

ENGLISH FOR
ETHIOPIA

DISTANCE MODULE TWO

GRADE 9

ENGLISH FOR ETHIOPIA DISTANCE MODULE TWO GRADE 9



ENGLISH FOR
ETHIOPIA

DISTANCE MODULE TWO

GRADE 9



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

Price: ETB XXX



FDRE
MOE



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



ENGLISH FOR ETHIOPIA

DISTANCE MODULE TWO GRADE 9

Writers:

Abiy Yigzaw (Prof.)
Birhanu Simegn (PhD)

Editors:

Akalewold Eshetie (PhD) (Curriculum Editor)
Eskinder Getachew (PhD) (Language Editor)

Designer

Zemenu Haile (MSc)



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION



HAWASSA UNIVERSITY

UNIT 6

First Published xxxxxx 2022 by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E) supported by the World Bank, UK's Department for International Development/DFID-now merged with the Foreign, Commonwealth and Development Office/FCDO, Finland Ministry for Foreign Affairs, the Royal Norwegian Embassy, United Nations Children's Fund/UNICEF), the Global Partnership for Education (GPE), and Danish Ministry of Foreign Affairs, through a Multi Donor Trust Fund.

© 2022 by the Federal Democratic Republic of Ethiopia, Ministry of Education. All rights reserved. The moral rights of the author have been asserted. No part of this book may be reproduced, copied in a retrieval system or transmitted in any form or by any means including electronic, mechanical, magnetic, photocopying, recording or otherwise, without the prior written permission of the Ministry of Education or licensing in accordance with the Federal Democratic Republic of Ethiopia as expressed in the Federal Negarit Gazeta, Proclamation No. 410/2004 - Copyright and Neighboring Rights Protection.

The Ministry of Education wishes to thank the many individuals, groups and other bodies involved – directly or indirectly – in publishing this module. Special thanks are due to Hawassa University for their huge contribution in the development of this module in collaboration with Addis Ababa University, Bahir Dar University Jimma University, and Semera University.

Copyrighted materials used by permission of their owners. If you are the owner of copyrighted material not cited or improperly cited, please contact the Ministry of Education, Head Office, Arat Kilo, (P.O.Box 1367), Addis Ababa Ethiopia.

Printed by:

xxxxxxx PRINTING

P.O.Box xxxxxx

xxxxxxx, ETHIOPIA

Under Ministry of Education Contract no. xxxxxxxxxxxxxxxxxxxx

ISBN: 978-997744-2-046-9



Contents	page
6. UNIT SIX : Poverty in Ethiopia1	
6.1 Listening Skills	1
6.2 Reading Skills.....	2
6.3 Vocabulary Development.....	4
6.3.1 Vocabulary from the reading passage	4
6.3.2 Suffixes –ate, -ise/ ize, -ment, and –tion.....	5
6.4 Grammar	7
6.5 SpeakingSkills.....	10
6.6 WritingSkills.....	12
6.6.1 Paragraph writing.....	12
7. UNIT SEVEN : Community Services19	
7.1 Listening Skills	19
7.2 Reading Skills	20
7.3 Vocabulary Development.....	22
7.4 Grammar	23
7.4.1 Relative pronouns used in defining relative clauses	26
7.4.2 Relative pronouns used in non-defining relative clauses	26
7.5 Speaking Skills.....	27
7.5.1 Speaking activity related to the reading passage	27
7.6 Writing Skills.....	27
7.6.1 Writing activity related to the reading passage.	27
7.6.2 Writing essays	28
8. UNIT EIGHT : Communicable Diseases36	
8.1 Listening Skills	37
8.2 ReadingSkills.....	37
8.3 Vocabulary Development.....	40
8.3.1 Vocabulary from the reading text	40
8.3.2 Phrasal verbs.....	40
8.4 Grammar	41
8.4.1 The Present Perfect Tense.....	42
8.4.2 The Present Perfect Continuous Tense.....	44
8.5 SpeakingSkills.....	46
8.5.1 Speaking on health issues	46
8.5.2 Identification and classification of diseases.....	47
8.6 WritingSkills.....	47

9. UNIT NINE : Fairness and Equity53

9.1 Listening Skills	53
9.2 Reading Skills	55
9.3 Vocabulary Development.....	59
9.4 Grammar: Simple past and Present Perfect Tenses.....	60
9.4.1 Phrasal Verbs	60
9.5 Grammar	60
9.5.1 Simple Past and Present Perfect Tenses.....	60
9.5.2 Forms of the Simple past tense.....	61
9.5.3 The Present Perfect Tense.....	62
9.6 Speaking Skills	65
9.7 Writing Skills	66

10. UNIT TEN : The Internet73

10.1 Listening Skills	73
10.2 Reading Skills	74
10.3 Vocabulary Development.....	77
10.3.1 Words taken from the reading passage.....	77
10.3.2 Phrasal Verbs	78
10.4 Grammar	79
10.5 Speaking Activity	82
10.6 Writing Activity	83

UNIT SIX

Poverty in Ethiopia

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

- ⌘ Improve listening and reading comprehension skills
- ⌘ interact in English in varied communication situations with comprehensible grammar,
- ⌘ realize the impact of poverty in Ethiopia,
- ⌘ recommend ways to alleviate the impacts of poverty in Ethiopia,
- ⌘ read medium level reading resources and comprehend contents,
- ⌘ guess meanings of words using context clues,
- ⌘ form words using suffixes,
- ⌘ extend their vocabulary using phrasal verbs,
- ⌘ construct sentences using modal verbs,
- ⌘ participate in conversational practices, and
- ⌘ write descriptive paragraphs and essays about causes of poverty and solutions.

Required study time =15 hours

6.1 Listening Skills



Activity 6.1 Pre-listening skills

Dear learner!

Look at the picture above and find someone to talk about poverty based on the questions below.

1. Do you know poverty? How do you characterize poverty?
2. What should be done to reduce poverty in Ethiopia?



Activity 6.2 Listening Skills

Dear learner! Listen to the listening text on 'Poverty in Ethiopia' twice or thrice and complete the following sentences.

1. They may engage in begging since they can not _____ any other way.
2. The next influential factor that causes poverty is _____ and _____.
3. In case these individuals do find a job, most of these pay extremely _____.
4. This means the individual is at an increased risk of and _____.
5. Therefore, one of the most effective tools to combat poverty is _____.



Activity 6.3 Answer the following questions based on the listing text

1. With your partner, discuss the impact of poverty in Ethiopia.
2. Write four to five sentences about the causes and effects of poverty in Ethiopia.
3. Share your sentences with your partner and write a paragraph that discusses the causes and effects of poverty in Ethiopia .

6.2 Reading Skills



Dear learner!

You will read about 'Migrating People'. Have you noticed the challenges and dangers of migration? What do you feel about it? Is there any positive side you think of about migration? What should countries do to stop at least reduce forced migration? What do you think you can do to stop it?

You have pre-reading questions you need to answer before you read the passage. Please do them. Following the pre-reading questions, please learn the meanings of the key words given to you. You can consult your dictionary if you fail to understand the meanings of the words.



Migrating people



Activity 6.4 Before you read the passage, look at the above picture and answer the following questions. Discuss your answers with your partner.

1. Why do people want to go abroad?
2. Study the meanings of the following words. They are important for you to understand the reading passage.

poverty consequence slavery



Activity 6.5 Now, read the following passage and answer the questions that follow it.

The Impact of Poverty

1. Not surprisingly, the consequences of poverty are often also causes. The poor often experience inadequate healthcare, limited education, and the inaccessibility of birth control. But those born into these conditions are incredibly challenged in their efforts to break out since these consequences of poverty are also causes of poverty, perpetuating a cycle of disadvantage.
2. According to sociologists' analysis of global inequality studies, the consequences of poverty are many. They have divided them into three areas. The first, termed "these dimension of global inequality," relates to the fact that once poverty becomes entrenched in an area, it is typically very difficult to reverse. As mentioned above, poverty exists in a cycle where the consequences and causes are intertwined. The second consequence of poverty is its effect on physical and mental health. Poor people face physical health challenges, including malnutrition and high infant mortality rates. Mental health is also detrimentally affected by the emotional stresses of poverty, with relative deprivation carrying the most robust effect. Again, as with the ongoing inequality, the effects of poverty on mental and physical health become more entrenched as time goes on. The third consequence of poverty is the prevalence of crime. Cross-nationally, crime rates are higher, particularly for violent crime, in countries with higher levels of income inequality.
3. While most of us are accustomed to thinking of slavery in terms of the antebellum South, modern day slavery goes hand-in-hand with global inequality. In short, slavery refers to any situation in which people are sold, treated as property, or forced to work for little or no pay. Just as in the pre-Civil War United States, these humans are at the mercy of their employers. Chattel slavery, the form of slavery once practiced in the American South, occurs when one person owns another as property. Child slavery, which may include child prostitution, is a form of chattel slavery. In debt bondage, or bonded labor, the poor pledge

themselves as servants in exchange for the cost of basic necessities like transportation, room, and board. In this scenario, people are paid less than they are charged for room and board. When travel is required, they can arrive in debt for their travel expenses and be unable to work their way free, since their wages do not allow them to ever get ahead.

4. The global watchdog group Anti-Slavery International recognizes other forms of slavery: human trafficking (in which people are moved away from their communities and forced to work against their will), child domestic work and child labor, and certain forms of servile marriage, in which women are little more than chattel slaves.

Now answer the following questions.

1. State the causes of poverty stated in the passage.
2. What is the second consequence of poverty?
3. How many forms of slavery are discussed in the passage? Describe each.
4. According to the passage, differentiate the modern form of slavery with the historical one, before the American civil war.
5. After reading the passage, what do you feel about poverty? Do you think the writer exaggerate or lessen the impact of poverty? Discuss with partner and write two or more sentences about what the government of Ethiopia and the people need to do for alleviating poverty.

6.3 Vocabulary Development



Dear learner!

As you did in the previous units, you are going to get the meanings of the words given from the contexts they are used in the passage. Please understand that this kind of exercise provides you with the skill of getting new words in your readings. You know, you cannot get support every time from a friend, a teacher or a dictionary. In such situations, the skill of understanding meanings of words from context will be very important.

6.3.1 Vocabulary from the reading passage



Activity 6.6 Based on the contexts they are used in the reading passage, find the meanings of the following words, and make your own sentences using each of the words.

1. perpetuating (paragraph 1, line 6) _____
2. entrenched (paragraph 2, line 5) _____
3. reverse (paragraph 2, line 6) _____
4. robust (paragraph 2, line 13) _____

5. prevalence (paragraph 2, line 16) _____
6. accustomed (paragraph 3, line 1) _____
7. mercy(paragraph 3, line 6) _____
8. pledge (paragraph 3, line 11) _____
9. wages (paragraph 3, line 17) _____
- 10 recognize (paragraph 4, line 2) _____



Dear learner!

You can learn more vocabulary by adding prefixes and suffixes to root words. These affixes may help you develop nouns, adjectives, negative forms of words, etc. In this Unit, you will learn common suffixes such as -ate, -ise/ ize, -ment, and -tion. Read the notes given, and do the activities below.

6.3.2 Suffixes -ate, -ise/ ize, -ment, and -tion

Affixes which include prefixes and suffixes help develop words. As you studied in the previous units, prefixes are word parts that are added at the beginnings of the root words to form new words. They modify the meanings of the words. Prefixes make words negative, indicate opinion or show repetition.

Examples

Unhappy The word is formed from the root word 'happy' and the prefix 'un'; and the meaning of the root word has changed from positive to negative because of the prefix.

Disorganized The word is formed from the root word 'organize', the prefix 'dis-' and the suffix '-ed'.

Similar to the above example, the prefix has formed a negative meaning to the word.



Suffixes are word parts that are added at the ends of root words, and form new words which can be nouns, verb forms, adjectives and adverbs.

Examples

forgetful: The word is formed by adding the suffix 'ful' to the root word 'forget'. In this example, we see how the verb 'forget' is changed to an adjective, 'forgetful'.

happiness The word is formed by adding the suffix 'ness' to the root word 'happy'. In this example, we see how the adjective 'happy' is changed to a noun, 'happiness'.



In this Unit, you will be introduced with word formation using suffixes. You will also be introduced with few phrasal verbs. The suffixes you will study are -ate, -ise/ ize, -ment, and -tion.



Activity 6.7 Read the following words and identify the root words and the suffixes in groups, and add words of similar types to the list.

action	affection	capacitate	dissatisfaction
differentiate	capitalize	measurement	memorize
excitement	amazement	dissatisfaction	punishment
generalize	prioritize		

1. How did such a complicated situation _____?
 a) come across c) come apart
 b) come about d) come back
2. While I was coming to school, I _____ my old friend.
 a) came down c) came apart
 b) came back d) came across
3. The police _____ the road _____ after the accident.
 a) closed --- down c) closed --- off
 b) closed --- up d) closed --- out
4. My mother _____ the dishes and the plates after we have dined.
 a) cleared up c) cleared away
 b) cleared off d) cleared on
5. I need to get my glasses repaired. They _____ when they fell off the table.
 a) came apart c) came down with
 b) came back d) clogged up



Activity 6.8 Match the phrasal verbs in the Box with the meanings given below. Consult your dictionary for their meanings

Phrasal verbs

clear up	come down	come about
clog up	come across	come apart
close down	come back	come down
close off		

Meanings

1. find by chance _____
2. settle _____
3. block _____
4. happen/ occur _____
5. separate into pieces _____
6. return _____
7. stop _____
8. slow movement _____



Dear learner!

Below is a grammar lesson on 'Obligation markers'. There are common modal verbs that are used for obligation. Adequate notes are given with examples to you in a Box. Please read them carefully, understand how they are used for different functions, and do the activities.

6.4 Grammar

Modals: Obligation, Prohibition and Absence of Obligation (have to/ must/ don't have to/ mustn't)



Do you remember the obligation markers you were introduced with in Unit 3? Do you remember the modal verbs such as **can, could, may, might, must, shall, should, ought to, will, and would, etc.**? We hope you remember the example sentences such as:

Statements	Negative sentences	Questions
You can swim.	I cannot swim.	Can you swim?
You must leave.	He must not (mustn't) leave.	Must he leave?
You should go.	You should not (shouldn't) go.	Should he go?

Now you will learn few modal verbs that help you express obligations, prohibitions and absence of obligations. Let's start doing the activity that is based on the dialogue below.



Activity 6.9 Read the following dialogue and in your group underline verbs that indicate prohibition or obligation

Prohibition and obligation

Abebe: Shall we drive to the restaurant?

Husien: We mustn't drive in this country unless we are over eighteen. So, we cannot drive to the restaurant since both of us are only sixteen.

Abebe: Shall we walk then?

Husien: No. We mustn't do that; our class time is approaching. We mustn't miss classes

Abebe: Shall we go after class?

Husien: Yes, if we get enough time, we can go. But, we have to give priority to our lessons.

Abebe: I don't agree more; we must learn first.

Husien: Thank you. Abebe, we don't have to worry about getting leisure time; we have to give time to our homework and other activities the teacher gives us. Ok?

Abebe: Ok. It's a good idea.



How many of the verbs did you underline correctly? The modal verbs used in the dialogue are **must**, **mustn't**, **have to**, and **don't have to**. The modal verbs have to, must, don't have to, and mustn't are common verbs you use to express obligation or prohibition and absence of obligation. Have you ever used them while you speak and write in English? To learn about the differences among the modal verbs, study the short notes given about each of them in the box below.

Obligation indicators	Prohibition indicators	Absence of obligation indicators
<p>Must Must is used when the obligation comes from the person who is speaking. Examples 1. You must do your homework every night. (Because I say you must!) 2. I must participate in community services; that is to help the poor. (Because I think it's a good idea)</p> <p>Have to/has to: Different from the use of must, have to/ has to is used when the obligation roots from general law, but not from the speaker's view. Examples 1. Everyone has to pay tax to his/ her country. 2. We have to respect the elders. 3. We have to vote in an election.</p> <p>Need to: Need to is used to talk about what is necessary. Examples 1. You need to have your hair cut. 2. We need to respect the traffic rules.</p>	<p>Mustn't Mustn't is used to show an obligation not to do something. Examples 1. You mustn't play here; it's dangerous! 2. Mitslal is allergic to nuts; so she mustn't eat peanuts.</p>	<p>don't/doesn't have to or don't/doesn't need to These verbs are used when there is no obligation. Examples 1. You don't have to bring food on the trip. 2. She doesn't have to work in the evening. 3. You don't need to pay now; you can pay later. 4. They don't need to speak French in their job.</p>



Activity 6.10 Choose and underline the correct verb for each of the following sentences

1. You (don't have to/ mustn't) come to the meeting but it would help us all if you're there.
2. I can't get a connection on my phone. (Have to/ Can) I borrow yours?
3. The rules say that you (have to/ can) only invite one guest to the club.
4. I (must/ have to) stay on for a few hours because I'd rather work late today than over the weekend.
5. There's a lot of noise coming from outside. (Could/ Must) I close the window?
6. You (have to/ can) start saving money if you want to retire early.
7. Did they tell you that you (can't/ don't have to) come into this area. It's restricted to staff only.
8. We (have to/ can) be there fifteen minutes before the concert starts.
9. People (mustn't/ don't have to) drink and drive cars. It is prohibited.
10. I (must/ have to) study tonight; my exam is tomorrow.



Activity 6.11 Based on the following examples and the examples in the Table, complete the missing parts using 'have to', 'must' or 'mustn't' and the subjects of the sentences you develop.

Examples

1. Teachers **have to** give feedback to students' work.
2. Farmers **must** use selected seeds for more productivity.
3. Students **must** do their homework every day.
4. Students **have to** walk carefully when they cross roads.
5. Every student **must** take his/her left side of the road when he/ she walks along the road.
6. You **mustn't** use your phone in class.

A teacher	A farmer	A student
1. He/She has to be supportive.	1. He has to wake up very early	1. He/She has to work in a team.
2. ____ (not be late for work)	2. ____ (work hard every day)	2. ____ (wear uniform)
3. ____ (well prepared)	3. ____ (fit)	3. ____ (behave)
4. ____ (knowledgeable)	4. ____ (work in the countryside)	4. ____ (help his/her parents at home)

5. _____(in a classroom)	5. _____(workwith plants & animals)	5. _____(read books)
--------------------------	-------------------------------------	----------------------



Activity 6.12 Fill in the blank spaces in the passage about football given below with either 'must not' or 'need not'.

The teams (1)_____have more than 11 players on the field during a match. But there (2)_____even be 11 players playing for each team. Players (3) _____wear anything which might injure another player. Players (4) _____ play the ball with their feet only; they can use their head and body, but not their hands. Substituted players (5)_____return to the game. Players (6) leave the game without the referee's permission. Players (7) _____ hold or catch an opponent. The referee (8)_____send a player off if he has committed a foul for the first time in the game.



Note: If you want to say something is unnecessary, use need not, not must not. (The negation of must means not allowed to.)

Example:

I **need not** play football = I **do not have** to play football

I **must not** play football = I **am not allowed** to play football.



Dear learner!

Three different activities are given to you to help you develop your speaking ability in English. Your first activity is to read the information given about the poverty rate of African countries (2020-2021) in the Table. Then, you will describe the changes in the poverty rate from 2020 to 2021 in the countries, and the differences among countries during the two years. How you can start your speaking is given to you as an example. Follow the example and do the activity. Do also the other activities as per the instructions.

6.5 Speaking Skills



Aster Manaye (2021) has reported the extreme poverty rate in East African countries in 2020 and 2021. The summary of her report is presented in the Table below.

Extreme poverty rate in East African countries 2020-2021

Country	2020	2021
Burundi	72.2%	72.9%
Somalia	63%	62.9%
Eritrea	44.1%	43.4%
Rwanda	42.3%	40.5%
Uganda	35.4%	34.5%

Tanzania	35.1%	33.9%
Kenya	27.3%	26.3%
Ethiopia	17.3%	15.9%
Comoros	12.8%	12.4%



Activity 6.13 Based on the information in the table above, explain the extreme poverty rate in East African countries and suggest solution to the problems.

Begin your discussion as:

Nearly 73 percent of people in Burundi were living below the least required amount of money per day in 2021. It was the highest level of extreme poverty rate in East Africa, followed by Somalia with some 63 percent. On the other hand, Comoros and Ethiopia registered the lowest levels, at 12.4 percent and 15.9 percent, respectively.



Activity 6.14 Complete the missing parts in the following short story by using the words 'have to' or 'must'. Use the correct forms of the words in brackets.

Two businessmen, Asmisalu and Dechasa, are at a lunch meeting. They are waiting for their co-worker, Zeleke, who is late.

"We **must** wait for Zeleke before we start," says Asmisalu. "Is he here yet?"

"No, he _____ (be) on his way," replies Dechasa.

"Yes, he said he left the office 30 minutes ago," says Asmisalu. "He _____ (be) _____ about to arrive."

"Traffic _____ (be) _____ bad, because it usually doesn't take this long," Dechasa says.

Asmisalu looks at his watch. "He _____ (feel) _____ late," badly about being late," he says. "I know he hates to be kept waiting, so he doesn't like to do it to other people."

"Oh, that's all right! We _____ (get) impatient, don't you think?" Dechasa smiles. "Remember his rule: the one who is late _____ (buy) lunch!"



Dear learner!

The final part of the Unit is Writing Skills. You will still learn about sentence and paragraph writing. Some guide is given to you so that you can do the activity easily in the first activity. In the second activity, you will write a paragraph based on the points given to you to include in your paragraph. When you write the paragraphs in both activities, we advise you that you should write and re-write them until you feel that you are satisfied with your work. If you have a friend in your residence area who is in your grade level or above, please give him your writings for assessment and feedback. Learning from others' experiences is very, very important.

6.6 Writing Skills



Activity 6.15 Write four sentences discussing some mechanisms of alleviating poverty in the world. The sentence parts are given below.

1. There are several effects of poverty such as _____. world.
2. We can reduce poverty by _____. .
3. One of the poverty reduction mechanisms is _____.

6.6.1 Paragraph writing



Activity 6.16 Write a short paragraph about how hard work and other factors can help get rid of poverty in Ethiopia.

Ways that help Ethiopia get rid of poverty

- hard work
- increasing access to education
- increased agricultural activities
- improving food security
- cooperative work
- ensuring access to clean water
- taking care of the environment
- end war and conflict



Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit six. Read each of them and put a tick (✓) against “Yes” or “No”

No	Description of competence	Yes	No
1	I can listen to the listening text very well.		
2	I can understand the vocabulary lessons.		
3	I can use the English grammar very well.		
4	I can understand the vocabularies I have studied.		
5	I can understand the reading passage.		
6	I can write reports.		



Answer keys



Activity 6.1 Pre-listening Skills

1. Have you practiced speaking? Good. There are no wrong answers. You may say about how poverty affect your life or others' life, etc.



Activity 6.2 Listening Skills

Dear learner! Look at the answers below and take correction.

1. earn money
2. illiteracy and unemployment
3. low wages
4. diseases infections.
5. education



Activity 6.3 Listening Skills

Dear learner! The following responses or answers. They are samples. You can have more responses.

1. Poverty causes sub-standard housing, homelessness, food insecurity, inadequate child care, lack of access to health care and shortage of well-facilitated schools.
2.
 - a) Poverty causes inadequate nutrition and food insecurity.
 - b) Poverty is the cause for homelessness and sub-standard housing.
 - c) Poverty is the cause for inadequate child care.
 - d) Poverty results in lack of access to health care.
 - e) Poverty is a cause for under-resourced schools.
- 3.

Poverty is one of the evils of society. It causes inadequate nutrition and food insecurity. Besides, it causes homeless society and those who are living in sub- standard housing. It also results in inadequate child care and lack of health care. In addition, it effects under-resourced schools. So, people must work hard to get rid of poverty for a better living



Activity 6.4 Pre-reading

Dear learner! you may have different responses to questions 1. There is no right or wrong answer because the purpose of asking these questions is to help students raise their interest and stimulate their background knowledge about poverty.

2. Meanings of words stated in question number 2.

poverty =impoverishment/extreme need

consequence = effect

slavery = captivity



Activity 6.5 reading passage

1. Three consequences of slavery are mentioned. These are: "the sedimentation of global inequality," physical and mental health and the prevalence of crime.
2. The second consequence is poverty is its effect on mental health.
3. There are two forms of slavery: chattel slavery and human trafficking.
4. Modern slavery is related to global inequality while historical slavery (slavery before the civil war) reflects the treatment of people like goods. (see paragraph 3)
5. You could have a variety of responses. For example, you may say the writer does not seem logical to say poverty is a source of crime because crime is common in both poor and rich countries. You may also raise the issue of corruption and mal administration the government need to fight for poverty alleviation. Besides, you could say that we Ethiopians must work hard to minimize poverty. Therefore, dear teacher, please let students discuss the issues freely and confidently.



Activity 6.6 Based on the contexts they are used in the reading passage, find the meanings of the following words, and make your own sentences using each of the words.

1. perpetuating (paragraph 1, line 6) = continuing
Many African countries are forced to live in perpetuating cycle of poverty because of undemocratic leadership of their governors.
2. entrenched (paragraph 2, line 5) = rooted
Helping someone always develops dependency. This dependency may result in laziness to be entrenched in one's mind.
3. reverse (paragraph 2, line 6) = change
After long laborious day's work, taking rest is good to reverse one's physical and mental exhaustion.
4. robust(paragraph 2, line 13) =strong
Not eating balanced diet may have robust effect on proper development of one's mind.
5. prevalence (paragraph 2, line 16) = predominance
Planting trees regularly can help to fight the prevalence of drought and famine.
6. accustomed (paragraph 3, line 1) =adapted
Lots of people are accustomed to taking traditional medicines.

7. mercy (paragraph 3, line 6) = hand

During slave trade, the slaves' lives were under the mercy of their lords.

8. pledge (paragraph 3, line 11) = promise

Heavy debts of Africans forced them to pledge themselves for the interest of developed countries.

9. wages (paragraph 3, line 17) = salary

When living cost increases, people's wage is also expected to rise proportionally.

10. recognize (paragraph 4, line 2) = acknowledge

It is good to recognize the importance of reading to enhance self development.



Activity 6.7 Identifying the root words and the suffixes

action

differentiate

excitement

generalize

affection

capitalize

amazement

prioritize

capacitate

measurement

dissatisfaction

satisfaction

memorize

punishment



Activity 6.8 Selecting the correct phrasal verb from the choices given.

Dear Teacher

Please note that the choices in bold are answers.

1. **b) come about**

2. **d) came across**

3. **c) closed --- off**

4. **c) cleared away**

5. **a) came apart**



Activity 6.9 Matching the phrasal verbs in the Box with the meanings given.

Dear learner! consult your dictionary for the meanings of the phrasal verbs.

Phrasal verbs

clear up

clog up

close down

come down

come across

come about

come apart

Meanings

1. find by chance = **come across**

2. settle = **come back**

3. block = **clog up**

4. happen/ occur = **come about**

5. separate into pieces = **come apart**

6. return = **come back**

7. stop = **close down/ clog up**

8. slow movement = **close off**



Activity 6.10 Reading the dialogue and underlining verbs that indicate prohibition or obligation

Prohibition and obligation

Abebe: Shall we drive to the restaurant?

Husien: We mustn't drive in this country unless we are over eighteen. So, we cannot drive to the restaurant since both of us are only sixteen.

Abebe: Shall we walk then?

Husien: No. We mustn't do that; our class time is approaching. We mustn't miss classes.

Abebe: Shall we go after class?

Husien: Yes, if we get enough time, we can go. But, we have to give priority to our lessons.

Abebe: I don't agree more; we must learn first.

Husien: Thank you. Abebe, we don't have to worry about getting leisure time; we have to give time to our homework and other activities the teacher gives us. Ok?

Abebe: Ok. It's a good idea.



Activity 6.11 Choosing and underlining the correct verbs.

1. You (don't have to/ mustn't) come to the meeting but it would help us all if you're there.
2. I can't get a connection on my phone. (Have to/ Can) I borrow yours?
3. The rules say that you (have to/ can) only invite one guest to the club.
4. I (must/ have to) stay on for a few hours because I'd rather work late today than over the weekend.
5. There's a lot of noise coming from outside. (Could/ Must) I close the window?
6. You (have to/ can) start saving money if you want to retire early.
7. Did they tell you that you (can't/ don't have to) come into this area. It's restricted to staff only.
8. We (have to/ can) be there fifteen minutes before the concert starts.
9. People (mustn't/ don't have to) drink and drive cars. It is prohibited.
10. I (must/ have to) study tonight; my exam is tomorrow.



Activity 6.12 Completing the missing parts with 'have to', 'must' and 'mustn't' and the subjects of the sentences you develop.

Dear learner! Possible answers are given to you below.
Possible answers

A teacher	A farmer	A student
1. He/ She has to be supportive.	1. He has to wake up very early.	1. He/ She has to work in a team.
2. He/ She mustn't be late for work.	2. He has to work hard every day.	2. He/ She has to wear uniform.
3. He/ She has to be well-prepared.	3. He must be fit.	3. He/She has to behave.
4. He/ She has to be knowledgeable.	4. He has to work in the countryside.	4. He/ She has to help his/ her parents at home.
5. He/ She must be in a classroom.	5. He has to work with plants and animals.	5. He/ She has to read books



Activity 6.13 Filling in the blank spaces in the passage about football using either 'must not' or 'need not'.

The teams (1) **must not have** more than 11 players on the field during a match. But there (2) **need not even** be 11 players playing for each team. Players (3) **must not** wear anything which might injure another player. Players (4) need not play the ball with their feet only; they can use their head and body, but not their hands. Substituted players (5) **need not** return to the game. Players (6) **must not** leave the game without the referee's permission. Players (7) **must not** hold or catch an opponent. The referee (8) need not send a player off if he has committed a foul for the first time in the game.



Note: If you want to say something is unnecessary, use **need not**, **not must not**. (The negation of **must** means **not allowed** to.)

Example:

I need not play football = I do not have to play football

I must not play football = I am not allowed to play football.



Comoros 12.8% 1 2.4%

Activity 6.14 Explaining the extreme poverty rate in East African countries in groups and suggesting solutions to the problems

Dear learner! You can begin your discussion with your friend around as:
Nearly 73 percent of people in Burundi were living below the least required amount of money per day in 2021. It was the highest level of extreme poverty rate in East Africa, followed by Somalia with some 63 percent. On the other hand, Comoros and Ethiopia registered the lowest levels, at 12.4 percent and 15.9 percent, respectively.



Activity 6.15 Discussing and completing the missing parts in the short story by using the words 'have to' and 'must'.

Two businessmen, Hagos and Debella, are at a lunch meeting. They are waiting for their co-worker, Zeleke, who is late.

- "We must wait for Zeleke before we start," says Hagos. "Is he here yet?"
- "No, he **must be** on his way," replies Debella.
- "Yes, he said he left the office 30 minutes ago," says Zeleke. "He **must be** about to arrive."
- "Traffic **must be** bad, because it usually doesn't take this long," Debella says.
- Zeleke looks at his watch. "He **has to feel** being late," badly about being late," he says. "I know he hates to be kept waiting, so he doesn't like to do it to other people."
- "Oh, that's all right! We **must get** impatient, don't you think?" Debella smiles.
- "Remember his rule: the one who is late **has to buy** lunch!"



Activity 6.16 Completing sentences and developing them into a paragraph

Dear learner! The purpose of this activity is to help you practice writing sentences. Sample completed sentences are given. You can also organize your completed sentences into a short paragraph.

1. People could tackle poverty through **hard work and efficient management skills.**
2. We can reduce poverty by **effective mobilization of resources.**
3. One of the poverty reduction mechanisms is **creating access to quality education.**

Sample paragraph

People can reduce poverty in the world in three ways. First, they can tackle poverty through hard work and efficient management skills. Secondly, people can reduce poverty by effective mobilization of resources. Finally, they can get rid of poverty by creating access to quality education. Therefore, by implementing these ways effectively, people can reduce poverty in a short period of time.

Ways that help Ethiopia get rid of its poverty

- | | |
|-------------------------------------|----------------------------------|
| • hard work | - increasing access to education |
| • increased agricultural activities | - improving food security |
| • cooperative work | - ensuring access to clean water |
| • taking care of the environment | - end war and conflict |

Dear learner! In the above writing activity, we find different factors that can help get rid of poverty in Ethiopia and in the world. You may mention all these factors in your paragraph writing.

UNIT SEVEN

Community Services

Introduction



Dear learner, in this unit you will learn about community services. You will see some opportunities and challenges in community service activities in reading, writing and speaking skills. The unit will also focus on vocabulary activities on phrasal verbs and on grammar elements such as relative pronouns and clauses.

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

- ⌘ a listen to a variety of texts with medium level understanding and transfer information,
- ⌘ interact in English in varied communication situations with comprehensible grammar,
- ⌘ realize the importance of community services,
- ⌘ read medium level reading resources and comprehend contents,
- ⌘ guess meanings of words using context clues, extend their vocabulary using phrasal verbs,
- ⌘ understand how relative clauses are formed,
- ⌘ construct sentences using relative clauses, and
- ⌘ write descriptive or expository essays.

Required study time= 15 hours

7.1 Listening Skills



Activity 7.1 Pre-listening skills

Dear learner! Look at the picture below and find someone to talk to about the community service based on the questions given.



Community service delivery

1. What do you know about community services?



Activity 7.2 Listening Skills

Dear learner! Listen to the listening text on 'Community Services' twice or thrice and complete the following sentences.

1. There was a section on the community which contained a list of _____.
2. I called a number and decided to spend my time taking care of _____ shopping for an elderly handicapped woman.
3. The _____ and _____ I gained was more valuable to me than any amount of money I could have earned.
4. Even more significant is _____ and importance of community service in our society.
5. In conclusion, I believe that choosing to help your community through _____ should be very important to you.
6. Based on the listening text, write three sentences about the benefits do community service give to the community?



Activity 7.3

1. Write a paragraph on the challenges and opportunities of delivering a community service.

7.2 Reading Skills



Community service



Activity 7.4 Dear learner! Before you read the passage, look at the at above picture and answer the following questions.

1. Have you ever been engaged in community service activities so far? What have you done as a community service provider?

2. What do you expect from the passage entitled 'Community Service Experience'?

Read the passage below and do the questions that follow

Community Service Experience

1. My community service experience was a very interesting experience because I had to work with elderly people at Felege Gion Hospital. The Hospital is located at the city of Bahir Dar and is dedicated to providing the highest quality of medical care in a homelike environment. This supportive atmosphere is created by the hospital's dedicated team of healthcare professionals, who are devoted to helping each individual regain health and strength while respecting individuality, dignity and autonomy.
2. My duties were taking care of the elderly, answering phones with proper greeting, and filing reports and certain patient information. From often time to time, they moved me from floor to floor where as I dealt with different people every day. Every day I came in with a good positive attitude. I prepared their meals and gave them their daily supplies.
3. They also showed me the parts to the hospital, they taught me the little things that I can learn how to do now such as, Wheel and Lock a Wheelchair, Take Patients in and out of there wheelchair, etc. Every day I spent in the hospital I learned something new I learned what community service really is. I have learned responsibilities that it is not easy to do as to what the nurses do on the regular, and trust me their job is not easy. I truly now know the value of community service, which is providing a service to the community.
4. This type of service gives me a chance to gain working experience, so that I can develop and improve on my working skills, something I lack. I am also able to build on my self-confidence. Community service gives me the opportunity to learn more about myself and my abilities. Doing community service makes me feel complete because I'm doing something that is meaningful to my community where I live. In conclusion, I truly believe that doing community service, is not only doing God's work, but given back to the community and helping someone less fortunate than me. Working with the elderly, is not easy at all it took time and patience. You have to be patient and encourage them that there is a way and God can make it happen. I love to see the smiles on their little faces every day because this gave me a feeling that I was doing something right not just for my community but for myself. Doing this community service, I felt like I bettered myself in so many

ways.

Adapted from gudwriter.com



Activity 7.5 Read the passage carefully and answer the following questions

Dear learner! The following questions can be answered by reading the passage carefully. First, read and understand each question to locate where the information is in the reading passage. Then, focus on the reading part of the reading paragraph to answer the questions.

1. What is the name of the hospital stated in the reading passage?
2. Write the activities in which the community worker is involved in the hospital.
3. State at least two benefits the community worker got because of involving in the community service activities.
4. 'They' in paragraph 3, line 1 refers to_____.
5. What advice did the community worker give us for participating in the community service?

7.3 Vocabulary Development



Activity 7.6 Based on their contexts used in the reading passage, find the meanings of the following words given below.

1. dedicated (paragraph 1, line 4) = devoted
2. devoted (paragraph 1, line 7) _____
3. complete (paragraph 4, line 6) _____
4. fortunate (paragraph 4, line 10) _____
5. bettered (paragraph 4, line 17) _____



Activity 7.7 Dear learner! Complete the missing parts in the following dialogues selecting from the given phrasal verbs. Try to get the meanings of the phrasal verbs with your partner. If you feel that you haven't gotten the meanings of the phrasal verbs from the contexts they are used in, you need to consult your dictionary

drop in drop off drop out

Hanna: I dropped off for a few minutes during the final act. How did the music end up?

Danayit: I can't believe you could _____ during such spectacular music!

Hanna: I was drowsy. I've been working long hours lately.

Fikirte: It's so hard to work and go to school at the same time. My parents never finished school, and they've become pretty successful with their business.

Zelekash: You're a year away from graduating. Don't _now.

Ali: You're from Bishoftu? That's great!

Mohammed: No kidding! Feel free to _____ next time you're in town.



Activity 7.8 Match the phrasal verbs in bold in column A with their meanings in Column B.

Dear learner! The following statements have phrasal verbs and are given in bold under column A. Read each of the sentences and understand the meanings of the phrasal verbs. Then match each phrasal verb with the correct meaning given in column B. The first is done as an example.

1. I had a shower and **dried** myself **off**. A. dry something fully.

Column A		Column B	
2	I think we are close to where Aster lives, do you think we should drop in and see how she is going?	B	finish eating
3	They dried the fruit out in the sun.	C	dry something quickly
3	I can assure you that if you drop out of school now, you will regret it later.	D	leave
4	Eat up your dinner, and we'll go for a walk.	E	stop and visit

7.4 Grammar

Giving additional information about things or people using relative clauses (adjectival Clauses)



Dear learner, do you know what relative clauses are? Can you combine the following sentences using which, that, whom, or who?

- a) The girl is my classmate.
- b) You were talking to the girl.
 - The girl *whom you were talking to* is my classmate.
- a) The horse is expensive.

b) I am pointing at the horse.

■ The horse *which/ that I am pointing at* is expensive.

The italicized parts of the combined sentences are called relative (adjectival) clauses of the nouns, 'the girls' and 'the horse'.



Note

Relative clauses are formed with the relative pronouns who, that, which, whose, where, and when are most often used to define or identify the noun that precedes them.

In the following dialogue, which is about different inventors, there are relative clauses. Single out the relative clauses in the dialogue with your partner and write your answers. The first one is done for you

Eyosias: What are you reading, Nataniym?

Nataniym: I am reading a book about Thomas Edison **who I admire**. He invented the light bulb which greatly influenced the world. This can be our group report about the people **who we admire**.

Eyosias: Too bad! He's not the singer that I admire.

Nataniym: Thomas Edison is the greatest and first person **that I admire**.
How about you, Rahel?

Eyosias: I admire Thomas Edison, too. He never gave up or stopped his tests. After his team failed about 10,000 times, he cheered up the team. **What's** your idea about Thomas Edison, Yonas?

Yonas: In fact, I admire Steve Jobs **who made iPhone and iPad** so popular. I like to do the report about him. Who do you admire, Eyosias?

Eyosias: I admire Edwin Howard Armstrong **whose radios helped** the world a lot.

Yonas: Radios are not popular anymore, but iPhone and iPad are!

Rahel: Hey, guys! Before we go on talking about these important inventors, let's face our problems, or we can never finish our report. Eyosias, **what's your idea**?

Eyosias: How about Alfred Nobel? He made the dynamite and established Nobel Prize. We can talk a lot of different scientists or people **who won Nobel Prize** in one report.

Nataniym: I give up! We can never finish our report this way.



Activity 7.9 Select the appropriate relative pronoun and fill in the blank spaces in the following sentences

who	whom	that	which	where	when	whose
-----	------	------	-------	-------	------	-------

1. I live in Ethiopia, is a relatively densely populated country.
2. Yesterday, I ran into an old friend_____I hadn't seen for years.
3. That's the man_____house was destroyed by a tornado.
4. That's the drawer_____I keep my jewelry.
5. The people_____house I am staying at are very kind to me.
6. Here is the place_____my grandfather always used to talk about.
7. The car_____he bought last Thursday was very cheap.
8. We don't have a big enough room in_____we can apply sample tests.
9. The woman_____husband is a football player always complains about the stains_____never come off easily.
10. The severe drought_____occurred last summer ruined the crop.

(Adapted from GrammarBank.com, 2013)



Dear learner, have you noticed the linking words of the two clauses in the above activities? The linking words include **who, whom, whose, that, which, what, when, where, and why**. These linking words that form the relative clauses are called **relative pronouns**.

Relative clauses are classified into defining and non-defining relative clauses. The **defining relative clauses** are clauses that provide essential information about the thing or the person that it describes. For instance, you may have many sisters and if you produce the statement **My sister who works in Hawassa University was awarded a prize**, your listeners may not understand you which of your sisters you are referring to. The relative clause which you have added as **who works in Hawassa University** clearly distinguishes which of your sisters you have referred to. This kind of relative clause that determines the noun is called **defining relative clause**. You should not use commas with defining relative clauses. Please read example sentences 1-5 below. The **non-defining relative clauses**, on the other hand, are clauses that provide information about the things or the persons described in the sentence, but the information does not determine the things or the persons they describe. For example, in sentences like **My father, who is over 60, still works on the farm**, it is clear that you have only one father; therefore, the relative clause **who is over**

60 is not essential to tell us about your father although it adds some information about your father's age. Non-defining clauses are set-off by commas to indicate that the clause is not determinant of the noun used. Read the examples below for more understanding.

7.4.1 Relative pronouns used in defining relative clauses

	Subject	Object	Possessive
For people	who	whom/ who	whose
	what	that	
For things	which	which	whose
	that		of which

Examples

1. This is the picture **which/that caused such a sensation**.
2. The car **which/that I hired** broke down.
3. The ladder **on which I was standing** began to slip.
4. The year **when (in which) he was born** was a time of natural disasters.
5. The hotel **where (in/at which) they were staying** was not much convenient.

7.4.2 Relative pronouns used in non-defining relative clauses

	Subject	Object	Possessive
For people	who	whom/ who	whose
For things	which	which/that	whose

Examples

1. Fentahun, **whom everyone suspected**, turned out to be innocent.
2. Dilnesa, **for whom I was working**, was very generous about overtime payments.
3. Emebet, **whose children are at school all day**, is trying to get a job.
4. These books, **which you can get at any bookshop**, will give you all the information you need.



Activity 7.10 Join each of the pairs of sentences into one forming defining or non- defining relative clauses
The first two are done for you.

Dear learner! Pairs of sentences are given below. Read them carefully and understand their meaning relationship in order to combine them together using correct relative pronouns. The examples will help you do the remaining.

1. The man was late. Duressa invited the man.
The man **whom Duressa invited** was late.
2. The couple lives next to us. Their daughter has two charming boys.

The couple, **whose daughter has two charming boys**, lives next to us.

3. The doctor was sick. I wanted to see the doctor.
4. The accountant was arrested. The accountant works for my father's company.
5. The mobile phone can't be fixed. The mobile phone is broken.
6. John made a copy of the photo. I took the photo.
7. I met a girl. The girl was a doctor.
8. We talked about the party. Sarah wants to organize it for my birthday.
9. The couple lives next to us. Their daughter has two charming boys.
10. This is the house. I had my first party here.

Adapted from www.english-practice.at & www.perfect-english-grammar.com

7.5 Speaking Skills



7.5.1 Speaking activity related to the reading passage



Activity 7.11 Dear learner! The following activities are common for a community service worker. Practice your speaking as if you are talking with your friend in front of you. The given example will help you use appropriate expressions.

Activities	Benefits /reasons to involve
Cleaning sewages	mental satisfaction, clean environment
Tutoring children	changing life of the generation
Planting trees	personal satisfaction, sharing skills, etc

Example

- I would like to involve in serving my community through community mobilization programmes for peace and cooperation because it gives me sense of satisfaction.

7.6 Writing Skills



7.6.1 Writing activity related to the reading passage.



Activity 7.12 In the reading lesson, you got information about community service. Now give answers to the following questions with complete sentences. Then, develop the sentences into a paragraph.

Dear learner! The following questions are designed to help you

produce ideas for developing a paragraph. Read each of them and give answers before combining them into a paragraph.

1. What is a community service?
2. What is the purpose of community service program?
3. What are the benefits of community service programs?
4. What are the duties of a community service worker?

7.6.2 Writing essays



Activity 7.13 List down the causes of land degradation and provide possible solutions. Then, write about the causes and solutions for land degradation. A sample essay is given to you.

Dear learner! The following questions will help you list down more points about land degradation, causes and solutions. Based on the lists you have done and the samples given below write a short essay with the title “Land degradation in Ethiopia”. The sample, will also guide you to it easily.

1. How do the factors affect land degradation?
2. What are the effects of land degradation?
3. To what extent, do you think, the national tree plantation programs in Ethiopia solve the problem of degradation and its effects?

Causes for land degradation Solutions to the problems

- population growth
- intensive land use
- too much plowing
- overgrazing
- deforestation

family planning

Sample essay

Read the following essay, and develop similar kind of essay of your own about the basic needs of the people and land degradation.

Developing countries and problems they face

There are basic needs which developing countries lack in part or in total. The basic needs include food, water, housing, health, education and work. Food is a basic need because food helps people grow and develop. It gives us energy to keep us health and work. Without the right amount of food or the right kinds of food, people suffer from malnutrition which can result in death. At least one in eight of the world's population does not have enough to eat. Water, clean, safe drinking water is essential for life. It is vital for the control of diseases such as diarrhea, typhoid and cholera. About 80% diseases are from dirty, unsafe drinking water.

Housing is a major problem, which can affect the developing countries because more and more people in developing countries are drawn to cities in search of work and a better life. The cities getting overcrowded and the supply of affordable housing in the cities does not match the population growth so there is a serious lack of houses, so in developing countries there are nearly more than half of the population living in shanty towns. Health care is important to 'ensure a state of complete physical, mental and social well-being and not merely the absence of disease or illness. 70% of the population in developing countries does not have access to any organized health care.

Education is another problem in poor countries. There are only four adults in ten who can read and write and less than one in four children go to secondary school. Education is a very important basic to the development of a nation. To solve the problems of basic needs, people in developing countries should work hard cooperatively to ensure their basic needs are satisfied.

Sample paragraph

Community service

The process of giving any kind of support to the community with little payment or no payment could be called community service. A community service may have several programs such as development, security and social or related support programs. Providing a community service benefits people to have satisfaction, social or other problems solved and increased economic development. A community service worker will have various duties such as clearing, training, and advising other support systems.

Sample essay

Read the following essay, and develop similar kind of essay of your own about the basic needs of the people and land degradation.

Developing countries and problems they face

There are basic needs which developing countries lack in part or in total. The basic needs include food, water, housing, health, education and work. Food is a basic need because food helps people grow and develop. It gives us energy to keep us healthy and work. Without the right amount of food or the right kinds of food, people suffer from malnutrition which can result in death. At least one in eight of the world's population does not have enough to eat. Water, clean, safe drinking water is essential for life. It is vital for the control of diseases such as diarrhea, typhoid and cholera. About 80% diseases are from

dirty, unsafe drinking water.

Housing is a major problem, which can affect the developing countries because more and more people in developing countries are drawn to cities in search of work and a better life. The cities getting overcrowded and the supply of affordable housing in the cities does not match the population growth so there is a serious lack of houses, so in developing countries there are nearly more than half of the population living in shanty towns. Health care is important to 'ensure a state of complete physical, mental and social well-being and not merely the absence of disease or illness. 70% of the population in developing countries does not have access to any organized health care.

Education is another problem in poor countries. There are only four adults in ten who can read and write and less than one in four children go to secondary school. Education is a very important basic to the development of a nation. To solve the problems of basic needs, people in developing countries should work hard cooperatively to ensure their basic needs are satisfied.



Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit seven. Read each of them and put a tick (☑) against "Yes" or "No"

No	Description of competence	Yes	No
1	I can listen to the listening text very well.		
2	I can understand the vocabulary lessons.		
3	I can use the English grammar very well.		
4	I can understand the vocabularies I have studied.		
5	I can understand the reading passage.		
6	I can write reports.		



Answer key: Listening Skills



Activity 7.1 Pre-listening

1. Have you practiced speaking? Good. There are no wrong or right answers.



Activity 7.2 Listening Skills

1. volunteer activities
2. the grocery
3. experience pleasure
4. value
5. community service
6. Various types of benefits can be written. the following are examples:
 - a) Community service helps people get the required tasks done.



Activity 7.3

1. Possible answers
 - Community service is important to have relationships with others and to support them. It has an advantage in releasing the service provider from stress.
 - The challenges of community service include the service giver's lack of adequate time, his/ her tendency to burn-out, decentralized guidance and his/ her limited resources.
2. Writing a paragraph on the challenges and opportunities of poverty.

Sample paragraph

Community service is advantageous because it helps one to address community needs. The community service provider gets exposure to new people, and learns new skills and experiences group dynamics. On the other hand, it has challenges because service givers may be with little confidence, and may miss their family. They also meet new people and need to acclimatize new environment. They may also face lack of budget to effectively accomplish their services



Activity 7.4 Pre-reading

Have discussed the pre-reading questions? Good, there is no right or wrong answer for each question. The purpose was to help you brainstorm ideas about the reading passage and get ready the reading tasks.



Answer key: Reading

Dear learner! The following model answers are given for you so that you can compare your answers with them and take the required corrections.



Activity 7.5 Reading Skills

1. The name of the hospital is Felege Goin
2. The activities the community worker involved in the hospital were taking care of the elderly, answering phones with proper greeting, and filing reports and certain patient information.
3. The two benefits the community worker got because of involving in the community service activities are learning more about the self and personal abilities, and confidence building.
4. 'They 'in paragraph 3, line 1 refers to healthcare professionals.
5. The community worker advises us that the task is not easy and needs time and patience for participating in community service.



Answer key: Vocabulary

Dear learner! Look at the following answers for the vocabulary activities and compare them with your answers for getting feedback.



Activity 7.6 Vocabulary

- | | | |
|-------------------------------------|---|----------|
| 2. dignity (paragraph 1, line 7) | = | honor |
| 3. complete (paragraph 4, line 6) | = | full |
| 4. fortunate (paragraph 4, line 10) | = | wealth |
| 5. bettered (paragraph 4, line 17) | = | improved |



Activity 7.7 Dialogue

- Hanna: I **dropped off** for a few minutes during the final act. How did the music end up?
- Danayit: I can't believe you could **drop off** during such spectacular music!
- Hanna: I was drowsy. I've been working long hours lately.

Fikirte: It's so hard to work and go to school at the same time. My parents never finished school, and they've become pretty successful with their business.

Zelekash: You're a year away from graduating. Don't **drop out** now.

Ali: You're from Bishoftu? That's great!

Mohammed: No kidding! Feel free to **drop in** next time you're in town.



Activity 7.8 Matching

Column A		Column B	
2	I think we are close to where Aster lives, do you think we should drop in and see how she is going?	E	stop and visit
3	They dried the fruit out in the sun.	C	dry something quickly
3	I can assure you that if you drop out of school now, you will regret it later.	D	leave
4	Eat up your dinner, and we'll go for a walk.	B	finish eating



Answer key: Grammar

Dear learner, look at the following model answers and for taking corrections, compare them with your answers of each activity, you have already given.



Activity 7.9 Relative pronoun

1	which/ that	4	where	7	which	10	which
2	whom/that	5	whose	8	whose		
3	whose	6	which	9	whose/ which		



Activity 7.10 Relative pronoun

- The doctor **whom/that I wanted to see** was sick.
- The accountant **who works for my father's company** was arrested.
- The mobile phone **which/that is broken** can't be fixed.
- John made a copy of the photo **that/ which I took**.
- I met a girl **who/that was a doctor**.
- We talked about the party **which/ that Sarah wants to organize for my birthday**.

9. The couple, **whose daughter has two charming boys**, lives next to us.
10. This is the house **where I had my first party**.
11. Meressa received a bad mark on his essay, **which was only one page long**.
12. Mohammed, **whose secretary left a few days ago**, had to do all the work himself.



Answer key: speaking



Activity 7.11 Speaking Skills

Dear learner! This activity help you to practice speaking using the information in the table. Try to speak as much as possible. There is no right or wrong point you can raise, all are right if you reason out your thoughts, what you do or decide to do. You can follow the example given below.

Example

- I would like to involve in serving my community through community mobilization program for peace and cooperation because it gives me a sense of satisfaction.



Answer key: Writing Skills



Dear learner, look at the following model answers carefully and make corrections on your answers if you like. Of course, concerning the answers to the questions, since the main purpose of the questions to help people produce more ideas for writing, there are no right or wrong answers. Everyone can respond his/her own opinion.



Activity 7.12 Sentence level writing

1. What is a community service? Community is a process of doing something for the community with no or insignificant amount of payment for it.
2. What is the purpose of community service program? Community service programs can have various purposes such as community development, security issue, social or other purposes which are supposed to be important for the community.
3. What are the benefits of community service programs? The benefits community are mental satisfaction, minimized social problems and increased economic development.

-
4. What are the duties of a community service worker? There are different duties of a community service workers. These are cleaning, training, advising and other support systems.



Activity 7.13 Developing a paragraph

Causes for land degradation

- population growth
- intensive land use
- too much plowing
- overgrazing
- deforestation

Solutions to the problems

family planning
giving resting time
moderate level of plowing
protection of grazing land
protection of forests and
afforestation

With this list above, you develop your own paragraph.

UNIT EIGHT

Communicable Diseases

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

- ⌘ listen to a variety of texts with medium level understanding and transfer information,
- ⌘ interact in English in varied communication situations with comprehensible grammar,
- ⌘ identify communicable diseases,
- ⌘ classify communicable diseases,
- ⌘ read medium level reading resources and comprehend contents,
- ⌘ guess meanings of words using context clues,
- ⌘ extend their vocabulary using phrasal verbs,
- ⌘ understand the forms and functions of present perfect and present perfect continuous tenses,
- ⌘ construct sentences using present perfect and present perfect continuous tenses,
- ⌘ apply conditional type 3 sentences for conversational practices (purpose), and
- ⌘ write descriptive or expository essays.

Required study time = 15 hours



Dear learner!

Healthy people are productive; they live longer and develop their nation. How do you think we have healthy people? What should individuals, the community the country do to have healthy people? What would you do to help people become healthy and live a healthy life? Do you know the common health problems in Ethiopia? What about in your surroundings? How do you think we can tackle these problems?

In this Unit, you will listen and read about one of the fatal diseases called HIV/ AIDS. Do you know how it is transmitted? Can it be cured? Can we prevent it? What are the prevention mechanisms?

Before you read the passage, please do the pre-reading questions and learn the meanings of the key words given to you.

8.1 Listening Skills



Activity 8.1 Pre-listening skills

Dear learner! Look at the following picture and find someone to respond to the questions given.



1. What are the deadly diseases you know?
2. How do you think diseases are transmitted from one person to another?



Activity 8.2 Listen to the text carefully and answer the questions that follow

Dear learner! Listen to the listening text twice or thrice and fill out the blank spaces.

1. Epidemiologists work to prevent or minimize _____ of diseases in the population.
2. Epidemiologists act as "detectives" who track down the causes of a "new" _____ and _____ transmission.
3. Infectious diseases may be transmitted through _____ or _____ contact.



Activity 8.3 Answer the following question.

Discuss with your friend around the types of diseases you have commonly experienced or which are prevalent in the community you live in.

8.2 Reading Skills



Activity 8.4 Before you read the passage, answer the following questions.

1. Have you ever got a health problem? What kind of disease was it?
2. Mention different types of diseases and their transmission mechanisms.

3. Study the following words. They are important for understanding the reading passage.

predict ***mortality*** ***infections*** ***treatment***

HIV/AIDS

1. Within the next 25 years, AIDS is set to join heart diseases and stroke as the top three causes of death worldwide. Currently ranked fourth behind heart diseases, stroke and respiratory infections, AIDS is set to become No.3. It accounts for about 2.8 million deaths every year. But researchers estimate a total of nearly 120 million people who could die in the next 25 years. Overall, researchers predict that in the next three decades, the causes of global mortality will be strikingly similar worldwide—apart from the prevalence of AIDS in poorer countries. Most people will be dying at an older age of non-infectious diseases like cardiovascular diseases, stroke and cancer.
2. The World Health Organization estimates that a total of at least 117 million people will die from AIDS from 2006 to 2030. In an optimistic future projection, if new HIV infections are curbed and access to life-prolonging anti-retroviral is increased, 89 million people will die from the disease.
3. "What happens in the future depends very much on what the international community does now," said Mathers, who is a doctor. These marked differences should spark changes in current approaches to controlling AIDS now, say some experts.
4. "It will be increasingly hard to sustain treatment programmes unless we can turn off the tap of new HIV infections," said Richard Hays. "These AIDS numbers point to a need to do more in prevention." Simply focusing on treatment or politically uncontroversial prevention methods will not suffice. "You can't put all your eggs in the abstinence basket," said Hays.
5. "We need a menu of strategies for real people," he said, adding that condom distribution as well as new methods, such as a vaccine, are needed.
6. Mathers and Loncar analysed data from more than 100 countries. The authors looked at the links between mortality trends and income per capita, as well as factors including education levels and tobacco use. Their research also used UN estimates for projected AIDS infection rates and the World Bank's numbers for future income per capita. They predicted the future causes of deaths and diseases.
7. "This is an important contribution that will help us determine the priorities

in public health," said Majid Ezzati, a doctor and an associate professor of international health at Harvard University, who was not connected to the paper. While it may be possible to avert some of the impending damage from HIV/AIDS, Mathers says that other predictions are unlikely to vary significantly. As populations age, he explains, they are naturally more susceptible to illnesses like cancer and heart diseases than infectious diseases-even in the developing world. Life expectancy is expected to increase worldwide, with the highest projected life expectancy in 2030 to be in Japanese women at 88.5 years.

Adapted from EAT: The Associated Press, Nov. 28, 2006



Activity 8.5 Read the passage carefully and decide whether each of the statements is 'true' or 'false'.

1. Within the next 25 years, HIV/AIDS will join heart diseases and stroke as the top three causes of death worldwide.
2. In the next 25 years, a total of nearly 100 million people will die of HIV/AIDS.
3. Several people will be dying at an older age of infectious diseases like heart and TB.
4. According to the World Health Organization, around 117 million people will die of HIV/AIDS within the coming 25 years.
5. Our future will be determined very much by what the international community does today.
6. More condom distribution and new methods like vaccine failed to minimize the spread of HIV/AIDS.
7. The more we are aged, the more we will be susceptible to illnesses like cancer and heart diseases than infectious diseases even in the developing world.
8. Life expectancy will increase in some developing countries with the highest projected life expectancy in 2040.
9. Researchers Mathers and Loncar used UN estimates for projected HIV/AIDS infection rates and the World Bank's numbers for future income per capita.
10. Heart diseases, stroke, respiratory infections and AIDS are the top four causes of death worldwide



Activity 8.6 Read the reading passage carefully and give answers to the following questions

1. What does the writer mean by: "What happens in the future depends very much on what the international community does now"? (paragraph 3, line 1).

2. Why, in the next 30 years, does the global mortality rate become similar worldwide?
3. What new methods did the writer suggest for the prevention of HIV/AIDS prevalence?
4. Why did the researchers (Mathers and Loncar) analyze data from more than 100 countries?
5. As people get older, they will be attacked by illness like _____ and _____.



Dear learner!

As you did in different units, you are also required to provide contextual meanings of words which you find from the reading passage. Seven words are taken from the passage so that you can find their meanings from the contexts. You are also given activity to put phrasal verbs in their correct places. We advise you to use your dictionary if you fail, or have doubt, to give correct answers.

8.3 Vocabulary Development

8.3.1 Vocabulary from the reading text



Activity 8.7 Based on their contexts used in the reading passage, find the meanings of the following words given below

1. estimate (paragraph 1, line 5) _____
2. optimistic (paragraph 2, line 3) _____
3. curbed (paragraph 2, line 4) _____
4. spark (paragraph 3, line 3) _____
5. suffice (paragraph 4, line 6) _____
6. avert (paragraph 7, line 5) _____
7. susceptible (paragraph 7, line 8) _____

8.3.2 Phrasal verbs



Activity 8.8 Complete the following sentences choosing from the phrasal verbs given below.

<i>came through</i>	<i>came...on</i>	<i>came in</i>	<i>came out</i>
<i>came out</i>	<i>comes off</i>	<i>come up with</i>	
<i>Come over</i>	<i>come down</i>	<i>came across</i>	

1. May be you should go to a doctor. This is the third time you've _____ with a cold this month.
2. Alemu _____ last in the race, but he enjoyed herself.

3. Teferi _____ as a hard person, but in fact he is quite caring.
4. Mamitu _____ as a hardworking person, but she is quite caring.
5. The electricity _____ back _____ two hours after the power cut.
6. The player's past _____ when his old friends spoke to the press.
7. _____ for dinner tonight, we're having a chicken stew.
8. Daniel _____ only after Meaza begged him for three days to get the tickets for the game.
9. Desalegn _____ a very good idea for the marketing campaign.
10. When I was cleaning my room, I _____ my middle- school diaries.



Dear learner!

The grammar lessons in this Unit are Present Perfect and Present Perfect Continuous. Notes, examples and activities are given to you; and based on the notes and the examples, please try to do the activities.

8.4 Grammar

Present Perfect and Present Perfect Continuous Tenses

How are present perfect and present perfect continuous tenses formed? Read the excerpt in the Box, and identify the present perfect and present perfect continuous tenses.

Our friend **has disappeared**. We **have been looking** for him day and night, searching frantically in places where he is likely to be found. He is nowhere to be seen. Even his sister does not know where he is. He just ran off like that, vanished like thin air. We are not surprised as a matter of fact. He **has been feeding** us with fat lies and the time of reckoning **has come**. We all believe so.

Since the day we made friendship with him, he **has been taking** us for a swim, to a café, or other recreation areas and makes us pay the expense. He thought that we were foolish for being friends with him. He **has been taking** our respect and loyalty for granted. He **has** never **fulfilled** any of his friendship promises. Naturally, we got fed up with him. At first, we **have protested** against him verbally, but he **has refused** to hear us. So we **have left** him alone. Now, he **has disappeared** for good. I think he might have psychological problem we were not aware of.



Activity 8.9 Write down the verb tenses you have identified in the box above.

8.4.1 The Present Perfect Tense

How are the forms of the verbs different? The present perfect verbs **has appeared, has come, has fulfilled, have protested, has refused, have left, and has disappeared** are formed by having the 'have verbs' (has or have) and the past participles of verbs. 'Have' is used as a helping (auxiliary) verb in 'have protested' and 'have left', but 'has' is used with all other present perfect verb tenses in the excerpt. Note that 'have' is used when the subjects of the sentences or clauses are plural, while 'has' is used when the subjects are singular. See more examples below.

Examples

1. The teacher **has given** us a test on Chapter 5.
2. I **have lived** in Benshangul all my life.
3. I **have taken** care of communicable diseases.
4. Communicable diseases **have killed** many people in the world.
5. Zelalem **has finished** his studies.

Now look at the Box and note how the present perfect is formed.

Subjects	Example sentences
Singular	The teacher has finished her/ his / work/lessons/ studies. Zelalem has finished his work/ his studies. She has finished her work/ her studies He has finished his work/ his studies.
Plural	Communicable diseases have killed many people in the world. I have lived in Shashemene/in Goba/Dire Dawa/Makalle/ Assosa/Metu/ Nekemte/ etc. The students have taken the exam. They have finished their work. You have finished your work.
1st person	I have taken the exam. We have taken the exam.

All the above examples are positive in form. You can also form the negative and question forms using the present perfect tense.

Negative sentences

Examples

1. The teacher **has not (hasn't) given** us a test on Chapter 5.
2. I **have not (haven't) lived** in Benshangul all my life.
3. I **have not (haven't) taken** care of communicable diseases.
4. Communicable diseases **have not (haven't) killed** many people in the world.
5. Zelalem **has not (hasn't) finished** his studies.

Questions

Examples

1. **Has (Hasn't)** the teacher **given** us a test on Chapter 5?
2. **Have (Haven't)** I **lived** in Benshangul all my life?
3. **Have (Haven't)** I **taken** care of communicable diseases?
4. **Have (Haven't)** communicable diseases **killed** many people in the world?
5. **Has(Hasn't)** Zelalem **finished** his studies?

When you form the present perfect tense, you have to carefully use the past participle forms of verbs. Some of the verbs add **'-d' or '- ed'** when they form their past participle; and such verbs are called **regular verbs**. However, verbs **like, take, give, leave** form their past participle form, as you see in the examples and the excerpt, differently. They are called **irregular verbs**. Now discuss in a group of four and write ten regular and irregular verbs, which you will share to the whole class.



The most important point you should know is the meanings of sentences with present perfect tenses. Let's learn the meaning of the sentences from the following examples.

Examples

1. I **have repaired** my bicycle.
2. She **has eaten** her breakfast.
3. They **have finished** their jobs.

In all the above sentences, the actions expressed by the verbs **have repaired, has eaten** and **have finished** show that the actions were completed in the past, but you inform people now. As you see the time when the actions were done is not expressed (told). Look at also the following examples in which you can understand a different meaning of sentences with the present perfect tense.

Examples

1. I **have lived** in Bahir Dar since 1959.
2. She **has learned** English for six years.
3. The students **have been** in the Club since they joined secondary school.
4. Covid-19 **has expanded** all over the world since a year ago.

Unlike the above examples which indicate actions that were completed, these examples show that the actions began in the past and continue until the present time. For instance, the meaning of the first example is that I began living in Bahir Dar starting from 1959 until now. The rest of the above examples have similar meanings. Can you tell the uses of 'since' and 'for' based on the above four examples?



Activity 8.10 Complete the following sentences changing the verbs in parenthesis into present perfect tense.

1. The weather _____ (be) awful in the past few days.
2. We _____ (wash) the dishes. They're clean now.
3. _____ (your course, start) yet?
4. Shall we play tennis? We _____ (not play) since we were children.
5. The airplane _____ (land). The pilot is just getting out.
6. Prices _____ (go) up. Everything is more expensive this year.
7. I'm tired. We _____ (walk) 10 kilo meters.
8. We _____ (just come) back from our holidays.
9. Your parcel _____ (arrive). The postman _____ (bring) it two hours ago.
10. We _____ (not have) a party for ages.
11. My sister's car is only a year old but she _____ (already crash) it.
12. It _____ (not rain) yet today.

8.4.2 The Present Perfect Continuous Tense

The present perfect continuous tense is formed by using **have (has) + been + -ing** forms of verbs.

Examples

1. The telephone **has been ringing** for a few minutes.
2. It **has been raining** for a long time.
3. The students **have been reading** books in the library.
4. They **have been working** on the farm.

The positive, negative, and questions forms of the present perfect continuous tense are shown in the Table below.

Positive	Negative	Question forms	Meaning
The telephone has been ringing for a few minutes	The telephone has not (hasn't) been ringing for a few minutes	Has (Hasn't) the telephone been ringing for a few minutes?	The present perfect continuous tense shows that the actions ringing, raining, reading, and working started in the past and is continuing at the present time or unfinished actions.
It has been raining for a long time.	It has not (hasn't) been raining for a long time.	Has (Hasn't) it been raining for a long time?	
The students have been reading books in the library.	The students have not (haven't) been reading books in the library.	Have (Haven't) the students been reading books in the library?	
They have been working on the farm.	They have not (haven't) been working on the farm.	Have (Haven't) they been working on the farm?	

The words *for* and *since* are commonly used with the present perfect and present perfect continuous tenses. How are they used? *Since* is used to situate an event in relation to a moment in time and *for* is used to talk about a period of time. Take a look at the following examples.

Examples

1. That restaurant **has been** open **since** this morning.
2. Fikrte **has lived** here **since** 2012.
3. It **has been raining for** a long time.
4. The telephone **has been ringing for** some time.



Activity 8.11 Complete the paragraph with the words in parentheses. Use the present perfect or present perfect progressive. Add 'not' where necessary.

(1) Both Alemu and Silenat (plan) a daily menu. (2) (complete) the online food science course yet because he was sick for two weeks. The professor is letting him make up the final exam next week. (3) (already/take) the course, so (4) (help) Jake study for the exam. (5) (already/turn in) his food safety paper. (6) (work) hard on his food safety paper, but (7) (finish) it yet. (8) (plan) the food budget and the menu for the holiday meal together for a few weeks. (9) (serve) the holiday meal yet, but they plan to serve it next Thursday. Both hope to graduate in December.



Activity 8.12 Write present perfect or present perfect continuous tense forms of the verbs in parentheses.

A Lifelong Adventurer

Helen Thayer never (1. let) age stop her. She and her husband, Bill, fulfilled a lifelong dream for their 40th wedding anniversary. They walked 2575 kilometers in intense heat across the Gobi Desert. There they met Mongolian nomads and learned about their culture. To celebrate 50 years of marriage, the Thayers walked almost 1448 kilometers across the Sahara Desert to study the customs of the people who live there. Now in her seventies, Thayer keeps on planning trips for the future.

Thayer, born in New Zealand, (2. explore) the outdoors for most of her life. Since childhood, she (3. travel) widely in harsh climates and across rough lands. She (4. walk) to the North Pole with her dog as her only companion. She also (5. kayak) 3541 kilometers down the Amazon, and (do) several mountain climbs. These trips (6. be) easy, but they (7. be) very satisfying.

In recent years, Thayer (talk) to groups around the world. She (8. continue) to travel and bring back stories to share with both children and adults. Thayer hopes to inspire people to follow their passions and fulfill their dreams. What is her advice? Set goals, plan for success, and never give up.



Dear learner!

You should do the speaking activities, answering the questions by your own. If there is anyone who lives nearer to your residence who has better knowledge of English, please try to do the activities with him/ her. At least, he/ she can listen to you when you speak answer the questions.

8.5 Speaking Skills



8.5.1 Speaking on health issues



Activity 8.13 Answer the following questions.

1. How many types of infectious diseases do you know? How, do you think, they are transmitted from person to person?
2. What do you think people should do to prevent these diseases?

8.5.2 Identification and classification of diseases



Activity 8.14 What are the common diseases in your local area? Answer the following questions.

1. Which of the diseases is killing people most?
2. What are the causes for the diseases?
3. What measures should be taken to alleviate the causes?



Dear learner!

This time you will be writing an essay. It is a piece of writing that constitutes many paragraphs. I know you had a lot of practice in writing sentences and paragraphs, but now you need to develop your writing at a higher level, essay writing level. You will be writing about communicable diseases; and the six points listed below can guide you what information to include in your writing. Now, you start writing.

8.6 Writing Skills



Activity 8.16 Write a short essay on one of the communicable diseases in your surroundings. Include the following points in your essay.

1. The communicable disease in your surroundings (e.g. Diarrhea),
2. Who are affected more by the disease,
3. Symptoms of the disease,
4. Causes of the disease,
5. Prevention mechanisms experienced,
6. Your recommendations about preventions, and treatments



Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit eight. Read each of them and put a tick (✓) against "Yes" or "No"

No	Description of competence	Yes	No
1	I can listen to the listening text very well.		
2	I can understand the vocabulary lessons.		
3	I can use the present perfect and present perfect continuous tenses very well.		
4	I can understand the vocabularies I have studied.		
5	I can understand the reading passage.		
6	I can write paragraphs or reports.		

**Answer key:**

Answer key: Listening Skills

**Activity 8.1 Pre-listening skills**

1. Have you practiced speaking? Good. There are plenty of options to respond to the questions. You may say: there several deadly diseases such as malaria, diarrhoea, etc. There is no right or wrong answer for each question.

**Activity 8.2 Listening Skills**

1. the impact
2. diseases mode of
3. either direct or indirect

**Activity 8.3 Listening Skills**

1. Discussing the types of common diseases with a friend.

Possible answers

- a) Malaria which is transmitted by mosquitoes
- b) HIV/AIDS caused by uncontrolled sexual intercourse, virus, etc.
- c) Diarrhea caused by bacteria

**Activity 8.4 Answering questions based on personal experiences.**

Dear learner! You will have a variety of responses to the pre-reading questions stated in the module. All could be possible because the purpose of asking these questions is to help you raise your interest and stimulate background knowledge about communicable disease.

Meanings of words for question number 3.

predict =	forecast
mortality =	dying
infection =	contamination
treatment =	medication

**Activity 8.5 Read the passage carefully and answering questions**

- | | |
|----------|----------|
| 1. True | 6. False |
| 2. False | 7. True |
| 3. Fals | 8. False |
| 4. False | 9. True |
| 5. True | 10. True |



Activity 8.6 Giving answers to questions based on the reading passage.

1. (paragraph 3, line 1). The writer intends to say that much more things on controlling HIV/AIDS must be done today for minimizing the impact of the epidemic.
2. Because, apart from the prevalence of AIDS in poorer countries, most people will be dying at an older age of non-infectious diseases like cardiovascular diseases, stroke and cancer.
3. A new method suggested for the prevention of HIV/AIDS prevalence is vaccine.
4. In order to look at the links between mortality and income per capita.
5. people get illness like heart disease and cancer.



Activity 8.7 Contextual meanings of words.

1. estimate (paragraph 1, line 5) = project
2. optimistic (paragraph 2, line 3) = promising
3. curbed (paragraph 2, line 4) = controlled
4. spark (paragraph 3, line 3) = trigger
5. suffice (paragraph 4, line 6) = enough
6. avert (paragraph 7, line 5) = prevent
7. susceptible (paragraph 7, line 8) = exposed



Activity 8.8 Completing sentences choosing from the phrasal verbs given.

- | | |
|---------------|-----------------|
| 1. come down | 6. came out |
| 2. came in | 7. come over |
| 3. comes on | 8. came through |
| 4. comes off | 9. came up with |
| 5. came....on | . came across |



Activity 8.9 Identifying and writing down the tenses used.

has disappeared,
has come,
has ...fulfilled,
have left,

have been looking,
has been taking,
have protested,
has disappeared

has been feeding,
has been taking,
has refused,



Activity 8.10 Completing by changing the verbs into present perfect tense

- | | | |
|----------------------------|-------------------|-----------------------------|
| 1. has been | 5. has landed | 9. has arrived/ has brought |
| 2. have washed | 6. have gone | 10. have not had |
| 3. has your course started | 7. have walked | 11. has already crashed |
| 4. haven't played | 8. have just come | 12. has not rained |

The Present Perfect Continuous Tense

Dear learner! In the next two consecutive activities, you are required to provide the present perfect and present perfect tenses of the verbs in brackets. In some cases, there may be position changes of some words, and you should notice why the change occurs. For instance, if you see number 4, the word 'already' is shifted to be placed between the two verbs. There are also cases when you might add the word 'not' as in numbers 2 and 7 as examples. So, please understand and explain why this happens.



Activity 8.11 Completing the paragraph changing the verbs in parentheses into either present perfect or present perfect progressive tense.

(1) Both Alemu and Silenat **have planned** a daily menu. Alemu (2) **hasn't completed** the online food science course yet because he was sick for two weeks. The professor is letting him make up the final exam next week. He (3) **has already taken** the course, so he (4) **has been helping** Alemu study for the exam. He (5) **has already turned** in his food safety paper. He (6) **has been working** hard on his food safety paper, but (7) he **hasn't finished** it yet. He (8) **has been planning** the food budget and the menu for the holiday meal together for a few weeks. He (9) **hasn't served** the holiday meal yet, but they plan to serve it next Thursday. Both hope to graduate in December.



Activity 8.12 Writing present perfect or present perfect continuous tense forms of the verbs in parentheses.

Dear learner! Similar to Activity 8.10, Activity 8.11 also requires you to supply either the present perfect or present perfect continuous tenses of the verbs in brackets. Please notice why you choose the tense form, and make sure the you know the reason.



Activity 8.13 Answer the following questions.

Dear learner! You will have an opportunity to state many things about types of diseases and ways of transmission. Find someone in your surrounding to discuss in pairs as much as possible using the expressions from the given table. For your general feedback on how to organize their discussion sample presentation framework and conversations are given below.

1. I only know two types of diseases. These are cholera and malaria. Cholera is I think, transmitted due to hygiene problem. Malaria is transmitted by mosquitos..
2. Conversation between a doctor and a patient

Dialogue 1

Doctor: And how do you feel in your stomach?

Patient: My stomach is cramping. I vomit and I can't eat or drink anything.

Doctor: OK, I'm going to check your temperature and your pulse. You may need an antibiotic if you have an infection.

Patient: Could you please give me something for the pain?, my whole body is sore and my head is aching too.

Doctor: Yes, I will prescribe anti-pain for the pain now. Patient: Thank you.

Dialogue 2

Patient: Doctor, I have headache since yesterday morning. Doctor: Have you taken any medicine so far?

Patient: Yes, but the headache hasn't disappeared. Doctor: Do you remember the name of the medicine? Patient: Two Paracetamols.

Doctor: You've a runny nose. It looks like your headache is a result of sinus infection, and not the regular one that results from anxiety and fatigue. I'll prescribe an antibiotic to clear the infection and a pain reliever to relieve the pain.

Patient: Thank you, doctor.

Sources: <https://www.myenglishteacher.eu/blog/> & <https://lemongrad.com/conversation-between-doctor-and-patient/>



Activity 8.14 Find someone in your surrounding and discuss the question

Dear learner! You may give different answers for the three questions below. There is no right or wrong answer. All of your attempts in answering the questions are appreciable . You can add also other questions of your own for more discussion..

1. Which of the diseases is killing people most?
2. What are the causes for the diseases?
3. What measures should be taken to alleviate the causes?

**Activity 8.15 Asking questions each other and providing answers as in the examples given.**

The story

My friend called me last night. I was asleep at the time of the call. I still heard that my phone was ringing but I couldn't get up and pick it up. In the morning, when I woke up I saw that my friend was online. We started exchanging messages.

**Activity 8.16 writing essay on communicable disease**

Dear learner! make sure that essay on a communicable disease considers the points listed. You also need to check the grammar, organization and adequacy of ideas.

UNIT NINE

Fairness and Equity

Introduction



Dear learner! In this unit you will learn about justice particularly focusing on fairness and equity. You will comprehend important concepts from the reading passage on 'Equality, Equity and Justice'. Some vocabularies from the reading passage and phrasal verbs will also be your areas to learn in this unit. Besides, you see grammar elements such as the present perfect and simple past tense. Moreover, the writing section requires you to practice essay writing.

Objectives

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

- ⌘ listen to a variety of texts with medium level understanding and
- ⌘ transfer information,
- ⌘ interact in English in varied communication situations with comprehensible grammar,
- ⌘ appraise unity in diversity in Ethiopia,
- ⌘ read medium level reading resources and comprehend contents,
- ⌘ guess meanings of words using context clues,
- ⌘ extend their vocabulary using phrasal verbs,
- ⌘ contrast the forms and functions of the present perfect and simple past tenses,
- ⌘ participate in conversation based on the ideas in the reading passage,
- ⌘ integrate ideas from the reading passage to writing, and
- ⌘ write descriptive essays.

Required study time: 15 hours

9.1 Listening Skills



Activity 9.1 Pre-listening skills

Dear learner! Look the picture below and find someone to discuss the questions below.



Cultural diversity

1. What do you know about cultural diversity, human rights and democracy?
2. How do you think cultural diversity, human rights and democracy can be practiced in Ethiopia effectively?



Activity 9.2

Dear learner! Listen to the listening text twice or trice and fill out the blanks spaces of the sentences given below.

1. Rights and freedoms are not exercised in _____ but are embedded within a social context.
2. It is precisely this dimension that forms the link between _____, _____ and _____.
3. Democratic governance presupposes forms of government and modes of _____.
4. The management of cultural diversity can turn a societal challenge into a democratic strength and thereby contribute to the establishment of that culture of _____ and _____.



Activity 9.3 Answer the following question.

1. Write a paragraph about the importance and challenges of human rights and freedoms.

9.2 Reading Skills



Activity 9.4 Before you read the passage, answer the following questions.

Dear learner! Based on your experience give response to the following questions. Please note that there are no right or wrong answers here. The main purpose these questions are to help you raise your interest in reading the reading passage.

1. What do you know about law?
2. Study the following words. They are important for you to understand the reading passage.

verdict	jury	fair
---------	------	------

Equality, Equity and Justice

1. Equality aims to ensure that everyone gets the same things in order to enjoy full, healthy lives. On the other hand, equity involves trying to understand and give people what they need to enjoy healthy lives. Sometimes, these terms are used in an interchangeable manner, which leads to confusion. For example, like equity, equality also aims to promote fairness and justice, but it can only work if everyone starts from the same place and needs the same things. There exists a thin layer of similarity in purpose but different approach has to be applied for fair results. One might think both are pretty much the same but in actuality, they are very different concepts that cannot be accurately explained by a simple definition. Justice is the collective responsibility of a free and just society, to ensure that civil and human rights are preserved and protected for each individual regardless of gender, race, ethnicity, nation of origin, sexual orientation, class, physical or mental ability, and age. It can be considered as a scheme of law in which every person receives his/her due from the system, including all rights, both natural and legal.
2. It is good to understand the difference between equity and equality as it helps us to recognize and respond to the differences. Let us analyze it on the basis of few examples: *Should per student funding at every school be exactly the same?* If we evaluate it, we find that it is the question under the domain of Equality. Here, we make sure that all the students have equal access to resources which is an important goal. All the students should have the resources necessary for a high-quality education.

3. But if we go deeper, we see another question arising. That is, *should the students who come from less get more in order to ensure that they can catch up?* It is the question of equity where it is sensed that the students who are furthest behind (most often low-income students and students of color) require more of those resources to catch up, succeed, and eventually, close the achievement gap.
4. And on the resulting ground, we come to a conclusion to these questions that giving the students who come to school lagging academically (because of factors outside of a school's control) the exact same resources as students in higher income schools alone will not close the achievement gap. But making sure that low-income students and students of color have access to exceptional teachers and that their schools have the funding to provide them with the kind of high-quality education they need to succeed will continue us on the path towards narrowing that gap.
5. If we look at another example about the runners sprinting around an oval track during a competition, through this concept of equality we should treat the runners in exactly the same way, ensuring that they all start at the same place on the track. On the surface, this seems fair. But we know that runners in the inside lanes have a distinct advantage over runners in the outer lanes because the distance they have to travel is shorter. As a result, equality — starting at the same place — doesn't result in fairness. The concept of equity, in contrast, would lead us to stagger the starting positions of the runners in order to offset the disadvantages facing those in the outer lanes. In this case, different or tailored treatment is a surer path to fairness and justice than the same treatment. John Rawls says justice is of central importance in political practice and theory. In defending or opposing laws, public policies and administrative decisions of governments, appeals are made to notices of justice. Justice is also invoked in social and political movements, civil-disobedience and opposition campaigns. Thus, the civil rights or civil liberties movements are essential movements for justice. While a decent or good society or polity must have several virtues, according to a widespread view justice is the first of them. But the real question is how many are following the path of justice. We live in a materialistic world, where ethics, laws and order etc. are less cared about. Everything can be purchased with money even love and respect. People generally measure others on the scale of richness, *"the richer a person is, the more will be his love and respect in the society"* and vice-versa. Confucius once

said, “In a country well governed, poverty is something to be ashamed of. In a country badly governed, wealth is something to be ashamed of”. People with lack of money suffer everywhere; they not only struggle for their survival but also find it hard to earn respect in the society. Being poor is a curse, people with no money end up doing low paid jobs with no bright future. We can see examples of many domestic workers who work hard day and night in the same household throughout their life.

6. Justice, we see, manifests itself through the channels that society set up. Setting these channels involve laws that are set down by the founders and later rulers of the society. In theory, this is done by a person or group of people selected by the community and with inputs from the community regarding what issues are important. In practice, though, laws are often created by rulers without the input of the people or without certain situations in mind. This is when the principles of justice and fairness come in. Though there are a lot of ways but in many ways the best way to practice fairness and justice that has been found so far is the court system. For example: When a crime has been allegedly committed under the law, the perpetrator is allowed a trial by jury. The jury is constructed of people from the community who have no interest or previous disposition in the case. Thus, the jury is theoretically fair. The defendant and the accuser both have their chances to present their reasons for why a certain verdict should be given. It is not only the job of the jury to discern what events took place and whether they are illegal, but also whether the law is justly applied to the current case. In theory, the jury (given true evidence) will decide what is best for the community in the particular case.
7. To conclude, I quote Mahatma Gandhi: “*peace will not come out of a clash of arms but out of justice lived and done by unarmed nations in the face of odds*”. We are the ones responsible for our world. Change from us can ultimately change our societies for better. We must advocate to the people about “equality, equity & justice, educate them about their rights and encourage them to treat others fairly, equally and nicely. That is how we will end up creating a beautiful society for our future generations.

Adapted from, Kumar, S. 2017: Equality, Equity and Justice



Activity 9.5 Read the passage carefully and decide whether each of the statements below is 'true' or 'false' based on the information in the passage.

1. Using the terms equality and equity interchangeably could not create confusion.
2. Justice can be understood as a legal system, in which every person receives his/her due from the system, including all rights.
3. Usually laws are created by rulers by considering their people's opinions or reflections.
4. For equality reasons, students who come from low social status must not get more resources than other students.
5. Equality can be granted through creating equal access to resources to every individual regardless of race and social class differences.
6. According to the writer, important values such as ethics, laws and order are degraded and money doesn't drives everything.
7. The best way to practice fairness and justice that has been found so far is the court system.
8. The jury is responsible for identifying the type of event and its legality and the appropriateness of the law for the case.
9. Justice does not require social and political movements, civil-disobedience and opposition campaigns.
10. Stable and peaceful society can be created through teaching the people about equity, equality and justice.



Activity 9.6 Dear learners! Read the passage carefully and give answers with complete sentences to the following questions.

1. When a crime is allegedly committed under the law, the perpetrator is _____?
2. According to the passage, how do people measure others?
3. Theoretically, what role does the jury have for the society?
4. According to the passage, what makes the poor suffer everywhere in the world?
5. According to the passage, how can we create a successful society?

9.3 Vocabulary Development



Activity 9.7 Based on their contexts used in the reading passage, find the meanings of the following words given below.

A. Vocabulary taken from the reading passage

1. scheme (paragraph 1, line 18) _____
2. allegedly (paragraph 6, line 12) _____
3. domain (paragraph 2, line 6) _____
4. polity (paragraph 5, line 16) _____
5. invoked (paragraph 5, line 18) _____
6. sprinting (paragraph 5, line 1) _____
7. stagger (paragraph 5, line 10) _____
8. discern (paragraph 6, line 19) _____
9. curse (paragraph 5, line 34) _____
- 10 perpetrator (paragraph 6, line 13) _____

B. Phrasal Verbs



Activity 9.8

Dear learner! Look at each of the phrasal verbs presented in bold of column A and find their meaning in the list given under column B. one is done is for you.

1. You should count on yourself to improve your English. C. (depend on/rely on)

Column A		Column B	
1.	You should count on yourself to improve your English.	a	reduced
2.	Ayele, would you please count up the number of tickets sold?	b	deleted from list
3.	The police always crack down on drink-driving offences over the Christmas period.	c	depend on/rely on
4.	She crossed him off her Christmas card list after they argued.	d	reduce/ consume less
5.	The firm cut back production because sales were slow.	e	made mistake

6.	I'm trying to cut down the amount of coffee I drink during the day.	f	use more authority
		g	add
		h	ask

9.4 Grammar: Simple past and Present Perfect Tenses

9.4.1 Phrasal Verbs



Activity 9.6 Matching the phrasal verbs in the sentences under Column A with the meanings in Column B.

1.	c (depend on/rely on)	4.	a (reduced)
2.	f (add)	5.	b (deleted from list)
3.	e (use more authority)	6.	d(reduce/consume less)

9.5 Grammar

9.5.1 Simple Past and Present Perfect Tenses

Dear learner, in Unit 8, you were introduced with the present perfect tense. Notice the positive, negative and question forms of the present perfect tense and its forms. In this Unit, you will learn about the form and functions of present perfect tense in comparison with the simple past tense. As an introduction to the tenses, read the following dialogue.



Activity 9.10 Read the following dialogue and look at how the present perfect and the simple past tenses are used

Dialogue

A: So, you've been playing the flute ever since you were a child. I didn't know that.

B: Yeah. I've always loved it.

A: Have you always wanted to play in an orchestra?

B: No. At first, I wanted to be a music teacher.

Dear learner, the above short dialogue consists of simple past (were, didn't know, wanted) and present perfect (have loved, have wanted) tenses used in positive, negative and question forms.

9.5.2 Forms of the Simple past tense

Positive sentences

1. He played football with his friends.
2. He cut his finger when he chopped the onion.
3. They ate their dinner together.
4. The student studied his lessons very well.



Dear learner, the verbs in bold in the examples are simple past tenses. Three of the verbs (played, chopped and studied) are regular verbs, while two of them (cut and ate) are irregular verbs. You learned about regular and irregular verbs in Unit 8. Can you explain it to your partner?

Negative sentences

The negative forms of simple past verbs are developed using the verb **did+ not + the infinitive** form of the verbs.

Examples

1. He did not (didn't) play football with his friends.
2. He did not (didn't) cut his finger when he chopped the onion.
3. They did not (didn't) eat their dinner together.
4. The student did not (didn't) study his lessons very well.

Questions

The question form of the simple past tense is **did (didn't)+ subject+ the infinitive form of the verbs....**

Examples

1. Did (Didn't) he play football with his friends?
2. Did (Didn't) he cut his finger when he chopped the onion?
3. Did (Didn't) they eat their dinner together?
4. Did (Didn't) the student study his lessons very well?



Dear learner, simple past verbs help us express actions which were done in the past. Therefore, all the actions in the examples given above indicate actions that were done in the past.



Activity 9.11 Give the correct simple past forms of the verbs given in brackets in the following sentences.

1. I (finish) my work last night.
I **finished** my work last night.
2. When I (leave) school, I (3. cut) my hair and (4. wear) it short ever since.
3. I (enjoy) reading the book; it's a nice story.
4. (Do) you do your homework?
5. I (be) in the stadium when you (8.call) me.



Activity 9.12 Change the sentences given into negative and question forms.

1. He wore his hair long when he was at school.
Negative: He did not wear his hair when he was at school.
Question: Did he wear his hair when he was at school?
2. My brother wrote several short stories.
Negative: _____
Question: _____
3. He smoked for two weeks. Now he is trying to give it up.
Negative: _____
Question: _____
4. She arrived with her mother yesterday.
Negative: _____
Question: _____
5. Zeberga read books when he was at school.
Negative: _____
Question: _____

9.5.3 The Present Perfect Tense

Dear learner! The following dialogue consists of the different forms (positive, negative and questions) of the present perfect tense. We have written the first two in bold for you. Can you identify the rest?

Dialogue

- Rahel: Have you finished that report yet?
 Merhawit: No, I haven't finished that report. I'm still working on it. It should be ready by evening.
 Rahel: Good. What about your presentation? Have you prepared for it?

Merhawit: Yes, I've prepared for the presentation. I'll make the presentation to morrow morning.

Rahel: Have you shown the draft to the manger?

Merhawit: Yes, I've shown it to him. He is impressed with what I've done.

Rahel: I'm glad that you are well-prepared for the presentation. All the best!

Merhawit: Thank you.

For you to remember the forms of the present perfect tense, read the sentences in the Table below.

Forms of the Present Perfect Tense		
Positive	Negative	Question
1. I have studied hard.	1. I haven't studied hard.	1. Have I studied hard?
2. She has played volleyball.	2. She hasn't played volleyball.	2. Has she played volleyball?
3. They have come back.	3. They haven't come back.	3. Have they come back?



Dear learner, so far, you have learned about the present perfect and simple past tenses. The two tenses have differences. What are the differences between the present perfect and simple past tenses? In the following Table, the differences between the two tenses are presented. Read each of the differences carefully, and try to learn more from the examples given.

Present Perfect	Past Simple
Unfinished actions that started in the past and continue to the present • I've known Julie for ten years (and I still know her).	Finished actions • I knew Julie for ten years (but then she moved away and we lost touch).
Shows a finished action • My brother has been to Asmara three times.	Shows a finished action • My great-grandmother went to Asmara three times.
A finished action with a result in the present. • I've lost my keys! (The result is that I can't get into my house now).	A finished action with no result in the present. • I lost my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday).
With an unfinished time phrase (this week, this month, today) • I've seen John this week.	With a finished time phrase (last week, last month, yesterday) • I saw John last week.



Activity 9.13 Use the present perfect or simple past forms of the words in parentheses to complete the interview.

- Sara: How long (1) have you been (you/be) a snake catcher, Yalemwork?
- Yalemwork: (2) (I / have) this job for over ten years.
- Sara: When (3) (you/become) interested in snakes?
- Yalemwork: When (4) (I/be) a kid, and (5) (snakes / fascinate) me ever since then. When (6) (I/be) in middle school, (7) (I/not read) much about any other subject. During my high school years, (8) (I/ often/volunteer) at the local zoo, and then in college (9) (I/major) in her petology—the study of reptiles.
- Sara: And after college (10) (you / spend) a few years in Thailand. Isn't that right?
- Yalemwork: Yes, I was working with Thai snake experts. (11) (I / really enjoy) my time with them.
- Sara: (12)(you /ever/ experience) any life-threatening situations since you started working with snakes?
- Yalemwork:(13) (I / work) with many poisonous snakes over the years, but (14) (only one / bite) me. That was scary! Since that time, (15) (I / pay more attention) to the snakes' behavior.
- Sara: Why do you love your job?
- Yalemwork: (16) Because (I / be) able to live my childhood dream.



Activity 9.14

Dear learner! The following reading text is also used to help you differentiate the present perfect and simple past. Look at each statement carefully and complete it with the correct verb form of present perfect or past tense.

Yesterday my grandfather _____ 1. tell) me about his adventures and then I _____ (2. learn) a lot of things about him. He _____ (3. travel) to different cities since 1960. He _____ (4. already / visit) Assela and Goba. He and my father _____ (5. know) Metu in 1973. They _____ (6. already/be) to Semera for a month, too. Exciting! I _____ (7. not see) such nice places yet. Last year, my mother _____ (8. want) to go on holidays to different regions of the country but my father _____ (9. have) an accident in May, so finally we _____ (10. cannot) leave. But my grandmother _____ (11. just come) back from a short trip to the south.



Activity 9.15

Dear learner! The following sentences are given for you to complete them with correct language forms so that you could use simple past and present perfect tense effectively.

1. Where _____ last month?
a) did he go b) he went c) has he gone
2. _____ you ever _____ a wild tiger?
a) Have ----- seen b) Did.----- seen c) Did see
3. I have studied English _____ five years.
a) already b) since c) for
4. She has waited for you _____ four o'clock.
a) since b) ever c) for
5. They haven't studied for the exam _____.
a) yet b) already c) just

9.6 Speaking Skills



Activity 9.16 In the following Table, the causes, effects and ways of preventing discrimination are given. Practice your speaking using the notes.

Examples:

- A. There are several causes of discrimination in a society such as age, gender, belief, etc.
- B. Discrimination could have effect on creating unequal society in social, political, cultural conditions.
- C. Discrimination must be prevented through different ways. For example, it can be prevented through Respect cultural and racial differences in schools, workplaces and communal activities

Causes of discrimination in society	Effects of discrimination on society	Ways of preventing discrimination
age,	unequal societies experience	Respect cultural and racial differences in schools, workplaces and communal activities
disability,	social,	Be good in conduct and speech,

ethnicity,	environmental,	Refuse to initiate, participate, or condone discrimination and harassment,
origin,	economic,	Avoid race-based or culturally offensive talks, humor or stories
political belief,	cultural,	
race,	unity, problems	
religion,		
sex or gender,		
language,		
culture		

9.7 Writing Skills



Activity 9.17 Following the example paragraph, you will develop your own parallel paragraph based on the information given to you.



Information

- Hana lives in Bahir Dar (Amhara Region)
- Her grandchildren live in Addis Ababa
- Her grand children lived in Addis Ababa for three years
- Hana and her grand children did not meet for three years
- They talk on the phone
- They email each other
- They share pictures

Hana



Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit nine. Read each of them and put a tick (☑) against “Yes” or “No”

No	Description of competence	Yes	No
1	I can listen to the listening text very well.		
2	I can understand the vocabulary lessons from contexts.		
3	I can use the simple past and present perfect tenses very well.		
4	I can understand the speaking lessons very well.		
5	I can write paragraphs or reports.		
6	I can write paragraphs or reports.		



Answer key

Dear learner! Look at the following model answers and compare them with yours for taking possible corrections.

Answer key : Listening Skills



Activity 9.1 Pre-listening skills

1. Have you discussed cultural diversity in Ethiopia? Good. There are no right or wrong answers.



Activity 9.2 Listening Skills

1. a vacuum skills
2. the individual, the community and the group
3. decision making
4. human rights peace



Activity 9.3 Writing from Listening text

Dear learner! See the following sample paragraph and revise your own paragraph.

Sample paragraph

Human rights and freedom of a society bring about opportunities and challenges. They may provide societies with opportunities of having free interaction and mutual understanding that could facilitate societal unity and cooperation. Shared views and values developed and sustained in societies result in a sense of solidarity and unity that requires a nation for peace and development. Human rights and freedom also encourage innovation and new way of life that may grant people more happiness and entertainment. However, there are obvious challenges we may face because of human rights and values which are important for societal identity and religious festivity. A globalized culture that disregards local norms and traditions that are important for healthy co-existence of communities will destroy or dominate everything of the societies. Indigenous ways of life and societal identity will be threatened and global values that promote greediness and competitiveness on market economy will freedom. For example, several groups of people would become more relaxed and negligent to societal be prevailed other than humanitarian elements such as cooperation, charity, brotherhood and religiousness. Generally, if they are not addressed strategically and thoughtfully, human rights and freedom induce many challenges; in stead of opportunities that may facilitate social and economic development of societies.



Activity 9.4 Reading Skills

Dear learner, there are no right or wrong answers for the questions 1 and 2. You can state whatever ideas come into your mind when you read the questions.

3. Meanings of words stated in question number 3.
 verdict = law judgment jury = judges fair =impartial



Activity 9.5 Answer for True/False Questions

1. False	4. False	7. True	10. True
2. True	5. True	8. False	
3. False	6. False	9. False	



Activity 9.6 Completing sentences to questions.

1. The perpetrator is allowed a trial by jury.
2. People measure others on the scale of richness.
3. Theoretically, the jury's role is to make a decision on what is best for the community in the particular case.
4. The poor suffer everywhere in the world as they only struggle for their survival but also find it hard to earn respect in the society.
5. We can create a beautiful society through educating them about their rights and encourage them to treat others fairly, equally and nicely.



Answer key: Vocabulary development



Activity 9.7

Dear learner! Look at the model answers and compare them with yours for taking possible corrections.

A. Vocabulary taken from the reading passage

1. scheme (paragraph 1, line 18) = blueprint
2. allegedly (paragraph 6, line 12) = supposedly
3. domain (paragraph 2, line 6) = scope
4. polity (paragraph 5, line 16) = community
5. invoked (paragraph 5, line 18) = called up
6. sprinting (paragraph 5, line 1) = rushing
7. stagger (paragraph 5, line 10) = waver
8. discern (paragraph 6, line 19) = distinguish
9. curse (paragraph 5, line 34) = condemnation
10. perpetrator (paragraph 6, line 13) = criminal



Answer key: Grammar

Dear learner! Look at the following model answers carefully and compare with yours for taking possible corrections.



Activity 9.8 Giving simple past forms of the verbs in brackets

1. I (1.) finished my work last night.
2. When I (2.) left school, I (3.) cut my hair and (4.) wore it short ever since.
3. I (5.) enjoyed reading the book; it's a nice story.
4. (Did) you do your homework?
5. I (7.) was in the stadium when you (8.) called me.



Activity 9.9 Changing the sentences given into negatives and question forms.

Dear learner! Look at the following answers and compare with yours for taking possible corrections.

1. He wore his hair long when he was at school.
Negative: He did not wear his hair long when he was at school.
Question: Did he wear his hair long when he was at school?
2. My brother wrote several short stories.
Negative: My brother did not write several short stories.
Question: Did my brother write several short stories?
3. He smoked for two weeks. Now he is trying to give it up.
Negative: He did not smoke for two weeks. Now he is trying to give it up.
Question: Did he smoke for two weeks? Now he is trying to give it up.
4. She arrived with her mother yesterday.
Negative: She did not arrive with her mother yesterday.
Question: Did she arrive with her mother yesterday?
5. Zeberga read books when he was at school.
Negative: Zeberga did not read books when he was at school.
Question: Did Zeberga read books when he was at school?



Activity 9.10 completing the interview with the words in parentheses. Use the present perfect or simple past tense

Dear learner! Look at the following answers and compare with yours for taking possible corrections.

Sara: How long (1) have you been a snake catcher, Yalemwork?

Yalemwork: (2) I have had this job for over ten years.

Sara: When (3) have you become interested in snakes?

Yalemwork: When (4) I was a kid, and (5) snakes have fascinated me ever since then. When (6) I was in middle school, (7) I did not read much about any other subject. During my high school years, (8) I often volunteered at the local zoo, and then in college (9) I majored in herpetology—the study of reptiles.

Sara: And after college (10) you have spent a few years in Thailand. Isn't that right?

Yalemwork: Yes, I was working with Thai snake experts. (11) I really enjoyed my time with them.

Sara: (12) Have you ever experienced any life-threatening situations since you started working with snakes?

Yalemwork: (13) I worked with many poisonous snakes over the years, but (14) only one bit me. That was scary! Since that time, (15) I have paid more attention) to the snakes' behavior.

Sara: Why do you love your job?

Yalemwork: (16) Because I was able to live my childhood dream.



Activity 9.11 Reading Teferi's diary and completing with the verbs in brackets into the simple past or present perfect tense

Dear learner! Look at the following answers and compare with yours for taking possible corrections.

Yesterday my grandfather (1.) told me about his adventures and then I(2.) learned a lot of things about him. He (3.) has traveled to different cities since 1960.He (4.) has already visited Assela and Goba. He and my father (5.) knew Metu in 1973. They (6.) have already been to Semera for a month, too. Exciting! I (7.) have not seen such nice places yet. Last year, my mother (8.) wanted to go on holidays to different regions of the country but my father (9.)had an accident in May, so finally we (10.) could not leave. But my grandmother (11.) has just come back from a short trip to the south.



Activity 9.12 choosing the correct answer that best completes the sentence

Dear learner! Look at the following answers and compare with yours for taking possible corrections.

1. Where (a) did he go last month?
2. (a)Have you ever seen a wild tiger?
3. I have studied English (c) for five years.
4. She has waited for you (a) since four o'clock.
5. They haven't studied for the exam (a) yet.



Answer key: Speaking Skills



Activity 9.13 In the following Table, the causes, effects and ways of preventing discrimination are given. Practice your speaking using the notes.

Dear learner! This speaking exercise will help you practice speaking assuming that you are with someone to talk to. The given examples, (A, B & C) will help you produce correct sentences.



Answer key: Writing Skills



Activity 9.14

Dear learner! Look at the following model paragraph and compare with yours to take corrections.

Example paragraph

Hana lives in Bahir Dar, in A m h a r a Region. Her grandchildren live in Desse. They have lived in Desse for 3 years. Hana has not seen her grand children in over a year. She has talked to her grand children on the phone and through e-mails many times. She has also seen pictures of her grand children. They have grown so much since the last time they visited Bahir Dar. Hana collects shirts and dresses to send to her grand children in Desse.

UNIT TEN

The Internet

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

- ⌘ listen to a variety of texts with medium level understanding and transfer information,
- ⌘ interact in English in varied communication situations with comprehensible grammar,
- ⌘ create awareness about the uses of computer and the internet,
- ⌘ read medium level reading resources and comprehend contents,
- ⌘ guess meanings of words using context clues,
- ⌘ extend their vocabulary using phrasal verbs,
- ⌘ review about tenses,
- ⌘ participate in conversation based on the ideas in the reading passage, and
- ⌘ write descriptive or expository essays.



Dear learner!

This final Unit has listening and reading texts on the the modern technology, the Internet. Do you use the internet in your area? What do you do with it? Does it help you as resource for your learning? If you use the internet, you can get additional notes, exercises, suggestions and others about the lessons you are studying.

As usual, we need you to do the pre-listening and reading activities and learn the key vocabularies included in the box below.

Required study time= 15 hours

10.1 Listening Skills



Activity 10.1 Pre-listening skills

Dear learner! Look at the picture below and discuss the questions with someone around you.



The Internet

1. Do you know internet technology? Share your experience about internet.
2. What changes does Internet bring to your life?



Activity 10.2 : Listen the text carefully and answer the questions that follow.

Dear learner! Listen to the listening text twice or thrice and fill out the blanks spaces of the sentences given below.

1. The internet has reshaped most traditional communications media including _____, _____, and television.
2. Online shopping has boomed both for major retail outlets and _____ and _____.
3. United States in collaboration with private commercial interests to build robust, fault-tolerant, and distributed _____.
4. Nearly a third of Earth's population use _____ of the Internet.
5. Write a short paragraph on the advantages and disadvantages of Internet service.

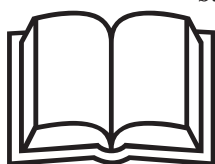
10.2 Reading Skills



Activity 10.3 Before you read the passage, answer the following questions.

1. What do you know about computers and the Internet?
2. Study the following key words, which may be important for you to understand the reading passage.

surfing advent software



Dear Laerner, read the passage. Read it twice and do the activities. If you are not able to do the activities correctly, you can have a third-time reading.

The roles of computers and Internet in our lives



Computer and the Internet

1. Computer is perhaps the most controversial inventions of the 20th century. Ever since Bill Gates made it a household name, people have been debating over its merits and demerits. Most students would agree that the computer is the greatest invention on earth because it has opened up a vast store of easily available information for them. At a click of the mouse they get to learn all the things that help them to keep abreast with today's fast moving world. However, for each positive aspect of the computer there is an equal or more negative counter point.
2. Worksheets are the days of vigorous handwriting practice. The computer has come as a blessing for students who can now submit their assignments in neat and legible sheets. They can loop up any information to put together their projects and use various software applications to present them in an impressive manner. Colored graphs and diagrams can be inserted, there is very little scope of spelling errors and even grammatical mistakes are done away with.
3. Knowledge increases with its spread and anyone who wants to spread his thoughts and knowledge can put it on the internet. It is available to the world and research students no longer need to labor through piles and piles of manuscripts. Universities can be contacted, websites can be consulted and even queries are answered through the internet. All these save them a lot of time, labour, as well as money. For those who want to discuss, there are numerous e-forums and conferences that they can log onto. They can always indulge in a healthy interaction with other literary enthusiasts.
4. As computers become increasingly pervasive into our lives, an increasing number of people are facing problems on the domestic front because of computers and the internet. Individuals are spending hours on end chatting or surfing on the net, but they do not have time for the other members in the family. Each one is becoming less communicative and more dependent on the computer. Children, especially of the advanced and more developed countries are known to spend 20 hours a week playing computer games.
5. Alternately, computers are helping to build up a global family instead of narrow groups based on community and caste. The different groups that can be found on social networks are witness to the growing popularity on 'international communities'.
6. In a very short time people can be brought together, to protest against some wrong, to fight for some right or garner support for someone. As people become increasingly aware of what is going on in the world,

more and more people are involving themselves in the service of other. There are doctors who can be consulted online, lawyers who clarify legal points and teachers who help students with their assignments. There are net cafes that allow people to play online video games – most of which show a lot of violence and aggressiveness.

7. Children, who spend a substantial time playing these games, believe that such violence is the accepted behaviour in life too. If on the other hand playing of video games can be restricted and supervised, children can develop better reaction time, visual activity and dexterity. Is it not amazing to know that a child sitting in the US may be playing a game with a child in Japan, or Australia? This international level of activity, excludes a lot of negative prejudices allowing the child to develop into a world citizen. However, the child can very easily get in touch with negative groups also.
8. Sadly, the advent of computers and the internet has rung the death knell on a lot of habits that are essential for the development of a good character. Reading is one such habit that is fast dying. Be it the daily newspaper or a work of fiction, the practice of group reading is decreasing. Communicative skills are deteriorating and health too is suffering because of the long hours spent sitting in front of the computer. It depends on our wisely making use of a computer to turn it into a boon instead of a bane for us.

Taken from: <https://www.mykidsway.com/essays/essay-on-role-of-computers-and-internet-in-our-lives/>



Activity 10.4 Read the passage carefully and decide whether each statement is 'true' or 'false' based on the information in the passage.

1. Computers help students use various software applications for presenting their projects in an impressive manner.
2. For every positive aspect of the computer, there is an equal or more positive counterpart.
3. Exchange of ideas and new thoughts become debilitated because of the Internet and technology.
4. These days, computers are not creating a global family instead they are creating narrow groups based on community or ethnicity.
5. Because of computers, only limited spelling errors and grammatical mistakes occur.
6. Many people are given opportunity on their private lives because of computers and the Internet
7. Because of horror games in computers, children accept violence as a

normal behavior.

8. Reading habits don't seem to increase because of the Internet.
9. As people become increasingly aware of what is going on in the world, more and more people involve themselves in the service of others.
10. It seems good for the Internet to allow more people to play online video games but most of the time it shows violence and aggressiveness.



Activity 10.5 Read the passage carefully and give answers to the following questions.

1. Write at least two advantages of computers and the Internet.
2. Write at least two disadvantages of computers and the Internet.
3. State the main idea of paragraph 2.
4. The word 'these' in paragraph 3, line 7 refers to_____.
5. How does the Internet decrease the reading and communicative behavior of students?



Dear learner!

The vocabulary section of this Unit contains contextual understanding of meanings of words, and phrasal verbs. You have had such lessons in different units above. So, you do the activities in a similar way you have done the previous activities in different units. Please use your dictionary whenever you have difficulty in understanding the words.

10.3 Vocabulary Development

10.3.1 Words taken from the reading passage



Activity 10.6 Find the meanings of the following words based on their contexts used in the reading passage.

1. counter (paragraph 1, line 10) _____
2. vigorous (paragraph 2, line 1) _____
3. legible (paragraph 2, line 3) _____
4. scope (paragraph 2, line 7) _____
5. pervasive (paragraph 4, line 1) _____
6. caste (paragraph 5, line 2) _____
7. garner (paragraph 6, line 2) _____
8. dexterity (paragraph 7, line 5) _____
9. deteriorating (paragraph 8, line 6) _____
10. boon (paragraph 8, line 9) _____

10.3.2 Phrasal Verbs



Activity 10.7 Select the appropriate particle from the list below to complete each of the phrasal verbs used in the sentences. Guess the meanings of the phrasal verbs from the context they are used in. Then, consult your dictionary and check your meanings against the dictionary meanings given.

without	with	off	out
away with	over	down (on)	up

1. If you want to lose weight, you have to cut _____ the amount of food you consume.
2. Zinash cut _____ the piece of meat into small pieces for her younger brother.
3. The doctor told him to cut _____ salt as his blood pressure was a little high.
4. My phone call was cut _____ before I could get the information.
5. He had to cut _____ smoking in order to be prepared for the marathon.
6. With a little practice, you can cut _____ a whole chicken yourself for frying.
7. A number of people have been employed to deal _____ the backlog of work.
8. Many countries did _____ death penalty many years ago.
9. I will do it _____ because my first attempt was not successful.
10. There is no sugar, so I will have to do it _____.
11. I dozed _____ while I was reading because I slept only few hours last night.
12. It is not customary for men to dress _____ as women, and women as men.
13. His hand was cut _____ in the accident.
14. Why did you dress _____ the table like this?
15. She dozed _____ in front of the fire.



Dear learner!

Since you are now in the end Unit, you will have review lessons in the grammar part. You remember that you have studied simple past, past continuous, present perfect and present perfect continuous tenses in different units. In which units did you learn them? Read the brief notes given to you and do the variety of grammar activities on the tenses stated above.

10.4 Grammar

Simple Past, Past Continuous, Present Perfect and Present Perfect Continuous Tenses

In the grammar lessons of the different units you learned, you were introduced with simple past, past continuous, present perfect and present perfect continuous tenses. So, this unit is a revision unit that helps you recapitulate the lessons about tenses. You will learn about the tenses more in the different activities you will do.



Activity 10.8 Read the following tenses in the given box focusing on their positive, negative and question forms and their meanings..

1. The simple past
2. The past continuous tense
3. The present perfect tense
4. The present perfect continuous tense.

For you to remember your past lessons, we have summarized the forms and functions of the tenses in the following Table.



Tense	Positive form	Negative form	Question form	Function
Simple past	I played basketball yesterday.	I didn't play basketball yesterday.	Did (Didn't) I play basketball yesterday?	The speaker did the action in the past, yesterday.
Past progressive	I was playing basketball the whole evening	I was not (wasn't) playing basketball the whole evening.	Was (Wasn't) I playing basketball the whole evening?	The speaker was playing basketball for a longer time in the past.
Present perfect	I have played basketball.	I haven't played basketball.	Have (Haven't) I played basketball?	The speaker tells about his playing basketball, which he did in the past.
Present perfect continuous	I have been playing basketball for three hours.	I haven't been playing basketball for three hours.	Have (Haven't) I been playing basketball for three hours?	I started playing basketball three hours ago, but I continued playing it until now.



Activity 10.9 Write the correct forms of the verbs in brackets in the following short dialogue.

Shambel: So tell me, why (1) (you / take) the Limalimo bus from Gondar to Addis Ababa.

Destaw: Because it was my dream to ride the Limalimo Bus. It was something (2) (I / always / want) to do.

Shambel: How long (3) (the trip / take)?

Destaw: It's only a day. By the time the Bus arrived at Addis Ababa's Bus station, (4) (I / travel) 777 kilometers.



Activity 10.10 Complete the paragraph by select the correct form of each verb in parentheses and write your answers in the spaces provided below.

I (1)_____ (have) a terrible car accident when I was sixteen. I (2)_____ (lose) a leg. As an athlete, this was especially devastating. I (3)_____ (be) a gymnast from the age of eight, and I (4)_____ (win) three national competitions. It (5)_____ (take) me a lot of time to recover, and I (6)_____ (not think) about competing again. Then, one of my coaches (7)_____ (tell) me about the Paralympics and (8)_____ (suggest) that I train for swimming. I could do that with only one leg. I (9)_____ (always / want) to be in the Olympics. In fact, I (10)_____ (train) for the Olympics at the time of my accident. So I (11)_____ (listen) to my coach and (12)_____ (start) swimming. I (13)_____ (swim) ever since that day and I love it. I (14)_____ (win) several competitions. Lately, I (15)_____ (train) for the next Paralympics. I hope to win a medal!



Activity 10.11 Underline the verbs used in this story, tell what tenses the verbs are and note what the writer wants to say by adding the verb tenses.

Achieving a Goal

About a year ago, I was watching the Olympics, and I decided that I wanted to become a runner. I knew I should set an achievable goal, so I decided to train for a 5K race. My parents were surprised when I told them about my goal, because I had never been interested in running before. In fact, I had never run more than a mile, and I had always been very slow. My friends thought I was joking. Everyone assumed that I would quit after a week.

Fortunately, I proved them all wrong. I did two things to achieve my goal. First, I went online and researched a good training plan. I found a website that helps me plan workouts. I start by walking, and then I gradually start running. After that, I joined a local running group. We ran in the park twice a week, and I made friends who had also decided to run a 5K.

Three months later, I achieved my goal: I ran in my first race. I didn't win, but I ran the whole way, so I was proud of myself. Since then, I have run in several races. I have also started training for a longer run. My next goal is to run in a 10K race. My friends have stopped laughing at me, and a few of them have even asked me to help them start.



Activity 10.12 Put the verb into the more suitable form. The first one is done for you as an example.

1. Where have you been? (you/play) tennis?
Have you been playing tennis?
2. Look! (somebody/break) that window.
3. You look tired. (you/work) hard?
4. '(you/ever/work) in a factory?' 'No, never.'
5. 'Liz is away on holiday.' 'Is she? Where (she/go)?'
6. My brother is an actor. (he/appear) in several films.
7. 'Sorry I'm late.' 'That's all right. (I/not/wait) long.'
8. 'Is it still raining?' 'No, (it/stop).'
9. (I/lose) my phone. (you/see) it anywhere?
10. (I/read) the book you lent me, but (I/not/finish) it yet. It's very interesting.



Activity 10.13 Develop your own sentences on simple past, past continuous, present perfect, and present perfect continuous tenses.

1. Simple past
 - a) _____ .
 - b) _____ .
2. Past continuous tense
3. Present perfect tense
4. Present perfect continuous tense



Dear learner!

The speaking part is about the social media status of Ethiopia in 2021. Speak about it based on the information given to you in the table. As I advised you earlier, please try to answer the questions in front of a friend. Otherwise, you practice speaking yourself.

We have also added to you some phrases that can help you express opinions: to ask for opinions, to agree or disagree with someone. Study them very well because they are important to you in your day-to-day communication. You will use the phrases in the writing part of this Unit, immediately after this activity.

10.5 Speaking Activity



Activity 10.14 The social media status of Ethiopia in 2021 is as shown in the Table below.

1. How do you see the status of use of the social media in each of the media stated?
2. What should the social media do to benefit the Ethiopian people?
3. What do you think you can contribute for the social media to provide genuine information?
4. How do you evaluate the extent of internet use in Ethiopia?
5. What is the importance of internet application in Ethiopia?
6. What should be done to improve its use in the country?

The Social Media Status of Ethiopia, 2021

Social media	%
Twitter	39.38
Facebook	37.34
YouTube	10.74

Taken from, <https://internetsociety.org>



Notes: Phrases that can help you express opinions

Phrases used to express opinion	Asking for opinion	Agreement	Disagreement
<ul style="list-style-type: none"> I think... I believe... I feel... In my opinion... I would say... 	<ul style="list-style-type: none"> What do you think of...? What are your thoughts on...? How do you feel about...? and What's your opinion on...? 	<ul style="list-style-type: none"> So do I. Me too. Definitely. I agree. or I couldn't agree more. 	<ul style="list-style-type: none"> I disagree! I don't agree. I'm not sure I agree with you on... I'm sorry but I don't agree. I'm afraid I disagree.



Dear learner!

Nearly all the writing activities in this Unit have sample paragraphs or essays. Based on the samples, we want you to develop your pieces of writing. We advise you again and again to write, and re-write. Do you remember what we said before? **WRITING IS RE-WRITING.**

10.6 Writing Activity

Activity 10.15 Write an essay about the uses of the internet based on the information in the diagram. A sample essay is given to you.

**Sample Essay: Importance of the Internet**

The last few years have witnessed heavy reliance on the internet. This has been because of multiple advantages that it has to offer - for instance reducing the work stress and changing the face of communication most importantly. If we take the current scenario, we cannot ignore how important the Internet is in our everyday lives. It is now indeed a challenging task to visualize a world without the internet.

One may define the internet as a large library composed of stuff like – records, pictures, websites, and pieces of information. Another sector in which the internet has an undeniably important role to play is in the field of communication. Without access to the internet, the ability to share thoughts to share thoughts and ideas across the globe would have also been just a dream.



Activity 10.16 Write sentence-level polite agreements or disagreement to the following statements first, and then write paragraphs on any two of the statements.

1. Internet-use is important to our country. I think it is important _____.
2. Many people are using the social media dishonestly. In my opinion, _____.
3. I feel like that we are not doing enough to our country. If you ask me, _____.
4. I believe that we should depend less on technology. We should be creative, _____.
5. In my experience, men tend to be more immature than women of the same age. I think, _____.



Activity 10.17 Write an opinion essay agreeing or disagreeing on one of the following topics following the example short paragraphs below.

1. I think we can combat climate change by growing trees.
2. I think the computer was the best invention. There's no question about it.

Example paragraphs of polite agreement and disagreement to the statement the different regions of Ethiopia have best staple foods.

Polite agreement

In my opinion, the different regions of Ethiopia have special staple foods that are delicious. For instance, the Tuhlo in Adigrat and the Kocho in Gurage are delicious foods. When one eats the kocho with chopped up meat called kitfo locally, he/she may think that there is no equal food stuff to it anywhere. Tuhlo has also very good taste and its food service tradition is special which is really very much attractive. Fish desserts in Arba Minch, the mitin shiro in different regions and the chicken stew are all delicious food stuffs everyone enjoys to eat. So, I feel that we have variety of delicious food stuffs which are much enjoyable in Ethiopia.

Polite disagreement

The different cultural foods in Ethiopia may be enjoyable to many Ethiopians. But, I think the staple foods may not be delicious to tourists who haven't experienced such kinds of food stuffs. Tourists who come from different corners of the world may have experienced different cultural foods of their own. To such kind of people, eating new food stuffs may not be easy. So, catering them with other choices seems mandatory.



Self-checking Questionnaire

The items given in the table below are to help you check yourself how much you have achieved the learning outcomes after practicing the lessons in unit ten. Read each of them and put a tick (☑) against “Yes” or “No”

No	Description of competence	Yes	No
1	I can listen to the listening text very well.		
2	I can understand the vocabulary lessons from contexts.		
3	I can use the revised lessons very well.		
4	I can understand the speaking lessons very well.		
5	I can write descriptive or expository paragraphs.		



Answer key



Activity 10.1 Pre-listening skills

1. Have you practiced speaking by discussing the questions? Good. There is no right and wrong answers.

Activity 10.2 Listening skills

Dear learner! Look at the answers below and take correction.

1. telephone, music, film,
2. small artisans and traders
3. computer networks
4. the services
5. Internet service has some advantages and disadvantages. The advantages are: internet can facilitate our work. It also helps us communicate each other. Besides, using internet can facilitate learning. The disadvantages, on the hand, are internet can affect our culture. It can also threaten our heritages resources. Therefore, we should use the internet carefully and sensitively.



Activity 10.3 Before you read the passage, answer the following questions. Share your answers to your group.

Dear learner! You will have a variety of responses to the pre-reading questions 1 and 2. They all could be possible responses because the purpose of asking these questions is to help you raise their interest and stimulate background knowledge about computer and internet.

Meanings of words stated in question number 3.

surfing = browsing
software = program
advent = innovation



Activity 10.4 'True' or 'false' (based on the information in the passage).

- | | | | |
|----------|----------|----------|----------|
| 1. True | 4. False | 7. True | 10. True |
| 2. False | 5. True | 8. False | |
| 3. False | 6. False | 9. True | |



Activity 10.5 Giving answers to questions in complete sentences.

- 1.** There are several advantages of the computer and internet. These are: it is a blessing for students who can submit their assignments in neat and legible sheets. Besides, it helps knowledge increase, etc.
- 2.** There are several advantages of the computer and internet. These are: individuals spend hours chatting or surfing on the net, but they do not have time for the members of the family. Besides, the advanced and more developed countries spend 20 hours a week playing computer games.
- 3.** The main idea of paragraph two is the use of computers for doing assignments.
- 4.** The word 'these' in paragraph 3, line 7 refers to the benefits of the internet stated in the preceding sentences.
- 5.** Due to the long hours spent sitting in front of the computer, the students' communicative and reading behaviors are declining.



Activity 10.6 Giving contextual meanings to words taken from the reading passage.

1. counter (paragraph 1, line 10) = opposing
2. vigorous (paragraph 2, line 1) = powerful
3. legible (paragraph 2, line 3) = readable
4. scope (paragraph 2, line 7) = opportunity
5. pervasive (paragraph 4, line 1) = common
6. caste (paragraph 5, line 2) = social class
7. garner (paragraph 6, line 2) = collect
8. dexterity (paragraph 7, line 5) = aptitude
9. deteriorating (paragraph 8, line 6) = worsening
10. boon (paragraph 8, line 9) = advantage



Activity 10.7 Selecting the appropriate particles, and guessing the meanings of the phrasal verbs from the context they are used in.

1. If you want to lose weight, you have to cut **down (on)** the amount of food you consume.
2. Zinash **cut off** the piece of meat into small pieces for her younger brother.
3. The doctor told him to **cut down (on)** salt as his blood pressure was a little high.
4. My phone call was **cut off** before I could get the information.
5. He had to **cut out** smoking in order to be prepared for the marathon.
6. With a little practice, you can **cut up** a whole chicken yourself for frying.
7. A number of people have been employed to deal with the backlog of work.
8. Many countries did **away with** death penalty many years ago.
9. I will do it **over** because my first attempt was not successful.
10. There is no sugar, so I will have to do it **without**.
11. I dozed **off** while I was reading because I slept only few hours last night.
12. It is not customary for men to dress **up** as women, and women as men.
13. His hand was cut **off** in the accident.
14. Why did you dress **up** the table like this?
15. She dozed **off** in front of the fire.



Activity 10.8 *Discussing the simple past, the past continuous, the present perfect and the present perfect continuous tenses*

Dear learner! The grammar elements in this Unit are mere revisions. Please be sure that you know more about the tenses and to construct your own positive, negative and question forms of the tenses.



Activity 10.9 *Writing the correct forms of the verbs in brackets in the dialogue.*

1. do you take 2. I always wanted 3. did the trip take 4. I travelled



Activity 10.10 *Completing the paragraph selecting from the verbs in parentheses.*

I (1) had a terrible car accident when I was sixteen. I (2) lost a leg. As an athlete, this was especially devastating. I (3) have been a gymnast from the age of eight, and I (4) have won three national competitions. It (5) took me a lot of time to recover, and I (6) haven't thought about competing again. Then, one of my coaches (7) told me about the Paralympics and (8) suggested that I train for swimming. I could do that with only one leg. I (9) always wanted to be in the Olympics. In fact, I (10) was training for the Olympics at the time of my accident. So I (11) listened to my coach and (12) started swimming. I (13) have swum ever since that day and I love it. I (14) have won several competitions. Lately, I (15) was training for the next Paralympics. I hope to win a medal!



Activity 10.11 *Underlining the verbs used in the story, telling what tenses the verbs are used and discussing with your partner what the writer wants to say by adding the verb tenses.*

Dear learner! In this Activity, your answers constitute different tenses: past continuous, simple past, simple past and past perfect passive and simple present verbs. you are required to identify and provide reasons why the tenses are used. Discuss together with your friend.

Achieving a Goal

About a year ago, I was watching the Olympics, and I decided that I wanted to become a runner. I knew I should set an achievable goal, so I decided to train for a 5K race. My parents were surprised when I told them about my goal, because I had never been interested in running before. In fact, I had never run more than a mile, and I had always been very slow. My friends thought I was joking. Everyone assumed that I would quit after a week.

Fortunately, I proved them all wrong. I did two things to achieve my goal. First, I went online and researched a good training plan. I found a website that helps you plan workouts. You start by walking, and then you gradually start running. After that, I joined a local running group. We ran in the park twice a week, and I made friends who had also decided to run a 5K.

Three months later, I achieved my goal: I ran in my first race. I didn't win, but I ran the whole way, so I was proud of myself. Since then, I have run in several races. I have also started training for a longer run. My next goal is to run in a 10K race. My friends have stopped laughing at me, and a few of them have even asked me to help them start.



Activity 10.12 Putting verbs into the more suitable forms.

1. **Have you been playing tennis?**
2. Somebody is breaking the window.
3. You look tired. Have you worked hard?
4. 'Have you ever worked in a factory?' 'No, Never.'
5. 'Hanna is away on holiday.' 'Is she? Where is she going?'
6. My brother is an actor. He has appeared in several films.
7. 'Sorry I'm late.' 'That's all right.' 'I do not wait long.'
8. 'Is it still raining?' 'No, (it has stopped).'
9. I lost my phone. Have you seen it anywhere?
10. I am reading the book you lent me, but I haven't finished it yet. It's very interesting.



Activity 10.13 Developing own sentences on simple past, past continuous, present perfect, and present perfect continuous tenses.

Dear learner! You need to discuss your answers with your friend around your neighbor.

Example answers

1. Simple past
 - A. I used to study hard when I was in primary school.
 - B. She played volleyball with her friends.
2. Past continuous tense
 - A. I was reading a book while she came in.
 - B. They were playing football in the field.
3. Present perfect tense
 - A. He has surfed the internet to get notes about English tenses.
 - B. The students have referred to the internet to understand the uses of English tenses more.

4. Present perfect continuous tense
- A. I have been working in my office when she arrived.
- B. He has been reading a book since morning.

Dear learner! You will learn how to express their opinions politely in discussing 'The social Media Status of Ethiopia, 2021'. To help you discuss with your partner in depth, you are given the following questions. There is no right or wrong answer to the questions.



Activity 10.14 Expressing opinions in groups about the social media status of Ethiopia in 2021

1. How do you see the status of use of the social media in each of the media stated?
2. What should the social media do to benefit the Ethiopian people?
3. What do you think you can contribute for the social media to provide genuine information?
4. How do you evaluate the extent of internet use in Ethiopia?
5. What is the importance of internet application in Ethiopia?
6. What should be done to improve its use in the country?

The Social Media Status of Ethiopia, 2021

Social media	%
Twitter	39.38
Facebook	37.34
YouTube	10.74

(Taken from, <https://internetsociety.org>)

Sample answer

In the modern world, people use the social media very much; the media have become international means of communication. However, people's utilization of the social media in Ethiopia seems to be limited compared to their use in different countries. For instance, in 2021, only 39.38% of the population uses Twitter. I think this is very small when we see the role the medium plays. I imagine that Facebook utilization is also limited. Surprisingly, I see that people's use of YouTube in Ethiopia is inadequate. I think they should use much more than this.

Dear learner! Find a friend from your surrounding or environment and make a conversation using phrases that are commonly used to express opinions politely. The phrases may express agreement or disagreement. As a help for you, you can refer to the phrases included in the Table below, but please add also your own to the list.



Notes: Phrases that can help you express opinions

Phrases used to express opinion	Asking for opinion	Agreement	Disagreement
I think...	What do you think of...?	So do I.	I disagree!
I believe...	What are your thoughts on...?	Me too.	I don't agree.
I feel...	How do you feel about...? and	Definitely.	I'm not sure I agree with you on...
In my opinion...	What's your opinion on...?	I agree, or I couldn't agree more.	I'm sorry but I don't agree.
I would say...			I'm afraid I disagree.



Activity 10.15 Write an essay about the uses of the internet based on the information in the diagram. A sample related essay is given to you.



Sample Essay: Importance of the Internet

The last few years have witnessed heavy reliance on the internet. This has been because of multiple advantages that it has to offer – for instance reducing the work stress and changing the face of communication most importantly. If we take the current scenario, we cannot ignore how important the Internet is in our everyday lives. It is now indeed a challenging task to visualize a world without the internet.

One may define the internet as a large library composed of stuff like – records, pictures, websites, and pieces of information. Another sector in which the internet has an undeniably important role to play is in the field of communication. Without access to the internet, the ability to share thoughts and ideas across the globe would have also been just a dream



Activity 10.16 Write sentence-level polite agreements or disagreement to the following statements first, and then write paragraphs on any two of the statements.

Possible answers

1. Internet-use is important to our country. I think it is important **because it help students get a lot of resources to learn different subjects, and people can get information about technology.**
2. Many people are using the social media dishonestly. In my opinion, **people should be ethical and use the social media to share relevant experiences.**
3. I feel like that we are not doing enough to our country. If you ask me, **I would like to devote myself in contributing to my country doing anything I can.**
4. I believe that we should depend less on technology. We should be creative, **based on the needs of our people.**
5. In my experience, men tend to be more immature than women of the same age. I think, **I don't agree more on this because I believe that men and women are equal.**



Activity 10.17 Writing an opinion essay agreeing or disagreeing on the topics given following the example short paragraphs.

1. I think we can combat climate change by growing trees.
2. I think the computer was the best invention. There's no question about it.

Example paragraphs of polite agreement and disagreement to the statement **the different regions of Ethiopia have best staple foods.**

Polite agreement

In my opinion, the different regions of Ethiopia have special staple foods that are delicious. For instance, the Tuhlo in Adigrat and the Kocho in Gurage are delicious foods. When one eats the kocho with chopped up meat called kitfo locally, he/ she may think that there is no equal food stuff to it anywhere. Tuhlo has also very good taste and its food service tradition is special which is really very much attractive. Fish desserts in Arba Minch, the mitin shiro in different regions and the chicken stew are all delicious food stuffs everyone enjoys to eat. So, I feel that we have variety of delicious food stuffs which are much enjoyable in Ethiopia.

Polite disagreement

The different cultural foods in Ethiopia may be enjoyable to many Ethiopians. But, I think the staple foods may not be delicious to tourists who haven't experienced such kinds of food stuffs. Tourists who come from different corners of the world may have experienced different cultural foods of their own. To such kind of people, eating new food stuffs may not be easy. So, catering them with other choices seems mandatory.

ENGLISH GRADE 9
ASSIGNMENT FOR MODULE TWO (40-50 %)
(TO BE SUBMITTED TO THE TUTOR)

Name: _____
Reg. No.: _____
Address: _____
Date: _____

Dear Learner!

General Directions: This assignment has five parts, such as speaking skills, reading comprehension, vocabulary, grammar and writing skills. Please do each of them carefully and make sure that your handwriting is neat and legible.

Part I: Speaking Skills

Direction: Write a dialogue between two friends stating the causes of failure in English and the solution to the problem. First, study the sample dialogue thoroughly, and write your own dialogue by raising other causes and the solution. (6 points)

Model dialogue on the causes of failure in English and the solution to the problem

Dereje: Good morning, Ayano.

Ayano: Good morning! How are you?

Dereje: I'm fine. And you?

Ayano: I'm fine. Thank you.

Dereje: Are you busy now?

Ayano: No, not at all. But why?

Dereje: I would like to talk about the causes of failure in English and solution to the problem.

Ayano: It is really a very important issue.

Dereje: Nowadays, many students fail in English in public examinations. There are some reasons behind this.

Ayano: What do you think about the reasons?

Dereje: Our old and very traditional defective syllabus and testing methods, lack of skilled and trained teachers could be responsible for this.

Ayano: Exactly! However, our classroom situation is not favorable for teaching a foreign language.

Dereje: Yes, all these ultimately lead to a serious failure in English.

Ayano: What do you think about its solution?

Dereje: Well, I think to solve this problem, the government must ensure well-designed and well-defined textbooks written in English for the students.

Ayano: Enough training to the English teachers must be given. Above all, our teachers should study and try their level best to teach this language.

Dereje: Also, I think our teachers must engage students in various language learning activities. Only then we can hope for a better future in this respect.

Ayano: Quite right you're. Thank you very much for your valuable information.

Dereje: You're welcome.

Dialogue on the causes of failure in English and the solution to the problem

Tamirat: Good afternoon.

Moges: _____

Tamirat: _____

Moges: _____

Tamirat: _____

Moges: _____

Tamirat: _____

Moges: _____

Tamirat: _____

Moges: _____

Tamirat: _____

Moges: _____

Tamirat: _____

Moges: _____

Tamirat: _____

Moges: _____

Tamirat: _____

Part II: Reading Comprehension

Direction: Read the following passage carefully and do the questions that follow. (8 points)

Wikipedia

The goal of Internet-based encyclopedia Wikipedia (www.wikipedia.org) is to give everyone on the planet free access to information. Like other encyclopedias, Wikipedia contains lots of information: more than 2.5 million articles in 200 different languages covering just about every subject. Unlike other encyclopedias, however, Wikipedia is not written by experts, but by ordinary people. These writers are not paid and their names are not published. They contribute to Wikipedia simply because they want to share their knowledge.

Encyclopedias began in ancient times as collections of writings about all aspects of human knowledge. The word itself comes from ancient Greek, and means “a complete general education.” In fact, early encyclopedias were not used as reference books as they are today, but served as textbooks for learning. Nothing has survived of the very first Greek or Roman encyclopedias. The oldest encyclopedia still in existence is a collection of thirty-seven volumes on the natural sciences, written by the Roman scholar, Pliny the Elder, in the first century B.C.E.

By the 1600s, many huge encyclopedias had been produced in Europe, in the Middle East, and also in China. These encyclopedias were all handwritten and hand copied, so they were expensive and rare. The invention of the printing press and a more systematic approach to organizing the information (in alphabetical order) allowed encyclopedias to become more accessible, but they were still aimed at scholarly readers. This was the case with the first Encyclopedia Britannica in Edinburgh, Scotland, from 1768 to 1771, which included long Technical articles.

Real popularity for encyclopedias came in the nineteenth century in Europe and the United States, with the publication of encyclopedias written for ordinary readers. By the twentieth century, it was common for middle-class families to buy a multivolume encyclopedia to keep in their home. With the invention of the CD-ROM, the same amount of information could be put on a few computer discs. Then with the Internet, it became possible to create an online encyclopedia that could be constantly updated, like Microsoft's Encarta.

However, even Internet-based encyclopedias like Encarta were written by paid experts. At first, Wikipedia, the brainchild of Jimmy Wales, a businessman in Chicago, was not so different from these. In 2001, he had the idea for an Internet-based encyclopedia that would provide information quickly and easily to everyone. Furthermore, that information would be available free, unlike other Internet encyclopedias at the time.

But Wales, like everyone else, believed that people with special knowledge were needed to write the articles, and so he began by hiring experts. He soon changed his approach, however, as it took them a long time to finish their work. He decided to open up the encyclopedia in a radical new way, so that everyone would have access not only to the information, but also to the process of putting this information online.

To do this, he used what is known as “Wiki” software (from the Hawaiian word for “fast”), which allows users to create or alter content on a web page. The system is very simple: When you open the web site, you can simply search for information or you can log on to become a writer or editor of articles. If you find an article that interests you—about your hometown, for example—you can correct it or expand it. Someone else may do the same. This process goes on until no one is interested in making any more changes. The success of this method can be measured by Wikipedia’s extraordinary growth. By September 2006, there were 1 million Wikipedia articles in the English version alone, compared with 65,000 in the latest edition of the Encyclopedia Britannica.

Ideally, with this system of multiple editing, errors are found and corrected, and the final result is an accurate and interesting article. In reality, however, there can be problems. First, errors may not be detected and so articles may contain inaccurate information. Second, Wikipedia depends on the good intentions of its users and there is no way to prevent jokers or evil doers from using it for their own purposes. In a recent case, someone added false and harmful information to the biography of a retired American newspaper editor. That information was eventually found and deleted, but not before it had been online for months. No one ever discovered who had written it.

Wales himself has said that though Wikipedia is very useful for many purposes, it should never be used for serious research, since the facts have not been checked by experts. In a recent British study, however, Wikipedia was rated quite highly when compared to the Encyclopedia Britannica. The editors of a scientific journal asked scientists to look for factual errors in forty-two different articles in the two encyclopedias. They found four mistakes on average in each of the Wikipedia articles, and three mistakes in each of the Britannica articles. Thus, error is apparently always possible, even when articles are written by experts.

Wikipedia serves as a good example of the best and worst of the Internet. It is the creation of people who wish to share their knowledge with others, and the information is free. On the other hand, it can be used by people to cause harm, and the information cannot be fully trusted. Most college professors for example do not allow students to use Wikipedia as their only source in writing research papers.

Will Wikipedia change the world as Jimmy Wales dreams? If he and his followers find a way to make Wikipedia error-free, maybe it will. They know their encyclopedia has mistakes, but, as Wales has said, "There are many more good people than bad in the world and in this project."

1. Choose the statement that best expresses the general message of the passage.
 - A. Wikipedia was founded by Jimmy Wales, an American businessman, in 2001.
 - B. Wikipedia is a free online encyclopedia that is written and edited by its users.
 - C. Wikipedia contains 2.5 million articles in 200 different languages.
 - D. Encyclopedias are large collections of general knowledge.
2. The oldest encyclopedia to survive until today was written
 - A. by a Roman scholar named Pliny the Elder.
 - B. for ancient Greek readers in Athens, Greece.
 - C. in Edinburgh, Scotland, in the eighteenth century.
 - D. about literature and the arts in ancient Rome.
3. Until the nineteenth century, encyclopedias were very popular with ordinary readers.
 - A. True
 - B. False
4. Wales decided not to use paid experts to write articles for Wikipedia because
 - A. Encarta did not use them either.
 - B. It cost too much to pay them.
 - C. They took too long to produce articles.
 - D. He disagreed with what they wrote.
5. "Wiki" software makes it possible
 - A. for experts to check the facts in a web article.
 - B. to find out if facts are accurate in a web article.
 - C. to write long articles for a web encyclopedia.
 - D. for users to add or change information on a Web page.
6. In Wikipedia articles, errors are
 - A. found and corrected by paid experts.
 - B. corrected by the founder, Jimmy Wales.
 - C. found and corrected by ordinary readers.
 - D. not possible because of the "Wiki" software.

7. According to a study, Wikipedia has fewer factual errors than the Encyclopedia Britannica.
- A. True
- B. False
8. You can infer from this passage that
- A. students know they shouldn't use Wikipedia as the only source.
- B. most college professors do not think that Wikipedia can be trusted.
- C. Wales does not trust people to find or correct errors in the articles.
- D. Wales believes it will be possible to make Wikipedia error

Part III: Vocabulary from the module

Direction: The following words are taken from your module. Find the meaning of each word and make your own sentences. An example is given. (4 points)

Example

Word meaning

robust = strong

Sentence = My father passed 90, but he is still robust.

prevalence	complete	spark	pledge
reverse	fortunate	scheme	estimate

Part IV: Grammar

Direction: Read the instructions of the following grammar exercises carefully and give the correct answers.

A. Fill in the blanks with the present perfect or continuous tense verbs in parentheses.

- Where have you been? _____ (you / play) football?
- This is a new book. _____ (I / have) it since I was a child.
- My sister is an actor. _____ (he / appear) in several films.
- Are you OK? You look as if _____ (you / cry).
- The students are tired now. _____ (they / play) in the field.
- (I / read) the book you lent me, but _____ (I / not / finish) it yet. It's really interesting.

B. Using a relative pronoun (who/whom/whose/which/where), make one sentence from the two. An example is done for you.

Daniel is very sociable. (He lives next door to us.)

Daniel, who lives next door to us, is very sociable.

1. We drove to the Addis Ababa Stadium. (The Addis Ababa Stadium was not far from the city.)
We drove to the Addis Ababa Stadium, _____.
2. Marta is away from home a lot. (Marta's job involves a lot of traveling.)
Marta _____.
3. My father lives in Hawassa. (Hawassa is one of the largest cities in the country.)
_____.
4. Hana's father is a lecturer. (I have never met Hana's father.)
_____.
5. We enjoyed our visit to Lalibela. (We saw a lot of interesting things in Lalibela)
_____.

Part V: Writing Skills

Direction: Write a short essay of your opinion on technology. State how technology influences people's life and what should be done with it. (250-300 word) (6 points)

The effect of Technology on People's Life

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

End