moment.

2. You mustn't use this Machine after 5:30 P.M.

3. The police think the same thief has broken in to ten houses in our area.
4. Scientists could send a nuclear bomb in to space to destroy an approaching asteroid.
5. Two horses were pulling the Farmer's wagon.
6. Please post this letter. s
7. Post this letter
8. Do you speak English?
9. What do you know about computer?

### Answers

1. Dr. Johnson is being interviewed at the moment.
2. This machine mustn't be used after 5:30 P.M.
3. It is said ten houses in our area have been broken.
4. A nuclear bomb could be sent in to space to destroy an approaching asteroid.
5. The Farmer's wagon was being pulled.
6. You are requested to post this letter.
7. Let this letter be posted.
8. Is English spoken by you?
9. What is known about the computer?

### 8. 3.2 Verb and Prepositions

Prepositions are words placed before a noun or pronoun to show in what relation the person or thing denoted by its stands in regard to something else. It joins a noun to another noun a noun to adjective a noun to a verb.

In this discussion we emphasize verbs followed by preposition means, some verbs commonly take prepositions.

Some of them are as follows:

Verb	Preposition	Example sentences
adapt-----	to-----	when you move another country; you should adapt to its culture.
agree -----	on-----	They finally agree on that solution
apologize-----	for-----	We apologize for any inconvenience.
apply-----	for-----	Have you applied for a job?
approve-----	of-----	we do not approve of your behavior.
ask-----	for-----	I 'm sure you can have it. You juse Need to ask for it.
base -----	on-----	The Film is based on a true story.
believe-----	in-----	Do you believe in God?
belong-----	to-----	The car belongs to my friend.
boast-----	about-----	He boasted about his new job.
borrow-----	from-----	He's always borrowing money from me.
care -----	for-----	she cares for her brother

depend----- on----- It all depends on the weather  
listen----- to ----- I never listen to the radio  
provide----- with----- The tour guide provides us with the  
necessary equipment.

### Verbs followed prepositions

#### a. The following verbs take the preposition 'To'

explain	appoint	refer	lead
adapt	prefer	object	belong
occur	contribute	allot	confirm
listen	aspire	describe	

#### b. The following verbs take the preposition 'With'

Fill	Comply	quarrel
Clash	Cope	Concede
part	Credit	Part

#### c. The following verbs take the preposition 'Of'

boast	dis approve	Consist
dream	dis pose	Complain
judge	taste	

#### d. Verb take preposition 'For '

Care	hope	start
send	Wish	Search
Feel	long	

#### e. Some verbs take preposition 'on ' after them

Comment	determine	resolve
decide	Feed	subsist
deliberate	embark	
depend	enlarge	

#### f. Verb take preposition 'From ' after them

abstain	derive	recover
a light	prohibit	escape
cease	elicit	exclude
prevent	differ	preserve

#### g. The following verbs take the preposition 'in '

Specialize	employ	increase
succeed	enlist	involve
believe	excel	persist
delight		

#### h. The following verbs take the preposition 'at '



look	shoot
aim/point	glance
store	laugh

i. Some Verbs take the preposition 'about' after them

take	care
read	last

### Exercise

**Choose the most suitable preposition for the respective verb in each sentence.**

1. A: May I ask you \_\_\_\_\_ some water?  
B: Of course. I'll give some.  
A. for                  B. On                  C. about                  D. to
2. X: You have got a cool smart phone  
Y: yes, but it be logs \_\_\_\_\_ my brother  
A. for                  B. On                  C. about                  D. to
3. I really need to prepare \_\_\_\_\_ the test tomorrow.  
A. for                  B. On                  C. about                  D. to
4. Don't try to concentrate \_\_\_\_\_ too many things at the time.  
A. for                  B. On                  C. about                  D. to
5. I'm bit worried \_\_\_\_\_ my friend. He's gone climbing  
A. for                  B. On                  C. about                  D. to
6. Excuse me, are you also . waiting \_\_\_\_\_ a taxi?  
A. for                  B. On                  C. about                  D. to
7. I would like to introduce you \_\_\_\_\_ my new college  
A. for                  B. On                  C. about                  D. to
8. You , I really want to apply \_\_\_\_\_ a new job soon.  
A. for                  B. On                  C. about                  D. to
9. The photo was conclusive proof \_\_\_\_\_ his innocence  
A. in                  B. Of                  C. with                  D. from
10. I get \_\_\_\_\_ the bust at queen's square.  
A. form                  B. about                  C. off                  D. for

### Answer keys

1. A    2. D    3. A    4. B    5. C    6. A    7. D    8. A    9. B    10. C

## UNIT – 9

### Conflict Management

#### 9.1 Speaking Skill

##### 9.1.1 Drama

Drama is a form of performance that involves conflict, emotions, and portrayal, of human experiences through dialogue and action. It typically represents a story or situation that engages the audience's emotion, evoking intense feelings. A drama may be a form of comedy, tragedy, creative or classical drama. This work is performed by actors on a stage, radio or television play.

##### Activity

Work in group of Five to perform the play. Two of you play the role of parents, two of you as elder and the younger children who often fight and one of you as the youngest sister who always tries to explain why her brother or usually fight.

**Script** – play / dram in which family members try to solve a conflict between the elder and the younger brother or sister. They don't usually go along and fight for silly matters the other sister explain to the parents what happened between them. However the Father wants to hear from them. He asks his children who were quarreling what the matter was. Then the children keep shouting on blaming the other. The mother intervenes and asks the elder one to tell the truth. Finally the parents solve the conflict wisely and the children in the conflict apologize to each other for the hostility and for disturbing the Family.

#### 9.2 Vocabulary

##### 9.2.1 Analogy

Find the pair of words among the choice that is similar with the word relationship of the words provided.

##### 1. HAT: HEAD

- a. winter: snow
- b. clothes: closet
- c. cold: Hot
- d. Basic : Advanced
- e. Glove: Hand

##### 2. BUTTER: BREAD

- a. Jam: Jelly
- b. Paint: Wood
- c. Toast: Pan

##### 4. SEARCH: FIND

- a. Sleep: Wake
- b. Explore: Discover
- c. draw: Paint
- d. Think: Relate
- e. Walk: Run

##### 5. PHARMACY: DRUGS

- a. Mall: Store
- b. Doctor: Medicine
- c. Bakery: bread

d. Toast : Pan

e. Yellow: Blue

**3. FRAME: PICTURE**

a. Display: Museum

b. Shelf: Refrigerator

c. Mechanic: Electrician

d. Nail : Hammer

e. Fence: Back yard

d. Supermarket: Discount

e. Toys: Games

**6. TEACHER: SCHOOL**

a. Actor: Role

b. Mechanic: Engine

c. Jockey: Horse

d. Judge: Courthouse

e. Author: Book

**Answers**

1. e. Hat is put on head ; glove is put on the Hand.

2. b. Butter covers Bread ; Paint covers wood.

3. e. Frame surrounds picture ; a Fence back yard.

4. b. One searches in order to find ; one explores in order to discover

5. C. A pharmacy sells drugs ; Bakery sells bread.

6. d. A teacher works in school ; a judge works in a court house.

## 9.3 Grammar

### 9.3.1 Faulty Subject Verb Agreement

An agreement is the grammatical relationship between a subject and verb, a pronoun and its antecedent, and number subject and a verb. The Fault occurs when this agreement is not well maintained.

**Examples:**

**Error:** Adults and children needs to their diets.

**Correct:** Adults and children need to watch their diets.

**Fault:** Neither spoken words nor body language are un important.

**Revised:** Neither spoken words nor body language is un important.

**Error:** Everybody have arrived in the meeting hall on time.

**Correct:** Everybody has arrived in the meeting hall on time.

**Activity**

**Underline the correct verb in each sentence.**

1. Positive moments or good memories ( needs, need) to out a number the negative moments
2. Several minor concussions often ( leads, lead) to permant brain damage or even death.
3. Either the lack of exercise or the eating of Fatty foods ( Causes, Cause) more problems than just weight a gain.
4. Everybody ( agrees, agree ) that then tropical forest is a source of medicine.

5. HIV/AIDS like any other health problem ( need, needs) Serious attention.

**Answer Keys**

1. Need    2. lead    3. Cause    4. agrees    5. needs

## 9.4 Writing

### 9.3.1 Application letter

An application letter is standalone a document you submit to a potential employer to express your interest in an open position. The job application letter explains who you are as a professional and an individual. The letter should also high light you're achievements and skills, helping to get the attention of the hiring manager or recruiter responsible for reviewing applications.

The application letter explains to the reader why they should ask you in for an interview and high lights the key qualifications that make you a fit for the role.

The job application letter can impress potential employer and set you a part from other applications . In your letter you may also what to show you similarity with the company to which you are applying. You can talk about how your professional goals and as privations a ling with the company's goals. It's important to use your job application letter to show case a specs of your personality.

How to write an application letter:

#### 1. Review information about the company and position

It is best to write a new application letter each position you're applying for so, you can included pertinent details and show your interest in the particular open role. Spend some time reviewing the company information in which you can likely find on the website. as well as the position listing. Compare your qualifications and experience with the list of skills in that posting. You may also want to think about specific experiences that have prepared you for the role such as leading team or managing a major event.

#### 2. Open the letter by describing your interest

After mention the job tittle for which you're applying and where you saw the position posting. Include your specific interest in the role and company. Briefly state the main experience or qualification you have that makes you a good fit.

#### 3. Outline your experience and qualifications

Your letter should contain high light your experience , qualifications and skills. Positioned in a way that aligns with the company's goals and mission, since a job application should stand on its own without a resume, it is help full include details about your experience that relate to the position to which you are applying.

#### 4. Include aspects of your personality

You should consider how you can incorporate aspects of your personality while remaining professional. A friendly and engaging letter is likely to appeal to the reader, especially when they can get an idea how will you might fit with the team.

#### 5. Express appreciation

Before you sign off on your letter, express your appreciation to the hiring manager for reviewing your letter and considering you for the position. The hiring manager is taking time out of their day to read what you have written, so expressing your gratitude for that time spent is a polite and professional way to close the document.

#### 6. Close letter

To close the letter you should use 'Sincerely' and final line of the letter should be your full name. If you submit a hard copy of the letter, include your signature above your typed name. When submitting application letter via email, you should include your contact information beneath your name rather than including it in the header.

#### Sample of application letter

P.O. Box 1200  
Hossana, Ethiopia  
April 19, 2021

Mr. Yosef petros, Personnel Manager  
Fanos Leather Factory  
P.O.Box 186  
Adama, Ethiopia  
Dear Mr. Yosef

I am writing to you in response to your advertisement for a local branch manager, which appeared in the reporter newspaper on Sunday, June 15. As you can see from my enclosed resume, my experience and qualification match this position's requirements.

My current position, managing the local branch of national shoe retailer, has provided the opportunity to work under a high pressure, team environment, where it is essential to be able to work closely with my colleague in order to meet sales deadlines.

In addition to my responsibility as a manager, I also developed time management tools for staff using Access and Excel from Microsoft's office suite.

Thank you for your time and consideration. I look forward to the opportunity to personally discuss why I am particularly suited for this position. I can be reached via telephone number 09 11 x x x x x or by email at y y y @ yahoo.com.

Yours Sincerely  
Lili Handiso

#### Activity

Write your own application letter depending on the above sample application letter.

## UNIT – 10

### Robotics

#### 10.1 Speaking

##### 10.1.1 Interview

An interview is a question and answer session where one person asks a question, and the other person answers those questions. It can be one-to-one, two-way conversation or there can be more than one interviewer and more than one interviewee.

Your interviewers will likely start out with a question about you and your background to get to know you. Start by giving them an overview about your current position or activities then provide the most important and relevant highlights from your background that makes you the most qualified for the role.

An interviewer asks different questions in order to find out if they are suitable for a job or a course of study. An interview prepared for the progress of the work in the company to the manager / the leader of the company; the interview may be government officials, the interview due to the job applicants. In general, the process of interviews has different purposes.

##### Some interview questions for the new job applicant

1. Tell me about yourself
2. Why are you the best person for the job?
3. Why do you want this job?
4. How has your experience prepared you for this role?
5. Why are you leaving or have left your job?
6. What is your greatest strength?
7. What is your greatest weakness?
8. How do you handle stress and pressure?
9. What are your career expectations?
10. What are goals for the future?

**Interviewer:** tell me about yourself.

**Interviewee:** I'm an electrician with ten years of experience in residential construction. After earning my electrician's certificate at ABC Tech, I apprenticed with Jones Brothers, and then they hired me as a journeyman electrician. Four years later I earned my certification as a master electrician.

**Interviewer:** What major challenges and problems did you face?  
How did you handle them?

**Interviewee:** When I was first hired as store manager, our turnover rate was 75% and we were chronically understaffed. I implemented performance incentive programs that reduced attrition by 63% and significantly improved our talent pipeline by focusing on internal training and promotion.

**Interviewer: What is your greatest strength?**

**Interviewee:** My greatest strength is my ability to learn new processes quickly. When placed in a new environment, I actively observe how other people do things so that I can easily pull my weight on the team. I'm also open to testing new ways of doing things in order to optimize our efficiency.

**Interviewer: What is your greatest weakness?**

**Interviewee:** I'm an introvert, which I used to regard as being a weakness because I was always shy about reaching out to people. However, part of being an introvert is that I'm a great listener, and I find this has really helped me as a help Desk Technician. I'm able to focus on our customers' issues, ask and right questions to elicit information, and resolve their tech issues.

**Interviewer: How do you handle stress and pressure?**

**Interviewee:** I'm pretty good at recognizing when I'm beginning to feel stressed. When this happens I take five minutes to focus on my breathing. I also practice guided meditation in the morning before work for 30 minutes and exercise for an hour in the evening. This keeps me on an even keel.

**Interviewer: What was your biggest accomplishment ( Failure ) in this position?**

**Interviewee:** I'm most proud of having convinced our CEO to implement an internal training and promotion program that allowed our personnel to steadily advance with in our organization.

**Interviewer: Why are you leaving or have left your job?**

**Interviewee:** our business was sold and although I was invited to transition to the acquiring company, I decided that this was the perfect opportunity for me to explore new career opportunities.

**Interviewer: What are your salary requirements?**

**Interviewee:** I average around 59,000 \$ annually and I know from on line salary calculators that the approximate Salary here for professionals with my experience range from 59,000\$ to 60,000\$. But I'm open to negotiation depending up on your benefits package.

### Vocabulary

Words related to Robotics

Use the words in the table to complete the text bellow it.

robotic	domestic	emotions
navigate	developed	capable
behave	walk	

Sony and Handa have ( 1 ) \_\_\_\_\_ humanoid robots.

Standing 50 cm. tall, they can ( 2 ) \_\_\_\_\_ and dance although

They can't do much more than this. Dyson have also produced

( 3 ) \_\_\_\_\_ Vacuum cleaners which can clean rooms,

Using sensors to ( 4 ) \_\_\_\_\_. scientists say these are the



First steps towards ( 6 ) \_\_\_\_\_ of more than this? In 'A : I, robots can love. Could machines ever have ( 7 ) \_\_\_\_\_ ? current technology is no here near achieving this , and expects agree that we are a long way from building a robot which ( 8 ) anything like a human.

Answer keys

- |            |             |            |             |             |
|------------|-------------|------------|-------------|-------------|
| 1. develop | 2. Walk     | 3. robotic | 4. navigate | 5. domestic |
| 6. Capable | 7. emotions | 8. behaves |             |             |

### Writing

#### Curriculum Vitae ( CV)

Curriculum Vitae is a brief accounts of a person's education qualifications , and previous experience typically sent with a job application

#### The Format of Curriculum Vitae

Name: \_\_\_\_\_  
 Date of birth: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Education: \_\_\_\_\_  
 \_\_\_\_\_  
 Qualification: \_\_\_\_\_  
 \_\_\_\_\_  
 Experience: \_\_\_\_\_  
 Hobbies: \_\_\_\_\_  
 Additional information: \_\_\_\_\_  
 Reference: \_\_\_\_\_

#### Sample of CURRICULUM VITAE

**Name :** John Stephen

**Date of Birth:** June 10,1998, in Addis Ababa

**Address:** Ferensay Biret bridge. Telephon /mob.  
 09 11 XXXXXX

**Education:** (2001 – 2008 ) valley primary school , Addis Ababa  
 ( 2009 – 2012 ) Menelik II secondary school in Addis Ababa  
 ( 2013 – 2016 ) B.A degree in Addis Ababa university.

**Qualification:** B.A in history

**Experience:** Editor of school and college Magazines

**Hobbies:** Reading, Visiting historical places, writing orticles foe Magazines

**Other information:** School ( high school ) literature prite, university medal prize, currently working as  
 lecture in Regent college, Addis Ababa

**Reference:** Dr. Ahmed ( principal ), Regent College, Addis Ababa . email at yyyy @ yahoo.com

#### Activity



Imagine you are qualified in a particular field of study. Then you should write all necessary information in using curriculum Vitae Format.

www.virtualestudy.com