

ENGLISH

TEACHER GUIDE GRADE 12



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

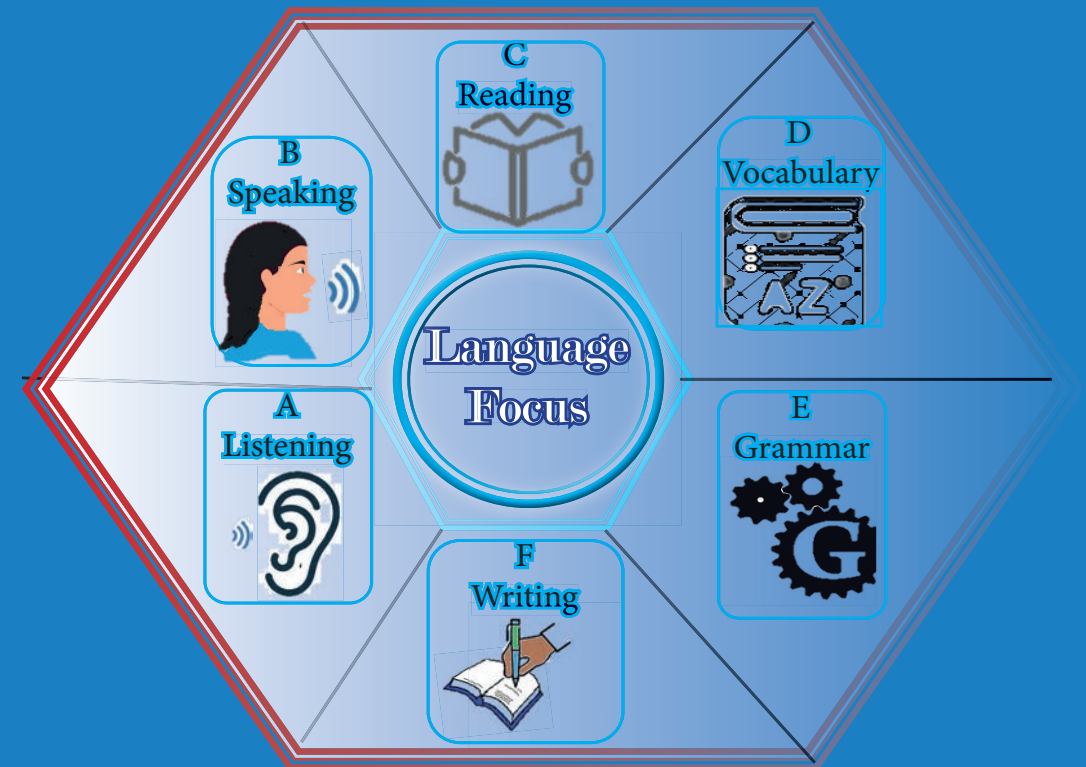


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Teacher Guide

GRADE 12

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FEDERAL DEMOCRATIC REPUBLIC
OF ETHIOPIA
MINISTRY OF EDUCATION



HAWASSA UNIVERSITY

First Published August 2023 by the Federal Democratic Republic of Ethiopia, Ministry of Education, under the General Education Quality Improvement Program for Equity (GEQIP-E) supported by the World Bank, UK's Department for International Development/DFID-now merged with the Foreign, Common wealth and Development Office/FCDO, Finland Ministry for Foreign Affairs, the Royal Norwegian Embassy, United Nations Children's Fund/UNICEF), the Global Partnership for Education (GPE), and Danish Ministry of Foreign Affairs, through a Multi Donor Trust Fund.

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

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Printed by:

GRAVITY GROUP IND LLC

13th Industrial Area,

Sharjah, UNITED ARAB EMIRATES

Under Ministry of Education Contract no. MOE/GEQIP-E/LICB/G-01/23

ISBN:978-99990-0-007-9

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 the 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 balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as a subject and incorporate career and technical education as a subject 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
August 2023

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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Sustainable Development

Objectives

At the end of unit one, learners will be able to:

- comprehend listening texts;
- reorder incidents;
- skim a passage to tell the main idea of a text;
- identify detail information;
- connect the text with their real life experience;
- discuss in pairs or a small group on a given topic;
- make a public speech on a given topic;
- guess meaning from the given context;
- solve verbal reasoning questions;
- identify common expressions of comparison and contrast;
- correct sentence fragments;
- identify organization of a paragraph; and
- write paragraphs comparing and contrasting things.

Minimum learning Competencies:

By the end of this unit, students will be able to:

Listening:

- listen to a text and identify the gist.
- listen to a text on development projects and relate what they have heard with what they know about their environment.
- listen to a text for detailed comprehension.

Speaking:

- pronounce regular plural and past tense forms of English properly
- discuss by comparing and contrasting ideas
- make public speech

Reading:

- identify the features of a reading material
- scan for specific information.
- read for detailed information.
- read and make notes from what they read.
- relate what they have read with their life.

Writing:

- write meaningful sentences by rearrange words
- use cohesive devices properly to combine clauses
- identify and correct sentence fragments
- identify steps elements in a paragraph essay.
- follow the steps to write a paragraph

Language Focus

Listening: *Growth Vs. Surrounding (listening for gist and particular information); Development Observed in My Surrounding (note making);*

Speaking: *Public speaking (comparing and contrasting ideas); Sharing Ideas (Discussing in Pair) discussion)*

Reading: *Sustainable Development Goal (Skimming and Scanning); Sustainable Development in Ethiopia (Intensive Reading)*

Vocabulary: *Context Clues; words from the text; Introduction to verbal reasoning activities*

Grammar: *Transitional words; Comparison and Contrast, Sentence Fragments*

Writing: *arranging sentences; analyzing model paragraphs; Interpreting Charts*

1A: Listening Skills

1A.1 Listening Text A: Development Projects in Ethiopia

? Activity 1.1

In this listening section, students are going to listen to a news extract adapted from *The Ethiopian Herald*. This activity focuses on the skill of **listening for gist and specific information**. Students are also introduced to listening to news articles

1. Begin by asking learners about their experience of accessing Ethiopian News in English-either through listening or reading. Give examples, Ethiopian Herald, Reporter or any English broadcasting
2. Tell students that they are going to listen to a news extract about development projects in Addis Ababa entitled ‘ **Multi-Benefit Projects**’

I. Pre- listening

1. Before they listen to the news extract, arrange them in small groups (3 to 5 students) and tell them to do the pre-listening questions. Give them about 5 minutes and ask volunteers from three to four groups to share the points to the whole class.

II. While listening

1. Tell students what they should do when they are listening:
 - Always have a purpose for listening;
 - Listen carefully with attention;
 - Avoid fear/ nervousness;
 - Give due attention to the gist (main points);
 - Note key words.
2. Introduce the while listening task and then ask students to write answer to the comprehension questions into their exercise book. Help them to understand each question before you start reading the script.
3. Then, read the script at a normal speed. Afterwards, give students a few minutes to finish their answers.

III. Post Listening

1. Arrange them in small groups to work on the post listening project. They have to assign a group secretary who will present the project to the whole class. Give them about 10 minutes to present their projects back to the whole class.

Listening script A

Multi-Benefit Projects

Addis Ababa Plan and Development Commission Commissioner recently disclosed the city plan and numerous development projects in Addis Ababa. The projects are in full swing and are going to benefit residents in many ways apart from paving ways to attract and invite investors in tourism and hospitality industry.

The Commissioner told The Ethiopian Herald that since the launching of the national reform in 2018, on the top of various multi-benefit projects that are now under construction, the city administration has realized numerous development projects that have played an important role in benefitting residents of the city boosting tourism as well as investment sector in the city.

According to the commissioner, the Commission has conducted feasibility study at different times through its experts as well as local and international independent researchers to find out the extent the projects have benefited residents of the city.

Commissioner said “We have several development projects via involving the private sector. The city administration has also planned to build world-class hotels and malls in the city in collaboration with the private sector, she disclosed.

She further noted that construction of a medical center is also [in] nearing completion and the Center would benefit not only Ethiopia but also IGAD member states.

A senior economist, in an Exclusive interview with The Ethiopian Herald also said that, the developments undertakings in the city over the past three years have many benefits for the residents and development of the city.

Addis Ababa is the third diplomatic city in the world next to New York and Geneva. The Senior economist said, noting that projects that have been implemented by the city administration and the federal government. Projects like park would make the city meet international expectations.

He also stressed that similar activities should be intensified in the future and citizens should be encouraged to develop good working, saving and reading culture. “Citizens require culture revolution as revolution means rapid fundamental change,” he said.

1B.2. Listening text B: Innovation for Business and Development

? Activity 1.2

In this listening section, students are going to listen to a text about Innovation for Business and Development. This activity focuses on the skill of listening for detailed information.

1. Tell students that they are going to listen to a news transcript about innovation and development, entitled ‘Innovation for Business and Development.

I. Pre-listening

1. Before they listen to the text, tell them to work in pairs and try to guess the meaning of key vocabularies taken from the listening. Write the key words on the board.
2. Elicit the definitions given and tell them the appropriate meaning of the words in the context of innovation and development.
3. Ask them to list the type of innovations they know and write some examples on the board.

Definition of the key vocabularies

1. demise : end of something
2. stakeholder: someone or an organization who has connection to your work
3. unconventional: different from the usual/conventional way/an alternative way
4. stagnate: making no progress/ stop developing
5. prototype: the first/test version of a new product

II. While Listening

1. Introduce the while listening task and then ask students to copy the comprehension questions into their exercise book. Help them to understand each question. Then, read the script at a normal speed. Afterwards, give students a few minutes to finish their answers.
2. Ask students to compare their answers with a partner. Then, read the script for the second time so that the pairs finalize their work. Ask volunteers to share their answers to the whole class and give feedback when necessary.

III. Post Listening

1. Allow about a ten-minute group discussion on the post-listening task before asking each group to report the summary of their discussion to the whole class.

Listening Script B:**Innovation for Business and Development**

The focus of this podcast is to think about innovation and its contribution to human development. So, why is innovation important?

Well, simply, without innovation it would be difficult to make progress in any business or development sector. Organizations and societies would stagnate. Innovation is what drives our life forward. It's what forces us to compete in the business and development sectors. It's what leads to better products and services, and solutions to new and existing problems. From a business point of view, it's also something which is necessary for survival.

The four key types of innovation are incremental, disruptive, architectural and radical. Incremental innovation involves innovating in increments, or small stages. Step by step. It focuses on existing markets and technologies and aims to make improvements and design changes to existing products and services.

Disruptive innovation aims to bring new ideas, like technology or processes, to existing system. In that sense, the innovations will disrupt the market and the companies currently serving in the system. The first touch screen smart phones disrupted the mobile phone industry because up to then, mobile phones had buttons and keypads. However it is a huge development.

Architectural innovation involves taking successful ideas from one sector or industry and applying them to a new or different industry. This often happens when people think of other unconventional uses of existing technology. A good example of this can be seen in vacuum company Dyson's entry into the hand dryer and hairdryer market. Their advanced airflow technology from their vacuum cleaners was applied in reverse to machines that blow out air.

Finally, we come to radical innovation. This is where a completely new idea is created for a new area that doesn't exist yet. It's often what we think of when we think of innovation and it often swallows up existing system, applications. For example, the birth and growth of digital and downloadable music has practically led to the death of music CDs, and even DVDs. Similarly, film and TV streaming services may lead to the demise of traditional TV within a few years. This is all how life is improving from time to time.

Moving on from types of innovation, let's have a quick look at five key stages of innovation. The first stage is Idea generation. This is where you think of the initial idea and develop it into a more detailed proposal or plan.

The next stage is Support. It is important to check if the idea can get support. The support could be from senior leaders or stakeholders in your company, from friends or family. It depends on what the innovation is about, professional or personal. Do they think it's a good idea and do they think it would work?

The third step is to Experiment and test out the idea. This could mean creating a sample or a prototype of it, if it's a product. Or if it's a service, you could test out a basic version of it.

1B.S pl ing Skills

1B.1. Pronunciation

? Activity 1.3

1. Model the pronunciation of sample plural morphemes and past morphemes and ask students to repeat and practice the pronunciation.
2. Advanced dictionaries are the references to study sounds and phonetic transcriptions. Encourage students to use dictionaries to learn sounds and phonetic transcriptions. Electronic/ online dictionaries also give pronunciations of words.

1B.2. Pair Discussion

? Activity 1.4

1. Before the discussion students should list as many cohesive of comparison and contrast. They should also learn how to use them in sentences. Arrange them in pairs and tell them to list expressions of comparison and contrast. Go around and check the students' pair work.
2. Remind them that they use the expressions in their pair discussion about **'growth and development'**
3. Elicit as many expressions as possible and write them on the board. Explain the use of expressions of comparison and contrast. Show them to use them in examples.

Often in life, we are required to compare and contrast two things, places, or people. In classrooms, English, Geography, Mathematics or Biology class, students might be required to compare and contrast places, object, features etc. Below are most common purposes.

- To determine the superiority of one thing over another
- To explain something that is unknown by comparing it to something that is known.
- To show that two apparently similar things are in fact quite different or to show that two apparently dissimilar things are quite similar
- To show how something or someone has changed

Cohesive for comparing and contrasting:

For similarity: *similarly, similar to, in comparison to, and, as...as, as, just as, likewise, in the same way, same as*

For difference: *in contrast with, unlike, but yet, whereas, on the other hand, in contrast, however, even if, although, though*

4. Guide them to use the questions and the example given to start with the discussion. Give them 7 to 10 minutes for the pair discussion.

1B.3 Public Speaking

? Activity 1.5

1. Give them home take assignment to research about the topic '**growth and development**' and to get in depth information for their public speaking.
2. Explain the steps and structures of a public speech. Tell them to work individually and prepare for the presentation. Remind them to practice in advance so that they present their speech effectively and within the given time. The speech should be 4 to 5 minutes long.

1C:Reading Skills

1C.1. Reading Text A: Ethiopian Communities Mobilize to Support Conservation and Economic Development (Reading for main points)

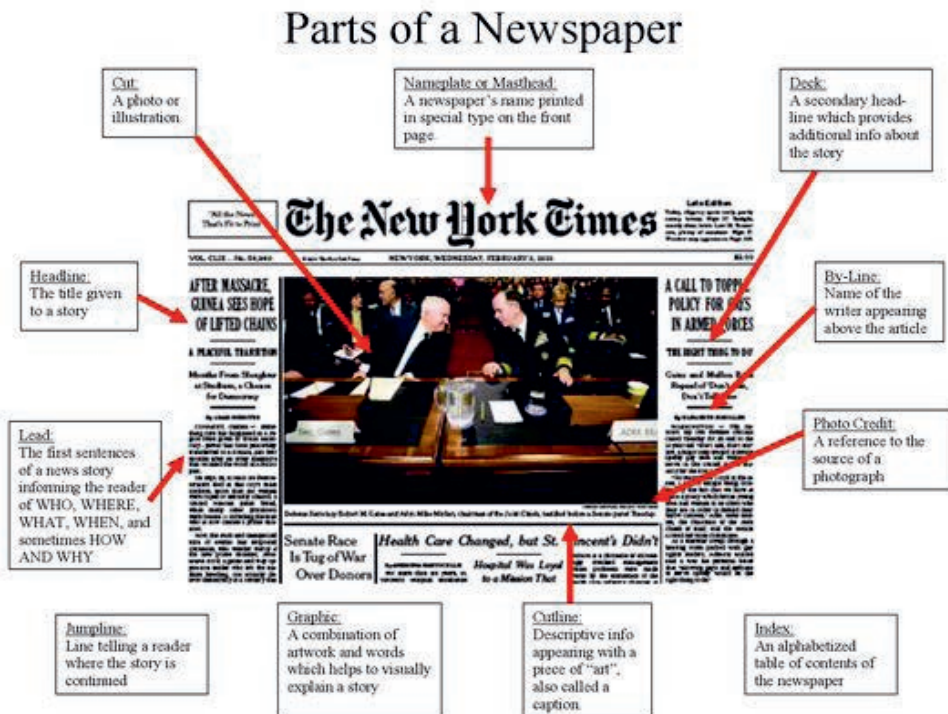
? Activity 1.6

This section aims to introduce reading articles and newspapers. Students identify elements of newspaper articles and practice reading for specific information and the details.

1. Introduce the reading task and tell them that they are going to read a newspaper article.

I. Pre- reading

1. Ask them if they have the experience of reading newspapers, magazines, or journals in English or in any local language. Ask them to explain the purposes of reading newspapers. For what purpose do they read newspapers? Try to elicit their responses as quickly as possible.
2. Arrange students to work in pairs and tell them to discuss what they know about parts of a newspaper and terms frequently used in newspaper and news articles.

**Definition:**

- A. Headline:** caption or the title of an article in a newspaper
- B. Article:** a piece of writing that is published in a newspaper or magazine
- C. Byline:** line where the name of the writer is given

1. In this section students should practice important reading skills, skimming and scanning. Tell them to study the layout of the newspaper before reading the article. Ask them to name the different parts on the front page of the newspaper.

II. While reading

1. Guide them so that they employ proper reading strategies to answer the while reading questions. Elicit their responses for the questions and give them feedback.

III. Post Reading

1. Tell them to work in pairs and find the materials such as newspapers, magazine and journals to do the post reading assignment. Remind them to use the questions to guide their reading and ask them to report their assignment to the class.

1C.2 Reading Text B: Reading comprehension

? Activity 1.7

This time they should use different reading strategies. They read for the detail and answer comprehension. Explain how the reading strategies they implement are different depending on the type of the material and the reading purpose.

Note: Strategies for reading comprehension

- *Main idea*
- *Literal meaning*
- Vocabulary: Clarify target words, Study word parts and review target words, Apply the target words:
- Inferential
- Short answer
- Retell / summary
- Comparison questions

I. Pre-reading

1. Have them get into small groups to discuss the pre-reading questions. Ask them to share their points with the whole class.

II. While reading

1. Remind them to check if their predictions were correct while reading the text.
2. Tell them to read the while reading questions before they start reading the text. That gives them purpose for the reading.

III. Post Reading

1. Arrange them in small groups to discuss the post listening questions. You can nominate a group secretary yourself to give the opportunity for less active students. Then encourage the group secretaries to report the opinion of the group to the whole class.

1D: Vocabulary Skills

1D.1. Contextual Meaning

? Activity 1.8

1. Guide them to go back to the reading text B and identify the words written in bold. Give them examples to find clues that help them guess the contextual meaning of the words. For example: The word ‘comprehensive’ from paragraph 1 is an adjective that modifies the word ‘approach’. Tell them to work individually and find out the meaning of the words. Then, compare their answers with a partner. Elicit the answers and write them on the board.

1D.2. Text completion using the correct form of the words

? Activity 1.9

1. Tell them to note that a word can be used in different context and in different position (subject, verb, complement) in a sentence, but the form of the word will be different.
2. Show them a few examples about derivations.

Derivation is a process attaching affixes (prefix and suffix) to the root word. There are two types derivations, grammar purpose and to form new words.

Examples:

1. Collaborate - collaboration – collaborations
2. Help – helping - helpful
3. Accept – accepted - acceptance – acceptable
4. Legal – illegal – illegally
5. Expensive – expensiveness – inexpensiveness

1D.3. Verbal reasoning exercise

? Activity 1.10

1. This activity is given to help students develop their critical reading skills and reasoning skills with the of help words. Tell them to read the note given in the textbook about verbal reasoning. Check if they understood the task before they go to the activity.
2. Ask them to read the text under the title '*COVID-19 and SDGs*' which they used for text completion activity. Encourage them to justify their answers.

1E Grammar Skills

1E.1.Cohesion: Using Comparing and Contrasting Devices

? Activity 1.11

1. In this section, the grammar activities integrate the activities given in the speaking reading and writing skills part. It helps students use the cohesive of comparing and contrasting more accurately. Remind them the speaking and reading lessons to revise the cohesive devises of comparison and contrast.
2. Guide them to refer back to the reading text 'B' to understand the meaning of the statements in context. Tell them to use an appropriate cohesive device to meaningfully combine the statements.

1E.2. Fragments

? Activity 1.12

1. Explain the concept 'fragment' as stated in the student book and check if the students understand it well before they go to the activities.

2. Tell them to work in pairs, to identify the missing part of the fragments and correct them accordingly. Elicit answers from students and write the correct versions on the blackboard.

1F: Writing Skills

1F.1. Rearranging words and phrases to make meaningful sentences

? Activity 1.13

1. It is important to encourage students practice sentence level writing skills before asking them to write a paragraph.
2. Tell them to do the exercise in collaboration (in pairs or groups of three). Ask students to tell their answers to the whole class answers as a whole class and write the correct sentences on the board.

1F.3. Paragraph Writing: Write a comparing and contrasting paragraph

? Activity 1.14

1. Before they go to the writing task, it is important to help students get prepared for the task and check their understanding. Remind them of the concept comparison and contrast from the speaking lesson use of the cohesive devices in this unit. Show them previous sentence joining activity as examples of comparison and contrasting ideas in joining sentences

Example:

When Zerihun arrived home, he was tired as he got up early and worked for ten hours.

Even if I parked my car near the police stations, it was stolen and police didn't help me.

2. Revise the steps and structure of paragraph writing. Encourage them to work individually and write their own novel paragraphs.

3. The given topic may not work for all of them, but they can use their imagination and generate idea based of the similarities and differences between city life and rural life.
4. Give them written feedback on their paragraph. That will be a reference for the next task.

1F.4. Writing a paragraph based on information in the chart

? Activity 1.15

1. Give them the second paragraph as an assignment. Check if they can extract information from the chart. Ask if they know what the horizontal and vertical lines of the chart represent.

Unit 1: Answer key

1A.1. Listening

? Activity 1.1

II.

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

III.

1. tourism and hospitality
2. Tourism and Investment
3. Hotels and malls
4. medical centers
5. third diplomatic city in the world next
6. international expectation
7. good working, saving and reading culture

1A.2. Listening

Activity 1.2

II.

1. False 2. True 3. False 4. True 5. True 6. False 7. False

III.

1. Generate an idea and create a plan or proposal
3. Get support for your idea
4. Experiment and test your idea
5. Evaluate your idea and adapt it if necessary
6. Implement your idea

1B.1. Pronunciation

Activity 1.3
Pronunciations of ‘- s’

	/-s/	/-z/	/-iz/
regular plural nouns	books, cats, packs,	trees, words, boys, objectives, goals, jobs	faces buses, faces, boxes
third person singular	stops, develops	watches, plans, calls	watches
possessive noun	Mike’s	Alice’s	Mary’s
contractions	It’s	he’s	

Pronunciation of ‘-d’

/-t/	/-d/	/-id/
watched finished fixed talked stopped laughed kissed	needed planned dreamed called loved decided appeared	stayed agreed cried started wanted expected ended

1C.1. Reading text A

Activity 1.6
While reading

III.

1. True 2. True 3. False 4. False 5. True

IV.

1. To enhance conservation and promote economic development
2. Central and Southern Rift Valley, the Bale Mountains and Awash National Park.
3. USAID
4. 9
5. February 2010

V.

Students may answer in their own way but make sure they include, unified, consistent, and organized messages, in their responses. Make sure to include in the answers that these people are closer to the society and natural and cultural heritages. They will give various answers but it is important to emphasize that women should be fairly represented as their role in tourism and conservation is more important than men. Community based projects should include proportional representation.

1C.2: Reading for detail



Activity 1.7

II.

Statements	(√) or (×)	Evidence (par no)
1. The Millennium Development Goals had lessons for the Sustainable Development Goals	√	1
2. SDGs aspires equitable human development.	√	1
3. Integration is basic constituent of development goals to achieve sustainability.	√	1
4. Ethiopia is highly involved in economic development projects but fails to control the negative impact of the projects	√	2
5. Environmental protection is high priority in Ethiopia	X	3
6. There is adequate synergy between international and national institutions.	X	4
7. In Ethiopia, the communication between different development agents is a problem.	√	4
8. Environmental Impacts Assessment system is well established in all responsible sectors in Ethiopia.	X	5
9. Institutional authorities and their respective consultants exhibit weak competence.	√	5
10. Ethiopian government should revise its economy-first plan.	√	6

III. 1. Challenges

a. political commitment

b. prioritizing one pillar of development over the other

c. lack of synergy between institutions

d. legal gaps

2. Solutions

a. concentration to the pillars of development

b. full implementation of the laws

c. pay attention to environmental and social issues like that of the economic development

d. commitment consistency and allowing the development agencies to engage with full capacity

1D.1. Vocabulary

? Activity 1.8

I.

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

1D.2: Text Completion

? Activity 1.9

I.

- | | |
|---------------------|-------------------|
| 1. comprehensive | 6. conservation |
| 2. synergies | 7. compromising |
| 3. intensified | 8. seize |
| 4. consistent | 9. mainstreaming |
| 5. interconnections | 10. cross-cutting |

1D.4. Verbal reasoning

? Activity 1.10

I.

- | | | |
|----------|---------|---------------|
| 1. False | 3. True | 5. True |
| 2. False | 4. True | 6. Cannot say |

1E.1. Cohesion: Using Comparing and Contrasting Devices

? Activity 1.11

I. Dialogue completion

- | | | | | |
|------------|--------------|----------------|-----------------|-----------------|
| 1. though | 4. similar | 7. as tall as | 10. though | 13. contrary to |
| 2. however | 5. but | 8. likewise | 11. same | 14. same |
| 3. like | 6. look like | 9. even though | 12. even though | 15. even if |

1E.2. Fragments

? Activity 1.12

II.

1. To explain why that happened. (independent clause)

The commissioner refused to explain what happened.

2. After I finish the project. (dependent clause)

After I finish the project, I will submit it to the development office.

3. Because it was raining. (dependent clause)

We did not go out yesterday because it was raining.

4. That time of wonder and amazement. (dependent clause)

We missed that time of the wonder and amazement.

5. Clothes and shoes around the room. (missing verb)

Clothes and shoes were scattered around the room.

6. Shows no improvement in your efficiency. (missing subject)

The project shows no improvement in your efficiency.

7. Was running down the street and into the forest. (missing subject)

The rabbit was running down the street and into the forest.

8. Discovered the cure for the disease. (missing subject)

Scientists discovered the cure for the disease.

9. Worrying that she would die. (dependent clause)

Worrying that she would die, she sold her properties.

10. Investigators from the federal bureau. (missing verb)

Investigators from the federal bureau found out the reason.

1F.1 Word Reordering**Activity 1.13**

I.

1. The major focus of the government is economic development
2. As a result of the growing awareness of the people, they have started taking some measures.
3. Today, people already know that the wellbeing of the environment is deteriorating.
4. In the 21st century, technology has shown great improvements.
5. Economic growth and production depend on use of industrial minerals.

II.

1. When Zerihun arrived home, he was tired as he got up early and was working for ten hours.
2. Even if I parked my car near the police stations, it was stolen and police didn't help me.
3. Since her business plan was so wonderful, she won 20,000 birr, but Sosi didn't want to celebrate.
4. As they were shopping all day, they spent all their money on clothes; however Mark and Peter arrived home empty hand.
5. Though he saw the house for the first time while he was driving on the holiday, Hashim moved to the house last week because he saw it in the countryside.

Time Management

Objectives

By the end of this unit, students will be able to:

- explain the message of the passages about time management;
- identify common expressions of result and the uses of the verb *wish*;
- talk about their time management skills in your personal and academic life;
- correct common mistakes in sentence level writing;
- produce many words from jumbled letters;
- do activities on phrasal verbs and gerunds;
- identify and correct run-on sentences;
- arrange paragraphs to create a coherent essay; and
- write different types of letters.

Learning competencies

By the end of this unit students should be expected to:

Listening:

- listen to a text on time management experience of a student and take notes.
- listen to a text on time management experience of a student and relate what they have heard to their own lives.
- listen to a text for detailed information.

Speaking:

- make oral presentation
- participate in and contribute to oral discussion.

Reading:

- identify the main idea of the reading text.
- scan for specific information.
- read for detailed information.
- read and make notes from what they read.
- write a story based on what they read.

Writing:

- identify and correct run-on sentences.
- identify elements an essay.
- rearrange jumbled paragraphs of an essay to make it meaningful and structurally coherent
- write a personal letter of four paragraphs to explain and inform.

Language Focus

Listening: *What is Time Management (Listening for the gist and for the specific information); Procrastination (listening for details)*

Speaking: *Oral presentation; Group discussion*

Reading: *Time Management and Productive Skills; Cultural View of Time Management*

Vocabulary: *Word game; Analogy Exercise*

Grammar: *Expressions of Result and the verb 'wish', Continuous tenses (past, present and future continuous tenses)*

Writing: *arranging paragraphs; Writing Letters – (Formal to Informal letters)*

Revision Exercise: *Model Test that includes Reading comprehension; vocabulary; grammar; speaking and writing activities*

2A: Listening

2A.1 Time Management Skills



Activity 2.1

Pre-listening

1. Students should look at the picture on Student Text Book. Encourage them to use result clauses during their discussion: “*We organize our short goals in order to stay focused on our assignments*”. Help students first to discuss with a partner and then expand the discussion into groups of four. Prompt one or two of the time management tips.
2. Introduce the activity and then let students get on with it. Allow them a few minutes to think and discuss on each time management tips and then remind them to move on to questions 2 and 3. Monitor carefully while they are working to make sure they are on task and give help where necessary. When everyone is ready, move on to the class discussion: ask some volunteers to present report of the group discussion. Then, elicit views of students on time management. Encourage the exchange of views, but make sure students justify for their opinions.

While -listening

1. Tell students that they are going to listen on the time management experience of a student. Tell them to listen and do **instruction I** and **II**. Tell students to create a table with two columns. They should write ‘*time management skills*’ on top of the left column and ‘*purpose*’ on top of the right column with some blank spaces under each column. In addition to this, students should also copy question number 2 into their exercise book. This will make them ready for the listening practice.
2. Read the listening text entitled “**My Time Management Skills**” at a normal speed-not too slowly. Elicit the answer from the class and write it on the board.
3. Tell students to write their answers for **instruction I** in note form, not full sentences. Then, read the script again. Give students a few minutes to finish their notes and compare what they have written with their partner. Then, ask for volunteers to write their notes on the blackboard. Ask the class to comment on the notes written on the board and give feedback finally.

4. **Instruction I** is individual whereas **instruction II** is a pair work. Allow student to spend about 15-20 minutes on **instruction I** and **II** before asking each pair to report back their answers to the whole class.

Post-listening

1. Allow about 10 minutes for the post-listening discussion. Encourage them to reflect on what they have listened. Then, ask each group to report back a summary of their reflection to the whole class.

Listening Script

My Time Management Skills

My name is Chaltu; I am a student at grade 12. As you know, I will sit for national examination at the end of the academic year. I know that time management is very crucial for me. There is enough time in the day to complete all the things I want to do but it requires making conscious choices and prioritizing tasks. I have To Do lists that help me stay on track. I record all the things I need to accomplish and then focus on completing one task at a time. I prioritize tasks on my To Do list to ensure the most important and time-sensitive ones are completed first. I have to eliminate distractions in order to devote myself to a task at hand. To do so, I put my phone on a silent mode switch off the TV set, and clean off my desktop. I set a study schedule and stick to it. I usually communicate my study schedule to my family, friends and colleagues so it goes uninterrupted. I have developed an anti-procrastination plan. I don't want to put off until tomorrow what I can accomplish today. I create a calendar with all my deadlines and due dates so I can see the big picture. I should be aware of time wasters. I do not allow these time wasters consume my valuable time. I know that Surfing the internet, watching TV, gaming, and browsing social media sites are all notorious time wasters. I create a filing system which allows me to quickly find a needed document; this is the issue of organization that helps make my study area a clutter free. I usually create time budget.

2A.2 Procrastination

In this listening section, we are going to listen to a text on which a student shares his habit of procrastination. This activity focuses on the skill of listening for detailed information which is an important skill in listening and reading.



Activity 2.2

Pre- listening

Before listening to a text, ask students whether they are familiar to the term ‘procrastination’. Ask them if it is similar to or different from laziness. Then, after getting the students’ opinion on this issue, explain what procrastination means and how it is different from laziness. Elicit possible prediction about the content of the listening text and write some of the predictions on the board for later confirmation. Give students 10 minutes to do the pre-listening tasks.

While-listening

1. Introduce the task and then ask students to copy the comprehension questions into their exercise book. Help them understand each question. Then, read the script at a normal speed. Afterwards, give students a few minutes to finish their answers.
2. Ask students to compare their answers with a partner. Then, read the script for the second time so that they finalize their work. Ask volunteers to share their answers to the whole class and give feedback when necessary.

Post-listening

1. Allow a group discussion for about 10 minutes on post reading task before asking each group to report back a summary of their discussion to the whole class.

Listening Script**Procrastination**

I will be going into my final year this September, I wanted to reflect on my habits and ways of managing my stress levels during the school year. During this process, I realized that like many other students, the habit that affects my life the most is... procrastination. Procrastination is one of the main barriers blocking you from getting up, making the right decisions and living the dream life you've thought of.

I fall into the group of students who procrastinate until the last minute. I start stressing that I don't have enough time to finish whatever it is I've procrastinated on to perfection. I realize that I don't have time to stress about the fact that I procrastinated and finish the work even if it means I'll be sleep-deprived, and then...continue to procrastinate on my other work to reward myself for all the hard work I just did.

I feel like my whole time at high school has basically been a workout, but with very long recovery periods of watching movies, Facebook, sending text message to friends, and other forms of procrastination in between.

After each period of procrastination, I tell myself the same thing: "The procrastination was worth it. I just needed to put myself in a high-pressure situation with a time constraint to finish the work without overthinking." Although at the back of my mind, I know a deadline is approaching, the thought of doing the work stresses me out because I either don't know where to start or I'm just too lazy to tackle the work ahead. In other cases when I am excited about the work, I'm too scared to start because the end result might not live up to my expectations.

Last year, this habit made me late for class and even miss some of my classes in which attendance and participation were mandatory, all because I was busy trying to finish the assignments. When I got a grade back and realized that I had done well or better than I had expected – that I had basically gotten away with procrastinating – I felt more compelled to continue my habit rather than learning how to change it. This cycle just continued because I would be motivated by the deadlines.

The system is very dysfunctional, but because it “worked” to me, that’s all that mattered. However, I knew that this habit of doing things last minute was just a short-term solution to a much bigger problem: my fear of failure. Knowing this, I knew I needed to get out of this never-ending loop of procrastination and self-loathing.

2B:Speaking

2B.1 Giving Reason



Activity 2.3

1. In instruction I, students write five things they have done today and five places they have been to recently (but not today). They should build the sentences with time reference as exemplified in the student’s text. Then, students practice the skill of asking and answering questions and giving reasons. This is a pair work in which one student asks and the other responds.
2. Follow up the students’ pair work. Elicit and write some questions and answers on the board. Give short explanation on common conjunctions of reason with example.
3. In instruction II, students should write five activities they did yesterday. Then, in groups of 4 or 5, they should compare their activities and come up with one common activity table as a group. After that, they prioritize the tasks based on their importance or urgency.
4. In instruction III, students should continue working on the table in instruction II. This time, they should evaluate the tasks in instruction II by writing numbers in the last column. The key for each number value is given in the student’s text. Finally, they should discuss the table in instruction II based the discussion questions presented in the student’s text and present the summary of their discussion to the whole class.

2C:Reading

2C.1 Time Management and Productivity



Activity 2.4

Pre-reading

1. Before reading, ask students to tell what they know about the relationship between time management and productivity. Elicit answers from the whole-class and write it on the board.
2. Then, ask students how they make their school life productive and how they manage their study. Elicit answers from the whole-class and write it on the board. Discuss the issues with the whole class.

While -reading

In this section, students should practice important skills like; **skimming**, **scanning** and **reading for details**.

Post-reading

1. Finally, students should prepare their own time management plan and present it to the whole class orally. This activity integrates reading with speaking. Make students comment on their classmate's time management plan.
2. Students should learn the meanings of words/phrases associated with time management. Encourage them to use a dictionary. Tell them that dictionary usage is crucial in language learning.
3. In pairs, first, students are asked to classify words into 'good time management practice' and 'poor time management practice' based on the reading passage. Then, they will be informed to look up the dictionary meanings of each word. Finally, they construct example sentences using the new words. The purpose of this practice is double fold. To identify the dictionary meanings of words and to understand the contextual meanings.

2C.2 Cultural Views of Time Management



Activity 2.5

Pre-reading

1. Before reading the text, elicit information from students on cultural views of time management. Then, go to the first instruction (i.e. I) on matching the two halves of time proverbs. Assist the students in their effort to understand and match the two halves of a proverb. This exercise is intended to get the students attention and to create interest towards the reading text.
2. In pairs, students should interview each other. The purpose is to extend their skill of questioning and answering which was started in the previous section. Furthermore, the response leads towards understanding the differences in the time management practices of people.
3. Instruction III and IV are intended to make students understand that time and time management is influenced by culture. Different cultures understand time differently. The metaphor in the students' text signifies cultural view of time. Therefore, elicit students' understanding on the metaphor 'time is money'. Students discuss in pairs whether time management is culturally influenced or not.

While -reading

1. Students practice note-making from a reading material as it is an important study skill. Give students 15-20 minutes to go through the passage and do the exercise on note-making. Take sample notes from a volunteer, write them on the board; then teach the techniques of note –making; after that ask students to correct the notes put-forwarded by volunteers. Remember, peer-feedback is an important study skill that students need to practice.
2. Instruction IV integrates reading, writing and speaking. In real life skills are used in integration. Therefore, students should practice skills in integration. Encourage students to integrate skills and this in turn will create confidence in students language use.

Post-reading

1. Students should discuss on instruction VI in small groups. Encourage them to take roles in the discussion and make sure that every students is on task during the discussion. You should also encourage them to use the target language during discussion. Move around the groups and check students group discussion.

2D:V ocb ula y



Activity 2.6

1. Students should look the meanings of new words from a dictionary. Teachers should check the students' proper dictionary use and train them for that.
2. Instruction II is a word game in which students rearrange jumbled words and make meaningful word out of it. This will help learners develop critical thinking skill. Give the first one as an example and it is '**productive**'.
3. Instruction III is on contextual meanings of words. As you know, it is impossible to tell the meanings of words in isolation as one word may have more than one dictionary meaning. Therefore, it is advisable to encourage students to identify the contextual meanings of words. Give them 10-15 minutes to do this exercise. Then, ask volunteers to do the completion. Provide systematic feedback on their effort; give chance for peer feedback. Teacher's feedback should come in the end.
4. Explain to students that you are going to give them five different analogies to solve (i.e. instruction IV). Tell them that each analogy will contain a word for which they have to find another word similar in meaning. Teach about analogy using the note given in the students textbook. Encourage the students to explain why they chose their answer. This is initially an individual task and then students will be asked to compare their answers in pairs, finally they discuss in small groups before reporting to the whole class. Give 10-15 minutes for this activity.
5. Instruction V is on phrasal verbs. Students should already know what phrasal verbs are. If there are some students who are not sure, look at the information in the student's text. Go through the information on phrasal verbs, carefully with the class, or provide examples on the board. Then, give students a few minutes to do the task. Check the answers with the whole class.

2E: Grammar**Activity 2.7**

This section tries to touch up on three different grammar items that include result clause, the use of the verb ‘wish’, and gerund.

1. Begin by asking the students about their background knowledge on **result clauses**. Elicit the answers from volunteers and write them on the board. Then students underline the reason clauses and justify to their partner why they underlined them. This may take from 3 to 5 minutes as introduction.
2. Instruction I - IV are on identifying and using **result clauses** in sentences. They are varied in order to meet students’ learning preferences. Furthermore, using one language item in different sentence structures widens the opportunity of using the new language item in different contexts.
3. Students should already be familiar with the verb **wish**. If some students are not sure about it, introduce what it is and how we use it. Look at the note on the student’s text.
4. Then, students should do Instruction V individually with teacher’s supervision. It is a broken dialogue. The first one has been done as an example. This is an individual activity and may take about 10 minutes.
5. The exercise should show the extent to which students have understood how to make **wishes**. Finally, elicit from volunteer and write their answer on the board. Then, ask the class to comment on the answers and finally teacher gives feedback.
6. Instruction VI is a little bit advanced than instruction V. Students are expected to produce their own sentences after understanding the situation. So, the activity moves from more controlled to a less controlled one. Students should present their sentences and the teacher should write some of the students’ sentences on the blackboard and ask the whole class to comment on them. Finally, the teacher provides a systematic feedback.

7. 'Gerund' is another language item that is covered under this section. Students are expected to have background knowledge about it. 12 example sentences are given to illustrate the three possible uses of gerund. Three sentences are meant for each use. Students should read all the 12 sentences and explain about the use of gerund in each sentence.
8. In instruction II, students should categorize each sentence into different uses of gerund in pairs. The students' previous knowledge is used in this exercise.
9. Exercise III and V are context based. Students should use gerund in different contexts. This may enhance their language use. Both are individual exercises. The teacher should check the students' answers and provide a systematic feedback.
10. Use the student's text for grammar input.

2F:W iting

2F.1 Run-on Sentences



Activity 2.8

1. Begin with the definition of run-on sentences and provide examples. Then, students should proceed to instruction I. First individually and then in pairs.
2. In like manner, instruction II should also be done first individually and then in pairs. You should check students' answers; elicit answers from them; write the answers on the board and encourage students to comment on it. Finally, give feedback with explanation.
3. Instruction III is an advanced exercise compared to the previous two (i.e. I and II). Students should read a story with run-on sentences and provide correction the run-on sentences. This is an individual activity in which students check their ability to identify run-on sentences in a context and correct them. Make sure that every student is on task. Finally, ask volunteers to write their answers on the board and ask the class to comment on it. Then, give chance for the student's self-correction. Teacher's feedback is the last resort.

2F.2 Jumbled Paragraphs.



Activity 2.9

Begin by teaching parts of an essay from the student's text. Then,

1. Assign the students into groups of four. Students should organize the jumbled paragraphs into one complete essay that contains four paragraphs.
2. In their groups, students should add a summary paragraph and present their analysis to the whole class.

2F.3 Letter Writing.



Activity 2.10

1. Go through the guideline in the students' text book with the whole class and ask them to think of example situations in which these kinds of letters are written, e.g. letters to a newspaper.
2. Elicit from students some similarities and differences between a friendly letter and a letter to a newspaper and write them on the board. Don't spend too much time on this activity. Students should do most of the work on their own or with a partner.
3. Follow the procedures step by step and help students organize their points accordingly and finalize their writing task after a number of drafts.
4. Students should identify parts of a letter and do Instruction II individually. Encourage students to do as many drafts until they are satisfied with their piece of writing.

Unit 2 Answers Key

2A.1 Time Management Skills



Activity 2.1

II. listening to text

Time management skills	Purpose
Have to do list	To stay on track.
Prioritization	To compete time-sensitive tasks.
Eliminate distractions	To devote oneself to a task at hand.
Communicate study	Not to be interrupted
Develop anti-procrastination plan	Not to put off until tomorrow what I can accomplish today.
Create calendar with deadlines	To see the big picture
Aware of time wasters	To identify time consuming activities.
Create filing system	To quickly find a needed document.

III. Matching

- 1) F 2) G 3) A 4) B 5) D 6) C



Activity 2.2

II. True/False

- 1) True 2) False 3) True 4) True 5) False

2C.1 Time Management and Productivity



Activity 2.4

While reading questions

1. Time management is highly important if you want to be productive in your school life.
2. (a) Social media usage and internet surfing are time wasters.
(b) Completing homework early each day is an example of student's short-term goal.
(c) It requires planning and commitment.

III. Reading for details

- 1) a 2) b 3) a 4) a 5) a

V. time management practices

Good time management practices	Poor time management practices
Setting goals Plan and control Prioritize balance	Procrastination Multi-tasking Time waster

2C.2 Cultural Views of Time Management



Activity 2.5

I. Matching

Time flies ----- *when you are having fun.*

The early bird ----- *catches the worm.*

Never put off until tomorrow ----- *what you can do today.*

A stitch in time ----- *saves nine.*

II. Ask and answer the questions

Different answers are possible.

IV. Answers for reading text

1. Time is seen as flexible in some cultures but viewed more rigidly in other.

2.

Cultural time view	Understanding of time	Example countries/cultures
Linear time view	Flowing from one moment to the next in a linear fashion	America, Germany, Switzerland, and England.
Multi-active time view	The more activities being done at once the better.	Spain, Portugal, and Italy.
Cyclical time view	Neither linear nor event related... cyclical	Japan and China.

V.

Show up: appear; waiting for: expecting; along with: in addition to; result in: produce; lead to: cause; place on: put (different example sentences with the given meaning should be constructed by students).

**Activity 2.6****II. Arrange the mixed letters and form a word or words**

- (a) productive (b) procrastination (c) goal setting
(d) prioritize (e) due date (f) deadlines.

III. Complete the sentences

- (1) schedule (2) effective (3) involves
(4) achieve (5) factor (6) prioritize
(7) manage (8) interrupts (9) flexibility (10) log

IV. Circle the word that best completes each analogy

- (1) d, (Zebras have stripes and giraffes have spots).
(2) d, (Bats live in caves and humans live in houses).
(3) a, (Red means to stop and green means go).
(4) b, (If there is plenty of something there is enough, but a shortage means that there is a scarcity).
(5) c, (Present means that you are here, while tardy means that you are late).

VI. Complete the answers to these questions

- (2) ...up with her. (2) ... out of them. (3) ...it up. (4) ... on with it
(5) ... it up (6) us down

VII. Re- write each sentence

- (2) ... look back.... (3) ...look up to... (4) ... give out... (5)... put through...
(6) ...going on... (7) ... broke down...

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

- (1) Give me the form and I'll fill it for you.
(2) That taxi will pick it us up at 5:30
(3) I came across that one in a second-hand book shop.
(4) That flu was horrible; it took me two weeks to get over it.
(5). There is a mistake? Let me look into it and see what's happened.
(6). The holiday started well but it turned into a nightmare.
(7) I'm really looking forward to seeing you.

2E.1 Expressing Result**Activity 2.7****I.**

1. There are so few hours in a day that I can't do everything I want to do.
2. There was a power cut so we had to light a few candles.
3. There's not much time left so we had better hurry.
4. It was such a puzzling situation that she was confused about what to do next.

II. Join the sentences using *since, as, for* ...

Use since/for/as/because... interchangeably.

III. Complete the sentences

Open ended (different options are possible).

IV. Complete the sentences with an expression from the box

- b) ...for the children c) ...for the best drawing.
d) ...due to a problem with the brakes.
e) ... for some bottled water. f) ...owing to the strike.

2E.2 Wishes

V. Complete the conversations

- B) wish I was /were as rich as Gemechu/ wish I was/were rich.
C) wish I'd had dancing lessons/ wish I had learned to dance.
D) wish I had known.
E) wishes they hadn't moved.
F) they wish they'd never started.

2. Open ended (Different options).

2E.3 Gerund

VIII. Categorize the sentences under the different uses of gerund.

- A-C as subject of the verb.
D-F as object of a transitive verb.
G-I as object of a preposition.
J-L as complement of a verb.

IX

I like eating fast food a lot. However, I'm having a problem. I am gaining weight. Going to diet is what is expected of me. I have to stop eating fast food and start buying more fruit and vegetables. Furthermore, I am joining a gym. I am exercising every day and I'm looking forward to losing weight.

X. Insert the verbs in the box into their appropriate places

- | | | | | |
|------------|--------------|-----------|-------------|--------------|
| 1. cooking | 2. drinking | 3. losing | 4. joining | 5. trying |
| 6. going | 7. drinking, | 8. losing | 9. drinking | 10. drinking |

2F.1 Run-on Sentences



Activity 2.8

I. Decide whether they are right or wrong based on their structure

- | | | | |
|----------|----------|----------|----------|
| 1. Wrong | 2. Right | 3. Wrong | 4. Right |
|----------|----------|----------|----------|

II. Decide which of the sentences is right and which is wrong

All are wrong except '7'.

- My father retired from office last year. He is writing a book about his experiences.
- Jeff mowed the grass this morning. Tonight he will water the flowers and bushes.
- The small girl seemed to be lost; she was crying and looking for her mother.
- Mrs. Dawson inherited a large sum of money from her brother. She can buy a new car now.
- I can never beat my little brother at video game; he has them all mastered.
- We will be on vacation next week. We will be unable to attend your party.

III. Decide whether the group of words constitute a correct sentence or a run-on sentence

All are run-on sentences except '7'.

a) (The following possible corrections serve for all).

- School in Munich was too rigid and boring for young Einstein. He did not do well.

2. School in Munich was too rigid and boring for young Einstein; he did not do well.
3. School in Munich was too rigid and boring for young Einstein, and he did not do well.

2F.2 Jumbled Paragraphs.



Activity 2.9

- I. Re-arrange the jumbled paragraphs to form a coherent essay.

The right order is 2, 4, 1, 3

2F.3 Letter Writing



Activity 2.10

- I. Identify the parts of the letter

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

UNIT

3

Evidence on Road Traffic Accidents

Objectives

By the end of unit three students will be able to:

- identify detail information from listening texts;
- tell the main ideas and specific information from listening and reading texts;
- express your opinion on issues raised;
- create analogical relationship between words;
- construct sentences using discourse markers;
- interpret graphic/table data to text ;and
- write a narrative three to four paragraphs essay on given incidents.

Learning competencies

Listening:

- listen to a talk and tell the gist of the talk.
- listen to a text and identify the details.
- put information in sequence while listening.
- explain the contents of the listening text

Speaking:

- produce dialogue using common expressions of asking for and giving opinions
- express their opinion using common expressions of asking for and giving opinion

Reading:

- predict the main idea of the passage based on the pre-reading tasks.
- skim and tell the gist of the reading text.
- scan and find particular information from the reading passage.
- analyze a text and reflect on it in detail.
- compare information based on data in the text
- identify opinion and facts

Vocabulary:

- tell the meaning of words taken from the passages
- describe features of analogy using synonyms and antonyms
- use words in a contexts.

Grammar:

- use tenses properly in the main and if-clauses of conditional sentences.
- combine two or more sentences using participle phrases
- correct misplaced modifiers in sentences

Writing:

- rearrange jumbled paragraphs to form coherent narrative essays
- identify the structure of a narrative essay
- compose appropriately organized narrative texts of 5 paragraphs

Language Focus

Listening: *Data on Road Traffic Injury; who is at Risk of Road Traffic Accidents?*

Speaking: *Expressing Opinion (Asking for and Giving opinion)*

Reading: *Magnitude of Road Traffic Accidents; Evidence of Road Traffic Accidents in Africa; Critical Reading of Situations;*

Grammar: *Tense balance in Conditionals; Participles and Participle phrases; Misplaced modifiers;*

Vocabulary: *Words from the passages; Exercise on Analogy; Sentence Completion*

Writing: *Arranging Jumbled sentences correctly; Writing a Narrative Essay;*

Listening Skills

3A.1. Listening text A:



Activity 3.1

I. Pre- listening

1. Introduce the topic of the listening text and find out if students have some level of background information. Even if they are grade twelve students, they might have different background knowledge about road traffic accidents. Ask them in general terms what scene of a traffic accident is like.
2. Arrange them in pairs. Tell them to look at the pictures and answer the pre-listening questions accordingly. Make sure they understand what the picture is about?
3. Elicit their responses and share some points with the whole class.

II. While listening

1. Before you start reading the listening text, tell them to read and copy the while listening questions into their note books.
2. Introduce the task and read the script at a normal speed. You may read the script twice. Afterwards, give them a few minutes to answer the questions.
3. Before you go through the answers with whole class, allow them to compare their answers with a partner.

III. Post listening

1. To help students do the post listening activity, you may read the script for third time depending on the ability of your students, and allow them take note of the main points. Tell them to work with their partner to write a summary. Then, guide them to use their outlines to write a summary in a paragraph form.
2. Have a few groups who read their summaries to the whole class. Give them oral feedbacks.

Listening Script A**Who does need road traffic data?**

Nobody wants to get into a car crash or see scene of accident. However, if we are involved in an accident, being prepared and knowing what to do can save lives, minimize injuries and make the claims process simpler and easier.

If we come into a road traffic accident, we should develop a clear and logical plan on what to do.

- First, try to understand the scene
- Be calm, competent and authoritative, and then organize people.
- Study the likely scale of the injury in terms of numbers and severity.
- Make sure if the road is safe or oncoming traffic is a further threat. Block oncoming traffic if any. If you have a car, park diagonally behind the incident leaving on hazard lights.
- Place warning triangles in both directions
- Check if there is fire, chemical spillage or risk from ruptured fuel tanks.
- Has anyone called the emergency services? Check if they are already in coming.
- Protect yourself: cover exposed skin, wear gloves and a hard hat if available.
- Unless people are trapped or unable to move, get them off the road and help.
- If the emergency services have not arrived, make a very brief survey of the scene to be able to give them more information.

Data from the scene can be used at different levels by several groups of people with different road safety interests. These include road safety officers and road engineers, vehicle design engineers, police, lawyers, road safety researchers, politicians, teachers, statisticians, insurance companies, emergency services (i.e. ambulance, first aid, fire fighting), public drivers, education services and members of the public.

Data items identified and recorded in most countries are similar except there are some variations in the level of detail and variations due to difference in definitions of the collected data items and values.

Common data parameters are

1. **General Details:** Report no, Date, Time, Region/State, nearest Police station, Severity, Collision Type, No of casualties, No of cars, Vehicle Type
2. **Road details :** Class of road/road no, Type/no. of the street, Speed limit, Junction type, Road width, Location description, Map reference
3. **Environmental Conditions:** Light condition, Road lighting, Road surface condition, Weather and Geometry
4. **Vehicle details:** Vehicle model, Vehicle type, Vehicle damage, Vehicle ownership, Registration no
5. **Driver details:** Driver age, sex, License no, License status, Seat belt/Helmet and Alcohol/Drugs suspected
6. **Casualty Details:** Age, Sex, Nationality, Severity, Passenger location, Pedestrian location and Pedestrian movement

3A.2. Listening Test B: Who is at risk of Road traffic accidents?**Activity 3.2**

In this section, students practice critical listening. You may have to read the text more than two times.

I. Pre listening

1. Introduce the lesson and guide the learners to work on the key words taken from the listening text. Allow them to do this in pairs. After a few minutes, write the words on the board and elicit the meaning of each word from the whole class.

II. While Listening

1. Remind them to copy the while listening activities into their notebooks. Check if they understood the questions. Read the script at a normal pace allowing them to take note/information to complete the statements 1-6 under instruction I.
2. Tell them to answer the true/false items and read the script for the second time a bit faster than the first round. This time students check if they have answered the questions correctly. Go through the answers with the whole class.

III. Post Listening

1. The points under the post listening activity are the core points of the listening text. Arrange the students in small groups and help them understand the task. For example, as stated in the listening text, the vulnerable groups are pedestrians, cyclists and motorized two and three wheel vehicle users. How about in Ethiopia? Assign a chairperson who leads their discussion, and share the points with whole class. Given them about ten minutes for this task
2. If you think the points are too many, (depending on the time / performance of your students) tell them to choose only two or three of them.

Listening Script

Who are at risk of road traffic accident?

There are notable differences in fatality rates between different road user groups although all types of road user are at risk of being injured or killed in a road traffic accident. In particular, the vulnerable road users such as pedestrians and two-wheeler users are at greater risk than vehicle occupants. They also bear the greatest burden of injury. This is especially true in low-income and middle-income countries, because of the greater variety and intensity of traffic mix and the lack of separation from other road users. One of the particular concerns is the mix between the slow-moving and vulnerable non-motorized road users, as well as motorcycles, and fast-moving, motorized vehicles.

Globally, pedestrians and cyclists represent 26% of all deaths, with those who are using motorized two and three wheeler vehicles comprising another 28%. Car occupants make up 29% of all deaths and the remaining 17% are unidentified road users.

Africa has the highest proportion of pedestrian and cyclist mortalities with 44% of death. In South-East Asia and Western Pacific, the majority of deaths are among riders of motorized two and three wheels who represent 43% and 36% of all deaths respectively.

Although pedestrians, cyclists and riders of motorized two and three wheelers are more vulnerable as a result of being less protected than car occupants, the heavy burden of deaths borne by these road users is also reflection of infrastructure and vehicle design that prioritizes cars and other motorized transport.

Many of vulnerable road users in many parts of the world cannot afford or do not have access to the safest vehicles. They are still largely ignored in the planning, design and operation of roads. In many countries, roads still lack separate lanes for cyclists or adequate crossings for pedestrians. Some countries also allow too high motor vehicle speeds. Similarly, while vehicle standards have been developed for car occupants, many are not widely implemented in vehicles sold in low- and middle-income countries. Recently, car manufacturers have begun to implement standards in high-income countries to ensure that the design also protects road users outside of the vehicle. The heavy burden of deaths borne by these car occupants constitutes an issue of equity, as income and social status become social determinant of road traffic death and injury.

(Adapted from global status report on road safety, 2018, WHO)

B :S p~~k~~ ing Skills

3B.1 Expressing Opinion



Activity 3.3

1. Ask students to work in pairs. They can study the expressions given and put them under the categories given. Elicit from the whole class one example from each group and write them on the board. Remind them to copy the table into their notebook and do the activity.
2. After a few minutes, do the grouping with the whole class. Elicit the expressions from them and put them on the board. Explain and give examples how they use the expressions in dialogues and discussions. Elicit many examples from the whole class and write them on the board.
3. Organize them in pairs and encourages them to choose topics for their discussion. They can first write the dialogue and practice with a partner. Give them enough time. Go round the class and see if they are engaged in the task. Encourage them to use the language.
4. Allow three – five pairs to perform the dialogue in front of the class. Check if they are using the expressions.

Reading Skills

3C.1 Reading text A: Magnitude of Road Traffic Accident



Activity 3.4

In this section, students practice reading for the main idea and specific details. They also transfer the information to tables. They compare and contrast based on the information.

I. Pre- reading

1. Before asking students to go to the reading activities, briefly discuss with the whole class about ‘magnitude of road traffic accidents.’ Ask them general question about the magnitude. Allow them to reflect on their opinions as a whole class for a few minutes.
2. Arrange them in small groups and tell them to spend a few minutes discussing their experience about road traffic accidents. Guide them through the pre-reading activities and let them share their opinions to the whole class.

II. While Reading

1. Introduce the while reading activities and tell your students to read the questions before they start reading the text. Tell them to answer all the questions individually first and then they will check their answers in pairs. Give them about ten minutes for this task. Then, give feedback with the whole class.

III. Post Reading

1. Organize them in small groups and tell them nominate a group secretary who would keep the points of their discussion and report them to the whole class. Allow them present the points and ask the whole class to give feedbacks. Encourage them to justify their feedbacks on the points presented.

3C.2 Reading text B: Evidences of Road Traffic Accident in Africa**Activity 3.5****I. Pre-reading**

1. Introduce the topic of the reading text. But, before students go to the reading task, explain to them how they work on the KWL chart as a pre-reading activity. Ask if they understand the task. Elicit the responses, add some more examples, and then ask them to go to the textbook to do the task individually. Remind them to complete two column of the chart before reading the text.

I. What I Know: Before students read the text, ask them as a group to identify what they already know about the topic. Students write this list in the “K” column of their K-W-L forms.

II. What I Want to Know: Ask students to write what they want to learn from reading text in the “W” column of their K-W-L chart. For example, students may wonder if some of the “facts” offered in the “K” column are true.

III. What I Learned: As they read the text, students should check for the points they have listed in the “W” column and write anything else they learn. in the “L” column.

II. While Reading

2. Check if they are done with the two column, “K-W”, of the form and guide them to read the text and write points in the third column, ‘L’. When they finish, tell them to check their answers in small groups or with a partner. Take a few minutes to tell their answers to a whole class. Appreciate them for their imaginations and effort.
3. Allow them to do the remaining while reading activities by themselves. Encourage them to answer the questions individually and then check their answers with a partner or in groups of three.

4. Give feedback with the whole class and write the answers on the board. Students might have varied responses for instruction IV. Elicit their responses and write sample sentences on the board, but check if they used data to compare the countries.

Example: The death rate in Libya is greater than the death rate in Thailand.

1. Assign them in groups to do the assignment. Remind them to do the charts in bigger size so that the whole class can see and understand their post. This will create a sense of competition and encouragement. Facilitate a space for their post and move around the room and see the other groups' posts.

D Vocabulary Skills

3D.1. Contextual Meaning



Activity 3.6

1. Remind them that the words are not new; they are taken from the listening and reading texts in the unit. Encourage them to do the task individually and check their answers with a partner.
2. Encourage them to do the task under instruction II individually in the same way. Then, ask them to read the sentences to a partner. Encourage them to give and take feedback with the partner. It should not be only the teacher who gives feedback. Peer feedback is very important to promote learning from each other. Give them enough time and go around and see if they are giving and taking peer feedback. Then extend that to a whole class discussion.
3. Then, you can elicit from them and write similar examples on the board.

3D.3. Antonyms



Activity 3.7

1. Remind them again these words are also used in the listening and reading activities. Encourage them to use their prior knowledge and contextual clues and do the task without referring to dictionaries. Ask them to check their answers with a partner or small group of three.

2. Elicit their responses and write them on the board.

3E.1 Tense balance in conditional sentences



Activity 3.8

1. Remind them that this lesson will be a revision to activate their knowledge of tense balance in conditional sentences. Elicit some examples as a whole class and write them on the board. Tell them to work in pairs or individually, and then to do the activity under instruction I. Make sure they understood the instruction as you go round and see if everyone is engaged.
2. Give feedback with the whole class and write the answers on the board. Then, elicit their responses about tense balance and meaning differences in the four conditional sentence types.
3. Guide them to read the note in the table. Then, tell them to do the activities under instruction II and III.
4. Elicit the responses as a whole class and write the answers on the board.

3E.2. Participles and Participles Phrases



Activity 3.9

1. You may start with examples and discussion. Elicit more examples from the whole class and write them on the board.
2. Allow them to do the activities with a partner.

3E.3. Misplaced Participles/ Misplaced Modifiers



Activity 3.10

- Participles are verbs ending in -ing (present participle) or -ed/ past form (past participle) functioning as modifiers (adjectives/adverbs)
- When past participles (usually -ed) are used like adjectives or adverbs.

Example: What an interesting art.

Filled with horror at what he had just seen, he sat in his chair.

- Participles after a noun define and identify in the same way as relative clauses.

Example: I met a woman riding a horse. (= who was riding ...)

- Participles can be used as adverbs. They can describe:

- two actions happening at the same time.

Example: She sat by the fire reading a book.

- two actions that happen one after another.

Example: Opening his case, he took out a gun.

- If it is important to show that the first action is completed before the second action begins, we use the perfect participle.

Example: Having finished lunch, we set off on our journey.

Having had a shower, she got dressed.

- two actions that happen one because of another.

Example: Being mean, he never bought anyone a Christmas present.

Not knowing what to do, I waited patiently.

A participial phrase should come immediately before or after the noun it refers. If any structure comes between the participle and the noun it refers to, it becomes a confused or misplaced participle.

Example: a. Having had a shower, she got dressed. The participial phrase '*Having had a shower*' refers to the subject '*She*'

If you put it the other way: She got dressed having had shower. (*now it is not clear what the participial phrase refers to*)

b. Being mean, he never bought anyone a Christmas present. (*Clear*)

Being mean, Christmas present was never been bought for anyone. (*misplaced/confused*)

Writing: Narrative Essay

3F.1. Jumbled Paragraphs of a Narrative Essay



Activity 3.11

1. Before, the writing task it is important to revise the use of simple past and present perfect tense because it helps them in writing narrative essay. Go through the tip in the student book. Give examples and elicit more examples from the whole class and write the examples on the board. Help them understand the meaning difference between simple past and present simple, as indicated in the student material.

Note:

Tenses for Narration

Past Simple and Present Perfect are used to talk about the past.

- The Past Simple refers to finished past. Present Perfect links the past with the present.

Example: Mengistu Lemma wrote wonderful plays. He is dead. I have written two books. I'm alive so, I will write more.

- There is no present result in Past Simple: the Present Perfect tense refers to present effect of past action.

Example: I hurt my back. (But it's better now.) I have hurt my back. (And it still hurts.)

- The Past Simple refers to definite past used together with definite time adverbs, last night, two weeks ago, on Monday, at 8:00. With the present perfect indefinite adverbs (recently, before, since, never, for some time) are used.

Example: last night. I saw him two weeks ago. I didn't see him for a week

I have not seen him recently/for years

2. Give them clues to identify the order of narrative paragraphs. Allow them to do the activity with a partner. Elicit their responses and give them feedback.

3F.2. Steps to Write a Narrative Essay



Activity 3.12

1. Remind your students to study the tense and the cohesive devices used in the jumbled essay
2. Go through the steps in student material with the whole class. Make sure they understand what they should do at each stage. Show them examples of a mind map and a down list on the board.
3. Give them simple topics as examples so that they write a narrative essay.
4. It is important to follow the outline given in the student material to organize the points in a logical order. Make sure they have understood the instruction.
5. This can be an individual assignment. Give them written feedback.

Unit three Answer key

3A.1. Listening text A:



Activity 3.1

II.

1. a, c, and d
2. d
3. d

III.

1. a. Report no, b. date, c. location
2. a. Vehicle detail / Road type / Environmental condition
c. class of road/ ...
3. a. vehicle model b. vehicle type c. ownership

3A.2. Pre-listening

I.

- A. Pedestrians** : a person who is walking, foot-traveler, footslogger
- B. Cyclists** : a person who rides or travels by bicycle, motorcycle, etc
- C. Motorized**: a vehicle has an engine
- D. Lane** : is part of a main road which is marked by the edge of the road and a painted line, left for cyclists
- E. Occupant** : refers to people who are in a place a room, vehicle, or bed at a particular time

While Listening

II.

- | | | | | | |
|---------|--------|--------|--------|--------|--------|
| 1. 26 % | 2. 28% | 3. 29% | 4. 44% | 5. 43% | 6. 36% |
|---------|--------|--------|--------|--------|--------|

III.

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

3B.1.Expressing Opinion



Activity 3.3

I.

Asking for opinion	Giving opinion	Agreeing	Disagreeing
What do you think	I believe that.....	I feel the same...	I'm afraid I disagree with you.....
What is your opinion?	I think.....	I kindly agree with you.....	I don't think so.....
Do you think.....	In my opinion.....	I totally agree.....	I don't go along with you.....
	What I strongly believe is.....	I couldn't agree more.....	

3C.1. Reading text A: Magnitude of Road Traffic Accident



Activity 3.4

II.

1. Death per year 1.3 million
2. Injuries per year 50 million
3. Global fatalities 17 per 100,000
4. Economically active group 75%
5. Economic loss 3%

III.

1. False
2. False
3. True
4. False
5. True
6. True
7. True

IV.

	Global	LMI countries	Africa	Ethiopia
Death	1.3 million	27.5 per 100,000	16.6 per 100,000	36796
Injuries	50 million		65.2 per 100,000	5,4731
Fatalities	17 per 100,000		27 per 100, 000	25.3 per 100,000
Economic cost	500 billion	1-2% of GDP	3.7 billion	0.8 – 0.9 % GDP

V.

1. Age 15 -44
2. halve the global number of fatalities and injuries from the road
3. **Rampant** reckless driving behaviors, poor road network, substandard road conditions, failure to enforce traffic laws and poor conditions of vehicles

3C.2. Reading text B: Evidences of Road Traffic Accident in Africa



Activity 3.5

IV.

1. Decreases
2. Most developed
3. lack of seat belts, overcrowding, and hazardous vehicle environments

4. in opposite direction
5. Smaller
6. under-reporting

3D.1. Contextual Meaning



Activity 3.6

- | | |
|-------------------|---|
| 1. fatality | a. the power of causing death or disaster |
| 2. constitute | b. be the components or elements |
| 3. halve | c. divide into two approximately equal parts |
| 4. infrastructure | d. the fundamental facilities and systems serving a country |
| 5. determinant | e. a factor, circumstance, etc, that influences or determines |
| 6. per-annum | f. by the year, yearly |
| 7. inhabitant | g. a permanent resident of a particular place or region |
| 8. threshold | h. beginning of an important new event |
| 9. prevalence | i. dominance or frequency |
| 10. fleet | j. organized group of |

3D.2. Antonyms



Activity 3.7

1. **Disproportional:** proportional/ corresponding
2. **Preventable:** non-preventable/ unpreventable
3. **Standard:** substandard/ non authorized model
4. **Neglected:** focused / given attention
5. **Rampant:** controlled / well mannered
6. **Reckless:** careful / responsible
7. **Severe:** less severe/ less serious/ less harsh
8. **Insecure:** secure / protect

9. **Vulnerable:** non- vulnerable/ strong / safeguarded

10. **Hazardous:** Safe /harmless

3E.1 Tense Balance in Conditional Sentences



Activity 3.8

I.

1. hadn't gone to the traffic police office.
2. knocks
3. can't be shy
4. could have won
5. could have been badly hurt.
6. You needn't have bought
7. I would have been in Tokyo.
8. would be in Tokyo
9. You could have been knocked
10. must have told me the meeting had been cancelled!

3E.2 Participles and Participles Phrases



Activity 3.9

I. Work in pairs. Underline the present and past participles in these sentences.

1. The woman standing next to him is his wife.
2. Most roads built in the 21st century are asphalted roads.
3. Who is that boring man standing at the bar?
4. The carpets included in the sale were old and worn.
5. They own four houses, including a ruined castle in Scotland.

III.

1. a. playing/ b. played
2. a. made/ b. making
3. a. writing/ b. written
4. a. sold/ b. buying
5. a. breaking/ b. broken

IV.

1. The crashed cars are taken to the nearest garage.
2. Driving with great attention and care, the bus driver saved 60 people.
3. Not knowing the rules, she failed the driving test.
4. The car stolen in the night was later found in the border.
5. Closing his eyes, he covered his legs with a bandage.

3F.1. Jumbled Paragraphs of a Narrative Essay



Activity 3.11

I. A coherent narrative essay.

Larry Waiters was a truck driver, but his lifetime dream was to fly airplanes. Then one day, he would watch the fighter jets criss-crossing the skies above his back garden and dream about the magic of flying. Eventually, he had an idea. He drove to the nearest hardware shop and bought twenty large balloons and five tanks of helium. Unfortunately, they were not normal brightly colored party balloons but heavy one-meter weather balloons used by meteorologists.

Back in his garden, first of all, Larry used a rope to tie a chair to his car door. Next, he tied the balloons to the chair and inflated them, one by one. Then, he packed a few sandwiches and a bottle of Coke, loaded an air-pistol, and climbed on to the chair. His plan was to float up lazily into the sky to about sixty meters, and then to pop a few balloons descend to earth again.

His preparations complete, Larry cut the rope. By this time, he didn't float up, he shot up, as if he had been fired from a cannon! Not to sixty meters, but up and up and up, until about 3,500 meters. If he had popped any balloons at this height, he would have plummeted to earth. Fortunately, just at that moment he just had to stay up there, floating around and wondering what to do.

However, night was falling and things were getting serious. Winds were blowing Larry out to the sea. By this time an amazed British Airways pilot spotted him and radioed the airport saying he'd just seen a man with a gun, sitting on a garden chair at 3,500 meters. Immediately a helicopter was sent to rescue him, but it wasn't easy because the wind from their rotor blades kept pushing the home-made airship further away. Fortunately, they managed to drop a line down from above, and pulled him to safety.

As soon as he was on the ground he was arrested. A TV reporter shouted, 'Hey mate, why did you do it?' Larry looked him in the eye, and said, 'A man's got to follow his dreams'.

Natural Resource Management

Objectives

By the end of unit 4, students will be able to:

- comprehend a text read by the teacher;
- take note from a listening;
- use phrases to agree or disagree with others idea ;
- distinguish stressed syllable in a word;
- apply stress appropriately when speaking;
- identify the main idea of a text;
- differentiate specific details from a reading text;
- analyze word relationships (analogies);
- use phrasal verbs in context;
- differentiate the tense sequence in adverbial clauses of time;
- identify dangling modifiers;
- correct sentences with dangling modifiers; and
- write an expository essay of five paragraphs.

Learning competencies

Listening: students are expected to listen for the main idea and specific details of a spoken text and take notes from it.

Speaking: students are expected to make oral presentation on given topics; use appropriate phrases of agreement and disagreement in expressing opinion.

Reading: students will read factual articles to identify the main idea and specific details.

Writing: students will write longer texts (essays).

Vocabulary: Students are expected to use words related to natural resource management; words and expressions related to natural resource management; analogy; and phrasal verbs in sentences.

Grammar: students are expected to use adverbial clauses of time in speaking and writing.

Language Focus:

Listening: *Ownership of Natural Resources; Community-based Natural Resources Management; Note taking;*

Speaking: *Expressing agreement (agreement; partially agreement; disagreement); Expressing Reason;*

Reading: *Integrated Natural Resource Management; Natural Resource Management;*

Vocabulary: *Words from the passages; Analogy Exercise 1 on Degree of Intensity; Sentence Completion*

Grammar: *Tense balance in Sentences with adverbial times; Adverbial words/phrases of Reason; Dangling modifiers;*

Writing: *Correctly arranging Jumbled paragraphs; Expository Essay;*

A : Listening Skills

4A.1 Ownership of Natural Resources



Activity 4.1

I. Pre-listening

1. During the pre-listening phase, students' prior knowledge on the topic should be triggered. In addition, some words that may deter comprehension should be taught for about three minutes. Make sure that the students are ready for the listening task.
2. Tell students that they are going to listen to a text on ownership of natural resource management. Tell them to listen to the text and answer the questions in **instruction II** and **III**. Students should read the broken paragraphs (i.e. II) before listening to the text in order to understand the task to be done during while listening phase.

In addition, tell students to create a table with two columns and write ‘*Type of resource management*’ on top of the left column and ‘*examples*’ on top of the right column, with some blank spaces under each column. Furthermore, students should copy question number I and II into their exercise book. This will make them ready for the listening task. Students should develop questionnaire/interview items to research and report the result to the whole class. Support them in doing so. Encourage them to conduct the mini research and present their report to the whole class as it is an important academic skill.

Steps in questionnaire development

1. Decide the information required.
2. Define the target respondents.
3. Choose the method(s) of reaching your target respondents.
4. Decide on question content.
5. Develop the question wording.
6. Put questions into a meaningful order and format.
7. Check the length of the questionnaire.
8. Pre-test the questionnaire.
9. Develop the final survey form.

Guidelines for Developing Interview Questions

1. Questions should be simple.
2. Do not ask more than one question at a time.
3. The best questions are those which elicit the longest answers from the respondent.
4. Do not ask questions that can be answered with one word.

II. While -listening

1. Read the listening text at a normal speed-not too slowly. Elicit the answers for instruction II from the class and write them on the board.
2. Tell students to write their answers for **Instruction II**. Then, read the script again. Give students a few minutes to finish their task and compare their answers with their partner. Then, ask for volunteers to write their answers on the board. Ask the class to comment on the answers written on the board and give feedback finally.
3. Students should listen to the text again and answer **Instruction III**. Students should complete the table in note form.

Listening script**Listening Text A:****Ownership of Natural Resources**

Natural resource management is the management of natural resources such as land, water, soil, plants and animals, with a particular focus on how management affects the quality of life for both present and future generations.

Natural resource management deals with managing the way in which people and natural landscapes interact. It brings together natural heritage management, land use planning, water management, bio-diversity conservation, and the future sustainability of industries like agriculture, mining, tourism, fisheries and forestry. It recognizes that people and their livelihoods depend on the health and productivity of our landscapes, and their actions as stewards of the land play a critical role in maintaining this health and productivity.

Ownership of natural resources can be categorized according to stakeholders of natural resources. These include state ownership; in which the states hold ownership and control over the use of resources. National forests and national parks are examples. In this ownership system, groups and individuals may be able to make use of the resources at the permission of the state. Private ownership, which is another type resource ownership, gives ownership right to individuals and corporates. An example for this is private land. Groups of different size and nature can own natural resources and this is called common property ownership. Community forests are examples of common property ownership. Sometimes, resources may not have definite owner; they are open access. Each user has equal ability to use it as they wish. This is called non-property or open access ownership. These properties may include common land and lakes. Another type resource ownership is hybrid ownership in which ownership rights of natural resources include more than one of the ownership types mentioned above. Management of native vegetation's is the case in point. Native vegetation's may exist in private land but they are preserved by law.

Natural resource management specifically focuses on a scientific and technical understanding of resources and ecology and the life-supporting capacity of those resources. Environmental management is similar to natural resource management. In academic contexts, the sociology of natural resources is closely related to, but distinct from, natural resource management.

(Adapted from https://en.wikipedia.org/wiki/Natural_resource_management)

4A.2 Community-Based Natural Resource Management



Activity 4.2

In this listening section, they listen to a text on Community-Based Natural Management. This activity focuses on the skill of listening for **detailed information** which is an important skill in listening comprehension.

1. Repeat the procedures that you followed in **4A.1**

Listening script

Community-Based Natural Resource Management

Community-based natural resource management refers to the collective use and management of natural resources in rural areas by a group of people with a self-defined, distinct identity, using collectively owned facilities. Such resources include but are not limited to land and water. It may include a number of different social units, including: household, small firms, kinship groups, factions, and the whole range of local organizations from voluntary associations and cooperatives to local governments. It combines conservation objectives with the generation of economic benefits for rural communities.

Every community develops systems or mechanisms by which its members capture and use locally available resources to meet individual and collective needs. The three key assumptions include: locals are better placed to conserve natural resources, people will conserve a resource only if benefits exceed the costs of conservation, and people will conserve a resource that is linked directly to their quality of life. When a local people's quality of life is enhanced, their efforts and commitment to ensure the future well-being of the resource are also enhanced.

The most important benefits of community-based natural resource management, however, are non-financial: the empowerment of people in rural areas, conservation of biodiversity, and the development of more secure livelihoods and the reduction of risk. Community-based natural resource management initiatives can easily lead to the overuse of natural resources if there is no control.

For resource use on communal land to be sustainable, strong institutions and rules that govern the use of the resources need to exist, and monitoring needs to take place. Here, local or traditional knowledge can make a considerable contribution. Outside facilitators or resourceful, unselfish individuals are often important in assisting communities resolve conflicts and negotiate better deals for themselves

Donor funds are useful in the early stages of initiatives, as “seed funds,” but there is a danger that projects can become too dependent on donor funding and that donor money can be abused by communities and facilitators or nongovernmental organizations. Communities who practice good natural resource management should be rewarded by being given more secure access to resources and benefits that match the quality of their management. International policies such as the Convention on Trade in Endangered Species need to be formulated with caution, so that communities who look after their resources can continue utilizing and benefiting from them.

(MANAGEMENT OF AGRICULTURAL, FORESTRY, AND FISHERIES ENTERPRISES – Vol. I -
Community-Based Natural Resource Management - Christo Fabricius).

:Speaking Skills

4B.1 Ways of agreeing and disagreeing



Activity 4.3

1. In **instruction I**, students will read the dialogue; underline phrases of agreement and disagreement. And then, tabulate them. The purpose is to make students identify phrases that can be used to express one's agreement, partial agreement and disagreement on an issue. It is a pair work. Students should work in pairs and present the phrases they identified to the whole class. Encourage peer feedback on students' report and provide your feedback in the end.
2. In **instruction II**, the pair work continues. Students work in pairs, they practice expressing agreement and disagreement and support their agreement/disagreement with evidence. Make sure that everybody is on task.
3. **Instruction III** is a group work. Students work in groups of four and agree/disagree to the given propositions. Encourage them to provide valid reasons/evidences for agreeing or disagreeing to the prepositions.

4B.2 Syllables and Stress



Activity 4.4

This section is on pronunciation; particularly on syllable and word stress. Use the following points and additional points in the students' text to explain and help students practice these features of English pronunciation. Remember that these are oral practices. You should model the pronunciation throughout the practice, and you should also encourage students to practice it orally. Remember again! It's oral practice.

1. A syllable is a word, or part of a word, which contains a vowel as its nucleus and one or more optional consonants.
2. A syllable is made up of either a single vowel sound (as in the pronunciation of *oh*) or a combination of vowel and consonant(s) (as in *no* and *not*).
3. A syllable that stands alone is called a *monosyllable*. A word containing two or more syllables is called *polysyllabic*.
4. In English, individual sounds of a word aren't pronounced with the same weight. **One syllable receives more emphasis than the others.**
5. For example, there are three syllables in the word "beautiful" /BEAU-ti-ful/ and the word stress falls on the first one /BEAU/. (Please note that in this guide, I'll demonstrate the stress in a word by capitalizing all the letters that make up the stressed syllable.)
6. A syllable is a unit of pronunciation that has one vowel sound. A word might have one syllable (like "an" or "can") or more, such as "po-lice" (two syllables), "com-pa-ny" (three syllables), "ne-ce-ssa-ry" (four syllables), etc.
7. Remember that syllables aren't similar to letters. For example, "scratch" has seven letters but one syllable, while "umami" has five letters but three syllables. Whatever the word, pay attention to the vowel sounds because one of them will be where you find the stress of a word.

8. When native speakers stress a syllable in a word, this is what they do:

- Produce a longer vowel
- Raise the pitch of the syllable to a higher level
- Say the syllable louder
- Pronounce it with clarity
- Create a more distinctive facial movement

€ : Reading Skills

4C.1 Integration of Agriculture and Forestry



Activity 4.5

Pre-reading

During the pre-reading phase, students should tell what they know about agroforestry. They should look at the pictures before reading and tell what they see on the pictures. Prompt the activity by asking questions like: what are the people in the pictures doing? What activities do you observe? What types of plantation can you see on picture 1, etc.?

While -reading

During the while reading phase, students should answer the comprehension questions as well as the vocabulary questions. You can decide whether the activities should be done individually, in pairs, or in small groups. Encourage students to do the activities in class (i.e. as classwork). Check that everybody is on task.

Post-reading

The post-reading phase has two activities. The first activity is the continuation of the previous 'research and report' question and should be treated the same. The second activity is to encourage students to reflect on the lesson. Both 'research and report' and 'reflection' are important academic skills that need to be done attentively and repeatedly.

4C.2 Natural Resource Management in Ethiopia



Activity 4.6

The second reading text in unit 4 is about Natural Resource Management in Ethiopia.

I. Pre-reading

During pre-reading phase, students should reflect on their previous knowledge on the title of the reading text. They should also learn three important vocabulary items to facilitate their reading. This shouldn't take more than 5 minutes.

II. While -reading

Students should answer comprehension questions while reading the text. Their answers should be written in complete sentences; not in phrases.

III. Post-reading

The post reading activity helps students to extend the idea they have learned from the text into their environment. Encourage them to reflect in groups on the status of natural resource management in their locality and provide recommendations and then report to the whole class. Give them prompts that will help to widen the scope of the discussion. You can say, *“In my village, natural resources are poorly managed. The office of the natural resource management of the woreda/kebele should design a strategy that will increase community involvement in natural resource management; etc.*

4D :V ocab ula y Skills

4D.1 Vocabulary in context



Activity 4.7

Students should give the contextual meanings of words and phrases as they are used in the passage. Encourage them to use contextual clues to guess the meanings of the new words. Advise them to use a dictionary to check their answers. Teach them also the skills of dictionary use.

4D.2 Analogy



Activity 4.8

1. The analogy in this section is on a *part to whole relation*. It is a semantic relation that holds between a part and a whole. Semantic relation is a relation between meanings.
2. The purpose of *part to whole* analogies is to compare the relationship between a part of a given whole. Often they are compared in not only being part of the whole, but also as functional relationships. To solve them, first determine if *the part* or *the whole* is missing. You can give examples from different sources including online sources. This practice helps students become critical thinkers.

D4.3 Phrasal Verbs



Activity 4.9

A phrasal verb is a verb that is made up of a verb together with an adverb or a preposition particles or both. Their meaning is usually not obvious from the meanings of the individual words themselves. Okay, so what's a particle? Basically, a particle is a word that doesn't seem to fit neatly into any of the normal parts of speech categories. In the case of a phrasal verb, it almost always looks like a preposition, but functions more like an adverb...

1. The meaning of some phrasal verbs is clear: *My brother stayed out until midnight last night.* (**stayed** and **out** have their normal meanings).
2. However, many phrasal verbs are idiomatic and you have to learn what they mean. They may contain the same verb but have different meanings, depending on the preposition or adverb which follows them.

Examples:

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

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

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

Please remember to **bring back** the notes you borrowed from me. (= return)

The change of government will **bring about** many changes in the city. (= will cause)

My cousin was **brought up** by his grandparents because his parents worked abroad. (= was raised).

3. Some phrasal verbs have several meanings:
 She **put on** her clothes. (= she got dressed)
 She **put on** weight. (= her weight increased)
 She **put on** the light. (= she switched the light on)
 The students **put on** a play. (= performed)
 Please **get out of** my way, I'm very busy. (= move)
 The children **got out of** their bedroom's window and ran down to escape the fire escape. (= climbed out of)
 I won't be able to see you tomorrow. I've got a business meeting and I can't **get out of** it. (= avoid).
4. Look at the students' book for further example and exercises. Encourage students to use phrasal verbs in their spoken and written English. Check whether they do the activities in the students' text and provide feedback.

E : Grammar Skills

4E.1 Adverbial Clauses of Time



Activity 4.10

The grammar of this unit is on *adverbial clauses of time*.

1. Time clauses are subordinate clauses and usually go with the main clause. When the time clause precedes the main clause, a comma is used. Time clauses follow the rule of the sequence of tenses. That is, when the verb of the main clause is in a present or future form, the verb of the time clause is in a present form. When the verb of the main clause is in a past form, the verb of the time clause is in a past form too.
2. Begin by asking the students background knowledge on **adverbial clause**. Elicit the answer from volunteer students and write it on the board. Then students insert appropriate conjunction and justify to their partner why they chose it. This may take from 3 to 5 minutes as introduction

3. Instruction I to III are on dangling modifiers. You can make it either a pair or a small group activity, for the students can check their answers with classmates. Check that everybody is on task. Ask individual students to give their answers, write the answers on the board and ask other students in the class to give comments. Encourage peer feedback and finally, give your feedback with grammatical explanation. You can use the grammar tips in the students' book as an input. Consult any grammar book to enrich your teaching.

Writing Skills

4F.1 Dangling Modifier



Activity 4.11

1. Begin with the definition of dangling modifiers in sentence construction and provide examples. You can use the information and examples in the students' text to do this. Then, students should proceed to instruction I. First individually and then in pairs.
2. In like manner, Instruction II should also be done first individually and then in pairs. You should check students' answers; elicit answers from them; write the answers on the board and encourage students to comment on it. Finally, give feedback with explanation.
3. Instruction III is an advanced exercise compared to the previous two. Students should read a story that include sentences with dangling modifiers; identify the dangling modifiers and make correction. This is an individual activity in which students check their ability to identify run-on sentences in a context and correct them. Make sure that every student is on task. Finally, ask volunteers to write their answers on the board and ask the class to comment on it. Then, give chance for the student's self-correction. Teacher's corrective feedback should be given in the end with explanation.

4F.2 Expository Writing



Activity 4.12

Explain what the expository genre is. Use the explanation and examples found in the students book. Then,

1. Students should write an expository paragraph using the information on the pie-chart. Help students to interpret the pie-chart. After writing the paragraph, students should check their paragraph with their partner. Give them criteria (like unity, coherence, variety of sentences, and adequacy of development) for paragraph evaluation. Check whether everybody is on task. Ask a volunteer, write the volunteer's paragraph on the board and evaluate it using the criteria. Practice peer-feedback and finally teacher's feedback with explanation.
2. Activity II is a jumbled 6 paragraph essay. Students should work in groups and re-arrange the paragraphs to make a sound expository essay. Then, report to the whole class. Give chance for members of the class to comment on volunteer's presentation. Finally, give answer with justification. Tell them that conjunctions can be used as a clue to show the logical order of paragraphs.
3. Activity III is free activity. A topic with a hint is given. Explain the hint; try to create interest among your students to think about the topic carefully and write it accordingly. Revise the structure of an essay from unit 2.

Unit 4 Answers Keys



Activity 4.1

4A.1 while listening

II. Insert the words in the box into their appropriate places

1. (a) land, water, (b) soil, (c) plants and animals.
2. (d) land use planning, (e) bio-diversity conservation
(f) mining, (g) fisheries
3. (h) people (i) livelihood (j) health (k) productivity

III. Listen again and complete the table

Type of resource ownership	Examples
State ownership	National forests and national parks

4A.2 Community-Based Natural Resource Management



Activity 4.2

II. True/False

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

4B.1 Ways of Agreeing and Disagreeing



Activity 4.3

- I. Underline the expressions used to show agreement/disagreement/partial agreement.

Agreement	Partial agreement	Disagreement
I agree with you	I'm not sure I can agree	I can't agree.
That's right	I'm in a dilemma.	I don't agree
I agree completely		
That's a good idea		

- II. Various responses are possible like the following example:

A: Making mistakes in English is ok as long as other people understand you

B: I agree with you because language is for understandable communication (other reasons are also possible).

4.2 4B.2 Syllables and Stress



Activity 4.4

- I. Count the number of syllables in the words

1. One syllable
2. Two syllable
3. Two syllable
4. Two syllable
5. Three syllable
6. Three syllable
7. One syllable
8. Two syllable
9. Four syllable
10. Two syllable

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

1. Three syllable /sep-tem-ˈber/
2. Three syllable /deˈpart-ment/
3. Three syllable /ˈte-le-phon/
4. Two syllable /ˈgar-den/
5. Four syllable /kin-der-ˈgar-ten/
6. Two syllable /ˈwa-te/
7. Three syllable /to-ˈgeth-er/
8. Two syllable /be-ˈgin/
9. One syllable /ˈpen/
10. One syllable /ˈbreak/
11. Four syllable /ˈtel-e-vi- sion/
12. Two syllable /ˈpeo-pl/
13. One syllable /ˈmoon/
14. Four syllable /A-ˈmer-i-can/
15. Three syllable /hum-ˈber-ger/

4C.1 Integrated Natural Resource Management**Activity 4.5****IV. Read the passage very carefully and answer questions.**

1. a 2. c 3. a 4. b 5. c

V. Find words or phrases in the reading text

1. Integration 2. Welfare 3. Integrity 4. Marginal 5. Conservation

4C.2 Natural resource Management in Ethiopia



Activity 4.6

I. Answers for while reading questions.

1. To tackle environmental disasters and biodiversity loss in Ethiopia, environmental conservation efforts have been under gone.
2. Afforestation and reforestation project was introduced at Humbowith the aim of enhancing the local communities' livelihoods through improved environmental conditions as well as financial inflows from carbon markets
3. It dates back to the 17th Century. This makes it one of the oldest conservation areas in sub-Saharan Africa.
4. The community harvests the Guassa for roofing, for grazing livestock, and for harvesting shrubs for fuel wood.
5. The objective of the watershed management project is to rehabilitate the land and to raise incomes for the community.
6. The non-financial benefits of community based natural resource management projects is conservation of natural resources.
7. The principles of community based natural resource management include being people-focused, being participatory, being holistic, building on strengths, using a partnership approach, being sustainable and being dynamic.

4D.1 Vocabulary from the Reading Passage



Activity 4.7

I. Explain in your own words/phrases the meanings of these words

1. a) The process of capture and long-term storage of carbon dioxide, either from the atmosphere or directly from the point of production (e.g. carbon capture and storage)
b) Catchment area
c) The conversion of bare or cultivated land into forest.

- d) The restoration (replanting) of a forest that had been reduced by fire or cutting.
- e) Reduced the level of land, as by erosion.
- f) A small area of ground covered by specific vegetation.
- g) The preservation and careful management of the environment and of natural resources.
- h) Characterized by the interdependence of living organisms in an environment.
- i) An area that can be seen in a single view.
- j) Hand-to mouth agriculture; minimal.
- k) Growing crops and feed and livestock all on the same farm.
- l) A system formed by the interaction of a community of organisms with their physical environment.

4D.2 Analogy



Activity 4.8

II. Write the word that completes the analogy

1. D (Cup is used to drink something with the help of lips. Similarly, birds collect grass with the help of beak to make her nest).
2. C (As Water of a River flows similarly water of Pool is Stagnant).
3. D (As cat has Paw similarly Horse has Hoof).
4. C (As Ornithologist is a specialist of Birds similarly Archaeologist is a specialist of Archaeology).
5. C (As Peacock is the national bird of India; similarly Bear is the national animal of Russia).
6. B (Arrival is opposite to departure and birth oppose to death).
7. C (Elbow is part of a arm as knee part of the leg).
8. A (Car moves on road as train moves on track).
9. B (Man usually wears trousers as woman usually wears skirt).
10. A (University is to institute as Mayor is to a Town).

4D.3 Phrasal Verbs



Activity 4.9

II. Insert appropriate phrasal verb with the verb 'stick' in the sentences

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

III. Discuss the meanings of phrasal verbs

Stay up = not go to bed.

Step on = place quickly

Stop off = pay a short visit on your way to another destination.

Stop over = interrupt a journey temporarily.

- | | | | |
|-----------------|-----------------|--------------|--------------|
| 1) Stay up | 2) stay up | 3) step up | 4) step up |
| 5) stopping off | 6) stopping off | 7) stop over | 8) stop over |

4E.1 Adverbial clauses of time



Activity 4.10

I. Complete the following Sentences using 'as', 'just as', 'while' and 'as soon as'.

- | | | | |
|---------------|----------|------------|-------|
| a) as soon as | b) While | c) just us | d) as |
|---------------|----------|------------|-------|

II. Combine time adverbs, such as *when*, *after*, *before*, *unless*, *until*, *as soon as*.

1. He will get wet when he goes swimming.
2. We will meet the team when they arrive at the station.
3. I got to work late after I got up late.
4. The police will catch the criminal when he makes a mistake.
5. They are going on holiday after they finish their exams.

III. Complete the sentences with the correct word(s) given in the bracket

- | | | | | |
|----------|------------|---------------|----------|-----------|
| 1. since | 2. so that | 3. before | 4. since | 5. before |
| 6. after | 7. because | 8. as soon as | 9. until | 10. after |

4F.1 Dangling Modifier**Activity 4.11****I. Write 'D' for dangling or 'C' for correct in front of each sentence.**

- A) D B) C C) D D) C E) C F) D G) D
- H) D I) C J) D

II. Correcting Dangling Modifiers

- A. A security guard pointed to the priceless painting that was hanging safely on a wall.
- B. When I was five, my mother bought me a chemistry kit.
- C. C
- D. Since the milk had turned sour, I wouldn't drink it.
- E. While I was talking on the phone, my hot tea turned cold.
- F. Peter hated to look at the kitchen sink, which was piled high with dirty dishes.
- G. Because I locked my keys in the car, the police had opened it for me.
- H. Because the plants were drooping and looking all dried out, the children watered them.
- I. After I sat through a long lecture, my foot was asleep.
- J. Since I was late, stopping for coffee was out of the question.

III. Underline the five dangling modifiers in this passage

Sentence number 4 is dangling.

Correction: With the use of a tape recorder, the stories...

Sentence number 6 is dangling.

Correction: If you think hard about what you really want to know, you can prepare good

questions in advance.

Sentence 8 is dangling

Correction: Since people may be nervous about the tape recorder, stories...

Sentence number 10 is dangling.

Correction: If you listen carefully to everything the person says, your interview...

Sentence number 11 is dangling

Correction: By respecting their feelings, you can make your older relatives...

4F.2 Expository essay writing



Activity 4.12

II. Order jumbled paragraphs appropriately

2. The right order is: B, A, D, C, F and E

Mechanized Agriculture

Objectives

At the end of the lesson, learners will be able to

- take short note from the spoken sources;
- transfer information into a table/chart;
- interview people to get information;
- make a public presentation following important procedures;
- read for gist and provide summary;
- identify contextual meaning of words;
- use words in contexts;
- avoid wordiness in your writing and speaking;
- construct conditional sentences keeping appropriate tense balance;
- write personal letters to relatives and friends; and
- compose a descriptive essay on the given title.

Learning competencies

Listening

- Predict the message of listening text by doing pre-listening tasks
- Find out the main idea and specific information of the listening text.
- Take note from the spoken sources.
- Match the name of farming tools with the given descriptions.

Speaking

- Report orally on the data they collected via interview.
- Act out dialogues.
- Interview people using various ways of asking questions and report after the interview.
- Present public speech using procedures of presenting public speaking – such as greetings; acknowledging audience for getting a chance to talk, brief self-introduction,

Reading

- Predict the content of the passage after doing pre-reading tasks
- Identify the main idea and particular information of the passage.
- Evaluate the given situation and solve the puzzle asked in the form of logical reasoning.
- Analyze implied meaning of statements taken from the reading text

Vocabulary

- Create analogical relationship between words using the feature of manner.
- Fill in gaps using words in various contexts.
- Find out contextual meaning of words.

Grammar

- Use the appropriate forms of gerund, infinitives and participles in context.
- Use common variations of conditionals in their speaking and writing.

Writing

- Correct wordiness to produce meaningful sentences
- Explain features of descriptive essay.
- Arrange jumbled paragraphs to create coherent descriptive essay
Write descriptive essay of 4 paragraphs.

Language Focus:

Listening: *Agricultural Mechanization; Mechanized Farming Tools; Note taking;*

Speaking: *Asking questions; Interviewing and reporting; public speaking;*

Reading: *Benefit of Mechanize Farming; Role of Mechanization in Agriculture;;*

Vocabulary: *Analogy Exercise on manner; Words taken from the Passage used in various ways of expressions;*

Grammar: *verbal Common Variations in Conditionals;*

Writing: *Completing sentences beginning with subordinate clause; Descriptive Essay;*

5A: Listening Skills

5.1. A Listening text A: Agricultural mechanization



Activity 5.1

1. In this listening section students are going to listen to a transcript about mechanized agriculture. This activity focuses on the skill of listening for gist and specific information.

I. Pre -listening

1. Begin by asking your students how much they know about agricultural mechanization.
2. Tell students that they are going to listen to a text about agricultural mechanization
3. Before they listen to script, arrange them in small groups and tell them to discuss the pre-listening questions. Give them about 5 minutes and ask representatives from three to four groups share the points to the whole class.
4. Do the key vocabularies with the whole class. write the words on the board and tell the learners to copy them into their notebooks

II. While Listening

1. Introduce the while listening task and then ask students to copy the comprehension questions into their notebooks. Help them to understand each question before you start reading the script.
2. Then, read the script at a normal speed. Afterwards, give students a few minutes to finish their answers.
3. Have them in small groups to check their answers

III. Post Listening

1. Arrange them in small groups of three to work on the post listening activity. Guide them to follow the questions and note the main points of the listening. Tell them to write the summary based on the note. Give them about 10 minutes to present their projects back to the whole class.

Listening script A**Mechanized Agriculture**

What is mechanized agriculture?

Mechanized agriculture is the process of using agricultural machinery to mechanize the work of agriculture. In modern times, powered machinery has replaced the jobs which were carried out by manual labour and animals. This has brought two basic changes: less labour intense but high production

Today's, mechanized agriculture includes the use of tractors, trucks, combine harvesters, cultivators, wagons, chemicals, airplanes and helicopters for aerial application, even some sophisticated vehicles. It is even applying computers in conjunction with satellite imagery, navigation and GPS guidance for precision.

Mechanized agricultural started with the steam-powered reapers and traction engine, then advanced with the invention of mobile hydraulics and electronic control systems. These systems are now combined with various sensor systems, including GPS, to help guide and automate the vehicles to improve their efficiency, reduce crop damage, and improve crop yields through better cultural practices.

There are four classifications of vehicle guidance systems: manual, operator-assisted, semiautonomous, and fully autonomous. In the manual systems an operator steers the machinery based on their perception of the environment. Operator-assisted guidance systems use a sensor and GPS to determine the location. The system displays a visual cue the operator reads the light bar that tell he/she should steer the vehicle left or right. Semiautonomous guidance systems expand on the operator-assisted systems by generating a signal that steers the wheels of the vehicle. The operator ensures if the vehicle is functioning properly. A fully autonomous vehicle integrates all aspects of vehicle monitoring and control into a single, autonomous system. The vehicle must interact with its surroundings to ensure that it does not damage itself, the environment, or bystanders. Several technologies can be combined to provide reliable guidance systems for mobile vehicles. The most common guidance system is GPS. It gives inputs to the operator or to the system to find the location of the vehicle and guide it along the desired path. Some forms of guidance systems focus on guiding the vehicle relative to the crop. Machine vision, crop feelers, and furrow followers are used to identify the row or furrow and steer the vehicle to follow the row or a parallel path.

5A.2 Listening text B: Mechanized Agricultural Tools**Activity 5.2**

1. You can start with whole class discussion eliciting their background knowledge about agricultural tool.

I. Pre –listening

2. Arrange them in small groups and guide them to study at the pictures and answer the pre-listening questions.

II. While Listening

1. Introduce the activity and then allow them get on with while listening task. Allow them copy the questions to their notebooks. Give them a few minutes to understand the questions.
2. Read the listening script at normal speed twice. Give them time to answer the questions instruction ‘I – III’. Elicit the answer from the class and write it on the board.
3. Tell students to write their answers in their notebook. Give them a few minutes to check their answers with a partner. Then elicit the answers as a whole class. Write the answers on the board.

III. Post listening

1. Organize students in small groups for post-listening assignment. Encourage them to reflect on question number one. Allow them to share what they have listed as a whole class.
2. Question number 2 is an assignment. This task will allow the students to explore their surrounding and practice interviewing people. They should write a report based on the information they have gathered. Then ask each group to read the reports back the whole class.

Listening script B**Mechanized Farming Tools**

A mechanical **seed spacing and depth placing** device that increased crop yields and saved seed brought agricultural revolution in Britain. Since the beginning of agriculture **threshing** was done by hand with a **flail**, requiring a great deal of labour. The threshing **machine** which was invented in 1794 allowed the use of animal power. Before the invention of the **grain cradle** in 1790, a forceful man could reap about 1/8 hectare of wheat in a day using a **sickle**. A horse-pulled **reapers** which was invented in 1830s freed about five men. Later, in 1890, innovations included **raking and binding machines**. Two men and two horses could cut, rake and bind 20 acres of wheat per day by using raking and binding machines.

In the 1880s the reaper and threshing machine were combined into the **combine harvester**. These machines required large team of horses or mules to pull. Then, steam power was applied to threshing machines in the late 19th century. There were steam engines that moved around on wheels under their own power for supplying temporary power to stationary threshing machines. In the 1930s self powered combine harvesters were developed. In the early 1900s with the power of internal ignition came the first modern **tractors**

Soil scratching was a very ancient method for weed control. It was performed with **hoes** or **mattocks** for thousand years before cultivators were developed. **Cultivators** were originally pushed or drawn by people or animals, oxen, horses, or mules. The first patented cultivator was invented in 1856. In modern commercial agriculture, the amount of cultivation done for weed control has been greatly reduced by using herbicides instead. However, herbicides are not always preferred by organic farming.

Today all kinds of farming can be performed by machines. Crop productions including handling of residues from previous crops, primary and secondary tillage of the soil, fertilized distribution and application, seeding, planting, transplanting, nurturing, pest control, harvesting, transportation, storage, premarketing processing are eased by the help of mechanized machines. Even livestock production which was primarily depended on the pitchfork and scoop shovel now uses many complicated and highly sophisticated machines.

5B: Speaking Skills

5B.1 Asking for information (‘yes or no’ questions and ‘Wh’ questions)



Activity 5.3

1. Revise the rules of questions in English with the whole class. Write sample statements on the board. Call up on students randomly and ask them to change the statements to question form.

Note:

I. “Yes/No” questions are questions which we answer with *Yes* or *No*.

Example: Yes/No questions

Positive

1. **The farmers are** working hard. ----- Are the farmers working hard?
2. **They will** be working hard. ---- will they be working hard?
3. **They might** have been working hard. ----- **Might they** have been working hard?
4. **I have** been to a farm. ----- **Have you been** to a farm?

Negatives

1. They **are not** working hard. ----- **Aren’t they** working hard?
2. They **had not worked** hard. ----- **Hadn’t** they been working hard?
3. Farmers work hard in the field. ----- Do farmers work hard in the field?
4. My father is a farmer He works very hard. ----- Does he work hard?
5. They worked hard. ----- Did they work hard?
6. You have plenty of seeds ----- **Do you have** plenty of seeds?
7. They had useful farming devices. ----- **Did they have** any useful advice?

II. Wh-questions

Examples:

They are working **in a mechanized farm**. ---- **Where** are they working?

They have been working hard **to improve the products**. ---- **Why** have they been working hard?

They arrived **at six**. ----- **When** did they arrive?

The owner is visiting the farm tomorrow. ---- **Who** is visiting the farm tomorrow?

He wants **a** computer to read the reports. ----- **What** does he want to read ~~for~~ the reports?

We are actually doing well this season. ----**How** are you doing this season?

I always go to the dairy farm with my truck ----**How often** do you go to the field?

----- **How** do you go to the dairy farm?

This thresher looks expensive. -----**How much** is this thresher?

I gave my computer **to** the owner. -- Who **did you give** the computer **to**?

She **comes** from the company. ----- Where **does she come from**?

2. Arrange the class into pairs and tell them to do the revision activities. Go round and support students who are under pressure to understand the questions. Give them 10 minutes for this activity. Elicit more example from the whole class and write correct questions on the board.

3. Introduce the role play activity and give them clear instruction. Tell them to prepare the questions and brainstorm the information they would get from mechanized farm. Go through the sample dialogue with the whole class. Encourage them to add more questions to the dialogue and practice the role play as a journalist and mechanized farm owner/manager. After some minutes, invite volunteers to perform the role play in front of the class. Encourage peer feedback.

5 B.3 Public speaking



Activity 5.5

1. Remind them to revise the steps and structure of public speaking in unit one.
2. Tell them work individually. Allow them to prepare for public speaking on topics related to Mechanized Agriculture. Guide them to choose a sub-topic, from the given options or their own sub-topic. Tell them to prepare the speech for 4 minutes.
3. Encourage them to give peer feedback.

C:R d ing Skills

5 C.1 Benefits of Mechanized Farming



Activity 5.6

1. Before the reading, introduce the topic. Arrange students in small group and allow them to do the pre-reading questions. Elicit the answer from the class and put some points on the board.
2. Then, tell students copy the while reading questions to their notebooks. Allow them to read and understand the questions. They should know how to read and why they read the text before they start reading.
3. In this section students should practice important skills like; skimming, scanning and reading for **implied** meaning. Give them enough time to read and do the comprehension questions. Go round the room and check if they are engaged in to the tasks.
4. Remind them to give justifications for questions under instruction number I.
5. When you see they finished the while reading questions. Elicit the answer from the class and write them on the board.
6. The post reading activity should be done individually then give feedback in pairs. Remind to go back to the text and read the concluding paragraph. Guide them to take only the main points in words and phrases so that they can develop a paragraph in their own words.
7. Ask them to sit in pairs and read the paragraph they have written to a partner and take feedback from their partners.

5C.2 Reading text B: Modern Poultry Farm



Activity 5.7

In this section students practice reading for specific information and transfer the information into tables and charts. Start the lesson by introducing the topic of the reading text.

I. Pre- reading

1. Arrange them in pairs and allow them to do the pre-reading questions. Elicit the answer as a whole class orally.

II. While Reading

1. Then, tell students copy the while reading questions to their notebooks. Allow them to read and understand the questions.
2. In this section they practice important skills like; skimming, scanning and reading for specific information and contextual meaning. Give them enough time to read and do the comprehension questions. Go round the room and check if they are engaged in to the tasks.
3. Remind them to solely depend on the text to give the required information. They compare the three large scale poultry farms in the given table based on the information from the text.
4. Allow them to share their answers with a partner. Then elicit the answers as a whole class put them on the board.

III. Post Reading

1. Prepare them for the post reading assignment. Organize the class in groups: the number depends on the size of the class. Discuss the guiding questions and check if they understood what they do during the visit. If there are no large/small scale farmers in your area, they can visit individual farmers.
2. Assign a group secretary who presents the report to the whole class.

5D.Vocabulary Skills

5 D. 1 Contextual Meaning



Activity 5.8

1. In pairs, students read the paragraph extracted from the reading text 'B' and try to define the expressions according to the context. Tell them to read the paragraph focusing on the words written in bold. Encourage them to define the expressions without referring to dictionaries. Guide them to use their background word knowledge and the contextual clues.
2. After a while write the words on the board and elicit the answers from the whole class and put the answers on the board.
3. Tell them to use these expressions to complete a text under instruction 'II'. Remind them that the context is similar but it is a new test. Allow them to do it in pairs. Then elicit the answers as a whole class and give them feedback.

5 D.2 Analogy exercises



Activity 5.9

1. First explain the term analogy as a vocabulary learning strategy. Go through the examples with the whole class. Write them on the board and elicit similar examples from the class.

***Analogy** is the art of comparing two things showing similarities or differences in a manner that gives clear image of what is compared. Common strategies are: paring opposite word (antonyms), showing similarities (synonyms), showing wholeness and parts, showing cause and effect relations, showing facileness, etc.*

2. Guide them to do the activities according to the examples and follow the categories. Allow them to work in pairs. After some minutes elicit the answers as a whole class and put them on the board.

5E:Grammar

5E.1 Revision of Verbal: Gerund, Infinitives and Participles



Activity 5.10

1. This is also a revision and further practice on the use of verbal. Go through examples then note with the whole class. Ask them to give more examples in sentences and put them on the board. Encourage and give chance to less active students. Make sure they understood the instruction as you go round and see if everyone is engaged
2. Tell them to do the activities under instruction 'I' with a partner.
3. Give feedback with the whole class and write the answers on the board for activity I

4. Assign the class in pairs or in groups of three. Guide them to do the rest of the activities about participles, under instruction I & 2, according to the examples. Go round the room and check if they are working in cooperation. Check if there are students who are not involved.
5. After a while, elicit the answers as a whole class and write the answers on the board.
6. Tell them to do activity 'III.' The statements in the speech bubble are extracts from a radio news. Some of the statements don't need correction. This activity is to encourage them see the structures critically and identify the errors and correct them.

Infinitives

1. Go through the examples with the whole class and write them on the board.
2. Allow them to do activities under instruction 'I & II' with a partner. Then, elicit the answers as a whole class.

Gerund

1. Do some examples with the whole class and check if they understood the examples well. Call the inactive students and check if they understood. Ask them to give examples.
2. Tell them to do the activities under instruction 'I & II' with a partner. Allow them share their answers in small groups. One pair may join another pair and compare their answers.
3. Elicit answers from three – four groups and write the answers on the board.

5 E.2 Common variation in conditional sentences (conditional II & III)



Activity 5.11

1. Revise the students the rules and meaning difference in conditional sentences with the whole class. Elicit examples from the class and write them on the board.
2. Introduces the words, unless, so, but, whether, and show the meaning difference in sentences. Go through the examples with the whole class. Encourage students to make sentences based on their real life experience. Write the examples on the board.

3. Arrange the class in pairs and tell them to do the activities under instruction 'I –III'. Go round and see if there are students who are lagging behind.
4. After a while elicit the answers and write put them on the board.
5. Then guide them to do the activity under instruction 'IV'. Allow them to complete the text with words that give sense. Allow them to compare the answers in small groups. Pick volunteers to read the text to the whole class. Then, put the words on the board.
6. Tell them to do instruction 'V ' individually. Elicit examples from the whole class and make sure they all understand the task. After a while ask them to compare their answers in a small group. Encourage them to read some of the sentences to the whole class and write some examples on the board.

5F:W iting Skills

F. Editing wordiness



Activity 5.12

1. Start this section with example wordy statements on the board. Ask them to rewrite the sentences in fewer words and clear language. Elicit the answers and write them on the board.
2. Then explain the concept and techniques of editing wordiness. Go through the note in the student material with the whole class.
3. Allow them to do the activity under instruction I in pairs or small groups. There will be various answers but tell them to focus on the repeated and extra information in the sentences. Elicit their answers and write them on the board. Encourage them to give options too. This section helps them improve their writing.

5F.2 Descriptive Essay



Activity 5.13

1. Before the activity, discuss the clues and features of descriptive writing. Connecting devices are very important clues to reorganize jumbled paragraphs. Then, remind them to identify features of introductory paragraph, body and conclusion.
2. Allow them to do the activity in pairs. Elicit their answer and ask them justify the clues. Write the answers and some of the clues on the board.
3. Tell them to read the organized essay and study the features of descriptive essay. This is a revision but it is important to remind that about the organization. Remind them to use the essay as a sample to their next assignment.
4. Ask them if they found any wordy statement. encourage them to correct it or write it in shorter words.

5F.3. Write Descriptive Essay

1. Revise the steps they should follow in essay writing. Give them same examples of writing thesis statements. write the examples on the board.
2. Allow them to choose a topic from the given option and do the plan first. Ask them to sit with a partner and give peer feedback on their plan.
3. Allow them to do the writing as a home assignment. Then, give them written feedback. Ask them if they have questions about the feedbacks you gave them.

Unit 5 Answers

5 A.1 Listening text A: Agricultural mechanization



Activity 5.1

Pre-listening

II

1. **Mechanization** : use of machined / fuel engines in agriculture
2. **Navigation** : the art of planning/deciding the direction by help of electronic devices
3. **Hydraulic** : a machine that operate by the help of oil/water/liquid
4. **Automated**: industrial process / machine that replaces the work of people
5. **Semiautonomous**: internal system integration of automated machines

While listening

III.

1. a. manual labour replacement /minimized human labour_
b. increased quality and productivity
 2. a. trucks
b. combined harvester
c. tractors
 3. a. manual
b. operator assisted
c. semiautonomous
d. antonymous
 4. guiding and controlling the vehicles/ machines
- II. 1. Steam power 2. Traction engine 3. Mobile hydraulic 4, electronic

5A.2 Listening text B: Mechanized Agricultural Tools



Activity 5.2

II. a, g, d, b, f, c, e

III. Matching

1. flail - threshing machine
2. sickle – grain cradle
3. reaper and threshing - combine harvester
4. hoe or mattocks -- cultivator
5. man power – animal power/ horse power
6. horse power – steam engine

IV.

1. True 2. True 3. False 4. False 5. True

5 C.1 Benefits of Mechanized Farming



Activity 5.6

II. Put (√) mark if the statement is correct according to the text and (x) if the statement is incorrect. Justify your answer with reference from the text.

Statements	√	X	Justify correct /
1. Mechanization is applicable at all level of farming but not for processing.		X	
2.smallholder farming feed 80% of the population in developed countries		X	

3. SDG-12 puts rules to support poor countries to increase production.		X	
4. Agricultural mechanization demands high cost but it is paying.	√		
5. If there are damages by mechanized agriculture, they are preventable?	√		
6. Farming is becoming labour intensive as the demand grows.	√		

III.

1. Minimize human labour and increase productivity
2. improved seeds, fertilizers and water resources
3. by using complementary technologies and inputs
4. tasks where labor productivity is low and/or where labor drudgery is high
5. infrastructure and maintenance)

IV.

1. c
2. a
3. d

5C.2 Reading text B: Modern Poultry Farm



Activity 5.7

II.

1. At Jimma, Alemaya, **Bishoftu** and Shashemene
2. 1950's
3. served as sources of improved varieties and fertile eggs along with reliable information
4. Addis Ababa and Bishoftu

5. poultry housing, feeding, brooding, management and disease and parasite control
6. shortage of financial resources, lack of replacement breeding stocks and periodic disease outbreak

III.

1. Rhode Island Red, Australorp, New Hampshire and White Leghorns
2. the distribution of exotic genotype to urban poultry producers
3. 14 modern breeding and rearing centers
4. Multiplication centers
5. The Ethiopian poultry Farmers Association

IV.

	Products	Capacity	Facilities
ELFORA	Eggs, day old chicken, packing units, meat,	34 m eggs' 500,000 kg/year, 420,000 chickens	modern broiler, slaughtering service, more than 4 location
Alema	Broilers, feed processing,	nearly half a million broilers	parent stock, feed processing, hatchery, slaughtering plant, cold storage and transport facility
Genesis	parent stock and hatchery, breeding stock and commercial feed	over 10,000 layers	its own parent stock and hatchery, breeding stock

5 D. 1 Contextual meaning



Activity 5.8

- I. The paragraph is extracted from the reading passage? What is the contextual meaning of the expression written in bold?
 1. **Large scale commercial:** huge or extended farming to make profit out of it
 2. **Broiler processing:** process by which broiler chickens are reared and prepared for meat consumption

3. **Table eggs:** unfertilized eggs sold to customers for food
4. **Slaughtering plant:** a plant where animals are killed and process meat for market
5. **Parent stock:** animals which are kept by a farm as special bred
6. **Hatchery:** a plant where eggs are hatched under artificial conditions
7. **feed processing plant:** a plant that prepares and supplies chicken food

II.

The most important input in poultry production systems are day-old chicks. The production of day- old- chicks in Ethiopia requires the import of **parent stock** from which fertilized eggs can be raised and **hatched**. Raising these chicks to full maturity is capital-intensive for small scale egg producers with high mortality risks. **Large scale commercial producers** are involved in selling pullets that are closer to egg-laying age and less prone to mortality to support the **small scale producers**. Large scale producers provide additional services including **slaughtering and Feed processing plant**. Some of them have their own **Parent stock** and hatchery. They rear chicks for dual purposes **Broilers** are raised for around 45 days before slaughter, while **layers** are raised for table eggs for 12 to 18-month.

5E.1 Revision of Verbal: Gerund, Infinitives and Participles



Activity 5.10

Infinitives I.

- | | | |
|--------------|--------------|------------|
| 1. Swaying | 5. to listen | 9. burning |
| 2. to leave | 6. To sing | 10. loving |
| 3. appearing | 7. to go | 11. making |
| 4. to land | 8. to bury | 12. seeing |

Gerund

VII.

1. Taking photos of butterflies is my passion
2. I like going out with friends on a bright day
3. Termites are associated with building huge mounds and making mud tunnels

4. chasing after the perfect shot is taking too much of my time
5. watching cockroaches rush into dark corners is fascinating
6. I got the perfect shots by waiting patiently and by sitting absolutely still

5 E.2 Common variation in conditional sentences

(Conditional II & III)



Activity 5.11

I

1. If he had been prepared for the interview, he would have got the job.
2. If enough money is spent on cancer research, prevention will be made.
3. If Semir was a brave person, Adaneh would ask him for his autograph.
4. If Zami reads, he will join college next year.

II.

1. You didn't listen to me, so we went the wrong way.
2. They didn't find him in time, so they couldn't save his life.
3. There is no truth in her allegations, so it is unlikely for me to resign.
4. I wanted to write to you earlier, but I was so busy.
5. Sara wasn't honest, so he couldn't return the money.

III.

1. Unless it had been / If it hadn't been for my friends, I wouldn't have got the job.
2. You would be really sorry unless you take / if you didn't take the opportunity.
3. Unless we cut / If we didn't cut resource use and waste, we face a decline in the quality of our lives.
4. Unless we hear from you / If we didn't hear from you we'll expect you at around 12.30.
5. I must get on with my work - unless you want / if you don't want to help me.
6. He wouldn't have failed his exams unless he had / if he hadn't been ill.
8. What would you do unless you go / if you don't go away for the weekend?

IV.

1. so if
2. didn't have
3. but
4. if
5. unless

5F.1 Editing wordiness**Activity 5.12**

I.

1. Many local farmers plan to attend Friday's meeting..
2. He dropped out of school to support his family.
3. The bus company will probably announce its schedule during the next few days.
4. Rarely, you find someone who has never told a deliberate lie.
5. Five out of more than a thousand students at a campus rally were awarded by the bureau of education, and several others were acknowledged by the school administrators.

5F.2 Descriptive Essay**Activity 5.13****My grandfather's photograph**

This old black-and-white photograph of my grandfather makes emotional. He died early in a car accident. He looked as young as my father. This photo is one of the few that my family has of him. The picture seems to show a strong, happy man, young and smiling, but to me it also reveals his weakness.

Looking at this picture of my grandfather, I feel how much I have lost. In it, my grandfather is sitting upright in a worn plaid easy chair. It was "his" chair, and when he was at work, I'd curl up in it and smell his after shave lotion. His hair is so dark that it blends into the background of the photo. His deep dark brown eyes look vague in this photo. Although the photo is faded around the face, I still can make out his strong jaw and the cleft in his chin. In the photo, my grandfather is wearing a clean white shirt that reveals his thick, muscular arms. Resting in the crook of his left arm is my father. Both of them are smiling. They were always like very good friends

When I study the photo, my eyes are always drawn to the bottle of beer that sits on the table next to him. I have so many wonderful memories of my grandfather. Whether he was carrying me on his shoulders, picking me up from school, or teaching me to draw, telling me stories, together we made fun of my dad. We were a loving team. However, all of these memories fade when I see that beer. Against my will, I begin to feel offended. From what I remember, he always made time for that beer as well. The smell of beer was always on him.

In this photo, my grandfather appears to be a strong man, but his looks are deceiving. My grandfather died at the age of fifty seven because he was drunk when he drove back home that night. I was very young to understand that his drinking was the reason for his death. I just knew that he left forever without a father and the possibility of more memories. He should have been strong enough to stop drinking.

In spite of the resentment I may feel about his leaving me, this photo holds many loving memories as well. It is of my father the strong, wonderful man and the alcoholic and it is the most precious thing I own. Although I would much rather have him here, I stay connected to him when I look at it.

Green Economies

Objectives

By the end of unit 6, students will be able to:

- distinguish the specific details in the listening text;
- differentiate the contextual meanings of words from a listening text;
- create word relations;
- use the words in context;
- identify phrases that help for asking and giving advice;
- ask for and give advice;
- use purpose clauses in a context;
- differentiate the main idea of a reading text;
- identify specific details from a reading text;
- construct sentences using new words taken from the reading passage;
- differentiate word relations (analogies);
- use phrasal verbs in a context;
- identify relative pronouns and insert them in a context;
- compare information on pie-charts and write a composition of 150 words; and
- develop a five paragraph expository essay.

Learning competencies

Listening: students listen for the main idea and specific details of a spoken text and take notes from, listen for gist and specific details.

Speaking: students will make oral presentation on given topics, use appropriate phrases of asking for and giving advice.

Reading: students will read factual articles identify the main idea and specific details; learn new words and expressions related to Green economies.

Writing: students will write essays using ‘compare and contrast’ development method.

Language Focus

Listening: *Green Economy Strategy; Inclusive Green Economy;*

Speaking: *Advice (Asking for and Giving Advice); Group Discussion (Green Economy Issues)*

Reading: *Economic Impact of Green Economy; Green Economy in Ethiopia;*

Vocabulary: *Words from the text; Analogy exercises; contextual clues*

Grammar: *relative pronouns; Sentence Combination; and Faulty Parallelism*

Writing: *Comparison and contrast paragraph; expository Essay.*

A Listening Skills

A6.1 Listening



Activity 6.1

Green Economy Strategy to withstand Climate Change

The listening text is on ‘green economy strategy to withstand climate change’. This is may be a new concept to students. Before listening to the text, discuss the topic. Ask them what they know, what they don’t know and what they expect to know from the text. The discussion should include the key dimensions of Green economy strategy and some basic terminologies related to the topic.

I. Pre-listening

1. Tell students that they are going to listen to a text entitled, "Green Economy Strategy to withstand Climate Change".
2. Then, students' should discuss on the pre listening activity for about five minutes. Help them use their background knowledge. You should help students get the meanings of the given phrases. This will facilitate their comprehension.

II. While-listening

1. Students should copy the while listening questions into their exercise book. They should read and understand the questions. Encourage them to ask if they have some confusions on the questions.
2. They should focus on instructions II and III while listening. Instruction IV is a quiz that checks their comprehension of the listening text. Read the text before instruction II; re-read it before instruction III and read it for the third time for the students to check their work.
3. When students are ready, read the listening text at a normal speed. Encourage them to attempt instruction I. Then, elicit some answers from the students and write it on the board.
4. Give some minutes for students to finalize the tasks first, individually and then in pairs.
5. Read the text for the second time with a normal speed. This time, students are expected to check their answers for instruction III.
6. Finally read the text for the third time at a normal speed. Tell students to check their answers.
7. Students should compare their answers with partners. If their partner do not agree to their answers or vice versa, they should debate and agree. Finally they should come up with similar answers and report their answers to the whole class. If some of their answers are not correct, give chance to the other class member (i.e. peer-feedback). You should give feedback with justification in the end. Encourage students to take part in peer-feedback.

8. Since the listening text is full of technical terms, instruction III and IV are devoted to clarifying the meanings and contextual use of these words. They should be done under your close supervision. Encourage students to use a dictionary. Instruction III is a pair work and instruction III is individual; both activities should cover 20-25 minutes of class time.

III. Post-listening

The post-listening task of this unit will help students practice an excellent academic skill; research and write. It also links the classroom activities to the natural world (i.e. the out of the class world). The activity integrates all the language skills.

Listening script

Green Economy Strategy to Withstand Climate Change

Climate change is major change in temperature, rainfall, snow, or wind patterns lasting for many years. It can be caused by natural factors or by human activities. Today climate changes are occurring at an increasingly rapid rate.

The impacts of climate change include more extreme weather and natural disasters, chronic drought & economic instability. To match the urgency of this crisis, we're deploying innovative solutions that maximize nature's ability to fight climate change while strengthening **resilience** for our most precious **ecosystems** and vulnerable communities.

The link between climate change, economic scarcity and poverty is straightforward. The world's poor are especially prone to natural disasters given the fact that in many cases their livelihoods are directly dependent on natural resources. Moving towards a **green economy** is expected to improve the living conditions of the poor in the long run. By securing livelihoods and promoting sustainable jobs; the green economy can eradicate poverty and reduce vulnerability across a range of sectors like fishery, agriculture, forestry, etc.

A green economy is an economy that aims at minimizing environmental hazards and ecological shortages and that aims for sustainable development without **degrading** the environment. It is also defined as low carbon, resource efficient and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities, infrastructure and assets that allow reduced carbon emissions and pollution of the loss of biodiversity and ecosystem services. It puts

forward a development path that should maintain, enhance and, where necessary, rebuild natural capital as a critical economic asset and source of economic benefits, especially for poor people whose livelihoods and security largely depend on nature.

Green investments need to be enabled and supported through targeted public expenditure, policy reforms and changes in taxation and regulation. The notion of green economy does not replace sustainable development, but creates a new focus on the economy, investment and skills and positive social and environmental outcomes. The green development theme has identified six strategic pillars: climate change, resource saving and management, circular economy, environmental protection, ecosystem protection and recovery, water conservation and natural disaster prevention.

The green economy provides a **macroeconomic** approach to sustainable economic growth with central focus on investments, employment and skills in which sustainable consumption and production targets to improve production processes and consumption practices to reduce resource consumption, waste generation and emissions

6A.2 Advice on Inclusive Green Economy



Activity 6.2

Like 6A.1, this interview transcript has some technical terms. It is an interview on ‘Inclusive green economy’.

I. Pre-reading

1. Before reading the listening text, brainstorm students using the pre-reading questions. Ask them to complete the table using their prior knowledge and their expectations as well as their possible gaps (i.e. what they don't know).
2. Students should do instruction I in groups before listening to the text. Help them by providing the meanings of the phrases in question number 2 of instruction I. Give the definition of ‘Green economy’ as *it is an economy that aims at reducing environmental risks and ecological scarcities, and that aims for sustainable development without degrading the environment*. Ignite discussions on inclusive green economy.

3. Students should copy the while- listening questions into their exercise books and understand the nature of the questions before listening to the interview. Help them to understand the questions.
4. Read the interview by varying your voice (i.e. as two persons) with a normal speed. After this, give time for students to complete instructions II and III first individually and then in pairs. Elicit some answers from them and write it in the board.
5. Read the interview transcript for the second time with a normal speed. This time, tell students to check and finish their work.
6. The post-listening task of this unit is intended to link the classroom learning to the real world. It will also encourage students to think critically. Encourage students to discuss and come up with sentences that align the sectors with different fields of study.

Listening script

- II. You are going to listen to an interview of a policy adviser at AU by a journalist. Listen to their conversation very carefully and respond to the while listening activities**

Journalist: Good evening our viewers; today I have a brief interview with Dr. Simon, a senior policy advisor for AU.

Journalist: Dr. Simon, Welcome to this interview.

Dr. Simon: It's my pleasure.

Journalist: These days, we are hearing about "Green economy" and 'Inclusive Green economy" What are they? Are they similar or different?

Dr. Simon: Well. I agree with you. These two terms are becoming the issue these days. Just to define them briefly, the green economy is a pathway to sustainable development. It is based on an economic model that differs from traditional ones in that it takes due consideration of environmental and social externalities, and does not focus on GDP growth as the ultimate goal.

Instead, it focuses on resource efficiency and natural capital as the building blocks of the economy, recognizing that environmental degradation undermines long-term economic growth and human development. An inclusive green economy, on the other hand, is associated with a wealth of opportunities, for both people — to improve their living environments and have decent jobs — and businesses — to increase benefits through more efficient production practices that generate savings, taking advantage of the growing market for environmental goods and services.

Journalist: What does inclusive green economy mean to Africa?

Dr. Simon: For Africa, an inclusive green economy approach can help facilitate achievement of the goals of structural transformation in African countries through accelerating and promoting sustainable industrial development, boosting renewable energy production, availability and efficiency as well as increasing sustainable agricultural productivity and production.

Journalist: Can we call this a paradigm shift for African economy?

Dr. Simon: Yes, of course. Inclusive green economy offers an alternative paradigm shift to simultaneously address the above challenges through proactively aligning the macroeconomic policies of the state with environmental and social policy goals.

Journalist: what do you think are the challenges that Africans face to implement inclusive green economy?

Dr. Simon: Keeping inflation and government deficit low are the major challenges. These twin macroeconomic policies have failed to bring about structural changes in Africa.

Journalist: So, what do you suggest African nations should do to tackle these challenges?

Dr. Simon: African governments should carefully address reforms and inclusive green economy interventions in the designing and implementation of macroeconomic framework. They should create a favorable macroeconomic environment for the success of green economy. The macroeconomic policies of governments should also be influenced by a green economy to adequately address environmental and social policy objectives.

Journalist: What do you advise African nations to benefit from this new paradigm shift?

Dr. Simon: To benefit from this paradigm shift, Africans should devise sound macroeconomic policies to support the inclusive green growth vision. They should also understand that inclusive, efficient and affordable green growth is essential for their future economic development. Inclusive green economy policies should be explicitly designed to maximize benefits and minimize costs to the poor.

Journalist: What else do you advise Africans to fight climate change which has a damaging effect to green economy?

Dr. Simon: Well, as global citizens, we should fight climate change by doing climate friendly activities. We should plant and protect trees, we should manage industrial wastes, we should build green society, etc. In other words, we shouldn't cut trees, we shouldn't let industrial wastes destroy our land, our fresh water, etc. We should protect the environment. We shouldn't idealize the western life style; we are Africans and we know how to live friendly with our environment.

Journalist: Thank you for your precious time and valuable lessons.

Dr. Simon: Thank you for having me.

B :S p k ing Skills

6B.1 Asking for and giving advice



Activity 6.3

1. Give **instruction I** as an introduction. It is a pair work. Elicit from students answers some phrases of giving advice and write them on the board. This is a good practice to trigger the students' prior knowledge.
2. Instruction II is the continuation of instruction I. Students should form their own sentences of giving advice. Elicit additional phrases of giving advice and write them on the board.
3. Instruction II is on 'asking for advice'; students should arrange the scrambled words and form a question that asks for advice.
4. Instruction IV a controlled activity. Students should choose between *should* and *shouldn't*. The two words are common in giving advice.

5. Instruction V is a role play. Students should take roles and play accordingly. They should practice asking for and giving advice in pairs. They should take turns to ask for and give advice. You should encourage students to do so. Give them help when they are struggling to give advice.
6. Instruction VI is individual activity. Students should read a letter and identify phrases used to give advice. This help students to master the phrases and see how they are used in real situation. It also takes the practice from oral to written and integrates the language skills.
7. The grammar tip is given at the end of activities for students to summarize the language focus of the practices. You should also present it to finalize your lessons.

6B.2 Expressing purpose



Activity 6.4

I. This practice is the continuation of the previous units.

1. Instruction I is on telling the purpose of a certain activity. Students should talk about purpose in groups of three. Elicit the students' answers and write them on the board for latter discussion.
2. Instruction II is individual activity. Students should match activities under column 'A' with their purposes under column 'B'. This will help students to be familiar with purpose clauses. At the same time, it will help you (the teacher) to know whether your students are familiar to the clauses of purpose. You can decide the kind and intensity of input you will give them based on their ability to do activity 2.
3. Instruction IV and V are on the conjunctions used in a purpose clause. You can decide on the classroom organization of these activities (i.e. You can make students do them individually, in pairs or in small groups).
4. Finally, use the language tips in the student's text book in your presentation.

6C.1 Reading Skills

6C.1 Towards Green Growth



Activity 6.5

I. Pre-reading

The pre-reading phase is intended to create students interest for the reading material and activities. You should use it wisely: to motivate students, to make them ready for the reading practice and to make them attentive throughout the lesson. Students should look at the picture before reading and guess what it is. It is called '**Top climate system**'. *It was developed for effective humidifying, cooling and dust binding of the house air. It works according to the principle of the direct evaporative cooling.*

II. While-reading

1. During the while reading phase students should practice the skills of identifying the main idea and the answering questions for specific information or details. This activity should take 20-25 minutes of the class time.
2. Vocabularies from the reading passage should also be done. Help students to use contextual clues when doing the vocabulary activity.

III. Post-reading

The post-reading task intends to make students think critically. They should practice the important academic skills of researching, report writing and reporting. Skills are integrated in this practice.

6C.2 Green Economy in Ethiopia



Activity 6.6

I. Pre-reading

The pre-reading phase of this part is intends to establish a good ground for the reading and comprehension practice. As usual students should give their prior knowledge on the topic. They should also learn the meanings of some new phrase that may hinder comprehension.

II. While- reading

1. The while-reading phase has two parts. The first part is on reading for detailed information and students should read the passage and respond to comprehension questions while reading. Although it is an individual activity, you can make it a pair or small group work after a while.
2. The second while-reading activity is on using the words taken from the passage in a context. Encourage students to guess the meanings of the words and use them in the context.

III. Post-reading

1. The post-reading activity is on summary writing. Students should summarize the reading passage in four sentences of their own. Give them some important steps for summary writing: i) Read the text carefully; ii) Break the text down into sections; iii) Identify the key points in each section; iv) write the summary; and v) check the summary against the text

6D :V ocab ulary Skills

6D.1 Words Taken from the Reading



Activity 6.7

Instructions I to III are revision exercises. Encourage students to work individually first and then check their answers with a partner. You should follow up the students work and give support when necessary. You should give feedback with explanation in the end.

6D.2 Analogy Based on Functions



Activity 6.8

1. This is the continuation of the previous units. In this unit students should work on relational analogy that include synonyms, antonyms, etc.
2. Present 'Functional analogy' using the notes and examples from the students' book. You can also add more examples.
3. Encourage students to complete the analogy in pairs. Ask volunteers to give their answers, write the volunteers' answers on the board, give chance to the class to comment on it, finally give feedback with explanation.

6D.3 Phrasal Verbs



Activity 6.9

1. Refer the explanation given in unit 4 on phrasal verbs.
2. Refer the notes and examples given in the student's text about the specific phrasal verbs of this unit.
3. Encourage students to do the exercise; elicit answers from volunteer students, write the answers on the board for class discussion, ask students to comment on the answers.
4. Finally, give feedback with appropriate explanation.

Grammar Skills

6E.1 Relative Pronouns



Activity 6.10

1. A **relative pronoun** is a pronoun that marks a relative clause. It serves the purpose of conjoining modifying information about an antecedent referent. You can find more notes and examples in the student's book.
2. Begin by asking the students background knowledge on **relative pronouns**. Elicit the answer from volunteer students and put it on the board. Then, students insert appropriate relative pronoun in activity 1; they should compare their answers with a partner This may take from 3 to 5 minutes as introduction
3. You can make use of any classroom organization to do instructions I and II. Encourage students to do the exercises as a classwork. Elicit answers from volunteer students, write them on the board and ask the class to comment on them. Finally, give feedback with further explanation/evidence. Use the note in the student's text when explaining.
4. Instruction III is a quiz and it should be done individually. You can assign marks for this activity out of 5%.

6 Writing Skills

6F.1 Faulty Parallelism



Activity 6.11

1. *Parallelism* in a sentence refers to a series of two or more words, phrases, or clauses that are similar in form or that follow the same pattern. *Faulty parallelism* occurs when this pattern is broken by one of the elements in the sentence. The result is a sentence that is difficult to the reader: Notice how the sentence runs more smoothly if both parts are put in similar form:
2. Use the notes in the student's text book for further points during presentation.
3. Instruction II is for checking the students' background knowledge. Students should read aloud and decide which of the pairs is more natural. They can do this either individually or in pairs.
4. If they said one of the pairs is not smooth when read, or unnatural when read, they should make it natural and smooth. Students should do instruction V before your presentation on 'faulty parallelism'. Encourage them to do this activity first individually. Then, in pairs or small groups. Elicit answers from volunteer students or pairs, write it on the board and ask the class to comment on it. Finally, provide feedback with explanation.
5. Instruction III is advanced. Students should do it in pairs. They should do it either after the teacher's input session or before it. It is up to you to decide. If you found activity III difficult to your students, give the input before activity II and if it was not difficult, give the input after activity II.

6F.2 Comparing two pie-charts.



Activity 6.12

1. Model task is given in the student's book. Read the model very carefully; and then,
2. Compare the given pie-charts and write the summary of your comparison. Follow the steps indicated in the model task given in the student's text.

3. Students may need more help in this activity as it is a new practice. Encourage them to do it as it is highly associated with real life. Provide close support. You should decide the classroom organization.

6F.3 Essay Writing



Activity 6.13

This is a free activity. Students should develop a five paragraph essay. They should use the essay writing skills they learned in the previous units. This is an individual activity. It should be done in a class as a classwork. If it is a homework, you will not be sure who the writer is. Encourage them to follow a process approach to writing when they write. The following three phases are important in a process approach to writing:

1. **Pre-writing** (brainstorming, clustering, outlining).

- Start with uncritical generation of ideas.
- When you've either exhausted your ideas -- or arrived at the point you need to do research – stop.
- Either do the research, or else group your brainstorming info into clusters.
- From the clusters, create a rough outline.
- Your goal is to end with a rough, working thesis, which may change during writing.

2. **Rough draft** – Execute on your outline.

- The more well-thought-out your outline, the easier the rough draft is to write.
- To fight procrastination and writer's block, start writing on whatever section of the outline you feel most comfortable with.
- Consider writing the introduction LAST.
- It's much tougher to introduce what you don't completely understand yet, so start with a rough, working thesis and write the draft.
- THEN write the introduction – once you know exactly what you're introducing. Don't be too critical: a rough draft should be "rough!" You're looking for a mostly complete document, NOT a polished one.

3. Revision

This is not just proofreading, but a chance to re-see your entire argument. You're not just looking to fix weak spots, but to strengthen everywhere, and maybe to generate new writing that you hadn't thought of during your first two stages.

Unit 6 Answers keys

A6.1 Green Economy Strategy to Withstand Climate Change



Activity 6.1

II. Complete the following blank spaces while listening to a text on 'Green economy and climate change'.

1. (a) rainfall,
2. (b) natural disasters, (c) chronic drought
3. (d) economical, and (e) poverty
4. (f) carbon, (g) efficient
5. (h) climate change , (i) water conservation

III. Listen to the text again

Encourage students to construct as many sentences as they can. Different combinations are possible. Elicit some answers from students; write them on the board and encourage students to give feedback. Help students to create as many relationships as possible. Check whether to use the combination in the context.

IV. Insert the words in to their appropriate context.

- | | | |
|--------------|-------------------|---------------|
| 1. ecosystem | 2. Green economy | 3. Resilience |
| 4. ecosystem | 5. macroeconomics | |

6A.2 Advice on Inclusive Green Economy



Activity 6.2

II. Listen to the interview and answer the questions

1.

- a) Should device sound microeconomic policies
- b) Should understand the inclusive green growth is essential for future economic development
- c) Should design inclusive green economy polices to benefit the poor

2.

- a) Should do climate friendly activities
- b) Should plant and protect trees
- c) Should manage industrial wastes
- d) Should build green society
- e) Shouldn't cut trees
- f) Shouldn't let industrial wastes destroy the land and fresh water
- g) Protect the environment
- h) Shouldn't idealized western life style

6B.1 Asking for and Giving Advice



Activity 6.3

Instructions I and II are open. Students can provide different sentences. Check whether they use the right structure and give systematic feedback.

III. Put the following sentences in the correct order

- 1. Can I get some advice?
- 2. Do you have any suggestions for me?
- 3. In your opinion, which one is the best?
- 4. I have no idea what I should buy.
- 5. I need some advice on where to go on vacation.

IV. Elicit answers from students. Give feedback.

- | | | | |
|-----------|-----------|-------------|--------------|
| 1. Should | 2. Should | 3. Should | 4. Shouldn't |
| 5. Should | 6. Should | 7 shouldn't | 8. should |

V. Do exercise in pairs

Activity V is open. Students can give different pieces of advice based on their understanding. Check the structure and give systematic immediate feedback.

VI. A letter of advice from a school principal

Dearest Students,

It's a new year here at Union Academy, and we are so happy to have you all as our students. In order to ensure that you have a great academic year, I'd like to give you a few indicators that may help you to succeed.

First of all, attendance is key! If you want to do well this year, we had better see your smiling faces every day, unless you are really sick! Then, of course you ought to stay at home until you feel better!

Next, Union Academy students should remember to turn off their phones or other tech devices while in class unless otherwise instructed by a teacher. We all know that technology is a fun way to spend time, but you mustn't disrupt your lessons or other students with this kind of distraction.

Finally, after-school tutoring is available if you need extra help. You shouldn't be embarrassed to ask for help because everyone needs some help now and again! If you feel you are falling behind in some subjects, you might want to talk to your parents about staying after school. We have great tutors! Wishing you the best in this school year,

Principal Eyob

6B.2 Expressing Purpose



Activity 6.4

I.

Different answers are possible for this instruction. You should check the appropriate use of the advice words/phrases.

II. Join the sentences in Column 1 with the correct purpose in column 2

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

III. Join each pair of sentences using conjunctions/expressions of purpose.

Students can use different conjunctions of purpose interchangeably. You should check the appropriate use of the conjunctions as some options may not be possible. The following can be some examples:

1. I have a part time job **because** I want to get some extra money.
2. Menna stayed at school until 9 p.m. **in order to** finish his project.
3. Solomon did some exercise **so as to** lose weight.
4. She's gone to the supermarket **in order to** buy some sugar.
5. We are on diet **so as to** get thinner.
6. Saron is studying hard **to be** a medical doctor.
7. My mother went to the post office **in order to** send some letters.

IV. Fill in the blanks with ‘so as to’, ‘so as not to’, or ‘so that’.

1. so that 2. so as not to 3. so as not to 4. so as not to
5. so as to 6. so that

6C.1 Towards a Green Growth**Activity 6.5****II. Read the text on ‘Green Growth’**

1. Growth and development can continue while associated negative impacts on the environment, including climate change, are reduced. (It is possible to put it in a different way).
2. Open response/ different answers are possible with justification.

III. True/false

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

IV. Match the words in column ‘A’ with the definitions given in column ‘B’.

1. D 2. 3. F 4. G 5. H
6. I 7. J 8. A 9. B 10. C

6C.2 Green Economy in Ethiopia**Activity 6.6****II. Discuss in groups about Green Economy**

1. Green economy is a sustainable economy and society with zero carbon emissions.
2. The causes of Greenhouse gas emissions are population growth, industrialization and the expansion of agricultural activities.

3. The Ethiopian Climate Resilient Green Economy (CRGE) strategy aims to protect the country from the adverse effects of climate change and to build a green economy that will help realize Ethiopia's ambition to reach middle-income status before 2025.
4. The CRGE strategy consists of climate resilience (CR) and Green Economy (GE) components, with adaptation and mitigation programs prioritized within the strategy.
5. Black energy is based on carbon-intensive fossil fuels such as coal and oil.
6. The Ethiopian government design the Climate-Resilient Green Economy Strategy in 2011.
7. The four pillar of Ethiopian CRGE plan include agriculture, Forestry, Power for expanding electricity generation from renewable sources of energy, transport, industrial sector and buildings.

III. Complete blank spaces with the most appropriate word or phrase.

1. Population growth... industrialization...expansion of agriculture
2. hazards...disasters
3. Draughts ... floods
4. impacts... cost to agriculture
5. climate resilience... green economy

6D.1 Vocabulary from Reading Text



Activity 6.7

II. Matching

- | | | |
|----------------------|--------------------|------------------|
| a) green gas | b) food insecurity | c) middle income |
| d) climate resilient | e) climate change | |

III. Matching.

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

6D.2 Analogy based on functions**Activity 6.8****I. Complete the analogy**

- | | | | | |
|-----------|---------|-----------------|--------------|-------------|
| 1. drill | 2. word | 3. shrub | 4. wealth | 5. Victory |
| 6. regret | 7. gas | 8. professional | 9. consonant | 10. anxiety |

6D3 Phrasal Verbs**Activity 6.9****I. phrasal verbs**

- | | | | |
|------------------|------------------|------------------|------------------|
| 1. talks down | 2. Talking down | 3. talk...out of | 4. Talk...out of |
| 5. taken...upon | 6. took up | 7. talk to | 8. talked to |
| 9. tear down | 10. tear down | 11. tore off | 12. tore off |
| 13. tell...apart | 14. tell...apart | 15. tell on | 16 tell on |

6E.1 Relative Pronouns**Activity 6.10****I. Choose the correct relative pronoun (who, which, whose)**

- | | | | | |
|--------|----------|--------|----------|----------|
| 1. who | 2. whose | 3. who | 4. which | 5. which |
|--------|----------|--------|----------|----------|

II. Join the pair of sentences using relative clauses

1. A lion which is an animal is very strong.

2. A novelist is the one who writes novels.
3. A bottle opener is a device which opens bottles.
4. The girl whose mother writes poems speaks Chinese.
5. A detective is someone who discovers the truth about crimes

III. Use the relative pronouns to complete each sentence.

- | | | | |
|-------------|-----------|-----------------|---------------|
| 1. who | 2. whose | 3. Which/that | 4. which/that |
| 5. who | 6. which | 7. who | 8. whose |
| 9. who/whom | 10. whose | 11. that /which | 12. whose |

6F.1 Faulty Parallelism



Activity 6.11

I. tick mark (ü)

Pair 1

___ I use my TV remote control to change the channels, to adjust the volume, and turning the set on and off.

___✓___ I use my TV remote control to change channels, to adjust the volume, and to turn the set on and off.

Pair 2

___ One option the employees had was to take a cut in pay; the other was longer hours of work.

___✓___ One option the employee had was to take a cut in pay; the other was to work longer hours.

Pairs 3

___ The refrigerator has cracked a vegetable drawer, one of the shelves is missing, and a strange freezer smell.

___✓___ The refrigerator has cracked vegetable drawer, a missing shelf, and a strange freezer smell.

II. Correcting non-parallel sentences

- | | | |
|--------------------|------------------|-----------------------|
| 1. waited | 2. cramming | 3. illness |
| 4. to suffocate | 5. interrupted | 6. financial security |
| 7. birds chirping | 8. breathed fire | 9. working |
| 10. just ignore it | | |

III. Correct the instances of faulty parallelism.

¹Running is an exercise that can be good for you mentally, physically and also be helpful for your emotions.²A beginning runner should keep three things in mind: the warm-up session, the actual time that you are running, and the cool-down period.³Never start a run without first having warmed up through stretching exercises.⁴Stretching reduces muscles stiffness, decreases the possibility of injury, and it's a good method to gradually increase the heart rate.⁵During the run itself, move at a comfortable pace.⁶Your breathing should be steady and with depth.⁷Finally, remember to cool down after a run.⁸And adequate cool-down period allows time for the body to relax and the normalizing of the heart rate.

1. Running is an exercise that can be good for you mentally, physically, and emotionally.
2. A beginning runner should keep three things in mind: the warm-up session, the run, and the cool-down period.
3. Stretching reduces muscle stiffness, decreases the possibility of injury, and gradually increases the heart rate.
4. Your breathing should be steady and deep.
5. An adequate cool-down period allows time for the body to relax and the heart rate to normalize.

Objectives

At the end of the unit, learners will be able to:

- identify details from a listen text;
- relate the messages of the listening texts with their experience;
- debate on the given motion about the national pride;
- predict the message based give topic;
- skim a text totell the main idea;
- telldetailed information of a text;
- write the implied meaning of a poem;
- analyze the message of a poem;
- work out the contextual meaning of words;
- use appropriate forms of words in a context;
- construct sentences using the words;
- punctuate direct speeches;
- write narrative essay of f ve paragraphs; and
- write a short poem.

Learning Competencies

Listening

- Predict content based words taken from the text.
- Listen a text and tell the general and specific idea.
- Enumerate discourse markers and expressions of debatable issues.
- Describe implied meaning of statements made by the speaker.

Speaking

- Perform actively in a debating session
- Describe photos (pictures).

Reading

- Use words to complete incomplete sentences.
- Tell the gist of a text.
- Outline ideas according to their sequence as presented in the text.
- Explain message of poems.

Vocabulary

- Construct sentences using words in various contexts.
- Implement different features of creating analogy.
- Use phrasal verbs in the speaking and writing

Grammar

- Use direct and indirect speeches in their speaking and writing.
- Identify mistakes in constructing sentences due to using vague pronoun references
Correct mistakes in constructing sentences due to using vague pronoun references

Writing

- Punctuate written texts.
- Describe their experience towards life using narrative essay

Language Focus:

- **Listening:** *Celebrating National Pride Day; National Pride and Global Citizenship*
- **Speaking:** *Debate; Describing photos or pictures*
- **Reading:** *Mega Events; Longevity of National Pride;*

- **Vocabulary:** Words from the passages; Analogy Exercise; Phrasal Verbs;
- **Grammar:** Direct and Indirect Speech; Vague Pronoun Reference;
- **Writing:** Punctuation; Essay Writing;

A : Listening Skills

7A.1. Listening text A: Celebrating National Prides



Activity 7.1

In this section, students practice listening for detail and specific information. They also predict contents based on their experience and topics given.

Pre-listening

1. During the pre-listening phase, students' prior knowledge on the topics should be triggered. Therefore, before the listening activities, allow students to talk about the concept national pride. Have a whole class discussion and see how much they understand what it means.
2. Arrange them in small groups and tell them to do the pre-listening questions. Give them about five minutes. Then, elicit their answers as a whole class.

While listening

3. Introduce the topic of the listening text. Ask them if the while-listening questions are clear. Tell them to do the while listening activities.
4. Read the text at normal speed. Give them about ten minutes to answer the questions. Then, read the text for second time. This time students should check their answers. Allow them to check their answers with a partner. Elicit their responses and write them on the board.

Post listening

5. Guide them to do the post listening activity first individually then in small groups. After a while ask volunteers to present the group discussion to the whole class.

Listening Script A

Celebration of National Prides

National pride is the positive effect that the nations feel towards their country, resulting from their national identity. It is sense of self-esteem that a person derives from his/her national identity. National pride is also related to feelings of patriotism and nationalism. Patriotism is love of one's country and dedication. Nationalism is also a strong national devotion that places one's own country above all others. Therefore, national pride co-exists with patriotism.

Ethiopians are proud of their beautiful and varied country that has never been colonized. In 16th century, since beginning of colonialism, there were battles around the world. The outcome of every war was the same. Europeans ended up ruling the native peoples of the Americas, Africa, Asia and Australia. However, on March 2, 1896 by Ethiopian defeated Italian invaders at the battle of Adwa and marked the first black victory against a colonizer force in the African continent. The Italians and the world unconditionally accepted Ethiopian independence and sovereignty.

The victory turned Ethiopia into the symbol of redemption and freedom for Africa and black people all over the world. Adwa is not only the founding event in the history of modern Ethiopia, but it is part of the global heritage. It is one of those events called "world- historical" because the world took a different path. Adwa opened a breach that would lead, to the rollback of European rule in Africa. It also determined the color of Africa. Therefore, Ethiopians colorfully celebrate this victory day commemorating the patriots.

Other countries in Africa, America, Asia and Australia celebrate national liberty days. Between 1958 and 1963 the nation's struggle grew bigger in Africa and around the world. During this period, 17 countries in Africa won their independence and 1960 was proclaimed the Year of Africa. On May 25, 1963, 31 African leaders convene a summit meeting to found the Organization of African Unity. They renamed Africa Freedom Day as "African Liberation Day" and changed its date to May 25. The founding date of the OAU is also referred to as "Africa Day".

Fourth of July is a federal holiday in the United States of America commemorating the Declaration of Independence of the United States, on July 4, 1776. The Continental Congress declared that the thirteen American states were no longer subject to the monarch of Britain, King George III. They were now united, free, and independent states. In USA, Independence Day is commonly associated with fireworks, parades, carnivals, picnics, concerts, games, family reunions, political speeches and ceremonies in addition to other public and private events celebrating the history.

The Netherlands celebrate Liberation Day on May 5th and commemorate peace and security. Netherlands was liberated from German occupation in 1945. The flag is hoisted throughout the Netherlands and liberation festivals are held everywhere. All the people join in with the festivities and celebrate freedom!

7A. 2 Listening Text B: National pride vs Global citizenship



Activity 7.2

Pre- listening

1. You can start with whole class discussion eliciting their background knowledge about Nelson Mandela. Give them time to answer the true false questions. Allow them to check their answers with a partner.
2. Remind them that their answer will be correct or wrong. Elicit their answers orally if there are differences. They will check if their answers were correct or wrong while listening to the text.

While Listening

1. Introduce the activity and then let them get on with the while listening task. Allow them to copy the questions to their notebooks. Give them a few minutes to read the questions.
2. Read the listening script at normal speed twice. Give them time to answer the questions instruction 'I – III'. Elicit the answer from the class and write them on the board.

3. Tell students to write their answers in their notebook. Give them a few minutes to check their answers with a partner. Then elicit the answers as a whole class and put the answers on the board.

Post Listening

1. Tell them to work individually and read the short script, Mandela's popular speech, taken from the listening text. Encourage them to rewrite it in their own words. Then, allow them to share what they have written in a small group. Ask volunteers to read their reports to the whole class.

Listening Script B:

Nelson Mandela, Africa's pride

On October 9, 1963 Mandela was on trial. While facing the death penalty his words to the court became immortalized: Mandela said,

"I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."

Rolihlahla Nelson Mandela was one of the world's most beloved and admired heroes. He was born in South Africa from the royal family of the Thembu in Mvezo, on July 18, 1918. When his family moved to another village called Qunu, the elders told young Mandela about the history and folklore of the African continent, recounting stories of resistance and courage against white colonialism.

After obtaining his B.A. degree in 1941, Mandela joined the politics of the African National Congress (ANC). ANC's strategy was to fight the minority rule with non-violence. They organized a campaign in the early 1950s to end the pass system which required black South Africans to carry passes wherever they traveled. Mandela was arrested on charges of disloyalty, but he was released after a five-year trial.

In 1962, he was arrested again, this time on charges of sabotage and conspiracy. Found guilty, Mandela soon became the world's most famous political prisoner. With his fellow inmates Mandela embarked on a system of self-education. The Robben Island prison named as "Island University". While he was in prison, Mandela started a negotiation process with the government for the transformation of South Africa from an apartheid state into a democracy. After spending twenty-seven years in prison, Mandela was released in 1990.

Just three years later, in 1993, Nelson Mandela shared the Nobel Peace Prize with former president F. W. de Klerk for their dismantling of apartheid. In 1994, the majority of black South Africans participated in a democratic election in which Mandela became the first black president of the country. He was inaugurated in May 1994 and served as president of South Africa for five years.

Nelson Mandela stands out as one of the most admired political figures of the twentieth century. It was his leadership and moral courage above all that helped to deliver a peaceful end to apartheid in South Africa after years of racial division and violence. Mandela combined his presidential role with that of ambassador-at-large. Mandela conveyed the philosophy of South Africa's negotiated transition and national reconciliation. South Africa's foreign diplomats tried to publicize these ideas on conflict resolution and power-sharing.

B :S p k ing Skills

7B.1. Debating



Activity 7.3

1. First, revise the rules of debate with the whole class. Go through the note in the student book and write the basic rules on the board.
2. Introduce the activity and give them clear instruction. Tell them to choose one of the debating topics given and prepare for the debate. They may not do it in one day so, tell them to take home assignment to research on their topic and practice their role in the debate.

3. Arrange them in groups, supporting a resolution (affirmative team), opposing the resolution (opposing team), and the judging. The number of the group depends on the number of students you have in the class and appropriateness.
4. Encourage them to practice and perform the debate in the classroom. It would be more convenient if you take your students outside the class room. At the end, give feedback with the whole class. Ask those who participated in both sides how they felt about it.

Reading Skills

7C.1 Reading Text A: Mega Events of Countries



Activity 7.4

In this section, students practice reading for the main idea and identifying specific information. Interpret the implied meaning of statements from the written material. They also associate the information from the reading text with their experience.

1. Before the reading tasks, introduce the topic. Arrange them in small group and allow them to do the pre-reading activity. Go round the class and see if they have problems recognizing the pictures. Elicit the answer from the whole class and put some points on the board.
2. Then, tell students to copy the while reading questions to their notebooks. Allow them to read and understand the questions. They should know how to read and why they read the text before they start reading.
3. In this section students should practice important skills like; skimming, scanning and reading for detail information and **implied** meaning. Give them enough time to read and do the comprehension questions. Go round the room and check if they are engaged into the tasks.
4. When you see that majority of them have finished the while reading activities. Allow them to check their answers with a partner. Elicit the answer from the whole class and put the answer on the board.

Post Reading

1. Arrange them in small groups and tell them to do the post reading task.
2. Ask them to join another group and share their answers. Pick four or five groups to share their answers with the whole class.

7C.2. Reading text B: Poem**Activity 7.5****I Pre-reading**

1. Start the lesson by introducing the reading topic, and genre of the reading text. In this reading, students practice reading a poem entitled “A hero doesn’t recognize death”. Ask them to work in pairs and discuss the pre-reading questions under instruction I. Encourage them to recall verses of a poem, song, or folklore they might have read or heard before.
2. Arrange them in pairs and allow them to do the pre-reading questions. Elicit the answer as a whole class orally.
3. Then, tell students to copy the while reading questions to their notebooks. Allow them to read and understand the questions.

While Reading

1. In this section they practice important skills reading a poem and answering comprehension questions. Allow them to read the poem individually and answer the questions under instruction II and III.
2. Ask them how they answered each question and what part of the poem they referred to. Give them enough time to read again and do the comprehension questions. Go round the room and check if they are engaged into the tasks. They may have various answers for instruction number ‘III’. However, it is important to remind them include verses from the poem.
3. Allow them to share their answers with a partner. Then elicit the answers as a whole class. Write lines of a poem on the blackboard. Give feedback by emphasizing the message of the poem.

Post Reading

1. Prepare them for the post reading assignment. Organize them into pairs. Discuss the questions and check if they understood. Give them enough time to read the poem again and write the message in short poem. (This activity can be given as a homework).
2. Ask them to read their short poem to the whole class.

D :Vocabulary Skills

7D.1 Contextual meaning



Activity 7.6

1. In pairs, students should first read words and text. Ask them if they understand the text and the words. Give them examples of the clues they use in the text. Encourage them to define the expressions without referring to dictionaries. Guide them to use their background word knowledge.
2. After that elicit the answers as the whole class and put the answers on the board. Tell the students to use clues in context such as or, and, prefixes, word collocation.
3. Tell them to use the clues to find the antonyms of the words under instruction 'II'. Allow them to do it in pairs. Then elicit the answers as a whole class and give them feedback.

7D.2 Analogy Exercise



Activity 7.7

1. In this section the analogy exercise is based on similarity of words. Write the examples on the board and ask them to add more examples.

Analogy is the art of comparing two things showing similarities or differences in a manner that gives clear image of what is compared. Common strategies are: pairing opposite word (antonyms), showing similarities (synonyms), showing wholeness and parts, showing cause and effect relations, showing facileness, etc.

2. Guide them to do the activities according to the examples. Allow them to work in pairs. After some minutes elicit the answers as a whole class and put them on the board.

7D.3 Phrasal Verbs



Activity 7.8

1. Start by introducing the activity. Write the phrasal verbs on the board and discuss their meanings.
2. Tell them to read the statements and check if they understand the statements. Allow them to work in pairs and complete the statements with the most appropriate preposition that go with the given verbs and give correct meaning. Elicit the answers and put them on the board.

E : Grammar Skills

7E.1 Direct and indirect Speeches



Activity 7.9

1. Introduce the section and go through the diary in the students textbook. Do some examples with the whole class and put them on the board. Encourage and give chance to less active students.
2. Tell them to work in pair and read Sara's diary again. Make sure they understood the instruction as you go round and see if everyone is engaged
3. Tell them to do the activities under instruction 'I' to 'III' with a partner.
4. Give to students about ten minutes for the activities. Then, give feedback with the whole class and write the answers on the board.
5. Tell them to do activity IV individually and check their answers in pairs. Elicit their answers as a whole class and write correct form of the reported statements on the board.

- Extend the discussion and revise the rules. Go through the note with the whole class and revise each rule clearly. Write example on the board and ask the class to add more examples under each rule. Check all kinds of learners can change speeches and identify the rules in the examples.

7E.3. Vague Pronoun Reference



Activity 7.10

- Go through the statements given with the whole class and ask them to identify the pronouns written in bold. Ask them what each pronoun refers to. Tell them to do the task with a partner. After a while elicit their responses. Make sure they understand how pronouns refer to nouns in different position in a sentence.
- Remind the different forms of pronouns as given the table if you find it relevant and write them on the board.

	Personal pronouns			
	Subject	Object	Possessive	Reflexive
First person singular	I	me	Mine/my	myself
Second person singular	You	Your	yours	yourself
Third person singular	He/she/it	Him/her/it	His/hers/its	Himself/herself/itself
First person plural	We	Our	ours	ourselves
Second person plural	You	You	yours	yourself
Third person plural	They	Them	their	themselves

- Explain what pronoun antecedent relationship means. Tell them to do activity III with a partner. Give feedback as a whole class and guide them to do activity IV.
- Go through the note with the whole class and discuss how ambiguous pronoun reference occurs. Ask them to check their answers.
- Elicit the answers and write them on the board. Check if they understood.

Writing Skills

7F.1 Punctuations



Activity 7.11

1. Start the section revising the rules and punctuation marks in English.

- **Period (.)**: a period denotes the end of a declarative sentence
- **Question mark (?)**: a question mark ends an interrogative sentence.
- **Comma (,)**: Commas are used to insert a pause into a sentence. The purpose of the pause can be for different reasons, such as to separate ideas, phrases, or even alter the structure of a sentence.
- **Quotation Marks (“”)**: Quotation marks are used to denote text, speech, or words spoken by someone else. It is also used to indicate dialogue.
- **Apostrophe (’)**: Apostrophes show that a letter or letters have been omitted and also to indicate the possessive or contractions. It can also be used to pluralize lowercase letters. Here are some examples:
- **Semicolon (;)**: Similar to a colon, a semicolon links two independent clauses. However, in this case, the clauses are more closely related than when you would use a colon. For example:

2. Guide them to rearrange the paragraph of an essay. Then, ask them to take that as a sample and write a narrative essay of five paragraphs on one of the topics given.

Unit 7 Answer key

7A: Listening: Celebrating National Prides

7A.1. Listening text A: Celebrating National Prides



Activity 7.1

While listening

II.

1. patriotism.
2. world historical
3. redemption and freedom
4. National Liberation
5. monarch of Britain, King George III

III.

1. c 2. f 3. a 4. e 5. b 6. d

IV.

- a. _____ global heritage _____
- b. _____ the first back victory over colonizers _____
- c. _____ new path _____
- d. _____ symbol of freedom _____

7A. 2 Listening Text B: National pride vs Global citizenship**Activity 7.2****While listening**

III. 1. a, 2. a 3.b 4. b 5. a

IV.

1. 1963 _____ Mandela was on trial

2. July 18, 1918 _____ Mandela was born

3. 1990 _____ released from prison

4. 1993 _____ Won Noble Peace Prize

5. 1994 _____ became president

V. 1.

a. World's most admires

b. Famous political prisoner

c. Noble prize winner

d. Most admired political figure

2. ambassador-at-large

7 C.1 Reading Text A: Mega Events of Countries



Activity 7.4

While reading

II.

Country	Project	Size	Time
Roma	Roman roads	400,000 kilometers	in 300 BC
USA	Interstate Highway System	77,556 kilometers	1956 finished in 1992
Egypt	Suez Canal	193-kilometer-long	1859 and 1869
Ethiopia	GERD hydroelectric power	16 TWh	in 2011...
East Africa	Railway project	1,500km	be complete by 2018

III.

1. True 2. True 3. True 4. True 5. False

IV.

1. Romans road:

facilitated fast movement of the armies and trade goods, as well as civilians crucial for its massive expansion and a way to keep control over the gigantic empire

2. Interstate highway system :

to be ready to respond to military conflict, but also to improve shipping and transportation across the entire country

3. Suez canal :
connects the Mediterranean Sea to the Red Sea
apart from boosting Egypt's economy, the canal is crucial in international trade routes
4. GERD:
generate around 16 TWh of energy
significantly improve livelihoods in the region more broadly and address widespread poverty and improve the living standards of Ethiopian.
5. Railway Project: enhancing connectivity in the region and **spurs** economic growth

7C.2. Reading text B:



Activity 7.5

While reading

II.

1. To enhance conservation and promote economic development
2. Central and Southern Rift Valley, the Bale Mountains and Awash National Park.
3. USAID
4. 9
5. February 2010

III.

1. True 2. True 3. False 4. False 5. True

IV.

1. Students may answer in their own way but make sure they include, unified, consistent, and organized messages, in their responses.
2. Make sure to include in the answers that these people are closer to the society and natural and cultural heritages

3. Varied answer
4. They will give various answers but it is important to emphasize that women should be fairly represented as their role in tourism and conservation is more important than men. As they also represent 51% of the total population such community based projects should include proportional representation

7D.1 Contextual Meaning



Activity 7.6

I. Contextual meaning

1. diversity, 2. intangible, 3. modern, 4. endanger, 5. sustainable,
6. encourage, 7. inclusive, 8. disadvantaged, 9. revised, 10. Promoted

II. Antonyms

- | | |
|--------------------------------------|---|
| 1. Intangible: intangible | 6. Disadvantaged: privileged |
| 2. Modern: traditional | 7. Sustainable: unsustainable/untenable |
| 3. Revised: old | 8. Promoted: discouraged |
| 4. Inclusive: non- inclusive /narrow | 9. Diversity: uniformity |
| 5. Encourage: discourage | 10. Endanger: protect/save |

7D.2 Analogy Exercise



Activity 7.7

- | | |
|-----------------|------------------|
| 1. Civilization | 6. Legacy |
| 2. Poverty | 7. Mobilization |
| 3. Conflict | 8. Conserve |
| 4. Maritime | 9. Ecotourism |
| 5. Radiated | 10. Biodiversity |

7D.3 Phrasal Verbs



Activity 7.8

- | | |
|---------------|--------------|
| 1. Out of | 5. Get along |
| 2. Forward to | 6. Up with |
| 3. On with | 7. Back on |
| 4. Away from | 8. down on |

7E.1 Direct and Indirect Speeches



Activity 7.9

I. Sunday 21, 2021

Zami and I had our first big fight last night. It was horrible. We shouted at each other.

He told me that it was my fault that we'd gone to Mombasa. The vacation had cost us a fortune. He said the vacation had been the worst vacation he had ever had.

I said that there was nothing wrong with the site. It was very beautiful and entertaining. But the travel agency was to blame. Their brochure had promised all kinds of things about the hotel. It had been a lie, and we had to pay extra money for hotel and meals. Hotels are quite expensive in Mombasa, but at the park if they are too exclusive. I told him that he had no right to blame me for choosing Mombasa. I thought it would be a different experience because we have already visited all the parks in Ethiopia. I cried a lot.

Finally, he said he was sorry and that he knew that it wasn't my fault. He said that he would go to the travel agent first thing in the morning and that he would tell them about everything. I said I would go with you.

We'll see what happens tomorrow.

II. The activity revises all the rules to changes direct speeches to in direct.

1. No quotation mark
2. Tense change
3. Pronoun change
4. No question word order
5. No question mark
6. Linking words, that, if or whether

III. The underlined words in the reporting phrase are reporting words. “that” connects the reporting phrases and the reported statement (clause)

reporting phrase

that clause

1. She predicted that Peter wouldn't be on time.

2. She believed that I couldn't jump across the river.

3. She complained that she couldn't see the stage clearly.

4. He explained that it wasn't possible to see Jemal that day.

5. They expected that Alem wouldn't lend them his car.

IV.

1. The guide told us not to touch the mirrors.

2. Zami asked the guide how much he earned.

3. The guide replied that his income depends on the type of the visitors.

4. The guide added that he had had Ethiopian from abroad and had given him 200 the other day.

5. I asked him if it was Ethiopian birr or American dollars.

6. He replied that it had been in dollars.

7. Zami hoped that the guide would have his own firm.

7E.3. Vague Pronoun Reference**Activity 7.10**

II.

1. The visitors enjoyed **their** stay at the lodge.
2. The head chef wanted to make dinner himself/herself.
3. Mandela and **his** family have established a foundation.
4. Zami and Sara won't be late for their training.
5. The founders of the training center have donated equipments to improve the standard of the training center.

III.

1. The visitor asked the director, ' Do you bring me your telescope? '
2. At the laboratory, the **scientists** said the research had run into serious difficulties.
3. The testing equipment was accidentally dropped onto the aquarium, and the **equipment** was badly damaged.
4. I don't watch the 10 o'clock news anymore because **it** has become too superficial.
5. Hanan told Sara, ' **I** need to earn one million birr in two years. '
6. Being one of the best sellers, she won the Book Prize.
7. Mohamed bought the machines from a Chinese machine factory because the factories make the best machines.
8. Sara and Zami left their bags at the hotel, but they weren't sure if the bags were safe.
9. Although Nina was a real athletics fan, her brother never became interested in athletics.
10. The boat bumped the edge of the dock, but the boat didn't need many repairs.

7F.1 Punctuations**Activity 7.11**

II.

1. She said to him, ‘Leave me alone.’
2. He asked her, ‘ please, don’t go.’
3. ‘I’m going to bed now,’ he said to Sara.
4. ‘We had terrible day, said Tina.
5. ‘I’ve never been to Tokyo,’ said Tina.
6. She asked us, ‘Do you have any problem with me?’

7F.2 Rearrange jumbled paragraphs of narrative essay**Activity 7.12**

I returned to Nigeria after graduating from college. I have been to Abuja, the capital, a couple of times, but that was before my mother was appointed as Minister of Finance.

Two weeks into my stay, on a rare occasion when my mother has time to chat, I tell her that I’m bored. Her response: “Here are the car keys. Go and buy some fruit.” Overjoyed, I jump into the car, salute the heavily armed security at the gate and speed off in search of — fruit.

The young boy sees me, or rather he sees the car first — a silver BMW — and quickly springs up from his spot under a small tree, eager to sell his bunches of bananas and bottles of roasted peanuts. His dingy shirt hangs low over too-short shorts. His sucked-in cheeks and wrinkled lips suggest that although he appears to be about twelve, he already knows the sourness of life. By the time I stop the car, he is at the passenger door, grunting: “Banana 300 naira (roughly \$2). Groundnut 200 naira. Sah!” I look skeptically at his black-striped bananas and bargain him down to 200 total for the fruit and nuts. When he agrees, I reach for my wallet and hand him a crisp 500 naira note. He doesn’t have change, so I tell him not to worry. He is grateful and smiles a row of perfect teeth.

When, two weeks later, I see this same boy, I am more aware of my position in Nigerian society. Security people at the house have told me: “You are the son of a minister! Kai! You should enjoy this country!” But it’s hard to find enjoyment in a place where it’s not that rare to see a little boy who should be in school standing on the corner selling fruit in the intense heat. My parents have raised me and my three siblings to be aware of the privilege we have been afforded and the responsibility it brings. “To whom much is given . . .” my grandfather always says. And I have been given much, from education at the best schools in the United States to this car and its twelve speakers, which have changed the way I listen to music. But I worry about what is expected of me.

I pull over and wind down my window. He wears the same shirt and shorts and has a bunch of bananas and a bottle of peanuts ready. I wave them away. “What’s up?” I ask him. He answers in broken English: “I dey oh. But I no get money to buy book for school.” I reach into my wallet and pull out two fresh 500 naira notes. “Will this help?” I ask. He looks around nervously before sticking his hand into the car to take the bills. One thousand naira is a lot of money to someone whose family probably makes about 50,000 naira (\$380) or less each year. “Thank you, Sah,” he says. “Thank you very much, oh!”.

Objectives

By the end of unit 8, students will be able to:

- comprehend spoken texts;
- make oral presentation;
- participate in a meeting with English medium;
- analyze a written text;
- construct sentences using new words;
- interpret verbal analogies;
- distinguish the use of phrasal verbs;
- identify the use of active and passive forms;
- construct sentences with active and passive voices;
- identify pronoun changes in reported speech; and
- compose an argumentative essay.

Learning competencies

Listening: *students are expected to listen for the main idea and specific details of a spoken text and take notes from it.*

Speaking: *students will make oral presentation on a given topic, participate in meetings in English by setting agenda.*

Reading: *students will read factual articles, identify the main idea and specific details; learn new words and expressions related to Telemedicine.*

Writing: *students will write argumentative essay.*

Language Focus

Listening: *Fundamentals of Tele Medicine (listening for specific purpose); Benefits of Tele Medicine (Note Taking)*

Speaking: *Meeting (Agendum; minutes; Decision; Reporting); Oral Presentation (Greetings; opening, progressing, summarizing & closing)*

Reading: *Integrated Telemedicine Systems (Skimming and scanning a text); Telemedicine in Ethiopia (Contextualizing the Issue)*

Vocabulary: *Words related to telemedicine; Analogy exercise; Cloze test*

Grammar: *Wrong Usage of Voice; Verbs with prepositions; Pronouns and Adverb of Time Changes in Reported Speech*

Writing: *Cause and Effect paragraph; Structural elements of Argumentative essay; Thesis Statement; Composing Argumentative essay.*

Listening Skills

8 A.1 Fundamentals of Tele Medicine



Activity 8.1

The listening text is on Telemedicine. This, may be, is a new concept to students. Before listening to the text, discuss the topic. Ask them what they know, what they don't know and what they expect to know from the text about telemedicine. The discussion should include interpreting a picture and definition of Telemedicine.

I. Pre-listening

1. The pre-listening task is mainly on clarifying the listening text's topic. This will prepare students for the listening practice. The pre-listening task for this unit should not exceed 5 minutes. You should encourage students to reflect on their prior knowledge related to the topic.
2. Tell students that they are going to listen to a text entitled, "Fundamentals of Telemedicine".

3. Students should copy the while reading questions into their exercise book. They should read and understand the questions. Encourage them to ask if they have some confusions on the questions.

II. **While -listening**

1. When students are ready, read the listening text at a normal speed. Then, elicit some answers on the while listening task from students and write it on the board.
2. Give some minutes for students to finalize the tasks first individually, and then ask them to check their answers with a partner.
3. Read the text for the second time with a normal speed. This time, students are expected to check their answers and finalize.
4. The purpose of while listening task is to listen and take notes. Students should do this during instruction II, individually and then in pairs (with a partner). They should compare their answers with their partners. If their partners do not agree to their answers or vice versa, they should debate and agree. Finally, they should come up with similar answers and report their answers to the whole class. If some of their answers are not correct, give chance to the other class member (i.e. peer-feedback). You should give feedback with justification in the end. Encourage students to take part in peer-feedback.
5. Instruction III is devoted to clarifying the meanings and contextual use of words. They should be done under your close supervision. Encourage students to use a dictionary.

III. **Post-listening**

The post-listening task of this unit will help students practice an excellent academic skill, research and write. It also links the classroom activities to the natural world (i.e. the out of the class world). The activity integrates all the language skills.

Listening script

Fundamentals of Tele Medicine

Telemedicine is the delivery of health care and the exchange of health-care information across distances. The prefix 'tele' derives from the Greek for 'at a distance'. Therefore, telemedicine is medicine at a distance. It incorporates the whole range of medical activities including diagnosis, treatment and prevention of disease, continuing education of health-care providers and consumers, and research and evaluation.

The field of telemedicine has changed drastically from its inception. It was only about fifty years ago that a few hospitals started experimenting with telemedicine to reach patients in remote locations. But with the rapid changes in technology over the last few decades, telemedicine has transformed into a complex integrated service used in hospitals, homes, private physician offices, and other healthcare facilities.

Telemedicine is not a technology or a separate or new branch of medicine. It is also not the solution that will cure all of the world's health-related problems or a means by which healthcare workers can be replaced. Telemedicine is far from being a mature discipline, and much work remains to be done to establish its place in health-care delivery.

The type of interaction is usually classified as either prerecorded (also called store-and-forward) or real-time (also called synchronous). In the former, information is acquired and stored in some format, before being sent, by an appropriate means, for expert interpretation at some later time. Email is a common method of store and-forward interaction. In contrast, in real-time interactions, there is no appreciable delay between the information being collected, transmitted and displayed. Interactive communication between individuals at the sites is therefore possible. Videoconferencing is a common method of real-time interaction. The information transmitted between the two sites can take many forms, including data and text, audio, still images and video pictures. In certain applications, such as tele-radiology, a technique that involves the transmission of digital radiographs between institutions, it is possible for the interaction to be either prerecorded or real-time; the latter requires that the expert be available to give an opinion as the image is taken and transmitted.

In broad terms, telemedicine can be expected to improve equity of access to health care, the quality of that care and the efficiency by which it is delivered, by enhancing communication up and down the healthcare pyramid. Widespread adoption of telemedicine would permit decentralization; work previously done in the secondary sector, for example, could be performed in primary care and work previously done in the primary care sector could be devolved to the community level. Such changes, if implemented in the developing world, could potentially have the greatest effect, allowing underserved people to benefit from a greatly improved standard of health care. In all remote or rural areas, however, telemedicine could have a great impact, permitting among other opportunities, better

diagnostic and therapeutic services, faster and easier access to medical knowledge, and enhanced communication between health-care workers

There is no doubt that telemedicine is effective in certain situations. The transition to a world where telemedicine is employed to the maximum will not be realized, however, if governments and health-care organizations do not produce strategies to encourage its development.

(Adapted from Journal of Telemedicine and Telecare Volume 11 Number 1 2005).

8A.2 Benefits of Telemedicine



Activity 8.2

Like 8 A.1, this text has some technical terms. The text is on the ‘benefits of Telemedicine’.

I. Pre-listening

Before reading the listening text, brainstorm students using the pre-listening questions. Ask them to interpret the picture with a partner

II. While-listening.

1. Students should copy the while- listening questions into their exercise books and understand the nature of the questions before listening to the interview. Help them to understand the questions.
2. Instruction VI is on listening for detailed understanding of the text. Elicit answers from volunteer students and write them on the board. Give chance for the class to give feedback on the answers written on the board. Finally, provide feedback
3. Read the text with a normal speed. After this, give time for students to complete instruction VI and VII first individually and then in pairs. Elicit some answers from them and write it in the board.
4. Read the text for the second time with a normal speed. This time, tell students to check and finish their work.

III. Post-reading

The post-listening task of this unit is intended to link the classroom learning to the real world. It will also encourage students to think critically.

Listening transcript

Benefits of Telemedicine

Telemedicine' is an innovative system of healthcare provision from long distance utilizing the telecommunication and modern information technologies. Though this concept arrived in 20th century with telephone and radio, today diverse advanced technologies, including, video telephone, latest tele-medical devices, mobile cooperation technology, diagnostic methods, distributed client or server applications, etc. have upgraded the quality and extent of telemedicine service.

Telemedicine allows you to get health care at any time and from any place, as long as you have an Internet connection. This allows a greater number of people to access healthcare with significantly fewer troubles. This is especially useful for people who have more healthcare needs, but more difficulty getting the care they need, such as older adults or people with disabilities. One of the most obvious and widespread benefits to telemedicine's growing prominence is that it greatly increases access to care. The number of doctors and healthcare providers in the world is limited, as are the places in which they practice. Telemedicine can bring a doctor or healthcare provider into your home or office from anywhere in the world, so long as you have a working Internet connection and an appropriate device, like a laptop, desktop, tablet, or smartphone.

While still a developing area of medicine, research consistently indicates that telemedicine improves not only access to care but also the quality of healthcare delivered to patients. Naturally, in considering Telemedicine's benefits and advantages, better care is perhaps the most important bottom line.

Telemedicine patients who choose for some portion of their care through telemedicine technology tend to have lower hospital admission rates, fewer readmissions, shorter periods of stay in hospitals, and were more engaged and active advocates in their own healthcare status. Those are clear advantages of telemedicine that greatly benefit patients and the healthcare system as a whole. In short, their quality of care and the resulting quality of life have consistently been shown to be improved by telemedicine.

Telemedicine connects patients directly to their doctors or to other health care professionals. This is especially useful if you have questions but don't necessarily need to schedule a full appointment, such as having follow-up questions about a new medication. Telemedicine has facilitated patient monitoring through computer or tablet or phone technology that has reduced outpatient visits. Now, doctors can verify prescription or supervise drug oversight. Furthermore, the home-bound patients can seek medical-help without moving to clinic through ambulance. Thus, cost of health care has been reduced.

Telemedicine minimizes exposure to infectious diseases by connecting patients to doctors and healthcare providers through a secure telemedicine platform. This means that telemedicine allows doctors to diagnose patients and prescribe treatment without risking their health or safety.

This system also facilitates health education, as the primary level healthcare professionals can observe the working procedure of healthcare-experts in their respective fields and the experts can supervise the works of the novice.

To conclude, telemedicine is a clear benefit. It expands access to quality patient care, especially to regions and underserved populations that need it the most. It provides a way to cut down on healthcare spending and engage today's connected patient. It has the potential to change the healthcare delivery model for the better.

(Essentials of Telemedicine and Telecare. Author: A. C. Norris Copyright © 2001 John Wiley & Sons Ltd ISBNs: 0-471-53151-0 (Paperback); 0-470-84634-88).

B :S p k ing Skills

8B.1 Meeting



Activity 8.3

1. Give instruction I as an introduction. It is a pair work. Elicit from students answers about what people do before, during and after a meeting. This is a good practice to trigger the students' background knowledge.

2. Instruction II is on words/phrases that are common during meeting. Students should do the exercise first individually and then with a partner. After they tried, teach them the phrases that are common during meetings from the student's book.
3. Instruction III is a role play in which students share roles and play accordingly. Teach them how to set a meeting agenda and write a minute before the role play. Use the note on the student's text.

8B.2 Public speech



Activity 8.4

Instruction IV is public speech. Remind students about essentials of public speech from the preceding units. They should practice asking for and giving advice in pairs. You should encourage students to do the public speech. Give them help when necessary.

8C :Reading Skills

8C.1 Integrated Telemedicine



Activity 8.5

- I. **Pre-reading**
 1. The pre-reading phase is intended to create students interest for the reading material and activities. You should use it wisely: to motivate students, to make them ready for the reading practice and to make them attentive throughout the lesson.
 2. In the pre-reading task students should work in groups and discuss the given points. You should give them some time. Encourage them, give them hints. It should not exceed 10 minutes.
- II. **While-reading**
 1. During the while reading phase students should practice the skills of reading for details.
 2. Vocabularies from the reading passage should also be done. Help students to use contextual clues when doing the vocabulary activity.

III. Post-reading

1. The post-reading task intends to make students think critically. They should practice the important academic skills of researching, report writing and reporting. Skills are integrated in this practice.

8C.2 Telemedicine in Ethiopia**Activity 8.6****I. Pre-reading**

The pre-reading phase of this part intends to establish a good ground for the reading and comprehension practice. As usual students should give their prior knowledge on the topic. They should tell their experience on Ethiopian Telemedicine practice. If they can't, assist them.

II. While -reading

1. The while-reading phase has four parts. The first part is on identifying active and passive sentences from the reading passage. It is intended to prepare the students for the practice in the grammar section. It is a pair work and should be completed within 5 minutes.
2. The second while-reading activity is using the words taken from the passage in a context. Encourage students to guess the meanings of the words and use them in the given context.
3. The third part includes comprehension questions. Students should do it individually and check their answers with a friend.
4. The fourth practice is on note-making. Students should practice this important study skills.

III. Post-reading

The post-reading activity is on linking the classroom to the outside environment.

D :V ocab ular y Skills

8D.1 Words from the reading passage



Activity 8.7

The vocabulary section has five parts.

1. The first part is on using new words from the text in a context. It will help students increase their vocabulary stock.
2. The second is a cloze test. Students should try the test under your supervision. It is an individual activity. Encourage them to guess the contextual meanings of the new words. Elicit answers from students, write them on the board and ask the class to comment on the answers. Finally, give your feedback.
3. Students should also work on verbal analogy. You should help them when they are doing the activities. Encourage them to work in small groups. Elicit answers from volunteer students, write it on the board and ask the class to reflect on the written answers. Finally, give them feedback with explanation.
4. Some common confusing words and phrasal verbs are included in this section. Students should work first individually and then in pairs. Encourage them to use a dictionary. Check that every student is on task.

E :G ram ma Skills

8E.1 Active and Passive voice



Activity 8.12

The grammar part has three sections:

1. Active and passive voice. In this section, students should identify when to use active and passive voices. In fact this is not a first time lesson. Instruction I and activity II are devoted to the use of active and passive voice. Encourage students to do the activities first individually and then check answers with a friend. Elicit answers from volunteers, write it on the board. In the end ask the class to reflect on the suggested answers Give feedback with necessary explanation. Use the

note in the student's text book for your presentation.

2. The second grammar item is on verb and prepositions. In this exercise, students should practice the structure and contextual meanings of verb and preposition combinations. There are individual, pair and small group activities. You can organize the classroom in the way you think is appropriate. In each activity, elicit answers from volunteer students and ask the whole class to reflect on the volunteer's response. You can also ask students randomly. Asking randomly makes students on task all the time. Finally, give feedback with explanations. Use the language focus of this unit in your presentation.
3. The third grammar focus of the unit is on the change of pronouns and adverbs in reported speech. Students should do the given activities under your supervision. You can organize the classroom as you wish. Check whether every student is on task all the time. Ask them randomly, elicit answers, and give chance for the class to correct their peers. Finally, provide feedback with explanation.

8 :W iting Skills

8F.1 Argumentative essay



Activity 8.15

1. Two instructions are assigned for this section. The first one is controlled while the second is a free activity. The controlled practice is re-arranging the jumble paragraphs and come up with an argumentative essay with logically sequenced paragraphs. Students should work in pairs. Give them sometime (10- 15 minutes) and ask volunteer pairs. Write their answers on the board and ask the class to comment on the answers given. Finally, provide feedback by explaining why.
2. Students should develop a five paragraph argumentative essay in one of the suggested topics. They should argue for or against the topic. They should use the essay writing skills they learned in previous units. This is an individual activity. It should be done in a class as. If it is a homework, you will not be sure who the writer is. Encourage them to follow a process approach to writing when they write. Furthermore, present important points to be considered when writing argumentative writing. Use the student's text to do so.

The following three phases are important in a process approach to writing:

1. **Pre-writing** (brainstorming, clustering, outlining).

- Start with uncritical generation of ideas.
- When you've either exhausted your ideas -- or arrived at the point you need to do research – stop.
- Either do the research, or else group your brainstorming info into clusters.
- From the clusters, create a rough outline.
- Your goal is to end with a rough, working thesis, which may change during writing.

2. **Rough draft** – Execute on your outline.

- The more well-thought-out your outline, the easier the rough draft is to write.
- To fight procrastination and writer's block, start writing on whatever section of the outline you feel most comfortable with.
- Consider writing the introduction LAST.
- It's much tougher to introduce what you don't completely understand yet, so start with a rough, working thesis and write the draft.
- THEN write the introduction – once you know exactly what you're introducing. Don't be too critical: a rough draft should be “rough!” You're looking for a mostly complete document, NOT a polished one.

3. **Re-vision**

This is not just proofreading, but a chance to re-see your entire argument. You're not just looking to fix weak spots, but to strengthen everywhere, and maybe to generate new writing that you hadn't thought of during your first two stages

Unit 8 Answers key s



Activity 8.1

8A.1 While listening

II.

1. Telemedicine **is** the delivery of health care and the exchange of health-care information across distances.

2. Telemedicine is not a technology or a separate or new branch of medicine. It is also not the solution that will cure all of the world's health-related problems or a means by which healthcare workers can be replaced.
3. Telemedicine incorporates the whole range of medical activities including diagnosis, treatment and prevention of disease, continuing education of health-care providers and consumers, and research and evaluation.
4. The type of interaction is classified as either prerecorded (also called store-and-forward) or real-time (also called synchronous).
5. Impacts of Telemedicine include better diagnostic and therapeutic services, faster and easier access to medical knowledge, and enhanced communication between health-care workers.

III.

- | | | | |
|----------------|--------------|---------------|--------------|
| 1. health care | 2. diagnosis | 3. prevention | 4. physician |
| 5. cured | 6. treatment | 7. equity | |

8A.2 While- listening

II.

1. **False** because Telemedicine works as long as you have internet connection.
2. **False** because it is useful for all people who have more health care needs, but more difficulty getting the care they need.
3. True 4. True 5. True

III.

Different benefits can be identified, for example:

- Getting health care at any time and from any place,
- To get access to health care with fewer troubles, etc.

8 B.1 Meeting



Activity 8.3

2.

Different points are possible. Students are expected to fill the table using their background knowledge. The following are just examples

Before meeting	During meeting	After meeting
Setting agenda	Participating in discussion	Schedule the next meeting
Time (meeting time)	Minutes (recording)	
Place (venue)		
Day and date of the meeting		

II.

- | | | |
|---------------------|---------------------|-----------------|
| 1. moment | 2. may | 3. interrupting |
| 4. what I said | 5. tell | 6. catch |
| 7. both are correct | 8. both are correct | 9. mean |
| 10. track | 11. propose | 12. scope |
| 13. explain | 14. agree | |

8 C.1 Integrated Telemedicine



Activity 8.5

II.

1. It requires linking the segregated telemedicine applications into a more comprehensive electronic Health (eHealth) strategies.

2. The capacity problems of a segregated telemedicine applications contributed for the global rise of Telemedicine.
3. Integrating telemedicine into electronic health record system helps providers improve clinical workflows.
4. Integrated Telemedicine ensure patients receive the right care, at the right place, at the right time.
5. Integrated telemedicine makes easy for the front office to get the patient checked in.
6. Segregated telemedicine application is isolated but integrated telemedicine is comprehensive and coordinated.

III.

- | | | |
|-----------------------|---------------------------|---------------------------|
| 1. electronic health | 2. clinical | 3. omnipresent |
| 4. electronic consult | 5. remote monitoring | 6. wireless communication |
| 7. interoperability | 8. digital transformation | 9. videoconference |
| 10. segregated | | |

C8.2 Telemedicine in Ethiopia



Activity 8.6

While- reading

I.

Active verbs forms	Passive verb forms
live	are underserved
has made	has increased
interconnects	has implemented
use	was aimed
	was established
	was initiated

II.

- a) the inaccessibility b) challenging c) inequality
- d) health care inequality e) several programs f) health care system
- g) telemedicine projects h) Telemedicine

III.

1. The Ethiopian government implemented several programs to support the healthcare system in rural communities.
2. The National Telemedicine Coordinating Committee (NTCC).
3. To reach the underserved communities by efficiently utilizing the medical and public health professionals that are concentrated in the larger cities.
4. Different mechanisms such as telemedicine, should be used to curb the problem.
5. No. Majority of the population are underserved and are victims of healthcare inequality.

IV.**The first Telemedicine project**

- a) International Telecom Union (ITU)
- b) 2003
- c) ensuring access to affordable and clinically acceptable primary healthcare for underserved
rural communities
- d) Black Lion Referral Hospital
- e) tele-radiology, tele-dermatology, and tele-consultation services
- f) healthcare workers,
- g) medical doctors,
- h) public health workers

- i) medical students.

The second telemedicine project

- a) the Pan-African e-Network
- b) selected telemedicine sites in Africa
- c) telemedicine service provider
- d) India
- e) the African Union
- f) Tikur Anbessa (Black Lion)
- g) other telemedicine centers outside Addis Ababa
- h) tele-radiology
- i) tele-dermatology services

John Hopkins University Telemedicine in Ethiopia

- (a) HIV/AIDS prevention, its treatment
- (b) the rehabilitation of these patients.
- (c) the United States of America (USA)
- (d) two locations
- (e) Ethiopia
- (f) Black Lion Referral Hospital
- (g) Sidama Regional state (Hawassa town).

Swinfen Charitable Trust (I-TECH)

- (a) 1998
- (b) developing countries by giving them access to
- (c) medical specialists
- (d) telemedicine
- (e) telemedicine

(f) Seven

8 D.1 Words from the reading passage**Activity 8.7**

I.

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

8D.2 Cloze test**Activity 8.8**

I.

- | | |
|-----------------------------|---------------------------|
| 1. Telemedicine | 6. Clinical health |
| 2. Health care services | 7. Telecommunications |
| 3. Distance | 8. Information technology |
| 4. Medical information | 9. Cost effective |
| 5. Electronic communication | 10. face to face |

8D.3 Analogy exercise**Activity 8.9**

I.

- | | |
|-------------|-------------|
| 1. fearless | 8. band |
| 2. estimate | 9. flexible |
| 3. value | 10. taut |
| 4. learn | 11. shock |
| 5. aid | 12. wane |
| 6. pleased | 13. drench |
| 7. scoop | 14. curt |

II.

- | | |
|------------|--------------|
| 1. bitter | 5. permanent |
| 2. wealthy | 6. speedy |
| 3. moist | 7. amateur |
| 4. shady | |

8D.4 Commonly Confusing Words



Activity 8.10

I.

- | | | | |
|-----------------------------|---------------------|---------------------------|------------|
| 1. except, accept
affect | 2. lose, loose | 3. a part, apart | 4. effect, |
| 5. capital, capitol | 6. site, sight | 7. complement, compliment | |
| 8. passed, Past | 9. proceed, precede | | |

8D.5 Phrasal verbs



Activity 8.11

I.

- | | | | | |
|--------|---------|---------|---------|-----------|
| 1. in | 2. into | 3. up | 4. down | 5. around |
| 6. off | 7. away | 8. down | 9. out | 10. off |

8E.1 Active and Passive voice



Activity 8.12

I.

1. have been taken/were taken
2. were introduced/have been introduced

3. made/have made
4. were shown
5. has belonged
6. was given
7. was killed
8. suffered/had suffered
9. was restored
10. added
11. doesn't feel
12. happened/had happened
13. was sent/had been sent
14. behaved/ had behaved
15. be sacked/get sacked
16. is invited/ will be invited

8E:2 Verbs and Prepositions



Activity 8.13

I.

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

II.

- | | | | | |
|---------|--------|--------|-------|----------|
| 3. for | 4. to | 5. for | 6. - | 7. - |
| 8. - | 9. - | 10. on | 11. - | 12. with |
| 13. for | 14. to | | | |

III.

- | | | | |
|---------|--------|----------|---------|
| 1. at | 2. for | 3. about | 4. for |
| 5. with | 6. for | 7. about | 8. with |

IV.

1. What are they talking about?
2. How much is she asking for
3. How many jobs has she applied for?
4. What are you listening to?

8E.3 Pronoun and Adverb Changes in Reported Speech**Activity 8.14**

- I.
 1. Mr Brown said (that) he was watching TV the night before.
 2. Sandy explained (that) she had seen the accident at the corner of High Street.
 3. Bob said (that) they had had a wonderful time at Peter's party.
 4. The farmer said (that) he hadn't seen her.
 5. Will and Tim said (that) they were very happy about the present.
 6. Mr Jones said (that) as a young boy he had collected stickers.
 7. Peter reported (that) they had played a lot of tennis the year before.
 8. Mother said (that) she had a headache.
 9. The Clarks told us (that) they drove right down to Athens last summer.
 10. Helen said (that) she was watching the late night show.
 11. Peter said (that) they were interested in other countries.
 12. Mr Cooper said (that) he took his medicine regularly.
 13. Mrs Miller said (that) she didn't feel better by then.
 14. Sarah said (that) her father took her to school every day.
 15. He said to the reporters (that) he was a farmer in Cornwall

II.

1. Karen said, their class was interesting
2. Mom said to me (that) my room was a mess.
3. Dad announced, my brother and I were grounded.
4. Sara and Karla said, their laptop had stopped working.
5. John's sister said, her dad would buy me a new car.
6. Teresa's dad said, her grades were too low.

8F: 1 Argumentative essay**Activity 8.15**

I.

The right order is 3, 5, 4, 1 and 2

Conflict Management

Objectives

By the end of unit, students will be able to:

- tell the main ideas of various texts;
- extract information from a spoken sources;
- describe yourself and others;
- play short drama;
- identify the themes of reading texts;
- find out writer's opinions and suggestions;
- transfer information to tables/charts;
- complete statements with information from written sources;
- correct faulty subject-verb agreement in sentences;
- writing an argumentative essay; and
- write job application letter.

Minimum Learning Competencies

Listening

- Tell the main idea of an extended talk.
- Fill gaps in a text after listening to a talk.
- Extract the specific information from a spoken source

Speaking

- Describe their physical appearance, feeling and personality.
- Perform a drama (play).

Reading

- Read for the details and specific information
- Identify the opinion of the writer.

Vocabulary

- Use dictionary to find meanings.
- Interpret relationship of two words.
- Fill the gap given with common words.

Grammar

- Describe their past, present and future wishes using appropriate patterns.
- Correct faulty subject-verb agreements in a sentence.
- Revise the verb from direct to reported speech.

Writing

- Punctuate a text properly.
- Write an argumentative essay.
- Write an application for a vacancy.

Language Focus

Listening: What is Conflict Resolution? (Listening for general & Specific purpose); Practices of Conflict Resolution (detail listening)

Speaking: Self-description; prepare and play dram on traditional conflict resolution management in their surrounding

Reading: *Conflict Management Models (Skimming and Scanning); Drama Script – on Traditionl Conflict Management*

Vocabulary: Words collected from the text; Analogy Exercise; Cloze Tes

Grammar: *The verb wish; Faulty Subject-Verb Agreement; Tense change in reported speech*

Writing: *Punctuation; Argumentative Essay; Application Letter;*

Revision Exercise: *Model Examination*

9 A 1. Listening Skills

9A. 1 Listening Text A : Conflict Management



Activity 9.1

In this section, students practice listening for note taking and detail information. They evaluate and relate the content of listening texts with their life and experience.

1. Start the section with discussion about the concept conflict management
 - a. What is conflict management?
 - b. Why do people usually conflict?
 - c. Ask the whole class and elicit their responses orally and give feedback.

I. Pre-listening

1. Guide them to the pre- listening activity. The purpose of this activity is to integrate their experience with topic of the lesson. Read the instruction with the whole class and check if that is clear for them.
2. Tell them to check their responses with a partner.

II. While Listening

1. Before reading the script, give them time to read and copy the while listening questions to their note book. Ask them if the activities are clear.
2. Read the script at normal speed. Give them time to answer the while listening question. Then, give them time to check their answers with a partner. Elicit their answers and put them on the board.

III. Post Listening

1. Arrange them in smalls groups to do the post listening activity. Ask volunteers to share their responses with the whole class.

9A.1. Listening Script A

Conflict Management

Conflict is a clash of interests, values, actions, views or directions. Disagreement among people is the underlying basis of conflict. People disagree because they see things differently, want different things, have different thinking styles. They usually find it difficult to accept differences and avoid conflicts.

Knowing how to handle conflict is an important skill because conflict can affect the motivation and well-being of people and create unnecessary distractions and stress. People with conflict management skills resolve disagreements quickly and effectively, enabling effective teamwork and maximum productivity.

When conflict arises, we can often see nature's fight-or-flight response – either attacking the enemy or running away. The 'fight' reaction is when people start to prepare themselves for an argument. But by getting aggressive, they might not only damage their relationships but also miss the chance of growing through constructive feedback. Here are some strategies that help us manage conflict successfully.

The first and most important means of managing conflict is assuming positive intentions. Walking into a conversation assuming that you're not liked or feeling that you're going to be attacked ends in defensiveness and anger. Remember that people take you to the process because they want to resolve the issue and get along. So start by assuming that their intentions are positive and that the things they are going to say are for the good of both party. This will allow for an open conversation that aims to improve the situation rather than make it worse.

The second important strategy of managing conflict is making sure it's a two-way conversation. A conversation is not a monologue. It is not a chance for one party to list all the things they are angry and unhappy about without letting the other person react. A real conversation allows all parties to share their perspectives and collaborate to find a satisfactory way forward. If you find yourself in a monologue, stop and ask some questions.

Equally important strategy is to be specific about the issue and the impact. It's easy to generalize and make broad accusations, for example using statements such as *You always ...* or *You never ...* However, this often results in a defensive response. Instead, be specific about what the issue is, give examples and be clear about the impact of the problem. Be as objective as you can and avoid personal attacks.

Another strategy of managing conflict is not bringing up the past. Some of us feel the need to bring up less relevant past events to gain an advantage over our conversation partner. This can make people feel defensive and distract everyone from the main point of the conversation. Try to focus on the main issue and how to make things better.

The last, but not the least, strategy of managing conflict is focusing on the future. This not only demonstrates your desire to work as a team but also shows that you are not just looking for an opportunity to blame the other party. Conversations about conflict are of-

ten focused on what shouldn't have been and what could have been done. Instead, focus on the future. What steps can you take to resolve the problem? How can you avoid this happening again? With careful management, conflicts can help us make the most of our differences and find a way of working together successfully.

(adapted from The British Council, Learn English Business magazine)

9A.2: Listening text B



Activity 9.2

I. Pre- listening

1. Start the session introducing the lesson. The pre-listening activity is to bring their personal experience into the lesson and promote critical thinking.
2. Tell them to do the pre-listening questions with a partner and ask some students to share their response with the whole class. Give opportunities to the least instructive students.

II. While listening

1. Prepare them for the while listening activities. Tell them to do and read the while listening questions. Ask them if the activities are clear. Read the text at normal speed. Give them 10 minutes to answer the questions and read the text for second time. This time tell them to check their answers.
2. Ask them to check their answers in pairs or in groups of three as it is convenient for their sitting arrangement. Elicit their responses and put them on the board.

III. Post Listening

1. Read the post reading activity with the whole class. Ask them if the task is clear and if they understood the scenarios. Organize them in small groups and assign a group secretary who monitor the discussion and report their points to the whole class.

Listening script B**Orientations to conflicts**

Conflicts arise because of differences in personality, perceptions, status and ideological and philosophical outlooks. Tangible as well as intangible costs may provoke conflict, and also help towards the resolution. However, conflicts can be prohibited by using certain strategies. If they are unavoidable, they can be managed by using careful management orientations.

There are three orientations to conflict management; these are a lose-lose, a win-lose and a win-win approaches. These three approaches always direct us on how to confront conflicting situations. The approaches are differentiated from each other based on the purpose and the type of the scenario. One approach may best fit in one scenario but may not be applicable in another.

In a lose-lose approach (compromise approach), each person or party involved in the conflict at least loses something. It is an approach that holds an assumption that both parties will be satisfied having lost equally. It is not a good method since it creates a potential cause of future conflict. The conflicting parties should reach a compromise by accepting to lose. It is a damaging and unhealthy approach to settling conflicts. Since there is a belief that lose-lose conflict orientation assumes that conflicts are certainly negative, people try to avoid conflicts at all costs.

A win-lose approach (domination approach) is an approach where one party or person gains victory against the conflicting party or person. An important aspect to take into consideration in this kind of orientation is look at conflict resolution as either a win or a lose battle. Moreover, what one of the parties loses is a gain to the opposite party and what one party gains is a loss to the other. This approach to conflict resolution is seen as a game that can lead to either a win or lose. Someone who is optimistic of the outcome and has little concern for other people will most likely orient to a win-lose approach. Similarly, an individual who has little attachment to the outcome of the negotiation will most probably give in to the opponents demands because of the need to maintain friendship or relationship.

A win-win approach type of orientation takes the assumption that everyone gains in the event of resolving conflicts or differences. It aims at discovering a satisfactory resolution that is mutually acceptable to all the conflicting parties. It is worth noting that it might not be possible to reach at a win-win conclusion. When a deadlock is reached, parties or persons involved will always be required to make some amendments to their demands in order to accommodate the divergent views and arrive at win-win level. Win-win approach works positively to both parties where none of the parties appears to be selfish and hence everyone is a winner.

In conclusion, the orientation chosen in resolving a conflict affect the manner in which we advance to conflicting situations. Therefore the negotiating party may oblige selectively on issues that are under discussion. Above all, there is an assumption among persons on one approach over the others claiming its moral superiority in problem solving.

(“Basic Orientation to Conflict Situations, Topics and Well Written Essays - Retrieved from <https://studentshare.org>)

9B :S p k ing Skills

9B.1. Describing people



Activity 9.3

1. Introduce the task and revise the use of adjectives to describe people, physical appearance and personalities. Write the adjectives on the board. Elicit more examples from the whole class.
2. Arrange them to work in pairs. Ask students to look at the portraits of people in the student material and write sentences using the adjectives given.
3. Give them assignment to interview people, family members, and close friends. Tell them to complete the table given in the student material. Given them examples. Ask them about what they think of what people say about them.
4. It is usually common among family members or friends to fight because of the words they use to each other. Encourage them to share their experience with the whole class.

5. Allow them to do question number 4 individually. Ask them to share their answer with a partner. This activity is to allow them further practice the adjective of personality.

9B.2. Drama



Activity 9.4

1. This activity gives students more opportunity to use English in real life context. Organize them in groups of five that represents a family, parents and three children. Make sure each student get chance to speak. Before they go to the practice, read the instruction with the whole class and ask them if they understood the roles.
2. Give them time to practice. Prepare them to play the drama in the classroom. Promote group feedback. Ask the class to give feedback after the performance of each group.

Reading Skills

9C. 1 Conflict Managing Models for managing conflict in a family



Activity 9.5

In this reading section, students practice different reading strategies such as skimming scanning reference inference and reading for details.

I. Pre- reading

1. Start the lesson by introducing the topic of the reading text. Put students in small groups and ask them to discuss the pre-reading questions. Ask them to share their responses to the whole class. Elicit their answers and write the most common reasons of conflict in a family on the board.

II. While Reading

1. Guide them to read the while reading questions before reading the text. The reading activities are to give students the opportunity to practice reading for details and reading for specific information.

2. Give them time to read the text individually and answer the questions. Go round the class and see if all are engaged in the reading activity. When they are ready elicit the answers and put them on the board. Encourage the less active students to give answers to the questions. As they answer the questions, ask them to refer to the passage. Say ‘Which paragraph or line talks about this?’

III. Post Reading

1. Read through the post reading activity with the whole class. Organize students in pairs and tell them to read the passage and find out relevant details for the given topic sentence. Go round the class and see the details most pairs listed. When they are ready, tell them to write a paragraph individually. Collect the papers and give them written feedback.

D : Vocabulary Skills

9D.1. Word relationship



Activity 9.6

1. Referencing is an important the vocabulary knowledge that is key for reading. Pronouns don't have complete meaning by their own but connect ideas avoid repetitions by referring to nouns. If students do not understand what pronouns refer to in a given text it will be difficult to understand meaning and connect sentences.
2. The pronouns under instruction I are written in bold as indicated in the given paragraph numbers. Guide them to refer to the reading text and identify the nouns each pronoun refers to. Elicit their answers as a whole class and write them on the board.
3. Words under instructions are II are not used from the reading text but they are synonyms or definitions of words used in the reading text. The context is minimized and given paragraph numbers. This activity gives students the opportunity to think critically and find words similar in meaning. Elicit their answers and put them on the board.
4. Words under instruction III are taken from the listening text. Ask the students to match the words with the definition given on the right column. Before giving them feedback ask them to check their answers with a partner.

9D.2. Analogy exercise



Activity 9.7

1. Start the section with revision of the discussion about analogy techniques.

*Note: Analogy is also a similarity in some respects between things that are otherwise dissimilar. In each of the questions contained in this section, you will find a pair of related words. A good example of this would be **bird** and **feathers**. The similarity between these two unrelated pairs of words is an analogy. The best way to approach an analogy question is to make up a relationship between the first two words and find another pair in the choices that would fit into that same sentence*

2. Read through the note and the example in the learner's material and revise the examples from previous exercise. Elicit examples and write them on the board.
3. Tell them to do the activity in pairs. Give them enough time and elicit their answers as a whole class. Write the answers on the board. Ask students to explain the relationships as given in the example.

9E: Grammar Skills

9E.1. Pattern of verbs with 'wish'



Activity 9.8

1. Start the session introducing the topic 'meaning and pattern of the verb wish'. Write the example on the board and call on students and ask them what they think of the meaning. Elicit more examples and put them on the board.
2. Ask students to work in pairs. Allow them to work on activity I. go round the class and see if they all engaged. Give them some seven minutes. Elicit the answers as whole class and put the answers on the board. Emphasize their attention on the pattern of the verb 'wish' in talking about the past present and future.
3. Read through the note and the examples with "wish" and "if only". Ask the students to rewrite the statements using "wish" or "if only". Focus their attention on the meaning difference between 'wish' and 'if only'. Elicit the answers and write the correct statements on the board. Encourage self correction.

4. Ask the students to read through the grammar tip on the pattern of the verb 'wish' different tenses. Check if they understood the points. Write the examples on the board. Call on students and ask them to identify the verb pattern in the examples.
5. Under instruction III students will get more practice to use 'wish' or 'if only' and write sentences. Ask them to make a wish list about the things given and write sentences. Tell them to work individually. Give them about ten minutes. Go round the class and see if everyone is clear with the task. Then, tell them to sit with a partner and compare their answers. Elicit the statements randomly from the class and write samples on the board.

9E.2 Faulty subject verb agreements



Activity 9.9

1. Start the lesson by writing sentences on the board. Ask the students to add some more examples and ask them to identify the subject and the verbs. Call on students and ask them if the subjects are singular or plural and if the verbs agree with the subjects.
2. Put the students in pairs and tell them to do the activities under instruction one and II. Give them about ten minutes. Then, elicit the answers as a whole class and write the answers on the board.
3. Ask students to do activity III individually. Give them about five minutes to finish the task. Then, ask volunteers to read their answers. Write some on the examples on the board. Focus the attention of the students on the subjects and verb agreement.

9E.3 Reported Speech - Tense change revision



Activity 9.10

1. This grammar lesson aims to give further practice on direct and reported speeches. You can start the section with examples. Write reported statements on the board and ask students to identify the changes. Elicit the responses as a whole class.
2. Read through the explanation and the examples where the tense remains the same in the reported statement. What is the rule when the tense is not changing.

3. Ask students to study the dialogue (a direct speech) and complete the reported form of the dialogue with appropriate information. Give them time to finish the task. Then, ask them to compare their answers with a partner. When they are ready elicit their responses and put the correct answers on the board. Prompt self correction and peer feedback.
4. Encourage to do activity individually and ask them to compare their answers with a partner. Elicit the answers and put them on the board
5. Revise the rules with the whole class. Call on some students and ask to tell you specific rules. Put them on the board. Encourage the whole class to correct wrong statements.

Writing Skills

9F.1. Punctuation



Activity 9.11

1. Start the lesson by writing some punctuation marks on the board. Encourage them to add punctuation marks to the list. Revise the use of the punctuation marks in examples with the whole class.
2. Tell students to practice the activity I individually. When they are ready ask them to check their answers with a partner. Give them time. Then, elicit their answers and write the sentences with correct punctuation marks on the board.
3. Encourage them to rewrite the sentences under instruction by using appropriate punctuations. Give them enough time. Go round and check if they are having any difficulty. Then, when they are ready, call on students and ask them to write the statements on the board with appropriate punctuations. Here encourage whole class correction.

9F. 2: Argumentative Essay



Activity 9.12

1. Start the lesson explaining what argumentative essay and introducing the elements.

Note:

*An **Argumentative essay** is an essay that the writer defends his/her position on a particular issue with the ultimate goal of persuading readers to accept the argument. Although the goal is to convince readers to accept the argument, the readers' response will either be: agree completely, agree with reservations, or disagree.*

***The thesis statement** for an argumentative essay clearly announces both the theme/ subject (topic) of the essay and the debatable point of view the writer is claiming .*

Identifying and Using Supporting details

A persuasive argument has supporting details that are aided by credibility, logic, and emotion.

***Credibility** refers to the believability of the sources and their ethical implications e.g. quotations from authorities and valid sources cited in the bibliography. Do the sources have the credentials in order to be considered valid in persuasion?*

***Logic** refers to reason, rationality, and analysis e.g. facts, quantitative data, statistics, research studies, and logical flow in the essay.*

***Emotion** refers to appealing to the heart and feelings of the reader e.g. narrative, testimony, and personal experience. Although the appeal to emotion is used sparingly in academics, it can be a powerful tool in persuasion.*

2. Students should understand the differences between narrative, descriptive and argumentative essay.
3. Write thesis statements in descriptive, narrative and argumentative essays. Focus their attention to the relationship and organization of the ideas. Give them about five minutes to go through the note in the students' material.

Sample thesis statement:

- While my sister was serving in the war, my family worried about her every single day. (narrative)
- As a big nation, we must act to reduce misconducts in our children. (argumentative)
- Ethiopia is a country of diversity and ancient civilizations. (descriptive)

4. Guide the students to go through the organization plan in their material. Students should understand how thesis statement, the points of argument in the supporting paragraph should be put in a logical order and what transitional words could be used.
5. Focus their attention to the given thesis statement and the given supporting detail points 1-3 and the conclusion.
6. Arrange them in small group and ask them to read the given argumentative paragraph to identify the thesis statement, topic sentences in each supporting paragraph and the supporting details. Give them about five minutes. Then elicit the answer as a whole class. Focus their attention to the organization and use of transitional devices.
7. Ask them to identify some of the cohesive devices in the essay and put some samples on the board.
8. Guide them to choose one of the topics and follow the give template to prepare an outline for argumentative essay. Encourage them to practice individually and compare the outlines with a partner.
9. Ask two or three pairs to read their outline. Give them feedback with the whole class.
10. Give them an individual assignment to write an argumentative essay on one of the topics given. Give them written feedback on their written assignment.

9F. 3. An application Letter



Activity 9.13

1. Students should first know what job application letter is and how it is different from the other forms of personal letters. Thus, start the lesson with discussion on the concept. Read through the note with the whole class. ask students if they have experience writing .
2. Ask students to elicit the differences. Write elements of both friendly letter and job application letter on the board.
3. Guide them to read through the template and identify the elements.
4. It is also important to learn the steps and the structure of job application letter. It is also called cover letter. Read through the note with the whole clas. Check if they understood the points.

5. Guide them to answer the questions given under instruction I. This will help you check how much the students gained from the discussion.
6. Guide them to revise the sample letters with a partner. And do the activity under instruction II with same partner. Elicit their responses as a whole class.
7. Now, they will be ready to write a job application letter. Guide them to follow instruction III and write job application letter based on the information given.

Unit 9 Answers

9A. 1 Listening Text A : Conflict Management



Activity 9.1

II.

1. False
2. True
3. True
4. False
5. True
6. False

III.

- a. assuming positive interaction
 - b. making sure a two way conversation
 - c. being specific about the issue
 - d. not bringing the past
 - e. focusing on the future
2. defensiveness and anger
 3. over generalization
 4. less relevant events from the past
 5. a. What steps can you take to resolve the problem?
b. How can you avoid this happening again?

9A.2: Listening text B



Activity 9.2

II.

Conflict management approach	Strength	Weakness
Win-win	everyone is a winner, both parties appear to be not selfish	making some amendments to their demands
Win-loss	party or person gains victory against	negotiation gives the demands of the winner
Loss-loss	both parties will be satisfied having lost equally	it creates a potential cause of future conflict

2. Loss-loss

3. win –lose approach

III.

1. A lose –lose or compromise approach

2. Lose -lose

3. Win-lose

4. Conflicting situations

5. Moral superiority in problem solving

9B.1. Describing People



Activity 9.3

I.

1. Name: **Robel:** Age: 65 Height: 170 cm Weight: 95 kg .

Robel is a young/an old man. He doesn't work. He is retired/a worker. He is short/of medium height and he is plump/slim. He has got short/long , brown/ black hair and blue/black eyes.

2. Name: Wondwosen Age: 24 Height: 185 cm Weight: 78 kg

Wondwosen is a handsome/beautiful boy.He is young/old.He is short/tall and he is fat/of medium weight.He has got short/long , fair/black hair and blue/black eyes.

3. Name: Sara Age: 16 Height: 150 cm Weight: 44 kg Sara is a high school student/teacher.She is young/old.She is short/tall and she is slim/plump.She has got short/long , brown/black hair and hazel/brown eyes.

4. Name: Fozia Age: 88 Height: 145 cm Weight: 82 kg

Fozia is a middle aged/an old woman.She is short/tall and she is slim/plump.She has got short/long , curly/straight , gray/black hair.She is wearing a necklace/earrings.

II. They have varied answers here

9C. 1 Conflict Managing Models for managing conflict in a family



Activity 9.5

II.

1. False
2. False
3. True
4. True
5. True
6. False
7. True

III.

1. they are on different values, attitudes or beliefs.
2. attempting to establish individualism and a parent reluctant to accept the changes.
3. household rules and responsibilities
4. matured/ responsible person
5. knowledge based solution
6. their future life

IV.

1. to understand the problem from the perspective of both parties
2. Because it causes frustration and resentment for the children
3. Schools, parents, society, and peers

9D.1. Word relationship**Activity 9.6**

I.

1. their_(para 1) = teen and a parent
2. it (para 1) = conflict
3. Which (para 3) = the teen communicates less with the parents
4. This (para 6) = examine possible Solutions
5. His/her (para 7)= teen

II.

1. Distances = separation
2. make happen = cause
3. Scream = yell
4. make out = suggest
5. try very hard to achieve = endure

III.

1. (d) to handle 2. (h) To resolve 3. (b) Constructive feedback 4. (f) a monologue
5. (c) a perspective 6. (g) defensive 7. (a) To bring up 8. (e) To blame

9D.2. Analogy exercise



Activity 9.7

2. **b.** Butter *covers* bread; paint covers wood.
3. **e.** A frame *surrounds* a picture; a fence *surrounds* a backyard.
4. **b.** One searches *in order to* find; one explores *in order to* discover.
5. **c.** A pharmacy *sells* drugs; a bakery *sells* bread.
6. **d.** A teacher *works in a* school; a judge *works in a* courthouse.

9E.1. Pattern of the verb with ‘wish’



Activity 9.8

I

- | | |
|--|---|
| 1. I'm not tall (present) | 6. It is unlikely (present) |
| 2. I want to swim (present) | 7. Why don't I stop? What is wrong with me? (present) |
| 3. wish for hope in the future (future) | 8. I want to see (present) |
| 4. I regret that I missed that chance (past) | 9. Sending good vibration (future) |
| 5. I know you can change, so please do (present) | 10. I didn't eat enough. (future) |

II

1. I wish I spoke English fluently
2. If only we had enough money for school
3. I wish I were not an only child
4. If only I knew anything about computers
5. My 13 years old sister wishes you were older

III. They may have varied answer

**Activity 9.9**

I.

- | | | |
|-----------------|-----------------|-----------------|
| 1. Agree | 2. Do not agree | 3. Do not agree |
| 4. Do not agree | 5. Do not agree | 6. Agree |

II.

- | | | |
|-----------|----------|----------|
| 1. need | 2. lead | 3. cause |
| 4. agrees | 5. needs | 6. cause |

9E.3 Reported Speech - Tense change revision

**Activity 9.10**

I.

- | | |
|---|---|
| 1. what he was doing there; he had not seen him | 7. could show him; was doing something the next day / was doing something the following day |
| 2. he had just come | 8. must arrange / had to arrange; was |
| 3. he had enjoyed | 9. might come to him; they would meet |
| 4. loved; had been | 10. would be; if it was / whether it was |
| 5. if he had gone | |
| 6. had been his; | |

III.

- | | |
|--------------------|-------------------|
| 1. had always been | 6. wished she was |
| 2. was not going | 7. was Alex |
| 3. never ate. | 8. to answer |
| 4. would talk | 9. not to shout |
| 5. Used | |

IV.

1. Sarah said she is not been going to tolerate that any more.
2. Kiya said I have always been his friend.
3. Biniyam claimed that he has never eaten meat.
4. She told me on Sunday she will talk to Sam soon.
5. He said Mary used to exercise every day.
6. Sofia said she wishes she was twenty years younger.
7. He told me I to answer the phone.
8. She asked me where Alex was.
9. He told me I not to shout at him anymore.

9F.1. Punctuation



Activity 9.11

I.

- | | | | |
|------|------|------|------|
| 1. d | 2. d | 3. b | 4. A |
|------|------|------|------|

II.

1. The course grades will be based on participation, in-class writing and a project work.
2. Several people have participated in the Family Group Decision Making meeting: Kaleb, and Dr. Selam.
3. Mary's mother, Mrs. Nardos stated, "I don't think Mery likes me very much. Every time I pick her up she cries. Why should I even bother?"
4. Sophie must attend drug and alcohol counseling, find steady employment,

and secure acceptable child care in order to meet the requirements of the family service plan.

5. Meron's friends skipped school on December 12, 2013, so she did too.
6. Before we knew it, it was break time. We ran into the playground and stuck together for safety. The rest of the day was a blur and when I got home I fell asleep in front of the television.

9F.2 Argumentative Essay



Activity 9.12

High School Years are often the Most Memorable in Later Life

Depending on our circumstances in life, most of us typically went to high school at age 14/15 and graduated at age 17/18. This age group according to child growth and development chart are the early and middle-late stages of adolescent life. These stages are Early (12-14 years), Middle (15-17 years), and Late (18-20 years). Adolescence or puberty is a biological event, an episode in our life. As a growing child we experienced changes in physical appearance, psychological orientation, and sociological construct similar to that of a young adult as we start and finish high school. For instance, we see changes in the way we perceive ourselves, the way we think, acquire knowledge, solve problems, etc., the way we value our autonomy and identity, and the way we see the opposite sex.

In the Early and Middle stages of adolescence, we developed self-esteem and learning skills. We became able to learn individuality, and developed key thinking and conceptual skills such as math and reading competencies. Most of us during this stage were already capable of acquiring the information we need, solve problems on our own, deal with almost any situation, and contemplate our ability to succeed

Later in the middle stage, most of us were already sociable and able to accept different points of views. We also spent more time with friends and extracurricular activities than with our family. Moreover, those were the days when we start taking our studies seriously, improved our social skills further, decide on our own, and became more conscious with our personality. Finally, it was the first that we became concern about our future and the career that we cherished today.

The years we had in high school are special and indeed memorable. It was when we first experienced adulthood, learned to value others, saw the need to think, decide, and solve problems on our own. It was during those happy years that we start developing our self-esteem, attempt self-sufficiency, and care for the opposite sex.

We were novices, we know so little about the world but it was fun. We jumped for joy whenever solved our math problems. Smile when learned something of value. We were in bliss whenever we worked hard and passed the test. We laughed at almost anything including our own mistake and stupidity.

The valuable academic skills and competencies provided by our high school teachers helped us reached our goals and become productive members of our society today. We must never forget that. Moreover, the good thing about high school memories is not about the hilarious experiences we had but the embarrassment in class that taught us to focus more on our studies and endeavors in later life.

9F.3. An Application Letter



Activity 9.13

I.

1. to express interest of the applicant in a vacant position and explains who he/she is as a professional and an individual.
2. Dear Sir/Madam,
3. Name and signature of the applicant
4. Review information about the company and position
5. 5.. Hoping to be shortlisted for interview
6. from describing interest in the vacant position

II:

g, d, f, d, c, e, a, b, i, h,

Objectives

At the end of the unit, students will be able to:

- distinguish details from the listening text;
- use new words in a context;
- identify the meanings of new words;
- develop interview skills;
- differentiate the main idea of the text from details;
- identify synonyms;
- use new words in a context;
- create word relations;
- create analogies;
- use phrasal verbs contextually;
- revise common mistakes in sentence writing;
- revise use of conjunctions in sentences;
- compose a five paragraph argumentative essay; and
- develop a curriculum vitae.

Learning competencies

Listening: students listen for the main idea and specific details of a spoken text and take notes from it; listen for gist and specific details.

Speaking: students will conduct interviews and make oral presentation based on the interview data.

Reading: students will read factual articles and identify the main idea and specific details; learn new words and expressions related to robotics.

Writing: students will work on revision exercises of the previous units. They will write argumentative essay and curriculum vitae as well.

Language Focus

Listening: *Robots (Listening for the gist and particular information); Robotics in Ethiopia (Detail listening tasks);*

Speaking: *Interview (Interviewing partners about the movie they watch on Robotics); Oral Report.*

Reading: *Learning to Manipulate Robotics (Reading for the purpose of skimming and scanning); Socially Assistive Robots*

Vocabulary: *Words collected from listening and reading texts; Contextual clue;*

Analogy Exercise

Grammar: *Revision exercises on Common mistakes in sentence writing (such as – Sentence Fragment; Run on Sentences; Vague Pronoun Reference; Misplace Modifiers; Dangling Modifiers; Faulty Parallelism and Fault Subject-verb Agreement), tense and tense balance and using subordinate conjunctions*

Writing: *Argumentative Essay; Curriculum Vitae*

10 : Listening Skills

10 A.1 What is Robotics?



Activity 10.1

The reading text is on the definition of Robotics. This may be is a new concept to students. Before listening to the text, discuss the topic. Ask them what they know, what they don't know and what they expect to know from the text.

I. Pre-listening

1. The pre-listening task is mainly to clarify the topic. This will prepare students for the listening practice. The pre-listening task for this unit should not exceed 5 minutes. You should encourage students to reflect on their prior knowledge related to the topic.
2. Tell students that they are going to listen to a text titled, "What is Robotics?"
3. Students should copy the while listening questions into their exercise book. They should read and understand the questions. Encourage them to ask if they have some confusions on the questions.

II. While -listening

1. When students are ready, read the listening text at a normal speed. Then, elicit some answers on the while listening task from students and write it on the board.
2. Give some minutes for students to finalize the tasks first individually, and then with a partner.
3. Read the text for the second time with a normal speed. At this time, students are expected to check their answers and finalize the task.
4. The while listening task has different sections. Students should do all activities first individually and then in pairs (with a partner). They should compare their answers with their partners. If their partner do not agree to their answers or vice versa, they should debate and agree. Finally, they should come up with similar (agreed) answers and report their answers to the whole class. If some of their answers are not correct, give chance to the other class member (i.e. peer -feedback) to give correction. You should give a systematic feedback with justification in the end. Encourage students to take part in peer-feedback.
5. Instruction III and IV are devoted to clarifying the meanings and contextual usages of new words. They should be done under your close supervision. Encourage students to use a dictionary.

III. Post-listening

The post-listening task of this unit will help students to reflect on the lessons they received from the listening text. The students should relate the classroom lesson to the real world.

Listening script

What is Robotics?

According to the *Oxford English Dictionary*, the word *robotics* was first used in print by Isaac Asimov, in his science fiction short story ‘Liar’, published in May 1941 in astounding science fiction. Asimov was unaware that he was coining the term; since the science and technology of electrical devices is *electronics*, he assumed *robotics* already referred to the science and technology of robots. In some of Asimov’s other works, he states that the first use of the word *robotics* was in his short story Runaround (Astounding Science Fiction, March 1942), where he introduced his concept of The three laws of robotics. However, the original publication of “Liar!” predates that of “Runaround” by ten months, so the former is generally cited as the word’s origin

Robotics is an interdisciplinary field that integrates computer science and engineering. Robotics involves design, construction, operation, and use of robots. The goal of robotics is to design machines that can help and assist humans. Robotics integrates fields of mechanical engineering, electrical engineering, information engineering, mathematics electronics,, bioengineering, computer engineering, control engineering, software engineering, mathematics, among others.

Robotics develops machines that can substitute for humans and replicate human actions. Robots can be used in many situations for many purposes, but today many are used in dangerous environments (including inspection of radioactive materials, bomb detection and deactivation), manufacturing processes, or where humans cannot survive (e.g. in space, underwater, in high heat, and clean up and containment of hazardous materials and radiation). Robots can take on any form, but some are made to resemble humans in appearance. This is claimed to help in the acceptance of robots in certain replicative behaviors which are usually performed by people. Such robots attempt to replicate walking, lifting, speech, cognition, or any other human activity. Many of today’s robots are inspired by nature, contributing to the field of bio-inspired robots.

Certain robots require user input to operate while other robots function autonomously. The concept of creating robots that can operate autonomously dates back to classical times, but research into the functionality and potential uses of robots did not grow substantially until the 20th century. Throughout history, it has been frequently assumed by various scholars,

inventors, engineers, and technicians that robots will one day be able to mimic human behavior and manage tasks in a human-like fashion. Today, robotics is a rapidly growing field, as technological advances continue; researching, designing, and building new robots serve various practical purposes, whether domestically, commercially, or militarily. Many robots are built to do jobs that are hazardous to people, such as defusing bombs, finding survivors in unstable ruins, and exploring mines and shipwrecks. Robotics is also used in STEM (science, technology, engineering, and mathematics) as a teaching aid.

(Adapted from: <https://en.wikipedia.org>)

A.2 Robotics in Ethiopia



Activity 10.2

I. Pre-listening

Before reading the listening text, brainstorm students using the pre-listening questions and the picture.

II. While-listening.

1. Students should copy the while- listening questions into their exercise books and understand the nature of the questions before listening to the interview. Help them to understand the questions.
2. Read the text with a normal speed. After this, give time for students to complete activity one.
3. Students should do activity VII first individually and then with a partner. Elicit answers from volunteer students and write them on the board. Give chance for the class to give feedback on the answers written on the board. Finally, provide feedback.
4. Read the text for the second time with a normal speed. This time, tell students to check and finish their work.

III. Post-listening

The post-listening task of this unit is intended to link the classroom learning to the real world. It will also encourage students to think critically.

Listening transcript

Robotics in Ethiopia

Iken Ethiopia Robotics education and competition center was founded in 2011. The institute is a unique platform at promoting and strengthening the development of analytical and problem solving skills in the field of Science, Technology, Engineering and Math.

Robotics deals with a branch of technology that helps students to show their own design, engineering and programming skills. Realizing the importance of hands-on activities for effective science education, by giving the platform for children to utilize their imagination and curiosity and get them to think out of the box.

Iken Ethiopia robotics education and competition center's focus on robotics is significant. Robotics education is a great tool for STEM learning. One of the ways students will develop creativity and scientific thinking is through robotics education, because it helps students understand science technology engineering and math in a better way, students should learn by applying scientific principles to real life situations.

Iken Ethiopia robotics education and competition center realizes Robotics training is Effective way of introducing programming to students & the importance working hard on STEM fields through robotics by arranging several competitions for students that can channel competitive instincts in a positive way and help students understand Science Technology Engineering and Math by providing them Educational robots.

The 2018 robotics national final competition winners were the result of this education and competition. They were qualified to participate in the 2018 VEX robotics competition in USA Louisville Kentucky. A group of students Known as Team Ethiopia participated in this world stage robotics competition representing their country. Hence, this created great opportunity for the participating students to share educational and cultural experience with other participants from round the world. Indeed they also contributed in promoting the good image of their country at world stage.

B: Speaking Skills

10 B.1 Interviewing



Activity 10.3

1. Students Interview each other about the movie they watch on robotics. Then, report the result of the interview orally to the whole class. They should take turns to interview and to be interviewed.
2. You should help students develop interview questions. You should check the questions before they interview each other. Give time for the students to prepare themselves for oral presentation. Do not allow them to read from a manuscript. Tell them the techniques of extemporaneous speech in which students are allowed to give a brief glance on the main points of the speech.

10C :Reading Skills

10 C.1 Robotic Manipulation



Activity 10.4

I. Pre-reading

1. The pre-reading phase is intended to create students interest for the reading material and activities. You should use it wisely: to motivate students, to make them ready for the reading practice and to make them attentive throughout the lesson.
2. In the pre-reading task students should work in groups and discuss the given points. You should give them some time. Encourage them, give them hints. It should not exceed 10 minutes.

II. While-reading

3. During the while reading phase students should practice the skills of reading for main idea (the gist) and reading for details.
4. Vocabularies from the reading passage should also be done. Help students to use contextual clues when doing the vocabulary activity.

III. Post-reading

1. The post-reading task intends to make students think critically. They should practice the important academic skills of researching, report writing and reporting. Skills are integrated in this practice.

10 C.2 Assistive Robots



Activity 10.5

I. Pre-reading

1. The pre-reading phase of this part intends to establish a good ground for the reading and comprehension practice. As usual, students should give their prior knowledge on the topic. They should tell their experience on assistive robots. Furthermore, students should discuss the meanings of some new words. This should be done in small groups.

II. While -reading

1. The while-reading phase has three parts. The first part is on reading for detailed information. Students should do it individually and check their answers in pairs.
2. The second while-reading activity is using the words taken from the passage in a context. Encourage students to guess the meanings of the words and use them in the given context.
3. The third part is on completing a paragraph using the words taken out of the passage.

III. Post-reading

Students should discuss on how to contextualize the use of robotics in Ethiopia now and in the future.

10D :Vocabulary Skills

10 D.1 Words Related to Robotics



Activity 10.6

The vocabulary section has four parts.

1. The first part is on words related to robotics. It will help students increase their vocabulary stock.
2. The second is almost similar to the first one. Encourage students to give the contextual meanings of the new words. Elicit answers from students, write them on the board and ask the class to comment on the answers. Finally, give your feedback.
3. Students should also work on verbal analogy. You should help them when they are doing the activities. Encourage them to work in small groups. Elicit answers from volunteer students, write it on the board and ask the class to reflect on the written answers. Finally, give them feedback with explanation.
4. Some phrasal verbs are included in this section. Students should work first individually and then in pairs. Encourage them to use a dictionary. Check that every student is on task. The activities are considered as revision activities. Use the previous units when giving explanations. You can use the language note from the student's text during explanations.

10E :Grammar Skills

10 E.1 Common mistakes in sentence writing



Activity 10.9

This section is devoted to revision of the grammar of previous units.

1. All the activities should be done in pairs. You should check whether the students are on task and do the activities with good understanding. You should elicit answers from students randomly. Write the answers on the board and encourage students to reflect on the answers. You should provide systematic feedback with explanation. Refer the notes on the previous units during discussion.

10F :Writing Skills

10 F.1 Revision on Conjunctions



Activity 10.10

- Two activities are assigned for this section. The first one is a revision exercise on the use of conjunctions. Three different activities are assigned for this. The second is a free activity in which students should write an argumentative essay in one of the given topics. Remind the notes and discussions made in the previous units on writing argumentative essay.
- Check that every student is on task as it is a revision exercise. Encourage students to do the exercises. Give them a systematic feedback with explanations.

Unit 10 Answer keys

10 A.1 What is Robotics?



Activity 10.1

II.

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

III.

- | | | | |
|-------------------------|-----------------|-----------------|------------------|
| 1. dangerous
advance | 2. nature | 3. robotics | 4. technological |
| 5. robots | 6. domestically | 7. commercially | 8. military |

IV.

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

A.2 Robotics in Ethiopia



Activity 10.2

II.

- | | | |
|-------------------|-------------------|--------------------|
| 1. 2011 | 2. Analytical | 3. Problem solving |
| 4. technology | 5. Engineering | 6. Robotics |
| 7. competition | 8. Programming | 9. Robotics |
| 10. competitions | 11. National | 12. USA |
| 13. Team Ethiopia | 14. Their country | 15. Good image |

10 C.1 Robotic Manipulation



Activity 10.4

II.

1. The main idea of the passage is that robot manipulation could potentially bring robot manipulators into our homes and businesses.
2. Robotic Manipulation is an agent's control of its environment through selective contact.
3. end effects.
4. Pick and replace.
5. the function end of a robot arm.
6. very simple assistive devices that can hold very large loads.

III.

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

IV.

- | | | | |
|------|-------|------|------|
| 1. E | 2. H | 3. C | 4. B |
| 5. A | 6. I | 7. G | 8. K |
| 9. J | 10. F | | |

10 C.2 Assistive Robots**Activity 10.5****II.**

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

III.

- | | | | | |
|-------|-------|------|------|-------|
| 1. a | 2. h | 3. f | 4. l | 5. c |
| 6. j | 7. d | 8. e | 9. g | 10. b |
| 11. i | 12. k | | | |

IV.

- | | | |
|------------|----------------|-------------|
| 1. below | 2. accident | 3. covered |
| 4. ceiling | 5. sensors | 6. thoughts |
| 7. steps | 8. even though | |

10 D.1 Words related to robotics



Activity 10.6

I.

- | | | | |
|--------------|------------|-------------|-------------|
| 1. developed | 2. walk | 3. robotic | 4. navigate |
| 5. domestic | 6. capable | 7. emotions | 8. behaves |

II.

- | | | | |
|----------|---------|---------|-------|
| 1. how | 2. much | 3. make | 4. us |
| 5. these | 6. will | | |

10 D.2 Analogy



Activity 10.7

I.

1. **Answer:** Option C

Explanation: As 'Indolence' and 'Work' are opposite to each other in the same way 'Taciturn' and 'speak' are opposite to each other.

2. **Answer:** Option C

Explanation:

As 'Ophthalmia' is a disease of 'Eye' in the same way 'Rickets' is the disease of 'Bone'.

3. **Answer:** Option D

Explanation:

As dwelling place of 'Nun' is 'Convent' similarly the dwelling place of 'Hen' is 'Cote'.

4. Answer: Option C**Explanation:**

As 'Knowledge' is achieved by 'Reading' in the same way 'Experience' is achieved by 'Work'.

5. Answer: Option C**Explanation:**

As 'Dress' is worn on 'Body' similarly 'Bangles' are worn on 'Wrist'.

6. Answer: Option A**Explanation:**

As teaching is done by 'Teachers' in the 'College' similarly treatment is done by 'Doctors' in the 'Hospital'.

7. Answer: Option C**Explanation:**

As 'Flower' is made from 'Bud' similarly 'Fruit' is made from 'Flower'.

8. Answer: Option A**Explanation:**

'Jade' is a 'green' precious stone in the same way 'Garnet' is a 'red' precious stone

9. Answer: Option B**Explanation:**

As 'Table' is made from 'Wood' in the same way 'Shirt' is made from 'Cloth'.

10. Answer: Option D

Explanation:

As the sound of 'Jackal' is 'Howl' similarly the sound of 'Cow' is 'Moo'.

11. Answer: Option D

Explanation:

As the young one of a 'cat' is 'kitten' in the same way the young one of 'woman' is 'baby'.

12. Answer: Option D

Explanation:

As the foot of the 'Horse' is called 'Hoof' in the same way the foot of the 'Eagle' is called 'Claw'.

13. Answer: Option D

Explanation:

As 'Forest' and 'Vivarium' have the same meaning in the same 'Sea' and 'Aquarium' have the same meaning.

14. Answer: Option C

Explanation:

As fast mode of 'Walk' is 'Run' in the same way fast mode of 'Breeze' is 'Wind'.

15. Answer: Option D

Explanation:

As 'Grease' is prepared from 'Wax' in the same way 'Curd' is prepared from 'Milk'.

D.3 Phrasal Verbs



Activity 10.8

I.

- | | | | |
|-----------------|---------------|-------------------|--------------------|
| 1. zipped up | 2. Working up | 3. Working ... up | 4. Wrap up |
| 5. wrap up | 6. Wrap up | 7. Wrapped up | 8. Work out |
| 9. work out | 10. Work out | 11. Work...out | 12. Work out |
| 13. wipe up | 14. Wipe out | 15. Wiped...out | 16. Wiped out |
| 17. wiped out | 18. Wiped off | 19. Worn out | 20. Wearing ...out |
| 21. wearing off | | | |

10 E.1 Common mistakes in sentence writing



Activity 10.9

I.

2-3 In School, when teachers assigned a composition or essay, her classmates often groaned.

4-5 she would join them in their protests because she didn't want to seem different.

9-10 She wrote a funny story about the time my dog made a mess of our kitchen.

12-13 By the time she finished, the classroom was bedlam. **15-16** It was a magic moment, which made my sister more in love with writing than ever.

II.

1 When Markos began his first full-time job, he immediately got a credit card. A used car was his first purchase. 2 Then, he began to buy expensive clothes that he could not afford. He also bought impressive gifts for his parents and his girlfriend. 4 To make matters worse, his car broken down, and a stack of bills suddenly seemed to be due at once. 5 Although Markos tried to cut back on his purchases, he soon realized he had to cut up his credit card to prevent himself from using it. 6 he also began keeping a careful record of his spending, for he had no idea where his money had gone till then.

III.

- | | |
|------------------------|---------------------------|
| 1. A) shivering | B) crawled |
| 2. A) look | B) Colorful Sunday comics |
| 3. A) passing | B) math skills |
| 4. A) jangling jewelry | B) an evil queen |
| 5. A) enjoy | B) put their camera away |

IV.

1. A. The verb **was wanting** should have been **wanted**, making Choice the correct response.
2. E. This sentence has no errors, making Choice E the correct response.
3. C. This sentence has a subject-verb agreement problem. The subject is adults, so ‘**was**’ is the incorrect verb. It should be **were**.
4. D. This sentence has a double negative, “**couldn’t hardly**.” It should read **could hardly**.
5. A. This sentence has a verb agreement problem. **Went** is past tense, but the verb “**visit**” establishes the need for present tense.

6. A. This demonstrates subject-verb disagreement. The Grapes of Wrath is singular, although

the word Grapes is plural; it is part of the title of a single book, so the verb are should be 'is'.

7. C. The future tense will have should be the present tense has.

8. B. **whose** is possessive. What this sentence needs is **who's**, meaning who is (going on the

fieldtrip.).

9. E. This sentence has no errors, making Choice E the correct response.

10. B. Do not expect many easy questions like this one. Hopefully you figured it out. Since there's and there's are both underlined, it was a clue that one or the other of these has to be the correct response. You have a 50-50 chance on this one.

11. A. In this sentence, the adverb mainly is in the wrong place. It is not mainly Harry but mainly shows, so it ought to be placed just before the verb shows.

12. C. The first part of this sentence is really the cause of the second part of the sentence. Sam was angry and as a consequence, neither his friends nor Laura wanted to be with him. The phrase "in addition" should be replaced with the "consequently" or "as a result."

13. A. Associate is one of those verbs that combined with various prepositions, has several idioms. The correct combination for this sentence would be the young readers associate with Harry Potter.

14. C. On a quick read you may miss this one if you are relying on just your ear. The word past, Choice C, is actually a preposition or adjective. In this sentence what should be there is the past tense verb, passed.

15. A. Walt Disney Studios, although it sounds plural, is a single conglomerate business, therefore this subject requires the singular form of the verb, has.

16. A. The idiom accompanied with is incorrect in this case. It should read accompanied by.

17. E. The idiom surrounded by is the correct one in this sentence; therefore, the sentence has no errors.

18. E. This sentence has no errors.

19. D. This sentence needs a compound verb. Had nurtured cannot follow planted, since one plants before one nurtures. Therefore, the sentence would be better if it said I planted and nurtured.

20. B. More than one grown up is acting childishly in this sentence. Therefore, the proper possessive would be grown ups' odd, noisy behavior.

10 F.1 Revision on Conjunctions



Activity 10.10

I.

- | | | | | |
|--------------------|-------------------|---------------|-------------------|-------------------|
| 1. Whenever | 2. where | 3. if, | 4. unless, | 5. though, |
| 6. whether | 7. so that | 8. As | 9. so | 10. lest |

II.

- | | | |
|------------------------|-------------------------|--------------------------------|
| 1. either / or, | 2. whether / or, | 3. no sooner / than, |
| 4. not / but, | | |
| 5. if /then, | 6. both / and, | 7. not only / but also, |
| 8. not / but, | 9. either / or, | 10. neither / nor |

III.

- | | | | | |
|----------------|----------------|----------------|----------------|----------------|
| 1. and, | 2. nor, | 3. but, | 4. yet, | 5. for, |
| 6. or, | 7. so, | 8. but, | 9. so, | 10. for |