

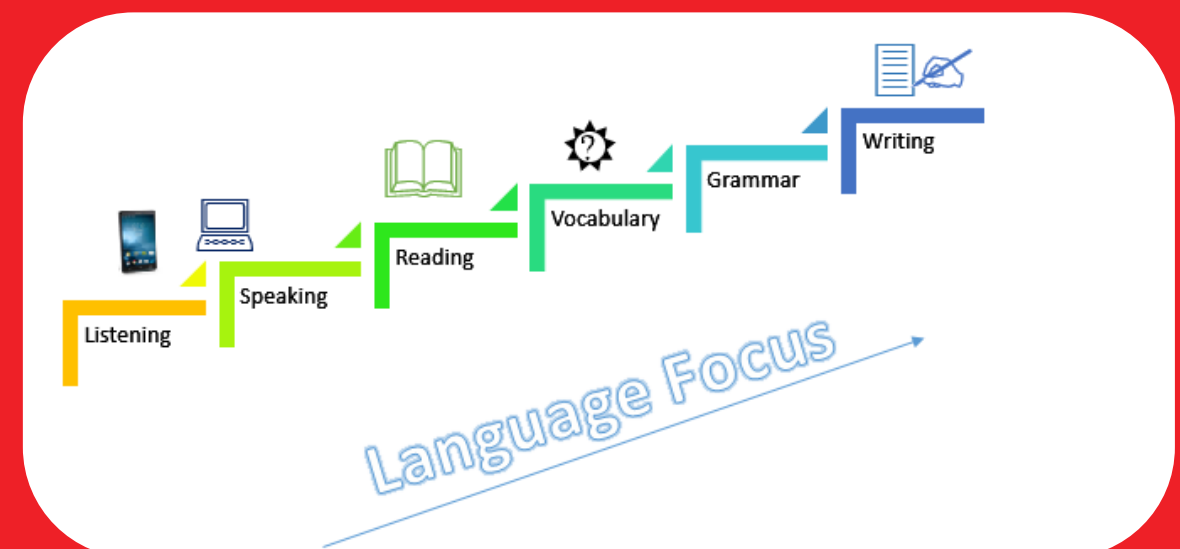
ENGLISH



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DISTANCE LEARNING MATERIAL
MODULE ONE
GRADE 11

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GRADE 11



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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English

Distance Learning Material

Grade 11

Module One

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

MINISTRY OF EDUCATION



HAWASSA UNIVERSITY

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Introduction

Dear learner, welcome to the English Distance Learning Material for grade 11! This material is developed with the intention of providing learning opportunities for learners like you, whose needs cannot be met through the traditional school systems; i.e. face- to-face teaching-learning.

The English Distance Learning Material for grade 11 is organized into two modules. Each module consists of five units. Each unit is thematically organized and presents all the language skills and sub-skills in an integrative manner so that you enhance your communicative ability/communicative competence developmentally.

The first module contains units organized under five themes, namely: Unit1: Environmental Hazards; Unit 2: Civilization; Unit 3: Causes and Effects of Road Traffic Accidents; Unit 4: People and Natural Resources, and Unit 5: Irrigation. This module is supposed to be completed in the first semester of a given academic year.

In the second module, which you must finish in the second semester of a certain academic year, there are five thematic units that are comparable to those in the first module. These are: Unit 6: Global Warming; Unit 7: Patriotism; Unit 8: Efficiency of Health Services; Unit 9: Indigenous Conflict Resolution; and Unit 10: Artificial Intelligence.

Both modules are designed to offer you a better motivation to learn. In the material, due attention is given to learning through your self-reflection and appraisal. It is also hoped that you make effective and productive interaction with the material.

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Learning Outcomes

After finishing this course, dear distance learner, you are expected to achieve the following goals:

- develop your listening ability in real-life communication;
- improve your speaking skill with natives and non-natives of english;
- enhance your reading skills of various reading materials;
- enrich your writing ability for effective writing in academic contexts;
- understand correct use of grammar in speaking and writing;
- realize correct use of vocabulary in academic contexts.

Dear student, Let's go on to the first module of the material in the hopes that you are familiar with the basic introduction and general goals of the distance learning material that you will attain at the end of the course.

Module One

An Overview

Dear Learner, you will discover the first five thematic units in this module that you must complete within the first semester of the given academic year. . The topics or themes that are meant to be relevant to your culture, history, technology, and related fields are used to organize all of the module's units. Therefore, make sure you are properly exposed to the contexts in which the concepts of the learning unit are being learned. In this way, you can easily and effectively improve all of your major and minor English language learning and usage skills. Your ability to critically reflect on your own actions and make assessments of your own abilities is always of utmost importance. You need to take all the self-testing, assignments, and tutorial exercises seriously.

Module Learning Outcomes

After finishing this module, dear distance learner, you should be able to:

- Integrate and use all language skills under the learning context of 'environmental hazards'
- Enhance your ability of major and minor skills use of English under the learning situation of 'civilizations'
- Enhance your communicative competence using the theme of 'road traffic accidents' as an umbrella.
- Recognize the importance of productive and receptive communication skills in the context of the learning theme of "People and Natural Resources."

I sincerely hope you have enjoyed and become familiar with an overview of the module you will study during the first semester of the specific school year. Let's go on to the module's first theme unit, "Environmental Hazards," now.'

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Unit 1: Environmental Hazards



(16 periods or 11 hours)

🌀 Unit Introduction

Dear distance learner, you are expected to improve your English language communication abilities in this unit. To do this, you must integrate language skills through accurate knowledge-based information about the causes and effects of environmental dangers. You can put this into effect by expanding your knowledge so that you can offer some answers to the problem either orally or in writing. Look at the posters and images connected to different types of environmental risks in order to conceptualize and envision the topic of “environmental hazards” in your head using some of the specific examples provided on the poster. Take a peek at the images and posters below now. Maximum Learning hours allotted to this unit are 15 hours. so , distribute these hours fairly for all the skills and learn accordingly.

Unit Learning Outcomes

Dear distance learner, by the end of this unit, you will be able to:

- identify the main idea of a listening text;
- present arguments logically;
- skim for the main idea of a text;
- search for specific information;
- infer the meanings of vocabulary words from their contexts;
- summarize a narrative;
- recognize the different types of sentences in English;
- correctly use punctuation;
- correctly use clauses of concession;
- recognize noun categories.

Section 1.1 Listening Skills

1.1.1 Environmental Conservation

Dear learner, in this section of the unit, you are going to practice one of the important sub-skills in listening; i.e. listening for main ideas. Doing such activities help you increase your comprehension and note-taking ability. It also helps you identify the structure of a spoken text. The listening text focuses on the relationship between man and the environment. You listen to the audio recording once and try to get the central idea of the text. Then, you read the question before you listen to the audio for the second time. Once you finished listening to audio record, answer the questions based on the listening text and check your answers with the answer keys accordingly.

Section Learning Outcomes

Dear Learner, at the conclusion of this listening section, you will be able to:

- identify the speaker's purpose;
- quickly determine the literal ideas of the listening text;
- become familiar with some listening strategies;
- provide answers to the listening comprehension questions



? Activity 1.1 Brain storming

- I. Look at the pictures above and answer the following questions.
 1. What do the pictures tell about the relationship between man and the environment?
 2. How does human's intervention influence the environment positively or negatively? Which picture shows this?

? Activity 1.2 Listening for main idea

I. Listen to the audio recording about "Man and Environment" and answer the following questions. Listen to the audio recording once without worrying about answering the questions. Then, look at the questions and answer them by listening to the audio record for the second time. Check your answers with the answer keys given at the end of the module.

1. What kind of relationship does the text suggest between man and nature?
A. Dominance B. Harmony C. Competition D. Conflict
2. The text promotes the flourishing of human development activity despite environmental costs
A. True B. False
3. Which of the following is not mentioned as a source of problem in man's existence on planet earth?
A. Human developmental activities
B. Lack of biodiversity and preservation works
C. other planets revolving round the sun
D. Population growth
4. Which of the following is mentioned as a major enabling factor for the existence of life on earth?
A. Balance between elements of the environment
B. The absence of environment on other planets
C. The conflict between environment and developmental activities
D. Man's struggle to live in cities and big towns
5. What is the major environmental concern mentioned in relation to global warming?
A. explosion of population C. biosphere and ecosystem
B. Depletion of the Ozone layer D. green vegetation

III. How do you describe the relationship between people and the environment in your area? Is it a positive or a negative relationship? How? Write a reflective paragraph on this.

Section 1.2 Speaking Skills

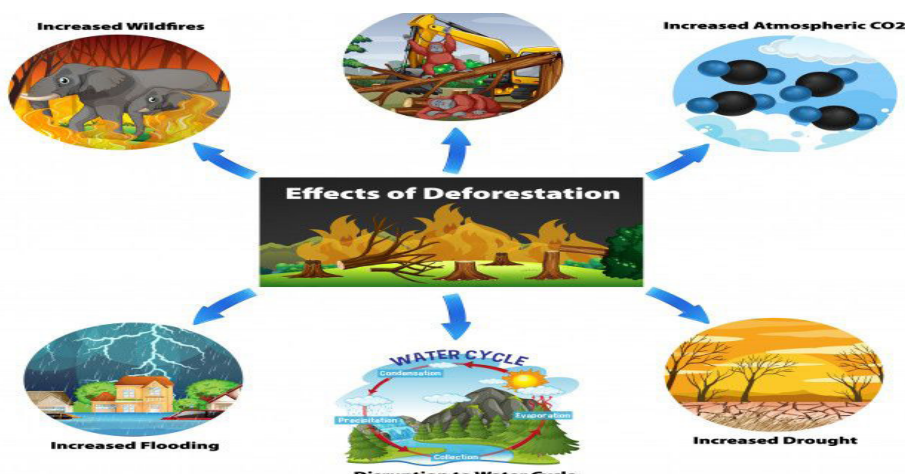
1.2.1 Environment Hazards

Dear learner, in this section you practice speaking through interactive lessons that allow you participate in various small talks and conversations. You also learn useful expressions of asking for and giving opinions. All these lessons contain sample texts and follow-up questions that allow you learn and practice important phrases and expressions. Most importantly, the lessons are designed in such a way that you role play the different parts in the dialogue. So, don't underestimate/skip the instruction on role play. There is also a lesson on certain English vowels where you practice pronunciation.

Learning Objectives

Dear distance learner, by the end of this section, you will be able to:

- improve your speaking abilities in relation to environmental hazards;
- give advice on environmental dangers;
- express your opinions on environmental concerns;
- become familiar with speaking techniques;
- learn how to participate in public speeches and panel discussions



Activity 1.3 Brain storming

I. Dear distant learner, please look at the pictures above and answer the following questions.

1. How are the pictures related to environmental issues?
2. How prevalent is this issue in the area where you live?
3. Come up with potential causes, effects, and remedies for environmental dangers.

What are the possible causes of environmental hazards?	What are the consequences of environmental hazards?	What are the solutions to environmental hazards?

1.2.2 Participating in Small Talks

Small talk is light, informal conversation. It's commonly used when you're talking to someone you don't know very well, be it at networking and social events. It may happen between people who know each other. While such social transactions focus on trivial issues, they serve as important ways to build rapport, connection, and relationships. Engaging in small talk helps you avoid loneliness. However, it has to be handled wisely; the topic you pick for conversation and how you start the conversation or break into a group conversation matters a lot. Try to focus on positive aspects of things; choose safe topics (such as weather conditions, entertainments, price of goods, hobbies, family, etc.). Be polite when you start the conversation or break into a group conversation.

? Activity 1.4

I. Read the following conversation between Moges and Aman. Then, answer the questions that follow.

Moges: You've got a familiar face. Have we met before?

Aman: May be, but I'm not sure. I am a merchant and I travel a lot. We also have shops at two locations in this town. We're going to open the third one downtown.

Moges: Oh Great! What business do you run?

Aman: We supply cleaners.

Moges: Big Machines?

Aman: Not actually! We supply cleaners for household services-vacuums, dishwashers, floor cleaners, disinfectants, etc.

Moges: I must have visited one of your shops.

Aman: I guess so. Anyways, pleased to meet you. I am Aman.

Moges: Pleased to meet you, too. I am Moges.

Aman: Here comes the trainer. She looks worried starting the training on time.

Moges: We must have started by now. But, the preparation won't take much time.

1. Where do you think this conversation happen? How do you tell from the text?
2. Does it satisfy the definition of a small talk? How? (Focus on topic selection, Approach and timing)
3. Find someone who can read out either Aman's or Moges' part so that you role play the part by the other.

II. Read the following dialogue between Hanna and Thomas. Then, answer the questions that follow.

Hanna: Wow, It's such a beautiful day! The sky is so blue.

Thomas: I guess it's been nice all, so I don't notice it as much. May be I'm getting spoiled.

Hanna: I wasn't expecting it to be like this. My Dad came here a few years ago and he said the air quality was really bad.

Thomas: He's not wrong. It used to be terrible. In summer, you'd often get thick smog covering the whole city, but it's improved greatly in the last decade or so.

Hanna: What changed?

Thomas: I think it was driven by people's attitudes. Ten years ago, no one was interested in environmental issues, but nowadays, there's much more awareness of things like air quality and how it can affect your health.

Hanna: Sure, but that cannot be the only reason.

Thomas: Well, no. The local Government also brought in new laws and regulations. They introduced restrictions on driving in the city centers, made it illegal to use wood or local fires for heating, and moved a lot of heavy industry away from the city. Plus, there are much tighter regulations nationally, too, like with car emissions, compared to even ten years ago, cars are much cleaner.

Hanna: It's impressive that they could make such a big change in a short time. Ten years isn't long for these things.

Thomas: True, but there's still more to do. It can still get hazy in winter. They're investing in public transport infrastructure, though, so I think it'll carry on getting better.

1. Do you think that Hanna and Thomas are already familiar? Why/Why not?
2. Mention at least three phrases/expressions you came across in the dialogue which are used to talk about pollution.
3. The following expressions are taken from the dialogue above. What is the communication function of each?
 - a. Sure, but that cannot be the only reason
 - b. Ten years isn't long for these things.
3. Give the long/full/ form for the contracted (short) forms given below.

For example: The expression "it's" (Line 1) stands for 'it is' not 'it has'.

- a. It's (Line 2)
- b. You'd (Line 4)
- c. it's (Line 4)

III. (Waiting for a school bus, you overheard your school mates arguing about environmental protection works and you have decided to join the discussion)

You: Sorry to intervene, but don't you think the condition of our environment can improve by planting more seedlings every year?

Student 1: I think it means a lot, though there are still many things to do to see the results.

Student 2: I rather see it as a pretense. We have been doing it for the last six to seven years, but no significant change is observed in the greenery of the town. In fact; there is no follow up at all.

You: You're right, but, at least, the weather is getting cooler and cooler from time to time. My father says this many times, and I feel it, too.

Student 1: That's a good observation. It used to be very hot, especially at this time of the year. Of course, many more plants should be seen growing to have a greener environment.

You: Establishing environmental clubs can help a lot in this regard.

Student 2: What new things will environmental clubs bring?

Student 1: Environmental clubs can improve the follow up activity by raising people's awareness and mobilizing members to participate in watering seedlings periodically.

You: Definitely. We can have at least one or two clubs in our school.

Student 2: That sounds a good idea. We will talk about it some other time.

Student 1: Here comes the school bus! Let me check if there are enough seats for all of us. Or, we take the next bus.

You: That's a good idea. Go and check, please.

Student 1: (after a while) come and take your seats. There are enough for all of us.

1. Does it satisfy the characteristics of a small talk? How?
2. Do you think that the participants are in favor of planting seedlings as a response to environmental challenges?
3. Identify expressions used to accept or reject one's idea.
4. Now it is time to act out the conversation. First, hearse each participant's line and then act out the whole dialogue assuming the role of the participants.

Activity 1.5

1. Craft an imaginary conversation between two persons-you and another person on the cause of environmental pollution.
2. Prepare a three to five minutes short speech on keeping the environment clean. Use the following questions as a guide to prepare the talk.
 - a. Where do you live-in a big city, town or countryside?
 - b. What is the air/water quality like? Is it good or bad? What contributes to this?
 - c. What do you think the community/local administration can do to reduce air/water pollution if any or to maintain the freshness or greenness of the environment?

1.2.3 Asking for and Giving Opinions

Dear learner, I hope you have enjoyed the lessons that allow engaging in conversations and small talks. In this sub-section, you practice important expressions for asking for and giving opinion. We can do this in formal/informal speaking and writing. The lesson is designed in such a way that you first identify the different forms and their meanings. Then, you practice in different contexts. You are expected to identify these forms by yourself following the examples given and then comes activities where you practice the meanings and functions of the expressions.

Example:

What do you **think** about preserving our environment from various pollution?

It **seems** to me that the government should save the environment from various hazards.

I **don't think** it is only the government that is responsible to have safe environment

Note:

The words in bold are used to ask for and give opinion. When you give opinion, it can be in positive form (i.e. to show agreement) or negative form (to show disagreement) to the proposed proposal.

? Activity 1.6

Find as many expressions as possible from the small talks above that the participants used to express their opinions in positive or negative forms. Use the following table as a guide. The first one is done for you.

Activity Number	Expression	Function
Activity 1.4, II	I think it was driven by people's attitudes	Giving opinion

Note 2:

The following expressions are identified as common ways of expressing opinion. The expressions we use to express our opinions can be ranked as weaker or stronger. Stronger means a stronger opinion, stronger agreement, or stronger disagreement. Weaker means a stronger opinion, weaker agreement or weaker disagreement/ more polite disagreement.

Common expressions of giving and asking for opinion:

- I think/I don't think.....
- I'm fairly certain that.....
- I'm quite certain that.....
- I would have thought that.....
- I believe.....
- I don't doubt that.....
- I feel certain that.....
- My impression is that.....
- As I see it.....
- It seems to me that.....
- It strikes me that.....
- I'm absolutely certain that.....
- I'm convinced that.....
- I strongly believe that.....

Examples:

1. I think it's a good movie (weaker opinion)
2. I don't doubt that smoking is bad for you (mild opinion)
3. I'm convinced that it's the best decision to quit your job (strong)
4. It seems to me that weak gun laws lead to more crime. (weak opinion)

**Activity 1.7**

Complete the conversation between student A and student B using the most appropriate expressions of asking for and giving opinion. More than one answer is possible. Compare your responses with the answer key suggested for this activity.

Student A: Why do you think we should put garbage in different garbage bins (kits) in our homes?

Student B: _____

Student A: What is your view about planting trees in our villages and surroundings?

Student B: _____

Student A: Do you think we should conserve water and energy in our environment?

Student B: _____

Student A: Do you agree with the idea that the problem of deforestation is caused by casual cutting of trees?

Student B: _____

Student A: What do you think the government should do to protect the environment?

Student B: _____

1.2.4 Pronouncing English Words with Pure Vowel Accurately

Dear learner, one essential component of learning to speak the English language is to master accurate pronunciation. It is possible to master English pronunciation even though it can be challenging at times. It can be mastered over time with the right practice and dedication. What follows is a lecture on monophthongs, or English words with single vowels. Pure vowels (Monophthongs) are produced by keeping the tongue at a specific position and height. Here is a list of English words with pure vowel sounds: Table 1 shows their pronunciation variations. Take a look at it.

Table 1: Vowel Sound with example words

Vowel Sound	Example Words
/i:/	need, keep, deep, sheep, eat, feel, see, meet, deal, read, beat, peak, seek, etc.
/ɪ/	think, link, wink, sink, big, six, live, since, miss, wrist, lift, pit, sit, pick, etc.
/ʊ/	put, would, look, hook, food, fool, cool, boot, cook, took, good, etc.
/u:/	to, you, new, who
/e/	get, when, well, very, bed, leg, hell, ben, pen, den, ten, men, bend, etc.
/ə/	the, about, could, us
/ɜ:/	her, work, learn, word, burn, turn, firm, bird, curd, curse, curt, shirt, etc.
/ɔ:/	more, call, all, hall, fall, tall, wall, warm, etc.
/æ/	have, can, sad, bad, hal, man land, sand, bat, mat, etc.
/ʌ/	but, cut, one, much, etc.

There are pairings of sounds with similar qualities but different in length, as seen in table 1 above, [i:] and [ɪ] and [u:] and [ʊ] can be cited as examples. Their difference can be attributed to the energy exerted to produce them. Because the same vowel pairs can occasionally have various meanings, depending on the context, it is always important to practice producing them.

? Activity 1.8

- I. Work on the minimal pairings given below and try to distinguish the meaning differences initiated by the long and short vowels. Check your answers to the solution in the answer key that is given at the end of the module.
- II. Complete the following sentences with the appropriate word from the pairs of words given below. Check your answers with the answer key found at the end of the module.

a. sin/seen.	b. ship/sheep	c. lives/leaves	d. rich/reach
e. sick/seek	f. fill/feel	g. full/fool	h. sit/seat
i. hill/heel	j. (pull/pool)		

- Her _____ is forgiven.
- The _____ wreck caused great damage.
- She _____ in the USA.
- My uncle is a very _____ man.
- We _____ some information on the matter.
- Ask him to _____ the blank with the correct answer.
- We got _____ information about the war.
- The front _____ is not comfortable.
- There is a _____ around our home.
- Let's go to _____ house.

Section 1.3 Reading Skills

Greetings, distant learner, I hope you have enjoyed the speaking activities. In this section, you acquire the different sub-skills in reading- reading for main idea, critical reading, answering reading comprehension questions, guessing word meanings from contexts and the importance of reference words for text cohesion. You also brainstorm on associating pictures with texts.

Learning objectives:

Dear distance learner, at the end of this reading section, you are expected to:

- recognize the writer's objective from the reading;
- distinguish the primary topic of the reading text;
- find out the literal ideas of the reading text easily;
- scan for specific ideas of the reading text become familiar with typical reading strategies to provide answers to the reading comprehension questions

1.3.1 Environmental Hazards**? Activity 1.9**

Dear learner, you are going to read a text about "environmental hazards." Study the picture below before reading the text.



1. Do you think that the pictures are somehow related to the reading passage?
2. What strategies of reading have you employed to develop your prediction? Previewing? Brainstorming? Idea/concept-mapping?
3. Which strategy have you found more effective? Why?

Let the ideas you generate for these leading questions enable you to concentrate on the main ideas of the reading passage.

Dear learner, read the text below silently, and answer the questions that come after it.

The Reading Text

(1) Human activities harm the environment by contaminating the water we drink, the air we breathe, and the soil where plants thrive. Although the industrial revolution was a major accomplishment in terms of technology, society, and the supply of many services, **it** also introduced the manufacturing of enormous quantities of pollutants discharged into the air that are damaging to human health. Environmental contamination on a worldwide scale is without a doubt viewed as a complex international public health concern. **This serious issue** is connected to social, economic, legal, and lifestyle choices. Undoubtedly, in our time, urbanization and industrialization are escalating to unprecedented and alarming levels around the world. One of the major threats to human health is anthropocentric air pollution.

(2) **All of the aforementioned factors** are unquestionably strongly related to climate change, and should a threat arise, serious implications could result for humanity. Multiple ecosystems are negatively impacted by climate change and the effects of global warming, which result in difficulties including ice and iceberg melting, animal extinction, plant damage, and problems with food safety.

(3) Various health implications of air pollution exist. Even on days with little air pollution, vulnerable and sensitive people's health can be negatively impacted. Chronic obstructive pulmonary disease (COPD), coughing, shortness of breath, wheezing, asthma, respiratory diseases, and high rates of hospitalization (a measure of morbidity) are all directly associated to short-term exposure to air pollution.

(4) Chronic asthma, pulmonary insufficiency, cardiovascular illnesses, and cardiovascular mortality are the long-term impacts of air pollution. A Swedish cohort study suggests that diabetes may be brought on by repeated exposure to air pollution. Additionally, it appears that air pollution has a number of harmful health consequences on developing humans, including respiratory, cardiovascular, mental, and prenatal abnormalities that can result in infant death or chronic disease later in life.

(5) Residents of large urban areas are most affected by air pollution, as traffic emissions play a major role in the deterioration of the air quality. Industrial accidents also pose a risk since they might disseminate toxic fog that is lethal to the local people. There are various factors that affect how contaminants spread, but atmospheric stability and wind play a major role.

(6) Due to overpopulation, unchecked urbanization, and the growth of industrialization, **the issue** is particularly severe in emerging nations. **This** results in poor air quality, especially in nations with social disparities and a lack of knowledge about environmentally friendly management practices. People are exposed to poor-quality, filthy air at home when they utilize fuels like wood fuel or solid fuel for household requirements since they have limited finances. It is noteworthy that three billion people use the aforementioned energy sources for cooking and heating on a daily basis. Due to their longer period of exposure to indoor air pollution, women of the home appear to have the largest risk for illness development in developing countries.

(Adapted from *Frontiers in Public Health Journal*, 2020)



Activity 1.10

I: True or False questions

Dear learner, you are required to improve your quick information-fixing abilities in this section of the reading comprehension skills exercise by scanning and skimming. To that aim, silently study the true/false questions. After that, respond to the True/False questions using the information from the reading passage. Before confirming your answers using the solution key provided under section II, share your thoughts with a friend.

No.	Statements	True/False
1	Environmental risks are are resulting more often from human factors than natural ones.	
2	Environmental risks have decreased since the Industrial Revolution.	
3	The developed world is more worried about environmental contamination risks	
4	This reading text's primary goal is to persuade the reader.	
5	The text's main objective is to increase the reader's environmental consciousness.	

Since you are a distance learner, you are required to complete this component of the reading exercise by determining the words' contextual meanings in relation to the reading text. So, when reading literature, be mindful of looking up the context of words.

II. Contextual meanings of words

One important skill that distance learners should acquire is inferring word meanings within the context of their own reading. Doing this will help learners like you to expand your vocabulary, learn different strategies of guessing new words from contexts and become an independent learner. Here, you are required to find out words from the reading text, whose meanings resemble the ones given below. Use the paragraph number as a guide to locate the words. After completing the exercise, check your response with the answer key at the end of the module.

1. Boom, flourish, grow well _____ (Para 1)
2. Unique, unfamiliar, extraordinary _____ (para.1)
3. Weak, defenseless, irresistible _____ (para.3)
4. Caused, triggered, initiated _____ (para.3)
5. deadly, incurable, serious _____ (para.4)
6. dirty, impurity, unclean _____ (para.5)

III: Reference Questions

Dear learner, the following words are written in bold in the passage above. These words refer to another word or phrase in the reading passage. Identify these words or phrases using the paragraph number in the bracket as clue. Compare your answers with the answer keys given at the end of this module.

1. It (para.1) refers to _____
2. This serious issue (para.1) refers to _____
3. All of the aforementioned factors (Para 2) _____
4. The issue (para.5) refers to _____

IV: Table completion

Dear distance learner, your main attention in this section should be identifying the key ideas and supporting information from the reading text. In doing so, you will learn what specific main ideas and supporting details are mentioned in the text and how to recognize them. Thus, skim and scan over the text again and complete the following table. Finally, cross-check your responses with the ones in the answer key at the unit of the module.

Paragraph No.	Main idea	Supporting details
1		
2		
3		
4		
5		
6		

V: Reading comprehension questions

Dear distance learner, you are expected to demonstrate your overall understanding of the entire reading material. To this end, you should be able to answer reading comprehension questions. You are also expected to learn specific reading strategies that help you identify the surface and covert (deep) meaning of text. Scan and skim over the text again and answer the following questions. Check your answers with the answer key.

1. Which reading techniques did you employ to determine the main idea and the supporting details?
2. Are the themes of text arranged geographically, chronologically, or emphatically? Justify your position with proof.
3. Use the primary idea and the supporting information from the table to summarize the major points of the reading material in one paragraph.
4. Can you share any key insights you have regarding protecting your environment from environmental risks?

Section 1.4 Vocabulary Skills

1.4.1 Word Power- Boost your Vocabulary

Dear distance learner! I hope you enjoyed the reading exercises we covered above. In this section, you engage in activities that help you increase your vocabulary power. Your ability to use words effectively is obviously crucial for good communication. Some academics say that although grammar is necessary for communication, vocabulary is essential.

Do you share this opinion? If so, consider several ways to expand your vocabulary.

The depth and breadth of one's vocabulary can only grow during one's lifetime; it can never be entirely mastered. Vocabulary learning demands you much more than just looking up words in a dictionary and using them in a sentence. Knowing a word's definition as well as how it functions in the real world is part of vocabulary knowledge. The ability to guess the meaning of new words from context is another essential skill to develop. Thus, in this section, you specifically learn about word formation and contextual meanings, thematically related words, contextual use of words, word attack techniques and phrasal verbs. We begin with words which are central to the study of environmental hazards.

Learning objectives:

At the end of the vocabulary lessons, dear distance learner, you will be able to:

- learn the contextual meanings and use of words easily;
- determine the literal meanings of words in a text;
- be familiar with various vocabulary use strategies;
- use phrasal verbs in your own contexts;
- construct sentences of your own using the given phrasal verbs.

? Activity 1.11 Contextual Use of Words

Dear learner, in this section you study the contextual meanings of words; before dealing with various exercises under this section, You learn about words specific to the study of environment and environmental hazards. Doing this help you understand how word fits into the world out there.

I. Use the vocabulary given below in sentence contexts provided and practice their grammatical class from the way the words are used contextually.

air pollution, acid rain, bacterial, deforestation,
hazardous, longer droughts, pesticides, extreme,
climate change, infectious viruses, flooding, oil spills,
consumerism

1. _____ from factories are bad for our health.
2. Nuclear power plants are extremely _____ for our environment.

3. _____ kills many kinds of wildlife.
4. Dirty water causes _____ infection.
5. _____ creates a lot of garbage.
6. _____ is increasing the temp of the earth's surface.
7. _____ kills trees, plants and animals.
8. _____ leads to increased flooding.
9. _____ are a big problem for farmers.
10. _____ weather causes death and destruction.
11. _____ can spread extremely quickly
12. _____ is a big problem in low laying areas.
13. _____ kill many kinds of sea animals and plants.

1.4.2 Contextual Use of Words

? Activity 1.12

I: Contextual Meaning

Dear learner, under this section, you practice the contextual use and grammatical class of words. To this end, think over your practice of understanding contextual meaning and grammatical class of words. Ask yourself some questions to check if you could understand some strange words from the context. Use the vocabulary given below in sentential contexts provided and Practice their grammatical class from the way the words are used contextually. Finally, check your answers based on the answer key

If you properly combine, the forms on the right and left columns make up acceptable English words. Make words by combining these forms and use them to complete the sentences below the table.

Im-	-versity
Con-	-inent
Re-	-verberate
Em-	-ciliate
Ad-	-minent

1. Once the thunder and lightning started, we knew that rain was _____.
2. It is easier to aggravate a person than it is to _____ him or her.

3. His was a life filled with _____, having spent time in jail on three separate occasions, and then finding it difficult to convince employers to hire him.
4. Melat could hear the sound of the engine _____ in the cool autumn air.
5. Who do you consider the most _____ researcher in the field of genetic engineering?

II: Textual context

Dear learner, read the following text and use contextual information to guess the meanings of the underlined words. Then, check your answers based on the answer key provided at the end of the module.

Stunned by a nearby explosion, the young soldier lay on the ground without moving, almost insensible owing to the force of the blast. Then he looked up. Through the smoke he could just barely descry a staff sergeant, the leader of his squad, walking toward him from a small building. This particular staff sergeant was the apotheosis of courage. In battle he was resolute, and he often risked his own safety to help the men under his command. Watching this brave man approach, the wounded soldier felt a sense of relief, and the anxiety that had been gripping him began to abate. "Nice day," said the staff sergeant jovially when he reached the soldier, "Any plans for the evening?" The sergeant was making a little joke, of course, trying to assuage the young man's fear. "Not sure yet," replied the soldier, vying with the sergeant to see who could be funnier, "know of any good movies?" The sergeant laughed. "Come on," he said, and with that he helped the soldier to his feet as gingerly as possible and guided him quickly to safety.

1. Insensible: _____
2. Descry: _____
3. Apotheosis: _____
4. Abate: _____
5. Jovially: _____
6. Assuage: _____
7. Vying: _____
8. Gingerly: _____

1.4.3 Word Attack Skills

Dear learner, Vocabulary is the knowledge of words and word meanings. Vocabulary knowledge does not only imply to a definition, but also to how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction on specific words and word-learning strategies in various contexts.

These are the skills/ strategies that you can be employ as a learner to overcome your problems of vocabulary learning.



These are:

- Inferring the meaning of the unfamiliar word from the general context that follows the word...."
- Inferring the meaning of the unknown word by looking at the word parts...." (i.e., by "looking at" its morphology);
- Understanding the word's meaning in order to understand the passage. By estimating how definite a definition is required; if it is not necessary, further attempts to define the word are optional....";
- Inferring the meaning of the unknown word by looking for specific cues in the surrounding context"
- Constructing a coherent definition, using internal and external cues, as well as the general ideas expressed by the passage and general world knowledge...."
- Checking definition to see if the meaning is appropriate for each appearance of the word in the context...."

1.4.4 Phrasal Verbs

Dear distance learner, Phrasal verb is the combination of two or three words from different grammatical categories a verb and a particle, such as an adverb or a preposition – to form a single semantic unit on a lexical or syntactic level. Examples: **turn down, run into, and sit up**; phrasal verbs are used to describe the type of actions that we do every day. Before doing the activity below, be familiar with the Common ways that phrasal verbs are used to describe the type of actions that we do every day.

? Activity 1.13

I. Choose the correct form of the phrasal verbs in the box to replace the words in *italics* in the sentences below. You should supply the correct tense forms of the phrasal verbs. Finally, check your answers based on the answer key provided at the end of the module.

work out, get up, turn off, put on, go out, take off, wake up

1. We should *solve* our environmental problem so that we will have a better future.
2. My grandmother tried to *stand on* her own, but the sofa was too low for people of her age.
3. Let me *dress* my clothes well before rushing to catch a taxi.
4. The plane *leaves* the land half past 2:00, so we are expected to check in one hour time.
5. The sounds of both the storm and fireworks made people get frightened and *leave* the building through the back doors.
6. He sleeps without trouble while the laundry machine is working. This is impossible for me. I have to *stop* it before going to bed.
7. It is not easy to sleep in a noisy place. You may be interrupted now and then.

II. Use the phrasal verbs in the box to complete the short text below. Make sure that you have made all the necessary changes in the forms where ever necessary.

Step in, result in, turn into, meet with, call for, come after

Environmental campaigners have (1)_____ a ban on traffic in the city center. This (2) _____ pollution levels were found to be dangerously high for two years running. The campaigners' plans to (3)_____ the city center a car-free zone have (4)_____ support from city residents. Campaign spokesman Derek Shields said: 'Closing the city center to traffic would (5)_____ lower carbon emissions and make the city a more pleasant place to live. It's time for the city authorities to (6)_____ and address this problem.'

Section 1.5 Grammar Skills

Dear distance learner, hoping that you have enjoyed the vocabulary lesson presented above, we move to studying various grammar lessons, particularly, the simple present tense. Simple future tense, adverbial clauses of concession, and noun types In English.

1.5.1 The Simple Present Tense

The simple present tense is used to tell about actions that happen in the present, mainly to describe habitual action, general truth, regular actions, factual information, etc. Thus, the exercises you do in this sub-section help you learn the form, meaning and function of simple present tense. The activities on the form help you distinguish positive and negative forms, active and passive, statement and question forms.

Learning Outcomes:

Dear distance learner, at the end of this grammar lesson, you are expected to:

- recognize the contextual use of grammar;
- find out the literal meanings of grammar in a text easily;
- be familiar with various strategies of grammar use;
- use the simple present tense in appropriate contexts of your own;
- construct sentences of your own

? Activity 1.14

I. Dear learner, read the text below and answer the questions that follow it.

My name is Tsadiku Tufa. I am seventeen years old and a grade eleven student. Since I am a student, my daily routines are strongly related to my education. I attend classes regularly and study based on my weekly programs. I enjoy sitting in front of the class and listen to what the teacher says. Not to miss the chance of sitting in the first row, I often arrive at school early. In the afternoons, I go to the playground and spend one or two hours with my friends. I usually return home before the sun sets. I don't want to stay at the playground after dusk. When I arrive home, I take a wash and get ready for my study. If I feel hungry, I eat supper alone or with my brothers and sisters. Then, I do my lessons till 9:00pm. Except on holidays, I spend most of my time preparing for my lessons, attending classes, reading

books and doing assignments and homework. Of course, there are times when I spend one or two hours a day, watching films and documentaries.

1. Compile a list of ten verbs that are used in the simple present.
2. Are the types you have mentioned included in the concept of the "simple present tense"?
3. Identify the three or more adverbs that are used with the simple present tense.
4. Use the answer key at the conclusion of the unit to compare your responses.

II: Questions with the simple present

Dear distance learner, asking and answering questions in the simple present form is very important skill that you should develop. Practice with your partner how to ask and answer questions in the simple present tense based on the information in the text above.

Be familiar with the basics of question framing and answering from the examples provided before doing the activity given below. Generate as many question forms as you can from the above text and practice asking and answering by you based on the text information.

- E.G
1. When does Tsadik return to home from playground?
 2. Why does Tsadik not stay in the playground after dusk?

III: Getting to know each other

Dear learner, as you know, the simple present tense is used to express hobbies, interests and dislikes in getting to know each other. So, ask your partner to get to know each other with you by asking questions about your hobbies, interests, likes and dislikes. Then, let each of you introduce your partner briefly identify and discuss with your partner on the simple present form of the verbs in the sentences you have generated with your partner. Based on the ideas you have generated, comment each other on the form, use and meaning of the simple present.

IV: Text completion with simple present

Complete the text below using the correct simple present form of the verbs in brackets. Do the exercise first by yourself, and then share ideas with your partner. Finally, check your answer with the answer key at the end of the module.

Saturday is my favorite day. In the morning, my sister Diborah and I (1)_____ (play) basketball. We spend an hour or so there. We take shower and get ready for other businesses of the day. Diborah (2)..... (go) to library with Dad. Let alone on weekends, I (3)_____. (Not like) going to library even on week days unless there are books I should refer to. I prefer to read in my study room. On Saturdays, I usually (4)..... (help) my mother with the shopping. In the afternoon, Daddy and I (5)..... (draw) pictures and exchange comments on each other's work. In the evening, we all (6) _____ (watch) TV programs together.

1.5.2 Describing processes: Present Passives

Dear learner, as you know, in describing processes, the simple present passive is an alternative form of the present simple. The active form of the present simple tense is used to indicate that an action is repeated or has become habitual. The action may be a habit, a hobby, a daily routine or a scheduled event.

In this case, the focus is on the performer; however, with similar meaning, we use the simple present passive when we are interested in the person or thing affected by the action. The present simple passive is often used to describe processes or procedure (e.g. the preparation of coffee, how to make soaps at home, etc.)

? Activity 1.15

I. Study the active and passive forms of the verbs in the following table and answer the questions that follow it. Then, check your answer with the answer key at the end of the module.

Active	Passive
1. We clean the rooms every day.	1. The rooms are cleaned every day (by us).
2. Many people speak English here.	2. English is spoken (by many people) here.
3. He runs the company.	3. The company is run by (him).
4. Almost no one speaks Spanish in China.	4. Spanish is not spoken (almost by Any one).
5. They don't serve coffee here.	5. Coffee is not served (by them) here.
6. We don't rely on his words.	6. His words are not relied on.

7. Do they serve coffee here?

7. Is coffee served here?

1. What is common for all the passive forms?
2. In the passive column, the 'by---' phrase is put in an optional bracket. Why?
3. Write the formula for simple present passive in the:
 - a. positive form
 - b. negative form
 - c. question

II. Use the correct form of the verb given in the bracket.

1. The post _____ (deliver) at about 7 o'clock every morning.
2. The building _____ (not use) any more.
3. How _____ (your name) _____ (spell)?
4. These cars _____ (not make) in Japan.
5. This room _____ (use) for our guests.

III. Dear learner, rearrange and rewrite the words given below in the natural order of English sentences to form the simple present passive forms of sentences.

1. block/ cars/roads of big cities _____
2. produce/too much wastes/in developed countries _____

3. cover/ plastic bags and bottles/ beaches _____
4. pollute/ air/ factories and vehicle exhausts _____

5. fill/ water/ toxic pollutants _____

IV. Dear learner, look at the text below and identify the present passive forms of verbs that are used to describe the process of making paper from a pulp tree. Then check your answer using the answer key at the end of the module.

In order to make paper from a pulp tree, the pulp tree is fed or pumped into giant, automated machines. One common type is called the Fourdrinier machine. The Pulp tree is fed into the Fourdrinier machine on a moving belt of fine mesh screening. Then, the pulp is squeezed through a series of rollers, while suction devices below the belt drain off water.

When the water-mark is received by the paper, a device called a dandy moves across the sheet of pulp and presses a design into it. Finally, the dried paper is wound onto large reels, where it is further processed depending on its ultimate use. The Paper is smoothed and compacted further by passing through metal rollers called calendars. A particular finish, whether soft and dull or hard and shiny, is imparted by the calendars.

V. Dear learner, complete the following brief text on home-made teas by putting the appropriate present passive forms of the verbs in the bracket. First try it by yourself and then check your answers using the answer key at the end of the module.

In order to make a cultural tea, first enough water____(pour) into a tea pot and____(put) on the stove. Then, clean tea cups_____(prepare) while the water is kept boiling. Then after, the tea bag_____(put) in the cup and hot water_____(pour) into the cups. The tea bag _____(keep) in the cups until the mixture stirs well. Right after that, the tea_____(serve) on the table with sugar.



Tips on simple present passive:

Dear distance learner, by now you understands that the passive is a grammatical voice that moves an object of a sentence in the active voice into the subject position. The simple present passive is an English verb form that refers to verbs in the present tense, simple aspect, indicative mood, and passive voice.



Formation of the Simple Present Passive

Verbs in the simple present passive are formed by the present tense form of the verb *be* plus a past participle (regular or irregular). Only transitive verbs (verbs that can take objects) and verbs with verb phrase complements may be conjugated in the passive voice. The verb phrase patterns for the simple present passive are as follows:

- First person singular–am +past participle–I am beaten to work by my boss every day.
- Second person singular – are + past participle – You are easily scared by loud noises.
- Third person singular–is+ past participle–The wind chime is rung by even alight breeze.
- First person plural–are+ past participle–We are required to wash our hands frequently.

- Second person plural–are+ past participle–Are you bothered by your neighbors a lot?
- Third person plural – are + past participle – Bagels are delivered to the office each Monday.

1.5.3 The Simple future Tense

Dear learner, in this section you are going to see different forms and functions of the simple future tense. Before getting into the details, look at the following examples of various forms of the simple future. Then, generate some sentences of your own using various forms of the simple future patterns.

1. The winner will be awarded. (factual, uncontrollable)
2. I am sure the winner will be awarded. (personal, belief)
3. The winner is going to be awarded (planned, decided)
4. The winner will be awarded when the guest of honor arrives (future arrangements time clauses)
5. The winner award program takes place tomorrow (official program, timetable)
6. The winner award program is taking place next week (planned personal/ office)

? Activity 1.16

Dear learner, complete the text using the simple future form of the verb given in the bracket; then, check your answers using the answer key at the end of the module.

Tomorrow, students _____ (assemble) in the school playground at 08:00 am, to go to Heritage Village. They _____ (arrive) at 08:30 am, sharp. They _____ (reach) the Heritage Village at around 10:30 am. On reaching the village, they _____ (go) around to see various displays. The staff at the spot _____ (welcome) the students with flowers and perfumes. They _____ (offer) the students snacks. After they eat their snacks, the students _____ (play) in the park. Around 01:00 pm, all students _____ (assemble) for lunch. They _____ (sit) in a circle and _____ (sing) songs. At around 4:00pm, students _____ (gather) near the bus. They (board) the bus in a queue. At around 6:00pm, they _____ (reach) school. Their parents _____ (pick) them up from school.

1.5.4 Adverbial Clauses of Concession

Dear learner, in this subsection, you learn adverbial clauses of concession. A concession clause is a dependent clause which begins with adverbial conjunctions such as 'although' and 'even though' and is used to negate (oppose) the idea stated in the main clause. For example, in the sentence:

"Although he is very rich, he doesn't want to give a penny for anyone" 'although he is rich' is a concessive clause and is used to negate one's expectation based on the idea in main clause.

The concession form are usually introduced by two sets of adverbs-(a) although, though, even though , and (b) 'in spite of ' and 'despite'. While the first set is followed by a clause, the second set by a noun, a noun phrase, a pronoun or a gerund form (V+ ing).

? Activity 1.17

I. Look at the sentences below and identify the adverbial clause of concession in each case. Then share ideas with your partner on the meaning, distribution and use of the clause.

1. Although it rained, they enjoyed their walk.
2. I enjoyed the meal, though it was expensive.
3. Even though I was full, I couldn't stop eating.
4. Harry, while he was almost crying from the pain, decided to finish the race
5. Joseph was very popular whereas his brother had more enemies than friends

II. Dear learner, complete the sentences below with appropriate kind of adverbial clause of concession. Check your answers with the answer key at the end of the module.

1. We enjoyed our trip _____
2. The children slept well, _____.
3. _____, Liya gives some money to her parents.
4. Yonas rarely sees Paul, _____.
5. Addisu failed the exam _____.
6. _____, she didn't put on her coat.

7. Seble went to work, _____.
8. I couldn't eat, _____.



Language Tips:

Though, Although and Even though

Though and although mean the same, we use them to contrast two opposite meanings (positive and negative) and it always gives unexpected results, we can use though in any part of the sentence but although can't be used in the end of a sentence. When the *though/although* clause comes before the main clause, we usually put a comma at the end of the clause. When the main clause comes first, we don't need to use a comma:

- *Though/ although he has plenty of money, he doesn't spend much.*
- *We enjoyed our camping holiday though/ although it rained every day.*
- *The exam was difficult. I think I did well, though.*

Even though

Even though is a slightly stronger form of although.

1.5.5 Types of English Nouns

Dear learner, under this section you are going to deal with various types of nouns and their uses. This gives you the confidence in using the nouns as well as enhancing your understanding of English grammar. So generate ideas about the types of nouns you know so far. Then, do the activity under 1.15. Go through the bold words in the sentences below and decide the noun type.



Activity 1.18

I. Work through the questions on your own, and then check your answers with the answer key at the end of the module for this part.

1. I'm planning a trip to **Asmara** later this year.
2. Your room is such a **mess**.
3. Our counter tops are made of **granite**.
4. How many **girls** are enrolled in softball camp this year?
5. I am looking forward to going to the **beach**.

6. I have three **children**.
7. I have been to **Sidist Kilo** many times.
8. My wedding ring is made of **platinum**.
9. I can't wait to sink my toes in the **sand** at the beach.
10. We use **cotton** from a local farm in our t-shirts.

II. Dear learner, look at the text below and identify the underlined noun type, then, cross-check your answers with the key at the end of the module.

I have a dream to visit Debresina. The weather is beautiful there. I love cold weather. When the temperature is low, I have energy. I also want to visit Debresina because I love nature. Debresina looks so pure and natural. I dream about its beautiful landscape. In addition, there are wild animals. Finally, I want to learn important information about the people there. Their culture sounds very interesting to me. I hope to visit this wonderful area as soon as possible.



Language Tips:

The concept and Types of Nouns

A noun is a word used to describe a person, place, thing, or idea. It is the most valuable part of speech in the English language. In a properly structured sentence, a noun can perform the function of the indirect object, direct object, and object complement, subject complement, appositive, subject, or adjective. Nouns are arguably the most important part of speech English. Nouns make up essentially all of the objects, people, and ideas that surround us in our everyday lives. Without nouns, we would not be able to communicate effectively with those around us. Nouns often answer such questions as "whom", "what", or "when".



Common Nouns

Common nouns refer to people, places, things, or ideas in general terms. Words like

Friend, state, shoe, or freedom are examples of common nouns.

Proper nouns: are specific nouns..

Concrete Nouns: can be perceived by at least one of our five senses. They are nouns that refer to things that exist physically and can be touched, seen, smelled, felt, or tasted.

Abstract Nouns refer to concepts or feelings that cannot be experienced concretely or touched physically. Ideas, qualities or conditions like love, hate, power, and time

are all examples of abstract nouns.

Collective Nouns: refer to a group of something in particular. Often, collective nouns are used to refer to groups of animals.

Compound Noun: can be two words written as one (closed form), such as **softball** and tooth **paste**.

Singular Noun: refers to one person, place or thing. .

Plural Noun: refers to more than one person place or thing.

Possessive Noun: demonstrate a person, place or thing's ownership of something.

Countable Noun: occurs in both singular and plural forms. They can be modified by numbers, but also can be paired with quantifying determiners, such as many, most, more, or several.

Section 1.6 Writing Skills

1.6.1 Sentence Level Writing

Dear learner, this is the section where you get an exposure to various aspects of sentential level writing; you get acquainted with the basics of a sentence, as what it is, what its components are, what types of sentences are, and how it is formed. Brainstorm ideas on the basics of a sentence, and Write some model examples that explain the definition, components, types and order of words in English sentence.

Learning Objectives:

Dear distance learner, at the end of this writing lesson, you are expected to:

- give logical presentation of ideas in a sentence
- identify errors in basic sentence structure
- identify types of nouns
- summarize the written text in your own language
- distinguish types of sentences in English
- use punctuation marks correctly

Sentence level writing: A sentence is the smallest structural unit of writing. It could operationally be defined as the smallest theme writing unit of idea/feeling expressed by logically and structurally related words to convey complete meaning or sense.

Types of sentences

functionally/purpose of the writer or speaker, sentences are classified as declarative, interrogative, imperative and exclamatory sentences.

- A **declarative sentence** is a sentence that is used to give information about something. E.g. my father is an engineer.
- An **interrogative sentence** is a sentence that is used to ask question and gather information. E.g. what is your father's job?
- An **imperative sentence** is a sentence used to pass order (commands and requests) E.g. keep quiet. Be active participant.
- An **exclamatory sentence** is a sentence used to express strong emotional feeling and surprise. E.g. what a hot weather is it! Wow! I am dying of curiosity!

Activity 1.19

Dear distance learner, think of five -five sentences for each of the following communicative language use situations: Then, find a partner and cross-check your answer with the key suggested at the end of the module

- for expressing your week-end routines;
- for asking questions a person you admire the most in politics;
- for setting a ground rule for effective learning of English in class;
- for expressing your emotions, surprise in visiting historical sites like Aksum.

1.6.2 Grammatical/ Structural Types of Sentences.

Dear learner, as you know, sentences are classified as: simple, complex, compound and compound complex based on the number and types of clauses. Go through each of the following grammatical types of sentences and internalize them before doing the activity given below.

- A **Simple sentence** is a sentence that has only one principal clause. E.g. my uncle is a teacher.
- A **complex sentence** is a sentence that has one principal clause and one or more dependent clauses.

- E.g. my uncle who lives in Ambo is a teacher.
- c. A **Compound sentence** is a sentence that has two or more principal clauses joined by any one of the coordinating connectors like and, but, or, nor, for, yet, correlative connectors, conjunctive adverbs or semi-colons. E.g. my uncle is a teacher, but my aunt is a merchant.
 - d. A **Compound complex sentence** is a sentence that has two or more principal clause with one or more dependent clauses, e.g. my uncle is very polite, but he loses his temper when he gets angry.

? Activity 1.20

Dear distance learner, you need to practice identifying grammatical sentence types to write effective sentences in English. So, complete the sentences below by providing the appropriate independent or dependent clause to complete the following structural types of sentences. Then, cross-check your answers with the answer key at the end.

1. Although she felt sick _____
2. While we were eating dinner _____
3. After John finished his work _____
4. When we went out for lunch _____
5. Until she completed high school _____
6. _____ since I joined high school
7. _____ unless you hurry up.

1.6.3 Punctuation and Mechanics in Writing

Dear distance learner, as you might know, there are various types of punctuation marks that are commonly used in writing. These include: period, question mark, exclamation mark, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis. Following their correct usage will make your writing easier to read and more appealing. In the subsequent sections you will practice on each one in detail. Let us begin with few of them.

? Activity 1.21

Dear learner, practice the use of punctuation marks in the sentence contexts given below. Add the appropriate punctuation mark where ever it is needed. Then, check your answers for this section with the answer key at the end of the module.

1. After the student worked on the paper he took a break
2. Fozia who sat next to me in class lent me her notes
3. The students studied these punctuation rules later they took the final
4. The newspaper did not publish the news however it appeared in Times Magazine
5. Mr Aymelo the director of the program gave the students a welcoming speech
6. Debritu wants to lose weight so she walks two miles every day
7. Seyoum sent the story to the instructor after he reviewed it carefully
8. The concert tickets were expensive we went to the movies instead



Tips on Punctuation marks

Period (.) is used at the end of [declarative sentences](#), after statements thought to be complete, and after many abbreviations. E.g. Jemila and Wajebo went to the market.

- a. **Question mark (?)** is used to indicate a direct question.
E.g. *when did Addisu leave for the market?*
- b. **Exclamation point (!)** is used to express an outcry or add emphasis.
E.g. *what a difficult idea is it!*
- c. **Comma** is used to show a separation of ideas or elements within the structure of a sentence. E.g. *we went to the movies, and then we went out to lunch.*
- d. **Semicolon (;)** is used to connect independent clauses. It shows a closer relationship between the clauses than a period would show.
E.g. *Selam was hurt; she knew she only said it to upset him.*
- e. **Colon (:)** is used before a series of ideas/things.
E.g. *He was planning to study four subjects: politics, philosophy, sociology, and economics.*

1.6.4 Errors in Sentence Structure

Dear distance student, as you might suppose, errors in the basic structure of a sentence are important issues to be focused by you, for effective writing; students commonly make errors in basic sentence structure. So, identify the errors in the basic structure of the words given below and rewrite them correctly. Then, check your answers for this part with the answer key at the end of the module.

Look at the errors that students commonly make in sentence structure like fragments, run-on, and comma splices before you go on to do the activity after the explanation.

- a. **Fragments:** Fragments are incomplete sentences. Very often, they consist of a subject without the predicate. Example 1: The child who has a rash. Example 2: Since the drugs have many side effects.
- b. **Run-ons:** Run-ons are two independent clauses which are not joined in a grammatically correct manner. Example: The doctor performed the operation the patient died.
- c. **Comma splices:** Comma splices (CS) are two independent clauses that are joined by a comma, which is not a grammatically acceptable way to join independent clauses. Example: The doctor performed the operation, the patient died.

? Activity 1.22

Dear learners, identify the errors in the basic sentence structure of the group of words given below, and rewrite them correctly. Then, check your answers for this part with the key at the end of the module.

1. The old man carrying a walking stick.
2. In doors in summer and outdoors in winter.
3. The man who lives next door.
4. The book on the table.
5. The way out for the environmental pollution.
6. Don't disturb the class, the instructor ordered the student.
7. The gift that had opened him a new experience.

1.6.5 Report Writing

? Activity 1.23

Dear learner, as you may guess, a report is a written presentation of factual information based on an investigation or inquiry. Reports form the basis for solving problems or making decisions that are often based on the subjects of the report. The length of reports varies from topic to topic and from purpose. Some qualities of a good report are: clarity, conciseness, and appropriateness.

So, discuss with your partner what is meant by each concept of a good report quality. Then, write a report to your friend on the causes, effects and solutions of 'Deforestation'.

Collect the appropriate and accurate information from the right source, like environmental experts. Structure your report as: introduction, body and conclusion.

Before writing the report, complete the chart below by brainstorming some ideas from your background, experience and wider reading. Then, draft, redraft and roughly write your report. Write the final version and share ideas with a friend on the structure and qualities of your report.

Type of Environmental Pollution	causes	effects	solution
Deforestation	Cutting down trees	flood	Grow tree
	-	Loss of life	Protect trees
	-	Poor soil quality	-
	-	-	-

Dear distance learner, in this last section of unit one, you will have two written assignments on report writing and the simple present tense. Work on the two written assignment carefully, and submit to your tutor to get all the necessary feedback and comments.



Written Assignment 1

Dear distance learner, complete the missing part of the following adverbial clauses of concession. Then, get the right feedback and comments from your tutor

1. Although it rained a lot, _____
2. all In spite of my careful plans, _____
3. Although I had planned everything carefully, _____
4. Although I love music, _____
5. In spite of being very tired, _____
6. In spite of the heating was full on, _____
7. Although Ermias decided to give up his job _____
8. Despite the light rain, _____
9. She was still able to finish her assignment before class _____
10. Despite their quarrel, _____



Written assignment 2

Dear learner, recall back to the speaking section of the panel discussion; remember the roles played by various stake holders. Imagine as if you were acting as a panelist. Write a brief report based on the information you could gather from various stake holders about the causes, effects and solutions of environmental hazards. Get the appropriate feedback and comments from your tutor on the structure and quality of the written assignment report you have generated.

☒ Dear learner, in this unit, you have looked into the following important points. Put a (✓) mark in the column in front of each item to indicate your master of each item.

Extent of success in the skills learnt I could.....		Not well	Well	Very well
1	Give advice on environmental hazards			
2	Express my opinion on various environmental issues			
3	Become familiar with strategies of speaking			
4	Read to identify the purpose of the writer			
5	Read for the main idea of the text...			
6	Become familiar with some strategies of reading			
7	Identify the contextual use of words			
8	Find out the literal meanings of words			
9	Become familiar with strategies of vocabulary use			
10	Use phrasal verbs in appropriate contexts...			
11	Construct sentences using the given phrasal verbs			
12	Identify the contextual use of grammar			
13	Find out the literal meanings of grammar			
14	Become familiar with strategies of grammar use			
15	Use the simple present tense in appropriate contexts...			
16	Construct sentences of my own with adverbial clauses			

Unit 2: Civilization



(16 periods or 11 hours)

✿ Introduction

Dear learner, in this unit, you will deal with topics related to civilization in developing the main skills (listening, speaking, reading and writing) for 10 and half hours. You will also develop your grammar and vocabulary skills. Go through each lesson under these topics and learn more about them. In this unit, you are expected to achieve the following objectives.

Unit Learning Outcomes

After completing this unit, you will be able to:

- listen to the listening text to get the main idea;
- take notes based on the listening ;
- summarize a text;
- talk about preferences;
- reflect on the message of the text read;
- write narrative text;
- punctuate sentences correctly;
- use relative clauses correctly;
- use reported speech in writing and speaking;
- apply to using present and past perfect tenses correctly; and
- read extensive texts out of classroom to understand the message

Section 2.1 Listening Skills

Section Learning Outcomes

Dear learner, by completing this section, you are expected to:

- differentiate ancient and modern pictures.
- explain the uses of calendar.
- match expressions with their meanings.
- write a summary of the listening text.

2.1.1 The Gregorian calendar

Dear learner, in this section you are going to look at some pictures that show different civilizations. Look at the pictures and answer the questions under Activity 2.1.

? Activity 2.1

1. **Look at the pictures below and answer the following questions.**

1. What do the pictures describe?
2. Can you differentiate males from females on the pictures?
3. What message(s) do the pictures carry?

Compare these ancient pictures with modern pictures that you see these days. Are they different or similar?



You are going to listen to a talk about the Gregorian calendar. Before you listen to the audio speech/talk, answer the following questions.

1. Can you give a short definition of calendar?
2. How many calendars do you know? Mention (list) some.
3. What do we do with calendars?

The following words are from the listening text. Discuss the meaning of these words;

Calendar, date, weekdays, season, solstice, leap year

II. Now you are going to listen to the audio record on "the Gregorian Calendar". Listen to the speech and match the expressions under column 'A' with meanings or expressions under column 'B'

A	B
1. The Gregorian calendar	A. are divided into 52 or 53 weeks
2. Reason for creating the Gregorian calendar	B. makes the year 366 days long in the Gregorian calendar
3. Time of adoption of Gregorian calendar	C. has only 28 days during the common Year
4. Leap year	D. a solar dating system representing dates and times
5. The days of the year in the Gregorian calendar	E. in 1580
6. The second month, February	F. to correct the slight inaccuracy of the Julian calendar solar measurements
7. On the 29th of February, one extra or intercalary day is added nearly every four years	G. nearly every four years

Know your words

III. Below is a text that is part of the listening text. Complete the text about the Gregorian calendar below. Use the words in the boxes. Then listen the audio record again for a checkup.

Days, solar, count, extra, numbered, representation, widely

Today, the Gregorian calendar is the most (1) _____ used calendar in the world today. It is the calendar that is used in the international standard for (2) _____ of dates and times. It is a (3) _____ calendar based on a 365-

day common year divided into 12 months of irregular lengths. During the common year, 11 of the months have either 30 or 31 (4) _____, while the second month, February, has only 28 days. A leap year occurs nearly every four years, when one (5) _____ or intercalary – day, is added to the Gregorian calendar on 29 February, making the leap year 366 days long.

The Gregorian calendar divides the year into 7-day weeks, which (6) _____ 1 to 52 or 53. Monday is the international standard for beginning the week. Several countries, including the United States and Canada, however, (7) _____ Sunday as the first day of the week.

As you just finished listening to a talk on the Gregorian calendar, work out the questions below.

1. What do we do with calendars?
2. The following words are from the listening text. Discuss the meaning of these words with somebody; Calendar, date, weekdays, season, solstice, leap year
3. Compare the Gregorian calendar with the calendar/s in your country. Then List down the differences between them.
4. In one paragraph, write a summary of what you learned from the listening about the Gregorian calendar.

Section 2.2 Speaking Skills

Dear learner, in this section you are going to develop your capacity of pronouncing diphthongs. After doing the following activities, you will get more explanation about diphthongs. Before that try the following activities, you will learn many things about diphthongs.

Section Learning Outcomes

Dear distance learner after studying this section, you are expected to:

- define what diphthongs are.
- differentiate the sounds of diphthongs from single sounds.
- prepare interview questions.
- make an interview properly.
- Express your likes and dislikes.

2.2.1 Pronunciation (Diphthongs- glided sounds)

? Activity 2.3

Dear learner, do you know what diphthongs are?

I. Do the following activities according to each specific instruction

- Look at the pair of words below and identify the word with a diphthong in each case.
 - pool/pure
 - bid/bite
 - bet/fate
 - team/time
 - trip/tribe
 - far/face
 - more/modern
- How many different diphthongs have you identified in Question 1 above?
 - three
 - two
 - four
 - five

II. Of the eight diphthongs in English, the following table presents example words for four of them. Study the set of words in each column and answer the questions that follow.

Set 1	Set 2	Set 3	Set 4
near	pure	Way	die
dear	during	pay	tie
fear	tour	say	file
here		day	mile

- To which of the sets above do you think the following words belong?
 - make
 - fight
 - name
 - wild
 - train
 - beer
 - fail
 - date
 - lure

Add at least one word of your own for each category or set identified above

III. Read the note in the box and answer the questions that follow.

The eight common English diphthongs are represented by the phonetic symbols (1) /aʊ/ as in 'town', (2) /aɪ/ as in 'light', (3) /eɪ/ as in 'play', (4) /eə/ as in 'pair', (5) /ɪə/ as in 'deer', (6) /əʊ/ as in 'slow', (7) /ɔɪ/ as in 'toy' and (8) /ʊə/ as in 'sure'.

- What are the phonetic symbols of the diphthongs contained by the words in each set above (set 1-4)?
- Write the phonetic symbol of the diphthongs contained in the set of words below.

Set 5	Set 6	Set 7	Set 8
-------	-------	-------	-------

bare	oil	Flow	wow
dare	boil	blow	how
fair	soil	home	drown
pair	soil		frown
			sound

To which category/set do the following words belong?

scout, round, spout, stout, without, cow, house, pound, joy, air

Take time to practice pronouncing all the eight diphthongs in English. Does a Standard English Dictionary help you learn diphthongs? How? Explain how the spelling of words help you guess the diphthongs in words.

Dear learner, Note: In the previous unit, you learnt words with single vowel sound in a syllable, called pure vowels (i.e. monophthongs). Such sounds are produced by keeping our tongue at one position. For example, the sound [e] as in: 'get' and 'bet' or the sound:

[i] as in 'fit' and 'fear' are produced by keeping the tongue at one position. But the sounds in words such as 'right' and 'fight' cannot be produced by holding our tongue in a single position. Instead, it requires change in tongue shape to produce the sounds of these words. Such sounds are called diphthongs. Diphthongs are basically understood as a sequence of vowels in a single syllable, in which one vowel sound glides over the other. Just like the pure vowel sounds, diphthongs are key components of English pronunciation. That is why this section focuses on them.

In English, there are eight different diphthongs. You learn them step by step. Practicing how these sounds are pronounced is a key to learn them. So, take time to pronounce them correctly.

Diphthongs are gliding vowel sounds in the articulation of which there is a continuous transition from one position to another. The process of moving from one vowel sound to another is called gliding. The sounds "ou" in "out" and "oy" in "boy," for example show this movement.

2.2.2 Interview

Dear learner, do you know how to make an interview?

In this section you are going to make an interview with someone. An interview requires preparing sets of questions. In this lesson you will learn different ways

of interviewing or asking people. To do this, first answers the questions in Activity 2.4 I, II, and III

? Activity 2.4

I. Dear learner, explain these questions and write your answers in your notebook.

1. What is an interview?
2. Have you ever seen someone interviewed by another person? What was the interview?
3. What do you call a person who is making the interview?
4. What do you call a person who responds to the interview questions?
5. What kinds of questions are asked in an interview?

Now here are some ways of interviewing or asking questions

There are various ways of interviewing (asking questions) in an interview. We may use:

Open-Ended Questions

Open-ended questions don't have specific answers. They include questions like the following:

- Tell me about yourself.
- Why did you make the choices you made?
- With which skills and functions are you most comfortable?
- If I were to assign you a project based on your expertise, what would I give you?
- What are your weakest skills, and how are you addressing them?
- What areas would your supervisors say you need to develop?

Specific Questions

Specific questions have concrete answers and might include the following:

- Tell me about this project you did, lesson you taught, Etc.
- With which skills and functions are you most comfortable?
- If I were to assign you a project based on your expertise, what would I give you?



Motivational Questions

Interviewers often want to know about a candidate's motivation by asking the following questions:

- With which firms are you interviewing?
- What positions are you seeking?
- How will you choose?



Unconventional Questions

Some interviewers may want to inject a bit of stress; perhaps they want to shake you up a bit by asking what may seem to be crazy or certainly bizarre interview questions.

Examples:

- a. If you were a tree, what kind of tree would you like to be? Why?
- b. If you were a car, what color would you like to be? Why?

Now you are going to make an interview with your favorite teacher or person. You are going to ask him about: his/ her experience of visiting ancient places, which ancient places he/ she likes to visit, and his or her experience of keeping ancient pictures and artifacts. Prepare questions you need to ask him/ her. You can use the expressions in the box below if you like.

Language of interview

(Can you) please tell me about ...

Why are you the best person for...

Why do you think you're the best person ...

Why do you...

How has your experience prepared you ...

When do you....

Do you.....

If you were..., etc.

Dear learner, Now have an appointment with your favorite teacher or person and make the interview with him/her. Make sure that you are going to ask her/him about: his/ her experience of visiting ancient places; what he/she likes about visiting ancient places, and his or her experience of keeping ancient pictures and artifacts.

1. Were you able to do the interview exercise?
2. What makes this activity difficult or easy?

2.2.3 Expressing Preferences

Using: like, dislike, prefer to, rather than, would rather

Dear learner,

In this lesson you are going to express your preferences using the expressions listed in the table above. Hence you should practice to express your preferences using the expressions.

? Activity 2.5

I. Give your answers to the following questions using the above expressions. Write full sentences.

1. Which do you prefer to do, visiting ancient places, or going to modern buildings?
2. Which do you like, collecting artifacts or ancient pictures?
3. Do you prefer to read ancient scripts or look at ancient pictures?
4. Would you prefer to visit ancient places or see new buildings?
5. Would you rather have a visit to one of those places?

II. Dear learner, find a friend or a person who wants to visit new places. Tell each other about your likes and dislikes. Take note of what places your friend likes and dislikes. Ask questions such as:

1. What places do you like to visit? What places do you dislike to visit?
2. Which places do you like best?
3. Why do you like the places you mentioned?
4. Why do you dislike the places you mentioned, if any?

III. After you finish asking your friend, tell what you heard from your friend to another person. Begin with my friend likes/prefers....., or my friend dislikes/does not.....

Note:

In English you can use some common phrases and expressions to express preferences. For example you can use:

- to Infinitive + rather than
I prefer to eat fish rather than (eat) meat.
- Would rather.....than
I'd rather play football than basketball.
- Would rather + perfect tense
I'd rather have stayed at home.

Making an effective oral presentation is an art that requires paying attention to your audience's demands, careful planning, and careful delivery. It also includes taking notes, using visual aids, and giving a presentation on a computer.

Section 2.3 Reading Skills

Dear learner, In this section you are going to read a text to develop your comprehension skills, your ability of guessing meanings, referencing and inferring skills. Work out Activity 2.6 to develop your prediction skills.

Section Learning Outcomes

Dear distance learner after studying this section, you are expected to:

- comprehend different reading texts.
- define the term civilization.
- identify implicitly and explicitly stated ideas in a reading text.

2.3.1 Features of Contemporary Civilization

Activity 2.6

I. You will now read a text titled “Features of Contemporary Civilization.” Before you read the text, answer these questions.

1. How do you define the term “civilization” in your own words?

2. When talking about civilization, what criteria do you consider?
3. Do you think the passage will discuss any aspect of civilization? Which aspects?
4. Read the title and the first statement of the introduction, what do you think is the main concern of the text?

Now read the following text and do the activities listed below it.

Features of Contemporary Civilization

A civilization is a **sophisticated** human culture that often consists of several cities and has passed through specific stages of cultural and technological development. Early civilizations began to emerge in many areas of the world as people started to **assemble** in urban settlements. But even among modern anthropologists, there is fierce debate over what constitutes a civilization and which societies fit that description.

The Latin word “civitas,” which means “city,” is related to the word “civilization.” Because of **this**, the definition of “civilization” at its most fundamental level is “a society made up of cities.” However, **anthropologists** and others used the terms “civilization” and “civilized society” in the early stages of the term’s development to distinguish between societies **they** believed to be culturally superior (of which they were frequently a part) and those they believed to be **inferior** (which they referred to as “**savage**” or “barbaric” cultures). In many cases, the term “civilization” was used in an ethnocentric manner, with “civilizations” being seen as morally upright and culturally developed while other societies were seen as morally backward and “backward.” Because of this convoluted past, it is difficult for academics to define civilisation, and the present concept is continually evolving.

Still, the majority of anthropologists **concur** on a few standards for classifying a society as a civilisation. First, civilizations are not nomadic and have some form of urban habitation. Labor is divided up into distinct jobs (known as the division of labor) with assistance from other settlers so that everyone need not concentrate on raising their own food. Class structure and government, two components of a civilisation, are products of this specialization. A surplus of food, which results from the availability of tools to help in agricultural cultivation, is another indicator of civilization. Civilizations have many different facets, including writing, trading, art and monuments, and the advancement of science and technology.

However, many societies that are regarded as civilizations by researchers do not **adhere** to the aforementioned standards. For instance, the Incan Empire had a complex social structure and a government. **It** possessed highly advanced architecture and a richness of art, but no written language. Because of this, the term “civilization” is **elusive**, but it nonetheless provides a useful framework for understanding how people interact with one another to create societies.

Adapted from <https://www.nationalgeographic.org/encyclopedia/civilizations/>

II. These questions are about the text you’ve just read. Write answers to the questions in your own words.

1. What makes it difficult to define civilization?

2. According to the passage, what are the different aspects of contemporary civilization? _____

3. What did anthropologists and others refer to when they used the terms “civilization” and “civilized society” in the past?

4. Do you believe that in order to be considered a civilized society a civilization must meet all of the criteria outlined in the text? Why? Why not, after all? _____

5. In paragraph 2 the writer says, “The term “civilization” was often applied in an ethnocentric way”. What does this mean?

III. What do the following words refer to in the text?

1. *They found* culturally... (Paragraph 2), ‘they’ refers to _____

2. *This complicated*..... (Paragraph 2), ‘This’ refers to _____

3. *his/ her own*..... (Paragraph 3), ‘his/her’ refers to _____

4. *It left behind*....(Paragraph 4), ‘It’ refers to _____

Section 2.4 Vocabulary Skills

Dear learner, how do you learn the meaning of a new word?

In this part you will learn some ways of learning the meaning of new words. Learn the strategies that help you develop the meanings of new words.

Section Learning Outcomes

Dear distance learner after completing the lessons in this section, you are expected to:

- apply different ways of learning the meanings of new vocabulary.
- guess the meanings of new words from the given context.
- use phrasal verbs you learned accurately in written and spoken communication.

2.4.1 Increase Your Words: Meaning in Context

? Activity 2.7

I. Answer these questions

1. What strategies do you use to learn the meanings of new words?
2. In pairs list the techniques you often use to know the meaning of a new word.
3. Compare your lists with other groups and see the differences.

II. The words below are taken from the reading passage. They are written in bold in the passage. Reread the passage and make educated guesses about the contextual meanings of the words.

1. Sophisticated (Paragraph 1) _____
2. assemble (paragraph 1) _____
3. Anthropologists(paragraph2) _____
4. Inferior (paragraph 2) _____
5. Savage(paragraph2) _____
6. concur (Paragraph3) _____
7. adhere (paragraph 4) _____
8. elusive (paragraph 4) _____

Vocabulary learning strategies

Dear learner, here are some of the vocabulary learning strategies. Learn them very carefully and use the strategies when you found new words in a reading text.

- Guessing meaning from context- looking at word or phrase before and after the new word.
- Using dictionary- to refer to the dictionary meaning of a word.
- Written repetition -writing the word again and again.
- Studying the spelling- looking at the spelling again and again.
- Asking other people – asking the meaning of a new word from friends or other teachers or persons.

Note:

The most frequently used vocabulary learning strategies by learners are using a **bilingual dictionary, verbal and written repetition, studying the spelling, guessing from context, and asking classmates for meaning** (Schmitt, 1997).

1. Which of the above vocabulary learning strategies do you usually use to guess the meanings of the above words?
2. Why do not you use other strategies to often?

2.4.2 Phrasal Verbs

Dear learner, can you explain what phrasal verbs are?

In this section, you are going to learn about phrasal verbs. Phrasal verbs are a combination of a main verb and a particle. Look at the following activity and learn phrasal verbs.

Activity 2.8

1. Read the following letter, and write the meanings of the phrasal verbs written in bold.

Dear Tigist,

I am pleased that you are doing fine. My sister gave birth to her first child last week. We were so busy. My sisters decided to (1) name her child **after** his grandfather. In fact her child (2) **takes after** his father. She also finds it hard to imagine (3) **bringing up** her first child. However, with my mother's help she

(4) **carried on** to bring her child up. That is why I didn't call you. I will (5) **call** you **up** as soon as I can.

I wish you good luck for the coming weeks.

Muna.

1. _____
2. _____
3. _____
4. _____
5. _____

Definitions and examples of phrasal verbs

Dear learner, you must be familiar with phrasal verbs by now. For more clarity, phrasal verbs are verbs which have the **main verb** and a **particle** which, together, create one meaning. This meaning is different from the usual meaning of the separate words.

For example:

1. The plane **takes off** from the airport in 10 minutes. (leave)
2. She often **looks after** her child. (takes care of)
3. He was **named after** my uncle who died in the war. (was given the name of someone)

You must learn phrasal verbs and their meanings in order to be competent to communicate with others using them. Learn more about the meanings of phrasal verbs in the Table below.

Phrasal verbs	Meaning
let off	Not punish, allow someone to leave a car, bus etc.
lay off	Stop employment of someone, dismiss
lead up to	Cause something to happen
leave behind	Abandon, progress faster than someone
leave off	Stop, cease
leave out	Omit, exclude
Lay down	Put down, surrender, or sacrifice something
let down	Disappoint somebody
let in	Allow someone to enter

II. Complete the following sentences with the correct form of the following phrasal verbs:

let off, lay off, lead up to, leave behind, leave out, let down, let in, lay down, leave off,

1. A man stole historical artifacts in a big museum. The attorney general asked for a fine of prison sentence on the criminal, but the judge _____ the criminal with a fine of 500 birr.
2. He was _____ from the army for disciplinary cases.
3. The learner often comes late, but the teacher _____ him _____.
4. We started the journey together. Unfortunately, we _____ him _____.
5. The girl was working on the farm, but soon she _____ and went home.
6. _____ the paper on the floor. I want to see what you drew.
7. The war may _____ destruction of many people's houses.
8. She is crying. I think he _____ her _____.
9. _____ the first line of this text. It is not that much important.

III. Dear learner, look at the following word map. It is about things we do in a telephone conversation. Try to understand the underlined verbs in the diagram.



1. What do the underlined verbs describe? When do we use them?
2. Now write a telephone conversation using one of the following

situations. Use the phrasal verbs you learnt in the map above. The first one is started. Finish it and do the same for situations b and c.

- Speaker **A** is a hotel receptionist and speaker **B** is a customer.
- Speaker **A** is a sports master and speaker **B** is a trainee.
- Speaker **A** is a banker and speaker **B** is a customer.
- Speaker **A** wants to know more about Ethiopian civilizations and speaker **B** is responsible person to do this.

Begin like this:

a. Receptionist: Hello, South Star International Hotel. Can I help you?

Customer: I want to stay two days in your hotel. Can I have one bedroom?

Receptionist: please **hold on**... single or double?

Customer: I am sorry, the phone is **cut off**. I need a single one.....

Section 2.5 Grammar Skills

Dear learner, in this section you should focus on practicing to use past and past perfect tenses. Please work out the activities and learn more about tenses.

Section Learning Outcomes

Dear distance learner after completing the grammar lessons, you are expected to:

- use the past and past perfect tenses in sentences accurately.
- use direct and indirect speech in reporting someone's sayings and writing.
- use defining and none defining relative clauses accurately.
- Differentiate the different uses of make and let in communicating in English

2.5.1 The Past and Past Perfect Tenses

? Activity 2.9

I. Answer these Questions.

1. Why is learning English tenses so important?
2. What are tenses in English?

II. Now look at the following sentences, and identify the verbs used in each sentence.

- a. I **lost** my wallet yesterday.
- b. He **had** already **left** the museum when I arrived.
- c. The kids **had been playing** for only five minutes when it began to rain.
- d. Mary **broke** her leg last week.
- e. When the police arrived, the thief **had** already **escaped**.

III. Read the following scenarios. Write a conversation using the past tense and past perfect tense in one of these situations. First, look at this example conversation.

Example:

Father: Where were you this week? I didn't see you. **Son:** I had been in Jimma since Monday June 20.

Father: What were you doing there? Had you got any personal affair? **Son:** Yes, I had been visiting my friend. He had been sick for one month. **Father:** What happened to him?

Son: He had been diagnosed for gastritis before I arrived. Now he completely recovered.

- a. Student A was absent from school for more than 3 weeks. The homeroom teacher discovered his absence. The student came back to school after the homeroom teacher reported. Student B wanted to know what happened to student A.
- b. For the past six months, a man had been sick until his disease was identified. He had gone to many hospitals before his disease was identified. A neighbor wanted to know about the man's health and went to the hospital which the man had been admitted to.
- c. Student A had never visited a rural area. He was interested in learning about

The past tense

This tense is used to describe actions and events that happened at some point in the past.

Example: The neighbors **moved** in. an hour ago.

Examples: I **went to** Kenya last year.

The past perfect

It is used to talk about actions and events that happened before another action in a specific time in the past.

Examples: Brooke **had** already **moved** to Djibouti when the accident happened.

The past perfect continuous

The past perfect continuous is used to describe actions and events that began in the

past and continued until another action or event occurred in the past.

Example: He **had been waiting** for two hours when he decided to go back home. We learn English tenses because:

- The tenses of English are used to convey the relationship between two actions or to locate an activity in time.
- Tenses can help you say what you actually want to say
- Tenses will help you get fluent.
- Learning tenses can improve all your language skills.
- Tenses help you pass your English exams.

2.5.2: Direct and Reported Speeches

Dear learner, do you know how to report someone's saying?

There are two ways of reporting what someone says. We either use the direct speech or reported speech.

For example: Direct speech: "I haven't seen them since **last week.**"

Indirect speech: She said (that) she hadn't seen them since **the previous week.**

Based on the above examples, do Activity 2:10 below.

? Activity 2.10

I. Read the following paragraph and write the sentences that contain direct speech in the spaces provided

Ethiopia held a one-day tree planting event on 29 July, 2019 with an initial target to plant 200 million tree samplings across the country in the campaign, known as the Green Legacy Initiative, launched by Prime Minister, Abiy Ahmed. The government announced that the target had exceeded, with more than 350 million planted over a 12-hour period. "We have reached both targets that we have set for ourselves. We have also learned a lot from this project in terms of agro-forestry for the country," said Seleshi Bekele, Ethiopia's Minister for Water and Energy. "To assure the exact number, we would encourage the regional leaders to get in touch with our records management team to review the recent progress," said a spokeswoman.

Source: PeterMwai, **BBCRealityCheck**, <https://www.bbc.com/news/world-africa-50813726>

1. _____

2. _____

3. _____

II. Write the reported speech of the sentences you wrote above

1. _____

2. _____

3. _____

2.5.2.1: Direct Speech

Dear learner, do you know what direct speech is?

Direct speech is one method for describing what someone said. We use direct speech, when we just repeat what someone says, putting the phrase between speech marks (also known as quotation marks).

For example: My brother came in and said, "I'm really hungry".

It is very common to see direct speech used in books or in a newspaper article.

For example:

The Addis Ababa Mayor said, "We plan to make this city a safer place for everyone."

As you can see, with direct speech it is common to use the verb 'to say' ('said' in the past). You can also use other verbs to indicate direct speech such as 'ask', 'reply', and 'shout'.

For example:

When W/ro Shetu opened the door, I asked, "Have you seen Tarikua?" She replied, "No, I haven't seen her since lunchtime."

The boss was angry and shouted, "Why isn't he here? He hasn't finished that report yet!"

Using 'say' or 'tell'

As an alternative to using 'say' we can also use 'tell' ('told' in the past) in reported speech, but in this case you need to add the object pronoun.

2.5.2.2: Indirect Speech

Dear learner, for what purpose do we use indirect speech? Please reflect to yourself. Then read the following explanation.

Indirect speech is used to report what someone said without using quotation (speech) marks, or it is trying to use one's own words to report someone's saying. It is also called reported speech.

Does this explanation fit with your explanation? Here are some examples.

For example:

Direct speech: H says, "I am going to call you."

Indirect: He told me (that) he was going to call Alemu.

? Activity 2.11

I. Change the reported speech of the given sentences into direct speech.

1. Indirect speech: They told her (that) they would arrive a little late.

Direct speech: _____

2. Indirect speech: You told us you'd already finished the order.

Direct (reported Speech): _____

3. Indirect speech: They say (that) they're cold.

Direct speech: _____

4. In direct speech: She asked whether she was coming to the show that night. Direct Speech: _____

5. Indirect speech: He said it'd been raining since that afternoon.

Direct speech: _____



Grammar Tips:

When we report what someone says in the present simple, we normally don't change the tense, we simply change the subject and time adverb. However, when we report things in the past, we usually change the tense by moving it one step back. In indirect speech, the present simple, for example, becomes the past simple in the following sentence:

Direct speech: "*I have a new car.*"

Indirect speech: He said he had a new car.

All of the other tenses in indirect speech follow a similar pattern. For each of the main tenses, here is an example;

Direct: She said to her, "Are you coming to the show tonight?" (Present continuous question)

Indirect: She asked whether she was coming to the show that night.

Direct: The girl said. "I am happy with my result." (Simple present tense)

Indirect: The girl said that she was happy with her result.

Changing Time Expressions

Sometimes when you report a speech, it's necessary to change the time expressions; particularly, when you are speaking about the past.

Example:

Direct speech: "I'm seeing my brother **tomorrow**."

Indirect speech: She said she was seeing her brother **the following day**. (Reporting Questions)

Dear learner, when you report a question you should change the interrogative form into an affirmative sentence, by changing the verb tense one step back, as in normal reported speech. There are two types of questions that we can report – questions that have a yes/ no response, and questions that begin with a question word like 'what', 'where', 'who' etc. When we report a yes/no question, we use 'if'.

For example:

Direct speech: "Do they live here?"

Indirect speech: You asked me if they lived here.

As you can see, in the reported version of the question, 'do' is eliminated because it is no longer a question, and the verb 'live' becomes 'lived'.

For questions starting with question words like 'what', 'where', 'when', 'who', etc., you should report the question using the question word, but you should change the interrogative form to the affirmative form as in the examples below:

- Direct speech: "Where do they live?"
- Indirect speech: You asked me **where they lived**.

Note: We usually use the verb 'ask' to report a question. The verb 'to ask,' like the verb 'to tell,' is usually followed by an object pronoun, though it can be omitted.

Reporting Orders and Requests

When you give someone an order, you use the imperative form, which means you don't use a subject and only use the verb as in the examples:

- "**Call** me back later."

- “**Have** a seat.”
- “**Don’t do** *that*!”

We use the word ‘tell’ and the verb infinitive to report an order.

Examples:

- You told me **to call** you back later.
- She told us **not to do** that.

When you make a request, you normally use words like ‘can’, ‘could’, or ‘will’.

For Example:

- “Could you call me back later?”
- “Will you have a seat?”
- “Can you not do that please?”

To report a request, we use the verb ‘to ask’ and the infinitive form of the verb. For Example: You asked me **to call** you back later.

II. Change the following direct speech into reported Speech.

1. She requested, “Could you call me back later?” _____
2. “Will you have a seat?” _____
3. “Can you not do that please?” _____
4. “When are you leaving?” _____
5. “I had a headache **yesterday**.” _____

III. Read the following tale, and identify direct and indirect speeches. Then tell the story to another person using the correct form of direct or indirect speech

The Elves and the Shoemaker

There was once a shoemaker, who worked very hard and was very honest: but still he could not earn enough to live upon; and at last all he had in the world was gone, save just leather enough to make one pair of shoes.

Then he cut his leather out, all ready to make up the next day, meaning to rise early in the morning to his work. His conscience was clear and his heart light amidst all his troubles; so he went peaceably to bed, left all his cares to Heaven, and soon fell asleep. In the morning after he had said his prayers, he sat himself down to his work; when, to his great wonder, there stood the shoes already made, upon the table. The good man knew not what to say or think at such an odd thing happening. He looked at the workmanship;

there was not one false stitch in the whole job; all was so neat and true, that it was quite a masterpiece.

The same day a customer came in, and the shoes suited him so well that he willingly paid a price higher than usual for them; and the poor shoemaker, with the money, bought leather enough to make two pairs more. In the evening he cut out the work, and went to bed early, that he might get up and begin betimes next day; but he was saved all the trouble, for when he got up in the morning the work was done ready to his hand. Soon in came buyers, who paid him handsomely for his goods, so that he bought leather enough for four pair more. He cut out the work again overnight and found it done in the morning, as before; and so it went on for some time: what was got ready in the evening was always done by daybreak, and the good man soon became thriving and well off again.

One evening, about Christmas-time, as he and his wife were sitting over the fire chatting together, he said to her, 'I should like to sit up and watch tonight, that we may see who it is that comes and does my work for me.' The wife liked the thought; so they left a light burning, and hid themselves in a corner of the room, behind a curtain that was hung up there, and watched what would happen.

As soon as it was midnight, there came in two little naked dwarfs; and they sat themselves upon the shoemaker's bench, took up all the work that was cut out, and began to ply with their little fingers, stitching and rapping and tapping away at such a rate, that the shoemaker was all wonder, and could not take his eyes off them. And on they went, till the job was quite done, and the shoes stood ready for use upon the table. This was long before daybreak; and then they bustled away as quick as lightning.

The next day the wife said to the shoemaker. 'These little weights have made us rich, and we ought to be thankful to them, and do them a good turn if we can. I am quite sorry to see them run about as they do; and indeed it is not very decent, for they have nothing upon their backs to keep off the cold. I'll tell you what, I will make each of them a shirt, and a coat and waistcoat, and a pair of pantaloons into the bargain; and do you make each of them a little pair of shoes.'

The thought pleased the good cobbler very much; and one evening, when all the things were ready, they laid them on the table, instead of the work that they used to cut out, and then went and hid themselves, to watch what

the little elves would do.

About midnight in they came, dancing and skipping, hopped round the room, and then went to sit down to their work as usual; but when they saw the clothes lying for them, they laughed and chuckled, and seemed mightily delighted.

Then they dressed themselves in the twinkling of an eye, and danced and capered and sprang about, as merry as could be; till at last they danced out at the door, and away over the green.

The good couple saw them no more; but everything went well with them from that time forward, as long as they lived.

Adapted from <http://www.authorama.com/grimms-fairy-tales-39.html>

2.5.3 Relative clauses

? Activity 2.12

I. Dear learner, look at the following diagram and answer the questions below it.



- What do you call these words?
- For what purpose do you use them?
- What are relative clauses?

A clause is part of a sentence that contains at least a subject and verb. Relative clauses are clauses that describe or define a noun or a noun phrase. There are two types of relative clauses: defining and non-defining relative clauses.



Defining and Non-defining relative clauses

None defining relative clauses give extra information about the noun described in the sentence.

Whereas defining relative clauses define or limit the noun it describes in the sentence.

You can see if a relative clause is defining or non-defining by removing it from the sentence. If you remove a non-defining relative clause, the sentence still has the same meaning. If you remove a defining relative clause, the sentence has a different meaning or is incomplete.

II. Read the following sentences and indicate the sentences as defining or none-defining relative clauses. Then underline the relative clauses.

1. The book that she read was important for her literature review.
2. The participants who were interviewed volunteered to be part of the study.
3. Addis Ababa University, which is entirely a face to face instruction, has main administrative offices at Sidist Killo.
4. The student who sits in the back of the room asks a lot of questions.
5. The results that I obtained may invoke positive social change.
6. The journalist whose story I read yesterday has won prizes for her work.
7. The hypothesis, which I tested throughout the research, was rejected.
8. I have found the article, which I have been looking for.

2.5.4 The Uses of 'Let' and 'Make'

? Activity 2.13

Dear learner,

In this section, you will practice expressing different functions with the words 'let' and 'make'.

I. Give complete sentences to answer the following questions.

1. What are the things your teacher make you do that you didn't like doing?
2. What do/did you wish you could do, but can't because your parents don't/didn't let you do?

II. Choose the correct form of 'make' and 'let' to complete the following sentences

1. The teacher (let me/ let me to) leave early.
2. My boss (made me to/ mad me) stay late.
3. That story (made me/ made me to) cry.
4. My boss (let me to/ let me) work from home sometimes.



Rules how to use LET and MAKE

- a. 'Let'** can be used with object plus bare infinitive (infinitive without 'to')

Examples: Musa's mother **let** him **use** her car.

Our teacher let us leave early.

Here '**let**' can mean '**allow**' or '**give permission**'.

- b.** We can also use '**let**' to mean 'allow' in the sense of 'make something possible.'

Examples: This student card lets you book discount flights.

You can buy a pass which **lets you visit** all the art galleries more cheaply.

- c. Let's + infinitive** is often used to make a suggestion,

Examples: Let's go to the cinema tonight.

Let's get some coffee.

- d. Make** with bare infinitive (infinitive without 'to'). '**Make**' can mean 'force someone to do something that he or she doesn't want to do',

Examples: His mother **made** him clean his room.

The teacher **made** us study very hard.

- e.** It can also be used to mean 'cause someone to do something' (the thing can be good or bad)

Examples:

That film **made** me cry.

My brother often **makes** me **laugh**. If we use '**make**' in the passive, we use the infinitive with 'to' instead of the bare infinitive, Example: She was **made to** work on Saturdays, even though she hated working at weekends.

Section 2.6 Writing Skills

Dear learner, In this section, you are going to develop your writing skill by practicing writing a summary. You develop your writing skill by writing, so you need to practice the following activity to enhance your writing skills.

Section Learning Outcomes

Dear learner after completing the writing lessons in this section, you are expected to:

- punctuate sentences correctly.
- use semicolons, colons and apostrophe in sentences accurately.

2.6.1. Summary writing

? Activity 2.14

I. In this lesson you are going to write a summary. Before that sit down and answer the following questions.

1. What is a summary?
2. Have you ever written a summary?
3. What do you think is included in a summary?
4. Now look back to the reading passage titled "Features of contemporary civilization" and identify the main ideas of each paragraph. After you finish identifying them, compare your main ideas with your friends.
5. Using the main ideas you identified, write a summary of the text in one paragraph.



Note:

A summary is a brief statement or account of the main points of a text that has been read.

When writing a summary:

- Remember that it should be in the form of a paragraph.
- Begin with an introductory sentence that states the text's title, and main point of the text.
- It is written in your own words.
- Contains only the ideas of the original text. Do not include any of your own opinions, interpretations, deductions or comments into a summary.
- Identify the main points to include.
- Do not copy word-for-word

II. Now, Show your summary to a friend or your tutor for comments and improve it including the comments your friend suggested.

2.6.2. Writing Narrative Essay

Dear learner, what kind of essay do you write often?

In this section, you will learn about narrative essays. A narrative essay is an essay that tells a story. It tells a story in chronological order. Writing a story needs practice. Here you need to practice writing creatively.

? Activity 2.15

I. Answer the following questions and write your answer.

1. In your childhood, did your parents tell you stories?
2. How did they tell you?
3. Have you tried to write stories of your activities, like story of a place you visit?
4. What kind of words do you use to make the story attractive?

II. Now read the story about 'Merkato' and answer the questions below it.

The striving jungle of Africa

Jan 2021

It was an amazing experience! It definitely worth you ah, half to a day! I spent 5 days in Addis and this is the most exciting and adventurous tour. I've been to places like Kibera in Nairobi but the 'Mercato' is another thing. Not the living area, but the Merkato is showing us the hustle and bustle of lower class African lives. They are working, striving, and fighting for their own future; the 'ethic' and 'vibe' educated me that though life could be hard, you still should fight for it.

I went with the famous guide Yared. He is probably the best guide I met in Addis. He is patient in a way where I could ask anything, including sensitive things like religions, polygamy, politics... He could give you a satisfying answer. He knows not only Merkato very well but also places nearby. We first stopped at the famous Tomoka coffee shop, which is the oldest coffee centre of the first coffee-drinking country of human kind. Then we went through the blankets and accessories area. Those things just broaden your eyes. And like a video game which has hidden plot, Yared would lead us

to a historic place and asking if we wannaget inside. There are so many of them so you'd better schedule your time properly.

I departed a little bit late that day, if you wannago you'd better leave 5 hours for that amazing jungle!

Elvis J., Beijing, China, <https://www.tripadvisor.com.au>, accessed on July 2021

Answer the following question based on the above description.

1. How did the writer describe 'Merkato' in his title?
2. How did the writer begin the story?
3. Identify the phrases and expressions the writer used to admire 'Merkato'.
4. What punctuation marks did he use to make his writing interesting?
5. Who do you think is the writer?
6. What kinds of language does the writer use?

Now write a similar story about a place you have visited recently (the places could be ancient buildings, palaces, historical places, cultural Heritages, stalae, etc.).

Note:

A narrative essay tells a story. You should follow some steps:

- Think of the topic
- Plan (what to include, what words, phrases and sentences you should use to make the writing inspiring)
- Sequence your ideas, phrases and sentences in logical order that help you tell a story.
- Write first draft
- Check for spelling, punctuation and grammar errors.
- Write the final draft

Show your essays to a friend or to someone and receive comments. Then take your essays back and include the comments your friends suggested. Check again for any error while you are reading and correcting your essay.

2.6.3 Punctuation and Mechanics

Dear learner what do you know about punctuation and mechanics? Reflect this for yourself and read the following explanation.

Some Basic Punctuation marks

Mechanics are the small parts of your writing that stick everything together to ensure that everything makes sense and that emphasis is placed where you want it to be. Punctuation refers to the marks we can use to do this. Punctuation includes: commas (,), colons (:), semicolons (;), apostrophes (’), etc. These are some of the basic punctuation marks you often use in writing in addition to period, question mark and exclamatory marks.

1. Comma: The comma is used to separate words in a list. It is also used to show pause in a sentence and to separate clauses. It further is used in numbers, dates, and letter writing after the salutation and closing.

Examples:

- I have pens, pencils and books in my bag.
- I am very hungry so we should cook Mom. (Here the meaning seems that the speaker needs to cook her/his mother.)
- I am very hungry so we should cook, Mom. (Here the speaker needs to cook with her/ his mother. comma brings a meaning change).

2. Colons and Semicolons; Colons should be primarily used before you provide lists of items or quote somebody, whereas semicolons are used to link closely related sentences; they can be used when the relationship between these sentences is obvious. Colon is also used for emphasis.

Example: There are many punctuation marks. These include: comma, colon, semicolon and apostrophe. (Colon before the beginning of a list and comma between lists of words)

He always doesn't travel to his farm without one thing: his hoes.

I like soft drinks; they are my favorites.(semicolon joining related ideas)

3. Apostrophes: Apostrophes are most often used to signal ownership or to shorten compound words that can be contracted.

Examples: He took my **mother's** wedding ring.

He **doesn't** come.



Activity 2.16

I. Punctuate the following sentences using the comma (,) and the apostrophe (').

1. I thought registration day would be tiring but I didnt know Id have to stand in so many lines.

The foundations of the house had been poured but to his disappointment nothing else had been done because of the carpenters strike.

The grass was flourishing but the rest of the lawn unfortunately was dying.

Professors are supposed to be absent-minded and Ive seen plenty of evidence to support that claim since Ive been in college.

II. Punctuate the following sentences using the colon.

1. He was planning to study four subjects, mathematics, physics, chemistry, and economics.

2. I didn't have time to get changed I was already late.

3. There was one thing she loved more than any other, her dog.

III. Join the following sentences using the semicolon (;).

1. I had to complete the assignment by Friday. Otherwise I would have failed the course.

2. The office was closed. Consequently, I couldn't pay my bill.

3. The air was beautifully clear. It was a lovely day.

4. We always go to the mountains in the fall. They are at their prettiest time of the year.

5. Our dog seems to have a built-in alarm clock. He wakes us up at exactly the same time every morning.

Unit Summary

Dear learner, In this Unit you have tried to develop your ability of communicating through the four language skills. You have also tried to develop your vocabulary and grammar knowledge. In doing so you have practiced activities that are related to the given context and to the given language structure. You will also practice different activities to develop your language skills in the remaining units and in module Two as well.

✓ **A checklist for Unit 2**

Rate your performance in learning the language skills in unit 1.

1. Which of the following skills you learnt best in this unit? Why?

Listening speaking reading writing vocabulary grammar

2. Rate your ability of the following skills by putting a tick mark (✓).

Skills	good	Very good	Excellent	poor	Want to improve Yes or no
Listening					
Speaking					
Reading					
Writing					
Vocabulary					
Grammar					

UNIT 3: Causes of Road Traffic Accidents



(16 periods or 11 hours)

Dear distance learner, just like the other units in this module, this unit presents you all the major and minor skills in an integrative manner, by taking road traffic accidents its central theme. Thematic wise, it specifically focuses on causes, consequences and solutions for road traffic accidents. You address this theme through various activities designed for developing your listening, speaking, reading and writing skills. You also learn topic specific vocabulary and different techniques for vocabulary acquisition.

Unit Learning Objectives

Dear distance learner, at the end of this unit, you will able to:

- improve your listening skills;
- learn how to summarize listening and reading texts;
- use speaking strategies;
- apply the techniques of skimming and scanning texts correctly;
- learn appropriate expressions to ask for and give advice;
- be skilled at various ways of reading;
- write a cause and effect essay through process approach;
- understand and use adverbial clauses of reason and results correctly;

Section 3.1 Listening

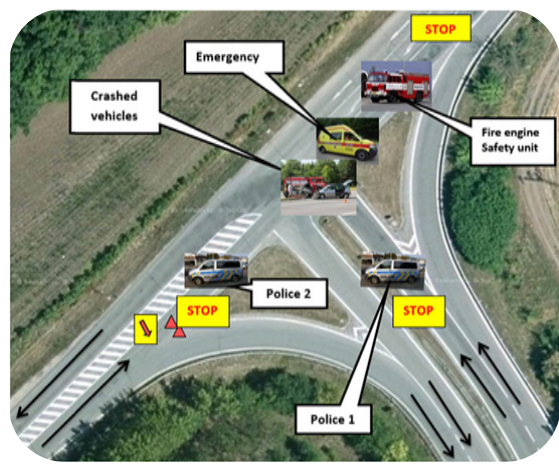
Dear distance learner, in this section, you are expected to enhance various sub-skills of listening. To that end, you are going to listen to a recorded material about causes and effects of road accidents.

Before listening to the text, look at the pictures below and brainstorm ideas about the potential causes and effects of road traffic. Then, share the information with your partner if you could find one; try to associate the causes with the possible consequences, prevalence and seriousness of road traffic accidents. Finally, Make sure that you are motivated and ready to listen and do various listening activities that are to follow.

Learning Objectives:

Dear distance learner, at the end of this listening section, you are expected to:

- be aware of note-taking techniques;
- explain concepts you learned from the listening text;
- sum up the texts in your own words;
- locate overtly stated information in the text;
- identify implicitly stated information in the text.



? Activity 3.1 Brainstorm

I. Dear learner, you are going to listen a one-minute story about accidents from a story teller. Before you listen to the story, answer the following questions.

1. What exactly comes to your mind when you look at the picture above?
2. Can you guess the cause for the car crash?
3. What do you understand from the general scene?
4. What do you know about reports on road traffic accidents in the world in general and in Ethiopia in particular?

II. Listen to the story and answer the following questions based on the information in the listening.

1. The story teller says that he/she was hospitalized every accident.
 - A. True
 - B. False
2. According to the listening text, accidents around offices and the house are more serious than traffic accidents
 - A. True
 - B. False

3. Which type of accidents is not mentioned by the story teller?

- A. work-related accidents C. Traffic Accidents
B. Using hand tools at home D. Industrial accidents

III. Listen to the listening again. This time, you should find a word or a phrase to complete the summary of based on the information in the listening.

Traffic accidents are worrisome because they are (a)_____ and lead you to be admitted to (b)_____. The most frequent accidents I've experienced is around (c) _____. I don't actually remember the number of times I've hit my thumb with a hammer. I also frequently smash something (d) _____. Countless accident reports come from (e) _____. His life is strongly associated with stories of accidents

Section 3.2 Speaking

Dear distance learner, in this section, you practice speaking through activities that help carry out spontaneous conversations, how to ask for and give opinions, how to take and allocate turns in discussion and develop public speaking. Some of the activities require memorizing and role playing. Thus, you are expected to play the parts of all the participants alone. For this, rehearsing the scripts and performing them in front of a mirror may be a possible option in the absence of someone to practice with.

Learning Outcomes:

Dear distance learner, at the end of this speaking section, you are expected to:

- recognize how to take turns and give turns in speech;
- use appropriate body language use;
- learn about effective voice projection;
- be familiar with the skills of oral conversations;
- carry out public speaking ;

? Activity 3.2 Conversation Practice

Dear distance learner, find a partner to act out the conversation between a traffic police and a woman whose car was damaged. Take the role of either the traffic police or the driver and rehearse your part before you present to your ideas each other orally.

Traffic Police: Can I see your license and registration?

Driver: Yes, of course! Here you are!

Traffic Police: Thank you, Madam! How much is your car damaged?

Driver: Just look at it. It's a write-off. There is no way I will be able to fix it.

Traffic Police: What happened?

Driver: Well, the light turned green, so I started to drive.

Traffic Police: And then, what happened?

Driver: And then, he ran the red light and started to drive on the wrong side of the road.

Traffic Police: Was he speeding?

Driver: Absolutely!

Traffic Police: How fast were you driving?

Driver: I was driving the speed limit, of course.

Traffic Police: Do you know what the speed limit is here?

Driver: its 70 kilo meter per hour.

Traffic Police: No it isn't. This is a school-crossing and the speed limit is 30km/h. That means you are driving 40 kilo meter more than the speed limit.

Driver: Oh! My goodness! I had no idea.

Dear learner, if completed, the following dialogue make up an imaginary conversation between the same traffic policeman and a man whose car hit that of the woman's in the above conversation. Add appropriate lines to complete the dialogue.

Traffic Police: Hope you are safe. Can you show me your license and registration?

Driver: Thank you for asking! Here it is!

Traffic Police: (1) _____

Driver: Not actually, sir! It was counting down, but the light was still green when I crossed it. It didn't even turn yellow.

Traffic Police: We'll check that on the camera.

Driver: Please do that!

Traffic Police:(2) _____ ?

Driver: I was driving slowly, below the limit. I got a flat tire. I was thinking of getting it fixed in the garage.

Traffic Police: (3) _____ exactly?

Driver: (4)_____.

Traffic Police: Still, you exceeded the limit by 10 kilo meter.

Driver: Is that so? (5)_____.

Traffic Police: This is a school-crossing and the limit is 30km/h.

(6)_____?

Driver: I was not expecting a speedy car crossing the line. I took an instant measure to minimize the damage. That is why I took the next lane. I think I was successful in that. The damage could have been worse.

Traffic Police: As to the damage, you two can settle. But still, the legal procedure continues.

Driver: (7)_____?

Traffic Police: You should show up at a nearby division and act as per the Statements issued.

Driver : (8)_____.

Traffic Police: It won't take more than 24 hours. Is that clear to you, Madam, too?

Driver (the woman): (9)_____ .Thanks!

3.2.1 Asking for and Giving Opinion

? Activity 3.3

I. Dear distance learner, in unit1 of this material, you dealt with the expressions for asking for and giving opinion; however, as this is very important in your daily communication in English, practice how to ask and give opinion about the social, economic and psychological impacts of road traffic accidents in our country. Here are some of the expressions you learned. Add some more expressions you know to the list and group them into the categories of 'formal' or 'informal'.

Tips on Expressions of asking for and giving opinion

- | | |
|---|--|
| <ul style="list-style-type: none"> • I think/I don't think..... • I'm fairly certain that..... • I'm quite certain that..... • I would have thought that..... • I'm absolutely certain that..... • I'm convinced that..... • I strongly believe that..... • In my view----- • What do you think of ----- • What are your thoughts on----- | <ul style="list-style-type: none"> • I believe..... • I don't doubt that..... • I feel certain that..... • My impression is that..... • As I see it..... • It seems to me that..... • It strikes me that..... • How do you feel about----- • What is your opinion on----- • From my point of view----- • From my perspective----- |
|---|--|

II. Dear distance learner, now complete the sentences below by adding the most appropriate opinion phrases. When you have more than one opinion, think over their meaning differences and try to recognize them clearly.

1. _____ you should move to your new work place with your family
2. _____ the government should continue subsidizing the house projects.
3. _____ we can reduce road accidents through law enforcement.
4. _____ students' traffic policing?
5. The price of essential goods is increasing; it is almost double now. _____ the government should encourage production of these goods.

? Activity 3.4

Rehearse the model conversation below between Tedla and Selamu; identify the expressions of asking for and giving opinion. Finally, try to act it out taking the role of both Tedla and Selamu.

Tedla: I am worried that the road traffic accident is increasing alarmingly in our country.

Selamu: Sure, I've a similar concern. It would become a major threat to the nation unless actions are taken timely

Tedla: But I don't think the concerned bodies are serious about the problem.

Selamu: Nor do I feel so. I think there must be something we should do about it.

Tedla: Definitely! It is a responsibility that everyone should take their shares.

Selamu: Yeah. But what do you think we can exactly do as citizens.

Tedla: One thing we can do is to participate in law enforcement activities. Don't you think so?

Selamu: I can't agree more! We can, for example, report on those who drive being intoxicated or who break the speed limits.

Tedla: Exactly. We should also engage in advocating for a proper implementation of safety rules such as wearing helmets and using seat-belts.

Selamu: I think pedestrians should be educated about road safety rules, too.

Tedla: Definitely! I know some countries that have produced highway codes for pedestrians. I think a similar measure should be taken here, too.

Selamu: Yes, you are right. Those countries that have already applied these rules have got promising results. Of course, drivers should be checked for their commitment to implement the pedestrian-first policy. Don't you feel so?

Tedla: Sure. We have to work for this sacred purpose and show our commitment. Is that ok?

Selamu: That is good, Thank you so much.

Tedla: It is all a pleasure to me.

3.2.2 Oral Reporting

? Activity 3.5

Dear distance learner, in this section, you are going to speak about the causes, effects and possible solutions of road traffic accidents in Ethiopia. Here, you do it by preparing yourself for oral reporting.

- I. Prepare a two to three minute oral report on one of the following topics:
 - a. Road traffic infrastructure in my home town/village
 - b. A road traffic accident I saw

c. Community traffic policing around schools

II. Follow the following steps

- a. Visit the scene for tangible data/information.
- b. Take interview for detail information.
- c. Give/ choose/make a catchy title/headline/topic.
- d. Decide how to begin, develop and conclude the report.

3.3.3 Giving a Public Speech

? Activity 3.6

Dear distance learner, in this section, you are going to make a speech to your friend on a topic related to road traffic accidents. The speech takes you between 7-10 minutes. Follow the following procedure to complete the task.

I. Choose a topic from the following options:

- The importance of codes of rules for pedestrians
- The importance of helmets and safety-gloves for motor cyclists
- The importance of measures taken on those who violate traffic codes

II. Make good preparation beforehand.

- Know the purpose of your speech
- Know your audience
- Research on the topic and have enough knowledge (gather enough data through reading, asking;
- Organize your speech coherently-consider how you frame your speech
- Identify important points; follow clear introduction-development-conclusion
- Be conscious of your language usage

III. Using your body language effectively;

IV. Adjusting your volume of speech for a maximum effect;

- Rehearse your speech thoroughly before the presentation;
- Start confidently and Close your speech with final strong words of sincerity and appreciation of the audience.

Section 3.3 Reading Skills

3.3.1 Reading: Socioeconomic Impacts of Road Traffic Accident

Dear distance learner, in the listening and speaking section of this unit, you have looked at the impacts of road traffic accidents from various perspectives. Now in this sub-section, you are going to read about different aspects of road traffic accidents. By doing so, you practice different sub-skills: reading for main idea, for details, for reference and vocabulary meanings.

Outcomes:

Dear distance learner, at the end of this reading skills section, you are expected to:

- skim the reading text to find the gist;
- scan for specific information;
- identify main ideas in the text;
- recognize the supporting details of the text;
- summarize the reading text in your own words;
- answer a given reading comprehension question;

? Activity 3.7 Brain storm

Dear distance learner, you are going to read a text on "the socioeconomic impacts of road traffic accidents". Before you read the text answer the following questions. Check your answer with the key at the end of the module.

1. How do road traffic accidents become sources of various socioeconomic Problems?
2. In what way do road traffic accidents affect a family?
3. What socioeconomic problems of road traffic accidents do you expect to be included in the reading text?

Dear learner, now it is time to read the passage below and to answer the reading comprehension questions that follow. Some of the questions can be answered through scanning and the other through skimming. Finally, check the answers with the answer key.

The Reading Text

(1) Governments, organizations of civil society, corporations, and community leaders from all over the world are now paying attention to road traffic accidents as a public health and development concern. According to a statistic from the World Health Organization (hereafter referred to as WHO), more than 1.25 million people worldwide pass away on the roads each year, and 50 million suffer injuries or disabilities as a result of traffic collisions. In hospitals in underdeveloped nations, 30 to 70 percent of orthopaedic beds have typically been occupied by injured people. The WHO estimates that if things continue as they are, "road traffic injuries are projected to be the seventh-leading contributor to the global burden of disease and the ninth leading cause of death across all age groups."

(2) Despite having 54% of the world's registered automobiles, low- and middle-income nations account for 90% of all road traffic fatalities annually, demonstrating an uneven link between the number of fatalities and the degree of motorization. Road traffic accidents, in particular, are the worst in low- and middle-income nations. They cause an estimated 5% loss in GDP, which is more than twice as much as development aid that these countries receive. In terms of the entire world's regions, the African Region has the greatest rate of traffic fatalities (26.6 per 100,000 people, compared to 17.5 per 100,000 people globally). Only 2% of the world's automobiles are owned by the Region, but it is responsible for 16% of all fatalities. Despite poor infrastructure development and road safety, the region will continue to have the highest rates of traffic fatalities because of the high rates of urbanization and motorization.

(3) According to reports, Ethiopia has some of the highest rates of traffic-related fatalities in the world. The WHO reports that Ethiopia had a road crash fatality rate of 4984.3 per 100,000 cars in 2013, compared to a sub-Saharan African average of 574. The number of fatalities from traffic accidents nationwide was equal to the number of fatalities from malaria, which is the ninth leading cause of death. In addition, Ethiopia has accident fatality and injury rates that are nearly 30 times greater than those in the US. The situation is generally getting worse and worse, which has a negative impact on both the overall economy of the nation and the livelihood of individuals in particular.

(4) The main issues facing the nation's growth and public health are consequently related to road traffic deaths and injuries. If no effective steps are made to control the issue, it will continue to negatively impact community livelihood and the national economy. .

(5) Road traffic accidents not only have a negative impact on an individual's quality of life, but also that of their family members, as a result of the lingering consequences of the incidents, such as the expense of medical care, treatment, and the loss of a family's primary source of income. Road traffic accidents also have a significant negative impact on the national economy because they deplete already scarce resources, destroy priceless property, and kill and disable members of the community's productive age group.

(6) In general, the situation is becoming worse and worse until it is catastrophic, indicating that not enough has been done to regulate and/or slow the alarming rate of the accident. This implies that timely, accurate, and pertinent data must be gathered and examined on a regular basis in order to assess the trends, scope, and severity of the issue and develop workable solutions. It also implies that Ethiopian road traffic accident trends, causes, and economic implications must be carefully examined.



Activity 3.8 True or False Items

I. Dear learner, decide whether the following statements are **True/False** according to the literal information stated in the reading text. Then, check your answers with the answer key at the end.

1. The impact of road traffic accidents leave scar beyond the individual victim.
2. There is a remarkable improvement from time to time in reducing road traffic accident rate.
3. According to the reading passage, raising people's awareness is enough to avert the rate of road traffic accidents .
4. The traffic road accidents in Ethiopia is the highest both in sub-Saharan Africa and in the world
5. The number of traffic accidents reports in low and middle income countries is not proportional to the number of automobiles
6. Nowadays, the world seems to be better informed and responsive to road traffic accidents.

II: Table completion

Dear distance learner, complete the table below based on the information stated in the text, Check your answers with the key at the end of the module.

	Main idea	Supporting Details
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		

III. Use the note in the table to write a summary of the reading passage. Try to paraphrase the idea of the writer as much as possible.

IV. Contextual Meaning of Words

Dear distant learner, there are words in the reading passage above whose meanings are similar to the ones given below. Use the paragraph number in the bracket as a guide to locate these words. Compare your answers with the answer keys given at the end of the unit.

1. Problem, challenge (Para 1) _____
2. Constitutes, consists (Para 2) _____
3. Irregular, unparalleled (Para 2) _____
4. Long lasting, persistent (Para 5) _____
5. Diminish, decrease (Para 5) _____
6. Relevant, appropriate (Para 6) _____

Section 3.4 Vocabulary Skills

Dear distance learner, given the mass of words you are supposed to learn, there is no way you can learn all. It would therefore be more useful to familiarize oneself to different vocabulary techniques and strategies. In this section, you learn contextual meaning guessing skills, sense-relationship between words, word formation processes. In addition, you learn certain phrasal verbs selected for this unit.

3.4 .1 Contextual Guessing Skill

Contextual meaning guessing skills are crucial for unfamiliar words; most vocabulary learning takes place out of classroom setting and tends to be done alone at home; hence, it would be beneficial for you to develop it. Here you employ clues as synonyms, antonyms, word structure and the like.

Objectives:

Dear learner, at the end of this vocabulary skills learning section, you are expected to:

- infer the contextual meanings of words;
- contextually guess the meanings of words;
- identify meaning relationships;
- use words in appropriate contexts of their own.

? Activity 3.9

I. Use the surrounding words or phrases as contextual clues to guess the meanings of the words in bold. Write the contextual clue that has helped you guess the meaning in each case; share ideas with your partner if you could find one, and check the answers based on the answer key at the end.

1. Because the teacher's explanation was **nebulous**, many students asked him to make himself clear. Meaning _____
2. Girma was not the first writer to use **pseudonym** 'Forefinger.'
Newspapers writers usually use false names. Meaning _____
3. The Sudanese people prefer **austere** styles-their clothing and homes are plain. Meaning _____
4. A **franchise** is a business arrangement in which an individual obtains rights from a larger company to sell a product or service. Meaning _____
5. Because **hyperactive** children are easily distracted, teachers should provide a calm atmosphere.
Meaning _____
6. **Celestial bodies**: the sun, moon, and stars are governed by predictable laws.
Meaning _____

II. Dear distance learner, in the following text, the target words are written in bold. Guess the meanings of the target words and write what kinds of contextual guessing clues have helped you to arrive at the meaning. Check the answer with the key at the end of the unit.

Peace of Mind

Peace seems to be a very **elusive** quality of life. I say elusive, because so many people, organizations and governments are searching for peace yet their efforts have not yielded much. Individuals try various methods to achieve peace, nations hold conferences and seminars, interested groups hold rallies and peace marches and yet when we look around the world, each day, we see more and more **unrest** such as lack of peace and tension. More people are stressed and troubled. In my opinion, the experience of peace or state of peace is very **attainable** practically achievable. The only reason that seems to be so elusive is because we have not understood what true or real peace is. And to understand true or real peace, we first have to get rid of certain **misconceptions** that we have about peace.

For instance, there are some people who think that a peaceful life is without any dynamics, something deadly and dull and therefore, unattractive. But peace is not boring, it is **invigorating**. Others believe peace to be **unpredictable** because it is a matter of luck or destiny. But really we are the master, the creators of our and, thus we can create peace. It is all up to us.

3.4 .2 Word Formation (Prefixes, suffixes)

? Activity 3.10

Dear learner, this is the sub-section of vocabulary where you can learn to increase word power through word formation process- prefixes and suffixes.

I. Generate some ideas on the issue before working on the activity given below. Check your answer with the answer key at the end of the module.

- a. What exactly are affixes, then?
- b. How do they contribute to word formation?
- c. Identify the root, prefixes and suffixes in the following words and determine their word class/grammatical class.

II. In which of the following cases, the class of the word changes as a result of the affix added and in which case, it remains the same.

- i. Anti-establishment
- ii. Pre-requisite
- iii. Unkindness
- iv. Dysfunctional
- v. Ineffective
- vi. Miscalculated
- vii. Unchangeable
- viii. Ill-mannered
- ix. Disproportional



Tips on Word Formation:

Affixation is a process of adding or fixing inflections (prefixes, infixes and suffixes) to root words; For example, if the suffix -able is added to the word pass, the word passable is created. Likewise, if to the word passable the prefix in- is attached, another word is formed, 'impassable'.

Affixation is a common and productive morphological process in English language to form new words. In English, **derivation** is the form of affixation that yields new words. In the word 'impassable' derived from the root word 'pass' through the process of adding the prefix im-' and the suffix '-able'. The suffix '-able' changes the word class of the root word which is a 'verb' to adjective. And the prefix 'im-' does not change the word class, but changes the meaning of the word completely-from positive to negative. Both affixes are thus derivational. There are also inflectional affixes which only change the grammar of the root or base word (e.g. markers of number, tense, degree etc.). For example, the affixes such as '-er' in 'stronger', '-ed' in 'asked', and '-s' in 'books' do not change the word class or meaning of the base words, but they only change the simple degree to comparative, present to past and singular to plural, respectively.



Activity 3.11

Dear distance learner, insert the correct form of the base word in the bracket to complete the story of the text below. You are expected to add affixes (inflectional, derivational or both) to appropriate these base forms.

Human capacity to respond to this major public health concern is an important component of efforts to prevent road traffic injuries. Policy-makers, researchers and _____ (Practice) need information on effective prevention measures and how to develop, implement and evaluate such

(2)_____ (intervene). There is a need to train more specialists in road traffic injury (3)_____ (prevent) in order to address the growing problem of road traffic (4)_____ (injure) at international and national levels. The World report on road traffic injury prevention, launched in 2004, identified the (5)_____ (develop) of capacity as a key recommendation. Consequently, the World Health Organization, in (6)_____ (collaborate) with the Transport Research and Injury Prevention Programme of the Indian Institute of Technology in New Delhi, was prompted to develop this manual to provide (7)_____ (guide) to professionals working on road traffic injury prevention.

3.4 .3 Phrasal Verbs:

Dear distance learner, in this sub-section you learn phrasal verbs such as (let in, let out, let off, let by). You are going to learn how the meaning of the verbs change because of the particle and the context sensitivity of the phrasal verbs.

? Activity 3.12

I. Study the following sentences and answer the questions before doing the activity. Focus on the meaning of the words in bold. Check your answer with the key at the end of the unit.

1. Hanna knocked on the door but her sister didn't **let her in**.
2. My friend Kider often misbehaves in class, but this time, the teacher decided not to let **him off**.
3. I was planning a surprise birthday gift to my father, but my younger brother decided to **let him on**.

Questions:

1. Is it possible to guess the meaning of the phrasal verbs by looking at the meaning of the parts that make up the phrasal verb?
2. What helped you guess the meaning of the phrasal verbs above?

II. Please select the phrasal verb that best completes the sentence context in the following sentences.

1. What time does class (let down / let out / let off)?
2. The bus stopped on Park Avenue to (let off / let by / let up) a few passengers.
3. She is not as innocent as she (lets out / lets down / lets on).

4. The boy (let off / let out / let on) a firecracker in the drive way.
5. The tailor said that there is enough cloth to (let off / let out / let up) the pants by an extra two inches.
6. I want to (let you down/let you on/let you in) on what I heard about the new office romance between Jerry and Sue.
7. After two hours of searching it is clear that he is not (letting up / letting down / letting off) until he finds what he is looking for.
8. Be careful not to (let the cat off / let the cat down / let the cat out) when you open the side door.
9. Once it was dark outside, she decided to (let down/letup/let off) the curtains.
10. I didn't want to (let them off/let them on/let them down) so decided to keep my promise and go to the party even though I didn't want to.

III. Dear learner, guess the meaning of the phrasal verbs in bold based on the contextual clues found in the sentences.

1. I had tried to **let on** that I had already guessed the answer.
2. The students were **let out** of the school early.
3. The rain shows no sign of **letting up**.
4. I promised to meet him there and I will not **let him down**.
5. He opened the window to **let in** the air.
6. I need to **let down** this dress; it is too short.
7. Despite our expectation, the police officer **let him off** without arresting him.
8. Let's move to the side and **let them by**.

Section 3.5 Grammar Skills

Dear Distance learner, in this section on grammar, you are going to practice on grammar lessons such as adverbial clause of cause/reason and adverbial clause of result/effect.

Learning Objectives:

Dear learner, at the end of this grammar section, you are expected to:

- improve your grammar ability;
- use punctuation marks correctly;
- beware of the use of active vs. passive voices;
- be familiar with expressions of asking for and giving advice.

3.5.1 Adverbial Clauses of Reason**? Activity 3.13**

- I. Dear distance learner, in this sub-section of grammar practice, you are going to deal with adverbial clauses of reason.
 1. What are adverbial clauses of reason?
 2. How are they different from other types of clauses?
 3. What are the focus areas of these kinds of clauses?
 4. Write down some examples of your own adverbial clauses of reason.
 5. Check your answers with that of your partner's for a few minutes.
- II. Dear learner, identify the adverbial clause of reason in the sentences given below. Check your answer with the suggested answers of the key at the end of the module.
 1. I sing because I like singing.
 2. He thinks he can get anything because he is rich.
 3. Since he has apologized we will take no further action against him.
 4. As he was not there I left a message with his mother.
 5. I am glad that you have come.
- III. Dear distance learner, 5 of the sentences below can be cited as examples of adverbial clauses of cause or reason. Thus, put a tick mark in front of such a sentence. Check your answers with the answer key given at the end of the module.
 1. She likes the red dress more than her friend does.
 2. Since we handed the essay in early, we got a two-day break from studying.
 3. If you buy a lottery ticket, you might win some money.
 4. As I don't live in Addis anymore, I can't see Entoto from my window.
 5. I lift weights because I want to get stronger.

6. Unless you're already happy with your phone, you should get an upgrade.
7. She was glad that he came to the party yesterday.
8. Because he had not wrapped up warm, he caught a cold.
9. As soon as they finish the housework, they will start cooking the dinner.
10. Although he is a qualified teacher, he is working as a waiter to pay his bills

IV. Dear learner, join the clauses using an adverb of cause/reason. More than one option is possible. Check your answers with the key at the end of the module.

1. I want to meet you. I will come to your work._____
2. He has written a letter of complaint. We have to refund his money._____
3. It is snowing. I will have to cancel the road trip._____
4. She was disappointed. You failed your English exam._____
5. You didn't pick up the phone I left a voice mail._____



Language Tip: An Adverb clause of reason/cause

An adverb clause of cause or reason gives the information about the cause or reason for any action of the verb in the main clause. An adverb clause of reason or cause uses subordinating conjunctions such as: *because, as, since and that*.

Adverbial clauses that start with 'as and since', are used when the listener is already aware of the reason. For instance, you can have a look at the example. As it is raining again, we will have to cancel the match.

The adverbial clause that begins with *because* is used to give information which isn't already known to the reader or listener.

Examples for Adverbial Clause of Reason/Cause

1. Because he had not paid the bill, his electricity was cutoff.
2. Since he has apologized we will take no further action against him.
3. As he was not there, I left a message with his mother.
4. I am glad that you have come.
5. I did not buy it because I did not like the look of it.
6. Because he is rich, he thinks he can buy all of us juices. As he was not there, he spoke to his brother.

3.5.2 Adverbial Clauses of Result/Effect

Dear distance learner, in this sub-section, you are going to deal with adverbial clauses of result/effect. Before getting into the details, attempt to answer the following questions. As far as they are in the right track, free responses are acceptable for all questions.

? Activity 3.14

I. Dear distance learner, in this sub-section, you are going to deal with adverbial clauses of result/effect. Before getting into the details of the section, try to answer the following questions. Check your answer with the key at the end of the module.

1. What are adverbial clauses of result/effect?
2. How are they different from other types of clauses?
3. What are the focus areas of these kinds of clauses?
4. Write down some examples of your own adverbial clauses of result/effect.

II. Dear learner, identify adverbial clauses of result/effect in the following sentences and check your answer with the key at the end of the module.

1. The famine was so severe that thousands perished.
2. They fought so bravely that the enemy fled.
3. He is such a good man that all respect him.
4. He spoke in such a low voice that few people could hear him.
5. She was so weak that she could hardly stand.
6. It was so hot we didn't go out.

III. Dear learner, complete the following sentences with your own clauses of result/effect.

1. He wears eye glass so that _____
2. He is such a kind man that _____
3. We started early in order that _____
4. I like visiting historical places so that _____
5. Hawassa is such a beautiful town that _____
6. _____ Every body likes her.
7. _____ so that she could improve her English.
8. _____ So that everybody would hear him.
9. _____ we didn't go out.
10. _____ she couldn't walk.

Language Tips:

Adverbial clauses of result/effect

An **adverb clause of result or consequence** is used to say what happens or what may happen as a result of the action mentioned in the main clause. The chief conjunction used to introduce adverb clauses of result are: **so that**, **in order that**, **so...that** and **such...that**.

- **So that and in order that**

Both **so that** and **in order that** are used to talk about purpose. In order that is more formal.

Speak clearly **so that** we can all hear you.

He spoke loudly **in order that** everybody would hear him.

In clauses introduced by **so that** and **in order that**, we can use present tenses to refer to the future. Future tenses are also possible.

Send the letter by SMS message, so that she **gets / will get** it before Wednesday.

- **So...that**

So can be followed directly by **that-clauses**.

It was **so** hot **that** we didn't go out.

The same idea can often be expressed using the structure **too...to**.

It was **too hot to go** out.

- **Such...that**

Such can be followed by a **that-clause**.

She spoke in **such** a low voice **that** nobody could hear her.

It was **such** a hot afternoon **that** we stopped playing.

Section 3.6 Writing Skills

In this section, you work on lessons that help you develop your writing ability. The section focuses on lessons that address certain punctuation marks, features of descriptive writing and the nature of cause-effect essays and paragraphs.

Learning outcomes:

Dear distance learner, at the end of this writing section you will be able to:

- learn about types of punctuation marks;
- identify uses of punctuation marks;
- be familiar with features of descriptive writings;
- recognize basic nature of cause-effect writings.

3.6.1 Mechanics of Writing: Semicolon, Apostrophe, Hyphen

Dear distance learner, in this writing section, you deal with the mechanism of writing. You specifically work on activities that help you develop your skill of using Semi colon, Apostrophe and hyphen correctly appropriately.

? Activity 3.15

I. Put the appropriate punctuation marks of semicolon, apostrophe and hyphen wherever it is necessary. Check your answer with the key at the end of the module.

1. Some people spend a lot of money hiring people for wedding services they are lucky to have such talented friends.
2. Each flower has its own personality some seem shy and others seem bold
3. On the day of the wedding, were going to rent a limo.
4. My brothers wife will make the arrangements.
5. Shes a great party organizer
6. The groom danced with his new mother in law.
7. It was a spectacular fun filled day for everyone.

II. Dear learner, read the text below and edit it for appropriate use of punctuation marks such as semicolon, apostrophe's, and hyphens. There may be more than one correct way to edit some of the sentences. Consider how the punctuation you choose affects the meaning of the sentence. Finally, check your answer with the key given at the end of the module.

I was a little nervous about the interview it was my first in years. I had to borrow my roommates suit, but it fit me well. A few days ago, I started to research the company's history and mission. I felt like I was well qualified for the job. When I arrived, I shook hands with the interviewer she had a strong grip! It nearly caught me off guard, but I did my best to smile and relax. I was a little distracted by all the books in the woman's office; she

must have had a hundred books in that tiny room. However, I think my responses to her questions were good. Send her an e-mail to thank her for her time. Hopefully she'll call me soon about the position.

Language Tips

The semicolon: is most commonly used to mark a break that is stronger than a comma but not as final as a full stop. It's used between two main clauses that balance each other and are too closely linked to be made into separate sentences.

For example: The film was a critical success; its lead actors were particularly praised.

The Apostrophe: The two main uses of apostrophe are: **possession** and **omission**

Example: Malcolm's cat was extremely friendly. (possession) I'm afraid the pie isn't suitable for vegetarians. (omission)

The Hyphens: are used to link words and parts of words. The three main cases where you should use them are: in compound words, to join prefixes to other words, to show word breaks

Example: My mother-in-law is visiting soon (in compound words).

The novel is clearly intended to be a post-Marxist work (to join prefixes). He collects eighteenth- and nineteenth-century vases (word breaks).

3.6.2 Descriptive Writing

Descriptive writing provides readers a clear picture of people, places, objects, or events. In Descriptive writing, the writer does not tell readers what was seen, felt, tasted, smelled or heard. It rather makes readers see, feel, test, and smell or hear themselves through the use of clear language and by providing accurate sensory details. Use of figurative language, adjectives, adverbs and modifiers is common in descriptive writings.

Activity 3.16

I. Dear learner, look at the sample descriptive paragraph below and answer the questions that follow it. Check the answer with the answer key at the end of the module.

"Spynax is my cat. He is an adorable cat. He has orange fur with black and white spots. I like to hold him because his fur feels soft. Every morning, I give him milk. Unlike the other cat I had two years ago, Spynax doesn't like rice, so I feed him cat foods. Spynax is an active animal. He likes to chase everyone in my house. When he feels tired and sleepy, he usually sleeps on the sofa in the living room or under the table."

1. List the adjectives used to describe the physical characteristics of 'Spynax'
2. List the adjectives used to describe the habits and behavior of 'Spynax'
3. What is the difference between objective and subjective description? Are there examples of subjective descriptions in the above text? Write them.

II. Read the following short extract and visualize the image of the workplace created in your mind.

"The workers arrived every morning at 6 a.m. and each morning they were greeted with thick curtains of dust and soot that coated their tongues, so that they could taste their own deaths approaching day-by-day."

III. Read the paragraph level description about a person called Mr. X. below, and identify the physical appearance and dressing style of the person. Check your ideas with the answer key at the end of the unit.

Mr. X is of medium height, but the thinness of his body and the length of his legs give him the appearance of being much taller. The green coat he is putting on seems to have been once a smart garment, but has originally been worn by a man much shorter than him, for the soiled and faded sleeves scarcely reach his wrists. It is buttoned closely up to his chins and is stretched tightly around his back. His scanty blank trousers are worth in signalling that they have been well used for many years. On his feet he wears a pair of patched and mended shoes, above which one could his dirty white socks. His long black hair is covered in untidy hat. Glimpses of his bare wrists could also be seen between the tops of his gloves and cuffs of his coat sleeves. His face is thin and haggard, but indescribable air of cheeky confidence still remains in the overall impression.

3.6.3 writing Cause-Effect Paragraph/Essay

Dear learner, cause-effect is one method of developing paragraphs or essays. The purpose of writing a cause-effect paragraph or essay is to show how various phenomena are related. In cause effect paragraph/essay, the writer analyzes the reason/cause for a certain consequences/ results. The consequence can be an action, an event or decision.

? Activity 3.17

I. Dear learner, rewrite the following sentences using the conjunctions given in the bracket. Check your answers with the key at the end of the module.

- I stayed at my office, for it was raining heavily. (So)
- She made on big mistake, as a result, she lost her job. (because)
- It rained heavily; consequently, the football game was canceled. (due to)
- Since I spent all my money in the first week, I had no money to buy air-ticket. (as a result)
- They had to postpone the meeting, owing to the strike. (because of)

II. Dear learner, read the following short text and complete the table below it by writing the causes and the corresponding effects. Check your answer with the answer key at the end of the module.

I woke up late this morning because my alarm clock did not ring. As a result, I had to rush to get ready for school and I made a huge mess all over the house. I missed the bus because I had to go back home to fetch my cell phone. Consequently, I was late for school, and my lecturer was not pleased with me at all. Due to the fact that my day had been going so badly, I was in a bad mood and I shouted at my friends. Since I was in such a bad mood, they didn't want to hang out with me and they left. After they left, my day only got worse. In view of all that happened today, I've decided that it needs two alarm clocks instead of one, to make sure I wake up on time in the morning.

Cause	Effect
My alarm clock didn't ring	I wake up late



Tips on Cause-effect writing

Transitions that signal cause and effect

accordingly	as a result	because of	so
consequently	due to	for that reason	on account of
if . . . then	leads to	results in	hence
since	therefore	thus	

Verbs That Signal Cause and Effect (sample list)

constitute	Construct	contribute	control
create	Damage	determine	facilitate
force	Harm	induce	influence
initiate	Institute	preclude	prevent

Nouns That Signal Cause and Effect (sample list)

Actor	Author	Agent	Benefit
Condition	Consequence	creation	creator
damage	Effect	end	event
factor	Grounds	harm	impact
influence	Issue	outcome	outgrowth
Product	Result	Source	

Section 3.6.4 Summary Writing

Dear distance learner, in this sub-section, you are expected to learn about the concept and mechanism of summary writing.

? Activity 3.18

- I. *Before dealing with the concept, generate ideas on the following triggering questions .*
 1. What is summary writing?
 2. Why do we need to summarize?
 3. When do we need to summarize?
 4. How do you go about summary writing?
- II. *Summarize the following cause-effect essay following the principles of summary writing. Let your summary be 1/5th of the original text.*

The homeless epidemic is a serious problem in nearly every major city across our country. According to the report of Housing and Urban Development, there over 500,000 people experiencing homelessness on any given night. It's a difficult challenge to tackle precisely because it is so multi-faceted, both in terms of its causes and its far-reaching effects. Homelessness affects not only the people who must struggle to survive on the street, but also the business owners or residents in the neighbourhoods. Petty crime and drug abuse are common. While many factors have contributed to the rise in homeless rates, one of the most profound is the lack of adequate social support services.

By definition, a homeless person is someone without a permanent home. They may seek shelter in parking garages, and subway stations. On a purely practical level, if a city can provide enough homeless shelters and other forms of affordable housing, the people who would otherwise sleep on the streets can sleep far more safely with a consistent roof over their heads.

Social support services, whether they are funded publicly or privately, would be able to tackle many of the immediate and long-term challenges that face people experiencing homelessness. In addition to providing adequate and reliable shelter, services like drug counselling, treatment for physical or emotional abuse, and career counselling can address

some of the factors that lead to homelessness.

The individual stories of each person going through homelessness will vary. What is often found, though, is that the homelessness came about because of a series of events. A person may unexpectedly lose his job, which may lead to family problems at home, which may lead to drug abuse as a coping mechanism, which may lead to further financial stress, and so on. Appropriate social services at any point in this process may be able to prevent homelessness from becoming this person's reality.

The effects of homelessness are equally complex and can be mirror images of the root causes. Because the person is experiencing homelessness, this may put profound strain on personal relationships. Drug abuse can become an issue, as the person seeks some way of coping with the pain and hardship of living on the streets. This leads to a downward spiral that drives the person deeper and deeper into the depths of crippling poverty and isolation.

The impact extends well beyond the individual, too. As homelessness becomes an increasingly visible issue in a neighborhood, home values can plummet. Middle and working class families may move out, providing a bigger opening for various forms of crime. Businesses may close as the area becomes too prone to theft and property crime.

Every city, every neighborhood faces unique challenges when it comes to homelessness. While the specific root causes can vary between individuals, the lack of adequate social services is a leading contributor. The right social services can address, reduce or even remove some of these other underlying causes. With powerful effects for both the individual and society at large, homelessness is a pressing issue and one that must be approached with tact and compassion.

(Adapted from <https://www.eapfoundation.com>)

- III.** Call back to the causal-effect essay you developed for the “causes and effects of road accident in our country”. summarize this essay by 1/4th and check the inclusion of main ideas and use of your own language with your partner if you could find someone.

**Tips on Summary writing:**

Summarizing means giving a concise overview of a text's main points in your own words. A summary is always much shorter than the original text. The length of a summary can range from just a few sentences to several paragraphs; it depends on the length of the text/essay you're summarizing, and on the purpose of the summary. Writing a summary does not involve critiquing or analyzing the source you should simply provide a clear, objective, accurate account of the most important information and ideas, without copying any text from the original and without missing any of the key points. There are many situations in which you might have to summarize a text, an essay or other source:

- As a stand-alone assignment to show you've understood the material.
- To keep notes that will help you remember what you've read.
- To give an overview of other researchers' work in a literature review.

Important issues to be considered in summary writing are:

- Reading the text carefully
- Breaking the text into sections
- Identifying key points in each section
- Writing the summary
- Checking the summary against the original text

☑ Dear learner, in this unit, you have looked into the following important points. Put a (√) mark in the column in front of each item to indicate your master of each item.

Extent of success in the skills learnt I could.....		Not well	Well	Very well
1	Listen to identify the purpose of the speaker			
2	Listen for the main idea of the text...			
3	Find out the literal ideas of the text easily			
4	Become familiar with some strategies of listening			
5	infer the contextual meanings of words.			
6	Contextually guess the meanings of words.			
7	Use appropriate body language use.			
8	Learn about effective voice projection.....			
9	skim the reading text to find the gist.			
10	scan for specific information.			
11	identify main ideas in the text.			
12	recognize the supporting details of the text.			
13	Summarize the reading text in my own words..			
14	Improve my use of adverbial clause of reason /cause			
15	Improve my use of adverbial clause of result/effect correctly			
16	Write a paragraph/an essay on the advantages of irrigation.			
17	Identify the functions and structures of essays...			
18	Differentiate process from product in essay writing			

Unit 3 Summary

Dear distance learner, I hope you have enjoyed learning this unit lessons; in this unit you have focused on the causes, and consequences of road traffic accidents. **It is hoped that this unit made you** be familiar with the seriousness of road traffic accidents in our country; in relation to that, you integrated English skills to understand and address the magnitude and prevalence of the problem by improving your language skills. To this end, you focused on various forms of listening and reading extracts, Vocabulary and grammar areas related to causal-effect relationships. Hopefully, all the unit thematic lessons enabled you to achieve the set unit objectives at the beginning of the unit like:

- enhancing your listening strategies;
- learning how to summarize listening and reading texts
- making use of speaking strategies;
- applying the techniques of skimming and scanning;
- learning appropriate expressions for asking and giving advice;
- being skilled in various ways of reading;
- writing a cause and effect essay through process approach;
- understanding and using adverbial clauses of reason and results correctly; and
- using punctuation marks appropriately.

Dear distance learner, work on the following written assignments by your self based on the information you have got from the unit lessons . This assignment is to be submitted to your distance learning tutor who gives you feedback and tutorial class at the end of each unit lessons. Good luck!



Written Assignment

Dear distance learner, work on the following written assignments by yourself based on the information you have got from the lessons in the unit. This assignment is to be submitted to your distance learning tutor who gives you feedback on your performance at end of each unit lessons. Good luck!

Dear distance learner, write a cause-effect paragraph on one of the following sets of notes. Add some more sentences of your own to develop the paragraph adequately. Use appropriate conjunctions or connectors to keep the logical flow of ideas.

1.

- a. I liked business in high school
- b. Salaries in the field are high
- c. I have an accountant aunt
- d. I am good with numbers
- e. I chose to major in accounting

2.

- a. I reduced work hours
- b. My income decreased
- c. My employer got irritated I got more time to study
- d. I got more time for my family and friends

II. Write a three-paragraph essay on "Cause and Effects of Road Traffic Accidents" Use the following short notes as a starter

- a. Poor quality of roads
- b. Inefficiency of drivers
- c. Carelessness of pedestrians
- d. Lack of law enforcement
- e. Loss of life
- f. Physical injuries Loss of economy Mental damages

.

UNIT 4: People and Natural Resources



(16 periods or 11 hours)

Introduction

Dear learner,

In this unit, you are going to deal with people and natural resources for 11 hours. With this topic you will learn the four language skills (listening, speaking, reading and writing) and vocabulary and grammar. Therefore, you need to go through each section carefully and develop each skill by practicing the activities. In short you will develop the following skills by learning this unit.

Unit Objectives

At the end of this Unit, you will be able to:

- explain the theme of the listening text;
- identify relevant points from a listening text;
- pronounce triphthongs correctly;
- make presentations in front of audiences;
- discuss how to conserve natural resources;
- skim to find the gist of a text;
- scan for specific information;
- infer the meanings of new words based on the contextual clues;
- make presentations in front of audiences;
- ask for direction accurately;
- identify prefixes and suffixes;
- write expository paragraph on how to conserve natural resources;
- use adverbial clause of purpose correctly;
- identify the meaning of some new phrasal verbs; and
- use punctuations and mechanics correctly

Section 4.1 Listening Skills

Dear learner, in this section you are going to listen to an audio record entitled “Care for Natural Resources”. Before you listen to the audio, answer the questions under Activity 4.1.

Section Learning Outcomes

Dear distance after completing the lessons in this section, you are expected to:

- comprehend the listening talk or speech on “Care on natural resources”.
- explain the ways of saving endangered natural resources.
- complete a text extracted from the listening talk with appropriate words.
- Listen for specific words to complete a text extracted from the listening text.

4.1.1. Care for Natural Resource

? Activity 4.1

I. Before you **listen to the audio**, answer the following questions.

1. What do you know about natural resources?
2. Which natural resources are found in your area?
3. Who takes care of natural resources in your area?
4. Discuss the meanings of the following words which are taken from the listening text: **expansion, migration, urbanization, resettlement, sustainability**

II. **While listening to the audio record**, answer the following questions.

1. Which one of the following factors is influencing natural resources in Ethiopia?

A. overpopulation	B. urbanization
C. environmental pollution	D. all
2. Degradation of land, water, forest, range land, and wildlife resources resulted in _____.

3. According to the listening text, the Ethiopian Governments have been extremely successful in addressing problems like launching soil and water conservation campaign, tree planting programs. A. true B. false

III. Look at the following words. They are taken from the listening text. Use them to complete the paragraph below.

Interconnected, degradation, Population, amplified,
Burden, unsustainable, sustainability, deterioration

In Ethiopia, natural resources are under the influence of various
1_____factors

Like population pressure, agricultural expansion, migration, rapid urbanization, resettlement, climate change, and environmental pollution. Its huge 2_____number had been putting a great 3____on the 4____of almost all types of natural resources. There is, therefore, serious 5_____of land, water, forest, rangeland, and wildlife resources that appear to feed off each other. This results in severe soil loss, low vegetative cover, 6___ farming practice, continuous use of dung and crop residues for fuel, overgrazing, and destruction and/or migration of wildlife, which again are intensifying the degradation of available resources in a vicious circle. The process ends with 7_____environmental consequences such as water quality 8_____, biodiversity decline, and ecosystem services averts.

IV. Dear learner, identify endangered natural resources in your area.

1. List the natural resources that are endangered.
2. Trace the causes why they are endangered.
3. Suggest solutions for each problem you identified.

Section 4.2 Speaking Skills

Dear learner, how do you pronounce new English words?

While learning a second or foreign language, you need to know how you can pronounce the sounds of that particular language. In this section you are going to develop your ability of pronouncing triphthongs. After doing the following activities, you will get more explanation about triphthongs. Here you will learn the pronunciation of triphthongs as in power, hour, layer, etc. Please work out Activity 4.2

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- define what triphthongs..
- differentiate the sounds of triphthongs from single sounds and diphthongs.
- Prepare interview questions.
- make public speech on different topics.
- express your complaints in English.

4.2.1. Triphthongs

? Activity 4.2

I. Answer these brainstorming questions

1. Do you remember what you have learnt about pronunciation in units one and two?
2. What did you learn from that lesson?
3. Can you give some examples?
4. What are trip thongs?
5. List some words that contain triphthongs (example, layer).

II. Now read the following paragraph and underline the words that contain triphthongs (sounds with three vowels).

When I was a child I wanted to be a lawyer, I could spend hours imagining myself as one. I admired those who believed in justice and helped the powerless. I saw trials like games, where both lawyers were the players and the final point was to win the case instead of reaching the highest tower. When I grew up, I studied in university and I was hired in a law firm. My dream finally came true! (Source anonymous)



Note: Triphthongs

When three vowel sounds come together, they are called **triphthongs**.

Triphthongs (UK: /'trɪfθɒŋ, 'trɪpθɒŋ/, US: /-θɔ:ŋ/) (from Greek “triphthongs”, literally “with three sounds,” or “with three tones”).Triphthongs are sounds which consist of a diphthong followed by a schwa “ə:”.Triphthongs is three vowel sounds that occur consecutively and can be separated in different syllables.

Here are some examples. The symbols of the vowel sounds are written above each word.

Example

eɪ + ə: ɔɪ + ə:

layer lawyer

ɑɪ + ə: aʊ + ə:

admire power

əʊ + ə:

lower

As we are talking about sounds, **the addition of /ə/ is only on speech**, as there is no form to put across the sound in a written word. The words with triphthongs have a consonant written in the clustering (example: 'w' in power).

III. Group the following words under the given triphthongs. A word as an example and the way you can pronounce the words is given.

mayor player royal soya fire hire tower hour slower mower

eɪ + ə

1. Layer _____, _____

ɔɪ + ə:

2. Lawyer _____, _____

ɑɪ + ə:

3. admire _____, _____

aʊ + ə:

4. power _____, _____

əʊ + ə:

5. lower _____, _____

4.2.2. Making Public Speech

Dear learner, Making public speech requires preparation. You should think about the topic, make research on the topic and plan the speech. When you prepare for public speech, consider the following points:

- a. The audience: think who your audiences are, for example, educated people, uneducated people or mixed people.
- b. The way you present, (referring to your note orally, using a projector, etc.).
- c. Planning your presentation (ordering it in the way it attracts your audiences). Speech presentation – forest conservation in focus You are going to make a 3-5 minutes speech on 'forest conservation 'for both educated and uneducated people.
 1. Individually, make a search of information about the topic and prepare a note on forest conservation.
 2. Then organize your notes and develop them.
 3. Revise your notes and recite them.
 4. Present your speech orally to anyone who is around you.

4.2.3: Asking for and Giving Directions

Dear learner, In this lesson you are going to practice to ask for and give directions. You should use different words or expressions that show direction when you indicate directions.

For example: **go up** or **walk up** the street, straight along this road, etc.

It is **on the left/right, on the right** side, etc.

? Activity 4.3

- I. **Now, write five questions for asking directions where natural resources are located. Then correct your questions. If you like, you can show your questions to other person. While you write your questions, use the following expressions.**

1. How can I get to..... ?
2. Where is the?
3. How far is the from the ?
4. Is there aaround here?
5. Could you tell me how to get to ?
6. How do I find/get to ?
7. Pardon me, I'm lost. How do I get to ...?
8. Which is the best way to ...?

Expressions used to show directions when:**a. Giving Directions to Say 'Go Straight':**

- Go straight, along the road, down there, go down or walk down the street, , etc.
- Continue straight ahead for about a mile, continue past the petrol station, (pass the station and continue), etc.
- Keep going for another station, keep going down/up this Street, etc.
- Take this road, Walk to the corner, etc.
- Follow this street for 300 meters; follow the road until you get to the bank.

b. Giving Directions to Say 'Turn':

- Turn right/left past the bank, Turn back,
- Take the first right,
- Round the corner from the post office,
- Cross the pub, pass the school etc.

c. Giving locations:

It is, on straight ahead, near/next/behind my office, etc.

d. Unable to indicate a place or give direction:

When you respond that you don't know a place (direction), use these expressions.

- I am sorry.
- I don't know.
- I am stranger here myself.

II. Look at the following situations of asking for directions using different expressions, and ask questions and give directions for each situation.

1. Student A is looking for his biology teacher's office in your school. Student B meets him by chance. Student B knows the teachers office.
2. A man is visiting your village. He wants to meet the 'kebele' chairman, but he does not know his office.
3. You are in hospital for treatment. You are looking for the pharmacy in the hospital.

4. A man wants to preserve forests in order to avoid irreversible environmental and financial disaster. He asks for the organization that is responsible.

4.2.4: Expressing Complaint

Dear learner, In this section you will learn how to express your complaint. Explaining complaint is telling grieves to people who initiated those grieves. Here you will learn how you could express your complaints and accept them.

? Activity 4.4

I. What would you say in the following situations?

1. You are studying at home. Your next-door neighbor is playing the music so loud that you can't study.

You: (complain to your neighbor).....

2. Your classmate is making too much noise and you can't concentrate on reading the text.

You: (complain to your classmate).....

Your classmate :(accepts your complaint).....

3. Your friend always seems reluctant to take part in voluntary work.

You: (complain to your friend).....

Your friend: (accepts your complaint)

Here are some more expressions you can use when you complain:

1. Sorry to bother you but.....
2. I'm sorry to say this but.....
3. I'm afraid I've got a complaint about.....
4. I'm afraid there is a slight problem with.....
5. Excuse me but there is a problem about, (you can add many).

II. Now, in the table below are some complaints. Write the main concerns for each complaint.

Example sentences of complaint	Main concerns
1. "I'm sorry but there appears to be a problem here. I asked for a single bedroom, not a double room. Can this be amended?"	
2. "I am sorry to say this but I am really disappointed in the work on this project. I expected this to be done more quickly. What went wrong and how can we avoid this problem in the future?"	
3. "I'm very sorry but I have to say I'm not happy with this haircut at all. How can we fix it?"	

4.2.5 Social Expressions to Say No

In this section you are going to use some social expressions to avoid or say no thoughtfully for some questions. Learn these expressions and use them to give answer for the questions under Activity 4.5

? Activity 4.5

I. Here are some expressions for you to saying 'no' tactfully. Use them and say no for the following questions.

Examples of Expressions

(I'm not keen on ..., I don't particularly like .../ I'd really rather not .../ If it's OK Example: Q: Can we talk?

RESP: If it's ok with you, I'd prefer not to talk to anyone. With you, I'd prefer not to ...)

Questions

1. Do you have time to visit natural heritages? _____
2. Can you visit the Semen Mountains with me? _____
3. Do you have time to help me with something? _____

4. Would you mind showing me Lake Chamo? _____
5. Can you stop near the park, please? _____

Section 4.3 Reading Skills

Dear learner, In this section you are going to read a text that will help you develop your comprehension skills, your ability of guessing meanings, referencing and inferring skills. Work out Activity 4.6 to develop your prediction skills. Then go through other activities for further understanding.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- comprehend different reading texts.
- infer implicitly and explicitly stated meaning in a reading text.
- guessing the meanings of new words from the context given.
- Scan for specific information in a reading text.

4.3.1 Reading: Indigenous Forest Conservation



Activity 4.6

I. **Answer these questions before you start reading the next text.**

1. What do you think forest conservations are?
2. How do you protect forests in your local area?
3. What is the meaning of the word 'indigenous'?
4. By looking at the title of the reading text, what do you think the text will be about?

II. **Now read the text and do the activities following it.**

Indigenous Forest Conservation

- 1 Indigenous and tribal community play critical roles in global and regional climate action and poverty **alleviation**. According to a new analysis, deforestation rates are much lower in indigenous and tribal territories where governments have explicitly recognized collective land rights.
- 2 According to the paper titled 'Forest Governance by Indigenous and Tribal Peoples,' indigenous and tribal lands in the Amazon Basin lost 0.17 percent of the carbon stored in **their** trees each year between 2003 and 2016.

- 3 Forests outside indigenous territory and **protected** areas, on the other hand, lost 0.53 percent every year, or 0.36 percent more than indigenous territories, according to the report. Improving the tenure security of **these** territories, according to a report jointly published by the United Nations Food and Agriculture Organization (FAO) and the Fund for the Development of Indigenous Peoples of Latin America and the Caribbean (FILAC), is an efficient and cost-effective way to reduce carbon emissions.
- 4 Indigenous peoples utilize forestry management techniques such as assisted forest regeneration, selective harvesting and reforestation, and tree growth assistance inside existing forests. According to the study, these are an efficient and cost-effective strategy to cut carbon emissions.
- 5 FILAC president Myrna Cunningham Kain stated, "The time has come to create a more inclusive, resilient, and sustainable future." To create a good coexistence between peoples and between humans and other living beings, nature, new ways of conceptualizing and carrying out development are required.
- 6 The paper demonstrated how the "cultural, geographic, economic, and political conditions and factors that have favored the preservation of forests in indigenous and tribal peoples' territories" are rapidly changing. According to the report, the effects might be severe and **irreversible**, both environmentally and financially.
- 7 These forest dwellers have a huge wealth of culture, knowledge, and natural resources, but **they** also have the lowest wages and the least access to services. They were also among the hardest hit by the disaster.
- 8 To address these challenges, the FAO report proposed a set of investments and policies that have the potential to reactivate indigenous and tribal territories' economies, mitigate climate change, preserve biological and cultural diversity, and reduce social and environmental conflicts.
- 9 The proposal is supported by six pillars: Recognizing collective territorial rights; compensating for environmental services; community forest management; **revitalizing** ancestral knowledge; and strengthening grassroots groups and territorial governance mechanisms. This would aid in boosting social participation and reducing inequities affecting Latin American and Caribbean indigenous and tribal peoples, as well as improving equitable access to climate finance and rural economic recovery.
- 10 The rate of biodiversity reduction is slower in areas where native people control land, according to the first-ever Global Assessment

Report on Biodiversity and Ecosystem Services, which evaluated the status of biodiversity on the planet. However, the indigenous groups' expertise and viewpoint are not included in the international methods to conservation.

- 11 The FAO report is significant since **it** was released just a few days after forest fires in Similipal, Odisha, made it clear how crucial it is to involve local populations in the first line of defense. The report urges "allocating resources to revitalize their **intangible** wealth of cultures and ancestral knowledge" and begs for a new engagement with indigenous peoples.

Source: <https://www.downtoearth.org.in/blog/natural-disasters/>

III. Answer the following questions according to the reading text.

1. One of the following is true according to the information in the text?
 - a. Deforestation rates are significantly higher in forests of indigenous and tribal territories.
 - b. Deforestation rates are significantly higher in forests outside indigenous territories and protected areas.
 - c. Forests in indigenous and tribal territories lost high percentage of the carbon stored in their forests than forests outside indigenous territories and protected areas in the Amazon Basin each year.
2. According to the study mentioned in the reading text which mechanism of reducing carbon emissions is efficient and cost-effective?
 - a. Practicing assisted forest regeneration
 - b. practicing selective harvesting
 - c. reforestation and assisted growth of trees within existing forests
 - d. all of the alternatives
3. In paragraph 11, the report concludes by saying:
 - a. FAO's report is significant for it came after a fire break out.
 - b. calling the international organizations to collaborate disregards of indigenous people
 - c. calling to involve indigenous peoples and to "allocate resources to revitalize their intangible wealth of cultures and ancestral knowledge".
 - d. All

Say whether the following statements are true or false, and give justification for your choices.

1. According to paragraph 10 the indigenous communities' knowledge and perspective is not forgotten in the global approaches to conservation.
a. true b. false
2. FAO report calls for a new relationship with indigenous peoples and to allocate resources to revitalize their intangible wealth of cultures and ancestral knowledge. a. false b. true

IV. The following words are taken from the reading text. Indicate what they refer to in the text.

1. The word 'their' Paragraph 2 line 3 refers to _____
 2. The word 'these' Paragraph 3 line 4 refers to _____
 3. The word 'they' paragraph 7 line 2 refers to _____
 4. The word 'it' in paragraph 11 line 1 refers to _____
- V. *Study the forests around your area. Then write a report on what you have observed. You can ask your science teachers if you like. Focus on the carbon content, land ownership and mechanisms of conservation or protection.*

Section 4.4 Vocabulary Skills

Dear learner, how do we form the opposites of English words?

In this lesson you are going to practice forming words from roots by adding prefixes or suffixes. Please do the tasks under Activity 4.7.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- form opposites of words by adding prefixes to the root word.
- change the form of words by adding suffixes to the root word.
- use the phrasal verbs you learned accurately.
- construct sentence using the phrasal verbs you learned.

4.4.1 Word Formation (Opposites)

? Activity 4.7

I. **The following words are taken from the reading passage you have read. Write the opposites of each word.**

1. alleviate (pragraph 1)
2. protected (pragraph 3)
3. irreversible (pragraph 6)
4. revitalize (pragraph 11)
5. intangible (pragraph 11)



Antonyms are words that have opposite meaning. Some words have direct opposites, but some words do not have direct opposites.

II. **Give direct opposites or antonyms to the following words.**

Example: the opposite of **strong** is **weak**.

1. friend _____
2. gloomy _____
3. guilty _____
4. horizontal _____
5. Important _____
6. Increase _____
7. inner _____

4.4. 2 Prefixes and Suffixes

Dear learner, can you differentiate suffixes from prefixes?

Learning the functions and meanings of prefixes and suffixes will help you expand your vocabulary which intern will help you improve your English. For this help work out Activity 4.8. Feel free to ask your tutor when you get the chance to meet if you have questions.

4.4.2.1. Prefixes



Activity 4.8

I. Do the following activity.

1. What do you think are prefixes? What are their functions?
2. In the following paragraph, identify the words with prefixes and write their meanings on your exercise book.

At first, I thought one of my fuzzy, orange socks disappeared in the dryer, but I could not find it in there. Because it was my favorite pair, nothing was going to prevent me from finding that sock. I researched all around my bedroom, under the bed, on top of the bed, and in my closet, but I still was unable to find it. I did not know that I would discover the answer just as I gave up my search. As I sat down on the couch in the family room, my dad was reclining on his chair. I laughed when I saw that one of his feet was orange and the other blue! I forgot that he was color-blind. Next time he does laundry I will have to supervise him while he folds the socks so that he does not accidentally take one of mine!

3. Find more prefixes in dictionaries or online sources and study their meanings.



N.B:

Prefixes are parts of a word that are added to the beginning of the word to change its meaning. There are many prefixes. Look at the list of prefixes in the table below and learn their meanings.

List of prefixes and their meanings

Prefix	Meaning	Examples
de-	from, down, away, reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	Not	illegal, illogical
im-	not, without	impossible, improper
in-	not, without	inaction, invisible
mis-	bad, wrong	mislead, misplace
non-	Not	nonfiction, nonsense

pre-	Before	prefix, prehistory
pro-	for, forward, before	proactive, profess, program
re-	again, back	react, reappear
un-	against, not, opposite	undo, unequal, unusual

II. Write words that begin with the prefixes below. Write as many as you can.

	de-	dis-	ex-	il-	im-	in-	non-
anti-							
over-	pre-	re-	sub-	tri-	un-	with-	

III. Work individually to complete each sentence and add the correct prefix to the words given in brackets. Write the words on your own sheet of paper or exercise book.

1. I wanted to ease my stomach_____ (comfort) so I drank some ginger root tea.
2. The man looked funny in his_____ (matched) shirt and pants.
3. The woman felt_____ (glamorous) at the party because she was the only one not wearing a dress.
4. The child's_____ (standard) performance on the test alarmed his parents.
5. When my sister first saw the meteor, she thought it was a_____ (natural) phenomenon.
6. Even though she got an excellent job offer, Trsit did not want to _
_____ (locate) to a different country.
7. With a small class size, the students get to_____ (act) with the teacher more frequently.
8. I slipped on the mud because I did not heed the
_____ (cautions) about watching my step.
9. A_____ (combatant) is another word for civilian.

4.4.2.2. Suffixes

Dear learner, In this section you are going to learn about suffixes. Suffixes are group of letters added at the end of a word. Suffixes change the word from one part of speech to another or give it a different meaning. Work out activity 4.9 and learn more about suffixes and their functions.

? Activity 4.9

1. Here is a list of 6 important suffixes that are most frequently used in written or printed English. Study them and complete the table. The first one is done as an example.

Suffix	Meaning	Example
1. -ed	past-tense of verbs	hopped, loved
2. -ing		
3. -ly	characteristic of	
4. -s, -es		
5. -able, -ible		
6. -ful		

Here are some rules how to use suffixes to form a word.

More rules

When adding the suffixes -ness and -ly to a word, the spelling of the word does not change.

Examples: dark + ness = darkness

scholar + ly = scholarly

Exceptions to this rule;

When the word ends in y, change the y to i before adding -ness and -ly.

Examples: ready + ly = readily

happy + ness = happiness

When the suffix begins with a vowel, drop the silent e in the root word.

Examples: care + ing = caring

use + able = usable

Exceptions to this rule:

When the word ends in ce or ge, keep the silent e.

Examples: replace + able = replaceable

courage + ous = courageous

When the suffix begins with a consonant, keep the silent e in the original word.

Examples: care + ful = careful

care + less = careless

Exceptions to this rule **Examples:** true + ly = truly

argue + ment = argument

When the word ends in a consonant plus y, change the y to i before any suffix not beginning with i.

Examples: sunny + er = sunnier

hurry + ing = hurrying

When the suffix begins with a vowel, double the final consonant only if (1) the word has only one syllable or is accented on the last syllable and (2) the word ends in a single vowel followed by a single consonant.

Examples: tan + ing = tanning (one syllable word)

regret + ing = regretting (The accent is on the last syllable; the word ends in a single vowel followed by a single consonant.)

cancel + ed = canceled (The accent is not on the last syllable.)

prefer + ed = preferred

II. ***Now you are going to use the adjectives and adverbs you learnt in your paragraph writing.***

1. Write a paragraph describing one of the natural resources in your area.
2. Include five words with prefixes and five words with suffixes.
3. Check if you have used the adjectives and adverbs correctly in your paragraph.
4. Correct the prefix or suffix that is spelt incorrectly if any.

4.4.3: Phrasal Verbs

Phrasal verbs are verbs that contain a combination of a main verb and a particle or preposition. Remember how you learnt phrasal verbs in unit 2 and 3 of this module.

Example: **look for** means **search**.

I am looking for my lost watch. This means I am searching my lost watch.

? Activity 4.10

I. **Look at the following phrasal verbs. Find the meanings of these verbs in a dictionary.**

Examples:

1. look out (n)- careful watch: He made a fine lookout. That was why he was not attacked.
2. Look over (v) – examine somebody or something: The doctor hurried into and looked over the patient.

- a. lock out-.....
- b. lock up-.....
- c. look around-.....
- d. look at-.....
- e. look down on-
- f. look up-
- g. look into-
- h. look forward to-

II. **Write your own sentences using each phrasal verbs listed above**

Examples:

1. Look out (n)- He made a fine lookout. That was why he was not attacked.
2. Look over (v) –The doctor hurried into and looked over the patient.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

**Note:**

Phrasal verbs are verbs that contain a combination of a main verb and a particle or preposition.

Example: **look for** means **search**.

I am looking for my lost watch. This means I am searching my lost watch.

Section 4.5 Grammar Skills**Section Learning Outcomes**

Dear learner after completing the lessons in this section, you are expected to:

- identify the different parts of speech you learned in the reading texts.
- construct sentences using the simple future and future perfect tenses.
- trace the difference between simple future and future perfect tenses.
- use adverbial clauses of purpose accurately.

4.5.1: Parts of Speech**? Activity 4.11****I. Workout the following questions.**

1. What do you know about parts of speech?
2. How many parts of speech do you know?

II. Look at the following sentences carefully. Then, indicate the part of speech each word in the sentences belongs to.

Example: Oh! What a wonderful story it is. Oh (interjection); what(pronoun); a(indefinite article); wonderful(adjective); story(noun); it(pronoun) and is (verb).

- a. The young girl brought me a very long letter from the teacher, and then she quickly disappeared. Oh my God!
- b. He's well-liked in his community.
- c. I dropped a penny in the well.
- d. I cooked breakfast and lunch, but Steve cooked dinner.
- e. I brought everything but the pens you asked for.

- f. Tell me about your most recent holiday.
- g. Were there any good restaurants?
- h. The man speaks fast, so I can't hear.

III. Look at the paragraph below. Some of the lines are correct, but some have a word which should not be there. Tick each correct line. If a line has a word which should not be there, write the word in the space. Line numbers 1 and 2 are done for you as an

Example.

Losing your memory

- 1 Imagine it that one day you woke up and _____ it _____
- 2 discovered that you had completely lost your _____ ✓
- 3 How would you have feel exactly? _____
- 4 I have thought about this recently after I was _____
- 5 in a traffic accident. I woke up in _____
- 6 hospital, and said to myself 'It's the time I _____
- 7 got up and have went to school!' I soon realized _____
- 8 my mistake. A nurse came in and asked to me _____
- 9 what my name was. I thought about it for a _____
- 10 moment and then said, 'I would wish I knew!' _____
- 11 Then I tried to get up. 'I'd rather prefer _____
- 12 you didn't do that,' said the nurse. 'Don't worry _____
- 13 you'll have it your memory back soon.' _____
- 14 'I wish you hadn't have said that,' I replied. _____
- 15 'Now I am really worried! If I hadn't looked _____
- 16 in my wallet, I wouldn't have been known my _____
- 17 own name!' Unfortunately my memory soon came _____
- 18 back, and I realized I had a Maths test the next day! _____



Note:

English has eight parts of speech: (noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection). The part of speech indicates how the word functions in meaning as well as usage within a sentence. An individual word can function as more than one part of speech when used in different circumstances. Understanding parts of speech is essential for determining the correct definition of a word when using the dictionary.

4.5.2: Simple Future and Future Perfect Tenses

Dear learner, In this section you are going to learn about the uses and functions of the simple and perfect future tenses. Please workout Activity 4.12 to practice using these tenses.

? Activity 4.12

1. Identify the simple and perfect future tenses in the following letter.

Dear sister, five years from now, in August 2021, my little child will begin kindergarten. Little Sally is only two weeks old right now. But before that time, she will have learned to walk, to talk and to do many other things that she can't do now. She will learn how to do these things during the next few years, but she will have finished learning them at some time before she begins kindergarten. There will be a space of time between the end of learning those things and the beginning of kindergarten.

Note:

"Simple Future" tells about something that is predicted to happen or will happen in the future.

Example:

1. I think I will do it again.
2. I will come tomorrow.

Whereas, the future perfect tense is used to indicate a future event that has a definitive end date. The **future perfect tense** is also used to describe an action that will have been completed at some point in the future.

For example: 1. Surafel will have baked a cake.

2. They will have painted the fence.

The future perfect tense is often used with a time expression (shown in bold) that identifies a point in the future. For example:

The baker will have baked a cake **before you arrive**.

They will have painted the fence **before I have a chance to speak to them**.

4.5.3. Adverbial Clause of Purpose (so that, in order that, lest,)

Dear learner, In this section you are going to learn about the uses and functions of adverbial clauses of purpose. Please workout Activity 4.13 to practice using these adverbs.



Activity 4.13

I. Answer these brain storming questions

1. What do you use the phrases so that, in order that and lest for?
2. Write one sentence for each of the above phrase.

II. Complete the following paragraph using the appropriate adverbs given (So that, in order to, in order).

Moges is a merchant in his village. He works hard (a)_____he will become a millionaire. He usually wakes up early in the morning. He drives two kilometers (b)_____to start his daily activity in his shop. He also learns in the evening session (c)_____to improve his education. He has to wait for schools to be closed (d)_____go out of his country for trade.

III. Complete the following sentences using the appropriate adverb.

1. We eat _____we **may** live.
2. Walk carefully _____you **should** fall.
3. He spoke in a low voice _____he **should** wake up the baby.
4. She raises her hand _____ask a question.



Note:

So that and **in order that** are normally followed by modal auxiliary verbs such as **can** or **will**.

May is also possible but it is more formal.

Examples:

1. I am working hard so that I **can** pass the test (adverb clause)
2. I am leaving now so that I **will** be there by six o'clock (adverbial clause of purpose).

Present tenses can be used to refer to the future after **so that** and **in order that**.

Examples:

1. Send the letter today itself so that she will get it by Thursday. OR Send the letter today itself so that she gets it by Tuesday.
2. I am going to make an early start so that I will reach there before 3 o'clock. OR I am going to make an early start so that I reach there before 3 o'clock.

An adverbial clause of purpose tells you about the purpose of the verb in the main clause. Adverb clauses of purpose are introduced by the subordinating conjunctions (that, so that, in order that, in order to, so and lest).

Examples:

1. Put on your warm clothes **lest** you should catch a cold.
2. She worked hard **so that** she **might** pass the test.

Section 4.6 Writing Skills

Dear learner, In English writing, punctuations are important to make the idea or message clear. Punctuations are also used to add or omit ideas in sentences or in a piece of writing. Here you are going to learn the uses of: **ellipsis**, **parenthesis**, and **quotation marks**.

Section Learning Outcomes

Dear learner after completing the lessons in this section, you are expected to:

- use punctuation, like ellipsis, parenthesis and quotation marks correctly.
- write descriptive paragraph coherently.
- compare your paragraph with a model paragraph given.
- differentiate guided writing from free writing.

4.6.1: Punctuation Marks (ellipsis, parenthesis, quotation mark: single and double quotation marks)

An ellipsis is a punctuation mark that is made of three dots (...). It is used:

1. to show an **omission** of a word or words in a quote.
2. to shorten the quote without changing the meaning.

For examples:

Full sentence: "After school I went to her house, which was a few blocks away, and then came home."

Ellipsis: "After school I went to her house ... and then came home." Here the ellipsis shortens the quote.

3. to show a **break**, or **trailing off**, of a thought or pause.

Examples:

1. She opened the door . . . and saw . . . a cake!
2. I was thinking . . . maybe we should call him.

In order to develop these skills, practice Activity 4.14

? Activity 4.14

I. Punctuate the following sentences according to the instruction given in parenthesis.

1. We went to the city, shopped, ate lunch and arrived home after midnight (removing the words "shopped, ate lunch").
2. She said, "I like apples, oranges and bananas because they are all fruits." (omitting the reason clause)
3. What do you want to say? (making pause beginning from the word "want")

Parentheses are a pair of bended marks that you put around words or numbers to indicate that they are additional, separate, or less important. The symbols

() are put around these words or phrases.

Example: They are in the lakeside (Abebe and Alemu).

Quotation marks enclose a direct quotation (word-for-word). Example: "I am busy," he said.

II. Punctuate the following direct speeches using quotation marks.

1. He said, the case is far from over, and we will win.
2. I hope you will be here, he said.
3. What would you do, I asked, if money didn't matter?
4. The king shouted, Let the games begin!

4.6.2: Descriptive Writing: Guided Paragraph Writing

Dear learner, how is guided writing different from free writing?

In this section, you are going to practice writing a descriptive paragraph. You will enjoy it and learn how to write a descriptive paragraph in practice. Here is Activity 4.15 to be done.

? Activity 4.15

I. Now you are going to write a descriptive paragraph. Write a paragraph of 9 sentences using the following details. The first sentence is written for you as an example below the details.

- Lake place to study
- Air hot, but water cool and fresh
- Enjoy swimming and surfing in lake
- When tire, lie on lake
- Some rest, continue study subjects
- lake noisy seagulls and children laughing, but pleasant noise
- like lake's smell
- never disturb study
- When study exams, go lake side

The lake side is the perfect place for me to study.

.....

.....

.....

.....

.....

.....

.....

.....

II. Read your paragraph and give correct grammar, punctuation, spelling, etc., errors.

III. What words have you used to describe the lake, water, children, etc., in your paragraph?

IV. Now, compare your paragraph you have written with the paragraph below.

The lake side is the perfect place for me to study. The air is hot, but the water is cool and fresh. After studying, I enjoy swimming and surfing in the lake. When I am tired, I come out and lie on the lake side. After some rest, I continue studying my subjects. The lake is noisy with seagulls and children laughing, but it is a pleasant noise. I even like the lake's smell. This never disturbs my study. When I want to study for exams, I usually go to the lake.

V. Read this paragraph again and:

- a. List the words that describe;
 - The lake
 - The air
 - The water
- b. What types of words are used to describe the lake, air and water?
- c. List the words that are used to join sentences in this paragraph?

Descriptive writing describes people, places, objects, or events using descriptive language (i.e. using words like, adjectives and adverbs).

In descriptive paragraph writing, you use words that create an image on the reader's mind. Descriptive paragraph writing includes providing details about an event or person. This requires: brainstorming ideas, outlining, sorting words, writing sentences and using transition words.

4.6.2.2: Free Writing

Dear learner, Free writing is one way of writing that you need to develop. Please practice Activity 4.16 and develop your writing skills.

? Activity 4.16

- I. Write a descriptive paragraph based on the following guidelines.
 1. Think of a natural resource in your local area. List what things are happening to these resources.
 2. Use the notes you listed to write a descriptive paragraph on a "natural resource in your area".
 3. Read your paragraph and correct the errors if any.

Summary

Dear learner, Have you found this unit very helpful? You learnt different skills in different ways. You have learnt to listen to an audio. You also learnt to pronounce triphthongs. You tried to comprehend a reading text and develop your vocabulary knowledge. In addition, you practiced different grammatical structures. Finally you practiced writing a descriptive paragraph.



Self-assessment for Unit 4

- I. Read the following conversation and complete it with the appropriate future tense.

Obang: What's wrong, Salim? You look terrible!

Salim: Well, you 1) _____ (look) terrible today, too, if you 2) _____ (have) a day like mine yesterday. My car slid into a tree, because the roads were muddy.

Obang: Oh? I was driving on a slippery roads yesterday, and I didn't have such trouble. What happened?

Salim: Well, I think if I 3) _____ (slide, not) into the tree. (drive, not) so fast, I 4) _____

Obang: Icy roads and speed don't mix. If drivers 5) _____ (speed) on ice, they're likely to spin their car in a circle.

Salim: I know. But I have one more problem. I didn't have my driver's license with me. If I 6) _____ (have) it, I 7) _____ (have to, not) pay an extra fine in the court next month.

Obang: Why were you driving without your license?

Salim: Well, I lost my wallet some days ago. It slipped out of my pocket, while I was riding the bus to work.

Obang: Oh, Salim! If you 8) _____ (take, not) that bus, you 9) _____ (lose, not) your wallet. If you 10) _____ (lose, not) your wallet, you 11) _____ (have) your driver's license with you when you hit the tree. If you 12) _____ (have) your driver's license with you, you 13) _____ (have to pay, not) a big fine when you go to court next week. And of course, if you 14) _____ (drive, not) so fast, you 15) _____ (run into, not) a tree, and you 16) _____ (be, not) in this mess now.

If I 17) _____ (be) you, I 18) _____ (take) it easy for a while and just 19) _____ (stay) home where you are safe.

Salim: Enough about me! How about you?

Obang: Well, things are really looking up for me. I'm planning to take off for Addis Ababa as soon as I finish my finals. I'm sick of all this cold, rainy weather we've been having.

Salim: I wish I 20) _____ (go) with you. How do you plan on getting there?

Obang: If I 21) _____ (have) enough money, I 22) _____ (fly). Otherwise, I 23) _____ (take) the bus. I wish I 24) _____ (drive) my own car because it 25) _____ (be) nice to drive there, but it's such a long trip. I've been looking for a friend to go with me and share the driving.

Salim: I have a super idea! Why don't I go with you? I can share the driving. I'm a great driver!

Obang: Oh, Salim! I can't believe it.

II. Two students speak about their wishes and regrets. Rewrite the underlined mistakes they made with wish and the third conditionals.

A: Is there anything you regret, Feysal?

B: Sometimes I think about my career. If I would've listened to my parents, I might've become a violinist, and what about you?

A: Actually 1) I wish I can speak Japanese. I might like to go and work in Japan one day. Oh, and 2) I wish my sister married her boyfriend. The whole family wants her too.

C: A regret of mine is about an ex-boyfriend. I wish now 3) I didn't spend much money on him. If I'd known how he was going to treat me, I would be more careful. Stefan, you're very quiet, any regrets?

D: Only about food, I was a very fussy eater as a child. 5) I wish I discovered good food earlier. In my family, though, it's my mother who has the regrets. 6) She wishes she would have had the opportunities I had.

Example: If I'd listened to my parents, I might've become a violinist.

1. _____

2. _____

3. _____

4. _____
5. _____
6. _____

√ Dear learner, you have been working through many activities to develop your English language skills. Now look at the following checklist and indicate whether each skill listed in the table is easy or difficult to develop. Then explain how you could improve it if you want to advance on it.

Skills	I found it easy	I found it difficult	Ways of improving it
1. Explaining the theme of the listening text.			
2. Identify relevant points from a reading text.			
3. Pronouncing triphthongs correctly.			
4. making presentations in front of audiences;			
5. Skimming to find the gist of a text.			
6. Scanning for specific information.			
7. Inferring the meanings of new words based on the contextual clues.			
8. Making presentations in front of audiences;			
9. Asking for directions accurately.			
10. Identifying prefixes and suffixes.			
11. Writing descriptive paragraph.			
12. Identifying the meaning of some new phrasal verbs.			
13. Using punctuations and mechanics correctly.			

UNIT 5: Irrigation



(16 periods or 11 hours)

Dear distance learner, in this unit, you learn various English language skills and sub-skills by taking irrigation as a major thematic area. That means, you work on listening, speaking, reading and writing activities designed to acquire the specific sub-skills within each major skills framed around irrigation related issues. Just like the other units, it is also expected that you enhance your vocabulary and grammar knowledge with the aim of improving your oral and written communication competency.

Unit Learning Objectives:

Dear learner at the end of this unit, you are expected to :

- listen for general and specific information;
- summarize listening texts;
- forecast the text's message using prior knowledge;
- synthesize reading texts;
- retell the story using key details from receptive texts;
- identify the reading texts' key details;
- skim for the gist ;
- scan for specifics;
- use the context to deduce the meanings of vocabulary terms;
- employ the adverbial clause of cause, reason, or purpose correctly.

Section 5.1 Listening Skills

5.1 Agriculture in Ethiopia

Dear distance learner, look at the pictures below and visualize what irrigation/ agriculture is like in Ethiopia. Before you directly deal with the listening text, generate ideas about various agricultural practices in Ethiopia by taking the pictures as thought provokers.

Learning Outcomes:

Dear learner at the end of the listening skills section, you are expected to:

- develop the skill of listening for general / specific information;
- listen for specific information;
- recognize some strategies of listening;
- synthesize the listening texts;
- analyze the listening text information.



1.



2.

? Activity 5.1

I. Dear learner, in this sub-section of listening, you are going to listen about agriculture in Ethiopia. Listen to the text and answer the following questions. .

1. How important is agriculture in Ethiopian Economy?
 2. What do you expect to learn from this listening text about agriculture in Ethiopia? Jot down your expectations.
- II. Now ,answer the following listening comprehension questions based on the information in the listening text. Then, check your answers with the answer key at the end of the module.
1. What is the main idea of the listening text?
 2. According to the text, what are the government-designated agricultural priority areas?
 3. What are the obstacles to the expansion of large farms in the agriculture sector?
 4. How is the text's organization of ideas? Clearly, historically, geographically, or logically)/ Provide proof.
- III. *Dear distance learner, say the statements below **True or False** based on the information in the Listening text. **Check your answers** with the answer key at the end of the module.*
1. The essay claims that Ethiopia lacks the resources necessary to improve its agriculture industry.
 2. According to the listening text, Ethiopia has not yet decided which agricultural intervention regions should get priority attention.
 3. The most significant barriers to large-scale farming, according to the listening text, are the lack of water availability and land ownership policies.
 4. The text states that one of the nation's primary agricultural focus areas is aggro-processing.

5.2 Public Speaking Skills

Dear distance learner, just like you did in the previous units, you work on lessons designed to promote your skills of speaking focusing on sub-skills such as dialogue, debate and public speaking. This provides you the opportunity to practice conversing, debating and public speaking on irrigation and to get acquainted with the techniques and procedure of adapting speaking skills to fit your audience. By doing so, you learn various social expressions and skills that are important for your interpersonal and public communications. You also learn how to research for information to be successful in conversation, debating and public speaking. To this end, you engage in:

- Gathering the appropriate information

- Organizing the speech in different sections
- Practicing properly
- Supporting your presentation with visuals
- Getting ready for handling questions if there are any.

Learning Outcomes:

Dear distance learner, at the end of this sub-section of speaking skills you are expected to:

- retell the story by taking notes of important points;
- take and give turns in dialogues and debates appropriately
- Research for and organize information effectively to be successful in debating and public speaking
- use important information and quotes to convince your audience ;
- develop your social skills through dialogues.
- learn the rules and procedure of debating
- deliver public speeches effectively;

5.2.1 Dialogues

Dear learner, in this section, you are going to practice making a dialogue with your partner. Here, the focus would be on expressions for accepting or rejecting ideas and turn taking. You start with sample conversations and move on to producing your own dialogues.

? Activity 5.2

- I. Dear distance learner, read the dialogue between Simegn and Munira and answer the questions below it. Simegn and Munira are agriculturalists. They met during a tea break at a conference. Check your answers with answer key at the end of the module.

Simegn: Hi Munira!

Munira: Hi! How are you doing?

Simegn: I'm okay, but a bit busy.

Munira: I understand. You have to get used to the new responsibility entrusted to your care.

Simegn: Yes, that is another challenge. I didn't know you were here. When did you come back from the field work?

Munira: Just yesterday night.

Simegn: Oh! You are bothering yourself a lot. You should have time for yourself and your family.

Munira: Yeah, you're right, but I don't want to miss this opportunity. It is a marketplace for new ideas. How do you get the paper on market-driven policy for agriculture? Don't you think it is advantages for us?

Simegn: Hmm, interesting, but don't you think it is a bit premature for the situation we are in? I think our immediate problem is food security.

Munira: I know. I thought it would have positive implication for increasing productivity.

Simegn: I'm not really sure I agree with that. The policy rather highlights making profit and competing for resources. It has less concern for environmental degradation.

Munira: You're absolutely right. There should be a mechanism to address the problem. What if you raise this as a discussion point later?

Simegn: I am thinking about it.

Munira: Please, do that.

Simegn: I will, if it is okay with them.

Munira: Why not? We are not expected to accept everything they say. They have to be challenged. How about raising the concern indirectly?

Simegn: That sounds a good idea. For example, asking them about their recommendations on the idea of equipping farmer with farm management skills.

Munira: Definitely. I think it's time for the next presentation. Let's be in.

Simegn: Yes, you're right.

1. Based on the above dialog, list out the expressions used:

A. to make suggestions

B. to accept suggestions

C. to reject suggestions

2. Give at least two alternative expressions for each category of expression.

5.2.2 Debate

Dear distance learner, in this sub-section, you are expected to develop your speaking skills through debating. The word "debate" has a variety of meanings depending on the context: It is...

1. A formal discussion of an issue at a public meeting or in a parliament, and
2. An argument or discussion expressing different opinions.

A debate involves two sides: **one supporting a resolution (a cause) and another opposing it**. Such a debate is governed by rules previously agreed upon.



Activity 5.3

- I. *Dear distance learner, answer the following questions first by yourself and then cross check the answer with the answer key at the end the module..*
 1. What do you know about debate? How does it differ from causal conversation between friends?
 2. Do you have any experience in debating? Do you remember the topic of the debate? What was your position-supporting the statement (proposition) or opposing it?
 3. What are the qualities of a good debater?

- II. Now get some friends and debate on the proposition: "Agriculture should remain at the center of the Ethiopian economy". Before debating, plan your debate in advance following the procedures below.
- Decide the position you and your friend takes-are you in support of the proposition /resolution or opposing it?
 - Establish the rules of the debate, including budging time.
 - Agree with your friend who can lead the debate
 - Collect sufficient facts and data to support your position
 - Frame your arguments in complete, but persuasive sentence forms and support them the facts and figures from reliable sources.
 - Anticipate counter arguments and prepare refutation



Important Tips on Debate:

- Those leading the debate should give attention for the following points
 - Greeting:** Good afternoon/morning /evening class
 - Stating the resolution:** Today we are debating on the resolution: "Agriculture should remain at the center of the Ethiopian economy"
 - Introducing the debaters:** We have two friends of debaters- the affirmative person, strongly supporting the resolution, and the opposing person, strongly opposing the resolution or suggesting the alternative solutions.
 - Sitting arrangement and turn taking:** The supporting team, on my left/ right, Takes the first minutes to present his/her ideas, and the opposing person on my left/right takes the next minutes.
- For the debating friends
 - Begin by greeting your friend, announcing the resolution, stating your position, and giving the number of reasons/points to support or oppose the resolution.
 - Focus on going after your opponent's case, not your actual opponent.
 - Have fun and take advantage of having an audience.
 - Make (appropriate) jokes, be fun to watch, use effective body language.
 - Try to win them (and the judges) over through both argumentative and non-argumentative means.

5.2.3 Public Speaking

Agriculture in Ethiopia

Dear distance learner, in this sub-section, you will be engaged in various activities that help you promote your speaking abilities. These include participating in dialogue, in debating and in public speaking. In doing so, you learn various social expressions and skills that are important for your interpersonal and public communications.



Activity 5.4

- I.** *Dear distance learner, answer the following questions first by yourself and then cross-check your answer with the answer key at the end of the module.*
1. What is the difference between public speaking and casual conversation?
 2. What do leaders do with public speaking?
 3. Have you ever participated in public speaking? What was the challenge of making a public speech?

II. *Getting Prepared for a Public Speech*

Dear distance learner, you are going to deliver a ten-minute public speech on "The importance of technology use in agriculture" to your partner. Follow the procedures below and get prepared for the public speech: check your ideas with the suggestions given for this section at the end of the module.

1. Research on the topic and collect important information
2. Determine 'the message' and the intent of the message
3. Organize your speech in different sections-introduction, body and conclusion
4. Rehearse (practice) the speech again and again
5. Check movement and body language use
6. Check your volume and rate of speech
7. Keep notes of key words (if necessary)
8. Incorporate visual prompts where necessary

Section 5.3 Reading Skills

Dear distance learner, this section focuses on enhancing various reading sub-skills, such as reading for main idea, reading for detail and references.

Learning Outcomes:

Dear distance learner, at the end of this reading section you are expected to:

- predict the text's primary point;
- draw on your prior knowledge;
- skim for the main ideas;
- scan for details;
- identify the text's main concepts.

? Activity 5.5

I. Dear learners, answer the following questions and then compare your answer with the answer key at the end of the module.

1. What comes to your mind when you think about 'irrigation'?
2. How do most Ethiopian farmers irrigate their land?
3. Do you think that Africa is ready to benefit from technological innovations in irrigation? How, if your answer is 'yes' and why not, if your answer is "no"

II. Read the passage below silently and answer the questions that follow it.

Opportunities for Innovation in Irrigation

(1) Irrigation has enormous potential to improve farming families' resilience and food security in addition to raising agricultural output, especially in light of the significant effects that climate change may have on the agriculture sector and farming families in particular. In turn, **this** gives women more agency and creates job prospects. There may be a rise in interest in irrigation among small-scale African farmers as a result of this. At the same time, the continent's expanding population calls for a more consistent and reliable supply of food. Therefore, the continent stands to gain significantly by making irrigation a major policy priority and scaling **it** up as needed. In the event of increasingly severe weather, doing this could assist assure the continent's food security. And be an engine of agricultural transformation.

(2) Irrigated areas in many nations in Africa rely on simple or improvised methods such flood recession, spate irrigation, and usage of wetlands, **all of which** are less effective and dependable than contemporary irrigation

systems. On-farm pressurized irrigation systems, like sprinklers and micro-irrigation, have the potential to greatly increase the yield and quality of horticulture crops while reducing water use. In comparison to just 2% in Asia and 13% elsewhere in the world, pressurized irrigation equipment is currently used in 18% of places in Africa that have access to contemporary irrigation technologies.

(3) As can be seen across the continent, there are improvements that can significantly boost a country's capacity for irrigation. A variety of elements need to be taken into account while choosing different irrigation innovations and water collecting techniques because irrigation is very site-specific and not constrained to a single approach. When creating irrigation technology and systems, market issues like crop pricing, energy costs, and labor availability must also be taken into account.

(4) Other factors that affect technological performance include the price of the technology, crop and farming features, the local climate, and regulatory requirements including groundwater pumping restrictions, drainage discharge limits, and water transfer rules.

(5) Rainfall harvesting, a method for gathering, storing, and utilizing rainfall for landscape irrigation and water-spreading dams, is frequently employed in conjunction with irrigation technology. In several African nations, rainwater gathering is widely practiced by either individual farmers or entire communities. Small-scale rainwater harvesting loses less water to evaporation than large dams since the rain is gathered and stored locally through runoff from roofs or ground catchment. Big dams collect and store water over wide areas. **It** doesn't also affect the water supply of other farmers or deplete aquifers. Of course, the type of storage is crucial and is influenced by factors like the material, size, quantity of rainfall, water demands, location, and cost.

(6) Water-spreading dams collect floodwater and disperse it into valleys so that as much water as possible can seep into the soil and eventually reach an aquifer. Although **they** are large-scale constructions, water-spreading dams can be built with materials that are readily available locally. In Niger, nearly 4,700 farms directly benefited from water-spreading dams, increasing their average amount of fertile valley land from 0.6 ha to 2.2 ha and increasing millet and sorghum yields by a combined 85 and 25–30%.

(Source: Adapted from: A Malabo Montpellier Panel Report, 2018)

III. Dear learner, complete the table below with the important information from the reading text above. Check your answer with answer key given at the end of the module.

Paragraph No.	Main Idea	Supporting Details
Paragraph 1		
Paragraph 2		
Paragraph 3		
Paragraph 4		
Paragraph 5		
Paragraph 6		

IV. Dear distance learner, answer the following questions based on the information in the reading passage. Then, check your answers with the answer key at the end of the module.

- What is the reading passage's main point?
 - The value of fusing agricultural and technology
 - How climate change will affect agriculture
 - The value of updating irrigation systems
- Which of the following is a contemporary irrigation system example?
 - Spate-irrigation
 - Pressurized irrigation
 - Water-land initiated irrigation
- Which of the following is not cited as a benefit of contemporary irrigation technologies over earlier ones?
 - Productivity growth,
 - suitability for individual farmers,
 - Increasing water efficiency
- Africa is at the top of the hierarchy with regard to using innovative irrigation technology.
 - True
 - False
 - No information is given
- Irrigation technologies are usually blended with water harvesting methods.
 - True
 - False
 - No information is given

V. Identify what the following pronouns refer to in the reading text above. Then, cross check your answers with the key at the end of the module.

- This (Para.1)_____

2. Doing this (para.1) _____
3. all of which (para.2) _____
4. it (para.4) _____
5. they (para.5) _____

Section 5.4 Vocabulary Skills

5.4.1 Contextual Meaning of Words

Dear distance learner, in this section, you work on a range of activities that help you develop the most useful vocabulary learning strategies-contextual meaning guessing. Once you have tried all the questions, check your answers with the answer key at the end of the module.

Learning Outcomes:

At the end of this vocabulary learning skills, you are expected to:

- Infer the meanings of words
- Guess meanings of words contextually
- Identify contextual meanings of phrasal verbs
- Use phrasal verbs in your own context

? Activity 5.6

I. Dear distance learner, work out the meanings of the underlined words below using contextual clues in the extract. Identify the specific word or phrase clue that helped you guess the meanings. Cross check your answers with the answer key at the end of the module.

1. After spending the week with him, Martha told her mother, it was confirmed her uncle Alemu was definitely eccentric. He let his shepherd sit at the table at dinner time; he refuses to eat anything that is yellow; and he visits his refrigerator all the time for some other type of food.
 - a. What does the word 'eccentric' mean? _____
 - b. What is the contextual clues _____
2. There have been a great many atrocities in history. Some people cite the holocaust in Europe and others the genocide in Rwanda. But there are many examples as, unfortunately, people have been committing atrocities all throughout human history.

- a. What does the word 'atrocities' mean? _____
- b. What is the contextual clues _____
3. Even though her ankle was not broken, at the moment of impact, Aberash found the pain to be excruciating. She cried out and collapsed; her eyes squeezed tightly shut, waiting for the first waves of agony to subside. When they did, she began to crawl towards the house, all the time wondering if she would be able to make it up the stairs by herself.
 - a. What does the word 'excruciating' mean? _____
 - b. What is the contextual clues _____

II. *Dear distance learner, in a similar manner, put the following words (vulnerable, stricken, sustainable, diligence) in a small paragraph level context of your own; guess the meaning and the contextual guessing strategies that helped you to identify the contextual meaning.*

III. Dear learner, work by yourself and identify the contextual meaning of the phrasal verbs underlined in each sentence.

1. I did not know what mitochondrion until I looked it up in dictionary.
2. My elder brother is a very caring and kind person. I always look up to him.
3. My parents are on vacation. It is my responsibility to look after the kinds)
4. I arrived early, so I had enough time to look around the museum nearby
5. Everyone made for the emergence exist when fire broke out in the kitchen.
6. The suspect made off with a gun on his hand when he saw the police arriving
7. My father would be mad at my test result. I had to make up for it immediately
8. The afternoon breeze messed up my hair. I had to visit the near by hairdresser
9. I always mix up Tsehay with Demitu. But I know that they are not sisters.
10. We must move out before the end of the month; otherwise, we pay for our extended stay.

Section 5.5 Grammar Skills

Dear distance learner, in this section, you are going to deal with grammar items such as **adverb clauses of reason, verbs followed by infinitives and gerunds and participle phrases**. The lessons begin with brief descriptions about each grammar item or brainstorming questions that help you remember previously learned concepts, and then come a range of activities. Try the questions by yourself.

Learning Outcomes

Dear learner, at the end of this **Grammar skills improvement section**, you are expected to:

- Apply adverbial clause of cause or reason in
- Develop adequate skill of using gerund, and infinitive phrases
- Use participle phrases, articles, and the verb mood correctly
- Identify the forms, uses and meanings of adverbial clauses

Section 5.5.1 Adverb Clauses of Reason

Dear learner, in this sub-section of language focus, you are going to deal with the concept and nature of adverb clause of reason as distinct from other types of clauses. Before you directly move to the details, answer the following questions by your self. Then cross check your answers with the key at the end of the module.

? Activity 5.7

1. What is an adverbial clause of reason?
2. What is the purpose of using adverbial clause of reason in a sentence?
3. How do you differentiate adverbial clauses of reason from the other types of adverbial clauses?
4. What do you say about the position of adverbial clauses in the sentence? What difference do you observe when they come at different positions?
5. Write five sentences of your own, having adverbial clauses of reason in them.

I. Dear learner, read the sentences below and identify the adverbial clauses of reason used to explain the main idea of the sentence. Check your answers with the answer key at the end of the module

1. Since we live near the river, we often go for swimming.
2. As long as you are here, we can study together for the exam.
3. As Yohannes was the youngest, I looked after him.
4. As you go to Kefa, I hope you would bring me some honey.
5. The roses are growing so well because I have been watering them properly.
6. I watered the roses because they were dry.
7. Since the weather has improved, the game will be held as planned.
8. I can get a job in teaching, because I have a bachelor's degree in English education.
9. Now that the final exams are approaching, every student is spending a lot of time reading their notes.
10. As long as you follow the procedure, you will make it happen.

II. Dear distance learner, add main clauses to adverbial clauses below so that the ideas of the sentences would be complete. Try them by your self and then compare your answers with the answer key at the end of the module.

1. As I had failed the exam _____
2. Now that the exams are over, _____
3. _____ because he had not paid his fees.
4. Since irrigation is very important, _____
5. As I wanted to talk to her, _____
6. Because the rain has stopped, _____
7. Since your parents told me so, _____
8. _____ since the weather has improved.
9. _____ as I am dressed in shorts and a T-shirt
10. _____ as most of the goods were damaged by the rain.

5.5.2 Verbs Followed by Gerunds, Infinitives or both

Dear distance learner, in this part, you are going to practice verbs that are commonly followed by gerunds or infinitives or by both. Before dealing with these concepts, give your responses to the following trigger questions.

1. What are gerunds in English grammar?
2. What are infinitives?
3. Can you mention some verbs that are always followed by gerunds?
4. Can you mention some verbs that are always followed by infinitives?
5. Can you mention some verbs that could be followed by both?

II. *Dear learner Put the verbs in the brackets into either the gerund (-ing) or the infinitive (with 'to 'form). Then, check your answers with the answer key at the end of the module,*

1. I don't recommend _____ (take) the bus.
2. She agreed _____ (bring) the food to the dinner.
3. We discussed _____ (go) to the cinema.
4. I promise _____ (help) you tomorrow.
5. I don't feel _____ (go) out tonight.
6. She avoided _____ (tell) him about her plans.
7. I would like you _____ (go) to the party with you.
8. He enjoys _____ (have) a bath in the evening.
9. She kept _____ (talk) during the meeting.
10. I am learning _____ (speak) English.
11. Do you mind _____ (give) me a hand?
12. She helped me _____ (carry) my suitcase.
13. I have finished _____ (cook) come and eat!
14. He decided _____ (study Biology).
15. I dislike _____ (wait).

III. *Dear learner, answer the following questions based the exercise above. Check your answers with the answer key at the end of the module*

1. Which of the verbs are commonly followed by gerunds, and which ones by infinitives?
2. Are there verbs which are followed by both? If so, is there any meaning difference (big or little)? Explain .

IV. *Dear learner, look at the pair of sentences below. Is there difference in meaning? Explain. Check your answers with the suggested answers for the section at the end of the module. Leave space for their responses in each question!*

1. A. I forgot to meet him. B. I forgot meeting him.

2. A. He went on to learn English and French. B. He went on learning English & French.

3. A. She quit to work here. B. She quit working here.

4. A. I regret promising to help you. B. I regret to promise to help you

5. A. She remembered to visit her grand mother B. She remembered visiting her grand mother.

6. A. I stopped to call you. B. I stopped calling you.

7. A. I tried to open the window B. I tried opening the window.

- V. Dear distance learner, below is a list of verbs that can be followed by (a) gerund only, (b) infinitive only and (c) both infinitive and gerund, with significant or little difference in meaning. Construct sentences of your own, crosscheck your answers with the answer key at the end of the module.

Group A: admit, anticipate, can't see, complete, deny, encourage, enjoy, imagine

Group B: afford, aim, bother, care, fail, learn, hesitate, offer, prepare, volunteer

Group C: quit, regret, remember, try, need, love, propose, neglect, prefer

5.5.3 Participial Phrases and their Functions

Dear distance learner, a participle is usually identified as a verbal adjective, modifying a noun or a pronoun. There are two types of participles-present participle and past participle. While the present participle adds the suffix '-ing' to the basic form of the verb, the past participle usually ends with '-ed' or '-en'. There are also past participle forms having different shapes. In this sub-section, you learn about the different types and functions of participial phrases.



Activity 5.9

- I. *Dear learner, look at the following sentences and answer the questions that follow it. Cross check your answers with the answer key at the end of the module.*
 - a. The man **standing by the gate** is the new manager.
 - b. **Feeling depressed**, we went to bed early.
 - c. Children **interested in music** early develop strong intellectual skills.
 - d. I have got an **interesting** book to read.
 - e. **With a broken heart**, she said 'Goodbye' to him.
 - f. She usually wears clothes **made of cotton**.
 1. Categorize the participles into their types.
 2. What do the participle phrases modify in each sentence?
 3. Where the participle should be placed in relation to the noun/pronoun it modifies?
 4. What does a participle phrase usually consist of?
- II. *Dear learner, look at the sentences below and identify the functions and types of participles. Then cross check your answers with the key at the end of the module.*
 1. She placed the **cut** flowers in the vase.
 2. The **winning** athlete gets trophy.
 3. **Having** finished the report, she took a nap.
 4. **Having** relied on his grand father's advice, the boy felt utterly lost after his grandfather's death.
 5. **Wearing** his new suit, Bill went to work.
 6. A **laughing** man is stronger than a suffering man.
 7. **Having** eaten their lunch, the kids went to the playground.
 8. The man **carrying** the bricks is my father.

9. **Stunned** by the blow, Mike quickly gathered his sense.

10. The **washed** car is on display to day.



Grammar Tips Participle Phrases

The Verb	The Present Participle	The Past Participle	Example of a Participle Phrase
To rise	the rising sun	the risen sun	Rising out of the sea in front of us, the sun started to warm our faces.
To print	the printing document	the printed document	Printed on the very first press, the document was extremely valuable.
To break	the breaking news	the broken news	Broken by a government whistleblower, the news is all over the media.

Perfect Participles "Having" + [past]participle]

Examples:

- Having signed: E.g. Having signed the document, Merga felt the weight of responsibility lifted from his shoulders.
- Having read. E.g. having read your book, I now understand your position.

Section 5.6 Writing Skills

Dear distance learner in this section, you are expected to call back to the important steps of process writing. You are expected to think of each step of process writing and use them to write a paragraph/essay.

Learning Outcomes:

Dear distance learner at the end of this sub-section of writing lessons, you are expected to:

- write a paragraph or essay on the benefits of irrigation;
- know the critical steps in the process writing process;
- identify the purposes and structures of essays;
- separate the process method from the product approach when writing an essay.

5.6.1 Revision on Process Writing Approach

? Activity 5.10

- I. *Dear learner, answer the following questions by yourself and check your ideas with suggested key at the end of the module*
 1. What are the basic parts of an essay? What is the function of each part of the essay? How do you identify one from the other?
 2. Does the structure of an essay vary with the type of the essay? If so, how?
 3. What do you know about 'a thesis statement' and 'a topic sentence'? Where are they located in the structure of an essay? Which one expresses a broader idea-a topic sentence or a thesis statement?
- II. *Dear distance learner, answer the following questions by yourself and then cross check your answers with the answer key at the end of the module.*
 1. Do you think you have benefited from your previous practice on process writing? How?
 2. What are the advantages of following the steps in process writing? Is there any disadvantage? What is that?
 3. Can we use the process approach to writing to develop argumentative essay or paragraph? How?
- III. *Dear learner, you are going to write an argumentative essay on the title: "Promoting Irrigation-based farming is more important than mechanized farming ". Follow the following steps strictly before submitting the final copy of your writing.*
 1. list down the ideas you will include in your writing.
 2. Put the ideas you gathered in complete sentences.
 3. Organize the sentences under main ideas and start writing the first draft.
 4. Read the draft carefully and make necessary modification (adding, deleting or re order sentences, and changing words) so that it becomes clear and readable.
 5. Write a second draft if you feel you made so many modifications.
 6. Proof read the draft for any grammar, spelling, and punctuation errors.



Tips on the Steps of process approach to writing Essay

1. Pre-writing stage: At this stage, you decide the topic of writing, generate ideas and plan your writing. This includes brainstorming, planning, organizing and selecting ideas.
2. Drafting stage: At this stage, you put the ideas in complete sentences; organize the sentences into main ideas and supporting details, and finally start composing the first draft of the paragraph or essay. You also add supporting details or illustrations where necessary.
3. Revision stage: Here, you read the draft carefully and make changes where necessary. This may include adding, deleting or reorder sentences, and checking the appropriateness of the words used. This stage is important to make your writing clear and meet your reader's needs and expectations.
4. Editing stage: This is the stage where you proof read the draft work for grammar, spelling and punctuation. You can do it yourself, or more importantly, get feedback from another person on your writing.

5.6.2 : Structure of an Essay

Dear distance learner, the purpose of writing an essay is to convince your reader about the topic of your writing. To do so, you should put both your main ideas and illustrations (examples) in their right places in the essay. Thus, the activities you carry out in this sub-section focus on explaining how paragraphs should be organized to make up a good essay.

? Activity 5.11

- I. Dear learner, answer the following questions by yourself and then compare your answers with the answer key suggested at the end of the module.
 1. When does the idea of 'structuring the essay' come?
 - a. Before deciding about your main idea of your writing
 - b. After deciding about the main idea, but before identifying the supporting details for the main idea?
 - c. After deciding about both the main idea and the supporting details (reasons)
 1. What do you understand from the term a 'topic sentence' and a 'thesis statement'?
 2. What are the different sections of an essay?
 3. Is the structure of an essay the same for all types of essays?

- II. Dear distance learner, read the following short essay and answer the questions that follow it. Then, cross check your answers with the answer key at the end of the module.

Practical Challenges for Water in Agriculture

The ability to improve water management in agriculture is typically inhibited by inadequate policies, major institutional under-performance, and financing limitations. Critical public and private institutions generally lack the supportive environment and necessary capacities to effectively carry out their functions.

For example, basin authorities often hold limited ability to enforce water allocations and to bring stakeholders together. Institutions in charge of developing irrigation often limit themselves to capital-intensive large-scale plans and they tend to depend on public sector-based approaches. They give little attention to developing opportunities for small-scale private financing and irrigation management. Farmers and their organizations are often responding to highly distorted incentive frameworks in terms of water value and agricultural support policies, which further hinder positive developments in the sector.

Moreover, most governments and water users fail to invest adequately in the maintenance of irrigation and drainage (I&D) systems. Inadequate management and operation may play a part in the poor performance of I & D systems. But, more specifically it is the failure to sufficiently maintain systems that result in their declining performance. This failure to provide adequate funds for maintenance of I&D systems has resulted in the “build-neglect-rehabilitate-neglect” cycle commonly observed in the sector.

Given the existing constraints above, the agricultural water management sector is currently promoting itself to modern and sustainable service provision. It proposes a singular water approach on building reliable water services and sustaining water resources, while also managing water-related social and economic impacts. This includes transforming governance and service provision, supporting watershed management and greening the sector. And all these can be achieved by providing improved incentives for innovation, reforms, and accountability.

(Source: <https://www.worldbank.org/en/topic/water-in-agriculture#1> retrieved on 25 April, 2022) .

1. What is the thesis statement of the essay?
2. Identify the three topic sentences which are used to develop the idea of the essay.
3. What is the function of each paragraph in the essay?
4. How far is this essay reflecting the current situation of Ethiopia?

III. *Dear learner, produce your own essay on the title 'The Role of Agriculture in Ethiopian Economy'". consider all the steps and structure of essay writing. After you have produced the essay, cross check your answers with the key at the end of the module.*



Tips on the Structure of a Good Essay

An essay is a piece of writing that is written to convince someone about something or to simply inform the reader about a particular topic. In order for the reader to be convinced or adequately informed, the essay must include several important components to make it flow in a logical way. The main parts (or sections) to an essay are the introduction, body, and conclusion.

Introduction: Must contain an attention holders for the reader or at least make the essay sound interesting, moves from general to specific issues of the topic; provides the reader with a "road map" of the essay in a logical order; at the end, there should be what is called a thesis statement, arguably the most important component of the introduction; the thesis statement states the aim of the paper and may give insight into the author's examples and evidence.

Body: includes the evidence and support of the paper in addition to the writer's ideas; Paragraphs must include a topic sentence which relates the discussion back to the thesis statement; logical ordering of ideas:

Conclusion: this section should wrap all of your arguments and points; should restate the main arguments in a simplified manner; ensures that the reader is left with something to think about, particularly if it is an argumentative essay in light of the following points of order: /ordering ideas in an essay and/or a paragraph:

1. **Chronological order**- order of time, good for narratives;
2. **Spatial order-good for descriptions of locations**; top to bottom.
3. **Emphatic order**- it is a technique of ordering ideas from least important to most important ones; most common in high school writing; includes substantial examples and evidences to support your argument and uses transition sentences to create a good flow to the essay. But it

is always important to remember the examples/illustrations that are relevant and sources are properly cited.

5.6.3 Argumentative Essay Writing:

Dear distance learner, in this sub-section of writing, you will focus on the nature and feature of an argumentative essay.



Activity 5.12

- I. *Dear learner, answer the following questions by your self and then cross check your ideas with the suggested answer key at the end of the module.*
 1. What makes one essay type different from the other type?
 2. What makes an argumentative essay different from other types of essays?
 3. What are important issues to be considered in argumentative essay?
- II. *Dear distance learner, read the argumentative essay on 'single sex or mixed sex schools 'below and answer the questions below it.*

Whether to educate both boys and girls together or to separate the two sexes is a controversial issue. There are advantages to both sides; however, on balance, I believe that the co-educational system is better than the single.

On the one hand, there are many advantages of educating boys and girls in the same classroom. The first advantage is that children learn to understand the opposite sex and to treat each other as equals. Another point is that this system reflects society because children are educated in a realistic situation. Moreover, it is cheaper to teach boys and girls in one school, an important consideration in developing countries. Finally, it can be more fun for everyone as boys and girls can learn to enjoy each other's company. If children enjoy their education, they will probably be more motivated to work hard.

On the other hand, segregating the sexes has some distinct advantages. Firstly, the academic results at single sex school are often very good as the students not distracted from their work and can concentrate on their studies. Secondly, both sexes have the opportunity to express themselves without worrying about what the other sex may think of their opinions. In male-dominated societies, this is particularly important. Finally, system

suits some students, for example shy and nervous children might feel more secure in a single sex environment.

In conclusion, both system of education have benefits. In my opinion, the children studying in a mixed school have a better experience.

III. *Dear learner, answers the questions given below based on the argumentative essay given above. Crosscheck your answers with the answer key suggested at the end of the module.*

1. What is the thesis statement?
2. What is the position of the writer, for or against single sex schooling?
3. What arguments and counter arguments are mentioned by the writer?
4. How did the writer organize the essay? **in an argumentative essay**

Dear learner, a good argument is a simple numbers game with a clear winner. An argumentative essay teaches you how to present your claims clearly and confidently, while backing your views with solid evidence from literary texts and credible research materials. The parts of an argumentative essay include a strong introductory paragraph with a clear thesis, body paragraphs substantiated with detailed evidence, and a compelling conclusion. You should also use transitional words and phrases to guide readers through your arguments.

An introductory paragraph introduces your argument and explains why readers should be interested in your topic. In relatively short argumentative essay, get to the point quickly and gain your readers' interest right from the start. Include a concise, well-constructed thesis statement in your introductory paragraph that explains what you'll be arguing. A thesis statement is often the last sentence in an introduction. If you are arguing about a literary work, include the title and author in your introduction. When arguing a theory or an issue, incorporate background information and explain its relevance.

Unit5 Summary

Dear distance learner, in this unit you learned major language skills and sub-skills by taking irrigation as major theme. You dealt with how to link the thematic information you got from irrigation with using various skills of language. You made use of information you knew about irrigation to enhance your major and minor skills of learning the English language. Hopefully, every activity you did in the text enabled you to enhance your communicative needs.



Written Assignment 1

Dear learner, following are participle phrases. Add your own ideas so that you will have a complete sentence. Discuss your ideas and check your answers with the key the tutor provides for this assignment.

1. Having looked down at his shoes, _____
2. Having felt tired, _____
3. Dressed in shorts and T-shirts, _____
4. Hiding under the bed, _____
5. Damaged by the rain, _____
6. Signed by the president _____
7. Huddled around the radio, _____
8. Born in war age, _____
9. Searching for food, _____
10. Looking at pictures, _____



Written Assignment 2

Dear distance learner, write an argumentative essay supporting or opposing the proposition : "Agriculture-led economy is better than industry-led economy" ".Use the following points as a guide.

- a. Follow all the steps of writing: pre-writing, drafting, revising and editing.
- b. Try to organize the ideas you have generated into introduction, body and conclusion.
- c. write the draft copy.
- d. Submit the final version.

☑ Dear learner, in this unit, you have looked into the following important points. Put a (✓) mark in the column in front of each item to indicate your master of each item.

Extent of success in the skills learnt I could.....		Not well	Well	Very well
1	Enhance my ability for general and specific information			
2	Analyze the text information...			
3	Synthesize the text information...			
4	Summarize the text in my own language...			
5	Retell the story by taking notes of important points...			
6	Identify the important information in the texts			
7	Use important information to create the story...			
8	Deliver public speeches effectively...			
9	Interact with my partner effectively through dialogues			
10	Predict the central message of the text...			
11	skim for general and scan for detail information			
12	Identify the main ideas			
13	Contextually guess meanings of words			
14	Identify contextual meanings of phrasal verbs...			
15	Use phrasal verbs in your own context...			
16	Use adverbial clause of cause or reason			
17	Use gerund, and infinitive phrases correctly			
18	Use Participles, articles, and the verb mood correctly			
19	Write a paragraph/an essay on the advantages of irrigation.			
20	Be familiar with important steps of process writing...			
21	Identify the functions and structures of essays...			

Answer Keys



Answer keys for unit 1 Activities

Answer for Activity 1.2

Listening for main idea

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

Answer for Activity 1.3

Causes of environmental hazards	Consequences of environmental hazards
Green gas emissions and acid deposition, water pollution and waste management	Health problems
Urbanization, industrialization and economic development	Increase in waste , increase in energy consumption



Answer keys for Speaking Activities

Answer for Activity 1.4, I.

1. In a certain training hall/center, just before the trainer arrives. In the conversation,
2. Yes, because the conversation happened by accident and between strange people (E.g. You've got a familiar face. Have we met before; the topic of talk was about job/trade.

II .

1. Yes, because Hanna has tried to show her emotion out rightly without worrying about the response from Thomas (e.g. Wow-----). In addition, the question and answer is direct (e.g. Hanna says "What changed?")
2. Possible answers:
 - a. the air quality was really bad
 - b. It used to be terrible.

- c. you'd often get thick smog covering the whole city
3. a. agreeing, but at the same time seeking for more explanation
b. Expressing one's satisfaction with the change
4. a. it's (line 2)= it has—
b. you'd (line 4) = you would--
c. it's (line 4)= it has—

III.

- Yes, because the small talk happened accidentally, while waiting school bus. No one was expert on the issue, but the participants were free to reflect their views.
- Yes, though the degree varies. Even the participant who complained at the beginning was concerned with the commitment.
- For accepting ideas (You're right, Definitely, That sounds a good idea, That's a good idea)
- For rejecting ideas (I rather see it as a pretense)

Activity 1.6

Activity Number	Expression	Function
Activity 1.4, II	I think it was driven by people's attitudes	Giving opinion
Activity 1.4, II	I guess it's been nice all	Giving opinion
Activity 1.4, III	Don't you think the condition of our environment can improve by planting more seedlings every year	Giving opinion
Activity 1.4, III	I think it means a lot	Giving opinion

Activity 1.7

A: Why do you think we should separate the garbage in our homes?

B: I think that is a good mechanism for protecting environmental pollution.

A: What is your view about planting trees /vegetables in our environment?

B: I have the opinion that planting trees/vegetables is the best solution for

environmental protection from various hazards.

A: Do you think we should conserve water and energy in our environment?

B: Definitely. I strongly agree with the idea that we should conserve water and energy.

A: Do you agree the problem of deforestation is caused by needless cutting of trees?

B: Absolutely. Needless cutting of trees could cause even some other serious problems.

A: What did you think of the new policy of the government about environmental preservation?

B: I think it is of great importance, for it seems to have given due attention to environmental issues more than ever before

Activity 1.8

I. Words with **short vowel** Words with **long vowel**

Sin	seen
Ship	sheep
Live	leave
Rich	reach
Sick	seek
Fill	feel
Full	fool
Sit	seat
Hill	heel
Pull	pool

II.

1. Her sins are forgiven
2. The ship wreck caused great damage
3. She lives in the USA.
4. My uncle is a very rich man
5. We seek some information on the matter

6. Ask him to fill the blank with the correct answer.
7. We got full information about the war.
8. The front seat is not comfortable
9. There is a hill around our home
10. Let's go to pool house.



Answer keys for Reading Activities

Activity 1.10

I True or False Questions

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

II, contextual word meanings

1. thrive 2. unprecedented 3. vulnerable
4. brought on 5. Lethal 6. Filthy

III. Reference Questions

1. Industrial revolution
2. Environmental contamination
3. Urbanization, industrialization
4. Air pollution

Answer Key for IV

Para. No.	Main idea	Supporting details
1	The impact of human activities on various environmental aspects	the role of industrial revolution on environmental pollution; the role of urbanization and industrialization on environmental pollution; the role of various anthropogenic activities on air pollution
2	Severe consequences of climate change	change on global planetary warming; change on multiple ecosystem; change on food safety, iceberg melting, animal extinction
3	Various effects of air pollution	.effects on the health of susceptible individuals; chronic effects on the pulmonary organs

4	Long term effects of air pollution	problems related with pulmonary insufficiency; problems related with cardiovascular diseases; .problems related with cardiovascular mortality
5	The impact of air pollution on large urban areas	<ul style="list-style-type: none"> • road emissions that cause air quality degradation; • dangers related with industrial accidents; • determinants of air pollution dispersion
6	The severity of environmental hazards in developing nations	.issues related with over population; social differences and lack of information; use of fuel related problem due to low income

Answer key for V.

1. The reading text is predominantly meant to give information for the reader.
2. It is up to you to tell the reading strategies you used and how you used them.
3. The ideas in the text are organized emphatically, starting right from the most important serious human related problem of environmental pollution moving to the second most, third most kind of emphatic order of seriousness

Answer key for Activity 1.11**I: Contextual Meaning**

- | | |
|-------------------------|------------------------|
| 1. Air pollution | 8. Climate change |
| 2. Hazardous. | 9. Longer droughts |
| 3. Acid rain | 10. Extreme |
| 4. Bacterial infection. | 11. Infectious viruses |
| 5. Consumerism | 12. Flooding |
| 6. Deforestation | 13. Oil spills |

Answer for Activity 1.12

- | | | |
|-----------------|-----------------|---------------|
| 1. Imminent | 2. Reconciliate | 3. Adversity, |
| 4. Reverberates | 5. Eminent | |

II.

- | | |
|--|------------------------------------|
| 1. Insensible: <u>numb, unresponsive</u> | 6. Jovially: <u>in a jolly way</u> |
| 2. Descry: <u>catch sight</u> | 7. Assuage: <u>sooth</u> |
| 3. Apotheosis: <u>ideal model</u> | 8. Vying: <u>competing</u> |
| 4. Abate: <u>diminish</u> | 9. Gingerly: <u>carefully</u> |
| 5. Jovially: <u>in a jolly way</u> | |

Answer for Activity 1.13 Phrasal Verbs

- I. 1. (work out) 2. (get up) 3. (put on) 4. (took off)
 5. (go out) 6. (turn off) 7. (wake up)
- II. 1. met with 2. step in 3. turn on 4. resulted in
 5. come after 6. call for

Answer key for Activity 1.14

I.

- | | |
|--|------------------------------------|
| 1. My name is.... | 6. I sit.....and listen....says... |
| 2. I am seventeen.... | 7. I go...and play.... |
| 3. I am a student , I live... | 8. I return...sun sets... |
| 4. Study is.... | 9. I stay.... |
| 5. I make....and attend...
have...I pass... | 10. I have....go... I...make... I |

Answer for IV

- | | | | |
|---------|----------|---------------|---------|
| 1. play | 2. goes | 3. don't like | 4. help |
| 5. draw | 6. watch | | |

Answer for Activity 1.15

- I. 1. All passive forms contain the 'be' form of verbs plus past participle
2. The 'by-phrase' is put in the bracket to indicate that they are optional
3. Write the formula for simple present passive in the:
- a. positive form; is/am/are + V3

b. negative form: is/am/are not +V3

c. question form: is/am/are + Subject +V3?

II.

1. The post is delivered at about 7 o'clock every morning.
2. The building is not used any more. ('will not be used' is also possible)
3. How is your name spelled?
4. These cars are made in Japan.
5. This room is used for our guests.

IV.

Is fed....is pumped...is called....is fed...is squeezed...is received....
is called...is wound...is processed....is smoothed....is compacted....is
called...is imparted...

V.

1. Is put...; is poured; ...is brought; are prepared; ...is
put ...is poured... is kept ... is served...

Answer for Activity 1.17, I

1. Although it rained.....
2.though it was expensive.
3. Even though I was full.....
4. While he was crying from the pain.....
5. Whereas his brother had more enemies than friends.....

II.

1. We enjoyed our trip **although** it was tiresome
2. The children slept well, **though** he was sick
3. **Although** her salary is not attractive, Liya gives some money to her parents.
4. Yonas rarely sees Paul, **although** they are intimate friends
5. Addisu failed the exam, **though** he studied hard.
6. **Although** it was her graduation day, she didn't put on her coat.
7. Seble went to work, **though** she did not feel healthy.

8. I couldn't eat, **although** I was hungry.

Answer for Activity 1.18 , I

- | | |
|------------------|-------------------|
| 1. proper noun | 6. common noun |
| 2. abstract noun | 7. proper noun |
| 3. concrete noun | 8. concrete noun |
| 4. common noun | 9. concrete noun |
| 5. concrete noun | 10. concrete noun |

Answer for Activity 1.18 II

1. Debresina.....proper noun
2. weatherabstract noun
3. landscapeabstract noun
4. animalscollective noun
5. people.....common noun
6. culture.abstract noun
7. informationabstract noun
8. area.....abstract noun



Answer key for writing Activities

answer for Activity 1.19: Free options

Try to elicit as many sentences as possible. Try to check the appropriateness of the categories given below

- a. For expressing your week-end routines;
- b. For asking questions a person you admire the most in politics;
- c. for setting a ground rule for effective learning in English class;
- d. for expressing your emotions, surprise in visiting a historical place.

Answer for Activity 1. 20, I

(There are more than one option for each. Try as many answers as possible)

1. Although she felt sick.....(She did not go to clinic).
2. While we were eating dinner... (It was raining).

3. After John finished his work... (He watched TV).
4. When we went out for lunch.....(We were already hungry).
5. Until she completed high school.....(She studied day and night).
6. I have become busy since I joined high school.
7. You miss the morning train unless you hurry up.

Answer for Activity 1.21, 1

1. After the student worked on the paper, he took a break.
2. Fozia, who sat next to me in class, lent me her notes.
3. The students studied these punctuation rules; later they took the final.
4. The newspaper did not publish the news; however, it appeared in Times Magazine
5. Mr Aymelo, the director of the program, gave the students a welcoming speech
6. Debritu wants to lose weight, so she walks two miles every day
7. Seyoum sent the story to the instructor after he reviewed it carefully.
8. The concert tickets were expensive; we went to the movies instead.

Answer for Activity 1.22, 1

1. The old man carrying a walking stick. (Sentence fragment)
2. In doors in summer and outdoors in winter. (fragment)
3. The man who lives next door. (Fragment...dependent clause)
4. He lives in ambo. (punctuation marks)
5. I am live in hawassa.(punctuation marks)
6. The book on the table. (phrase)
7. The way out for the environmental pollution.(phrase)



Self-assessment for Unit 2

I. Choose the correct indirect speech for the given sample direct speech.

1. She said, ' I have baked a cake '.
 - a. She said that she baked a cake
 - b. She said that she had baked a cake.
 - c. She said that I baked a cake.

- d. She said that she had bake a cake.
2. Hailu said, 'What a beautiful rainbow it is'.
- a. Hailu exclaimed wonderfully that the scenery was very beautiful.
 - b. Hailu said with wonder that the scenery was very beautiful.
 - c. Hailu exclaimed with wonder that the scenery is very beautiful.
 - d. Hailu exclaimed with wonder that the scenery was very beautiful.
3. 'This world', she said, 'is full of sorrow. I wish that I were dead'.
- a. She observed that the world is full of sorrow. She wished to be dead.
 - b. She said that the world was full of sorrow. She wished to be dead.
 - c. She observed that the world was full of sorrow. She wished to be dead.
 - d. She observed that the world was full of sorrow. She wished to die.
4. The policeman said, 'Where are the weapons?'
- a. The policeman inquired where was the weapons.
 - b. The policeman enquired where are the weapons.
 - c. The policeman enquired where the weapons were.
 - d. The policeman questioned where were the weapon.
5. The man said, 'Ah! I am ruined.'
- a. The man cried that he was in ruined.
 - b. The man exclaimed in grief that he was ruin.
 - c. The man said that Ah, he is ruined.
 - d. The man exclaimed with sorrow that he was ruine



Answer keys for unit 2 Activities

Answer for Activity 2.1, I

- 1. The pictures represent people, animals, buildings, caves, castles, etc.
- 2. You should differentiate male and female organisms.
- 3. The pictures portray ancient cultures and civilizations.
- 4. You should compare and contrast ancient and modern pictures.

Answer for Activity 2.1, II

- 1. Calendar is a dating system that shows the days, weeks, and months of the year

2. There are a number of calendars: The Ethiopian calendar, Gregorian calendar, Julian calendar, British calendar, etc.
3. Calendar is used to represent dates and times. It is also used to indicate holidays, celebrations and feasts.
4. Here are the related meanings of the words given.
 - a. calendar(system of calculating the days and months of the year),
 - b. date (time of the day)
 - c. weekdays (day other than Saturday or Sunday)
 - d. season (division of time of the year)
 - e. Solstice (longest or shortest day)
 - f. leap year (a year with an extra day or a year with 366 days)

Answer for activity 2.1, III

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

Answer for Activity 2.1, IV

1. widely 2. representation 3. Solar
4. days 5. extra 6. numbered 7. Count

Answer for Activity 2.3, I

1. a. pure b. bite c. fate d. time
e. tribe f. face g. modern
2. c. four

Answer for Activity 2.3 II

1. Set 1 (beer) set2(lure) set 3(make, name, train, fail, date) set4(fight, air)
2. Set 1 (year, tier) set 2(jury, fur) set3(bake, rain, eight), set 4(my, cry, bright)

Answer for Activity 2.3, III

1. set 1(□□), set 2(□□) set 3(e□) set 4(a□)
2. set 5(e□) set 6(□□) set 7(□□) set 8(a□)
3. air (set 3) joy (set 6) , scout, round, spout, stout, without, cow, house pound(set 8)

Answer for Activity 2.3, IV

1. Students should practice pronouncing words given.
2. no (□□); high(a□); way(e□); cow(a□); boy(□□) there(e□)
3. Yes it helps by giving the phonetic transcriptions.
4. The spelling of word helps us guess the diphthongs by looking at if vowels are followed by consonants or not.

Answer for Activity 2.4 I

1. An interview is a meeting during which someone is asked a question.
2. Students say yes/no and describe it.
3. Interviewer
4. Interviewee
5. We may use open-ended, motivational and specific questions.

Answers to Activity 2.5 I

Students should show their preferences in this way:

1. I prefer to visit ancient places than (go to) modern buildings.
2. I like collecting artifacts.
3. I prefer to look at ancient pictures.
4. I would rather visit ancient places.
5. I'd rather have looked at ancient pictures. (Answers may vary for these activities).

Answers to Activity 2.5 II (answers may vary)

1. I like to visit historical places. I dislike visiting crowded places like modern cities.
2. I like best to go to Harar, Aksum and Gondar.
3. Because it gives me pleasure to visit historical places.
4. I dislike going to modern cities because they are crowded.

Answer for Activity 2.6, I

1. Civilization is the stage of human social and cultural development and organization that is considered most advanced..
2. Culture, technology, urban settlement, division of labor and language.

3. Yes. Urban settlements, the division of labor, class structure and government, **surplus** of food Writing, trading, artwork and monuments and development of science and technology are aspects of civilization.
4. About complexity of defining civilization and its aspects

Answer for Activity 2.6 II

1. The complicated history civilization descended and the fact that every society may not meet all the criteria of civilization made defining civilization difficult.
2. Urban settlements, the division of labor, class structure and government, **surplus** of food Writing, trading, artwork and monuments and development of science and technology are aspects of civilization.
3. Anthropologists and others refer to Societies they found culturally superior and societies they found culturally **inferior**
4. No. Any civilized society need not meet all the criteria for the environment and their systems of development are different.
5. Because those societies or ethnic group who are called civilized societies are being considered morally good and culturally advanced, and other societies or ethnic group are being considered morally wrong and "backward."

Answer for Activity 2.6 III

1. Anthropologists and others
2. "Civilizations" being considered morally good and culturally advanced, and other societies being morally wrong and "backward."
3. Every one
4. The Incan Empire

Answer for Activity 2.7, II

1. complex
2. coming together
3. people who study human's culture and development
4. lower
5. barbaric/ unfamiliar
6. agree
7. stick to/ abide by

8. Vague/ hard to pin down

Answer for Activity 2.8, I

1. Name after – given the name of someone
2. takes after – resembles/looks like
3. bringing up – taking care of
4. carried on - continued
5. call up- phone

Answer for Activity 2.8, II

1. Let off
2. Lay off
3. Let in
4. Left behind
5. Left off
6. lay down
7. Lead up to
8. Let down
9. Leave out

Answers for Activity 2.9, I

(1). learning English tenses is important to help you:

- Say what you actually want to say.
- get fluent.
- improve all your language skills.
- help you pass your English exams.

(2) Tenses are the forms of the verb that describe an action or an event in time and place.

Answer for Activity 2.9 II

a. lost b. had left c. had been playing d. broke e. had escaped

Answer for Activity 2.10, I

1. "We have reached both targets that we have set for ourselves."
2. "We have also learned a lot from this project in terms of agro-forestry for the country," said Seleshi Bekele, Ethiopia's Minister for Water and Energy.
3. "To assure the exact number, we would encourage the regional leaders to get in touch with our records management team to review the recent progress," said a spokeswoman.

Answer for Activity 2.10 II**The reported Speech**

1. **Seleshi Bekele**, Ethiopia's Minister for Water and Energy said that they had reached both targets that they had set for themselves.
2. The Minister also said that they had also learnt a lot from that project in terms of agro-forestry for the country.
3. A spokeswoman said that to assure the exact number, they would have encouraged the regional leaders to get in touch with their records management team to review the recent progress.

Answer for Activity 2.10 III

1. They said, "We will arrive a little late".
2. She said to us, "I have already finished the order".
3. They say, "We are cold".
4. She asked me, "Are you coming to the show this night?"
5. He said, "It has been raining since this afternoon".

Answer for Activity 2.10 IV

1. She wanted to know if I could call her back.
2. He wanted to know if I would have a seat.
3. She begged me not to do that.
4. He asked me when I was leaving.
5. Sami said that he had had a headache the previous day

Answer for Activity 2.11, I

1. The book that she read was important for her literature review. (Defining or restrictive)
2. The participants who were interviewed volunteered to be part of the study. (Defining or restrictive)
3. Addis Ababa University, which is entirely a face to face instruction, has main administrative offices at Sidist Kilo which I tested throughout the research. (None defining or nonrestrictive)
4. The student who sits in the back of the room asks a lot of questions. (Defining)
5. The results that I obtained may invoke positive social change. (Defining)
6. The journalist whose story I read yesterday has won prizes for her work. (Defining)

7. The hypothesis, which I tested throughout the research, was rejected.
(None-defining)
8. I have found the article, which I have been looking for. (None-defining)

Answer for Activity 2.12, II

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

Answer for Activity 2.12 III

1. let
2. made me
3. made me
4. let me

Answer for Activity 14, II

1. The writer compared 'Merkato' with a jungle or forest. He said the striving jungle of Africa.
2. The writer started by appreciating his experience of coming to the new place.
3. The writer used expressions like jungle of Africa, is another thing, not a living place and amazing jungle.
4. The writer used exclamation marks and single quotations to attract attention.
5. He is a tourist.
6. He used some informal language elements like ethic', vibe', wanna'get, and wann'ago.
7. Here students should read there essays and correct if there are errors in the essays.

Answer for Activity 2.15, I

Punctuating using the comma (,) and the apostrophe (')

1. I thought registration day would be tiring, but I didn't know I'd have to stand in so many lines.
2. The foundations of the house had been poured, but, to his disappointment, nothing else had been done because of the carpenters' strike.
3. The grass was flourishing, but the rest of the lawn unfortunately, was dying.

- 4 Professors are supposed to be absent-minded, and I've seen plenty of evidence to support that claim since I've been in college.

Answer for Activity 2.15, II

Punctuating Sentences Using Colon (:)

1. He was planning to study four subjects: mathematics, physics, chemistry, and economics.
2. I didn't have time to get changed: I was already late.
3. There was one thing she loved more than any other: her dog.

Answer for Activity 2.15, III

Joining sentences using the semicolon (;)

1. I had to complete the assignment by Friday; otherwise I would have failed the course.
2. The office was closed; consequently, I couldn't pay my bill.
3. The air was beautifully clear; it was a lovely day.
4. I always go to the mountains in the fall; they are at their prettiest time of the year.
5. Our dog seems to have a built-in alarm clock; he wakes us up at exactly the same time every morning.



Answer keys for Unit 3 Activities

Answer for Activity 3.1

1. The causes and consequences of various traffic-related accidents
2. Speed, getting drunk, lack of proper sleep, rush hours
3. They are highly practical in our day-to-day lives.

II.

1. B 2. B 3. D.

III.

- a. Painful b. hospital c. the house

- d. with my head e. my friend



Answer Keys for Unit 3 Speaking

Answer for 3.3, I

Formal Expressions

- I think/I don't think.....
- I'm fairly certain that.....
- I'm quite certain that.....
- I would have thought that.....
- I'm absolutely certain that.....
- I'm convinced that.....

Informal Expressions

- I believe that....
- I don't doubt that....
- I feel certain that.....
- My impression is that...
- as I see it....
- It seems to me that...

Answer for 3.3 , II

You can use alternative expressions for asking and giving opinion. The blank spaces can be filled in by the following.

1. From my perspective,...
2. From my point of view...
3. I am certain that ...
4. What is your opinion on...
5. What if

Answer for 3.6 : Giving public speech

I. Choose a topic from the following:

- The importance of having codes of rules for pedestrians
- The importance of wearing helmets and safety-gloves by motor cyclists importance of having act the role of a public speaker for your classmates The importance of taking serious measures on those who violate traffic codes
- Let them make good preparation beforehand.

II. Knowing the purpose of their speech

III. Knowing their audience

IV. Researching on the topic and having enough knowledge (gathering enough data through reading, asking;

V. Organizing their speech coherently-considering how they frame their speech (identifying important points, following clear introduction-development-conclusion)

- Being conscious of their language usage
- I.** Using their body language effectively;
- II.** Adjusting their volume of speech for a maximum effect;
- Rehearsing their speech thoroughly before the presentation;
 - Starting confidently and Closing their speech with final strong words of sincerity and appreciation of the audience.

Answer for 3.7 Reading

- By causing the loss of human and economic resources
- By way of losing the income sources of families
- The creation of various social, psychological and economic unrest

Answer for 3.8: True or False Items

1. True 2. False 3. False 4. True 5. True 6. True

Answer for II table completion

para no.	Main idea	Supporting Details
1	Government, non-government and civic organizations have now recognized the serious health consequences of traffic accidents	WHO reported more than 1.25 million people death, and 50 million suffer injuries each year worldwide as a result of road traffic accidents
2	Low- and middle-income nations suffer the worst consequences of road traffic accidents	They cause an estimated 5% loss in GDP Traffic fatalities in the African Region accounts 26.6 per 100,000 people, compared to 17.5 per 100,000 people globally
3	Ethiopia is one of the countries with highest rates of traffic-related fatalities in the world.	Road crash fatality was 4984.3 per 100,000 cars in 2013 The number of fatalities from traffic accidents equal to the fatalities from malaria
4	Effective steps should be taken to avert the impact of road traffic deaths and injuries	traffic deaths and injuries have strong implication on nation's growth and public health

5	The road traffic accidents have long lasting impact on the life of not only individuals, but also their families	The expense for medical care, treatment threaten family income Sometimes, it may be primary source of income faced accident
6	It is high time that Ethiopian road traffic accident be addressed.	Data must be gathered and examined on a regular basis The impacts must be assessed

Answer for IV: Contextual meanings of words

1. Burden 3. Uneven 5. Deplete
2. Account 4. Lingering 6. Pertinent

activity 3.9 Vocabulary

I. Contextual Guessing

1. Meaning: vague, ill-defined... clue, explanation to students
2. Meaning: fictitious, false. Clue writer, news paper writer
3. Meaning : trivial, simple, Sudanese ,style
4. Meaning: right, privilege, individual's right
5. Meaning: having attention disorder deficit, distracted, calm, atmosphere
6. Meaning: natural objects found outside earth. Sun, moon,stars.

II.

1. **Elusive** : rarely seen...clue peace, quality of life
2. **Unrest**: Confusion, turbulence : clues look around, lack of peace, tension
3. **Attainable**: achievable, obtainable: clues practically achievable
4. **Invigorating**: strengthening, vitalizing: clues not boring
5. **Unpredictable**: can't be foreseen: clues, because. But...
6. **Misconception**: mistaken belief, wrong ideas : clues, rid off,

Answer for 3.10, I

1. Anything that is added on the base word
2. They are inserted before or after the root word
3. II. Answer for word formation table

prefix	Root	suffix
Anti-	Establish	-ment
Pre-	-	requisite
Un-	Kind	-ness
Dys-	Function	-al
In-	Effect	-ive
Mis-	Calculate	-ed
Un-	Change	-able
Dis-	Proportion	-al
Ill-	Manner	-ed

Answer for Activity 3.11

1.	Practitioners	2. Intervention	3. Prevention
4.	Injuries	5. Development	6. Collaboration
7.	guidance		

Answer for Activity 3.12 phrasal verbs

1. Allow
2. Forgive
3. Reveal

Answer given for II

1. Let out
2. Let off
3. Let on
4. Let off
5. let up
6. Let down
7. Letting off
8. Let out
9. let up
10. Let down

Answer for III.

1. Disclose
2. Released
3. Lessen
4. Disappointed
5. Allow
6. Marched
7. Motivated
8. Disregard
9. Accept
10. Found in unknown place

**Answer Key for Unit 3 Grammar****Answer for activity 3.14**

1. I want to meet you. I will come to your work.
I will come to your office because I want to meet you.

2. He has written a letter of complaint. We have to refund his money.
We have to refund him his money as he has written a letter of complaint.
3. It is snowing. I will have to cancel the road trip. I will have to cancel the road that it is snowing.
4. She was disappointed. You failed your English exam.
She was disappointed that you failed your English exam
5. you didn't pick up the phone. I left a voicemail. Because you didn't pick up the phone, I left a voicemail.

Answer for II

1. so severe that thousands perished.
2. They fought so bravely that the enemy fled.
3. He is such a good man that all respect him.
4. He spoke in such a low voice that few people could hear him.
5. She was so weak that she could hardly stand.
6. It was so hot we didn't go out.

Answer for III ... Accept various options

1. He wears eye glass so that he could read better
2. He is such a kind man that he supports the poor
3. We started early in order that to finish it soon
4. I like visiting historical places so that I could learn about them
5. Hawassa is such a beautiful town that many tourists visit it every day.
6. She is such a nice person that everybody likes her.
7. She started to listen to the BBC so that she could improve her English.
8. He spoke loudly in order that everybody would hear him.
9. It was raining so heavily that we didn't go out.
10. The injury in her leg was so serious that she couldn't walk.

**Answer for Unit 3 Writing****Activity 3.15 Answer for II: Punctuation**

1. Some people spend a lot of money hiring people for wedding services; they are lucky to have such talented friends.
2. Each flower has its own personality; some seem shy and others seem bold.

3. On the day of the wedding, we're going to rent a limo.
4. My brother's wife will make the arrangements.
5. She's a great party organizer.
6. The groom danced with his new **mother- in -law**.
7. It was a spectacular, fun- filled day for everyone.

Answer for 3.16, I

1. Orange fur, black and white, soft, ,
2. Adorable active, tired, sleepy
3. Yes, there are subjective and objective descriptions. Subjective description is related with emotions while the objective description is about reality.

Answer for 3.17, I, II

1. It was raining heavily, So, I stayed at my office
2. Because she made on big mistake, she lost her job.
3. The football game was canceled due to heavy rain
4. I spent all my money in the first week; as a result, I had no money to buy air-ticket.
5. They had to postpone the meeting, because of the strike.

Cause	Effect
My alarm clock didn't ring	I wake up late
I had to go back home to fetch my cell phone	I missed the bus
my day had been going so badly	I was in a bad mood and I shouted at my friends
I was in such a bad mood	they didn't want to hang out with me and they left

Possible Answer for III

Because, since, due to, as a result, consequently,

- I. Let the students use one of the set of sentences to write a cause-effect paragraph. Ask them to add some more sentences of their own to develop the paragraph adequately. Let them use appropriate conjunctions or connectors to keep the logical flow of ideas below.

1. I liked business in high school
Salaries in the field are high
I have an accountant aunt I am good with numbers
I chose to major in accounting
2. I reduced work hours My income decreased
My employer got irritated I got more time to study
I got more time for my family and friends
3. Poor quality of roads Inefficiency of drivers Carelessness of pedestrians Lack of law enforcement Loss of life
Physical injuries Loss of economy Mental damages

Now let the students write an essay of three paragraphs on 'Causes and effects of road accident'. Ask them Use the following notes as a start and develop it by adding ideas of their own. Ask them not to forget to use appropriate conjunctions or connectors of cause and effect.

Poor quality of roads Inefficiency of drivers Carelessness of pedestrians
Lack of law enforcement Loss of life

Physical injuries Loss of economy Mental damages



Answers for Activities of unit 4

Answers for Activity 4.1, I

1. Students explain their own views or experiences
2. Students explain the natural resources found in their surrounding
3. Students explain the responsible people who takes care of natural resources
4. Students define the words:
Expansion - increase/ extension
Migration - movement
Urbanization - make a village or an area a town or city
Resettlement – relocation
Sustainability – able to maintain continuity

Answer for Activity 4.1, II

1. D
2. Severe soil loss, low vegetative cover, unsustainable farming practice, continuous use of dung and crop residues for fuel, overgrazing, and destruction and/or migration of wildlife
3. B

Answers for Activity 4.1, III

1. Interconnected 2. Population 3. Burden 4. Sustainability 5. degradation
6. Unsustainable 7. Amplified 8. Deterioration

Answer for Activity 4.2, I

1. Diphthongs
2. Diphthongs contain two vowel sounds that glide or move from one to other.
3. 'Ou' in out; 'oy' in boy and 'ai' in high.
4. Triphthongs are three vowel sounds that occur consecutively and can be separated in different syllables.
5. Layer, lawyer, lower, slower, etc.

Answer for Activity 4.2, II

Lawyer, hour, admired, power, trial

In Activity 4.2 III, students should group the given words under the five triphthongs sounds. The purpose of this lesson is to give students a highlight of pronouncing words correctly.

Answer for Activity 4.2, III

eɪ + ə: ɔɪ + ə:

1. layer, mayor, player;
2. lawyer, royal, soya;

ɑɪ + ə:

ɑʊ + ə:

3. admire, fire, hire;
4. power, tower, hour

əʊ + ə:

5. lower, slower, mower;

Answer for Activity 4.3 III

In this activity learners are expected to play a role. Make them sit in pairs and play the roles in each situation in this activity.

Example: student A may say where is the biology teacher's office? Or how can I get to the biology teacher's office.

Student B: It is in front of the director's office. Or Go straight and turn left. The first room is his office.

Answer for Activity 4.4, I

1. I am sorry for bothering you. I am studying. Can you minimize the music, please?

Acceptance: I am very sorry; I will turn it off. I am going out soon.

2. Sorry for bothering you but I cannot be concentrated. Can you lower your voice?

Acceptance: Sorry for bothering you, I am going to read myself now.

3. I'm afraid there is a slight problem with you in taking part in voluntary work. What is the matter with you?

Acceptance: I am really sorry for making you worry. I will try my best to be part of this kind of work.

Answers for Activity 4.4, II

- 1 Having or getting a single bedroom
- 2 Getting a project done quickly
- 3 To get hair cut properly

Answers for Activity 4.5, I

1. I am sorry; I am not keen on visiting natural heritages.
2. If it is Ok with you, I do not particularly like going to mountains.
3. I would prefer to help people in the afternoon if it is Ok with you.
4. I am sorry, I'd rather not to go anywhere at the moment.
5. I am very sorry to say this, but I'd rather not to stop near the parks.



Answer for Activity 4.6, I (pre-reading)

In this activity, learners explain the questions about conservation of natural resource (item 1, and 2). There is no right or wrong answer. They also define the word 'indigenous' in (item 3).

Indigenous- means originating in and naturally living, growing, or occurring in a region or country. Learners could also guess what the text will be about by looking at the title in (item 4).

Answer for Activity 4.6, II (while-reading)

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

Answer for Activity 4.6, III (referencing)

1. indigenous and tribal lands in the Amazon Basin
2. Forests outside indigenous territory and protected areas
3. These forest dwellers
4. The FAO report

Answers for Activity 4.7, I

1. aggravate 2. unprotected 3. reversible
4. not revitalize 5. Tangible

Answers to Activity 4.7, II

1. enemy 2. cheerful 3. innocent 4. vertical
5. trivial 6. decrease 7. outer

Answer for Activity 4. 8, I

1. Prefixes are parts of a word that are added to the beginning of the word to change its meaning.
2. Disappeared, researched, reclining, and color-blind
 Disappeared- means lost
 Researched – means looked for again and again
 Reclining- lying back or stretching out on a surface that is slanted or horizontal
 Color-blind- someone who is unable to discriminate or differentiate color
3. Learners compare their list of prefixes and discuss them.

4. Learners look for more words with prefixes in dictionaries and learn their meanings.



Answer for Activity 4.8, II and III

II. Learners can write as many words as possible using prefixes listed.

- III. 1. Discomfort 2. Mismatched 3. Unglamorous
4. Substandard 5. Unnatural
6. Dislocate 7. React 8. Incaution 9. Non-combatant

Answer for for Activity 4.9, I

Suffix	Meaning	Example
1. -ed	past tense of verbs	hopped, loved
2. -ing	Present participle form of verbs	running, writing, talking (with various options)
3. -ly	forms an adverb, characteristic of	quickly, slowly (with various options)
4. -s, es	more than one (plural);	chairs, boxes (with many options).
5. -able, -ble	able to be	Manageable, defensible (with many options)
6. -ful	full of	(useful, wishful, careful; with various options)

Answer for Activity 4.9, II

- Here students are going to use the words they learnt in paragraph writing.
- Check that students used five words with prefixes and five words with suffixes to describe their life goals.
- Allow students to check their paragraphs
- Let students swap their paragraphs and circle the prefixes and suffixes.
- Let the students correct the errors if any.

Answer for Activity 4.10, I

- Lock out (n) - an occasion when workers are prevented from entering work place.
- lock up (n)- a small prison, block of cells at a police station

- c. look around(v) – glance through
- d. look at(v)- turn the eyes toward
- e. look down on(v)- treat someone as inferior
- f. look up(v)- search for information
- g. look into(v)- investigate something carefully
- h. look forward to(v)- await something eagerly/ to anticipate a future event



Answer for Activity 4.11, I

1. Part of speech is a grammatical category or word group in a language to which words may be assigned on the basis of how they are used in sentence.
2. Students should say eight parts of speech and list them.

Answer for Activity 4.11, II

Students should identify the parts of speech in sentences (a-i) as the examples. For example, in sentence (a) the words: girl, letter, teacher, and God as **nouns**; the, young, long, and quickly as **adjectives**. Students should also indicate the words brought and disappeared as **verbs**; the words very, a, then, quickly as **adverbs**; me, my, and she as **pronouns**; the word 'from' as **preposition**, 'and' as **conjunction** and 'Oh 'as **interjection**. Students should do the same for all the remaining sentences.

Answer for Activity 4.11, III

- | | |
|------------------|------------|
| 3. feel | 11. prefer |
| 4. √ | 12. √ |
| 5. √ | 13. it |
| 6. √ | 14. have |
| 7. <u>have</u> | 15. √ |
| 8. √ | 16. been |
| 9. √ | 17. √ |
| 10. <u>would</u> | 18. √ |

**Note:**

the symbol (✓) means the sentence is correct.

Answer for Activity 4.12

Students should identify the simple and perfect future tenses used in the given paragraph as:

Simple future tenses

1. Five years from now, in August 2021, my little child will begin kindergarten.
2. There will be a space of time between the end of learning those things and the beginning of kindergarten.
3. She will learn how to do these things during the next few years,

Future perfect tenses

1. She will have learned to walk, to talk and to do many other things that she can't do now.
2. But she will have finished learning them at some time before she begins kindergarten.

Answers for Activity 4.13, I

1. To express the purpose of doing something.
2. Students should write sentences for each like the examples below this activity.

Answers for Activity 4.13, II

- a. so that b. in order c. in order d. in order to

Answers for Activity 4.13, III

1. So that 2. Lest 3. for fear 4. In order to

Answer Key for Activity 4.14, I

1. We went to the city ... and arrived home after midnight (Ellipsis shows omission).
2. She said, "I like apples, oranges and bananas ... all fruits." (Ellipsis shortens the quote)
3. What do you want ... to say? (Ellipsis showing pause)

Answer Key for Activity 4.14, II

1. He said, "The case is far from over, and we will win".
2. "I hope you will be here," he said.

3. "What would you do if money didn't matter?" I asked.
4. The king shouted, "Let the games begin!"



Answer keys of Activities for Unit 5

I. Dear distance learner, in this sub-section of the listening skills practice, you should brainstorm and link your background knowledge with the text information. So before listening about agriculture, generate ideas for free contemplation of your own on three/ four important words from the text .

This activity gives you some clues to make use of various strategies of listening to enhance your listening comprehension; listen to the text and take note. Make sure that you have really tried to link the purpose of the listening text with what is expected from you while you are listening to the text and after listening to it.

Activity 5.1

III. True/False Questions

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

Answer key for Speaking Skills Activities

You need to gather sufficient and relevant information from the concerned bodies about the role of agriculture in our country . you can talk to agriculture bureau experts, agriculture police experts and government officials. organize your information in a way that it models the procedures of a real public speech like:

- Gathering the appropriate information
- Organizing the speech in different sections
- Practicing properly
- Supporting your presentation with visuals if possible
- Getting ready for handing questions if there are any.

Activity 5.2

List out the expressions used

A. to make suggestions ("You should have time for; don't you think it is advantageous----; What if you raise this----; How about raising the concern-----?)

B. to accept suggestions (Yeah, you're right; you're absolutely right; that sounds a good idea; definitely; yes, you're right)

- C. to reject suggestions (but don't you think it is a bit premature; interesting, but don't you think it is; I'm not really sure I agree with that)
1. Write at least two alternative expressions for each category of expression.
1. Making suggestion: I suggest you should; why don't you; don't you think it is a good idea
 2. Accepting suggestion: Oh surely! What a good idea---; Yes, with pleasure; Yes, that's not a bad idea.
 3. Rejecting suggestion (Well, I'd rather...; I don't feel like it; I am not sure I agree ; I'd love to but...; I don't think it will work.

Key for Activity 5.3

1. A debate is rather structured; purposeful; requires preparation
2. The answer comes from the students, but you guide them properly e.g. by giving them clues
3. A good debater: (has a good mastery of facts and issues;-has the ability to put his/her ideas/facts together; argues logically and coherent; -is good at engaging and convincing audience; is adaptive to ever changing situations; is smart enough to counter attack opponents' views)

key for Activity 5.4

1. Public speaking (-requires you to -have self-awareness and confidence; have knowledge about issues/topics of presentation; to make a careful planning and rehearsal; to overcome stage fright and nervousness; have passion)
2. to get followers; to appeal to people; to unite everyone over a particular goal or idea;
3. the answer comes from the students, but you guide them towards the right answers



Answer key for Reading Skills

key for Activity 5.5

- I. The questions (1-3) are free practice for you to get motivated before the actual reading.
- II. Now in this part , read the text and answers all the questions.
- III. Complete the table below

Para no.	Main Idea	Supporting Details
1	irrigation has great potential for improving resilience and food security in farming families in Africa	<ul style="list-style-type: none"> - increases agricultural productivity - empowers women and opens employment opportunities.
2	Though the irrigation practices in most African countries rely heavily on basic or improvised techniques , the uptake of on-farm pressurized irrigation technologies I increasing	On average, 18 percent of areas equipped with modern irrigation technologies in Africa now use pressurized irrigation equipment
3	a range of factors need to be considered in the selection of different irrigation innovations and water harvesting methods	Market factors such as ----- the costs of technologies crop and farming characteristics; local climate; regulatory provisions such as
4	irrigation technologies are usually used in combination,, ,but rainwater harvesting is widespread in many African countries, and has many advantages over building big dams	<ul style="list-style-type: none"> -can be managed by individuals and small-scale farmers -cost-effective -loses less water to evaporation, -allows sharing of resources by not stopping water supply systems
5	Water-spreading dams have unique advantages and can be made practical	<ul style="list-style-type: none"> -allow the infiltration of much water into the soil and hence reaching an aquifer. can be developed using locally available materials -In Niger, over 4,700 farms benefited directly from water- spreading dams

key for IV.

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

key for V

1. This (Para.1) =improvement in resilience and food security in farming families
2. Doing this (para.1) = elevating irrigation and bringing it to the scale required
3. all of which (para. 2) techniques such as flood recession, spate irrigation
4. it (para.4) =(small-scale) rainwater harvesting
5. they (para.5) = Water-spreading dams

**Answer keys for Vocabulary Skills****Answer for Activity 5.6**

1.
 - a. flow/increase (para.1)= surge
 - b. standard/position (para.1) = scale
2.
 - a. spontaneous/ accidental (para. 2) =improvised
 - b. acceptance /application (para. 2) = uptake
3.
 - a. requirements/ conditions (para.3) =regulatory
 - b. reduce/ lessen (para. 4) =deplete
4.
 - a. extra/excess (para. 5) =runoff
 - b. farm-able/ productive (para. 5)=arable

II.

This activity gives you a free contextual use opportunity to use verbs in meaningful context of your own. So put the words (**vulnerable, stricken, sustainable, diligence**) in a small paragraph level context of your own and identify the contextual meaning.

III Contextual meaning of the phrasal verbs

1. refer/consult 2. respect 3.care 4.visit 5.ran to
 6.escape 7.fabricate a fake story/ an excuse 8. muddle/mix-up

9. confuse 10. evacuate/leave

This is also a free practice activity; you can try it by your self . Then, look for sentence level contexts of your own to practice the meaning and the use of the given phrasal verbs. Based on that, get further feedback and explanation from your tutor.



Answer key for Grammar Skills

5.7 Answer key for II

1. since we live near the river
2. as long as you are here,
3. as Yohannes was the youngest
4. as you go to Kefa,
5. because I are watering them properly.
6. because they were dry.
7. since the weather has improved
8. because I have a bachelor's degree in English education.
9. now that the final exams are approaching
- 10.as long as you follow the procedure

Answer key for III

1. As I had failed the exam, I decided to try again
2. Now that the exams are over, the students should leave the campus
3. Because he had not paid his dues, he was penalized
4. Since irrigation is very important, we need to expand it
5. As I wanted to talk to her, I asked for her permission
6. Because the rain has stopped, you can go out
7. Since your parents told me so, I have to be careful
8. Since the weather has improved, we can wear light clothes.

Answer for Activity 5.8, I

1. taking	2. to bring	3. going	4. to help	5. going
6. telling	7. going	8. having	9. talking	10. to speak
11. giving	12. to carry	13. cooking	14.to study	15. waiting
16. to come				

Answer key for II

Dear student, in this section you identify those verbs which are commonly followed by gerunds and those which are followed by infinitives from the above exercise. If there are some verbs to be followed by both you could bring some meaning difference. Verbs such as: forget, go on, regret, remember, quit, stop and try could have different meaning when they are followed by gerund and infinitive. Try

them by your self and then with your partner if you can find one. Check what kind of meaning difference could be observed in sentence context of your own in using the verbs given above.

Answer key for IV

- A. I forgot to meet him (*I didn't meet him because I forgot to do it.*)
 - B. I forgot meeting him (*I don't have the memory of meeting him before.*)
1. A. He went on to learn English and French (*He ended one period of time before this.*)
 - B. He went on learning English & French (*He continued learning the languages.*)
2. A. She quit to work here (*She quit another job in order to work here.*)
 - B. She quit working here (*She quit her job here. She doesn't work here anymore.*)
3. A. I regret promising to help you (*I'm sorry that I made the promise.*)
 - B. I regret to promise to help you (*I'm telling you now, and I'm sorry.*)
4. A. She remembered to visit her grandmother (*She didn't forget to visit.*)
 - B. She remembered visiting her grandmother (*She had memories of this time.*)
5. A. I stopped to call you (*I interrupted another action in order to call you.*)
 - B. I stopped calling you (*I stopped this activity. Maybe we had a fight.*)

6. A. I tried to open the window (*I attempted this action but didn't succeed.*)
 B. I tried opening the window. (*This was one option I sampled. the room was hot*)

key for V

Present participle (feeling, standing ,interesting) Past participle (interested, broken, made)

- A. (1) 'man' (2) 'we' (3) 'children' (4) 'book' (5) 'she' (6) 'clothes'

b. Very close to the noun/pronoun to be modified

d. the participle + modifiers; the modifiers can be noun/pronoun or noun phrase function- ing as a complement, direct/indirect object, etc.

Example: Children interested in music early interested ('Participle') music (direct object) early (modifier)



Answer Keys for Activity 5.9

Dear distance learner, in this sub-section of grammar focus lesson, you are to deal with different types and functions of participial phrases. Before dealing with the details, generate your ideas for the general understanding questions.

I. key for II

1. She placed the cut flowers in the vase. (as an adjective)
2. The winning athlete gets a trophy. (present participle, as an adj)
3. Having finished the report, she took a nap.(perfect participle, as an adj)
4. Having relied on his grandfather's advice, the boy felt utterly lost after his grandfather's death. (perfect participle, as an adj)
5. Wearing his new suit, Bill went to work. (present participle, as an adj)
6. A laughing man is stronger than a suffering man. (present participle as an adj)
7. Having eaten their lunch, the kids went to the playground. (perfect participle as an adj)
8. The man carrying the bricks is my father. (present participle as an adj)
9. Stunned by the blow, Mike quickly gathered his sense. (past participle as an adj)
10. The washed car is on display today.(past participle as an adj)

key for IV, Free completion Exercise

1. Having looked down at his shoes, he untied them
2. Having felt tired, he fall asleep
3. Dressed in shorts and T-shirts, he went for sport activity
4. Hiding under the bed, no one could see her
5. Damaged by the rain, he stayed in bed for a long time
6. Signed by the president, the letter was dispatched to different organizations
7. Huddled around the radio, he listened to sad news
8. Born in war age, he knows a little about peace
9. Searching for food, he got tired
10. Looking at pictures, her eyes became dizzy

**Answer key for Writing Skills**

Answer key Activity 5.10

Dear distance learner, this is a free idea generating activity for you. So, think of each step of process writing and what you do in each step if you are supposed to write a paragraph/essay on the '**Promoting Irrigation-based farming is more important than mechanized farming in the present Ethiopia**'.

Dear learner, begin with some kinds of pre-writing activities like thinking, taking notes, talking to others, brainstorming, outlining, and gathering pertinent ideas on '**Promoting Irrigation-based farming is more important than mechanized farming in the present Ethiopia**'; thereafter, move to the drafting step of process writing, in which you concentrate upon explaining and supporting your ideas; having drafted your topic, go on to revising in which you think more deeply about your readers' needs and expectations about the topic beyond the draft step. Then, direct them to come to the stage of editing in which you come to checking for such things as grammar, mechanics, and spelling.

Dear learner, in this writing skills practice, generate ideas on '**Promoting Irrigation-based farming is more important than mechanized farming in the present Ethiopia**' in line with each step of the process writing approach. Then, check your ideas with some constructive comments and feedback given to you by your tutor.

Key for Activity 5.11

1. After deciding about both the main idea and the supporting details (reasons)

2. A. 'topic sentence' is the main idea for a paragraph. It tells the reader what to expect to read about in that paragraph. The idea expressed by the topic sentence should relate to the overall main aim of the essay (the thesis statement).

B 'thesis statement' is the main point of an essay. It summarizes the main aim of the essay and tells the reader what to expect in terms of an answer to the essay question

1. Introduction, body and conclusion
2. they could have different format, but the structure remains almost the same

Answer key for II.

1. The Thesis statement: water management in agriculture is constrained by inadequate policies, major institutional under-performance, and financing limitations
2. Topic sentence 1: basin authorities often hold limited ability to enforce water allocations and to bring stakeholders together.
Topic sentence 2: most governments and water users fail to invest adequately in the maintenance of irrigation and drainage (I&D) systems
Topic sentence
3. Given the existing constraints above, the agricultural water management sector is currently promoting itself to modern and sustainable service provision.
4. What is the function of each paragraph in the essay- students are expected to answer this through your guidance