

Communicative English Language Skills II

Lecture 16

Integration & Reflection: Cultural heritage and final project

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OPENING

Welcome to the Final Lecture

You have completed fifteen lectures of Communicative English II. Today we close the loop — we finish Unit V on Cultural Heritages, weave together everything you have learned, and prepare you for the final project.

Key Concepts: Culture · Creativity · Fluency · Accuracy

Culture

Who we are

Creativity

Our voice

Fluency

Keep going

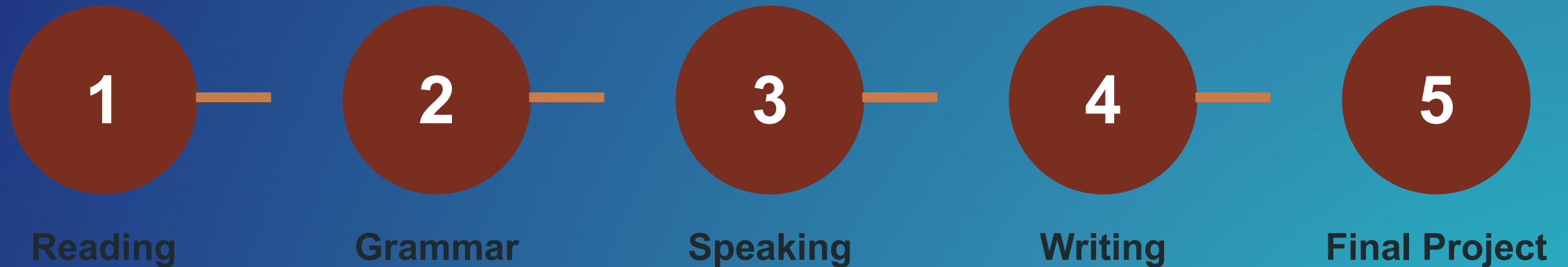
Accuracy

Get it right

“Heritage is the past made present.”

SECTION 1 · OVERVIEW

Today's Roadmap



A clear path through the session. We move from understanding heritage in text, to expressing it accurately in grammar and speech, to writing about it, and finally to launching your project.

SECTION 1 · OBJECTIVES

Learning Objectives

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

- Define and classify types of cultural heritage: tangible, intangible, indigenous.
- Discuss the value of heritage for individuals, communities, and the nation.
- Use defining and non-defining relative clauses accurately in speech and writing.
- Use future tense forms — will, be going to, present progressive — to discuss heritage plans and predictions.
- Produce a well-structured argumentative or reflective essay on a heritage topic.
- Demonstrate fluency in extended speaking on cultural themes.
- Apply academic vocabulary from Unit V with confidence.
- Understand the requirements of the final project and begin planning it today.

SECTION 1 · KEY CONCEPTS

The Four Concepts that Bind the Course

Culture

The shared values, practices, and stories that shape a community.

Creativity

Using English in personal, expressive, and original ways.

Fluency

Speaking and writing continuously, without unnatural pauses.

Accuracy

Using grammar and vocabulary correctly so meaning is clear.

SECTION 1 · WARM-UP

One-Minute Think

Write down — in silence — one thing you have inherited from your community that you would never want to lose.

- Take 60 seconds. No talking. Just write.
- Then share with your partner for 90 seconds.
- Three or four students share with the whole class.
- These responses anchor today — they make heritage real, in your own words.

SECTION 2 · BRIDGING

From Skills I to Skills II

- In Skills I, Unit 3 introduced Cultural Values — the Awramba community, cultural tourism, your own values.
- That was mainly a reading and listening encounter — describing what culture is.
- In Skills II, the lens shifts: speaking and writing take the lead.
- You move from describing your culture → analysing heritage as a national and global phenomenon.
- Skills I gave you the language of description. Skills II gives you the language of argument, planning, and projection.

SECTION 2 · BRIDGING

Skills I → Skills II: A Continuous Journey

Course	Focus	Lead Skills	Language Tools
Skills I	Describing culture	Reading & listening	Vocabulary of values
Skills II	Defending culture	Speaking & writing	Argument, relative clauses, future forms

You now have the language tools to defend, predict, and plan around heritage.

SECTION 3 · ACTIVATING KNOWLEDGE

What Is Heritage?

- Heritage = anything valued today that was also valued by previous generations.
- It is our inheritance: land, language, ecosystems, knowledge, and culture.
- It is not only ancient ruins and museums.
- It is the recipe your grandmother uses, the language spoken at home, the songs sung at weddings.
- When we study heritage in English, we learn how to talk about who we are — to the world.

SECTION 3 · CONCEPTS

Three Faces of Heritage

Tangible

Physical objects,
monuments, landscapes.

Examples:

*Lalibela rock-hewn churches,
Axum obelisks.*

Intangible

Traditions, oral histories,
performing arts, social
practices.

Examples:

*Timkat (Epiphany), the
coffee ceremony.*

Indigenous

Heritage of peoples with deep
continuity to land — often affected
by foreign impositions.

Examples:

*Oromo gada system; indigenous
medicine.*

SECTION 3 · ACTIVITY 5.1

Pre-Reading Discussion (Group Activity)

- 1. What are heritages? What do they include?
- 2. Name Ethiopian heritages registered with UNESCO.
- 3. Describe one of those heritages to your group.
- 4. Why should we pay attention to heritages?
- 5. What values can heritages have for society?
- 6. What is indigenous heritage? How is it different from other heritage?
- Time: 8 minutes in groups. Then one response per question from different groups.

SECTION 4 · READING

Core Text: "Cultural Heritage- What Is It? Why Is It Important?"

- The passage uses a question-and-answer structure: What is heritage? Are there different kinds? Why pay attention? Is all heritage valued? Who makes heritage?
- This rhetorical pattern is itself a reading strategy — the author guides you explicitly through the argument.
- Use the question headings as natural stopping points and check your understanding after each one.
- As you read, connect every example to your own context: which Ethiopian example fits here?

SECTION 4 · READING

Key Arguments from the Passage

- Heritage is "the past made present" — what we still value from previous generations.
- Heritage includes both tangible (objects, monuments, landscapes) and intangible (beliefs, customs, traditions) forms.
- Heritage is a fundamental source of identity, vitality, and solidarity.
- Not all heritage is positive — sites like Auschwitz-Birkenau are preserved as cautionary memorials.
- Indigenous heritage has often been destroyed or appropriated; it requires special care and respect.
- Heritage is not only received — every generation makes heritage by deciding what to keep.

SECTION 4 · STRATEGY

Reading Strategies for This Text

- Use the section headings (the questions) as stopping points.
- After each section, ask: "Can I summarise this in one sentence?"
- Notice global examples: Flamenco, Dead Sea Scrolls, Machu Picchu, Angkor Wat, the Great Wall.
- Add Ethiopian examples to each category: Lalibela, Axum, Simien Mountains, Fasil Ghebbi, Tiya, Awash.
- Distinguish facts from claims — and look for the author's argument behind every example.

SECTION 5 · TYPES

Tangible Heritage

- Physical, material things you can touch, photograph, and visit.
- Buildings, monuments, archaeological sites, manuscripts, artefacts.
- Cultural landscapes — places where humans and nature have shaped each other.
- Ethiopian examples: rock-hewn churches of Lalibela, the obelisks of Axum, Fasil Ghebbi at Gondar, Tiya stelae, Harar Jegol.
- Why it matters: tangible heritage offers visible proof of continuity across centuries.

SECTION 5 · TYPES

Intangible Heritage

- Living practices: traditions, oral histories, performing arts, rituals, knowledge systems.
- Carried in voices, hands, and habits — not in stone.
- Ethiopian examples: the coffee ceremony, Timkat, Meskel, traditional weaving, Azmari music, oral epics.
- Vulnerable: when an elder passes away without transmitting their knowledge, an entire library is lost.
- Preservation requires apprenticeship, recording, and active practice — not only museums.

SECTION 5 · TYPES

Indigenous Heritage

- Heritage of peoples with long, continuous relationship to a particular land.
- Often affected by colonisation, forced displacement, or foreign impositions.
- Examples worldwide: Aboriginal Australian songlines; the Sami yoik in northern Europe.
- In Ethiopia: indigenous knowledge of medicinal plants (e.g., the endod plant studied by Dr. Aklilu Lemma).
- Requires special care: respect community ownership, avoid appropriation, support self-representation.

SECTION 6 · IDENTITY

Heritage and Identity

- Heritage answers the question "Who am I?" at three different scales.
- Personal heritage: family stories, recipes, names, the language spoken at home.
- Community heritage: shared festivals, sacred places, communal memory.
- National heritage: monuments, anthems, founding narratives that bind a country together.
- These three levels are connected — what is preserved at home today becomes national tomorrow.

SECTION 6 · IDENTITY

Three Scales of Heritage Identity

PERSONAL

Family stories · recipes · mother tongue · childhood songs

COMMUNITY

Festivals · sacred sites · local crafts · shared rituals

NATIONAL

UNESCO sites · national symbols · shared history

What you protect at home today becomes part of the national story tomorrow.

SECTION 7 · VOCABULARY

Key Academic Vocabulary (1 of 2)

heritage what is inherited from past generations and still valued.

tangible able to be touched; material; physical.

intangible not physical; existing as practice, voice, or memory.

indigenous originating in and characteristic of a particular place.

preserve to keep safe from harm or loss; to maintain.

transmit to pass on (knowledge, tradition) from one to another.

SECTION 7 · VOCABULARY

Key Academic Vocabulary (2 of 2)

monument

a structure built to commemorate a person or event.

conservation

the protection and careful management of something valuable.

custom

a traditional and widely accepted way of behaving.

ritual

a religious or solemn ceremony with a set sequence.

solidarity

unity and shared feeling within a group.

appropriation

taking something — often cultural — without permission.

SECTION 8 · GRAMMAR

Grammar Focus: Relative Clauses

- A relative clause adds extra information about a noun.
- It begins with a relative pronoun: who, whom, whose, which, that, where, when.
- Two kinds: defining (essential) and non-defining (extra information).
- Defining clauses identify which noun we mean. They have NO commas.
- Non-defining clauses add extra information. They ARE separated by commas.
- Mastering them will sharpen both your writing and your speaking.

SECTION 8 · GRAMMAR

Defining vs Non-Defining Relative Clauses

Defining (no commas)

The man who shared the oral history is my grandfather.

Lalibela is the town that attracts pilgrims every Christmas.

Removes the clause → meaning becomes unclear.

Non-defining (with commas)

My grandfather, who is 90 years old, shared the oral history.

Lalibela, which is in Lasta, attracts pilgrims every Christmas.

Removes the clause → core meaning still clear.

SECTION 8 · GRAMMAR

Choosing the Right Relative Pronoun

Pronoun	Refers to	Example
who	people	The elder who tells the story is wise.
whom	people (object, formal)	The scholar to whom we spoke.
whose	possession	The community whose traditions survived.
which	things / animals	The site, which is in Tigray, is sacred.
that	people / things (defining only)	The festival that we celebrate every year.
where	places	The valley where the stelae stand.
when	times	The year when UNESCO listed Simien.

SECTION 9 · PRACTICE

Grammar Practice- Exercise A

- Choose the correct relative pronoun:
- 1. The author _____ wrote the passage values heritage deeply. (who / which)
- 2. Lalibela, _____ is in northern Ethiopia, is famous for its rock-hewn churches. (which / that)
- 3. The communities _____ traditions were destroyed during colonisation have struggled to reclaim their heritage. (whose / who)
- 4. The year _____ UNESCO listed the Simien Mountains was 1978. (when / where)
- 5. The ceremony _____ is held at the river every Timkat brings thousands of people together. (that / which)

SECTION 9 · PRACTICE

Grammar Practice- Exercises B & C

B. Combine using a relative clause:

- 1. The obelisks are located in Axum. They were once tomb markers. (non-defining)
- 2. The endod plant has molluscicide properties. Dr. Lemma studied it. (defining)

C. Correct the error:

- 1. Timkat, that is the Ethiopian Epiphany, is celebrated in January.
- 2. The elder which shared the oral history is 90 years old.
- 3. This is the region who was first settled by our ancestors.

SECTION 10 · SPEAKING

From Reading to Speaking

- You are no longer just reading about heritage — you are using English as a tool to think about, defend, and celebrate it.
- Speaking about complex topics needs two things: ideas and language tools.
- You now have both: the vocabulary of Section 7 and the relative clauses of Section 8.
- Don't say "there is a festival." Say: "There is a festival that brings the whole community together."
- Small additions transform basic sentences into academic English.

SECTION 10 · ACTIVITY 5.8

Speaking Activity- Heritage Discussions

- In groups of four. Each speaker contributes at least two sentences per topic.
- Topic 1: Explain the cultural heritages of your region — at least one tangible and one intangible.
- Topic 2: Which of Ethiopia's national heritages do you value most? Why?
- Topic 3: What have people done in the past to protect our heritage? What should we do now and in the future?
- Take two minutes to make notes first — this prevents the silent-pause problem.

SECTION 10 · SPEAKING TOOLKIT

Sentence Starters for Heritage Discussion

- 1 *"In my region, there is a tradition that..."*
- 2 *"Our most important heritage site, which..., is..."*
- 3 *"I believe heritage is important because..."*
- 4 *"In the future, we will need to / are going to..."*
- 5 *"If we do not protect our heritage, ..."*
- 6 *"What I find most valuable is..."*

SECTION 11 · GRAMMAR

Future Forms- Predictions, Plans, Intentions

- You first met the future in Unit II — speculations about science.
- Here we apply it to heritage: what we inherited, what we have, what we will leave.
- When we talk about heritage, we move naturally between past, present, and future.
- Three core forms today: will + infinitive · be going to + infinitive · present progressive.
- Choosing the right one is itself an act of meaning — it tells the listener how certain or arranged the future is.

SECTION 11 · GRAMMAR

Three Forms of the Future

Form	Primary use	Heritage example
will + infinitive	Predictions, promises, instant decisions	<i>If we do not act, many oral traditions will disappear.</i>
be going to + infinitive	Intentions; predictions from current evidence	<i>The government is going to fund restoration of manuscripts next year.</i>
Present progressive	Fixed arrangements (date/time set)	<i>The cultural centre is opening on 12 September.</i>

SECTION 11 · GRAMMAR

Future Forms in Action

- Prediction: "Without preservation, our oral histories will fade within a generation."
- Plan / intention: "Our class is going to interview a community elder this month."
- Arrangement: "The Heritage Day exhibition is opening next Friday at 9 a.m."
- Mixed: "The restoration project, which begins in March, will take three years."
- Notice how relative clauses + future forms combine into rich, academic sentences.

SECTION 12 · APPLICATION

Heritage, Conservation, and Planning

- Talking about heritage almost always involves the future — what we will protect, what we plan to revive.
- Use will for warnings: "Many sites will be lost if we do nothing."
- Use be going to for community plans: "Our region is going to launch a digital archive."
- Use the present progressive for fixed events: "UNESCO is meeting in June to review new nominations."
- In your essays, future forms work especially well in the conclusion — projecting beyond the page.

SECTION 13 · SPEAKING ACTIVITY

Present Your Regional Heritage

- Prepare a 90-second mini-presentation about ONE heritage from your region.
- Structure: name → type (tangible / intangible / indigenous) → significance → future.
- Use at least ONE relative clause and at least ONE future form.
- Example opening: "I want to share with you the X, which is a tradition that..."
- Listeners: note one sentence that impressed you and one suggestion for improvement.

SECTION 14 · WRITING

Writing Workshop I- Argumentative Essay

- Topic: "Why we must preserve our cultural heritage."
- An argumentative essay defends a clear position with reasons and evidence.
- Required move: take a stand in your thesis — do not sit on the fence.
- Use Unit V vocabulary, relative clauses for precision, and future forms in the conclusion.
- Length for the final project: 800–1000 words.

SECTION 14 · WRITING

Essay Structure at a Glance

Introduction

Hook · context · clear thesis statement.

Body 1

First reason + evidence + Ethiopian example.

Body 2

Second reason + evidence + counter-argument addressed.

Conclusion

Restate position · projective ending using future forms.

SECTION 15 · WRITING

Writing Workshop II- Planning and Drafting

- Step 1 — Choose a topic narrow enough for 800–1000 words.
- Step 2 — Draft a one-sentence thesis you actually believe.
- Step 3 — List 3 reasons. Pick the strongest 2.
- Step 4 — For each reason, find one Ethiopian example and one quotable line.
- Step 5 — Write a projective conclusion using a future form.
- Bring your draft to the next session for peer review.

SECTION 15 · WRITING

Sample Thesis Statements

"Ethiopia must invest in intangible heritage preservation because oral traditions, which carry generations of wisdom, are vanishing faster than monuments."

"Tourism around heritage sites can either protect or destroy them — and the difference depends on community ownership."

"If schools introduce indigenous knowledge into the curriculum, students will inherit not only facts but a sense of identity that no textbook alone can give."

SECTION 16 · INTEGRATION

Integrating the Module- A Map of Your Journey

- The five units of Skills II form one coherent intellectual journey — not five separate topics.
- Each unit added a layer of grammar, a body of vocabulary, and a way of thinking.
- Unit V (Cultural Heritage) is the natural culmination — it asks you to use it all.
- Look back not at what was hard, but at what you can now do that you could not do in Week 1.
- That growth is communicative competence — the goal of the entire course.

SECTION 16 · INTEGRATION

Units I & II- Foundations

Unit I — Life Skills

Skills & language: Active/Passive · paragraph writing · conclusion types.

Connection to heritage: Self-reliance is itself a capacity that communities cultivate as heritage.

Unit II — Future of Science

Skills & language: Future tense forms · predictions · scientific writing.

Connection to heritage: Indigenous knowledge (e.g., endod) is living heritage; Dr. Lemma's work models heritage-informed science.

SECTION 16 · INTEGRATION

Units III & IV- Building the Argument

Unit III — Environmental Protection

Skills & language: Modal verbs · argument & debate · report writing.

Connection to heritage: Natural heritage sites — Murray River, Simien Mountains — need the same arguments you wrote in Unit III essays.

Unit IV — Indigenous Knowledge

Skills & language: Direct & indirect speech · critical reading.

Connection to heritage: Indigenous knowledge is a primary form of heritage; Mkapa's essay defends it as a development resource.

SECTION 16 · INTEGRATION

Unit V- The Culmination

Cultural Heritage

Unit V draws every prior unit into one sustained piece of academic English production.

- Vocabulary: heritage, indigenous, conservation, transmit, preserve.
- Grammar: relative clauses + future forms in combination.
- Reading: question-led texts; argument identification; cultural inference.
- Writing: full argumentative essay with thesis and projective conclusion.
- Speaking: extended discussion of complex, identity-rich content.

SECTION 17 · SPEAKING

Fluency and Accuracy- Two Sides of the Same Coin

Fluency

Communicating continuously, without unnatural pauses.

Think in English on familiar topics.

Goal: keep going, even imperfectly.

Accuracy

Communicating without errors that distort meaning.

Monitor agreement, tense, relative pronouns.

Goal: be understood — and respected.

They are not enemies — they are partners. The aim is meaningful, confident communication.

SECTION 17 · STRATEGIES

Practical Strategies for Fluency & Accuracy

- Fluency: use short, confident sentences when unsure rather than long, broken ones.
- Fluency: paraphrase — "It is a kind of...", "It is similar to..."
- Fluency: use discourse markers — "Well, the thing is...", "What I mean is..."
- Accuracy: monitor subject-verb agreement, especially with complex subjects.
- Accuracy: check tense consistency within each statement.
- Accuracy: use relative clauses deliberately — they are a marker of academic English.

SECTION 18 · CREATIVITY

Creativity in Language Use

- Creativity is not decoration — it is voice, perspective, and original expression.
- Choose vivid examples from your own life rather than generic ones.
- Combine known structures in new ways: a relative clause inside a future sentence.
- Shift perspective: write the same idea as a historian, an elder, and a young person.
- Your most powerful creative resource is the heritage you already carry.

SECTION 18 · ACTIVITY

Micro-Task: One Object, Three Voices

Choose ONE Ethiopian heritage (e.g., Axum obelisk, coffee ceremony, masinko). Write three sentences:

1. Historian

Past significance — use past tense + relative clause.

2. Community Elder

Why it must be protected — use modal verbs (must, should, ought to).

3. Young Person

Imagine its future — use future forms (will, is going to).

Share with a partner: which voice was most natural? Most challenging? Why?

SECTION 19 · FINAL PROJECT

Final Project (40%)- Three Options

Complete one of the three project options (Extended Essay, Oral Presentation, or Research & Report) as outlined. Choose the option that best fits your interest, follow the given guidelines, and ensure your work reflects culture, creativity, fluency, and accuracy. Submit by the assigned deadline.

Option A

Extended Essay

800–1000 words on a heritage topic. Introduction with thesis · two body paragraphs with evidence · projective conclusion using future forms.

Option B

Oral Presentation

20–25 minutes on a specific Ethiopian heritage site or practice. Visual aids required. Assessed on fluency, accuracy, vocabulary, content.

Option C

Research & Report

Interview a community elder or cultural practitioner. Write a report using direct/indirect speech and argumentative essay skills.

SECTION 19 · PLANNING

Project Planning- First Steps Today

- 1. Write down which option (A, B, or C) you are choosing — and why.
- 2. Write your provisional topic or working title.
- 3. Write THREE questions you still need to answer before you can begin.
- 4. Write ONE future-form sentence that could appear in your project.
- Submit this short plan to your instructor at the end of the session.



THANK YOU

Reflect, then carry it forward.

How would you NOW define each of these — in terms of your own English learning?

Culture

Creativity

Fluency

Accuracy

You arrived as students of English. You leave as communicators of culture.

You are the master of your destiny.

Take ownership of your knowledge — or it will be left behind.

———— Thank You

Questions, ideas, and reflections are warmly welcomed.

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