

ENGLISH FOR ETHIOPIA

STUDENT TEXTBOOK

GRADE 9



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MOE



Federal Democratic Republic of Ethiopia
Ministry of Education



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English for Ethiopia

Student Textbook Grade 9

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Foreword

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions.

It has been almost three decades since Ethiopia launched and implemented new Education and Training Policy. Since the 1994 Education and Training Policy our country has recorded remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, middle level and secondary level grades and subjects. It aims to reinforce the basic tenets and principles outlined in the Education and Training Policy, and provides guidance on the preparation of all subsequent curriculum materials – including this Teacher Guide and Student Textbook that come with it – to be based on active-learning methods and a competency - based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials attempt to balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate moral education as well as career and technical education as subjects in order to accommodate the diverse needs of learners.

Publication of a new framework, textbooks and teacher guides are by no means the sole solution to improving the quality of education in any country. Continued improvement calls for the efforts of all stakeholders. The teacher's role must become more flexible ranging from lecturer to motivator, guider and facilitator. To assist this, teachers have been given, and will continue to receive training on the strategies suggested in the framework and in this teacher guide.

Teachers are urged to read this Guide carefully and to support their students by putting into action the strategies and activities suggested in it.

For systemic reform and continuous improvement in the quality of curriculum materials, the Ministry of Education welcomes comments and suggestions which will enable us to undertake further review and refinement.

ADDIS ABABA, ETHIOPIA FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

xxxxx 2022

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Introduction

The English language in Ethiopia serves more as the medium of instruction in schools and universities. It plays a significant role in students' academic life. The grade 9 English Textbook is developed to satisfy the students' English language needs at the level and to serve them as a backdrop for their future academic career as they use the language for academic purposes. The minimum learning competencies (MLCs) expected of students are indicated in the Grade 9 English language Syllabus, and therefore, the language input as well as activities they perform are developed based on the MLC identified by the syllabus designers. The learning outcomes expected of students are built upon the MLC and constitute listening to a variety of texts at different levels (surface and deeper levels), interacting in English, reading and comprehending, analyzing, synthesizing, evaluating and interpreting ideas vis-à-vis their environment, getting meanings of words through different strategies, and mastery of selected grammatical elements appropriate to the level. The outcomes also embrace students' development of sentence, paragraph and essay levels writing. The students are expected to write accurate sentences, paragraphs, and essays with some level of fluency as they should balance accuracy and fluency in their use of the language.

The ten-unit English Language textbook for Grade 9 has specific unit objectives. Each of the units consists of six different parts: Listening Skills, Reading Skills, Vocabulary, Grammar, Speaking Skills, and Writing Skills organized in that order. The textbook is organized by placing the receptive skills before the productive skills, because it is presumed that the receptive skills as pre-requisites provide students with language inputs which are relevant to their language production.

The listening skills will be taught based on areas which are national and/ or international concerns, focusing more on national issues. The listening texts include topics such as urban life versus rural life, study skills, road accidents, Gambella national park, diversifying export earners through competition, poverty in Ethiopia, community services, infectious diseases, cultural diversity, human rights and democratic governance, and the concept of the internet. In these diversified areas students will listen to various texts, and they will develop their listening ability, get ideas about the issues they are introduced with, relate the ideas with their previous knowledge, and analyze, synthesize, evaluate and interpret the ideas with the environment they are living in. Students also learn vocabularies, and extend the ideas in the listening texts to their speaking and writing development. The main purposes of the lessons students learn can generally be two-fold: students' language skill development and their achievement of the expected competencies.

The reading passages are selected from different sources and they focus on life in a big city, learning strategies, traffic accidents, national park in Ethiopia, health benefits of gardening, the impact of poverty, HIV/ AIDS, equality, equity and justice, and role of computers and internet in our lives. Students are required to understand the meanings of the reading texts deeply making interactions with the authors' thoughts and their experiences. Similar to the activities in the listening texts, vocabularies derived from the reading texts, extended speaking and writing activities are also included in the reading parts.

The vocabulary lessons constitute vocabulary from the listening and reading texts, phrasal verbs and word formation using affixes (prefixes and suffixes). The vocabulary is taught through the

application of contextual understanding of meanings, consulting the dictionary and using other strategies. In teaching vocabulary, we focus more on the strategies students may employ to understand meanings by themselves. We believe the students should have this skill because vocabulary is important for them to develop their reading and listening comprehension, speaking, writing, spelling, and others. In brief, it is important for their English language development, communicating ideas, expressing their ideas in speaking and writing.

Concerning the grammar lessons, brief notes and many activities are provided for the students to help them master the grammar elements in focus. Many of the grammar lessons are presented in situations students can easily understand and apply: they are developed in simpler ways to enable the students to express even complex ideas. In other words, the grammar lessons are taught the way they help students effectively talk in the language. The grammar elements are taught linearly or cyclically. Some of the elements such as ‘adverbs of frequency’, ‘conditional sentences’, and ‘tenses’ appear cyclically, while the rest of the grammar elements appear only once in the textbook. The speaking and writing sections derive from the listening and reading activities, and other areas which are assumed to be important to deal with.

Dear students!

In the Textbook, there are a number of activities in each unit and section of the unit. You need to do all the activities; it is only when you do the activities that you can develop your English language competence. So, we earnestly advise you to be engaged in doing the activities. You may make mistakes when you do the activities, but it doesn’t matter you can learn the correct forms from your friends or from your teacher. If you find some of the activities difficult, the

solution is, you discuss them with your partner or in groups. You can also request your teacher for explanation so that the teacher can assist you individually, with your group or with your classmates as a whole.

Unit 1. Living in Urban Areas

Learning Outcomes

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 medium in varied communication situations with comprehensible grammar,*
- read medium level reading resources and comprehend contents,*
- guess meanings of words using different clues,*
- practice pronouncing intonations of auxiliary beginning and wh-questions accurately,*
- select appropriate study skills and apply in learning vocabulary and other language skills,*
- use grammar with reasonable accuracy in communication, and*
- write accurate sentences and paragraphs.*

1.1 Listening Skills



Activity 1.1 Before you listen to the text, answer the following questions based on your experiences.

1. Look at the pictures below. In pairs, discuss the differences between them. Follow the examples below to start your discussion.



City



Village

Examples

In a city, there are

In a village, there are

2. Where do you like to live in? Why?

Example

I like to live in a city, because there are many attractive things for a living.

3. What do you expect the title of the listening text to be?

Title of the listening text _____.

**Activity 1.2 Listen to the listening text and answer questions below.**

1. In the villages, the people live in an _____.
2. There is no _____ in villages.
3. There are certain advantages which the urban people have over the villages. There are much better _____ in towns.
4. The _____ is also better in towns.
5. In towns we can have more variety of goods including _____ and _____.

**Activity 1.3 After you have listened to the text, answer the following questions based on the information in the passage. The first one is done as an example to you.**

1. Where do you like to live, in a village or in a town? Write a reason for your choice.
I like to live in a town because I can get more goods to buy.
2. I prefer to live in a village to town because....
3. What do you find in villages and towns?
4. What challenges does one get in villages and towns?
5. What benefits does one get living in villages and towns?

**Activity 1.4 Answer the following questions.**

1. Why do you think people usually migrate from rural to urban areas in Ethiopia?
2. Discuss the major problems people living in urban areas face.

§Reading Skills

3. Write a short paragraph on the problems people face in urban(or rural) areas.

1.2 Reading Skills



Activity 1.5 Before you read the text entitled 'Life in a Big City', answer the following questions and discuss your answers with your partner.

1. Are you living in an urban or a rural area?
2. What do you do in your living area?
3. Discuss with your partner about things you find in your surroundings.
4. Study the meanings of the words given below.

competition	reside
pollution	metropolitan



Activity 1.6 Read the passage carefully and decide whether each statement given below is 'true' or 'false'.

Life in a Big City

1. A big city has a lot on offer for you to make your life a pleasant experience. However, as you know, good things never come easy to reap the perks of city life; you have to make sure to work hard at the same pace as it runs. Hence, people work like a machine to fulfill their dreams and be successful.

2. Moreover, people experience a lot of competition in big cities to achieve their life's goal. Whether a business owner or an employee both struggle to be at par and earn more fame as well as money. They all have to match the pace of life to make the ends meet. A good life in a big city is almost impossible unless you are well settled. Also, you will hardly get any free and peaceful time in such cities as you have to hustle consistently.
3. You will see there is a great rush of traffic at peak hours of the morning as well as evening. It is not easy to shop around in the markets because they are bustling with the crowd always. The parks are full, and the metro is congested. These thickly populated cities even go through housing problems, which is even increasing every passing day. All this seldom gives the residents of the big city any peaceful moment.
4. Furthermore, essentials are so expensive that the middle-class families also lead a miserable life. Due to a high rate of population, demand for resources arises. As a result, you will find every product adulterated, ranging from milk, ghee, and oil to pulses. Pollution is another harsh reality of metropolitan cities. Air and water both are impure that create an unhealthy living environment.
5. On the contrary, life in a big city is a comfortable and convenient choice too. It is a place for luxury abundant of technology, entertainment, job opportunities, advanced education, and medical facilities. Undoubtedly, a big city is the best place to reside if your pockets are full of money.

§Reading Skills

6. There are oodles of recreational activities available in metro cities like gardens, amusement parks, restaurants, or clubs. You can hang out there with your family or friends. You will celebrate festivals here with more pomp and show. Additionally, there are fewer social issues when you live in big cities than in villages or small towns.
7. You can have an enjoyable yet stressful life here. The metro city will present you with many struggles, but you can't give up on them to live a happy and successful life. Thus, all you need is a thought and effort to live a balanced life for creating a sustainable living space.
8. Make sure to never give up. Moreover, make the right choices, have an organized life in which you don't hurt nature. Also, take out some time for your loved ones to maintain the relationship. After all, you are working hard to live a satisfying life with them not to get detached from them. Indeed you have to work hard for better living in a big city but without losing other precious things in life.

Now, write 'true' or 'false' for each of the statements below.

1. City life gives opportunities for a better life.
2. People must work hard to benefit in cities.
3. City life will be preferred if you have sufficient money to spend.
4. There are more social issues in cities than in villages.
5. According to the passage, city life requires more hard work.
6. Living in a city could not only be enjoyable but also stressful.

7. In a city, there are more recreational areas such as gardens, amusement parks and clubs.
8. Pollution is one of the problems facing a city life.
9. The housing problem and traffic congestions make a city life difficult.
10. In a city, people need to cooperate for creating peaceful living condition.



Activity 1.7 Based on the information in the reading passage, complete the sentences given below.

1. It is not easy to shop around in markets because _____.
2. A good life in a big city is almost impossible unless you _____.
3. In a big city, every product needs to be adulterated because _____.
4. The recreational activities stated in the passage include _____.
5. The main idea of paragraph 4 is _____.

§ Vocabulary Development



Activity 1.8 Questions are given to you in columns A and B. Ask the questions each other in turns for conversation. The first question is done as an example.

Column A	Column B
• Were you born in a city?	• Do you like to visit cities for holidays?
• How long have you lived in a city?	• What is the worst part of living in a city?
• Is it good or bad for children to grow up in a city?	• What are the differences between big and small cities?
• What is the best part of living in a city?	• Do you like living in a city?
• What is the biggest city in our country?	• Should more or less people live in cities?

Example

Student A: Were you born in a city?

Student B: Yes, I was born in Hawassa.

1.3 Vocabulary Development

1.3.1 Vocabulary from the reading passage

The vocabulary activities are based on the vocabularies in the reading passage and others that are assumed important to you to study at this stage.



Activity 1.9 In pairs, match the words in Column A with their meanings in Column B. The words are taken from the reading passage, and the meaning you choose should be contextual to their occurrence in the reading.

Column A	Column B
1. pleasant	a. plenty
2. reap	b. hurry up
3. runs	c. busy
4. settled	d. interesting
5. hustle	e. infected/adulterated
6. bustling	f. happens
7. impure	g. resolved
8. oodles	h. priceless/valuable
9. precious	i. secure/earn

1.3.2 Phrasal verbs

A phrasal verb is a phrase which is made up of a *verb* and usually a *preposition* or an *adverb*. The meaning of the verb usually changes because of the included preposition or the adverb. For example, the verb ‘**come**’, means ‘**to move forward**’, but together with ‘**on**’, that is, ‘**come on**’ is a phrase used for encouragement.

§ Vocabulary Development



Activity 1.10 Study the meanings of the phrasal verbs in the Table and write your own sentences for each phrasal verb. Two of them are done for you as examples.

Phrasal Verb	Meaning	Example
act out	perform something with actions and gestures	The students acted out the story on stage.
act on	to take action because of something like information received	The police were acting on a tip from an informer and caught the thief.
act up	behave badly or strangely	
add on	include	
add up	to make a mathematical total	
aim at	to target	
allow for	include something in a plan or calculation	
allow of	make possible, permit	
back away	retreat or go backwards	
back down	retract or withdraw your position or proposal in an argument	
back up	make a copy of computer data	

1.4 Grammar

In this Unit, you will learn about multiple grammar elements: tag questions, simple present, present continuous tenses, wh-questions using simple present and present continuous tenses, yes/no questions, and questions with auxiliary verbs. You will learn each of them. Now let's begin with **tag questions**.

1.4.1 Tag questions

Do you know what tag questions are? Look at the following sentences, and try to see how the questions are developed.

Examples:

- 1 *We love our country, don't we?*
- 2 *Ethiopia is not in Asia, is it?*

What did you observe in these sentences? The parts of the sentences 'don't we?' and 'is it?' are tag questions. Guess how they are formed. As you see, for the positive statement, you have a negative tag question; and for the negative statement, the tag question is positive type.



Activity 1.11 Give tag questions for the following statements.

1. You are a student, _____?
2. She doesn't like chewing 'chat', _____?
3. It isn't raining, _____?
4. They have done their homework, _____?
5. Our teacher is always punctual, _____?
6. He lives in a big city, _____?
7. Living in rural areas is interesting, _____?
8. I am a student, _____?



Activity 1.12 Now read the following paragraph and underline the tag questions. Check whether or not you have underlined the correct tag questions with your partner.

Daniel is sitting alone in the field. He looks around and speaks to himself. “Birds are free, aren’t they? They can fly at large, can’t they? They are not the best of creations like man, are they? Man is the best creation of God, isn’t he? He cannot fly in the sky, can he? Birds are a part of our environment. But they do not pollute our environment, do they? It is man who pollutes his environment, doesn’t he? We should not pollute our environment, should we? Our people are not educated. If they are educated they will become conscious, won’t they? Our people must be educated, mustn’t they? Oh! The sun is already set. I am late for home, aren’t I? I have to return now, haven’t I?”

Take the following sentences and the tag questions as examples.

- 1 Birds are free, *aren’t they?*
- 2 He cannot fly in the sky, *can he?*
- 3 They do not pollute our environment, *do they?*
- 4 It is man who pollutes the environment, *isn’t he?*
- 5 Our people must be educated, *mustn’t they?*
- 6 I have to return now, *haven’t I?*
- 7 I am late for home, *aren’t I?*

The italicized parts of the sentences are tag questions. They are formed by using the auxiliary verbs used in the first part of the sentence. The only exception is with sentence number 7. What is it?

Unlike the other statements that repeat the verbs in tag questions, the statement that has the verb ‘am’ will have the tag question as ‘aren’t I’?

I am late for home, <i>aren't I?</i>	but	I am not late, <i>am I?</i>
I am a student, <i>aren't I?</i>		I am not a student, <i>am I?</i>

Another important point you have to note is the positive and negative tags. For positive statements, you will have negative tags. The sentences ‘Birds are free, *aren't they?*’ and ‘Our people must be educated, *mustn't they?*’ are good examples. When the sentences are negative, however, you will have positive tags. The sentences ‘He cannot fly in the sky, *can he?*’ and ‘They do not pollute our environment, *do they?*’ are good examples.



Activity 1.13 Complete the missing parts of the statements by adding tag questions.

1. You would like to come with us, _____?
2. The club members played well, _____?
3. Our father will not be with us next week, _____?
4. They weren't part of the regular team, _____?
5. The weather is really good today, _____?
6. I shouldn't criticize my teacher, _____?
7. I have to behave good, _____?

1.4.2 Expressing habitual actions using the Simple Present Tense



Activity 1.14 Read the following paragraph and underline the simple present verbs.

§Grammar

Paragraph

Most people don't like bugs, but Doctor Aster loves them! In fact, her nickname is Doctor Bugs. She's a photographer and an entomologist. An entomologist studies bugs. Doctor Aster's favorite bug is the ant. She goes all over the world to study ants. She watches them as they eat, work, rest, sleep, and fight. She takes photographs of the ants. She lies on the ground with her camera and waits for the right moment. The ants and other bugs often bite her, but that doesn't stop Doctor Bugs. She has an interesting and unusual job, and she loves it!

The forms of the simple present tense

Singular subjects like he, she, it, the student, Abebe, etc. will add '-s' or '-es' to form the simple present tense, while plural subjects will have the infinitive forms of the verbs. Look at the forms in the Table below. The negative forms of the simple present tense are developed using the verbs '**does+ not +the infinitive**' for the singular subjects and '**do+ not +the infinitive**' for plural subjects. 'I' as a subject takes the same forms of verbs as plural subjects. In examples given in the table, the negative marker '**not**' is contracted as '**n't**' (e.g. **do not = don't**; and **does not = doesn't**). Look at the examples given in the Table carefully, and discuss in groups how the positive, negative and question forms of the simple present tense are formed.

Subjects	Positive forms	Negative forms	Question forms
Singular	He plays football.	He does not (doesn't) play football.	Does (Doesn't) he play football?
	She studies every night.	She doesn't study every night.	Does (Doesn't) she study every night?
	The student goes to school every day.	She doesn't go to school every day.	Does (Doesn't) the student go to school every day?
I	I play football.	I do not (don't) play football.	Do (Don't) I play football?
Plural	You study every night.	You don't study every night.	Do (Don't) you study every night?
	They go to school every day.	They don't go to school every day.	Do (Don't) you go to school every day?
	We play football.	We don't play football.	Do (Don't) we play football?
	The students play football.	The students don't play football.	Do (Don't) the students play football?

Note

The simple present tense has different functions. It expresses, for example, habitual actions, future actions and other functions. In this Unit, you learn how it can be used to express habitual actions and future actions. When it expresses habitual actions, it is used with words like *everyday*, *always*, *sometimes*, *often*, etc which are called 'adverbs of frequency'. You will learn about the 'adverbs of frequency' in units 2 and 3, and we advise you to refer back to this

§ Grammar

section for more understanding of their application in the simple present tense.



Activity 1.15 *Decide whether or not the verbs in bold are in their correct present forms, and supply the correct one if you find the wrong form.*

Hagos is a mechanic. He **know** a lot about cars. He **work** at a garage. He **fix** cars and **talks** to customers. They **asks** questions about their cars. Hagos **works** from 8:00 a.m. to 10:00 a.m.



Activity 1.16 *Supply the correct simple present forms of the verbs in parentheses.*

Worku and Senait (1) _____ (have) a busy life style. Worku is a doctor at a hospital. He works at night, so he (2) _____ (go) to work at 7:00 p.m. and comes home at 7: a.m. His wife Senait works at a bank. She (3) _____ (go) to work at 8:00 a.m. and comes home at 6:00 p.m. They don't see each other a lot during the week. Worku and Senait also (4) (have) two children, Belay and Haregewoin. Every morning they all (5) _____ (have) breakfast together at 7:30. Then, Belay and Haregewoin (6) _____ (go) to school, and Senait (7) _____ (go) to work. Worku (8) _____ (do) the dishes, and then (9) _____ (go) to bed. Haregewoin usually (10) _____ (do) her homework at a friend's house in the afternoon, and Belay (11) (have) _____ soccer practice. Worku gets up at 4:00 p.m. At 6:00 p.m., he (12) _____ (have) dinner with Senait, Belay, and Haregewoin. After dinner, he (13) _____ (go) to work. Worku and Senait (14) _____ (have) a busy schedule during the week, but on weekends they relax.

1.4.3 The Present Continuous Tense

The present continuous tense is formed by the use of ‘is’, ‘am’, and ‘are’ as helping verbs and the –ing forms of the main verbs. How are ‘is’, ‘am’ and ‘are’ used? ‘Is’ is used with singular subjects, while ‘are’ is used with plural subjects. ‘Am’ is used with the subject ‘I’. Look at the examples given in the Table below very carefully, and discuss in groups how the positive, negative and question forms of the present continuous tense are formed.

Subjects	Positive forms	Negative forms	Question forms
Singular	He is playing football.	He is not (isn't) playing football.	Is (Isn't) he playing football?
	She is studying every night.	She is not (isn't) studying every night.	Is (Isn't) she studying every night?
	The student is going to school every day.	She is not (isn't) going to school every day.	Is (Isn't) the student going to school every day?
I	I am playing football.	I am not (amn't) playing football.	Am (Amn't) I playing football?
Plural	You are studying every night.	You are not (aren't) studying every night.	Are (Aren't) you studying every night?
	They are going to school every day.	They are not (aren't) going to school every day.	Are (Aren't) you going to school every day?
	We are playing football.	We are not (aren't) playing football.	Are (Aren't) we playing football?
	The students are playing football.	The students are not (aren't) playing football.	Are (Aren't) the students playing football?

§Grammar



Note

Present continuous tenses are used for actions that are being completed now. It is also used to express future actions.

Examples

- 1 *I am reading a book now. (The speaker is reading at the moment of speaking)*
- 2 *She is coming tomorrow. (A future action that will definitely happen).*



Activity 1.17 Read the following dialogue and underline the present continuous forms of the verbs.

Dialogue: On the Telephone

Mohammed: Hello, can I speak to Zeleke?

Zeleke: This is Zeleke, who is speaking?.

Mohammed: Hi, this is Mohammed.

Zeleke: Hi Mohammed. What are you doing?

Mohammed: Well, I'm cooking dinner.

Zeleke: What are you cooking?

Mohammed: I'm baking some potatoes, and boiling some carrots.

Zeleke: It sounds delicious.

Mohammed: What are you doing for dinner tonight?

Zeleke: Well, I don't have any plans.

Mohammed: Would you like to come over for dinner?

Zeleke: Oh, I'd love to. Thanks.

Mohammed: Great. Zeineba and Mulat are also coming. They are arriving at seven.

Zeleke: Ok, I'll be there at seven, too.

Mohammed: Ok, see you then. Bye.

Zeleke: Bye.



Activity 1.18 Complete the dialogue using the Present Simple or Present Continuous forms of the verbs given in parentheses.

- Chaltu: (1) _____ you _____ (travel) a lot to Hawassa?
 Zinash: Yes, but I (2) _____ (not / go) away as often as my dad does.
- Chaltu: (3) _____ he often _____ (fly)?
 Zinash: Yeah, he (4) _____ (do).
- Chaltu: (5) _____ your mum usually _____ (stay) at home when he's away?
 Zinash: Yes, but my aunt Silenat and my cousin Alemu, (6) _____ (come) to our house sometimes and (7) _____ (spend) time with us but Kassahun (8) _____ (not/come) very often.
- Chaltu: Oh, why not?
 Zinash: Well, from Monday to Friday he (9) _____ (study) hard. Sometimes at weekends he (10) _____ (watch) TV late at night, but my aunt (11) _____ (not/ like) that.
- Chaltu: What do you think he (12) _____ (do) now? It's Sunday.
 Zinash: Maybe he (13) _____ (sit) in his room. He (14) _____ (love) films, so perhaps he (15) _____ (watch) one now.
- Chaltu: What about your aunt, Zinash? What (16) _____ she _____ (do) at the moment when his son is at home?
 Zinash: I think she (17) _____ (cook) because Alemu (8) _____ (like) eating so much.



Activity 1.19 Select the appropriate word from the given list and complete the sentences using present continuous tense used to express future action.

take	start	leave	go	do	depart	get	come
------	-------	-------	----	----	--------	-----	------

The Big Day

A: Have you heard of Brad and Mimi?

B: *Brad and Mimi? What's happened?*

A: They _____ (1) married on Saturday.

B: *You're joking. I didn't know that Mimi fancied Brad. When _____ (2) the wedding _____ (2) place?*

A: It _____ (3) place on Saturday. Didn't you listen to me?

B: *Of course I did. But what time _____ (4) it _____ (4)?*

A: The wedding ceremony _____ (5) at 11 o'clock in the All Saints church.

B: _____ (6) you _____ (6)?

A: Yes, I'm. They've invited me.

B: *Do you think I could join you?*

A: Why not? I'm sure the church is going to be full. But I _____ (7) early in the morning, because my dad _____ (7) to work by car on Saturday and he can take me to the All Saints.

B: *If your dad doesn't mind.*

A: No problem. The more, the merrier, he always says. By the way, _____ (8) you anything tomorrow morning? We could buy some present for them.

B: *Good idea. We can get the bus to the Macy's Shopping Gallery. It _____ (9) at 9.35.*

A: All right. See you at the bus stop. Bye.

B: *Bye-bye.*

Taken from <https://www.e-grammar.org/present-tenses-for-future/>

Grade 9 English Textbook

1.4.4 Question types

You have learned about tag-questions above. The other types of questions you learn in this unit are ‘wh’-questions and ‘yes/ no’ questions.

A. Wh-questions

The wh-questions are formed by using who, what, where, why, when, which, and how. Learn how the questions are formed from the following examples.

Examples

- 1 *What is your favorite book?*
 - My favorite book is Fikir Eske Mekabir.
- 2 *Where do you live?*
 - I live in Merawi.
- 3 *Which one do you like more, living in urban areas or in rural areas?*
 - I like to live in urban areas.
 - I like to live in rural areas.
- 4 *Why do you like to live in rural areas?*
 - I like to live in rural areas because I help my parents in farming in the winter.
- 5 *What advantages do you get living in urban areas?*
 - In urban areas, I can get access to read books in libraries.



Activity 1.20 Answer the following questions.

1. What does your mother do in the kitchen? _____.
2. What's your favourite sport? _____.
3. How many players are there in a football team? _____.
4. Who is the President of the Region you are living in? _____.
5. Why do people like to live in urban areas? _____.
6. Why do people like to live in rural areas? _____.
7. Which subject do you like most? _____.

B. Yes/No questions

The 'yes/no' questions are formed by using the 'do verbs' (do, does, did), 'have verbs' (has, have, had), and modal verbs (can, could, may, might, must, ought to, etc.).

Examples

- 1 *Do you like animals?*
 - a) Yes, I do.
 - b) No, I don't
- 2 *Can you bring me your marker tomorrow?*
 - a) Yes, I can.
 - b) No, I cannot (can't).
- 3 *Is there a book on your table?*
 - a) Yes, there is.
 - b) No, there isn't.
- 4 *Are there two pens on the table?*
 - a) Yes, there are.
 - b) No there aren't.

**Activity 1.21 Give answers to the following questions.**

1. Do you like your English lessons?
 - a) _____.
 - b) _____.
2. Do you have a garden?
 - a) _____.
 - b) _____.
3. Are there big buildings in urban areas?
 - a) _____.
 - b) _____.
4. Is the number of schools in urban areas more than those in rural areas?
 - a) _____.
 - b) _____.
5. Does a student in a rural area score equal to the one who is in urban area in school leaving examination?
 - a) _____.
 - b) _____.
6. Has the teacher given you a reading activity?
 - a) _____.
 - b) _____.
7. Must you call him again?
 - a) _____.
 - b) _____.
 - c) _____.
 - d) _____.
 - e) _____.
 - f) _____.
 - g) _____.



Activity 1.22 Develop questions using 'wh', 'auxiliary' or 'modal verb' question beginners to the following answers with your partner.

1. I am learning in Hottie Primary School.
2. Yes, I like the English lessons very much.
3. Yes, I can swim very well.
4. I like to live in rural areas.
5. She likes biscuits most.
6. He works in a hospital.
7. They must read books to understand the tenses more.
8. Yes, she is a student.



Activity 1.23 Select the appropriate wh-words from the list and fill in the blanks in Column A and match the questions formed with their answers in Column B.

What/ where/ when/ why/ who/ how/ how many

Column A	Column B
1. ___'s that boy?	a. My foot hurts.
2. ___ are Tesfu and Dilnesa?	b. Dancing.
3. ___ do you have English lessons?	c. Because it's nice and peaceful.
4. ___'s you mother, Molla?	d. That's Feleke, my friend.
5. ___ rooms are there in your house?	e. On Monday and Friday.
6. ___'s your favorite hobby?	f. She is fine, thanks.
7. ___ your friends like Gaynt?	g. They are in Debre Tabor.
8. ___'s the matter Worku?	h. They are six rooms

Now give your answer to each question as in the example given below.

Example

1 A: *Who is that boy?*

B: *That's Feleke, my friend.*



Activity 1.24 *Change the sentences into 'wh-questions' and 'yes/no questions' about the underlined words or phrases.*

1. Lelisa and Tirhas have got two children.

Yes/no question: _____

Wh-question: _____

2. Meseret is my favorite actress.

Yes/no question: _____

Wh-question: _____

§Speaking Skills

3. Daniel is a shopkeeper.

Yes/no question: _____

Wh- question: _____

1.5 Speaking Skills

1.5.1 Speaking activity based on the reading passage



Activity 1.25 Look at the pictures below and in pairs, say about what each person is doing.



1. She _____.
2. She _____.
3. He _____.
4. They _____.



Rural



Urban



Activity 1.26 Look at the pictures above and decide where you want to live in and why, using the information about the advantages and disadvantages of living in rural area given in the table below.

1. Discuss the information in the table.
2. Before using the information for your conversation, make sure you know the meanings of important words in bold.

§Speaking Skills

Advantages of rural life	Disadvantages of rural life
<ul style="list-style-type: none"> ■ There is a lot of free space available in the rural area. ■ The rural area/countryside offers us a lot more land to live on. ■ You can live in your own house with your own private garden. ■ You can easily go for a walk outside your house. ■ You're surrounded by beautiful scenery and you can walk in the countryside. ■ The pace of life is slower and more relaxed. ■ You get peace and quiet. ■ You get fresh air. ■ People live in close communities and they know each other. 	<ul style="list-style-type: none"> ■ Road networks are usually in poor condition. ■ Public transport is hopeless. ■ There aren't shops. /You don't get many shops. ■ There isn't much privacy because everyone knows what you are doing. ■ There aren't many educational facilities. ■ People in the countryside lack access to modern health care. ■ People do not have more access to pure water, electricity, internet, etc.

Example

This is how you present your ideas to your group:

I like living in rural areas because there are.... First, ... Second, ... Besides, ... in rural areas, there is Generally, living in the rural




1.5.2 Pronunciation: Rising and falling intonations

A **rising intonation** (↗) **pattern** would be used mainly for **yes/no questions** and **question tags** showing uncertainty and requiring answers. It invites the speaker to continue speaking.







Activity 1.27 *In pairs, practice producing the following examples given for each discourse pattern. Then, give other examples by yourself for each intonation pattern.*

1. Yes/no Question (Questions that can be answered by ‘yes’ or ‘no’.)

- Do you know your teacher’s  name?
- Have you done the  assignment?
- Do you have any  question?

2. Question tags that show uncertainty and require an answer.

- We have agreed,  haven’t we?
- You need bread,  don’t you?
- You’re a new student  aren’t you?




Falling intonation  () Wh-questions (information questions), confirmatory question tags are commonly produced in falling intonation.



Activity 1.28 *Practice the following sentences with accurate intonations. Then, add examples of your own for more practice of the intonations.*

1. Wh -questions (requesting information.)

(questions beginning with ‘who’, ‘what’, ‘why’, ‘where’, ‘when’, ‘which’, and ‘how’)

- What is your  name?
- Who can answer this  question?
- Whose pen is  It?

§ Writing Skills

2. Question Tags that are statements requesting confirmation rather than questions.

- He is so clever, doesn't he?
- We failed the test because we didn't revise, did we?
- It doesn't seem to bother him much, does it?

1.6 Writing Skills

1.6.1 Constructing sentences



Activity 1.29 Construct sentences based on the example given (Discuss your sentences with your partner.)

1. Write two sentences that explain why you choose to live in a city.

Example: I choose to live in a city because there are good transportations and health centers in the nearby.

2. Write two sentences that explain why you do not choose to live in a city.



Activity 1.30 Write 3 to 5 sentences about your village or town. Then, read them to your group of three or four members.

Examples

- 1 I live in a small village.
- 2 There are many cows and donkeys in my village.

1.6.2 Developing a paragraph



Activity 1.31 The sentences you wrote for activity 1.29 above must be organized into a paragraph using appropriate cohesive devices. Use the following paragraph framework.

Living in a rural area gives me enormous satisfaction. There are many cows and pets such as cats.... There is **also**.... **Besides**, in my village,**Moreover**,**Generally**,

Unit 2. Study Skills

Learning Outcomes

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 medium in varied communication situations with comprehensible grammar,*
- read medium level reading resources and comprehend contents,*
- guess meanings of words using different clues,*
- extend their vocabulary through collocations,*
- use vocabulary during interaction appropriately,*
- practice pronouncing intonations of auxiliary beginning and wh-questions accurately,*
- select appropriate study skills and apply in learning vocabulary and other language skills,*
- use addition and sequence connectors with reasonable accuracy in communication,*
- generate simple past and past continuous tenses accurately, and*
- write grammatically correct sentences, paragraphs and essays*

2.1 Listening Skills



students reading in a classroom



Activity 2.1 Look at the picture above. What does a good language learner do? In pairs, share your ideas about some learning activities that help you learn English better.



Activity 2.2 Listen to the text carefully and answer the following questions.

1. What do you think a good language learner shouldn't do?
_____.
2. What are the different activities a good language learner does?

§ Reading Skills

- a. _____.
- b. _____.
- c. _____.

3. You should remember useful _____ and _____ while you are shopping or walking down the street.

4. How is a good language learner motivated?



Activity 2.3 Answer the following questions.

1. Discuss with your partner about how you study your subjects.
2. What would you do when you find difficult words in your readings?
3. Write a short paragraph about what you can do with your partner when you are given a task to do together?

2.2 Reading Skills





Activity 2.4 Answer the following questions based on your personal experience and the information you get from the above picture. Share your answers with your group members.

1. In pairs, discuss what clever students usually do for their learning.

Begin your discussion as: *They plan their time and use it effectively...*

2. How do you learn English?

Begin your discussion as: *I learn English by referring to dictionaries for new words...*

3. Do you know the meanings of the words below?

strategy	plan	manage	style	goal
----------	------	--------	-------	------

Learning strategies

1. Learning strategies or study skills determine your approach to achieve your learning objectives. They are plans that learners consciously have recourse to in order to help them learn more effectively. These strategies are usually linked to learners' needs and interests to boost learning. They are grounded on various types of learning styles. There are some strategies that can help you be successful in your studies.
2. First set small, achievable goals. Start with small steps to reach higher targets. For example, try to learn 5 new English vocabulary items every day, set a 30 minutes study session every day, learn the lyrics of an English song every now and then, and read a short English text every day. Therefore,

§ Reading Skills

setting small targets is much better than setting huge goals that you cannot achieve. Remember that “small drops of water make the mighty ocean”.

3. Secondly, plan your studies. Planning your studies gives meaning to your work. If you know all the steps necessary to achieve a goal and these steps are written down on a piece of paper, it will be easy for you to see the whole picture.
4. Thirdly, be motivated. The secret to success is that you should be motivated to learn. Try to avoid boredom by having fun in what you do. Try to find a positive aspect to studying English. That is, read about what you are interested in (hobbies, fields of interest...), watch your favourite films in English, listen to your favourite English songs and learn the lyrics. Write your diary in English and read about your favorite stars in magazines or online. Remember, we learn better and fast things we really want to learn.
5. Fourthly, manage your time. In order to manage your time successfully, having an awareness of what your goals are will assist you in prioritizing your activities. Time management provides you with the opportunity to create a schedule that works for you, not for others. This personal touch gives you the flexibility to include the things that are most important to you.
6. Finally, set a reward for yourself. Set a reward for yourself that you can look forward to. For example, when you reach a goal, give yourself a reward: watch a movie, have a delicious snack, meet your friends, and go to the café.

7. Generally, your learning achievement will definitely be met given that you set your manageable goals, plan your studies properly, arouse your interest of learning, manage your time effectively and get a reward for yourself when you accomplish the learning activities successfully.

[Adapted from: Ekwensi, F., Moranski, J., & Townsend-Sweet, M., (2006). E-learning concepts and techniques; Retrieved from, http://iit.bloomu.edu/Spring2006_eBook_files/ebook_spring2006.pdf]



Activity 2.5 Read the above passage carefully and decide whether each statement below is 'true' or 'false' based on the information in the passage. Provide evidence for your answers..

1. Setting a plan for their studies alone could make students succeed in their learning.
2. Manageable goal setting could be the first step in the learning strategies that students need to know.
3. Giving reward to oneself for doing good things is morally acceptable.
4. Developing motivation for learning could only be expected from smart teachers.
5. Having a time schedule for studying indicates students' awareness about time management.

§ Reading Skills



Activity 2.6 Based on the reading passage, answer the following questions.

1. Fill in the missing information.

Type of strategies	Examples (functions)
	To see the whole picture
Be motivated	

2. In paragraph 4, line 8, what does the writer want to say by stating “remember, we learn better and fast things we really want to learn”?
3. The word this, in paragraph 5 line 5 refers to _____.
4. Which of the following indicates the purpose of the writer?
- To describe the characteristics of a good student
 - To explain why some students do not succeed in their study
 - To give advice to students on how to be successful in their studies
 - All.

2.3 Vocabulary Development

2.3.1 Vocabulary from the reading passage



Activity 2.7 The following words are taken from the reading passage. Find their meanings based on the context they are used in the passage.

1. recourse (paragraph 1) alternative/option (example)
2. session (Paragraph 1) _____
3. boost (paragraph 1) _____
4. achievable (paragraph 2) _____
5. huge (paragraph 2) _____
6. boredom (paragraph 4) _____
7. favourite (paragraph 5) _____
8. flexibility (paragraph 5) _____
9. reward (paragraph 6) _____

2.3.2 Collocations

A **collocation** is a pair or group of words that always goes together. Although there are no specific rules for collocations, it is important to study the commonly observed collocations that appear in the forms of adjectives and nouns as well as verbs and prepositions.

A. Some adjective and noun collocations

- big disappointment, big failure, big mistake, big surprise, etc.
- heavy bag, heavy box, heavy rain, heavy snow, heavy suitcase, heavy traffic, etc.
- rich culture, rich history, rich people, rich vocabulary, etc.
- strong accent, strong drink, strong smell, strong taste, strong wind, etc.

§ Vocabulary Development



Activity 2.8 Using the given words, complete the following blank spaces with correct adjective and noun collocations. One alternative may be used more than once.

<i>big</i>	<i>heavy</i>	<i>rich</i>	<i>strong</i>
------------	--------------	-------------	---------------

1. It will be a _____ failure for you if you do not accept my advice.
2. We expect _____ rain in the coming two months.
3. Several people have been displaced because of _____ wind destruction.
4. Even though we have _____ culture, we do not use it for our socio-economic development.
5. Every student must avoid having _____ drink while coming to class.
6. Our _____ history usually surprises people from abroad.
7. We need to have a _____ stand for our country's sovereignty.
8. An accident caused _____ traffic in the highway.
9. You can see they're very _____ people by what they wear.

B. Verb and preposition collocations

Some verb and preposition collocations are given in the Box below, and these collocations could also be called phrasal verbs. Study each phrasal verb and take notes on how to use it in your communication.

<i>blow away</i>	<i>blow off</i>	<i>blow out</i>	<i>blow up</i>	<i>boil down to</i>
<i>break in</i>	<i>break out</i>	<i>break through</i>	<i>break down</i>	<i>break off</i>



Activity 2.9 *Using the given collocations above, complete the following blank spaces with correct verb and preposition collocations. The first one is done for you.*

1. She ***blew away*** the dust which was collected on the table.
2. Almaz seems to _____ the afternoon meeting and leaves early.
3. The army _____ the bridge for preventing the entrance of their enemy.
4. It is time to _____ the candles of the birthday celebration.
5. At the end of the day, the contesting issues will _____ money.
6. Our car _____ so we came by taxi.
7. We feel that the civil war will _____ unless we come into consensus.
8. Sorry to _____ your conversation, could you bring me that bag please?
9. She seems to _____ their engagement as she thinks he has not been faithful.
10. The prisoners try to _____ the fence for escaping from the police station.

2.4 Grammar

2.4.1 Connectors: addition markers

Connectors create coherence in a paragraph making words, phrases, and sentences logically interweave among each other. If sentences are unified, they will have a logical order and they will be easy for listeners and readers to grasp meanings.

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There are different types of connectors. Some of them indicate contrasts; others show cause and effect, and still others indicate addition. There are also connectors that show comparison, time order, examples, generalization, summary, etc. Connectors serve as transition words and connect ideas of a sentence to another and even paragraphs. In this Unit you will learn about **addition** and **time order connectors**. The **addition connectors (markers)** include **and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important, and another**; while the **time order (sequence) connectors** include words like **at first, eventually, finally, first, firstly, in the end, in the first place, in the second place, lastly, later, next, second, secondly, to begin with**. Which one (s) of these are you familiar with?

How are **and, also, besides, further, furthermore, too, moreover, etc.** used in sentences?

Examples

- 1 *Reading books helps to learn new information; **furthermore**, it helps one to keep his or her brain fresh.*
- 2 *A: We went a lot of sightseeing at Bahir Dar.
B: We also went shopping.*



Activity 2.10 *Select the most appropriate answer from the choices given in parentheses in the following sentences.*

1. Their team has got the best players. (Moreover /However), their coach is fantastic.
2. Azeb actively participates in class. (Furthermore /But), she often gets good marks.
3. The service at this restaurant is excellent. (However/

Besides), the food is delicious.

4. Eating well will help you live a healthier life. (Moreover/ As a result), exercising every day is also highly recommended.
5. Moving from one country to another can result in culture shock. (However/In addition), the language barrier that many immigrants face can lead to a long life of hardship.
6. There are some slight variations in temperature. (Consequently/ Otherwise/ However), 26 to 27°C should be expected.

2.4.2 Words of sequence

We hope you have learned the different words of sequence. The following exercise will help you learn more about them in contexts.



Activity 2.11 Choose the correct word of sequence from the choices given in brackets.

1. An hour passed, but there was no sign of Helen. (1. Until/ Before/Finally), we decided to go home.
2. We bumped into Eba during our trip to Langano. A few weeks (2. later/ then/after), we met him again.
3. The football coach announced, ‘Today, we will begin practicing for the coming match. (3. Then/After/ Eventually) he added, ‘Let’s warm up first.’
4. (4. First/Before/After), heat the oil in the frying pan. Then put in all the chicken pieces.
5. Many people wanted to buy the tickets. (5. Before/After/ Finally) a while, the queue was quite long.
6. Shashe will be back in fifteen minutes. (6. Later/ Subsequently/ Meanwhile) make yourself at home.

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7. I really had a busy morning (7. at first/next/ first), I made breakfast for all my family, (8. finally/first/next) I took my brother to school and (9. finally/first/later) I went shopping.



Activity 2.12 Fill in the blank spaces in the following paragraph with appropriate connectors of sequence.

Yesterday, it was my birthday and it didn't start well. I went to the park to meet my friends, but they weren't there. I decided to look for them. 1. _____, I went to the shopping centre opposite the park, but they weren't there. 2. _____, I looked for them at the library, but they weren't there. 3. _____, I tried the sports centre and the restaurant near the park, but my friends weren't there. 4. _____, I went home, and my friends there 5. _____ with a birthday cake, ice cream, music and games. It was a surprise party for me! In the end, I got a great birthday.

2.4.3 Adverbs of frequency

Do you know words like *always*, *often*, *usually*, *sometimes*, *rarely*, *etc.*? People usually use them in their speaking and writing. You need to learn them very well because you will use them when you speak and write in English. We hope you remember that we mentioned the 'adverbs of frequency' that they will be used with simple present tenses in indicating habitual actions.



Activity 2.13 Read the following two short dialogues and pay attention to the words in bold. What do you think they tell us?

Dialogue 1

Tesfaye: What kind of person are you?

Shemsu: *Well, I'm friendly and outgoing, and I'm **usually** very happy. I don't **often** complain, and I **never** shout or get really angry. How about you?*

Tesfaye: I'm friendly too, and I'm a little shy.

Shemsu: *I'm **always** happy, but **sometimes** I'm very busy. I **always** try to have a happy face.*

Tesfaye: Me too!

Dialogue 2

Tinsae: What are **some** customs in your country, Ethiopia?

Kassahun: *We **always** bow to people we meet, and we **never** joke about people's names.*

Tinsae: That's good. Here we never ask about people's salary, it's rude. Also we usually aren't late for meetings.

Kassahun: *That's good too!*



Note

The words **always**, **usually**, **often**, **occasionally**, **seldom**, **sometimes**, **rarely** and **never** which are written in bold in the dialogues above are called 'frequency adverbs'. They describe how often an action happens.

Examples

- 1 Helen **always** goes out on Sundays.
- 2 Aster **usually** drives into the city centre with her brother.

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- 3 *Beyene and Dawit **often** go lunch together.*
- 4 *In the winter, we **sometimes** have very heavy rains.*
- 5 *Few students **rarely** go to the cinema in the summer. because they prefer to stay outside.*
- 6 *As students are so busy, they **never** go to bed before 10 o'clock.*
- 7 ***Sometimes** she does her homework with friends.*
- 8 ***Usually** they study on their own.*
- 9 *Students should **usually** try to get meanings of words from contexts they are used.*

The adverbs of frequency can also be used after the modal verbs as in the following examples.

Examples

- 1 *You **must always** try your best.*
- 2 *We **can usually** find a seat on our train.*
- 3 *We **should not always** depend on dictionaries to for meanings of words.*
- 4 *They **should never be** rude to customers.*

To make questions about frequency, we can use 'how often...?' and using the 'do verbs.

Examples

- 1 ***How often** do you watch films?*
- 2 ***How often** does he play tennis?*
- 3 ***How often** do the trains arrive late?*
- 4 *Do you **often** come here?*
- 5 *Does she **always** work so hard?*
- 6 *Do they **ever** pay on time? ('ever' instead of 'never' for questions)*



Activity 2.14 Discuss the following questions with your partner and give answers.

1. What do you usually do on Saturday nights?
2. How often do you visit new places?
3. Do you ever go to the theatre?
4. How often do you play sports?
5. Do you ever watch films or TV programmes in English?
6. What time do you usually go to bed?
7. How often do you drink tea at a cafe?
8. Are you sometimes late for school?

2.4.4 Simple past and past continuous tenses



Activity 2.15 Read the following paragraph about 'Spooky Story' and see the forms of the verbs written in bold.

It **was** just before midnight on October 31st last year. Susan Lee **was driving** home after visiting her sister. The road was clear and she **was driving** carefully. Suddenly, out of nowhere, a young man **stepped** out in front of her. He **was wearing** a dark coloured raincoat and carrying a backpack. Susan **stepped** hard on the brake pedal but it was too late. She **got** out of the car but, to her surprise, there **was** nobody there. While she **was looking** under the car, she felt a cold wind on her face and a strange presence that **sent** shivers down her spine. She was still looking under her car when a lorry behind her. The lorry driver, a middle-aged man, **walked** up to her and asked her if she needed help to start her car so she **told** him what had happened. He seems surprised when Susan told him about

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the young man. ‘In October 1978, there **was** a car accident on this road and a hitchhiker was fatally run over. You’re not the first to have seen his ghost here, he said in a mysterious tone.

The verbs in bold are written either in simple past or past continuous tenses. The simple past verbs are:

simple past verbs	origin verbs	simple past verbs	origin verbs
stepped	step	stopped	stop
got	get	walked	walk
was	is	said	say
sent	send	didn’t	do/does (not)

The verbs written in past continuous tense are:

Past continuous verbs	origin verbs
were driving	drive
was looking	look
was wearing	wear

A. The Simple Past Tense

The simple past tense shows an action which was completed in the past. Examples are given to you in the Box below which indicate the positive, negative and question forms of the verbs in simple past tense.

Examples

Positive

- 1 I woke up early in the morning.
- 2 Silenat played volleyball when she was in a high school.
- 3 My sister invited me a cup of coffee yesterday

Negative

- 1 I did not (*didn't*) wake up early in the morning.
- 2 Silenat did not (*didn't*) play volleyball when she was in a high school.
- 3 My sister did not (*didn't*) invite me.

Questions

- 1 Did (*Didn't*) I wake up early in the morning?
- 2 Did (*Didn't*) Silenat play volleyball when she was in a high school?
- 3 Did (*Didn't*) my sister invite me a cup of coffee yesterday?

Below, we have given you the simple past forms of few verbs. As you see, some of them, add *-d* or *-ed* (*travelled, turned*), while others have different forms (*broke, knew*). Those verbs that add *-d* or *-ed* are called **regular verbs**, while the others are called **irregular verbs**.



Activity 2.16 Now classify the verbs below into regular and irregular verbs.

- | | | | |
|-----------|------------------|------------|-----------------|
| 1. cry | cried | 8. chat | chatted |
| 2. travel | travelled | 9. turn | turned |
| 3. send | sent | 10. cut | cut |
| 4. enjoy | enjoyed | 11. try | tried |
| 5. stop | stopped | 12. know | knew |
| 6. break | broke | 13. say | said |
| 7. fall | fell | 14. happen | happened |

Regular verbs

Irregular verbs



Activity 2.17 Give the correct simple past forms of the verbs in brackets in the following sentences.

1. What _____ you (do) at home yesterday?
2. Why _____ you (not call) me last night?
3. My friend (graduate) in Civil Engineering.
4. Our teacher (appreciate) my classmates for they (do) the assignments correctly.
5. He (cut) his finger while he was helping his mother chop onions.

2.4.5 Past continuous tense

Similar to the simple past tense, the past continuous tense also shows a past action, but which was in progress at a certain time in the past.

A: What **were** you **doing** at home last night?

B: *I was studying. [This shows the person began studying earlier and continued.]*

The past continuous tense also shows that an activity was in progress for some time, but it has stopped during the time of speaking.

Examples

- 1 *We were cleaning the house all morning.*
- 2 *I was reading a book when she came.*

The positive, negative and question forms of the past continuous tense are presented in the Box below. Read them very carefully to understand how the tense is formed in different forms.

Examples**Positive**

- 1 She was working in the garden.
- 2 Silenat was playing volleyball with her friends.
- 3 My friends were reading in the library.

Negative

- 1 She was not (wasn't) working in the garden.
- 2 Silenat was not (wasn't) playing volleyball with her friends.
- 3 My friends were not (weren't) reading in the library.

Questions

- 1 Was (Wasn't) she working in the garden?
- 2 Was (Wasn't) Silenat playing volleyball with her friends?
- 3 Were (Weren't) my friends reading in the library?



Activity 2.18 Write the correct past continuous forms of the verbs in brackets.

1. What _____ (do) in the field with Samuel yesterday?
2. I _____ (try) to get the meanings of the words in the dictionary.
3. Which book you (read) to learn more about 'Study Skills'?
4. My friend (read) about 'Learning Strategies' in addition to the lesson we studied.
5. He _____ (not play) football because his leg was injured.



Activity 2.19 Complete the sentences with the past simple or the past continuous form of the verbs in brackets.

1. I (switch off) the computer because it (make) a strange noise.
2. My father (listen) to classical music when I (arrive) home from school.
3. We (play) video games when my mother (say) ‘Turn the volume down!’
4. My little sister (draw) a picture while I (study) for my French exam.
5. When we (leave) school yesterday, it (pour) with rain.
6. When you (see) Tefera, he (wear) a black jacket?



Activity 2.20 Write the correct simple past or past continuous tenses of verbs in brackets.

Sometimes I hate computers! Once, when I _____ (1. try) to do my English homework on my laptop, the battery _____ (2. run out). I _____ (3. lie) on my bed and I was listening to music. It helps me to concentrate. I _____ also (4. chat) to my friend Daniel on Facebook. OK, so I _____ (5. not concentrate) very hard on my homework and I _____ (6. forget) to plug in my laptop! I didn't notice that the battery was getting low. I was just finishing the essay when the screen _____ (7. go) black. I _____ (8. lose) everything. I _____ (9. scream) in frustration. My dad _____ (10. come) running into my bedroom. I _____ almost (11. cry) so he _____ (12. give) me his laptop. I _____ (13. try) to remember

§ Speaking Skills

everything in my essay. It _____ (14. be) quite difficult especially because Daniel was sending me lots of funny videos. Anyway, while I was watching one, the Wi-Fi stopped working. In the end, it was probably better because I _____ (14. manage) to finish the essay.

(Adapted from 'Out and About', Cambridge University Press, 2015)

2.5 Speaking Skills



Activity 2.21 Based on the information in the listening text and your day-to-day experience, discuss the following questions in groups.

1. Are you a good language learner?
2. How does a good language learner learn English?

2.5.1 Pronunciation: Rising and falling intonations with questions

A. Intonation with wh-questions

How did you pronounce wh-questions? Did ever use intonation in your wh-questions knowingly? Take a look at the following questions. How do you say them? Say the following questions to your partner and notice how you produce them. Do you feel that you produced them correctly?

1. What are you doing?
2. Where are you going?
3. How much does the pair of shoes cost?
4. Why are they so late?
5. Who was the girl you were talking to?

§ Speaking Skills

B. Intonation with yes/no questions

Take a look at the following yes/no questions. How do you say them? Say the following questions to your partner and notice how you produce them.

1. Did you finish your homework?
2. Do you like birds?
3. Are you coming to my birthday party?
4. Has she called you back?
5. Should he come to school next Saturday?

Do you feel that you produced them correctly? Read the following short note in the Box below about how you can produce wh-questions and yes/no questions.

Note

Wh-questions are normally produced with falling intonation; whereas, yes/no-questions are normally said with rising intonation.



Activity 2.22 *Pronounce the wh- and yes/no-questions above in falling and rising intonations, respectively. Practice them repeatedly until you feel you have mastered them.*

Now look at the following sentences.

1. And what do we have on Mondays?
2. When is the next English class?

What do you think is the situation these questions are asked? We think the speaker and the listeners very well know about what

§ Speaking Skills

they have on Mondays and when the next English class is. So, the questions are asked for the purpose of confirmation. In such kind of meanings the wh-questions will have rising intonation. Practise repeating the above sentences with your partner until you use the correct rising intonation. Let your teacher listen to you to your pronunciation of all the question forms you have practiced.

2.5.2 Speaking activity on ‘Study Habits’



Activity 2.23 Discuss the following questions

1. What problems do you face when you study? Share your ideas in pairs. But before that, look at the following dialogue and act it out with your partner.

Example dialogue

Amare: Hello Gemechu. How are you?

Gemechu: *I'm fine and you?*

Amare: I have become serious about learning better English. From today, I will not speak Amharic with you.

Gemechu: *Why?*

Amare: Because, I want to improve my English speaking skills.

Gemechu: *It's a good idea. I agree.*

Amare: Yes, if we want to develop our spoken English we must practice speak in English.

Gemechu: *You are right. Moreover, we should not think of other's criticism.*

Amare: We should also develop our reading and writing habits.

Gemechu: *But how can we do that?*

Amare: We can develop reading skill through reading of fiction and newspapers. We can develop writing through free writing on day to day experiences.

Gemechu: *I have difficulty in understanding English spoken by native speakers.*

§ Speaking Skills

Amare: It's a problem for me too. But I have improved a lot by listening to BBC and internet video lectures on other subject matters such as math.

Gemech: But for this we need to know grammar.

Amare: Definitely, we cannot avoid it. Grammar is necessary for making the language for better communication.

Gemechu: Yes, I agree. Now, let's go to the class.

Amare: Ok, let's go.

- 2.** How can you manage the challenges you face in studying? Discuss in groups. You can discuss using the example phrases and organization of ideas.

- In my study, there are some problems I usually face...
Firstly, Secondly, ---- Thirdly... Finally,
- One of the solutions for this I think is....
- I usually have difficulties when I study grammar/... First, ... Second, ... Last but not least...
- Probably, we can do ... as a solution for these problems.

- 3.** Read the following quotation carefully and discuss its meaning with your partner. Then, share ideas about what to do for successful learning.

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.” – Brian Herbert, author.

You can begin your discussion as follows.

- I think what it meant to me is everyone can learn... the other is ... Besides, ...

2.6 Writing Skills

2.6.1 Sentence level writing



Activity 2.24 *Based on the explanations and examples given about compound and complex sentences in the Box below, give answers to the questions using compound or complex sentences. The first question is done for you as an example.*



Note:

Compound and complex sentences

1. Compound sentences are formed by combining two or more sentences which are all independent clauses. They are formed by the coordinating conjunctions such as but, and, or, etc.

For example,

She worked hard and she scored good marks.

As you see in the example, both clauses that are combined by 'and' are independent clauses; so such kind of sentences is called compound sentences.

2. Complex sentences are sentences that contain one or more independent clauses and one dependent clause in a sentence.

For example,

When she was in primary school, she used to study hard.

In the example above, the first part of the sentence is a subordinate (dependent) clause, while the second part of the sentence is a main (independent) clause. Such kind of sentences is called complex sentences.

§ Writing Skills

1. What made you be a successful student at your junior school?
 - In my junior school, I had a good study habits that made me a successful student. (Complex sentence)
2. What made learning difficult for you at junior school?
3. What did you get when you did your homework?
4. What did you feel when you studied for a test?
5. What skills did you have that made doing your homework or studying for tests easier?

2.6.2 Paragraph writing



Activity 2.25 Write individual sentences about the study habits of a successful student based on the information given in the Box; then organize the sentences together in a paragraph to develop a story. Be sure that you use correct punctuations and cohesive devices in combining the sentences together. One is done for you.

Punctuation Tips

Period (.): The ‘period’ is used at the end of a sentence.

Comma(,): There are different functions of the comma(.). Some of its uses include the following.

a) to separate words in a series.

Example: The student is intellegent,hard-working and duty-mineded.

b) when the subordinate clause appears before the main clause in a sentence.

Example: When I was a child, I used to play hide -and-seeek.

Question mark(?): We use question mark at the end of a direct question.

Example: Do you like the English lesson?

Semi-colon(;): We use semi-colon to join related independant clauses with connecting words.

Example: When I finish here, I will be glad to help you; and that is a promise I will keep.

Adapted from: www.love.edu/tutor

Study habits of a successful student

Habit 1: Be Proactive: Take responsibility for your life.

Habit 2: Begin with the End in Mind: Define your mission and goals in life.

Habit 3: Put First Things First: Prioritize and do the most important things first.

Habit 4: Think Win-Win: Have an “everyone-can-win” attitude.

Habit 5: Seek First to Understand, Then to Be Understood: Listen to people sincerely.

Habit 6: Synergize: Work together to achieve more.

Habit 7: Sharpen the Saw: Renew yourself regularly

Example

A successful student usually takes responsibility for his/her own learning.

Unit 3. Traffic Accident

Learning Outcomes

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 medium in varied communication situations with comprehensible grammar,*
- create awareness to obey traffic rules for safety,*
- read medium level reading resources and comprehend contents,*
- guess meanings of words using different clues,*
- extend their vocabulary through antonyms and synonyms as strategies,*
- use frequency adverbs and obligation markers accurately in their communication,*
- realize the impacts of road accidents and promote safety measures,*
- write grammatically correct sentences, paragraphs and essays.*

3.1 Listening Skills



traffic accident



Activity 3.1 Answer the following questions based on the picture above and share your answers with your partner.

1. Have you ever seen a car accident?
2. Has it happened on you, your relative or a person whom you know?



Activity 3.2 Listen to the teacher's reading or the recorded audio and fill in the blank spaces in the following sentences.

1. The accident rate increases during _____ when a crowd of people pack the roads in their _____ to go home.
2. Go to any housing estate and see _____ children speeding around on _____.

§ Listening Skills

3. Mechanical problems and road conditions can also cause accidents. For example, _____, _____, _____, potholes and traffic congestion.
4. The prevention of road accident depends largely on the _____ of road users.
5. In short, a change of attitude for the better is required of _____.



Activity 3.3 Answer the following questions.

1. With your partner, discuss the damages a car accident could cause to societies
2. What do you think the following actors should do to reduce car accidents?
 - A. road crossers and pedestrians
 - B. drivers
 - C. traffic police
 - D. driving license providers
3. Write a short paragraph about the damages a car accident causes to societies.

3.2 Reading Skills



car crash



Activity 3.4 *Look at the above picture and write down what comes to your mind, and discuss the following questions with your partner.*

1. What kinds of damages does a car accident usually cause?
2. Who should be blamed for the accident? Why?

You may begin your discussion with:

- A car accident could cause several damages such as ...
- Who should be blamed? May be the...

Traffic Accidents

1. Every day in the newspaper, we read about road accidents where people get severely injured and even die. You may have also been in an accident yourself or witnessed one happening. Many of us may even have seen crowding on the street around two vehicles that look crushed. Road accidents

§ Reading Skills

are not uncommon in big cities where there are thousands of cars, motorcycles, auto-rickshaws, trucks, buses, and other vehicles. Road accidents are most often the result of people breaking traffic rules.

2. There is a reason that traffic rules are created in the first place. However, people break them all the time, especially when they know that the police don't always catch them for doing it. While the people who break the rules and get away with it are lucky not to get caught, they are endangering their lives whenever they indulge in such misbehavior. The penalty for breaking traffic rules is generally fine, but worse consequences of this are injuries like paralysis, broken bones, concussions, etc. The worst possible outcome of breaking traffic rules and getting into a road accident is death.
3. The traffic rule that people break the most is jumping red lights, which means they keep driving even when the signal is red. Another bad habit that causes road accidents is drunk driving. What they don't realize is that when the light is red for them, it is green for someone else and that they are putting their lives in danger because of this. Most of the time, people take turns on the road without putting on their indicator to do so, and this can lead to road accidents too. Thus, breaking traffic rules is very harmful, and people should refrain from doing so not only out of fear of the police but also because it risks their lives.
4. Road accidents are very scary, so we must ensure the utmost safety while driving. One must always wear their seat belt, only drive when the signal is green, stick to the speed limit, stay in your own lane, wear helmets when riding bikes,

etc. The best way to prevent getting in a road accident is to ensure that you are following all the rules required to keep you safe. After all, we only have one life, and it is important to take care of it so we can enjoy it to the fullest.



Activity 3.5 *Read the passage carefully and decide whether each of the statements is 'true' or 'false' based on the information in the passage.*

1. A traffic accident is a matter of chance, one cannot escape out of it because of safety conditions.
2. People break the traffic rules when they know that the police are not around.
3. Respecting traffic rules saves us not only from penalty of the breach of traffic rules but also from car accidents.
4. People take turns on the road without putting on their indicator to do so.
5. Most car accidents occurred because of people's breaking of the traffic rules.



Activity 3.6 *Fill in the missing information based on the reading passage.*

1. Most road accidents are the result of _____.
2. Worse consequences of breaking traffic rules are _____, _____, _____ etc.
3. The traffic rule people usually break while driving is _____.
4. The word "they" in paragraph 3, line 4 refers to _____.
5. The word "this" in paragraph 3, line 6 refers to _____.

§ Vocabulary Development

6. The utmost safety traffic rules people need to respect are _____, _____, _____, and _____.

3.3 Vocabulary Development

3.3.1 Vocabulary from the reading passage



Activity 3.7 The following words are taken from the reading passage. Find their meanings as per the contexts used in the passage.

1. crowding (paragraph 1) _____
2. indulge(paragraph 2) _____
3. endangering(paragraph 2) _____
4. outcome(paragraph 2) _____
5. refrain(paragraph 3) _____
6. scary(paragraph 4) _____

3.3.2 Antonyms and Synonyms

Synonyms are words having nearly the same meaning. Antonyms are words that have opposite meanings. Look at the following examples for each. Refer to a dictionary if you do not know the meanings of the words.

Examples for synonyms,	Examples for antonyms
■ ballot poll	■ adversity calamity
■ chorus refrain	■ bravery cowardice
■ enormous immense	■ crooked straight
■ adamant stubborn	■ dainty clumsy



Activity 3.8 Referring to your dictionary, provide the synonyms and antonyms to the words given in the first column. Provide also the meanings of the words

Words	Synonyms – Same Meaning	Antonyms – Opposites
accident		
crowd		
security		
caution		
rule		
control		
conscious		
movement		
crush		
rush		

3.4 Grammar

3.4.1 Expressing Obligations (shall, should, must, will, have to, etc.)



Activity 3.9 Read the following Dialogues and pay attention to how the words in bold are used in the sentences. The words in bold type are modal verbs that can be used to express different functions.

§Grammar

Dialogue 1: Asking the Way

Chaltu: Excuse me. **Can** you tell me where Mercato is, please?

Aster: Take the first turn on the left and then ask again.

Chaltu: Is it far?

Aster: No, you can walk it under ten minutes.

Chaltu: Thanks very much.

Aster: It's a pleasure.

(After she walked some distance, she got Hanna)

Chaltu: Excuse me. **Could** you tell me where Mercato is, please?

Hanna: First right, second left. You can't miss it.

Chaltu: Thanks.

Hanna: That's ok.

Dialogue 2: Shopping

Tekeste: Let's go shopping. I have got quite a number of things to buy, and I believe I can get them all in the shop. You see, I ought to buy a present for my sister. Today is her birthday. What shall we look at first?

*Ayalew: T-shirt, I think. They **must** be on the ground floor. Yes, here we are, and I **can** see just the kind I want.*

Tekeste: Well, that didn't take us long. Now let's go up stairs to the second floor.

*Ayalew: We **ll** just take a quick look around to see if there is anything we **could** take as presents to the family.*

Tekeste: I like these books, and do you? Shall we ask how much they are?

*Ayalew: I want to get a comb and some hair clips. Where do you think I **can** find them?*

Tekeste: Oh, you must go to men's clothing department. It is in the lower floor. We'll get them on our way out.

Study the following words.

- | | | |
|-----------------|-----------------|-----------------|
| 1. <i>can</i> | 3. <i>can't</i> | 5. <i>shall</i> |
| 2. <i>could</i> | 4. <i>must</i> | 6. <i>will</i> |

Add also the following to the list:

- | | | |
|--------------------|-------------------|--------------------------|
| 7. <i>would</i> | 9. <i>have to</i> | 11. <i>don't need to</i> |
| 8. <i>ought to</i> | 10. <i>need</i> | 12. <i>don't have to</i> |

These verbs are called modal verbs that have different meanings in different contexts. For instance, the word **shall** can be used to express *willingness*, and *suggestions* in different contexts. Note the following examples to learn about the meanings of the different modal verbs.

Examples

- 1 **Shall** *we go out tonight? (expresses suggestion)*
- 2 **Shall** *I open the door for you? (expresses willingness)*

Similarly, the other verbs have also different meanings in different contexts.

Examples

- 1 You **ought to** *apologize to her. Ought you apologize to her? (advice)*
- 2 You **ought to** *go now before it rains. Ought you to go before it rains? (necessity)*
- 3 I **should** *call a doctor; you don't look well. Should I call a doctor? you don't look well (advice)*
- 4 I **need to** *use the restroom. (Necessity)*
- 5 You **have to** *call them tomorrow. (Obligation)*
- 6 The dog **must not** *(mustn't) jump on the white sofa. (Prohibition)*
- 7 You **do not (don't) have to** *wash the dishes today. (Necessity)*
- 8 He **doesn't** *(does not) need to shower tonight because he did so this morning. (Obligation)*

§ Grammar

- 9 Will you empty the dishwasher later? I don't have time today (consequence).

The following examples indicate how the verbs are used in statements, negative sentences and questions. We have also tried to give you examples of the statements and the question forms for some of them.

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

Summary notes

Modal verbs express ideas such as **future ideas, permission, possibility, prediction, speculation, deduction and necessity, etc.** In the following table, you will find the summary of the functions of some of the modal verbs with examples. The summary was adapted from *Learn English Today, English Grammar for ESL Learners*.

MODAL VERBS	Function	Example
Can	Ability	Almaz can swim.
	Permission	May/Can I come with you?
	Offers	Can I help you?
	Possibility	That story could be true

Could	Past ability	Zeberga could swim when he was four years old.
	Permission	Could I use your phone please?
	Requests	Could you tell me to the station, please?
May	Possibility	Could you tell me the way to the station please?
	Permission	May I borrow your dictionary?
Might	Slight possibility	We might win a prize but I doubt it.
	Past form of 'may' in reported speech	The President said he might come.
Must	Obligation	Dogs must be kept on a lead.
	Logical deduction	You must be tired after your long journey.
Mustn't	Prohibition	You mustn't tell Nisredin. It's a surprise!
Should	Advice	I've revised so I should be ready for the test.
	Logical deduction	You ought to write to your grandmother.
Ought to	Advice	You should do your homework every day.
	Logical deduction	100 Birr ought to be enough for the taxi.
Shall	Future tense	I shall be in Nekemte on Monday.
	Offers/ suggestions	Shall we begin the meeting tomorrow?
Will	Future tense	The ticket will cost about 10 Birr.
	Invitation/ offers	Will you join us for coffee?

§ Grammar



Activity 3.10 Select the correct verb and underline it.

1. I (should/can/may/has to) leave now as it is very late.
2. (Can/Would/Shall/May) you like a cup of tea, please?
3. (Would/May/Can/Shall) we have lunch together?
4. All citizens (can/should/need/could) abide by the law.
5. I (will/should/must/would) like to have one more pencil.



Activity 3.11 Fill in the blanks in the dialogue given below with *may, should, can, could, would, will, shall, might or must*.

Senait was looking out of the window when she noticed the clouds in the sky. “Wow”, she called, “it seems like it (1) *may* _____ rain”.

Senait: Letemichael! I think you (2) *should* _____ take the umbrella with you.

Letemichael: Oh no! The umbrella is too big! I (3) can _____ not carry it by myself. I (4) would _____ rather leave it at home.

Senait: What are you talking about? You (5) *will* _____ get wet for sure!

Letemichael: You know, Senait, people (6) can _____ get wet. It's not the end of the world. (7) can _____ I just go without it?

Senait: No, you (8) *can* _____ not. Fikrte told her husband Tolosa that he (9) *could* _____ leave without his umbrella and look what happened to him.

Letemichael: What happened to him?

§ Grammar

Senait: (10) *would* _____ you please stop talking and take your umbrella with you?

Letemichael: There aren't that many clouds in the sky. It (11) might _____ not rain after all.

Senait: You (12) *must* _____ be joking.

Letemichael: Well, a man (13) must _____ do what a man (14) must _____ do. I (15) will _____ take the umbrella. (16) Should _____ I take anything else?

Senait: If I were you I (17) *would* _____ be happy to take an umbrella.

Letemichael: I (18) would _____ like to be happy, but it's too heavy!



Activity 3.12 Fill in the blanks in the passage given below with *can, could, couldn't, must or might*.

Before this year, I (a) _____ move out of my parents' house because I did not have a job. But now that I have finished college and have a job, I realise that living at home (b) _____ drive my parents and me crazy.

Unfortunately, it's not so easy to find a flat on rent in the city. Without an agent, you (c) _____ not be able to find all the available listings. Because of my agent's help, I found a wonderful flat this morning and signed the lease. Before now, I couldn't sign a lease, but now I (d) _____ because I am twenty-one.

I asked my friends to help me move because I knew that I (e) _____ fit all my possessions into my little car. My best friend said, "I (f) _____ help you move next Sunday." He added, "I (g) _____ help in the morning as I am free." My father also offered to help me move. He (h) _____ be really eager to have me move out!

§ Grammar

3.4.2 Do/do not (don't)/does/does not (doesn't)

The words **do**, **does**, **don't** and **doesn't** almost always appear in people's English speaking and writing. They are used in affirmative and negative sentences and questions.

Examples

- 1 Many students **do** their chores when they return home. *Affirmative sentences*
- 2 Almaz **does** charity work when she has time.
- 3 She **does not (doesn't)** speak French well. *Negative sentences*
- 4 They **do not (don't)** write Spanish.
- 5 **Does** the teacher drive to school? *Questions*
- 6 **Do** the students do their chores when they return home from school?
- 7 **Don't** you listen to the teacher when explains? *Questions using don't and doesn't*
- 8 **Doesn't** she go to church every Sunday?



Activity 3.13 Change the following statements into negative and question forms following the examples given to you.

Examples

- 1 Zelalem likes to play football after school.
 Negative: Zelalem doesn't like to play football after school.
 Question: Does Zelalem like to play football after school?
- 2 The teachers drive to work every day.
 Negative: The teachers don't drive to work every day.
 Question: Do the teachers drive to work every day?

Now do the same for the following statements.

1. Ashebir and Tekle like pizza.
Negative: _____
Question: _____
2. My friend wants to go for a walk in the evening.
Negative: _____
Question: _____
3. You need to go to the doctor.
Negative: _____
Question: _____
4. We watch TV for some hours every day.
Negative: _____
Question: _____
5. She dances a lot at parties.
Negative: _____
Question: _____

Have you noticed how **do** and **does** are used? '**Do**' is used with plural subjects, while **does** is used with singular subjects. Read the following brief note in the Box below as a summary for how the verbs are used.

§ Grammar

They	do (don't)
We	
You	
I	
Abebe and Bekele	

He	does (doesn't)
She	
It	
The student	

Examples

1. We want to learn French.
 - We don't want to learn French.
 - Do we want to learn French?
2. They like going to the gym.
 - They don't like going to the gym.
 - Do they like going to the gym?

Examples.

1. He works very hard.
 - He doesn't work very hard.
 - Does he work very hard?
2. She loves doing exercises.
 - She doesn't love doing exercises.
 - Does she like doing exercises?



Activity 3.14 Choose and underline the correct word from the given words in brackets. The first one is done for you.

1. Please (don't/does/do/doesn't) play with your food.
2. This cafe (do/does/doesn't/don't) serve alcohol.
3. (Do/Doesn't/Does/Don't) they listen to pop music?
4. What (does/don't/doesn't/do) that mean?
5. She (does/do/don't/doesn't) like animals so she won't go to the zoo.
6. I (don't/doesn't/do/does) want to talk about it anymore.
7. I (Do/Does/Don't/Doesn't) do much more work in the evenings.
8. (Don't/Do/Does/Doesn't) you like coffee?



Activity 3.15 Answer the questions below as given in the examples.

Examples

- 1 Does Ali go to school?
 - a) Yes, he does.
 - b) No, he doesn't.
- 2 Do you play volleyball?
 - a) Yes, I do.
 - b) No, I don't.
- 3 Does your teacher give feedback ever day?
 - a) _____.
 - b) _____.
- 4 Do you swim well?
 - a) _____.
 - b) _____.
- 5 Does she speak English?
 - a) _____.
 - b) _____.
- 6 Do they read books?
 - a) _____.
 - b) _____.
- 7 Does he travel by bus?
 - a) _____.
 - b) _____.

3.4.3 Adverbs of frequency

In Unit 2, you have learned about the adverbs of frequency. Do you remember the words? What are they? Yes, they are *always*, *usually*, *often*, *occasionally*, *seldom*, *sometimes*, *rarely*, and *never*. You have studied how the adverbs of frequency are used in sentences both in statements and questions.

§ Grammar

Examples

- 1 Helen **always** goes out on Sundays..
- 2 You must **always** try your best.
- 3 How **often** do you watch films?



Activity 3.16 Construct your own sentences using each of the adverbs of frequency, and show your sentences to your partner.



Activity 3.17 Read the following dialogue and underline the adverbs of frequency.

Reporter: So, Tadesse, you're majoring in Journalism, right?

Student: Yes, that's correct. I'm graduating next June, and I'm looking for jobs now.

Reporter: It's never too early to do that!

Student: I know! So I'd like to ask you a few questions about what it's like to work for a newspaper.

Reporter: Sure, go ahead.

Student: Well, my first question is a basic one. Do you pretty much do the same thing every day?

Reporter: No, not really. I rarely do the same thing from one day to the next.

Student: Could you explain that a little bit more?

Reporter: Well, I mean that I always have a story that I'm working on, but the stories are always different, so I never see the same people. I visit different people, go to different places, and do many different things. My job has a lot of variety.

Student: How often are you in your office?

Reporter: Well...some of the time... I mean, my computer is there, and that's where I write my stories I go interview people in their homes and offices. Actually I spend a lot of time in my car going to and from interviews.

Student: How do you stay in touch with the newspaper then?

Reporter: Oh, I always take my cell phone with me.

Student: Do you usually have a laptop with you, too?

Reporter: No. I don't like to use laptop when I am interviewing'. I sometimes take notes on paper, but I usually use a little voice recorder. Then I type my stories as soon as I get back to the office.

Student: So you don't use email much.

Reporter: Oh, yes, I do. I always check my email before and after lunch, and morning, again when I get to the office, before and after lunch, and again before I go home in the evening.

Student: Wow, that's a lot! Do you check your email on weekends, too?

Reporter: Yes, I usually check my email on weekends. I will answer personal emails, but I have a rule that I never answer business emails on the weekend or a holiday.



Activity 3.18 *Select the correct use of the adverbs of frequency in brackets in the story below, and underline the correct answers.*

§Speaking skills

Our Garden

At our house, we have a great urban garden. My husband (1. Wakes usually up/ usually wakes up/wakes up usually) at 7a.m every day. (2. Sometimes he/He sometimes) goes for a run, but (3. usually he/he usually) waters the garden. He (4. never asks/asks never) us to help him that early because we (5. Usually are/are usually) getting ready for school. Our kids (6. seldom are/ are seldom) late for school and (7. often are/are often) there pretty early.

(8. Sometimes it/It sometimes) rains in the afternoon. In the summer, it (9. usually storms/storms usually) between 2 PM and 4 PM in the afternoon. It (10.rains rarely/rarely rains) in the wintertime, so my husband or our children will have to water the garden then. In the fall, we (11. have usually/usually have) lots of pumpkins that we (12.always carve/carve always) to get the seeds for roasting. In the spring, we (13. sometimes have/have sometimes) cucumbers that we pickle in jars. In early summer, we (14. have often/often have) beautiful red strawberries that we pick and turn into jam. It (15. sometimes is/is sometimes) a lot of hard work, but we don't have to make as many trips to the grocery store.

3.5 Speaking skills

Speaking activity based on the listening passage



Activity 3.19 In the listening activity, you have listened to the causes of traffic accidents like excessive speeding and poor driving skills.

1. Get into groups of 3 or 4 members, and discuss the major

§Speaking skills

causes and solutions of traffic accidents. Some are stated in the table below;

2. Discuss what people must do to minimize traffic accidents.

Causes	solutions
breaking traffic rules	respecting traffic rules
overloading	awareness creation
poor quality of roads	road maintenance



Activity 3.20 Using the above phrases, act out the following dialogue by completing the missing clauses.

Dialogue 1

Tewabe: These days, traffic accidents have become a serious problem in our country, isn't it?

Regassa: *Yes, it is. Several people* _____.

Tewabe: What do you think is the reason for that?

Regassa: *Because* _____.

Tewabe: What must the government do to solve this problem?

Regassa: _____.

Tewabe: What about the road users?

Regassa: _____.

Tewabe: The roads themselves also cause traffic accidents, don't they?

Regassa: *Yes, they do.* _____.

Extend the dialogue adding more causes and solutions for traffic accidents.

3.6 Writing Skills

Writing informal letters

Letter writing is an important skill you should develop. Written communication in both formal and personal matters is crucial and so it is necessary to develop a skill for letter writing. Here, we will focus on how to write informal letters.

Informal letters are written to close acquaintances of the writer such as friends, family and relatives. They are also written in informal and person tone with no set format. However, there is a general pattern (format) given below.

Format of Informal Letter

1. Sender's Address
2. Date (e.g. 25 April 2020)
3. Salutation (e.g. Dear Mom)
4. Body of the letter:
 - A. Introduction
 - B. Main content (Description)
 - C. Conclusion
5. Subscription
6. Writer's Name

Letter 1

Nefas Silk, 203

Addis Ababa

August 12, 2021

Dear Marta,

I hope this letter finds you well and holds up over your mother's death of a traffic accident. I know what a difficult time it is for you.

I think that when God created mothers as the very special people that they are. He had your mom in mind already. She was truly one of those blessed and good people who are full of so much grace and dignity.

I know your faith will comfort you. My prayers will be for you and your family to find the peace and strength that comes in knowing that a loved one has gone to their eternal rest.

God Bless You.

With love and affection,

Hanna Eyasu

§ Writing Skills

Letter 2

Hawassa, 453

July 21, 2021

Dear Feysa

I am so sorry to read your devastating news. I never met your Dad, but know how wonderful and supportive he was to you over the years and can only start to imagine what you are feeling now.

You will gradually find comfort in all the happy memories. Your parents found their new life in Australia and lived the last years of thier life in contentment there, surrounded by family.

Your dad lived to see you find happiness and security and love. He will have died content for knowing that. AND best of all he did not suffer a long illness.

Make sure you find time to grieve and allow yourself to do so – and don't expect it to pass quickly. Losing a parent takes time to process for us mortals. Do you remember I was in the aftermath of losing my dad when we first became close? I didn't fully recover from that for at least two years – and made some very strange decisions and acted out of character for much of that time.

I wish I could be with you to try to help somehow. I'm giving you a big hug now from halfway across the globe.

Sending love to you and all your family.

Take care and hang on in there.

Daniel Teshome

Addis Ababa Municipality

Addis Ababa



Activity 3.21 Look at the following letter written to a friend who had a car accident informing him about his speedy recovery in a consoling tone. Identify the different parts of the letter. Then, write your letter to your friend who lost his father two weeks ago.

Dire dawa, 241

June 21, 2021

Dear Assefa

I hope this letter finds you in the best of spirits. When I visited last week, you seemed a little bit depressed.

Come on boy, you should thank God for giving you a fresh lease of life. Everything is going to be fine very soon. I even talked to your doctor this morning and he told me that you are out of danger now.

You will have to remain in the hospital for a few more days but that is not something you should be concerned about. Your family and friends are there for you.

Don't forget that life is a mixture of joys and sorrows. By the way, all of us have decided to celebrate your recovery as soon as you come home. You will be throwing a party the day you come back home from the hospital. Hope to see you soon. My parents and younger sister have sent you lots of love and wishes.

Wish you a speedy recovery!

Yours truly,

Daniel

Unit 4. National Parks

Learning Outcomes

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 participating in preserving national heritages,*
- read medium level reading resources and comprehend contents,*
- guess meanings of words using context clues,*
- construct zero conditional and conditional type 1 sentences,*
- extend information from listening texts to writing, and*
- practice report writing.*

4.1 Listening Skills



Gambella National Park



Activity 4.1 Before you listen to the listening text, look at the picture above and discuss the following questions in groups.

1. Have you visited a national park in Ethiopia?
2. What have you seen?
3. What do you think national parks are important for?



Activity 4.2 Listen to the teacher's reading or the recorded audio and fill in the blanks given below.

1. Gambella National Park is one of _____ parks and has no _____.
2. Originally the park was created for protection of extensive _____ and its _____.
3. To the south of the park is _____ that flows from Gog to Tor in a northwesterly direction.

§Reading skills

4. The landscape of Gambella is low and flat with altitude ranging from ____ to _____ masl (meter above sea level.).
5. The people of this area are _____ and _____.
6. The two people lived in the national park are ____ and ____.

**Activity 4.3 Answer the following questions.**

1. Discuss with your partner about major characteristics of the Gambella National park.
2. Write a paragraph about economic and social values of the Gambella National Park.

4.2 Reading skills**Activity 4.4 Answer the following questions before you read the passage, and discuss your answer with your partner..**

1. What do you know about national parks?
2. Study the following words that could help you understand the reading passage.

reserve endemic wildlife species

National Parks in Ethiopia

1. The natural beauty of Ethiopia amazes the first-time visitors, Ethiopia is a land of rugged mountains, some 25 are over 4000-meter-high, broad savannah, lakes and rivers. The Great Rift Valley is a remarkable region of volcanic lakes, with their famous collections of birdlife, great escarpments and stunning vistas. With nine major wildlife national reserves, Ethiopia provides a microcosm of the sub

Reading skills

Saharan ecosystem, birdlife abounds about 860 species, and indigenous animals from the rare Walia Ibex to the shy Wild Ass, room free as nature indeed. Here, some of the most interesting Ethiopia's national parks that enable the visitors to enjoy the country's scenery and wildlife, birds and mammals are presented.

Awash National Park

2. It is the oldest and most developed wildlife reserve in Ethiopia, featuring the 2,007 meters Fantalle Volcano Crater with stunning views, extensive mineral hot spring and extraordinary volcanic formation, and this natural treasure is bordered to the south by the Awash River and 225 km east of the capital, Addis Ababa.
3. The wildlife consists mainly of East African plain animals including Beisa Oryx, Defassa Waterbuck, Soemmerring's Gazelle, Salt's Dik – Dik, Greater and lesser Kudu, Warthog, Anubis and Hamadrayas Baboon, Colobus and Varvet monkey, Crocodile, Hippopotamus, the endemic Hartebeest, Lion, Leopard, Cheetah and 450 species of birds all living within the park's 720 sq. km.



*§Reading skills***Bale Mountains National Park**

4. The Bale Mountains, with their vast moorlands and extensive heath land, virgin woodlands, pristine mountain streams and alpine climate remain untouched and beautiful world. Rising to a height of more than 4,000 meter, the range borders Ethiopia's southern highlands, whose highest peak, Mount Tullu Dimtu the second highest peak in Ethiopia stands at 4,377 meters.



5. The establishment of the 2,470 sq km, Bale Mountains National Park was crucial to the survival of the four endemic mammals, Mountain Nyala, Menelik's Bushbuck, Ethiopian Wolf and Giant Mole Rat and different endemic species of birds including Rouget's Rail, Abyssinian Woodpecker, Abyssinian Cat Bird, White Backed Black Tit, Olive Trash, Wattle Ibis and Crane are some of the species inhabiting the park. Besides Bale Mountains offer some fine high-altitude horse and foot trekking, and the streams of the park, which become important as they well stocked with rainbow and brown trout fishes.



Omo National Park

6. The most wilderness Ethiopia's National Park, with an area of 4,068 sq km, it is a vast expanse of the wilderness, adjacent to the Omo River, is home to a remarkable range of wildlife. 306 species of birds have been identified here, while large herds of eland, some buffalo, elephants, giraffe, cheetah, lion, leopard, and Burchell's zebra are common.
7. The park is not easily accessible, as the current means of access is via Omorate and the ferry to the north bank of the river. The park headquarter is 75 km from Kibish

§Reading skills

settlement. However, a new airstrip is also available close to the headquarters and a pleasant campsite on the Mui River plans are in hand for further major improvements.



Simien Mountains National Park

8. The Simien Mountains National Park covers 400 square kilo meters of highland area at an average elevation of 3,300 meters. Ras Dejen at 4,620 meters the highest peak in Ethiopia, stands adjacent to the park. Within this spectacular splendor, three endemic mammals can be visited here, Walia Ibex, Ethiopian wolf and Gelada Baboon as well as klipspringer and Bushbuck. Birds such as Lammergeyer, Augur Buzzard, Verreaux's Eagle, Kestrel and Falcon also soar above this mountain retreat. UNESCO as a world heritage site has recorded the Simien escarpments, which are often compared with a Grand Canyon in the USA.



Adapted from OVERLAND ETHIOPIA TOUR. 'JOURNEY THROUGH ANCIENT LAND'



Activity 4.5 *Read the passage carefully and decide whether the following statements are 'true' or 'false'. Give evidences by referring to the paragraph and the line for true statements, and supply the right response for the false statements.*

1. The natural beauty of Ethiopia amazes visitors for its mountains, savannah lands, lakes and rivers.
2. Mount Tullu Dimtu is the highest peak in Ethiopia which stands at 4,377 meters.
3. Three endemic mammals are found in the Semien National Park.
4. The Omo National Park can be easily accessible using water transport.
5. The Awash National Park is the oldest and most developed wildlife reserve in Ethiopia, with 3007 meters.

§Reading skills



Activity 4.6 Read the passage carefully and answer the following questions.

1. Based on information in the reading passage, match the information listed under ‘A’ with ‘B’

Column A	Column B
1. Awash National Park	A. Walia Ibex, Ethiopian wolf and Gelada Baboon
2. Bale Mountains National Park	B. 306 species of birds eland, buffalo, elephant
3. Omo National Park	C. Crocodile, the endemic Hartebeest, Lion, Leopard, Cheetah
4. Simien Mountains National Park	D. Mountain Nyala, Menelik’s Bushbuck, Ethiopian Wolf and Giant Mole Rat

2. Based on the passage, how many National Parks are recorded in the UNESCO’s world heritage site? State the name/s.
3. Why do you think only a few of the national parks are recorded in the UNESCO heritage preservation program?
7. What kinds of benefits do you think the national parks could get from UNESCO?

4.3 Vocabulary Development

4.3.1 Vocabulary from the reading passage



Activity 4.7 The following words are taken from the reading passage. Find their meanings based on the contexts they are used in the passage.

1. amazes (paragraph 1, line 1)
2. stunning (paragraph 1, line 6)
3. scenery (paragraph 1, line 12)
4. extraordinary (paragraph 2, line 4)
5. heath (paragraph 4, line 2)
6. inhabiting (paragraph 5, line 7)
7. expanse (paragraph 6, line 2)
8. ferry (paragraph 7, line 2)
9. peak (paragraph 8, line 3)
10. soar (paragraph 8, line 9)

4.3.2 Phrasal verbs



Activity 4.8 Match the phrasal verbs underlined in Column A with their meanings in Column B.

§ Vocabulary Development

Column A	Column B
1. The fire <u>burn up</u> the forest.	a. require
2. We hope, he will <u>call back</u> soon.	b. telephone
3. The politicians <u>call for</u> discussion with the government.	c. cancel
4. Meeting her again <u>called up</u> all those old memories.	d. return a phone call
5. The manager will <u>call off</u> tomorrow's meeting as his wife needs a special care.	e. relax
6. <u>Calm down</u> , we will find him.	f. remember
7. They really <u>care for</u> her.	g. stop
8. The students agreed to <u>carry out</u> their homework together.	h. like
	i. destroy
	j. perform
	k. remove by burning

4.3.3 Prefixes

Prefixes are sets of letters that are added to the beginning of words. They are not words in their own and cannot stand on their own in a sentence. But, they change the meanings of words. Look at the examples below.

Prefixes	meaning	examples
<i>ante</i>	<i>before, preceding</i>	<i>ante-room, precedent,</i>
<i>anti</i>	<i>opposing, against</i>	<i>anti-aircraft, antibiotic</i>
<i>en</i>	<i>put into, on</i>	<i>enlighten, engulf</i>
<i>dis</i>	<i>negation, removal</i>	<i>disagree, disadvantage</i>
<i>un</i>	<i>not</i>	<i>unacceptable, unreal</i>



Activity 4.9 Look the following words. They have pre-fixes. Underline the pre-fix and its meaning for each word given.

1. uniform
2. undeserved
3. disqualify
4. enable
5. antioxidant
6. anterior
7. disjunction

4.4 Grammar:

Zero Conditional and First Conditional Sentences

Did you learn about the conditional sentences before? It does not matter if you haven't been introduced with them. You know, conditional sentences show possible outcomes in certain conditions. Conditional sentences are also usually called 'if-clauses'. The clause that begins with 'if' introduces a condition that may or may not happen depending on circumstances. In other words, the event described in the main clause depends on the condition described in the conditional clause.

Examples

- 1 **If it is cold, I put on a coat.**
- 2 **We will stay at home if it snows.**
- 3 **We would stay at home if it snowed.**
- 4 **If I were you I would accept the offer.**
- 5 **If you hadn't been late for work, the boss wouldn't have gotten furious.**

In all the examples above, 'I put on a coat, we will stay home, we would stay at home', and 'the boss wouldn't stay at home' can happen based on the condition in the 'if clauses' 'if it is cold', 'if it

§Grammar:

snows’, ‘if it snowed’, ‘if I were you’, and ‘if you hadn’t been late for work’.

Each of the above conditional sentences represents different conditional types, the first one being the zero conditional. The conditional sentences vary from probable to impossible meanings. Sentences 3-5 are classified under conditionals type 2 and 3; and you will study them in Unit 5. In this Unit, however, you will learn about **the zero conditionals and conditional type 1** which are similar to examples 1 and 2 above. The zero conditionals are also called **facts**, while conditional type 1 is **probable**. Read the following additional examples and see how the verb tenses in the two parts of the sentence (main clause and if-clause) in the zero conditional are used.

4.4.1 The zero conditional

Examples

- 1 *If I **drink** coffee, I **get** a headache. OR I **get** a headache, if I **drink** coffee.*
- 2 *The door **opens** if you **press** this button. OR If you **press** this button, the door **opens**.*
- 3 *If it **doesn’t** rain, the flowers **die**. OR The flowers **die** if it **doesn’t** rain.*
- 4 *If you **boil** water to 100 °c at sea level, it **changes** to steam. OR Water **changes** to steam if you **boil** it to 100 °c at sea level.*

Have you noticed the verb tenses used in the main and subordinate clauses, and how the sentence parts are placed in the sentences? The verb tense used in both parts of the sentence (*drink and get; opens and press; doesn’t rain and die; and boil and changes*) is simple present tense. As you see from the examples, each of the sentences can be spoken or written by using the subordinate or the main clause at the beginning of the sentence. What about the

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meaning? In all the sentences, the meanings indicate a fact that the fulfillment of the actions in the subordinate clauses (if-clauses) is a condition for the fulfillment of the actions in the main clauses. If you take the final statement as an example, ‘If you **boil** water to 100 °c at sea level, it **changes to steam**’, it is true to anyone anywhere that if one boils water to 100 °c at sea level, it changes to another state; that is steam. Discuss with your partner about the meanings of the other sentences in the examples. Discuss also about how you can use the comma in the sentences.



Activity 4.10 *Develop zero conditional sentences based on the given incomplete sentence parts in brackets. The first two are done for you as an examples.*

1. (I /wake up late / I /be late for work)
*If I **wake up** late, I **am** late for work?*
2. (my husband /cook/ he /burn the food)
*If my husband **cooks**, he **burns** the food.*
3. (Aster / not wear a hat / she / get sunstroke)
4. (children / not eat well / they / not be healthy).
5. (you / mix water and electricity / you / get a shock)
6. (people / eat / too many sweets / they / get fat)
7. (children / play outside / they / not get overweight)
8. (you / heat ice / it / melt)
9. (I / feel good the next day / I / go to bed early)
10. (I / cycle to work / the weather / be fine)

§Grammar:



Activity 4.11 Write the correct forms of verbs in brackets. The first one is done for you as an example.

Tinsae, what do you do if your parents are at home?

1. If my parents (stay) _____ at home in weekends, I have to help with housework.
2. If my mother (be) _____ at home, I do the washing up.
3. If she (not be) _____ at home, I wash the car or work in the garden with my dad.
4. If they (be) _____ at home on weekdays, I do my homework first and then go out.
5. If my father (not work) _____ in the evening, we play games on his computer.



Activity 4.12 Match the clauses in Column A with those that correspond in Column B.

Column A	Column B
1. If a lion joins a group of other lions	a .it can be heard over five miles away.
2. If lions go hunting	b. it usually stays with them for three years.
3. If a lion roars	c. they work in teams.
4. If lions are active	d. they establish their territory.
5. If male lions use cent marking	e. it is usually at night.

§Grammar:



Activity 4.13 Choose from the list of clauses given and complete the sentences below.

List of clauses

- *they are blind for six days*
- *they have to leave their mothers*
- *they show their affection*
- *the loser often dies*
- *lions fight them off*

1. If lions rub each other's heads, _____
2. If any strange males try to enter their territory, _____
3. If lions start fighting, _____
4. If cubs are born, _____
5. If male cubs are two years old, _____

Adapted from, <https://www.e-grammar.org/conditional-0-exercises-pdf/>

4.4.2 Conditional type 1 sentences

Read the examples below and tell the difference between the verb forms of the zero conditional and conditional type 1 sentences.

Examples

- 1 **If it rains, you will get wet. OR You will get wet if it rains.**
- 2 **If you don't hurry, you will miss the bus. OR you will miss the bus if you don't hurry.**

**Note**

- Conditional sentence type 1 differs from the zero conditional in that the verb tenses are simple present and simple future in the subordinate and main clauses; and
- The meanings of the sentences refer to possible conditions and probable results.

§ Speaking Skills



Activity 4.14 Complete the Conditional Sentences (Type I) by putting the verbs in parentheses into the correct form following the examples above.

1. If you (send) this letter now, she (receive) it tomorrow.
2. If I (do) this test, I (improve) my English.
3. Senait (go)shopping if she (have) time in the afternoon.
4. Solomon (go)to Bahir Dar next week if he (get) a cheap flight.
5. If they (not study)harder, they (not pass)the exam.
6. If it (rain) tomorrow, I (not have) to water the plants.

4.5 Speaking Skills

The speaking activity in this Unit is related to the contents you have had in the reading passage in the Unit. Look at the pictures below and discuss in groups about their names, where they are found and importance, etc



A _____



B _____



Activity 4.15 Take the set of questions in Column A or B and ask questions in turns. You can extend the questions for more conversation. The first question is done as an example.

Question set A	Question set B
<ul style="list-style-type: none"> ■ How important is tourism to our country? ■ What are the good and bad things about tourism? ■ What are the major tourist attractions in our country? ■ How does tourism change people's life? ■ What does the government must do to develop the tourism industry? 	<ul style="list-style-type: none"> ■ What is tourism? ■ Do you think tourism helps people in the world? ■ Are tourists in our country or your community funny? ■ What changes do you observe in tourist sites? ■ What factors affect tourism?

Example

Student A: How important is tourism to our country?

Student B: *I think tourism is important for generating income*

4.6 Writing Skills

4.6.1 Writing activity related to the listening passage



Activity 4.16 Do you know a national park in your surrounding? Write 3 to 5 sentences about what kinds of animals are found in the park. Use the information given in the table for writing the sentences.

§ Writing Skills

National parks	known for
Nech Sar National Park	mammal species Hippo, Zebra, Buffalo
Abiyata-Shala lakes National Park	
Mango National Park	
others	

Example

Nech Sar National Park is located around my village and it is known for wild animals such as Hippo, Zebra and Buffalo.

4.6.2 Writing a short report

Activity 4.17 Write a short report about the place you have visited. Your report must answer the following questions. A sample report paragraph is given to you in the Box.

1. Have you visited any historical place recently?
2. Where did you go?
3. When did you go?
4. Who went with you?
5. What important things did you see there?

Sample paragraph

I have visited a historical place recently. I have visited Lalibela Rock-Hewn Church. It is located in North Wollo. It is a big and beautiful building. I started journey for the destination at 8 a.m. I went there by bus. I reached there at 2 p.m. My close friend Getachew was with me. The church is very attractive mostly to the tourists and visitors. It is one of the most magnificent historical places in Ethiopia. There was an airport a little far from the church. I also saw a large market, two schools and one hospital in the city of Lalibela where the Rock-Hewn Church is located. I was really charmed at the architectural beauty of the church. I spent six hours there and gathered much knowledge.

You can begin your paragraph as follows.

Last year, I visited Lake Hawassa _____
_____.

Unit 5. Horticulture

Learning Outcomes

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,*
- realize the importance of horticulture for balanced diet,*
- recommend the use of horticulture in their surroundings,*
- 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,*
- use conditional sentences types 2 and 3,*
- construct conditional types 2 and 3 sentences,*
- participate in conversational practices, and*
- practice report writing.*

5.1 Listening skills

Ethiopia: Diversifying Export Earners via Horticulture Sector Competitiveness



Ethiopia rose urban agriculture in Addis Ababa



Activity 5.1 Before you listen to the listening text, look at the pictures above and answer the following questions in groups.

1. What do you know about agriculture?
2. Do know the names of vegetables shown above? Discuss with your partner.
3. Do you have experience in agriculture? Share your experience with your partner, if you have, about the agricultural sectors stated below you or your parents involved..

<i>gardening/horticulture</i>	<i>animal farming</i>	<i>beekeeping,</i>
<i>crop farming</i>	<i>cash crop farming</i>	

§Listening skills



Activity 5.2 Listen to the teacher's reading or the recorded audio and fill in the blank spaces in the sentences below.

1. The higher management of the Ministry of Agriculture and other stakeholders recently held discussion on _____ the horticulture investment.
2. Ethiopia has a great opportunity for horticulture development due to the favorable _____, _____, and _____.
3. One of the major focus areas of the recent discussion was _____ the huge potential in the sector and the performance so far.
4. Floriculture and the expanding vegetable, _____ and _____ subsectors contributed 79 and 21 percent of the export revenue respectively.
5. The government has also facilitated _____ from the Development Bank of Ethiopia.



Activity 5.3 Answer the following questions.

1. Discuss with your partner why Ethiopia becomes one of the investors' destinations for horticulture.
2. What advantages and disadvantages do think horticulture does have in Ethiopia? write 2 to 3 sentences for each.
3. Share your sentences with your partner and organise them into a paragraph.

5.2 Reading Skills

Unity Park



Activity 5.4 Before you read the passage, answer the following questions. Discuss your answers with your partner.

1. What do you feel about the gardens shown in the unity park above? What advantages you get from gardening experience? Discuss with your partner.
2. Do you have vegetable gardens in your or friend's home? How do you take care of them? Discuss with your partner

Health Benefits of Gardening

1. The act of gardening goes back to thousands of years. If gardens are beautiful to look at, imagine the pride and sense of accomplishment that the creator of such beauty can feel.
2. Numerous studies have been undertaken which show that gardening offers many health related benefits. The most obvious benefit of gardening is that it can be a great way to relieve stress. Work, family commitments, and social

§ Reading Skills

engagements are just some of the things that take up chunks of peoples' lives. Planting the garden and then caring for the garden offers the gardener a simple and inexpensive way to unwind and relax. Gardening can help a person clear the mind.

3. Another health related benefit of gardening is that when people do their gardens, they are getting exercise. Even an activity as simple as gardening can contribute towards weight loss. Gardening gets a person outdoors, exposed to natural air, and refocused on a pleasant activity.
4. Gardening also offers nutritional benefits to those who choose to plant a vegetable garden. Creating a vegetable garden is a way of ensuring that there is a continuous supply of fresh vegetables to consume. Vegetable gardeners know exactly where their produce is coming from and they also know exactly what chemicals were used to grow the produce. Eating more vegetables, and especially home-grown vegetables, is a simple way to ensure that a body is getting a proper balance of vitamins and nutrients.
5. And finally, some studies even report that people who are exposed to gardens and gardening recover more quickly from illnesses. It seems that for many people, gardening is just what the doctor ordered.
6. Gardening can be a creative experience as well. It's one thing to throw some seeds down and then wait to see what grows. While gardening does not require that the participant have a degree in landscape architecture, a bit of planning will go a long way towards enhancing the beauty and the gardening experience overall.

7. And finally, the act of gardening teaches people the art of being patient. Unlike other activities, gardening does not produce instantaneous results. As such, a person who takes up gardening must wait for their rewards. Cut the flowers and vegetables, bring them inside and enjoy the sense of accomplishment that is gained from the benefit-rich activity called gardening!

Adapted from The Fresh Reads: <https://www.thefreshreads.com>



Activity 5.5 *Read the passage carefully and answer the following questions.*

1. What is the most obvious benefit of gardening?
2. According to the passage, what does a gardener do?
3. What do vegetable gardeners know?
4. There are four benefits of gardening stated in the reading passage. Mention at least three.
 - A. _____
 - B. _____
 - C. _____
 - D. _____
5. How does a bit of planning skill help the gardening activity?

5.3 Vocabulary Development

5.3.1 Vocabulary taken from the reading passage



Activity 5.6 Based on their contexts used in the reading passage, find the meanings of the following words.

1. relieve (paragraph 2, line 4)
2. unwind (paragraph 2, line 8)
3. contribute (paragraph 3, line 3)
4. consume (paragraph 4, line 4)
5. enhancing (paragraph 6, line 5)
6. instantaneous (paragraph 7, line 3)

5.3.2 Pre-fixes



Activity 5.7 Find the meanings of the following prefixes and give three examples for each using a dictionary or the internet. Two of them are done for you as examples.

Examples

- 1 *ex-* means out. E.g., extra, ex-ray, extension,
- 2 *mis-* means ill, wrong. E.g., mistake, misrepresent, misunderstand.
- 3 *pre* _____
- 4 *re* _____
- 5 *sub* _____

5.4 Grammar

Second Conditional & Third Conditional Sentences

In Unit 4, you were introduced with the zero conditional and conditional sentences type I. Do you remember these examples?

Examples

- 1 *If it is cold, I put on a coat.*
- 2 *We will stay at home if it snows.*

What do you call the conditional type in example 1? Yes, we call that type the **zero conditional** that is used to express facts. The second sentence shows a probable condition. In this Unit, you will learn the different conditional sentences called second conditional and third conditional sentences.

Examples

- 1 *We would stay at home if it snowed.*
- 2 *If I were you I would accept the offer.*
- 3 *If I hadn't arrived in time, I wouldn't have gotten the bus.*

Compare the tense forms and the meanings of these sentences with those you studied in Unit 4. A summary note is given to you in the Table below.

If-clause	main clause	meaning
Is	put on	The actions are facts/general truths
will stay	snows	Probable conditions/ likely conditions to happen
would stay	snowed	Improbable conditions
were	would accept	Impossible conditions

§ Grammar

hadn't been	wouldn't have gotten	Actions that were not done
----------------	-------------------------	----------------------------

5.4.1 Second Conditional Sentences

Second conditional sentences have the verb forms simple past in the if-clause and conditional (would/ should/ could/ might + infinitive) in the main clause. Such sentences show possible but very unlikely actions to be fulfilled.

Examples

- 1 If I **found** her address, I **would send** her an invitation.
- 2 You **would pass** the examination if you **studied** hard.



Activity 5.8 Complete the Conditional Sentences (Type II) by putting the verbs into the correct form.

1. If I (be) _____ rich, my life (change) _____ completely.
2. I (invite) _____ all my friends if (have) _____ a house by the beach.
3. If we (have) _____ a boat, we (sail) _____ Lake Hawassa.
4. If they (tell) _____ their father, he (be) _____ very angry.
5. We (help) _____ you if we (know) _____ how.
6. My brother (buy) _____ a sports shoes if he (have) _____ the money.

5.4.2 Third Conditional Sentences

A third conditional sentence has past perfect verb form in the if-clause and would/ could/ should/ might + have + past participle (modal perfect tense) in the main clause. Such conditional sentences indicate that the actions have impossible conditions to be fulfilled. They refer to actions that were not completed in the past.

Examples

- 1 If I **had found** her address, I **would have sent** her an invitation.
- 2 You **would have passed** the examination if you **had studied**.



Activity 5.9 Complete the Conditional Sentences (Type III) by putting the verbs into the correct form.

1. If you (study) _____ for the test, you (pass) _____ it.
2. If you (ask) _____ me, I (help) _____ you.
3. If you (speak) _____ English, she (understand) _____ .
4. I (write) _____ you a postcard if I (have) _____ your address.
5. If it (not/ start) _____ to rain, we (walk) _____ to the museum.
6. If she (take) _____ the bus, she (not/arrive) _____ on time.

Adapted from <https://brainly.in/question>



Activity 5.10 Complete the following sentences using the correct conditional type.

1. If you choose the wrong plants for your garden, _____.
2. If I had money, _____.
3. If you decided to stay here in Harar, _____.
4. If she had bought the ticket, _____.
5. If _____, the plants may not need fertilizer.
6. If _____, you would be good at English.
7. If _____, he might have won the tournament.
8. If _____, show would have bought a car



Activity 5.11 Complete the sentences using the suitable form of the verbs given in brackets.

1. If I (have) _____ wings, I (have to, not) _____ take an airplane to fly home.
2. This letter has got to be in Arba Minch in two days. I'm sure if I (send) _____ it today, it will arrive in time.
3. Hundreds of people became ill from eating contaminated meat during the last two weeks. If the kebele had responded more quickly to the crisis, fewer people (suffer) _____ from food poisoning.
4. (People, be) _____ able to fly if they (have) _____ feathers instead of hair?
5. What (we, use) _____ to look at ourselves when we comb our hair in the morning if we (have, not) _____ mirrors?
6. A: I don't understand anything in this class. It's boring.
And I'm getting a failing grade.
B: If I (feel) _____ the way you did, I (drop) _____ the class as soon as possible.
7. It's been a long drought. It hasn't rained for over a month. If it (rain, not) _____ soon, a lot of crops (die) _____. If the crops (die) _____, many people (starve) _____ this coming winter.
8. If anyone else (bring) _____ extra guests to dinner, we (have, not) _____ enough seats at the table.
9. If television (introduce) _____ to Ethiopia in the eighteenth century, King Theodros (interview) _____ regularly on the evening news.

10 A: I'm exhausted, and we're no closer to a solution to this problem after nine hours of work.

B: Go home and get some sleep, and I'll keep working. If I (discover) _____ a solution before morning, I (call) _____ you immediately.

11 A: I can't believe that you haven't finished that report. What will I use in the committee meeting at noon today?

B: I'm really sorry. If I (know) _____ you would need it today, I (stay up) _____ all night last night and (finish) _____ it.

Adapted from GrammarBank.com, 2013



Activity 5.12 Match the clauses in Column A with Column B.

Column A	Column B
1. If she were not always so late,	A. you will be very healthy.
2. If I had enough money,	B. she would have passed the exam.
3. If you send this letter now,	C. we would travel the world.
4. If you eat an apple every day,	D. I would buy a big house.
5. If she had studied,	E. we wouldn't have missed the bus.
6. If we won the lottery,	F. I take a taxi.
7. If I miss the bus,	G. my teacher gets angry.
8. If you hadn't been late,	H. she would be promoted.
9. If I am late for class,	I. she will receive it tomorrow.

§ Speaking Skills

5.5 Speaking Skills**5.5.1 Speaking activity based on the reading passage in the Unit**

Do you have a gardening experience or have you heard about gardening?



Activity 5.13 Look at the following dialogue and play the roles of Mamo and Deressa in turns. Then, prepare your own dialogue on gardening with your partner.

Dialogue on gardening experience

Mamo: Is there any garden that you like?

Deressa: Yes, I love 'Gesho' garden in my neighborhood.

Mamo: Where is it?

Deressa: It's in my grandmother's village.

Mamo: When did you first see it?

Deressa: I accidentally saw it when I visited my grandmother.

Mamo: Why do you like the garden?

Deressa: I love cutting 'Gesho'. The garden brings me closer to nature as well.

Mamo: What is special about the garden?

Deressa: Gesho is important for preparing home made a drink called 'Tella' which is fresh and organic.

Mamo: Do you want to be a gardener?

Deressa: Honestly, I can't be such a person.

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

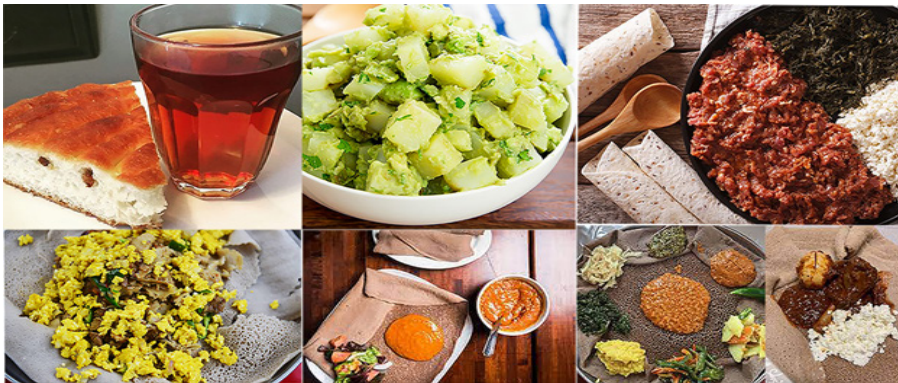
Student A: _____

Student B: _____

Student A: _____

Student B: _____

5.5.2 Conversation on food items



Activity 5.14 Based on the picture above and the questions in column 'A' and 'B' below, make a conversation with your partner. The first question is done for you.

§ Speaking Skills

Student 'A'	Student 'B'
<ol style="list-style-type: none">1. What do you usually eat for breakfast?2. What's your favorite food? How often do you eat it?3. What kinds of food do you know how to cook? Are you a good cook?4. Give some examples of "healthy food". Do you think you eat enough healthy food?5. What do you want to eat after class?6. What is the strangest food you have ever eaten?7. Would you like to be a farmer and grow food? Why?/Why not?8. Do you think tea and coffee are good for you? Why? / Why not?	<ol style="list-style-type: none">1. What do you usually eat for lunch?2. What's your favorite drink? How often do you drink it?3. Do you like shopping? Why?/ Why not?4. What do you want to drink after class? 6. Are you hungry now? Why?/Why not?5. What are some famous foods in your community? Do you like them? Describe them.6. Would you like to work in a restaurant? Why? Why not?7. Do you like spicy food? Why?/ Why not?8. What kind of food you do you have for holidays like a New Year?

Example

Student A: What do you usually eat for breakfast?

Student B: I usually eat bread with tea. But, I like to have eggs sometimes.

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

Student A: _____

Student B: _____

5.6 Writing Skills



Activity 5.15 Write a paragraph that discusses the importance of horticulture development in Ethiopia. Your paragraph must answer the following questions.

1. What kind of horticulture products are produced mostly in your community?
2. For what purposes are the products of horticulture used by the community?
3. What problems does the horticulture production face?
4. What does the government need to do for solving these problems?

Sample paragraph

In my village, different kinds of gardening can be done such as flower garden, vegetable garden and fruit garden. My favorite hobby is gardening. There is a small piece of land by the side of my reading room. I have made a flower garden in that land. There are different kinds of plants in my garden. These are rose, sunflower, cabbage etc. The flowers of the garden are of different sizes, colors and smells. Different kinds of flowers are bloomed in different seasons. There are many advantages of gardening. When a man sees different flowers, vegetables and fruits in his garden, his heart leaps up with joy. It helps him to forget sorrows and sufferings. It keeps our body and mind relaxes. It also relieves our monotony. Therefore, I spend my leisure time in my garden. I feel much pleasure working in the garden. My joys know no bound when my friends and neighbors come to visit my garden. I think, gardening is a source of health, wealth and pleasure.

Unit 6. Poverty in Ethiopia

Learning Outcomes

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,*
- ✓ *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.*

6.1 Listening skills

Activity 6.1 Before you listen to the listening text, look at the above picture and answer the following leading questions. Share your answers to your partner.

1. How does poverty affect your life and the life of your community?
2. What should be done to reduce poverty in Ethiopia?



Activity 6.2 Listen to the teacher's reading or the recorded audio and fill in the blank spaces given below.

1. Poverty has been a _____ since times immemorial.
2. On rainy days, they may _____ bridges or any other indoor shelters.
3. This is compounded by _____ and _____ population of the country.
4. Sometimes, these individuals also resort to unfair means to obtain money such as _____, _____, _____, and _____.
5. This issue can be tackled with one stone – i.e, to provide _____ and _____.
6. How does poverty be eradicated, if not, minimized?



Activity 6.3 Listen to the teacher's reading or the recorded audio and fill in the blank spaces given below.

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 poverty in Ethiopia.

6.2 Reading Skills

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. Do you know people living abroad?
2. Why do you think some people like to go to America, Europe or the Arab World?
3. 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 dimentation 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

§ Reading Skills

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. How many poverty consequences are discussed in the passage? Mention them.
2. What does 'slavery' refer to?

§ Vocabulary Development

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

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.

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)

§ Vocabulary Development

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 6.9 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 _____ | 5. separate into pieces _____ |
| 2. settle _____ | 6. return _____ |
| 3. block _____ | 7. stop _____ |
| 4. happen/ occur _____ | 8. slow movement _____ |

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 6.10 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.

§ Grammar

Obligation indicators	Prohibition indicators	Absence of obligation indicators
<p>Must <i>Must</i> is used when the obligation comes from the person who is speaking.</p> <p>Examples You must do your homework every night. (Because I say you must!) 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 <i>must</i>, <i>have to/has to</i> is used when the obligation roots from general law, but not from the speaker's view.</p> <p>Examples Everyone has to pay tax to his/her country. We have to respect the elders. We have to vote in an election.</p> <p>Need to <i>Need to</i> is used to talk about what is necessary.</p> <p>Examples You need to have your hair cut. We need to respect the traffic rules.</p>	<p>Mustn't <i>Mustn't</i> is used to show an obligation not to do something.</p> <p>Examples You mustn't play here; it's dangerous!</p> <p>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</p> <p>These verbs are used when there is no obligation.</p> <p>Examples You don't have to bring food on the trip. .She doesn't have to work in the evening. You don't need to pay now; you can pay later. They don't need to speak French in their job.</p>



Activity 6.11 Choose and underline the correct verb for 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 6.12 Based on the following examples and the examples in the Table, complete the missing parts with 'have to', 'must' and 'mustn't' and the subjects of the sentences you develop.

§ Grammar

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. ____ (work with plants & animals)	5. ____ (read books)



Activity 6.13 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

§ Speaking Skills

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.

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%

§ Speaking Skills



Activity 6.14 *Based on the information in the table above, explain the extreme poverty rate in East African countries in groups 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 6.15 *In your groups, discuss and complete the missing parts in the following short story by using the words 'have to' and 'must'. Use the correct forms of the words in brackets.*

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 _____ (be) on his way,” replies Debella.

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

“Traffic _____ (be) _____ bad, because it usually doesn't take this long,” Debella says.

§ Writing Skills

Zelege 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?” Debella smiles. “Remember his rule: the one who is late ____ (buy) _____ lunch!”

6.6 Writing Skills



Activity 6.16 Write three sentences discussing some mechanisms of alleviating poverty in the world. The sentence parts are given below. Complete each sentence and organize the completed sentences into a short paragraph that deals with some ways of alleviating poverty in the world.

1. People could tackle poverty through _____.
2. We can reduce poverty by _____.
3. One of the poverty reduction mechanisms is _____.

The paragraph

There are three ways of reducing poverty in the world. _____
_____.

Therefore, people should _____.

*§ Writing Skills***6.6.1 Paragraph writing**

Activity 6.17 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 its poverty

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

Unit 7. Community Services

Learning Outcomes

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,*
- 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,*
- participate in conversational practices on social problems of Ethiopia, and*
- write descriptive or expository essays.*

7.1 Listening skills: Community Services

Community engagement activities



Activity 7.1 Before you listen to the listening text, look at the above picture and answer the following questions. Discuss your answers in groups.

1. What do you know about community services?
2. Have you participated in free service activities?
3. What skills do you think a voluntary worker should have?
4. What kind of benefits do you expect from such free services?



Activity 7.2 Listen to your teacher's reading or a recorded audio and fill in the blank spaces below.

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 _____ 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. What kind of values does community service provide us with?



Activity 7.3 Answer the following questions.

1. Discuss with your partner about the important and challenges of community services.
2. Write a paragraph on the challenges and opportunities of delivering a community service.

7.2 Reading Skills



Community service



Activity 7.4 Before you read the passage, look at the above picture and answer the following questions. Discuss your answers in groups.

1. Have you ever been engaged in community service activities so far?
2. What have you done as a community service provider?
3. What do you expect from the passage entitled ‘Community Service Experience’?

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

§ Reading Skills

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

§ Vocabulary Development

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

1. Who created a supportive atmosphere in the hospital?
2. Write the activities in which the community worker is involved in the hospital.
3. State at least three 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)
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 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 _____ 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.

Column A		Column B	
1	I had a shower and dried myself off .	A	dry something fully
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
4	I can assure you that if you drop out of school now, you will regret it later.	D	leave
5	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)

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 the nouns ‘the girls’ and ‘the horse’.

Note

Relative clauses are formed with the relative pronouns *who*, *that*, *which*, *whose*, *where*, *when*, and 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!

§ Grammar

- 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.*

<i>who</i>	<i>whom</i>	<i>that</i>	<i>which</i>	<i>where</i>	<i>when</i>	<i>whose</i>
------------	-------------	-------------	--------------	--------------	-------------	--------------

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)



Activity 7.10 Match the sentence parts in Column A with the relative clauses in Column B.

Column A		Column B	
1	Zelalem lives in a house	a	which serves fresh food
2	A watch is a machine	b	who landed on the moon.
3	This is the book	c	which is about the earth pollution.
4	There are a few restaurants here	d	which is used for sewing clothes.
5	Sheep are the animals	e	which give us milk and wool.
6	A fridge is a machine	f	which is famous for its Castles.
7	An airplane is a vehicle	g	which tells the time.
8	A dolphin is an animal	h	which is used for opening tins and cans.
9	Mrs. Senait is a teacher	i	that is over hundreds of years old.
10	Gondar is the city	j	who loves her students so much.
11	A tin-opener is a tool	k	which helps people into the sea.
12	A sewing machine is a machine	l	which flies in the air.
1	Neil Armstrong is the first man	m	which keeps food fresh.

§ Grammar

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 6-10 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 7.11 Join each of the pairs of sentences into one forming defining or non-defining relative clauses. The first two are done for you.

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 7.12 *Do you believe in helping your community? The following table lists some areas you can participate in community services and benefits you could obtain. In groups, discuss which areas you would like to involve in and why? Add more areas and reasons for participating.*

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

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.

7.5.2 Discussion related to social problems in Ethiopia



Activity 7.13 *Discuss in detail about the environmental, health, social and educational problems in Ethiopia based on the information given in the Table. Answer also the following questions in your discussion.*

§ Writing Skills

1. Which of the problems is/are the most serious problem/s?
2. What should people do to solve the problems?
3. What roles can you play to solve the problems?

Environmental problems	Health problems	Social problems	Education problems
<ul style="list-style-type: none"> - soil erosion and land degradation, - deforestation and forest degradation, - water scarcity, - biodiversity loss 	<ul style="list-style-type: none"> - deadly HIV/AIDS, - malaria, - bacterial and protozoal diarrhea, - typhoid fever, - hepatitis A, 	<ul style="list-style-type: none"> - lack of basic needs - education, - safe and healthy environment 	<ul style="list-style-type: none"> - quality - budget for education - drop-out rate (out-of-school youth) - lack of facilities - teacher shortage in public schools.

7.6 Writing Skills

7.6.1 Writing activity related to the reading passage.



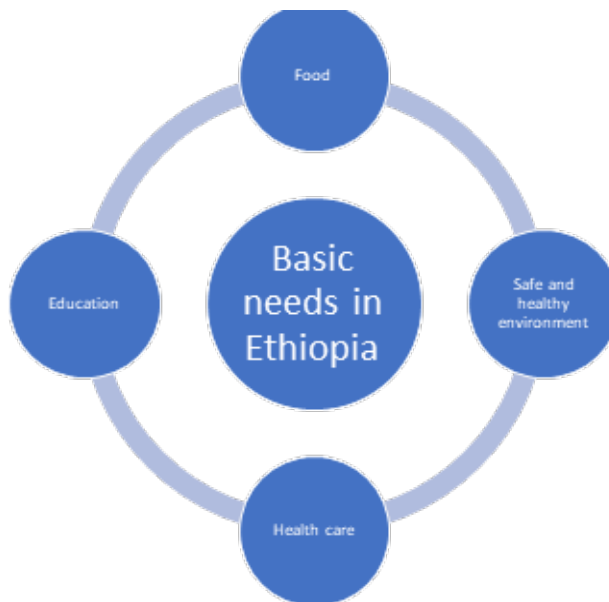
Activity 7.14 In the reading lesson, you got information about community service. Now give answers to the following questions with complete sentences. Then, develop the sentences into a paragraph.

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 7.15 Write an essay about the basic needs of life in Ethiopia concerning the issues included in the diagram. Focus on whether or not the basic needs are fulfilled, and suggest solutions for any problems you raise.





Activity 7.16 Discuss the causes of land degradation and provide possible solutions in groups. Then, write individually about the causes and solutions for land degradation. A sample paragraph is given to you.

In your discussion and writing, include answers to:

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 problems

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

Solutions to the

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 of 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.

Unit 8. Communicable Diseases

Learning Outcomes

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.*

8.1 Listening Skills



Illness



Activity 8.1 Before you listen to the listening text, look at the above picture and answer the following questions. Discuss your answers with your partner.

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 your teacher's reading or a recorded audio and fill in the blank spaces below.

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.

§ Reading Skills

4. Direct contact occurs when an individual is infected by contact with the reservoir, for example, by _____, _____ or being bitten by an infected animal or insect.
5. The modes of horizontal transmission are examples of infectious diseases that transmit from _____ in a group.



Activity 8.3 Answer the following questions.

1. Discuss with your partner the types of diseases you have commonly experienced or which are prevalent in the community you live in.
2. Write a paragraph on the major causes of HIV/AIDS and Covid19 and their prevention mechanisms.

8.2 Reading Skills



Activity 8.4 Before you read the passage, answer the following questions. Discuss your answers in groups.

1. Have you ever got a health problem? What kind of disease was it?
2. Discuss different types of diseases and their transmission mechanisms.
3. Why do you think people face a health problem?
4. Study the following words. They are important for understanding the reading passage.

<i>predict</i>	<i>mortality</i>	<i>infections</i>	<i>treatment</i>
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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

§ Reading Skills

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' based on the information in the passage. Give evidence to your answers..

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 120 million people will die of HIV/AIDS.
3. Several people will be dying at an older age of infectious diseases like stroke and cancer.
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 2030.
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

§ Vocabulary Development



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. Which country in the world is expected to reveal the highest life expectancy by 2030?

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. Maybe you should go to a doctor. This is the third time you've _____ with a cold this month.
2. Aster _____ last in the race, but she enjoyed herself.
3. Teferi _____ as a hard person, but in fact he is quite caring.
4. Worku _____ as a hard person, but in fact he 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. Jack _____ only after Senait 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.

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.
1 st person	I have taken the exam. We have taken the exam.

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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 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.

§ Grammar

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.

8.5 Speaking Skills

8.5.1 Discussion on health issues



Activity 8.13 Discuss the following questions in groups.

1. How many types of infectious diseases do you know? How, do you think, they are transmitted from person to another?
2. What do you think people should do to prevent these diseases? In pairs, practice a role play of a doctor and a patient. Improvise it further by adding your own ideas with the help of the given expressions in the table.

Dialogue

- Doctor: And how do you feel in your stomach?
- Patient: My stomach is cramping and I'm very nauseous; I vomit when I 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: Would you please give me something for the pain, my whole body is sore and my head is aching too.*
- Doctor: Yes, I will prescribe something for the pain now.
- Patient: Thank you.*

Illness expressions	Doctor's Questions and Answers to Patient
<ul style="list-style-type: none"> • feel ill, sick • have a temperature • have a pain in your back, chest, waist, arm, shoulder • have a headache • feel weak • feel dizzy • suffer from stomach cramps • have a black eye • have a swollen, sprained ankle, wrist, foot • (go to) see a doctor • examine a patient • take, feel your pulse • take, measure your temperature • diagnose an illness, disease • diagnose a condition, disorder • prescribe medicine • make up a prescription 	<ul style="list-style-type: none"> • What's the matter? Where's the pain? What do you complain of? • Have you taken your temperature? • For how long have you been feeling ill? • Take your clothes off. I'll examine you. Let me take your pulse, please. • I'll measure your blood pressure. • Your blood pressure is rather high. Your blood pressure is too low. • Let me sound your back. Take a deep breath. I'll check your lungs. • Have you been injured? • Don't worry. There's no serious problem. • I don't think it's too serious. • You've got to be vaccinated against tetanus. • You must stay in bed and take this medicine three times a day, after meals.

Source: <https://www.myenglishteacher.eu/blog/>

§ Speaking Skills

8.5.2 Identification and classification of diseases



Activity 8.14 *In groups, discuss the common diseases in your local area and 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?

8.5.3 Speaking based on conditional sentence type 3



Activity 8.15 *You are given a short story below. Based on the story, ask questions each other and provide answers as in the examples given. Extend the discussion by adding your own questions and answers related to the story.*

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.

Example questions and answers

A: Why didn't you return my call last night?

B: *I would have returned your call last night if I hadn't been asleep.*

A: Why did you go to bed so early?

B: *I wouldn't have gone to bed so early if I hadn't been tired.*

A: What did you do to be tired?

B: *I wouldn't have been tired if I hadn't been studying so much.*

A: Wow, why did you study so much?

B: _____

A: _____

B: _____

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

Unit 9. Fairness and Equity

Learning Outcomes

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,*
- 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.*

9.1 Listening Skills

Cultural Diversity, Human Rights and Democratic Governance



Cultural diversity



Activity 9.1 Before you listen to the listening text, look at the above picture and answer the following questions individually, and share your answers with your group.

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?

§Listening Skills



Activity 9.2 Listen to your teacher's reading or recorded audio about cultural diversity, human rights and democracy. Then, complete the following blank spaces.

1. All rights and freedoms have a cultural dimension that contributes to their _____.
2. It is precisely this dimension that forms the link between the individual, _____ and _____.
3. Human rights are universal because they _____ all of humanity.
4. An enabler of dialogue and mutual enrichment include _____, _____, _____ and _____.
5. Democratic governance presupposes forms of government and modes of _____.



Activity 9.3 Answer the following questions.

1. What does human rights constitute?
2. What are the benefits of cultural diversity to the national development?
3. 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. Share your answers with your partner.

1. What do you know about justice system?
2. How do you differentiate equality and equity?
3. Study the following words. They are important for you to understand the reading passage.

<i>verdict</i>	<i>jury</i>	<i>fair</i>
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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,

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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.

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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*

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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.

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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 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 without considering their people's opinions or reflections.
4. For equity 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 only money drives almost everything.

§Reading Skills

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 Read the passage carefully and give answers with complete sentences to the following questions.

1. What kinds of movements are essential for justice?
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?
6. The writer noted that in this material world where money governs most of the things maintaining justice becomes difficult not impossible. Do you agree or disagree? Justify your answers.

9.2.1 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 Match the phrasal verbs in the sentences under Colum A with the meanings in Colum B.

<u>A</u>		<u>B</u>	
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

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3	The police always crack down on drink-driving offences over the Christmas period.	c	depend on/rely
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

9.3 Grammar

Simple Past and Present Perfect Tenses

In Unit 8, you were introduced with the present perfect tense. Discuss the positive, negative and question forms of the present perfect tense and its forms with your partner. 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 9.9 Read the following dialogue and look at how the present perfect and the simple past tenses are used in a partner's e-mail. Ask and answer questions about each other's passion.

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.*

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.

9.3.1 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.

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?

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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?

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

1. I (1. finish) my work last night.
2. When I (2. leave) school, I (3. cut) my hair and (4. wear) it short ever since.
3. I (5. enjoy) reading the book; it's a nice story.
4. Did you (6. do) your homework?
5. I (7. be) in the stadium when you (8. call) me.



Activity 9.11 Change the sentences given into negative and question forms.

1. He wore his hair long when he was at school.

Negative: _____

Question: _____

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: _____

9.3.2 The Present Perfect Tense

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.

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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?

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
<p><i>Unfinished actions that started in the past and continue to the present</i></p> <ul style="list-style-type: none"> • I've known Julie for ten years (and I still know her). 	<p><i>Finished actions</i></p> <ul style="list-style-type: none"> • I knew Julie for ten years (but then she moved away and we lost touch).
<p><i>Shows a finished action</i></p> <ul style="list-style-type: none"> • My brother has been to Asmara three times. 	<p><i>Shows a finished action</i></p> <ul style="list-style-type: none"> • My great-grandmother went to Asmara three times.
<p><i>A finished action with a result in the present</i></p> <ul style="list-style-type: none"> • I've lost my keys! (The result is that I can't get into my house now). 	<p><i>A finished action with no result in the present</i></p> <ul style="list-style-type: none"> • I lost my keys yesterday. It was terrible! (Now there is no result. I got new keys yesterday).
<p><i>With an unfinished time phrase (this week, this month, today)</i></p> <ul style="list-style-type: none"> • I've seen John this week. 	<p><i>With a finished time phrase (last week, last month, yesterday)</i></p> <ul style="list-style-type: none"> • I saw John last week.



Activity 9.12 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

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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 9.13 *Read Tefera's diary and complete with the verbs in brackets into the simple past or the present perfect 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 9.14 Choose the correct answer that best completes the sentence.

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

9.4 Speaking Skills



Activity 9.15 In the following Table, the causes, effects and ways of preventing discrimination are given. Discuss in groups based on the notes given to you.

§ *Speaking Skills*

<i>Causes of discrimination in society</i>	<i>Effects of discrimination on society</i>	<i>Ways of preventing discrimination</i>
<ul style="list-style-type: none"> - age, - disability, - ethnicity, - origin, - political belief, - race, - religion, - sex or gender, - language, - culture 	<p>unequal societies experience</p> <ul style="list-style-type: none"> - social, - environmental, - economic, - cultural, - unity, problems 	<ul style="list-style-type: none"> - Respect cultural and racial differences in schools, workplaces and communal activities - Be good in conduct and speech, - Refuse to initiate, participate, or condone discrimination and harassment, - Avoid race-based or culturally offensive talks, humor or stories



Activity 9.16 In Ethiopia, there is a strong belief (and policy is also developed) that there should not be any educational discrimination among citizens. Discuss with your partner how discriminations associated with the issues raised below are prevented or can be prevented in the country.

- ethnicity,
- nationality
- age
- gender,
- race
- economic condition
- disability and religion



Activity 9.17 In groups, choose any three hints given and ask questions each other in turns, and respond using present perfect tense to develop a story. The first one, although it can be extended more, is done for you as an example.

1. (travel you had)
 - A. Where have you traveled?
 - B. I have travelled to Gondar?
 - C. Why have you gone to Gondar?
 - D. I have gone to Gondar to visit the historical Castles?
 - E. Have you had any information about the Castles?
 - F. Yes, I have been informed by a friend.
 - G. What special things has your friend visited in the Castle?
 - H. He has visited the ingenious crafts of our people in buildings.
 - I. _____
2. (sports you play)
3. (a place you have been)
4. (interesting food you have eaten)
5. (The greatest person whom you have met)
6. (the length of time you have studied English and your ability in English)
7. (The most exciting thing you have done this week)

9.5 Writing Skills

9.5.1 Extended writing activity to the reading passage



Activity 9.18 Write a paragraph based on the answers you give to the following questions. Make sure that the sentences are connected logically and coherently.

1. How do you define cultural diversity?
2. What benefits can people get being aware of cultural diversity?
3. What challenges or disadvantages do you face from cultural diversity?

9.5.2 Descriptive essay using the present perfect tense



Activity 9.19 The following paragraph is a short story developed using present perfect tense. Following the example paragraph, you will develop your own parallel paragraph based on the information given to you.



Merhawit has just walked outside with her grandmother. She wears an apron. So far, she has finished cleaning and washing. She has also gathered seeds and crumbs. Now Merhawit and Grandmother are outside. Merhawit has just dropped some seeds on the ground to feed the birds. The birds have not come yet. Recently, Grandmother has moved in with Merhawit's family. She now enjoys living with them. Grandmother has already sat down on the bench. She also wears an apron. She has just finished cooking.

Adapted from www.really-learn-english.com



§ Writing Skills

Information

- Jemila lives in Semera (Afar Region)
- Her grandchildren live in Dire Dawa
- Her grandchildren lived in Dire Dawa for three years
- Jemila and her grandchildren did not meet for three years
- They talk on the phone
- They email each other
- They share pictures
- Jemila knits scarves and blankets to send to her grandchildren
- She has knitted two large blankets and a scarf



Activity 9.20 Write a descriptive essay about your community (i.e. in your hometown or village)

Everyone belongs to many different communities and/or groups defined by (among other things) shared geography, religion, ethnicity, income, cuisine, and others. Choose one of the communities to which you belong, and describe that community and your place within it.

Add the following points in your essay as an example.

1. Description of where your community is,
2. How many people there are (approximate),
3. Livelihood,
4. Religion and ethnicity,
5. Natural and/or man-made heritages available, and
6. Others.

Unit 10. The Internet

Learning Outcomes

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.*

10.1 Listening Skills



The internet



Activity 10.1 Before you listen to the passage, look at the above picture and answer the following questions individually, and share your answers with your partner.

1. What do you know about Internet technology?
2. What changes does Internet bring to your life?



Activity 10.2 Listen to the passage and complete the following sentences.

1. The internet has reshaped and redefined most traditional communications media including _____, _____, _____ and _____.
2. The Internet accelerated new forms of human interactions through instant messaging, _____ and _____.
3. Business-to-business and financial services on the Internet affect supply chains across _____.

§Reading Skills

4. An international network resulted in its _____ and _____ into virtually every aspect of modern human life.
5. Nearly a third of the Earth's population uses the services of _____.

**Activity 10.3** *Answer the following questions.*

1. Discuss with your partner how the Internet affects people's lives.
2. Write sentences about the impact of the Internet on people's interaction.
3. Write the summary of the advantages of the Internet..

10.2 Reading Skills**Activity 10.4** *Before you read the passage, answer the following questions. Share your answers to your group.*

1. What do you know about computers and the Internet?
2. Discuss the advantages and disadvantages of computers and the internet.
3. Study the following words, which may be important for you to understand the reading passage.

*surfing**advent**software*

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

δ Reading Skills

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 10.5 Read the passage carefully and decide whether each statement is 'true' or 'false' based on the information in the passage. Give evidences in the passage for your 'true' or 'false' answers.

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 negative counterpart.
3. Exchange of ideas and new thoughts become facilitated 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 face problems 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 decline 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.

§ Vocabulary Development



Activity 10.6 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 1.
4. The word 'these' in paragraph 3, line 7 refers to _____.
5. How does the Internet decrease the reading and communicative behavior of students?

10.3 Vocabulary Development

10.3.1 Words taken from the reading passage



Activity 10.7 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 10.8 Select the appropriate particle from the list below to complete each of the phrasal verbs used in the sentences. In groups, 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.

§Grammar

- 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.

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 10.9 Discuss each of the tenses below in groups 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.

§Grammar



Activity 10.10 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 10.11 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 10.12 Underline the verbs used in this story, tell what tenses the verbs are and discuss in groups 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.

§Grammar



Activity 10.13 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 10.14 Develop your own sentences on simple past, past continuous, present perfect, and present perfect continuous tenses. Write two sentences in each tense and discuss them in groups.

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

10.5 Speaking Activity



Activity 10.15 The social media status of Ethiopia in 2021 is as shown in the Table below. In your groups, express your opinions in answering the following questions.

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>

§ Speaking Activity

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

10.6 Writing Activity



Activity 10.16 Write an essay about the uses of the internet based on the information in the diagram. A sample essay is given to you.



§ Writing Activity

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 10.17 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 10.18 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.

§ Writing Activity
