ENGLISH FOR ETHIOPIA

TEACHER'S GUIDE

GRADE 8

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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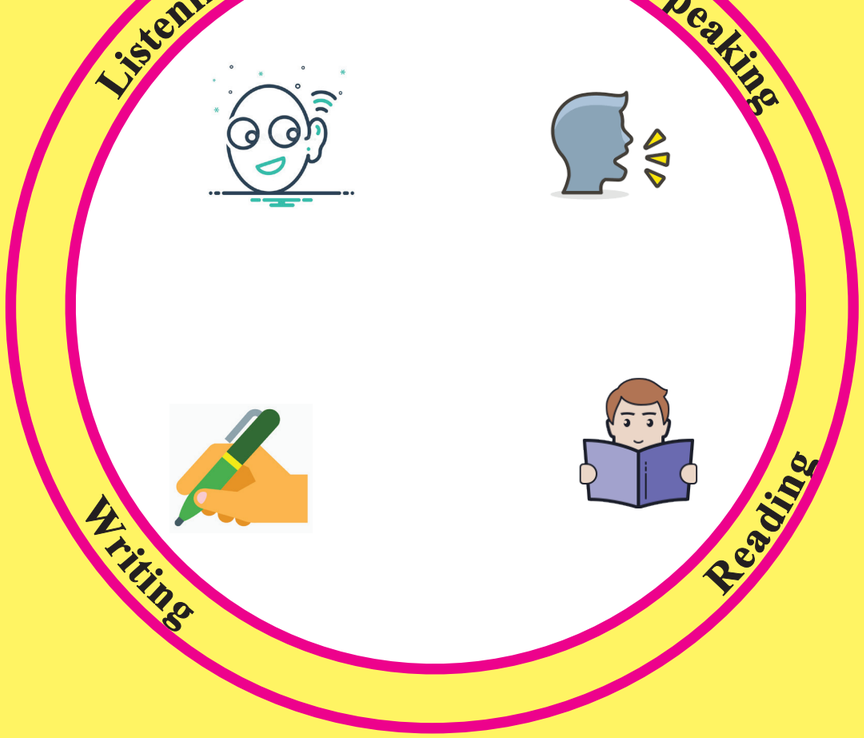

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English for Ethiopia

Teacher's Guide

Grade 8

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Foreword

English language is an important tool of communication in multifarious areas. Many subjects today are written in English, and the resources for almost all subjects are accessible in English. Evidences show that the global knowledge in science, social science, humanities, and arts is documented in English. Thus, in order for people to understand a certain material in their field, they need to have a reasonable mastery of English.

In Ethiopia, English particularly serves as a medium of instruction in secondary schools and higher education institutions. Hence, for students to be competent in subjects they study, they need to have a reasonable command of English. The ability to use English therefore determines how much students can succeed in their academic arenas. In short, if students aspire to be successful in their academic endeavours, they should always be determined to improve their level of English so that they can easily work through their studies.

As the language is the most important lingua franca, students and teachers must be cognizant that academic knowledge construction and exchange is hardly possible without a mastery of English. The Ethiopian education system has given a crucial place to English language. The government of Ethiopia, cognizant of the importance English can play in the education system, has given a due emphasis both at policy and practice levels. However, research has shown that the English language proficiency level of students and teachers is deteriorating at all levels. An important factor for teachers' and students' failure in working with the English language is the fact that English is rarely accessible outside of the classroom. Therefore, the classroom English language teaching together with the textbook should provide students with an adequate opportunity to practice English and thereby improve their proficiency.

Therefore, it is you, the English teacher, who should ready to use various accessible resources for two important ends. One is to improve your own English language skills and English language teaching skills. This will help you become competent in bringing your knowledge of English language skills and pedagogic skills to the benefit of the learners. In other words, you should always be ready to continue to work on your professional development which later can be translated into practice. The other is to use the resources so as to assist students ameliorate their English language skills. The amelioration could at least involve the skills below:

- grammatical (ability to create grammatically correct utterances),
- sociolinguistic (ability to produce socio-linguistically appropriate utterances),

- discourse (ability to produce coherent and cohesive utterances), and
- strategic (ability to solve communication problems as they arise).

These variables which determine the communicative ability of an individual should be addressed throughout the teaching package.

Dear teacher,

The textbook, English for Ethiopia - Grade 8, is prepared with the assumption that you, the teacher, would combine your skills and innovative pedagogical procedures with what is presented in the textbook. A complete reliance on the textbook alone would not yield promising outcomes. You are advised to update yourself by using electronic and print materials and become always competent to teach English to students. Thus, we writers and other experts of this textbook do not claim the textbook a seamless material for use in the classroom. There are obviously glitches that may need your commitment and hard work. You are the architect, the engineer, and the mason of your business as an English teacher to students of grade eight. You should therefore plan your lesson very carefully and devise better strategies that could help you deliver the lessons. In the end, your success should be measured by how much your lesson delivery has enabled students to use English for communication. Therefore, we would like to advise you to keep yourself abreast of the state-of-the-art English language teaching methods and techniques. We hope you can! We wish you all the best in your professional career!

The presentation of the skills can be determined by you as you might flexibly employ dozens of techniques that you think are helpful for students to communicate. Nevertheless, we have outlined our suggestions as follows:

Listening

The listening activities are arranged in three phases: pre-listening, while-listening, and post-listening. The listening tasks are prepared in a way that transcripts are given in this teacher guide. Before students begin to listen, they need to do the pre-listening activity which is aimed at helping them bring their background knowledge about the issue they are listening. You are therefore expected to rehearse to make it like a natural speech. You need to read the text or get the text read aloud by someone else who has done the rehearsal. A listening text will be read aloud twice or three times depending on circumstances. In the first phase, students need to find the gist, the main issue. In the second, they will listen in order to answer specific comprehension questions. In the last phase, students will be asked to link what they have read to their experience.

Speaking

We presume that students at this level may have difficulties in using English for oral communication. The problems may be attributed to linguistic deficiencies or psychological problems such as lack of confidence and anxiety.

Whether it is the speaking section or any other section where students are required to practice oral skills, there are always issues that need to be considered. One salient issue is speaking skills can be built through speaking. If you have access, get model speeches you various forms; then, help students understand the structure and communicative purpose. Then, allow them to do the speaking tasks in a meaningful way. All speaking tasks need to have purposes so that students could be motivated to learn new skills. Another important issue is the balance between fluency and accuracy. While students should dominantly aim at improving their fluency, accuracy can be subtly addressed. So you do not need to rush to correct students' errors. Tolerate them initially, but little by little you may help them with major errors, ignoring minor ones. Most importantly, allow students to practice, practice, and practice.

Reading

Similar to the listening sections, the reading sections are arranged in three phases: pre-reading, while-reading, and post-reading. The pre-reading questions are designed to help students bring their background knowledge in order to understand the reading passage better. You may give them meanings of some vocabulary items if you think these words impede students' comprehension. Then, allow students to do the while reading activities. You may allow students read the text twice: one for understanding the gist and the other for understanding the details. The post reading activities may require students to relate the topic to their own experience. Further, these questions would allow students to improve their discussion skills with group members

Grammar

The grammar lessons should be presented in a way that they have:

- Clear and memorable presentations of new structures
- Regular and varied practice in useful and natural contexts

We have tried to provide contexts for new language that will engage students, using real-life stories and situations, humour, and suspense. The textbook provides a variety of practice exercises and the opportunity for students to use the new grammar to express their own ideas.

Vocabulary

- A focus on high-frequency words and phrases
- Opportunities to personalize new vocabulary

Every lesson focuses on high frequency vocabulary and common lexical areas, but keeps the load realistic. You need to help students by bringing more challenges with the vocabulary activities. An important thing for you to know and do is helping students to know the pronunciation of the words presented in the vocabulary section. Once you have done that, you could create a lot of communicative situations that can help students understand the meanings of the words and use them for real communication.

Writing

The writing sections present activities that range from more controlled to freer. We believe that students should be allowed to understand the purpose of each of the writing tasks presented.

Writing is a recursive process. Thus, students should be allowed to draft, write, edit, and revise their texts. Feedback can be administered in three forms: you may give them some descriptors so that they can evaluate their own writing vis-à-vis the descriptors. Their works can also be checked by their peers. This can be done only if the students are given some form of training on how to provide feedback. They also should be given some orientation about the writing features that are considered correct or incorrect. The other form is teacher feedback where you may give focusing on students' main written errors that would impede communication. You may apply other forms of feedback depending on the students' characteristics and the whole context.

UNIT 1: ECONOMIC ACTIVITIES IN RURAL AREAS

Tell students the following objectives of the unit so that they can be aware of what they should learn in the unit.

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

- listen to a text and identify important details;
- talk about common economic activities in your village;
- read a text and identify main ideas;
- transfer information from a reading text to a table;
- use words to describe economic activities in your village;
- describe your daily routines in simple present tense; and
- write five sentences about the main economic activities in your area.

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Listening Text

Agriculture

The economy of Ethiopia is based on agriculture, which contributes 46.3% of *average national income*, 60% of exports, and 80% of total employment. Yet agriculture is the country's most promising resource. A potential exists for self-sufficiency in grains and for export development in livestock, grains, vegetables, and fruits. As many as 4.6 million people need food assistance annually. Agriculture contributes for almost 41 percent of GDP, 80 percent of exports, and 80 percent of the labour force. Many other economic activities depend on agriculture, including marketing, processing, and export of agricultural products.

Forestry

Forest products are mainly logs used in construction. Paper industry does not exist, and the forest properties are used in construction and manufacturing, and as energy sources.

Fishing

Ethiopia's fisheries are entirely freshwater, as it has no marine coastline, and are a small part of the

economy.

Mining

Mining is a process of getting minerals from under the ground. It is not widely practised in Ethiopia. The country has deposits of coal, opal, gemstones, kaolin, iron ore, soda ash, and tantalum, but only gold is mined in significant quantities.

Energy

Waterpower and forests are Ethiopia's main energy sources. The country derives about 90 percent of its electricity needs from hydropower, which means that electricity generation, as with agriculture, is dependent on abundant rainfall.

Manufacturing

This sector constitutes about 4 percent of the overall economy, although it has shown some growth and diversification in recent years. Food and beverages constitute some 40 percent of the sector, but textiles and leather are also important, the latter especially for the export market.

Slightly adapted from GlobalTenders.com (https://www.globaltenders.com/economy-of-ethiopia.php

Sample language (text) a teacher may use while introducing a listening text.

Good morning class. Hope you all have got a good weekend. Are you all here? Is there anyone who's not here today? Good! No one is absent. Today, we are going to listen to a text on the major economic actives n Ethiopia. Before we listen to the listening text, I want you to read the following three words after me. Once we practice reading them, we will construct a sentence on each of these three words.

Pre-listening

Activity 1.1: Read the following words after your teacher and study their meanings.

a) average national income - The total income of a country as divided by each citizen

b) contribute (verb) - – generate/give

It is pronounced as /kənˈtrɪbjuːt/ or /ˈkɒntrɪbjuːt/

c) forest (noun) - a forest is a large area of land covered with trees.

It is pronounced as /ˈfɒrɪst/

The teacher should learn the pronunciation of the above words ahead of the class so that he/she will pronounce each of the four words as intelligible as it becomes to his/her learners. Moreover, the English teacher has to better study their meanings before he/she conduct this lesson.

Activity 1.2 (Suggested Answers)

_____3____Picture A _____2_____ Picture B

_____1____Picture C _____4_____ Picture D

_____5____Picture E

While-listening Activities

Activity 1.3 (Suggested Answers)

____F___1. Manufacturing ____B___4. Planting

____A___2. Mining ____C___5. Agriculture

____E___3. Fishing ____D___6. Energy

LESSON TWO

Activity 1.4 (Suggested Answers)

1. resources.
2. marketing, processing, and export
3. construction.
4. economy
5. waterpower and forest

Post-Listening

Activity 1.5

Talking about once economic sector preference

The teacher should facilitate each group to work on its preferred economic sector preference and encourage them to give reasons for their preferences and write up- their discussions, compare their ratings with their group members' and to make oral presentation.

Activity 1.6

The teacher works with each group when it ranks/rates the importance of ten economic sectors as. The teacher encourages the students to tally their preferences as most important, or important, or least important. Ask also each group to compare its rating with another group's rating.

SECTION TWO: SPEAKING

LESSON THREE

Interviewing each other about the economic activities in their area

Activity 1.7

Ask students to work in groups about interviews they have watched or heard recently on a TV or a radio programme. Let them discuss on the topic of interviews and share the questions each group members remember from the interviews with members of another group.

The classroom teacher should encourage each student to talk about the interviews which the learners watched on a television or on a radio. This is done through asking investigative questions such as when was it you watched the interview, what was it about? How much liked it, or is liked it and so on questions.

Activity 1.8

Be in pairs and interview each other about the major economic activities people do in your area. Below are sample questions you may use. While interviewing, you may also ask your own questions.

The teacher supports each group to collect relevant data about the economic activities in their villages. For example, he/she can encourage them to use the relevant questions to gather the required data. He/she can even write some of the useful question he/she gets from each group to the whole class. Ask also each group to use its own interview questions. He/she, the teacher, can also help them analyze the core themes and sub-themes in the information they have collected collect through re-reading and re-reading taking one group's interview.

LESSON FOUR

ROLE PLAY

Activity 1.9

It is suggested that the teacher lets students act out the conversation in pairs. As the pair work will be completed, check that the learners have clearly understood the given conversation. The questions are important to increase the learners' noticing practices. In the end, the teacher should encourage learners to write down the questions Akelo asks Lucy.

SECTION THREE: READING

LESSON FIVE

Pre-Reading

Activity 1.10

In groups, let them talk about the sources of income of their family members. Also, ask them to think about what their family members do with the income they get. The teachers should also encourage each group member to report to its group members how their family members use the income they generate. Ask the students in their groups to discuss about the differences they observe between the farm activities in Picture A and Picture B. The teachers should list down the names of the on-farm activities people do in Picture A and the teachers had to do the same for off-farm activities in Picture B.

Below is a sample language for presenting/introducing a reading lesson.

Now, we are going to read a text on "Economic actives in Rural Ethiopia". Is there anyone who have read something about the economic activities? V. Good. Before, we start to read the text, I read the definitions of the three expressions given below.

Across farm

There are many activities people across farm.

Off-farm

Transport, shopping, hotel are examples of off-farm activities.

On-farm

Plowing, sawing, weeding and harvest are examples of on-farm activities.

While-Reading

Activity 1.11 (Suggested Answers): Match the main ideas of each paragraph in Column A with its number in Column B.

____C_____1. ____B_____2. ____A_____3. ____D_____4.

LESSON SIX

Activity 1.12 (Suggested Answers)

___True____1.

___True____2.

___True____3.

___False____4.

___True____5.

___True____6.

Activity 1.13

1. Non-farm income generating activities include all off-farm activities such as processing marketing, manufacturing, wage, and causal local employment opportunities.
2. Increasing number of rural families work in different non-farm income generating activities to balance the shortfall/decrease of income which is caused by seasonality of primarily agricultural production and the need for a continuous stream of income.
3. The two reasons which have contributed to rural household's non-farm activities are the seasonality of agricultural production and the need for creating a continuous stream of income.
4. High-labour productivity and low labour productivity are two broad categories of the types of non-farm activities.
5. The reading text is about the on-farm and off-farm activities households do and the types of income they generate from the two sets of activities.

LESSON SEVEN

Activity 1.14 (Suggested Answers)

Choose the correct answer to each of the following questions based on the reading passage.

___D____1. ___A____2. ___D____3. ___D____4.

POST-READING

Activity 1.15

Answer the following questions based on the reading passage.

1. The reason for the increase in rural households' income sources was described as a major idea in the reading.
2. The answer to this question could remain personal as long as the learners justify the part they like most in the reading passage. Even, some may give an answer that there is nothing which they like most in the reading passage with justifications. Yet, the teachers keep asking each member of each group about the on-farm activities which they would like to join by the time they complete the compulsory education, end of grade 8.
3. The answer to this question could also student to student as long as the learners describe the off-farm activities people do in their area and justify the reasons people frequently engage in these farm activities.

SECTION FOUR: VOCABULARY

LESSON EIGHT

Activity 1.16

Activity 1.16

Ask students to study and understand the extended definition of each of the expressions-related to agricultural activities in groups. The teachers should encourage the learners to grasp each extended definitions.

Shifting cultivation

It is a form of agriculture, used especially in tropical Africa, in which an area of ground is cleared of vegetation and cultivated for a few years and then abandoned for a new area until its fertility has been naturally restored.

Nomadic farming

No**madic farming i**s farming is done by peoples who are not permanent residence of an area and who keep on moving. Nomadic farming includes rearing of cows, goat, sheep, various cattle, in herd. People take from one place to another wherever they travel.

Livestock ranching

Ranching is the activity of running a large farm, especially one used for raising cattle, horses, or sheep.

Commercial plantation

Commercial farming includes commercial grain farming, mixed farming and plantation agriculture. Examples of commercial crops include coffee, cotton, sugarcane, tea, tobacco, oilseeds etc.

Mixed Farming

It is the growing of food or cash crops, feed crops, and livestock on the same farm. The main characteristics of the mixed farming are that farms produce both crops and livestock and the two farming activities are integrated.

Subsistence farming

Subsistence agriculture occurs when farmers grow food crops to meet the needs of themselves and their families on small lands. Subsistence agriculture is practiced for survival and for mostly local needs, with little or no surplus.

Dairy farming

Dairy farming is the practice of raising animals such as cows, goats, buffalos and camels and using their milk to feed humans. Dairy products include cheese, butter, yogurt, ice cream, and milk.

Arable farming

It means that only crops are grown on a farm and then used or sold by farmer according to his/her needs. The arable farming needs balanced moisture and human resources to work.

LESSON NINE

Activity 1.17 (Suggested Answers)

Complete each of the following blank spaces with the appropriate expression that matche with the descriptions of the types of agriculture given in the boxes below.

<table>
<tr><td>1. Nomadic farming</td><td>5. Subsistence farming</td></tr>
<tr><td>2. Livestock farming</td><td>6. Dairy farming</td></tr>
<tr><td>3. Commercial farming</td><td rowspan="2">7. Arable farming</td></tr>
<tr><td>4. Mixed farming</td></tr>
</table>

Lesson 10

Activity 1.18

Individually, write one sentence using each of the following words. Then, compare your answers with your partner's.

1. income

   My family's income is small.

2. profit

   My sister gets much profit every year.

3. expense

   Families have to use their expenses wisely.

4. fee

   The school fee increases every year.

5. bonus

   The school did not pay bonus for its teachers this year.

6. benefit

   Incentives are benefits.

7. loss

   The school has encountered high financial loss.

8. payment

   The workers' payment in March was greater than their payment in April.

SECTION FIVE: GRAMMAR

LESSON ELEVEN

Simple Present Tense: Active and Passive

Daily Routines

Activity 1.19

Use the examples given in the table and re-group the present simple sentences into their active and passive voice and study their difference.

1. Crops and cereals are sold by farmers.
2. Farmers sell crops and cereals.

3. Farmers' sons and daughters are taught about farming activities by their fathers.

4. Fathers teach their sons and daughters about farming activities.

4. Beehives are kept by farmers.

5. Farmers keep beehives.

7. Cows give milk.

8. Milk is given by cows.

9. The smallest income is earned by daily labourers.

10. Daily labourers earn the smallest income.

11. Farmers sow seeds on time.

12. Seeds are sown on time by farmers on time.

13. Spices are sown in between the onions and peppers.

14. We sow spices in between the onions and peppers.

15. My uncle sows soybean every year.

16. Soybean is sown every year by my uncle.

17. I ride a horse.

18. A horse is ridden by me.

No.	Present simple sentences in active voice	Present simple sentences in passive voice.
1.	Farmers sell crops and cereals.	Crops and cereals are sold by farmers.
2.		
3.		
4.		
5.		
6.		
7.		
8.	My uncle sows soybean every year.	Soybean is sown every year by my uncle.

Note:

• In the simple present tense we make passive forms by putting **is/am/are** before the **past participle form of the verb.**

Let us take the following simple present sentences and change them into passive forms.

1. Birds make nests. Nests are made by birds.

2. Cows eat grass. Grass is eaten by cows.

• Sentences in active voice can be changed into active voice when they have a direct object or when the verb is transitive.

Active	**Passive**
(V1 or Base form or "-s/-es" form	**am/is/are + past participle**

• Sentences in active voice cannot be changed into passive voice when they do not have a direct object or when the verb is intransitive.

LESSON TWELVE

Activity 1.20

Write the active voice in passive voice. Then, identify those sentences which do no have passive forms and discuss with your group members why they do not have passive forms.

No.	Sentences in active voice	Sentences in passive voice	Explanation
1.	Shepherds wake up early in the morning.	It does not have a passive form.	This sentence does not have a passive form because the verb "walk-up" is intransitive verb and the active form does not have a direct object.
2.	Farmers cultivate crops.	Crops are cultivated by farmers.	It has a passive form hence the verb "cultivate" is a transitive verb and it has a direct object, crops.
3.	Farmers buy insect sides from shops.	Insect sides are bought shops by farmers.	It has a passive form hence the verb "buy" is a transitive verb and it has a direct object
4.	Farmers use cow dung as natural fertiliser.	Cow dung is used as felitriser by farmers.	It has a passive form hence the verb "cultivate" is a transitive verb and it has a direct object, insect sides.
5.	The farmer cleans the cow barn.	The cow barn is cleaned by the farmer.	It has a passive form hence the verb "cleans" is a transitive verb and it has a direct object, the cow barn.
6.	Bees produce honey.	Honey is produced by bees.	It has a passive form hence the verb "produce" is a transitive verb and it has a direct object, honey.

7.	A cow leaks a calf.	A calf is leaked by a cow.	It has a passive form hence the verb "leaks" is a transitive verb and it has a direct object, a calf.
8.	He goes to the cow barn.	This sentence does not have a passive form.	This sentence does not have a passive form because the verb "goes" is intransitive verb and the active form does not have a direct object.
9.	Farmers make butter from the cow's milk.	Butter is made from the cow's milk by farmers.	This sentence has a passive form because the verb "make" is transitive verb or the sentence has a direct object.
10.	Farmers plough the farm land.	The farmland is ploughed by farmers.	This sentence has a passive form because the verb "plough" is transitive verb or the sentence has a direct object.

The teachers should write out sample sentences given in simple present which have passive forms from others which do not have passive forms. For example, in the second, in the third, in the fourth, in the fifth, in the six and in the seventh sentences the verbs," cultivate", "buy", "use", "cleans", "give", and "leaks", respectively, have passive forms hence both sentences have direct objects, crops, insect sides, cow dung, the cow, honey, and a calf. However, in the 1st and 8th sentences, the verbs "walk up" and "goes" are intransitive verbs and do not have direct objects. Consequently, we can change them into passive forms.

Active and passive voices are the two ways of expressing an action taken by a subject on an object. Meaning of the sentence either in active or passive voice doesn't change except few structural changes. Let us take the following example two examples.

Farmers keep cattle. It is given in active voice.

Active voice is the most direct and effective way to convey the information. It a simply starts with the Subject (in this case 'Farmers' who performs the action) followed by the Verb (action)-'keep' and then the Object (on whom the action is performed)-cattle. Active Voice is expressed in the simple form of – Subject + Action (Verb) + Object.

Cattle are kept by farmers. It is written in passive voice.

Passive voice conveys the same message as in Active Voice, but it does it in an indirect way. In the Passive Voice the subject becomes "Passive" and the Object gets the importance/focus. Like in the above Passive Sentence the subject 'farmers' is being acted upon by the object.

The meaning of both of the above sentences remains same and they have only structural differences.

LESSON THIRTEEN

Activity 1.21

Individually, change the active sentences in the table below into their passive forms and study their meaning. Discuss your with members of your group. As an example, the first and the last are done for you.

No.	Sentences in Active Forms	Sentences in Passive Forms
1	Farmers harvest bananas.	Bananas are harvested (by farmers)
2	Farmers plant coffee.	Coffee is planted (by farmers).
3	Farmers raise cows for food and clothing.	Cows are raised for food and clothing (by farmers).
4	Farmers cultivate grapes.	Grapes are cultivated (by farmers).
5	Farmers grow sugar cane.	Sugar cane is grown (by farmers).
6	The farmer (feed) the cows.	The cows are fed (by farmers)
7	The farmer cut the sheep wool.	The sheep wool is cut (by farmers).
8	The farmer put the milk in the container.	The milk is put in the container (by farmers).

LESSON FOURTEEN

Activity 1.22 (Suggested answer)

Study the following text and write those sentences that can be changed into passive voice.

First, as my father walks up early in the morning and does some in-house activities, he usually goes to the farm. Second, he usually milks the cows before he goes to the farm. Third, in non-fasting days, he usually eats his breakfast before he starts his morning farming activity. Fourth, he spends the whole morning in his farmlands. Fifth, he releases the oxen and gives them grass/straw. Next, he eats his lunch before he leaves for his afternoon farm activities. Sometimes, he orders the assistant farmer to do the afternoon farming.

Below are active sentences which have passive forms.

1. My father does some in-house activities.
2. He usually milks the cow.
3. He usually eats his breakfast.
4. He spends the whole morning in his farm lands.
5. He releases the oxen and gives them grass/straw.
6. He eats his lunch.
7. He orders the assistant farmer to do the afternoon farming.

SECTION FIVE: GRAMMAR

LESSON FIFTEEN

One's Daily Routines

Activity 1.23

Put a tick mark (✓) on only those daily routines which you do. Write also some other daily activities you do in the blank boxes.

The teacher works with his/her students and classifies some of the routines learners do such as school routines, house chore routines, and so on and motivate to write down as many daily routines as they can. For example, the teacher may encourage the learners to add the following routine activities and complete the other ones they down to desk.

No.	Type of daily routines	Write a check mark (✓)
1.	I wash my hands and face.	
2.	I go to toilet.	
3.	I take a bath every day.	
4.	I go to school on foot.	
5.	I attend classes regularly.	
6.	I revise chapters before going to school.	
7.	I regularly eat breakfast, lunch, and dinner.	
8.	I study my school subjects every day.	
9.	I play hide-seek after I study my school subjects.	
10	I sweep the floor of our house.	
11.	I exercise every morning.	

Activity 1.24

Re-write the following sets of jumbled/disordered sentences into their correct forms. Pay attention to the correct use of capital letters, commas and full stops where necessary.

1. My name is Mohammed.
2. I am a grade eight student.
3. I like to study English.
4. I always walk up in the morning.
5. I always wash my hand and face, and brush my teeth before breakfast.

LESSON SIXTEEN

Activity 1.25

Based on the sample paragraph given below, write a parallel/similar paragraph about your school daily routines. When you write your paragraph, do not forget to use capital letters, commas, conjunctions and full stops properly.

My name is Mohammed Ali and I am a grade 8 student at Abyssinia school. I always wake up in the morning then I wash my face and brush my teeth. After that, I do some physical exercise and take a bath. Next, I have my breakfast and wait for the school bus. Then, I go to school and begin learn my first class. Subsequently, I go to the second class. After that, I eat my lunch and take my lunch break. When my classes for the day end, I go back home and take a rest. Next, I usually watch some TV and chat with my family then I do my homework and help my mother in the house. Finally, I read different school subjects.

Let students work in their group so that the learners clearly understand a topic sentence, unity, coherence, and sufficient development of the given paragraph. Ask students to analyse the language, content, style, organisation and flow of the given paragraph before each learners starts to write his/her parallel paragraph. Show learners to analyses of the paragraph could be done sentence-by-sentence. The teacher also asks every leaner to develop his/her parallel paragraph on the series of the daily routines he/she does every day. Setting marking criteria is the other task the teacher has to do with his/her learners. This can be done by asking students as to what should be the focus of their parallel paragraphs.

UNIT 2: TYPES OF CALENDARS

Tell students the following objectives of the unit so that they can be aware of what they should learn in the unit.

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

- listen and understand a text about calendars;
- talk about different local calendars;
- work out the contextual meanings of new words;
- use the newly learnt words in spoken or written sentences;
- apply comparative adjectives for different communicative purposes;
- use expressions of comparison while comparing calendar types; and
- write a well-developed paragraph.

SECTION ONE: LISTENING

LESSON ONE

Listening Text

Types of Calendars

There are over forty calendars currently in use, and many others that have been used or have been invented. They thus come in many forms. They may be divided into six kinds:

1. Purely lunar calendars

Those which are based on the natural cycles of the Moon, which have months which attempt to stay as closely as possible in relation with the lunar phases, and whose years (composed of months) have no close relation with the solar cycle, for example, the Muslim Calendar.

2. Purely solar calendars

Those which are based on the cycle of the seasons, which results from the motion of the Earth around the Sun (and the fact that the Earth's axis of rotation is tilted significantly with respect to the Earth's plane of rotation about the Sun). These calendars have years which accord with the seasonal cycle and begin at or near a fixed point in that cycle (for example, the vernal equinox).

3. Lunisolar calendars

These calendars aim to be both solar calendars and lunar calendars, but are more successful in tracking the seasonal cycle than the lunar cycle. Such a calendar consists of years which accord closely with the seasonal cycle and months which accord more-or-less closely with the lunar cycle. An example of a lunisolar calendar is the LiberaliaTriday Calendar…

4. Solilunar calendars

These calendars also aim to be both solar calendars and lunar calendars, but are more successful in tracking the lunar cycle than the seasonal cycle. They consist of months which accord closely with the lunar cycle and years which accord more-or-less closely with the seasonal cycle, for example, the Chinese Calendar, the Jewish Calendar and the Meyer-Palmen Solilunar Calendar.

5. Lunistellar calendars

The late Lance Latham suggested that a classification of calendars should also include the category of 'lunistellar'. According to Richard Parker the Egyptian Calendar was such a calendar, and Latham found references to a lunistellar calendar in use by the Loango, a West African tribe.

6. Other calendars

Some calendars apparently make little or no attempt to accord with the cycles of the Moon or of the Sun. For example, the Tzolkin and the Long Count in the Maya Calendar. Some of these calendars may accord with other astronomical cycles, such as that associated with the planet Venus.

by Peter Meyer

PRE-LISTENING

Read this listening text twice. Before your learners listen to the text once, let them read the while-listening activities. Once they have glance of these activities, you read the listening text and inform them to take as much notes as they can. After they finish, their first listening give them some gap to help them identify the part which they want to focus on the second listening.

Activity 2.1

As students to talk about what subjects they study from Mondays to Fridays. Next, encourage them to define what a calendar mean. The teacher had to accept as many synonyms or antonyms as possible for the word calendar. Moreover, ask learners to talk in-groups about calendars they know. Encourage learners to discuss about the possible relationships between calendars and human activities which they are familiar with such as teaching, farming, fishing, forestry, tourism,

herding and soon.

Activity 2.2

Read the following words and study their meanings.

- **design** - noun /dɪˈzʌɪn/

a plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

"He has just illustrated his design for the Adwa museum"

It could mean plan, blueprint, drawing, sketch, outline, map, plot, diagram, delineation, model, Proposal.

- accord /əˈkɔːd/

a) verb

1.

give or grant someone (power, status, or recognition).

"the powers **accorded to** the head of state"

Synonyms: give, grant, tender, present, award, hand, and concede and so on.

2.

(of a concept or fact) be harmonious or consistent with.

My idea accords well with Mohammed's.

Synonymous with correspond, agree, tally, match up, concur, coincide, be in agreement, be consistent, equate, harmonise, be in harmony, be compatible, be consonant, fit, suit, match and so on.

b) noun

1. an official agreement or treaty.

The opposition political parties refused to sign the accord/agreement.

Synonymous with, pact, treaty, agreement, deal

Activity 2.3

WHILE-LISTENING

Information completion

Complete the table below by writing one specific description for each calendar. Before you listen to the text, read the information in the given table.

No.	Types of calendar	Descriptions
1	Purely Lunar Calendars	These calendars work according to the natural cycle of the moon.
2	Purely Solar Calendars	These calendars are based on the cycles of the seasons.
3	Lunisolar calendars	The calendars are more successful in tracking/identifying the seasonal cycle than the lunar cycle.
4	Solilunar calendars	These calendars are more successful in tracking the lunar cycle than the seasonal cycle.
5	Lunistellar calendars	The Egyptian calendar was belonged to such calendars.
6	Other calendars	These calendars do not have relationships with the cycles of the moon and the sun.

Activity 2.4

Based on the listening text, answer the following questions and check your answers with your group members'

This remains open. The teacher should listen to the texts before he/she teaches to his students and make sure that he/she understands well before his/her class. Early preparation is also important to increase the students' engagement. Orient students with the spellings and pronunciations to the types o calendars included in the text.

a) The listening text discusses in detail calendars which follow the movement of the earth around the sun (around the natural cycles of the seasons); the movement of the moon; and both the movement of the earth and the moon.

b) The movements of the earth around the sun and on its axis shape the academic calendars which are roughly divided into four seasons. In other words, without these movements we cannot think of the seasons or plan the major economic human activities such as farming things we do during the summer, the autumn, the winter and the spring.

c) Some calendars do not follow the cycles of the Moon or of the Sun. These simply work according to other astronomical cycles, such as that associated with the planet Venus.

d) Many calendars work according to either the movement of the earth around the sun or on its axis and the movement of the moon.

e) Solilunar calendars are more successful in tracking the lunar cycle than the seasonal cycle hence they use both principles both solar calendars and lunar calendars.

POST-LISTENING

LESSON THREE

Activity 2.5

Re-write the listening text by using your own words. You may refer your notes. Then, compare your version of the text with your partner's.

Let students read and re-read their notes more and organize their own paraphrased forms of the listening text in fewer sentences. Once every student does this individually, the teacher asks students re-organise their paraphrases in each of their groups. For example, the teacher can give a model paraphrases from of the listening text, or by inviting a volunteer group to read out their paraphrases to the whole class through one of the group members.

Activity 2.6

Get the main stream Ethiopian calendar. Read the calendar and discuss the following questions in groups.

1. What important dates are there on the Ethiopian main stream calendar?
2. Which of the dates are more important to you? Why?
3. What categories of dates can you make?

1. Ask students to talk about the important Ethiopian dates as well as their Gregorian dates of Ethiopian public holidays, religious holidays, and political holidays. For example, The Ethiopia Charismas (*Genna*); Ethiopian Epiphany (*Timkat*), End of Romadan (*Id Al Fitir*), *Ed Al Adha* (*Arafa*); Birth of Prophet Mohammed (*Moulid*) and Feat of the True Cross (*Meskel*) could come in category of religious holidays. Encourage them to do the same for the Ethiopian New Year holiday (*Enkuatatshi*) and important political dates.

2. Let students talk about their specific and most important dates from the three categories of dates: Ethiopian public holidays, religious holidays, and political holidays roughly made above. Ask them to explain the reasons for their preferences about the dates.

3. Moreover, though the above rough classification of the dates may be followed, encourage learners to develop their own classifications of the dates such as by followers, and attendants. These might include Muslim holidays, Christian holidays, and holidays celebrated by both followers such as the Ethiopian New Year (*Enkutatashi*) and so on.

SECTION TWO: SPEAKING

LESSON FOUR

Talking about a special date in a family

Activity 2.7

Sit in your groups and talk about a special date in your family. In your talk, include the following points.

1.Which date is it?

2.Why is it special?

3.What do you do on this date?

4.If this date were not celebrated, what would happen to your family?

Let learners sit in your groups and encourage them to talk about a special date in their family. In their talk, include the following points.

Let the learners talk in groups about their special dates in their area, why it is special to that area, what they do on that date holiday (foods and drinks they prepare; holiday clothes they wear; games they play, and other activities they do). Ask them also about what would happen to their family, area, citizens and country if this date were not celebrated individually and collectively. The teacher may use the following as input to the student-lead speaking lesson(s), especially connect the implied nature of the questions to learners' cultures and traditions.

- Would a family member die if this date were not celebrated?
- Would a family member sick if this date were not celebrated?
- Would the cattle be affected by diseases if this date were not celebrated?
- Would the rain become small if this date were not celebrated?
- Would there be a small harvest if this date were not celebrated?
- Would the villagers quarrel if this date were not celebrated?
- Would the region and the country go into conflicts such as battles and civil wars if this date were not celebrated?

LESSON FIVE

Activity 2.8

Below are two pictures on the Ethiopian and the Gregorian calendar. Form groups and discuss the following questions.

1. What does Picture A show?
2. What does Picture B show?

Picture A

Picture B

- Picture A shows the Ethiopian main stream calendar. This date marks the Ethiopian New Year holiday. This is one of the most colourfully celebrated public holidays of all religions, cultures and ethnic groups. It is celebrated on September 11 (Meskerem 1) in Ethiopian every year.
- (Picture B shows the Gregorian calendar. This date marks the Gregorian New Year. It is celebrated on January 1 every Gregorian year.

Activity 2.9

Read the poem below and answer the questions that follow. Compare your answers with your partner's.

Months of the Year

Thirty days has September,
April, June and November,
All the rest have 31 days,
Except February alone,
This has 28 days clear.
But 29 in each Leap Year.

Hence pronunciation of poem use is also available on the World Website, teachers can also use the video version which they can easily comprehend in relation with the purpose of the activity.

a. The number of days and dates in months; and number of months show that it is a Gregorian calendar
b. It is February that has 28 days.
c. June, November, September and April have 30 days.
d. This is an implied question. January, March, May, July August, October and December have 31 days.

LESSON SIX

Activity 2.10

In pairs, act out the following dialogue between a teacher and a student on the uses of calendars. Let students act out the given dialogue in pairs and discover the main features of a given calendar. These might include shaded dates in different colours and circled ones. Encourage them to find out those dates with read colours, especially they refer to holidays. The black colours stand for working days. The teacher has to make sure that the use of colours may vary
from a calendar to a calendar.

SECTION THREE: READING

LESSON SEVEN

Pre-Reading

Activity 2.11

In groups, discuss the following questions.

1) What makes the Gregorian calendar different from other calendars?
2) How are days and months named?
3) For what purposes do we use it?

1. Hence these questions are pre-reading ones; the teacher should ask each group to discuss the varied processes which the Gregorian calendar passed through developmental stages before it got its present name and popularity among people of the world.

2. Let students guess how days of the week are named. Any repose should be appreciated and should not be take either as a wrong or right answer. Both are correct. The purpose of the activity

is to keep learners discussing how days of the week are named in the Gregorian Calendar. Ask students guess how months of the year in the Gregorian calendar are named. Any repose should be appreciated and should not be take either as a wrong or right answer. Both are correct. The purpose of the activity is to encourage discussion about the processes the naming of the months has undergone.

3. The international business, educational, political and other functions of the Gregorian calendar will be dealt with.

Let them also discuss the domestic uses of the same calendar as in offices of the Ethiopian banking and the Ethiopian Airlines.

Activity 2.12

Practise pronouncing the following words and study their meanings with your teacher.

a) goddess - a female god b) evolve– develop gradually

a) goddess (noun)

- Pronunciation

It is pronounced as /ˈ**gɒdes**/, /ˈ**gɒdəs**/. However, the first one is taken as a standard pronunciation form of the word goddess.

- Meaning

a female god

b) evolve (verb)

- Pronunciation

/ɪˈ**vɒlv**/

- Meaning

i. develop gradually

ii. evolve (from something) (into something)

The idea evolved from a drawing.

Schools must evolve their own way of working.

Direct Questions

Activity 2.13 (Suggested Answers)

Read the above passage carefully and answer the questions that follow.

(1) Where does the contemporary calendar originate from?

The contemporary calendar originates from the original calendar called daily dairy.

(2) What are the main reasons for the wide use of the Gregorian calendar in the present time?

Its use as an international civil calendar and importance to identify the yearly religious holidays of the Roman Catholic and Protestant churches can be taken as the main reasons for its wide use in the world.

(3) Write down the two purposes of the other calendars in use today?

The other calendars in use today are important to mark religious and cultural dates.

(4) What marks the beginning of the civil year, Paragraph 3, line 3?

The phrase locates official date when the public begins its new year.

(5) By whom was the last version of the Gregorian calendar was developed?

It was by Pope George XIII the last version of the Gregorian calendar, the present day Gregorian calendar, developed.

(6) Write down the expressions used to refer to September, October, November and December, Paragraph 6?

"The last four months of the year" are the expressions used to refer to September, October November and December".

LESSON EIGHT

Inferential Questions

Activity 2.14

Answer each of the following questions individually and compare your answers in groups.

(1) What do we mean by ecclesiastical purposes?

Religious, non-secular

(2) What was the difference between the Gregorian calendar which was proposed by Roumulus and the new form of the same calendar that was introduced by Numa, Paragraph 2?

The Gregorian proposed by Roumulus had 10 months where the Gregorian calendar proposed by Numa had 12 months.

(3) How were Sunday and Friday named?

The name Sunday was named after the sun's name unlike Monday which was named after the name of the moon.

(4) Why do you think that names of months such as February, March and April are named after Greek Goddess?

The names of months such as February, March and April are named after Greek Goddess, for they were borrowed from the Julian calendar.

(5) Why does the author/writer suggest that the present names of months have not been identified at once?

The names of months have not been identified at once because names of months have been changed as one calendar replaces the other up until the Gregorian calendar.

(6) What does it give when the author says that March has been named after the god of war?

It may have a negative meaning because it was named following the name of the god of war which people may not have good attitude.

(7) How were the months of July and August named?

The months of July and August were following the names of Julius Caesar and Augustus, respectively.

LESSON NINE

Reading for Main Ideas

Activity 2.15 (Suggested Answers)

Write the main ideas to each of the six paragraphs you have read above. As an example, the main idea of the first paragraph has been written for you. Then, discuss your answers with members of your group.

(1) Paragraph 1 mainly talks about the first calendar which serves as a foundation for the present day Gregorian calendar and that shows important dates in the Catholic and Protestant churches unlike the many other calendars which had limited function.

(2) Paragraph 2 discusses the historical context of the Gregorian calendar and how days and months work in this calendar.

(3) Paragraph 3 is about the use of the calendar before a new Gregorian calendar was introduced in 1582 by Pope Gregory.

(4) Paragraph 4 is about how the names of days from Sunday to Thursday were named in the new Gregorian calendar.

(5) Paragraph 5 gives descriptions about how the fifth day, Friday and the six days, Saturday were named and months in the Gregorian calendar were developed.

(6) Paragraph 6 describes the naming processes of the months such as present day February, March, April, May, June, July and August have been named.

LESSON TEN

Activity 2.16

In your small group, guess the meanings of the following words and expressions as they have been used in the reading passage. Then, compare your answers with any of the other groups.

1) What does the word "contemporary" mean?

Contemporary means the calendar we use in the present time.

2) What do words refer to/mean?

- Gregorian means European.
- New Year means beginning of the civil year.
- The god of beginnings means to January.
- In those times refers to the time when Rome was ruled by Roumulus
- …. Commenced is used to refer to the time when the New Year began in the ten months long calendar.
- … Present day refers to the current time.
- The old names means names of months in the Julian calendar.
- Over time means through a gradual process.
- Placement meant following the order of numbers months follow in year.

LESSON ELEVEN

Post-Reading

Activity 2.17

In your groups, discuss the following questions.

(1) For what purposes do people in your community use calendars?

(2) Why do many countries of the world use the Gregorian calendar?

(3) What would happen if the calendars of the world disappeared?

(1) As post reading questions, ask the learners to discuss in detail about the uses of the calendars in their community. They can help you visualize the community plan its activities. For example, calendars useful for farmers to do their farming activities as to their plan. Specially, they can identify the specific time for plowing, sowing, wedding, mowing, trashing and harvesting.

(2) It depends. However, the main purpose is to facilitate their communications at a global label.

(3) In general, **people could not know when to celebrate any of the holidays linked to particular days.** There would be as such classifications of days, weeks, months, and seasons and years. It would be difficult to plan our activities and do in terms of schedules.

SECTION FOUR: VOCABULARY

LESSON SEVEN

Activity 2.18

Refer to the reading passage and guess the meaning of the following words.

1. '…time table…', Paragraph 1, line 1 _____

It refers to the calendar we use today, the Gregorian calendar.

2. '…ceremonial…' Paragraph 1, line 4 _____

Refers to religious events which occur following the dates of the Roman Catholic and protestant churches.

3. '…empire…' Paragraph 2, line 2 _____

It refers to the then territory of the Roman Empire.

4. '…ruler…' Paragraph 2, the last line _____

It refers to the government of Rome, Numa.

5. '…version…' Paragraph 3, line 5 _____

It used to refer to the calendar which was introduced by Poe Gregory XIII.

6. '…evolved…' Paragraph 4, line 4 _____

It refers to the process that the preset Tuesday has got its name.

7. '…tracing…' Paragraph 4, the 3rd line from the last _____

It is used to refer to how the name of Thursday got its present name.

8. '…present…' Paragraph 5, line 5 _____

It refers to the name of the week we call Saturday.

9. '…Februa…' Paragraph 6, line 1 _____

The word, "Februa" is the name where the month February has got its name after the name of the god of war.

10. '…placement …' Paragraph 6, line 6 _____

It refers to the order of numbers where the last fourth months: September, October, November and December got their present name.

Activity 2.19

From the reading passage, find a word that has a similar meaning with each of the following words. Then, make one sentence of your own using each word. Compare your answers with your group members'.

a) timetable

- A student needs to prepare a timetable to successfully study all his/her school subjects.

b) original

- The Ethiopian conventional colander is original to all Ethiopians.

c) ceremonial

- We wear special clothes for ceremonial incidents.

d) ecclesiastical

-The Ethiopian main stream calendar has ecclesiastical (religious) and civil purposes.

e) symbolic

- Each country's calendar has a symbolic function.

SECTION FIVE: GRAMMAR

LESSON THIRTEEN

Comparative Adjectives

- Wide/wider … than, more … than

Adjectives have four forms.

- The **descriptive** form is used to describe one noun or pronoun. Remember that adjectives are placed either immediately before the noun or after a form of the verb to be.

  The **Ethiopian** winter is **dry** and **sunny**.

  It is **dangerous** to swim in Ethiopian rivers during summer

- The **comparative** adjectives are used to compare two nouns or pronouns. For one syllable adjectives and for two syllable adjectives that end in y, add –er. (Change the y to I and add *er*: (happy – happier). For one-syllable adjectives that end in consonant-vowel-consonant (CVC), double the consonant and add **er** (big – bigger). For adjectives that end in ***e***, just add an *r* to form the comparative (fine-finer). For long adjectives (two syllables or more), use more + adjective. The adjectives are followed by *than* in the comparative form.

  In Ethiopia, June has **shorter** nights than other months.

  In autumn, children are **happier** than adults.

  Autumn is **more attractive** than winter.
- The **superlative** form of the adjective is used to compare at least three nouns or pronouns. For shorter adjectives, add *the* + *est*. For longer adjectives (more than two syllables) use *the* + *most* + *adjective*.

  The Jewish calendar is **the oldest** of all calendars.

  The Gregorian calendar is **the youngest** of all calendars.
- The **equal form** and the **non-equal** form are used to express equality or inequality. Use **as + adjective + as** or **not + adjective + as** to create this form.

Activity 2.20

In groups, study the following sentences, identify the comparative adjectives and copy them in your exercises books.

1. The Gregorian calendar **is used wider than** the Ethiopian calendar.
2. The Gregorian calendar **is used more than** the Ethiopian calendar in Ethiopia.
3. The Gregorian calendar **is older than** the Ethiopian calendar.
4. The Ethiopian calendar **has greater number of months than** the Gregorian calendar.
5. The Ethiopian calendar **is seven/eight years younger than** the European calendar.

Note:

- We use than after comparatives (older than, more expensive than, etc.).
- We usually say: than me, than him, than her, than us, than them.

Activity 2.21 (Suggested Answer)

Study the given sample below and construct a complete sentence using each of the comparative adjectives.

Many people look more wonderful during holidays than the usual days.

… happier than…. … crazier than…

…more wonderful than…… … more foolish than…

… more excited than … … more expensive than …

1. Children are happier than adults during holidays.
2. Teenagers look more excited than adults during epiphany.
3. Babies are crazier than girls in school days.
4. People look like more foolish during summer than winter.
5. Goods are more expensive during summer than winter.

LESSON FOURTEEN

Activity 2.22

Based on the sample sentences given below, write three sentences on the similarities between the Ethiopian and the Gregorian calendars. Then, compare your answer with your partner's.

… as + adjective + as … or not as + adj+ as

a) The names of the weeks in Ethiopian calendar are ***the same as*** the names of weeks in the Gregorian calendar.

b) The number of weeks in the Ethiopian calendar are ***the same as*** the number of weeks in the Gregorian calendar.

c) The number of dates in the Ethiopian calendar ***are not the same as*** the number of dates in the Gregorian calendar.

d) The Ethiopian winter ***is not the same as*** the European winter.

e) The number of months in the Ethiopian calendar ***are not the same as*** the Gregorian calendar.

Activity 2.23

In pairs, study the following sentences.

- ***…not as …as …***

a) The festivity dates of the Ethiopian Christmas and Easter are **not the same as** the festivity dates European Christmas and Easter.

b) The months in the Ethiopian main stream calendar are **not as many as** the months in the Gregorian calendar.

c) The types of seasons in the Ethiopian calendar are **not the same as** the types of seasons in the Gregorian calendar.

SECTION SIX: WRITING

LESSON FIFTEEN

Basics of Paragraph Writing

Note:

A paragraph is a group of related sentences that develop a main thought, or idea, about a single topic. There are usually three basic elements: (1) a topic, (2) a topic sentence, and (3) supporting details.

- The topic sentence states the main, or controlling, idea.
- As a writer, it is important to develop clear and concise topic sentences that help your teacher understand your ideas and guide them through your paragraphs. An effective topic sentence always expresses a viewpoint about the topic. A viewpoint is an attitude or focus about a topic. A good topic sentence does two things:
- It makes clear what the paragraph is about—the topic.
- It expresses a viewpoint about the topic. If the topic is wild game hunting, there are several viewpoints that you could express about it:

The sentences that explain this main point are called supporting details.

These details may be facts, reasons, or examples that provide further information about the topic sentence. Supporting sentences help you understand the main idea by giving more information about it.

The teacher can study the follow paragraph and practise identifying:

1. The topic (Ethiopian Summer),
2. Topic sentence (The Ethiopian summer is the coldest season which comes after spring),
3. Supporting details and (In this season, the sun days are longer and nights are shorter. June, July and August and the rain falls heavily in these months. All parts of Ethiopia get the summer rain and Ethiopians do much their farming activities during this season. It is also a season of heavy rainfall and thunderstorms.)
4. Concluding sentence (The summer season has many economic importance to Ethiopia and Ethiopians.)

Ethiopian Summer

The Ethiopian summer is the coldest season which comes after spring. In this season, the sun days are longer and nights are shorter. June, July and August and the rain falls heavily in these months. All parts of Ethiopia get the summer rain and Ethiopians do much their farming activities during this season. It is also a season of heavy rainfall and thunderstorms. The summer season has many economic importance to Ethiopia and Ethiopians.

Activity 2.24

In pairs, list down those writing activities/assignments you do during your English lessons. Check if the following are among the list of the English writing activities you do in your English classes.

a) Writing notes
b) Writing assignments
c) Writing diaries
d) Writing paragraphs
e) Writing letters
f) Writing reports
g) Writing stories
h) Writing summaries
i) Writing essays

Activity 2.25

Helen is a Grade 8 student who uses a timetable to do her daily activities. The information in the box shows her schedule for next week. Use the information below and write a complete paragraph.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Studies English	cleans the house	studies mathematics	goes shopping	does assignments	washes cloths	plays with her friends

Ask students to clearly understand Helen's daily activities as has been shown in her schedule. Let them understand the information in the schedule before they start writing their paragraphs. Once the teacher makes sure that the students understand the daily activities of Helen from Monday to Sunday for the given week, learners will easily compose their paragraphs hence they have the list of the activities which Helen will accomplish in the given days.

You may use the sentences given below to begin your paragraph.

Helen does many things next week. She studies English on Monday. …

UNIT 3: TRAFFIC RULES AND REGULATIONS

Tell students the following objectives of the unit so that they can be aware of what they should learn in the unit.

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

- listen to a text on traffic rules in Ethiopia;
- talk about common traffic rules to their classmates;
- conduct a role play based on a dialogue;
- learn the meanings of vocabulary items related to traffic rules;
- use modals (should/ought to, have to, may, might, can, could…) while giving and receiving advice;
- comprehend a reading text;
- give and receive advice on the subject of the use of traffic rules and regulations using modals; and
- write a letter to a friend.

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Activity 3.1

In groups, answer each of the following questions.

1) What do we mean by rules?

2) What are the classrooms which you and your classmates respect? Why do you respect these rules?

3) What are traffic rules?

Notes for the teacher

The teacher had to play a facilitative role. For example, this can be done by soliciting a Number of definitions for what are called rules. The teacher may ask students to talk about those classroom rules they follow in their every day school activities. The students should be asked the reasons for obeying by the classroom rules. They have to be encouraged to define traffic rules and the possible individual, group, social, economic benefits of respecting traffic rules.

Activity 3.2

Study the meanings of the following words with the help of your teacher and make a sentence.

pedestrian **sidewalks** **buckling**

a) Pedestrian (**noun**)

/**pəˈdestriən**/

a person walking in the street and not travelling in a vehicle

- Two pedestrians were injured.
- Pedestrians should use the pedestrian-crossing.

b) sidewalks (noun)

/ˈ**saɪdwɔːk**/

(British English **pavement**)

a flat part at the side of a road for people to walk on

- The palm trees lined-up the sidewalks of Bahir Dar town.
- The bikes are not to be used on the sidewalks.

c) buckle (verb)

/ˈ**bʌkl**/

to fasten something or be fastened with a buckle (clip)

She buckled her belt.

He buckled on his sword.

These shoes buckle at the side.

Listening Text

New Traffic Laws in Addis Ababa

Addis Ababa is continually growing and the number of cars on the road is growing on a daily basis. Some of the cars should not be allowed to be on the road at all as they could be potential killers.

I have seen many cars, especially cabs, that transport people, that had mechanical and engine problems. If these cars were to experience brake problems, then a huge accident would undoubtedly take place.

Compared to other developing countries, Addis Ababa's traffic problems are nothing to worry about. However, the recent traffic law changes in Addis triggered me into writing this post.

In Addis, most of the time, pedestrians don't walk on sidewalks, even if sidewalks are available.

For some reason, pedestrians like to share the road with cars. I don`t know why this continues to happen. The taxi and min-bus drivers also make the road too difficult to navigate as they violate too many traffic laws.

The good news is that something has been done about it. A revised traffic law is now in effect.

What's New in the Revised Traffic Laws of Addis Ababa?

During the AU summit, a few months ago, Addis Ababans were subjected to some stringent traffic laws. Compulsory buckling of seat belts and use of zebra points when crossings streets. I am sure that it will take some time to follow these rules in Addis as no one wears seat belts and use zebra points to cross the streets.

Yes, I agree that the new rules are great, but I am not sure if they can be enforced. It might take a generation to comply with the laws. But, still I believe that these laws are steps in the right direction.

The full copy of the new traffic law is available to purchase at the Addis Ababa Municipality office in Piassa for only 6 Birr (or 42 cents US).

Here are the top 5 and most helpful new rules:

1. Seat belts are compulsory for driver and front seat passenger.
2. Children 7 years of age and under are not allowed in the front seat.
3. Pedestrians walking on the road when there is a sidewalk available can be fined.
4. Pedestrians must use zebra crossings.
5. Driving too slow is an offence.

These new set of rules are great if followed by all motorists and pedestrians despite the inconveniences. I hope that all will obey these rules and as a result, the roads of Addis Ababa will be much safer.

While-Listening

Activity 3.3 (Suggested Answers)

Answer each of the following questions based on the listening text. Before you listen to the text, read the questions.

_____A_____1.

_____D_____2.

_____C_____3.

_____C_____4.

_____D_____5.

_____A_____6.

LESSON TWO

Activity 3.4

According the listening text, complete the following sentences with the appropriate words, or expressions. Discuss you answers with your partner's.

1. Addis Ababa is continuously growing and the number of cars on the road is growing on a daily basis.
2. Some of the cars should not be allowed to be on the road at all as they could be potential killers.
3. I have seen many cars especially cabs, that transport people, that had mechanical and engine problems.
4. However, the recent traffic law changes in Addis Ababa triggered me into writing this post.
5. For some reason, pedestrians like to share the road with cars.
6. Yes, I agree that the new rules are great.
7. Seatbelts are compulsory for driver and front seat passenger.
8. These new set of rules are great if followed by all motorists and pedestrians.
9. I hope that all will obey these rules and as a result, the roads of Addis Ababa will be much safer.

LESSON THREE

Post-Listening

Activity 3.5

Read the traffic rules in the table below and rate each of them based on your beliefs as:

- "Most Important" or
- "Important" or
- "Least Important".

Next, give reasons for your ratings. Discuss your answers with your group members'.

Importance of the Traffic Rules

No	Traffic Rules	Importance			
		Most Important	Important	Least Important	
1	Always wear a seatbelt.				
2	Respect the speed limits.				
3	Follow traffic signals.				
4	Do not drink alcohol if you drive.				
5	Cross the road at the Zebra Crossing.				
6	Always walk on the pavement.				

Let students categorise the traffic rules as something into three. They may rate a traffic rule if is a must to respect it. They may also rate some others such as optional traffic rules as important based their explanations. However, the learners may rate a traffic rule as not important when they view it as a driver or a pedestrian. Ask students to give clear justifications for their ratings and discuss their answers with their group members'.

SECTION TWO: SPEAKING

LESSON FOUR

Auxiliary Verbs (can, should, must)

Do you often question how to ask for advice or give someone some advice?

Here are some common phrases and expressions that will help you.

Asking for advice:

- I need some advice about use of traffic lights and signs.
- What do you think I should do when the traffic turns red?
- What do you think I should do when the traffic turns yellow?
- What do you think I should do when the traffic turns green?
- Have you got any ideas about uses traffic signs?
- I'd appreciate your advice on the zebra crossing.
- What would you advise me to do when the traffic turns red?
- Do you think I should always cross at the zebra crossing?
- Would it be a good idea to wait until the traffic turns green?
- What would be the best solution for keeping me safe from traffic accidents?

Giving advice: possible suggestions:

- You could always respect rules of traffic lights and signs.
- You must not cross the highway when the traffic turns red.
- My advice would be to you is that you must cross the highway quickly when the traffic turns yellow.
- What you need to do is cross the road when the traffic turns green.
- Sure. Yes, I have some ideas how to use traffic signs.

Activity 3.6

Act out the dialogue in pairs and study how advice is requested and given.

At the Traffic Lights and Signs

A: What should I do if the traffic light turns red?

B: You **must** stop. You **must not** cross on any of the crossing lines.

A: What should I do when red arrow goes out, leaving only a green light?

B: You **may** proceed if it is safe to do so by observing other pedestrians crossing the road you are entering.

A: Should I cross when the traffic light turns yellow?

B: You **should not** cross, for it indicates that the lights are about to change to red. You **should not cross** unless you are so close to the zebra-crossing and should do the crossing soon.

A: Should I cross when the lights turn **a yellow arrow**?

B: This arrow indicates that the lights are about to change to red. You **must** prepare to stop and not enter the road beyond the stop line unless you are able to cross safely. You **may** cross if the yellow arrow goes out leaving only a green light. You will do this if it is safe to do so, but beware of oncoming vehicles.

A: Can I cross the road when the traffic lights turn green?

B: Green Lights? You **can** cross, if it is safe to do so.

SECTION THREE: READING

LESSON FIVE

Pre-Reading

Activity 3.7

Do the following questions in your groups.

1. Have you ever seen or heard about a car accident? Tell your group members about it.
2. Write causes for car accidents. Compare your list with your partner's.
3. How does it damage the life of human beings and their properties?

As a pre-reading activity, ask students to reflect on whether they have seen or heard or about a car accident. Encourage them share to their group members. Let them write down the reasons that cause car accidents. The reasons for the car accidents may vary from one place to the other one. Yet, some of the causes might include among the following.

- **Distracted Driving.**
- **Intoxicated Driving. ...**
- **Speeding. ...**
- **Reckless Driving. ...**
- **Rain. ...**
- **Driving at Night. ...**
- **Vehicle defect.**

Then, encourage a learner to compare his/her list with a partner's list. Finally, ask them to discuss the damages the car accidents cause on human beings and their properties and end up their discussion.

Activity 3.8

Read the following words and learn their meanings with the help of teacher.

a) devastating (adjective)

- Pronunciation

/ˈ**devəsteɪtɪŋ**/

- Meaning

Causing a lot of damage and destroying things.

SYNONYM **disastrous**

The drought caused devastating effect on both human and animal lives.

Corona Virus causes devastating effect on the economy of Ethiopians.

b) gravity (noun)

- Pronunciation

/ˈ**grævəti**/

Uncountable

- Meaning

Gravity is an invisible force that pulls objects toward each other.

Gravity makes fruits fall.

Hearths gravity keeps us on the ground.

LESSON SIX

While-Reading

Direct Questions

Activity 3.9

Identify whether each of the following sentences is true or false. Write your reasons for your answer and discuss them in groups.

1. Ethiopia stands 1st in the word in the traffic road accident.

The answer is false because any section of the paragraph which states that Ethiopia stands 1st in the world in the traffic road accident. All the evidence shows that the situation in Ethiopia is scary and the issue needs urgent attention.

2. The road traffic accident fatalities in Ethiopia were approximately 30 times greater than the UK.

The answer is false hence the comparison is made with the accident fatalities of the US.

3. The major traffic accident fatalities were drivers.

It is false because the major traffic accident fatalities were pedestrians which accounts for 87 per cent unlike drivers which constitute 4 per cent of the entire fatality cases, i.e., 3415.

4. The active population of Ethiopia was the most affected by the road traffic accidents.

The answer is true because it states that the economic implications of traffic accidents is highly devastating and the highest among the most economically active population, Paragraph 2, line 2-3)

5. Ethiopia has succeeded in implementing its traffic laws.

It is false hence the effectiveness was only 2 in a scale of 0-10 and Ethiopia neither strictly enforces speed limits nor controls blood alcohol levels.

6. Ethiopian drivers were not grouped from the majority of fatalities.

It is false because Ethiopian drivers are the third group of people who suffer from the majority of fatalities of road traffic accidents.

7. The majority of traffic injuries in Ethiopia are due to speeding, improper use of lanes and drunk driving.

It is true because these are the three major risk factors for road traffic accidents.

8. Ethiopia practices drunk-driving and speed limits traffic laws.

The answer is false because the country has not yet implemented these traffic rules.

LESSON SEVEN

Activity 3.10

Individually, answers each of these questions and then discuss your answers in groups.

1. Where did the writer goat the information about the road traffic accident, Paragraph 1?

   The writer collected the information from the office of the Amhara Regional Police Commission from 2007-2011 and other sources.

2. Why does the writer label speeding, improper use of lanes, and drunk-driving as risk factors, Paragraph 4?

The writer labeled these three as risk factors hence they cause the large proportion of traffic injuries.

3. How many years of road traffic accident the author used while writing this text, Paragraph1?

The author used 5 years of data, i.e., 2007, 2008, 2009, 2020 and 2011.

4. How many Ethiopians were suffered from road traffic accident in the years 2009, Paragraph1?

There were 114 deaths per 10, 000 vehicle per year compared to other countries with low death rates.

5. How many were the road crass fatality rates in UK, Ireland and the Sub-Saharan African countries in the same year, Paragraph1?

The rates were 10, 10 and 60 in the UK, Ireland and the 39 sub-Saharan African countries.

6. What does the estimated 31,692,892 Ethiopian Birr of the life-related cost of motor vehicle injuries in Addis Ababa in 2010 indicate, Paragraph 2?

This estimated Birr indicates the enormity of the economic implication of traffic accidents.

7. What is the puzzle/contradiction mentioned by the write in Paragraph 3?

The puzzle is that Ethiopia has started implementing relevant laws, but little of them are implemented.

8. Why has Ethiopia not succeeded in decreasing traffic road accidents, Paragraph 3?

Ethiopia has Ethiopia not succeeded in decreasing traffic road accidents because the traffic laws have been implemented nominally.

LESSON EIGHT

Inferential Questions

Activity 3.11

In pairs, answer each of the following questions. Then, discuss in your groups.

1. Why did the author sequentially mention evidence from the WHO's 2009 global status report and the recent study?

The writer mentions evidences from the two sources along with the evidence from the Amharic Regional Police Commission to convince the readers of his article about devastating effects of the road traffic accidents.

2. What has hindered Ethiopia from implementing its relevant laws it has approved on traffic speed limits, road safety management and major risk factors?

The scope of the problem, causalities of the road traffic accident, is increasing and it nearing a crisis level.

3. Why did the write conclude that the economic implications of traffic accidents are highly damaging in developing nations?

The writer concludes that the economic implications of traffic accidents are affecting developing nations because the economic implications are the highest among the most economically active population.

4. Why did the road traffic accident solutions require multi-sectorial and combined enforcement strategies?

It requires multi-sectorial and combined enforcement strategies because the traffic accidents have been growing from time to time and has reached a crisis level.

5. What were the solutions suggested by the writer to solve the risk factors?

The urgent interventions were suggested by the author to solve what were called risk factors (speeding, improper use of lanes and drunk-driving).

LESSON NINE

Referential Questions

Activity 3.12

Individually, write out what each of the following words refers to. Then, check your answers with your partner's.

1. The word '…secondary…', in Paragraph 1, line 2 refers to _____

Secondary refers to any source of information other than primary.

2. In Paragraph 1, the 4th line from the last, the pronoun, 'This…'refers to _____

The pronoun, 'This' in Paragraph 1, the 4th line from the last, refers to the higher rate of road traffic accidents among the pedestrians.

3. In Paragraph 2, line 2, the pronoun, '…these…' refers _____

The pronoun, "these" refer to the economic implications of road traffic accidents.

4. In Paragraph 2, the last line, the phrase, "…the problem…" means _____

The phrase, "…the problem…" refers to the estimated total health and life-related cost of motor vehicles in Addis Ababa which was about 31, 692, 892 million Ethiopian Birr.

5. The phrases, '…laws…' in Paragraph 3, line 4 and '…laws….' in Paragraph 3, line 6 refers to

_____ and _____

The word, "…laws…" in paragraph 3, line 4 means laws on traffic speed limits whereas the

second word, "…laws…" in the same paragraph line 6 mean laws on road safety management and major risk factors.

6. 'These…' in Paragraphs 3, line 6 means _____

It refers to laws on road safety management and risk factors.

7. The pronoun, '….they…' in Paragraph 3, the 2nd line from the last means_____

It refers to laws on road safety management and risk factors.

8. The pronoun, '….them' in Paragraph 4, the last line refers to _____

The object pronoun, "…them…" in Paragraph 4, the last line refers to risk factors, i.e., speeding, improper use of lanes, and drunk-driving.

LESSON TEN

Activity 3.13

Based on the reading passage, what do the following words and expressions refer to? Check your answers your partner's.

1. In Paragraph 1, line 1, the word, '…neglected …' roughly means _____

In Paragraph 1, line 1, the word, '…neglected …' roughly means ignored, given least attention.

2. The word, '…rate…' in Paragraph 1, line 5, means_____

The word, '…rate…' in Paragraph 1, line 5, means 114 deaths per 10, 000 vehicles per year.

3. In Paragraph 1, line 7, the phrase, '…30 times…' in paragraph 1, line means _____

In Paragraph 1, line 7, the phrase, '…30 times…' in paragraph 1, line means the number of people who died due to road safety and road crass fatalities who were 30 time greater than people in the US.

4. The word, '…pedestrians…' in Paragraph 1, line 9 _____

The word, '…pedestrians…' in Paragraph 1, line 9 refers to those people who walk on foot on both sides of the highway in developing countries.

5. Roughly, the verb phrase '…accounts for …' in Paragraph 1, the 5th line from the last, _____

Roughly, the verb phrase '…accounts for …' in Paragraph 1, the 5th line from the last, refers to constitutes/forms

6. The phrase, '…active population' in Paragraph 2, line 2-3, approximately means _____

The phrase, '…active population in paragraph 2, line 2-3, approximately means the population whose age range is between 5-59 and who are vulnerable to the economic implications of road traffic accidents.

7. The word '…enforcement…' in Paragraph 3, line 5, means _____

The word '…enforcement…' in paragraph 3, line 5, means implementation.

8. In Paragraph 3, the 2ndline from the last, , 'nominal…' roughly means _____

In paragraph 3, the 2nd line from the last, 'nominal' roughly means does not work.

9. The word, '…implication…' in Paragraph 4, the last, means _____

The word, '…implications…' in Paragraph 4, the last, means the ever increasing outcomes of risk factors.

LESSON ELEVEN

Post-Reading

Activity 3.14

In your groups, answer the following questions.

1. Discuss major causes of road traffic accidents in Ethiopia.
2. List down solutions that can help to reduce traffic accidents? Then, compare your list with your partner's.
3. If you were a minister of transport what would you do to minimise the road traffic accidents in Ethiopia?

Encourage learners to list down those road traffic accidents in Ethiopia. Some of your examples might be among the following.

- Over Speeding (speeding);
- Drunken driving (intoxication);
- Distractions to driver (distractions);
- Red light jumping (recklessness);
- Avoiding safety gears like seat belts and helmets; and bad weather.

Like the causes for road traffic accidents, the following might be among some of solutions for minimizing accidents.

- Reduce speed;
- Wear a seatbelt;
- Use child safety seats;
- Wear a helmet;
- Raise Awareness;
- Increase visibility; and
- Enforce drink driving laws.

In the end, ask them to discuss what would the students do to reduce the road traffic accidents if they were a minister of transport of Ethiopia?

Encourage them to use the language structure given below.

- If I were a minister of transport of Ethiopia, I would work on traffic management systems.
- If I were a minister of transport, I would develop the road capacity of the country.
- If I were a minister of transport, I would effective use of public transport.
- If I were a minister of transport, I would encourage my people to use bicycles.
- I would encourage walking if I were a transport minister of Ethiopia.

SECTION FOUR: VOCABULARY

LESSON TWELVE

Activity 3.15

Based on the given sample, write a sentence using each expression. Then, discuss your sentences with that of a partner.

Traffic rules

Knowing **traffic rules** is important for safety.

Speed limit

Knowing the **speed limit** for all the roads is important for safe driving.

Driving rules

Knowing **driving rules** is important for safe driving.

Let students construct as many sentences as they can to make sure that they understand these traffic-related expressions. The following might be taken as example sentences.

Old vehicles

Old vehicles are one of the causes for road traffic accidents.

Traffic jam

Poor roads cause traffic jam.

Traffic laws

Respecting traffic laws is important for both pedestrians and drivers.

Traffic light

When the red traffic turns, pedestrians must not cross the roads.

Traffic restrictions

Drivers must not drive through highways with traffic restriction.

Traffic accident

A traffic accident is the major health problem in Ethiopia.

Traffic regulations

Drivers must clearly understand traffic regulations before they take driving licenses.

SECTION FIVE: GRAMMAR

LESSON THIRTEEN

Asking for and giving advice on traffic tights and turn signals

Activity 3.16 (Suggested Answers)

Based on the given situations (1-7) below, choose the appropriate form (s) of modal verbs: must/ must not, can/ cannot, and should/should not.

Traffic Lights and Traffic Symbols

Situation 1: At the Red Light

1. A red light means you (must, can, should) stop. You (must, can, should) stop as close as possible behind the 'Stop' line.

Traffic light showing red signal

Situation 2: At the Yellow (Amber) Light

2. A yellow (amber) light means you (must, can, shall) stop. You (can, must, shall) only go through a yellow light if you (cannot, must not, shall not) stop safely before the 'Stop' line. You (should not, could not, had not) stop suddenly, and you (should not, could not, had not) speed up to get through a yellow light.

Situation 3: At the Green Light

(3) A green light means you (can, shall, must) go through the intersection if it's safe to do so. You (must, can, shall) also follow these rules for temporary traffic lights at roadworks.

Traffic light showing green signal

On the Use Turn Signals

Some traffic lights have arrows to control traffic turning right or left.

Situation 4: The Red Arrow

A red arrow means you must not turn. You (must, can, shall) stop behind the 'Stop' line until the arrow turns green or disappears.

Traffic light showing a green light and a red right arrow, indicating you (must not, cannot, shall not) turn right - you (can, must, shall) go straight ahead or turn left.

Situation 5: The Green Arrow

A green arrow means you (can, must, shall) turn in that direction.

Traffic light showing a red light and a green right arrow, indicating you (can, must, shall) turn right, but you must not go straight ahead or turn left.

Situation 6: The Yellow (amber) arrow

A yellow (amber) arrow means you (must, can, shall) stop. You (can, must, shall) only go through a yellow light if you cannot stop safely before the 'Stop' line.
When a yellow (amber) arrow is flashing, this means you (can, must, shall) turn in that direction. You (must, can, shall) give way to pedestrians crossing the road you're turning into.

Traffic light showing a flashing yellow right arrow, indicating you (can, must, shall) turn right as long as you give way to pedestrians.

LESSON FOURTEEN

Activity 3.17 (Suggested Answers)

For questions 1- 10, choose one of the most appropriate modal axillaries given in the boxes below. Check your answers with your group members'.

1. If you drive a car, you (should, must, can) ____ have a driving license.
2. You (shouldn't, mustn't, don't have to) ____ drink a lot and drive.
3. When you are in a car, you (should, must, may) ____ wear a seatbelt.
4. When driving a car, you (shouldn't, mustn't, can't) ____ listen to the radio.
5. You (should, must, have) ____ to pay road tax if you own a car.
6. You (should, must, have) ____ stop at a red traffic light.
7. When you ride a motorbike you (should, must, have) ____ wear a helmet.
8. You (should, must, can) ____ smoke while you are driving.
9. If you own a car, you (should, **must**, can)____ have insurance.
10. You (shouldn't, mustn't, don't have to) ___exceed the speed limit.

SECTION SIX: WRITING

LESSON FIFTEEN

A Friendly Letter

Activity 3.18

Based on the letter given below, answer each of the following questions. Discuss your answers in groups.

a) What was the date the letter was written?

September 2021 was the date the letter was written.

b) Who wrote the letter?

It was Maryamawit who wrote the letter.

c) To whom the letter is written?

It was to Barsanat the letter was written.

d) Write words and expressions you do not know.

The answer depends on the word knowledge of the leaders.

e) Write the main message of the letter.

Maryamawit wrote the letter to tell her classmate, Barsanat, about the consequences of accidents which were caused by violating traffic rules.

f) What is the purpose of this letter?

The purpose of the letter is that traffic accidents cause problems on schoolchildren and their families.

Irispins International School

B.O. Box 202020

Kebele 14, Minilik II Sub- City, Bahir Dar

5th September 2021

Dear Barsanat,

Hi! I hope you got the letter. Your exams are cancelled. But I am going to tell you one good thing today.

Nowadays, many accidents are taking place in every city. The main reason is violating traffic rules. We should follow traffic rules while driving. Otherwise, it is very dangerous for you and for your family.

Tell this to all your friends and families.

Thank you.

(Signature)

Maryamawit

LESSON SIXTEEN

Activity 3.19

In your group, compare Picture A with Picture B below and discuss the following questions.

a) In which of the pictures have people violated traffic rules? Why?

b) In which of the pictures have people respected traffic rules? Why?

c) What do you tell people who have violated traffic rules?

Picture A

Picture B

Ask students to compare the two pictures: Picture A and Picture B. Let them discover the differences in their groups. For example, people in Picture A have violated two traffic rules. Firstly, children are playing football on the highway. This is strictly forbidden hence it causes road traffic accidents. In the same picture, elderly people are not using zebra-crossing while crossing the highway. Even, we see people crossing from sides of the highway where there are not crossing lines. However, in Picture B, people have respected some of the traffic rules because some of them have already crossed the highway on the zebra-crossing. Others are also seen while they crossing on the Zebra-crossing. Moreover, we see lined up taxis waiting for their turns to give transport services to interested passengers.

Activity 3.20

Be in groups and list down three cautions/cares school children have to do when they cross roads. Write three rules that school children should respect.

Sample answer on three traffic rules which schoolchildren should respect is given below. Encourage your students to write it in a paragraph format.

School children must respect the following three traffic rules to keep themselves safe from traffic accidents. Firstly, children should clearly understand major traffic signs and colours. Secondly, schoolchildren should use pedestrian crossing or zebra crossing. Thirdly, school children must not play any games on the highways.

UNIT 4: ENDEMIC ANIMALS IN ETHIOPIA

Tell students the following objectives of the unit so that they can be aware of what they should learn in the unit.

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

- listen a text for specific information;
- speak about endangered animal species in Ethiopia;
- read a text for a specific information;
- use words and expressions related to animal conservation in their writing;
- use past continuous tense to describe past activities;
- apply expressions of sympathy and anger while communicating; and
- write a paragraph on an endangered animal.

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Activity 4.1

Tick or put a right mark (✓) in the boxes in front of the names of each animals which you are familiar with and a cross mark (✕) in the boxes in front of the names of the animals you are not. Check your answers with your partner's.

List of some of the wild animals fond in Ethiopia

No	Name of the Animal	I am familiar with	I am not familiar with
1	Ethiopian Wolf		
2	Walia Ibex		
3	Mountain Nyala		
4	Gelada Baboon		
5	Buffalo		
6	giraffe		
7	Zebra		
8	Tiger		
9	Lion		
10	Nubian Ibex		
11	Gazelle		

As a pre-listening Activity, let them identify the names of the animals which they are familiar with from those ones which they are not. Then, ask them to chick their answers in pairs.

Activity 4.2

In your group, study the meanings of the following words with the help of your teacher.

lush track stunning

a) lush (adjective)

- Pronunciation

/**lʌʃ**/

- Meaning

(of plants, gardens, etc.) growing thickly and strongly in a way that is attractive; covered in healthy grass and plants.

- SYNONYM: green, luxuriant

The colours are lush, rich and warm.

b) **track** (verb)

- Pronunciation

/**træk**/

- Meaning

to find/identify somebody/something by following the marks, signs, information, etc.,

The hunters tracked and shot bear.

The suspect was tracked by the police.

c) **stunning** (adjective)

- Pronunciation

/ˈstʌnɪŋ/

- Meaning

extremely attractive or impressive

SYNONYM: beautiful, charming

You look absolutely stunning!

It was a stunning smile.

Animals Only Found in Ethiopia

Ethiopia is one of the most unique **landscapes** on Earth, with **lush** forests, snow-capped peaks and arid deserts. As a country with such varied habitats, Ethiopia is home to many species that cannot be found anywhere else on Earth, whose **endangered** status highlights the need for environmental **stewardship** and a radical re-imagining of how we **co-exist** with our environment. Let us listen to **the story of five of these animals**.

The Ethiopian Wolf

The Ethiopian wolf is one of Earth's rarest **canid** species, and unfortunately Africa's most endangered carnivore. Unlike other canid **predators** with large and varied diets, the Ethiopian Wolf hunts small rodents in the Bale Mountains of Ethiopia, and is totally dependent on the health of its limited habitat to survive.

Walia Ibex

Only 500 Walia Ibex still exist in the Semien Mountains of Ethiopia, both due to **poaching** and habitat loss. Numbers were actually lower in the 90's, but constant efforts from Semien Park's mountain rangers to create protected wildlife corridors have allowed numbers to **rebound**, with hope for the future.

Somali Wild Donkey

Despite once living in Somalia, Eritrea and Ethiopia, the Somali Wild Donkey is believed to only live in Ethiopia now, mostly within the Afar plains. Although their numbers are small in the wild, there are numerous **captive** populations around the world to ensure they can someday **regain** their previous numbers.

Gelada Baboons

These Baboons can be found in huge numbers throughout the Simien Mountains. They are sometimes called the Bleeding Heart Monkey due to the unique red skin patch each has on their chests. **They are very social animals, and will typically be spotted in huge family groups.**

The Black Lion

Ethiopia's Black Lion is genetically distinct from all other Lions in Africa. They are typically found in Bale Mountain Park, and sport a distinctive black mane after which they are named.

It's because of **treasured** animals like these and their precious environments that we as a company will continue to support environmental initiatives in every way we can, to ensure future genera-

tions will be able to enjoy the **stunning** biodiversity of Ethiopia, and our Earth as a whole.

Adapted from https://www.oliberte.com/pages/10-animals-only-found-in-ethiopia/

While-Listening

Activity 4.3

Based on listening text, match each of the names of the animals (1-5) in Column A with the appropriate description of each animals in Column B. Check your answers with your group members'.

Name of the Animal	Description of the Animal
__B___1. The Ethiopian Wolf	A.It is affected by poaching and habitat loss.
__A___2. The Walia Ibex	B.One of the Earth's rarest canid species
__E___3. Somali Wild Donkey	C.They are very social animals, and will typically be spotted in huge family groups.
__C__4. Gelada Baboons	D.They are native to Ethiopia.
__D__5. The Black Lion	E.They are found in the Afar lowlands

LESSON TWO

Post-listening

Expressing agreement and disagreement

Activity 4.4

Individually, rate each of the causes for animal endangerment/extinction as either most important or important or least important by pitting a tick mark (✓) in the boxes below. Then, compare your rating with your partner's and give reasons for your ratings.

No	Cause for animal extinction	Importance			Reasons
		Most Important	Important	Least Important	
1	Hunting				
2	Habitat degradation/ruin				
3	Human-wild-life interaction				
4	Loss of habitat				
5	Disease				
6	Pollution				
7	Climate change				

Let each learner copy the table in their exercise books and rate each of the causes for animal disappearance individually. Next, ask each of them to write at least one short explanation for their rating. These might include among the following.

- Hunting animals for food hide and is the most important factor for animal endangerment in my village;
- Habitat degradation is one of the important cause for animal extinction in my village;
- Human-wild life interaction is the second possible important cause for animal endangerment;
- Loss of habitat is one of the most important causes for animal extinction;
- Climate change is a least important factor for animal extinction in Ethiopia;
- Pollution can be considered as the least important factor for animal extinction; and
- Diseases are the most important causes for animal endangerment.

Activity 4.5

In pairs, study the following three sets of expressions given in the table below while discussing endangered animals: expressions of agreement; expressions of disagreement and expressions of partial agreement.

No.	Expressions of:		
	agreement	**disagreement**	**partial agreement**
1	That's right! Hunting is the most important factor for animal endangerment in my area.	I don't agree! I don't agree that climate change is the major cause for animal extinction in my area.	I agree up to a point, but... I agree that climate change can be the cause for animal extinction, but it cannot be the most important cause for animal disappearance.
2	Absolutely!	I totally disagree!	Let me agree to disagree.
3	Exactly!	Absolutely not!	I see your point, but ...
4	Yes, I agree!	That is not right!	That's partly true, but ...
5	I totally agree!	I am not sure about that.	I'm not so sure about that.
6	I couldn't agree more!		
7	I see exactly what you mean!		
8	You're right. That's a good point.		

Let learners efficiently use the expressions of agreement; expressions of disagreement and expressions of partial agreement while telling their explanations to their classmates. As an example, the expressions in number one are given in complete sentences so that learners can use all the expressions in complete sentences while describing their reasons to a partner or their group members.

LESSON THREE

Post-listening

Activity 4.6

In your group, discuss the following questions.

a) What are the advantages for protecting the endangered animals?

b) Do you agree or disagree with each of the reasons for protecting endangered animals given below? Why?

- For a healthy environment
- For agriculture and farming
- For preserving rich bio-diversity
- For recreation/tourism
- For livelihood of individuals
- For aesthetical value

Let the students discuss the advantages of protecting the endangered animals in their group. Encourage them to talk about the benefits human beings get from the protection of wild animals such as the use of wildlife resources for food, clothing, shelter, hunting, fishing, recreation, and so on. Ask students also how much they agree or disagree with some of the given reasons for protecting endangered animals which ranges from a healthy environment to aesthetic value. Encourage them to support their views with explanations which match with their local contexts. Ask them discuss in detail about those reasons for protecting endangered animals.

SECTION TWO: SPEAKING

LESSON TWO

Activity 4.7

In pairs, read the story and talk about the following questions.

1. Have you ever read a story about ducks and foxes? If yes, when was it?

The answers to this question depend on the students' previous reading experiences.

2. Are they friends or enemies? Why?

They are usually enemies, not friends because foxes are eat ducks and other birds.

3. Where does a duck live?

Ducks live on the water body and its vicinity.

4. Where do foxes live?

They live usually in tunnels and in habitats which they can get their food easily.

5. What do we call baby foxes?

The baby foxes are called pubs, or kits, or cubs.

6. What do we call baby ducks?

The baby ducks are called ducklings.

Ask students to give their own reflections about these pre-reading questions to develop their expectations about while reading activities.

SECRTION THREE: READING

LESSON SIX

Pre-Reading

Activity 4.9

In groups, discuss the following questions.

1. What is meant by the term endemism?
2. Why do we protect wild animals in Ethiopia?
3. What would happen if we did not protect animals?

1. The teacher should prepare himself ahead of this session so that he/she would give adequate information on each of the questions. For example, he/she can identify possible definitions of endemism and explain the term in verities of situations.

2. Let students discuss the benefits of wild animal conservation using example. For example, conservation preserves animals, plants, and trees from destruction. Wild animals play a key role in enhancing the health and fertility of soil by improving its nutrients. Their dung and urine helps replenish the nutrient content of the soil by providing it with enriching minerals.

3. If we did not protect endangered species, if not protected, they became extinct and extinction has a myriad of implications for our food, water, environment and even health.

Activity 4.10

Study the following words and use them in sentences.

hikers indiscriminate predominantly

a) hiker (noun)

- Pronunciation

/ˈ**haɪkə(r)**/

- Meaning

1. a person who goes for long walks in the country for pleasure.

The driver picked two hikers.

b) Indiscriminate (adjective)

- Pronunciation

/ˌ**ɪndɪˈskrɪmɪnət**/

- Meaning

1. an **indiscriminate** action is done without thought about what the result may be, especially when it causes people to be harmed.

   The school director was criticized for his indiscriminate punishment.

2. acting without careful judgment

   She was indiscriminate with her diet.

c) predominantly (adverb)

- Pronunciation

/prɪˈdɒmɪnəntli/

- Meaning

mostly; mainly

He studies predominantly mathematics.

She works in a predominantly male environment.

LESSON SEVEN

Inferential questions

Activity 4.11 (Suggested answers)

In groups, answer each of the following questions.

Based on the reading passage, decide whether each of the following sentences is true or false. Give reasons for your answers.

Reading for a specific information

1. In the past Walia Ibex lived in many highland places of Ethiopia other than where it lives now.

True

The answer is true because the curved shrines in Yeha and Axum which have close resemblance to the Simien Mountains indicate that it was once lived in these areas with great numbers.

2. The Mountain Nyala belongs to the antelope families.

True

3. Many of the Nyala population are found in the Bale Mountains and its vicinity.

True

4. Both the Minilik's Bushbuck and Mount Nyala are shy and live in herds.

True

5. Living in forests near water bodies is the main characteristics of the Minilik's Bushbuck.

False

6. The Ethiopian wolf is the rarest of the five endemic animals.

True

7. Mostly, the Ethiopian wolf feeds on giant mole rat.

False

8. The Ethiopian wolf is the most friendly of all its types.

True

9. Outbreaks of rabbis and indiscriminate shooting are the two causes for the declining number of the Ethiopian wolf.

True

10. Mountain Nyala belongs to antelope families.

True

LESSON SEVEN

Inferential questions

Activity 4.12 (Suggested answers)

In groups, answer each of the following questions.

1. Why did the writer conclude that the Walia Ibex once lived other places other than the Simein Mountains?

The writer makes such conclusion because these places are those which have strong resemblance with the present habitats of the Walia Ibex.

2. How does the author/writer describe Mountain Nyala in terms of size?

The writer describes that there are not accurate information about the present size of the bushbucks due to some factors.

3. How does the author or writer describe the protected population of Mountain Nyala?

The protected population of Nyala is found in the northern part of the Bale Mountains.

4. What do the Mountain Nyala and the Minilik'sbushbuck have in common?

The mount Nyala and Minilik's bushbuck share in common hence both are shy and obscure.

5. Why does the writer not take the bushbucks' living near water bodies as their main characteristics?

The writer did not take living near water bodies as main characteristics of bushbucks because some of them stay with out drinking water for long.

6. Why was it difficult to guess the accurate numbers of the bushbucks?

Nocturnal and furtive habitats make it difficult to guess the accurate number of bushbucks.

7. What makes the Ethiopian wolf easily noticeable?

Its fine red coat shining in the sun makes the Ethiopian wolf easily noticeable.

8. Why is the number of the Ethiopian wolf declining from time to time?

The number of the Ethiopian wolf is declining because of indiscriminate shooting and out breaks of rabies.

9. How does the write contrast the Ethiopian wolf with the dog and jackal?

The writer contrasts the Ethiopian wolf with dog because it is one of the beautiful families and with a jackal because it stands about 60 cm high making it significantly larger than any Jakal.

LESSON EIGHT

Activity 4.13 (Suggested Answers)

Based on the reading passage, write one description about the habitat each of the wild animals is found in the boxes below. Check your answers with you group memes' and write the paragraph where the description is found. As an example, the last one is done for you.

Name of the wild animal	Habitat	The paragraph where the answer is found
The Walia Ibex	It is restricted to the Simien Mountains.	Paragraph 1
Mountain Nyala	It is found in northern parts of the Bale Mountains	Paragraph 4
Minilik's Bushbuck	It is found in Bale Mountains National Park	Paragraph 5
The Ethiopian Wolf	It is widespread over the Ethiopian plateau	Paragraph 6

Referential questions

Activity 4.14 (Suggested answers)

Based on the reading passage, guess what the following words/expressions refer to. Check your answers with your group members'.

1. The verb, '…**restricted**…' in Paragraph 1, Line 2 means _____

The verb, '…**restricted**…' in Paragraph 1, Line 2 means **limited**.

2. The pronoun, '…**it**…' in Paragraph 1, Line 2, refers to _____

The pronoun, '…**it**…'in Paragraph 1, Line 2 refers to **Walia Ibex**.

3. The phrase '…**fully endemic**…' in Paragraph 3, Line 1, refers to _____

The phrase '…**fully endemic**…', in Paragraph 3, Line 1 refers to **peculiar only to Ethiopia**.

4. In Paragraph 4, Line 2, the verb phrase, '…**shout by** ...' refers to _____

In Paragraph 4, Line 2, the verb phrase, '…**shot by** ...' refers to **photographed/recorded**.

5. In Paragraph 5, Line 4, the pronoun, '…**them**…'refers to _____

In Paragraph 5, Line 4, the pronoun, '…**them**…'refers to **Mountain Nyala.**

6. In Paragraph 5, 2nd line from the last, the pronoun, '…**they**…' refers _____

In Paragraph 5, 2nd line from the last, the pronoun, '…**they**…' refers **bushbucks**.

7. In Paragraph 6, Line 1, the pronoun, '**This**…' means_____

In Paragraph 6, Line 1, the pronoun, '**This**…' means **the Ethiopian wolf**.

8. In Paragraph 2, Line 4, the pronoun, '**it**…' means _____

In Paragraph 2, Line 4, the pronoun, '**it**…' means **Walia Ibex.**

9. In Paragraph 3, Line 2, the pronoun, '**it**…' means_____

In Paragraph 3, Line 2, the pronoun, '**it**…' means **Mountain Nyala.**

10. In Paragraph 6, Line 5, the expressions, '**in this part of Ethiopia**…' means_____

In Paragraph 6, Line 2, the pronoun, '**in this part of Ethiopia**…' means **the Simien area**.

LESSON NINE

Post-Reading

Project-work

Activity 4.15

In your groups, interview concerned local/district authorities, or your geography/biology teacher about the present conditions of one of the endangered animal in your areas. Before running/conducting the interview, write your interview questions. In your group, give a short report to your

class. Then, answer questions and accept comments

(While interviewing, you may use some of the following interview questions.)

1. Tell me about the wild animals found in your district?
2. Do people in your area protect wild animals? Why/Why not?
3. Do people in your area hunt wild animals? Why/Why not?
4. What solutions do you suggest to protect the endangered wild animals?
5. What would happen I did not protect the disappearing wild animals?

Note

- Your oral presentation will have three parts: introduction, body (details) and conclusion.
- Below in the table are some of the useful language expressions for structuring your oral report.

• Good morning and welcome. Let me introduce myself ... We'll take five minutes to present your group report. • Today I'm/we're/my group is going to talk about ... • This morning/afternoon, I'd/we'd like to explain ... • The purpose of my presentation today is to ... • First I/we will discuss ... Secondly I/we would like to look at how ... Then, I will concentrate on ... • Lastly, I/we will look at ... before moving on to ... and then I'd/we'd like to talk about how this impacts upon ... • If you have any questions please leave them until the end, when I'll/we'll do my best to answer them.

First, let students prepare interview questions that are direct and have purposes to get the required information on the causes for animal endangerment. Then, show them how they try out the interview in pairs before they do the real interview with concerned local/district authorities, or their geography/biology teachers. Next, take a sample data and show them how to filter the main factors out of the many ones by re-reading the extracts of their interviews. Then, he/she has to show the learners how could they organsie their written report and make oral presentations. The teacher had to illustrate language structures which are relevant to frame the learners' rewritten as well as oral reports.

SECTION FOUR: VOCABULARY

LESSON TEN

Activity 4.16 (Suggested answers)

In groups, find words and expressions from the reading passage that have **the opposite meaning** to the following words and expressions.

1. '…**found everywhere**…' in Paragraph 1 _____

'…**found everywhere**…' in Paragraph 1 would mean **restricted**.

2. '…**overlooked**…' in Paragraph 2_____

'…**overlooked**…' in Paragraph 2 would mean **recognised**.

3. '…**ungraceful**…' in Paragraph 3 _____

3'…**ungraceful**…' in paragraph 3 would mean **elegant**.

4. '…**similarity**…' in Paragraph 4 _____

'…**similarity**…' in Paragraph 4 would mean **distinction**.

5. '…**important**…' in Paragraph 5_____

'…**important**…' in Paragraph 5 would mean **not an essential**.

6. '… **ugly**…' in Paragraph 6 _____

'… **ugly**…' in paragraph 6 would mean **beautiful**.

7. '…**selective**…in Paragraph 6 _____

'…**selectively**…in paragraph 6 would mean **extensively**.

Activity 4.17

Individually, complete this text with the appropriate forms of words given in the boxes below. Then, compare your answers with your partner's.

Many animals living on earth today are endangered, which means they are at risk of becoming extinct (dying out) on earth. Endangered animals include tigers, rhinoceroses, orangutans, turtles, and many more. Their numbers have already been greatly reduced and only a few now live in the wild. The biggest threat to animals comes from humans. People are destroying animals' habitats, such as rainforests. They are using the trees to support our growing human population and replacing the rainforest with farmlands or human settlement. As human settlements take up more of the

planet, it leaves less room for wild animals, which may face a shortage of food or places to raise their young. This causes their numbers to drop. Many wild animals are also hunted by humans, for example for their fur or horns. Others are killed by pollution and global warming, which changes the climate and affects animals' survival rates.

LESSON ELEVEN

Extended definitions

Activity 4.18

In groups, using the sample extended definitions, write one extended definition to each of the given words.

Conservation is the preservation of threatened wildlife habitats. Wildlife conservation aims to protect plant and animal species as the human population encroaches on their resources.

A **buffer zone** is an area that is managed in order to increase the protection provided to a Protected Area. An effective buffer zone can prevent negative edge effects from impacting the core area, including the incursion of non-native species, hunting, and climatic changes such as reduced humidity in rainforests.

The **ecology** of an area refers to all the living organisms in that area, their interactions with each other, and with their physical environment. The word also refers to the scientific study of organisms, their interactions and environments.

An **ecosystem** is a community of all living organisms within a particular area, their interactions with each other and with their physical environment. Some of the most bio-diverse ecosystems include coral reefs and tropical rainforests. Major ecosystems are also referred to as biomes.

Endemic

A species is said to be **endemic** to an area, if it is not found anywhere else. For example, the Walia Ibex belongs to a goat family endemic to Ethiopia.

a) Habitat

A habitat is **a place that an animal lives**. It provides the animal with food, water and shelter. There are many different sorts of habitats around the world from forests to grasslands and from mountain slopes to deserts. Different habitats are home to different animals including human beings.

b) Predator

A predator is an animal that hunts, kills and eats other animals for food. If an animal eats other animals, it's a predator. For example, a spider eating a fly caught at its web is a predator, or a pack of lions eating a buffalo.

c) Prey

A prey is a term used to describe organisms that predators kill for food. If an animal is eaten by other animals, it's prey. It can be a **person or an animal that is eaten by another person or another animal**. An example of prey is a deer being hunted by a man.

LESSON TWELVE

Activity 4.19 (Suggested answers)

Fill in the blank spaces with the correct from of the words given in the table below. Use each word only once.

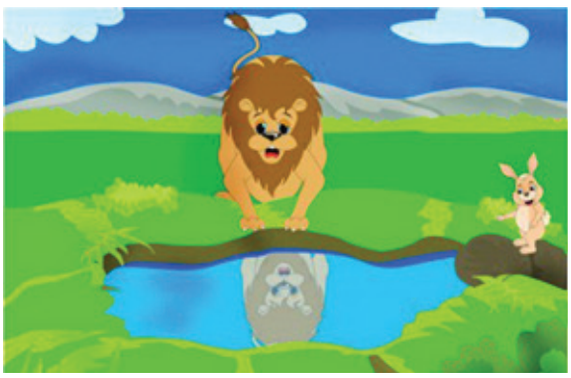
decrease	interrelated	habitat	hunting	changes	endangered	re-establish
threatened	extinct	adapt	pollute	environment	survive	reproduce

1. Habitat is where an animal lives; where it finds food, shelter, water, etc.
2. Hunting keeps healthy populations of game animals at manageable levels.
3. Instead of increasing in number or remaining steady, some endangered animals continue to decrease.
4. Plants and animals are interrelated; which means they need each other.
5. Some changes are natural, others are made by people. They may result in plants and animals becoming endangered.
6. A threatened species may continue to fall in number and be placed on the endangered species list.
7. Extinct means there are no more of this species.
8. When we misuse pesticide, we pollute our environment.
9. When an animal or plant is put on the endangered species, it means there is still time for it to survive if we care.
10. Some species can adapt better than others to changes we make to the environment.
11. Biologists have tried to re-establish, or bring back species like antelope, elk, turkey, sharp-tailed grouse and swallow- tailed kites to Kansas where they once lived. They hope the animals will reproduce and raise their young here so.

SECTION FIVE: GRAMMAR

LESSON THIRTEEN

Past Simple Tense



Activity 4.20

1) What could you tell about the above picture?

2) How many animals did you see in the above picture?

Activity 4.21

Individually, read the following story about "**The Lion and the Rabbit**". Then, in pairs, identify those actions happed in the past. Write down the sentences written in **simple past** in your exercise book and study their meanings in pairs.

No	Sentences written in simple past tense	Remark
1	It **reached** the lion's den quite late.	
2	The lion **roared** in anger.	
3	The rabbit **replied**.	
4	It **stopped** me.	
5	It **roared** the lion, angrily.	
6	The rabbit **took** the lion to a well.	
7	The lion **peered** into the well and roared,	
8	The roar **echoed** back.	
9	It **saw** its own reflection in the water of the well.	
10	It **roared** again.	
11	The lion **jumped** into the well and was drowned.	
12	All the animals in the jungle **felt** happy and safe.	

Activity 4.22

Study the simple past sentences given below that are taken from the above story.

1. A cruel line **roared** in the jungle.
2. All the animals **requested** the lion not to kill them and eat them in this way.
3. They **proposed** a plan.
4. The lazy lion **fell**.
5. It **was** finally turn of a smart rabbit to go to the lion as a meal.
6. It **was** finally the turn of a smart rabbit to go to the lion as a meal.

Activity 4.23

Write general rules for the past tense forms of all verbs based on the grammar highlights given below.

Note

When we use simple past, we are referring to something at a specific time in the past.

Regular Verbs

- Add **-ed** to the regular verb. look - look**ed**, watch – watch**ed**.
- Some verbs you need to change a bit.

Verb ending in …	Add ...	Example
-e	only add - **d**	Live -live**d** date - date**d**
Consonant +y	Change y to **i** an add **-ed**	carry – carri**ed**, cry – cried cook - cook**ed**, play - play**ed**, wash - washed
1 vowel + 1 consonant	Double consonant and add -ed	stop - stopp**ed**

Irregular Verbs

- Some verbs are not regular. You have to learn them by heart.

Example: Simple Past tense - irregular verbs:	
begin - began	fall fell
break - broke	forget - forgot
come - came	get - got
drink – drank	speak – spoke

To be - Simple past

Example: Simple Past tense - irregular verbs: to be			
Simple	**present**	**Simple**	**past**
I	am ...	I	was...
you	are ...	you	were...
he/she/it	is ...	he/she/it	was...
we	are ...	we	were...
you	are ...	you	were ...
they	are...	they	were...

LESSON FOURTEEN

Activity 4.24

Write the simple past from(s) to the verbs given below . Justify the past tense forming rule for the given verbs and write one simple sentence using the simple past form of each verbs.

Simple Present Form	Simple Past Form	Rule
roar	roared	It adds –ed. **The guard roared at me**.
Reply	replied	It changes y into I and adds –ed because it end with /j/ sound.
Stop	stopped	Stopped – CVC, it doubles the last consonant adds –ed.
Take	took	Took, irregular past.
Peer	peered	Peered, adds –ed.
See	saw	Saw, irregular past.
Jump	Jumped	Jumped, ads –**ed** because it is a CVCC word.
Feel	felt	It has irregular past form. These types of verbs belong to those verbs which have irregular past forms. **I felt sleepy the whole day.** We have to learn them by heart.

Activity 4.25

In pairs, study the following expressions of time in the past. Use them in sentences of your own. Below are some of the common expressions of time in the past and example sentences.

yesterday	last week	a month ago	in 2010	this morning

Example

1. I saw a lion in the zoo **yesterday**.

2. **Last week**, the tourists spent a night in the park.

3. **A month ago**,_____

a month ago

I visited the red fox in the Bale Mountains a **month ago**.

4. _____ **in 2010**.

in 2010

Many Walia Ibexes died of forest fire **in 2010**.

5. **This morning,** _____.

this morning

This morning, I heard news on the radio about forest fire in Ethiopia.

Activity 2.26

Based on the examples given below, write the question form for the following simple past sentences.

Affirmative/sentence forms	**Question forms**
A cruel lion **roared** in the jungle.	Did the cruel lion roar in the jungle?
The lion **chased** the rabbit.	Did the lion chase the rabbit?
The dog licked Hailu's leg.	Did the dog lick Hailu's leg?

1. All the animals **requested** the lion not to kill and eat them in this way.

   Did all the animals request the lion not to kill and eat them?

2. The hyena **killed** the cow.

   Did the hyena kill the cow?

3. The lazy lion **fell** in the ditch.

   Did the lazy lion fall in the ditch?

4. It **was** finally the turn of a smart rabbit to go to the lion as a meal.

   Was it finally the turn of a smart rabbit to go to the lion as a meal?

5. It **reached** the lion's den quite late.

   Did it reach the lion's den quite late?

LESSON FIFTEEN

Simple Past and Past Continuous Tense

Activity 4.27

In your groups, read the following examples and study their meanings. How many actions are mentioned in each sentence? Which action happed first? Which action happened next?

Examples:

1. The gazelles were grazing. The lion saw the gazelles.

While the gazelles were grazing, the lion saw them.

2. The bear was grazing from the forest grass for long. The bear slept.

After the deer was grazing from the forest grass for long, it slept.

3. The cheetah was running fast. The cheetah caught the hyena.

The cheetah was running fast before it caught the hyena.

4. The tiger was hunting for the cheetah. The Tiger caught the zebra.

The tiger was hunting for the cheetah, but it caught the zebra.

5. The giraffe was running away from the lion. The lion killed the giraffe.

The giraffe was running away from the lion before it killed it.

Activity 4.28

In your group, refer to the five examples given above and **write the form/ rule for past continuous tense and its use.**

Activity 2.29

Based on the examples given below in the boxes, write the question form for the following past continuous sentences.

No.	Affirmative/sentence forms	Question forms
1.	The apes were climbing on the tree.	Were the apes climbing on the tree?
2.	The gazelle was grassing.	Was gazelle grazing?

1. The cheetah was running fast.

Was the cheetah running fast?

2. The tiger was hunting for the cheetah.

Was the tiger hunting for the cheetah?

3. The giraffe was running away from the lion.

Was the giraffe running away from the lion?

4. The foxes were jumping over the dogs.

Were the foxes jumping over the dogs?

5. The crocodile was crawling.

Was the crocodile crawling?

6. The rabbits were hopping.

Were the rabbits hopping?

LESSON SIXTEEN

Activity 4.30 (Suggested answer)

Read the short story below and write out the sentences written in simple past tense in Column A and the sentences in past continuous in the Column B in the table given below. In pairs, study their meanings.

"The sun **was shining** and the birds **were singing** as the elephant **came out of the jungle**. The other animals **were relaxing** in the shade of the trees, but **the elephant moved very quickly**. She **was looking** for her baby, and **she didn't notice the hunter** who **was watching** her through his binoculars. When **the shot rang out,** she **was running** towards the river...

No	Sentences in simple past	Sentence in past continuous
1	**The elephant came out of the jungle.**	**The sun was shining.**
2	**The elephant moved quickly.**	**Birds were singing.**
3	**She did not notice the hunter.**	**The other animals were relaxing in the shade of the trees.**
4	**The shot rang out.**	**She was looking for her baby.**
5		**The hunter was watching her.**
6		**She was running towards the river.**

SECTION SIX: WRITING

Activity 4.31 (Suggested answers)

Look at the words and phrases below. Rearrange them to form meaningful sentences. In pairs, write the correct forms of each sentence. As an example, the first one has been done for you.

Example:

- hardly / dears are / ever drink / animals that / water

- Dears are animals that hardly ever dink water.

(a) water supply / they get / they eat / from / all their / the leaves

They get all their water supply from the leaves they eat.

(b) inhabited / tree leaves / so, / by koalas / in areas / on / is high / demand

So, in areas inhabited by koalas tree leaves are on high demand.

(c) one group / it takes / to support / several acres / of koalas / of trees

It takes several acres of trees to support one group of koalas.

(d) can eat / every day / each / one and a half kilograms / adult koala / up to / of leaves.

Each adult koala can eat up to one and a half kilograms of leaves every day.

Activity 3.32

Look at the sentences below. Rearrange them to form meaningful paragraph. In your group, write the correct forms of the paragraph. The first sentence (introductory sentence) and the last sentence (concluding sentence) of the paragraph have been done as an example. Below are the disordered/ scrambled forms of the paragraph.

a) The desert provides a harsh environment in which few mammals are able to live.

b) Of these hardy creatures, the kangaroo rat is possibly the most charming.

c) Able to live in some of the most arid parts of the southwest, the kangaroo rat neither sweats nor pants to keep cool. Its specialized kidneys enable it to survive on a minuscule amount of water.

d) Unlike other desert creatures, the kangaroo rat does not store water in its body but instead is able to convert the dry seeds it eats into moisture.

e) Its ability to adapt to such a hostile environment makes the kangaroo rat a truly amazing creature.

Below is the re-organised/ordered form of the given jumbled/disordered paragraph.

The desert provides a harsh environment in which few mammals are able to adapt. Of these hardy creatures, the kangaroo rat is possibly the most charming. Able to live in some of the most arid parts of the southwest, the kangaroo rat neither sweats nor pants to keep cool. Its specialized kidneys enable it to survive on a miniscule amount of water. Unlike other desert creatures, the kangaroo rat does not store water in its body but instead is able to convert the dry seeds it eats into moisture. Its ability to adapt to such a hostile environment makes the kangaroo rat a truly amazing creature.

UNIT 5: LIVESTOCK FARMING

Tell students the following objectives of the unit so that they can be aware of what they should learn in the unit.

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

- isten to a text for specific information;
- use livestock-related words in context;
- use correct expressions to speak about their preferred jobs;
- apply common expressions while conducting a debate on advantages and disadvantages of livestock farming;
- comprehend a text on livestock farming;
- use action verbs to describe the behavior of farm animals.
- write a memo; and
- evaluate a memo.

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Activity 5.1

Ask students to discuss the questions in groups. Allow them to use sufficient amount of time so that they can address each question. There is no right or wrong answer, but the following are possible answers:

1. Animals kept on a farm
2. Shepherds/pastoralists/farmers
3. [Let them list the reasons people have for keeping animals]
4. [From their previous experience, let them describe how people raise animals]

Activity 5.2

Read the following words with your teacher and learn their meanings.

a) ruminant (noun)

- Pronunciation

/ˈ**ruːmɪnənt**/

- Meaning

Any animal that brings back food from its stomach to its mouth and chews it again.

Cows and sheep are both ruminants.

b) Meadow (noun)

- Pronunciation

/ˈ**medəʊ**/

- Meaning

a field covered in grass, used especially for hay

Traditional hay meadows are important wildlife areas.

Note: Hence the pre-listening activities are two; the teacher should not waist too much time on these activities.

While-Listening

Read aloud the text below before students. Read it twice. Let students listen to the text you read aloud and answer questions.

Listening Text

Today, I'm going to tell you about livestock farming – its meaning and forms.

Livestock farming is concerned with raising and maintaining livestock primarily for the purpose of producing meat, milk, and eggs. Livestock farming or livestock agriculture also includes wool and leather production. The milk and meat provide important nutritional compounds, especially protein. Nomadic people derive their nutrition almost completely from milk and meat from ruminant animals. A ruminant is any animal that brings back food from its stomach and chews it again.

Ruminant animals such as cattle, sheep, and goats convert large quantities of pasture forage, harvested roughage, or by-product feeds, as well as non-protein nitrogen such as urea, into meat, milk, and wool. Ruminants are therefore extremely important; more than 60 percent of the world's farmland is in meadows and pasture.

The increase in human population and the improvement in the standard of living are the main reasons for the rapid growth in numbers of farm animals worldwide.

The livestock farming may be done in two different forms. One is by keeping animals in a closed land and feeding them, and the other is by leaving animals to graze the open meadows.

You must know that livestock production benefits not only individuals but also countries because it provides food for consumption and for sale.

Activity 5.3

Answer the following questions individually. Then, compare your answers with your partners' answers.

1. meat, milk, eggs, wool, and leather
2. Food consumptions by humans?
   i. meat ii. milk
3. Nomadic people
4. an animal that brings back food from its stomach and chews it again
5. cattle, sheep, goat, camel, and so forth
6. i. keeping animals in a closed land and feeding them
   ii. leaving animals to graze the open meadows.

LESSON TWO

Activity 5.4

Based on the listening text, write true or false for each of the following statements.

Answers

1. True
2. True
3. False
4. False (Both individuals and countries benefit).
5. False

Post-Listening

Activity 5.5

Ask students to form groups and discuss the post-listening questions. Let them first have answers individually, and share their answers with their group members. Facilitate the discussions

SECTION TWO: SPEAKING

LESSON THREE

Activity 5.6

Arrange students in pairs. Let them ask each other about the four questions presented in the table below. The purpose here is to let students interview their partners and take down notes.

They should copy the table into their exercise books. Tell them to keep a record of the answers in brief in the spaces given in the box.

No.	Questions	**Immediate answer**	**Reasons/Explanations**
1	Do you like to be a farmer?	Yes or No	
2	If you were a farmer, what would you like to produce?	I'd like to produce ……	
3	If you had a lot of livestock, for what purposes would you plan to use it? Explain each.	i. ..... ii. ..... iii.	
4	List down some of the economic benefits of livestock farming?	iv. ..... v. ..... vi.	

LESSON FOUR

Oral Presentation

Activity 5.7

Ask everyone to make a brief oral presentation of the information they have gathered and recorded in the table.

An example of how they may begin their presentation is given below.

The presentations must address the four questions.

My partner's name is _____. She does likes to be a farmer because she wants to become rich.

SECTION THREE: READING

LESSON FIVE

Pre-Reading

Activity 5.8

Ask students to form groups and discuss the questions.

1. The list may include cattle, sheep, goats, camel, horse, and so forth.
2. [Accept answers about the purposes of feeding farm animals].
3. [Accept answers students have about the picture].

LESSON SIX

Activity 5.9

Answers

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

LESSON SEVEN

Activity 5.10

Answers

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

Activity 5.11

Answers

1. two or three times each day
2. They eat hay or grass
3. They are friendly
4. For transportation on the farm
5. They guard the farm

LESSON EIGHT

Activity 5.12

Ask students to refer to the reading passage and see how each of the words in bold are used. Let them guess the meanings of the words and write their meanings using definitions, pictures, or examples.

Possible definitions [they can also]

1. animal husbandry - the science of breeding and caring for farm animals.
2. produce: make things to be sold (manufacture)
3. dairy: a place on a farm where milk is kept
4. hay: grass that has been cut and dried to be used as food for animals
5. hens: a female chicken
6. rooster: a male chicken
7. sheep-shearing: the act or occasion of cutting the wool of sheep
8. pasture: land covered with grass

LESSON NINE

Activity 5.13

1. Paragraph 8
2. Paragraph 7
3. Paragraph 6
4. Paragraph 5
5. Paragraph 4
6. Paragraph 3
7. Paragraph 2
8. Paragraph 1

SECTION FOUR: VOCABULARY

LESSON TEN

Activity 14

Let students study the definitions and explanations together with presented under each of the words. Compare your attempts with these explanations.

1. animal husbandry

Definition: *breeding and feeding farm animals*

Example: My uncle is doing an animal husbandry business; he is selling a lot of milk

2. produce

Definition: to manufacture things to be sold or to bring into existence

Example: Farmers raise cows to produce milk and meat.

3. dairy

Definition: a place where milk is kept

Example: The dairy makes a lot of money from selling milk.

4.hay

Definition: grass that has been cut and dried and is used as food for animals

Example: This is an example of hay.

5. hen

Definition: a female chicken

Hens lay eggs.

6. rooster

Definition: a male chicken

Example: A rooster cannot lay eggs because it is male.

7. shear

Definition: to cut wool of sheep

Example: You can shear the sheep’s wool when it is thick.

8. pasture

Definition: land covered with grass that is suitable for animals

Example: The pasture was good, so the cattle were able to feed on it.

LESSON ELEVEN

Activity 5.15

Ask students to write compete sentences using each of the words. They may use more than one sentence to indicate the meaning of the words. Accept sentences that are grammatically correct and meaningful.

Activity 5.16

Possible answers

1. Cats
2. Sheep
3. Chickens
4. Horses
5. Dogs
6. Pigs
7. Rabbits
8. Ducks
9. mouse
10. cows

LESSON TWELVE

Activity 5.17

Question	Answer	Question	Answer
1.	lick	6.	explore
2.	play	7.	roll
3.	jump and kick	8.	sit
4.	fly	9.	wag
5.	run	10	cuddle

SECTION FIVE: GRAMMAR

LESSON THIRTEEN

Activity 5.18

Ask students to study the examples in pairs.

Give them explanations about the grammar points that are presented and explained.

Make the lesson as interactive as possible.

Make sure the whole effort here should enable students meaningfully use the simple past and the present perfect tenses in English.

LESSON FOURTEEN

Activity 5.19

Answers

e.g. It _____ (stop) raining for a while, but now it's raining again.

It stopped raining for a while, but now it's raining again.

1. has changed
2. have forgotten
3. arrested
4. has improved
5. applied
6. was
7. has been
8. has given up
9. have you seen
10. got… was...went
11. worked
12. has lived
13. have never met
14. was…developed

LESSON FIFTEEN

Activity 5.20

Put the verb in the present perfect or simple past.

1. A: Have you ever been (you/ever/be) to Bishoftu?
   B: Yes, we went (go) there on holiday two years ago.
   A: Did you have
   B: was
2. A: Have you seen
   B: went
   A: And Rahel?
   B: haven't seen
3. has worked/has been working…was…worked…didn't enjoy
4. have seen…have never spoken…Have you ever spoken…met

SECTION SIX: WRITING

LESSON SIXTEEN

Activity 5.21

Inform students about what a memo is. Demonstrate memo through exploring the memorandum presented as a model.

Based on the model text, let students identify the components of a memo. The components are To, From, Date, Subject, and the main text. The purpose of a memo is to inform or give directions.

WRITING A MEMO

Activity 5.22

Ask students to read the situation given. Then ask them to write a memo. The structure of the body of their memos should involve the four pieces of information as given in the situation.

They should decide who the memo should be sent to and what the subject of the message is.

Your evaluation of the memo should see how much students have addressed the four issues in clear English.

You should collect the students written memos and give them feedback, indicating to the students how they can improve the clarity.

Situation

You are an administrative assistant to a livestock company. Your company has planned to computerize its operation. However, you have assessed that some employees are not good at using computers. You want to tell 10 employees about an upcoming computer training seminar. You need to inform them of the following:

- background information about the company's plan;
- the problem;
- what is intended (you may include information on why the training is required);
- where the training will be held, including the date and time

EVALUATING MEMOS

Activity 5.23

Ask students to work in pairs to evaluate the memo given in the textbook.

Students need to evaluate the memo based on the questions given in the textbook.

Let students', in pairs, compare their evaluation results. This can be done by letting students exchange their evaluation reports.

UNIT 6: AFFORESTATION

Tell students the following objectives of the unit so that they can be aware of what they should learn in the unit.

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

- Listen to a text about advantages of afforestation;
- Express their agreement and disagreement about plants;
- Appreciate a poem about trees;
- Recognize meanings of words from a text.
- Use prefixes and suffixes;
- Use relative clauses appropriately;
- Write a summary of a text.

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Activity 6.1

- Arrange students in groups of three or four. Then, ask them to discuss the pre-listening questions.
- Ask students what differences they see between Picture A and Picture B. Facilitate the discussions. They are expected to differentiate that A is a fertile land which is undergoing vegetation coverage, and B is a picture of a dry land. The probable reason for picture B to look like this is the absence of vegetation in the area or lack of rain.

Activity 6.2

There is no right or wrong answers to this section.

Introduce the topic of the listening text and ask students to respond to the pre-listening questions. This activity will help them to share ideas about the sports they know.

Let the students discuss the questions. Remind them that they have to use English in their discussions. Give a chance to some groups to read their answers. Give feedback based on the following expected answers. Below are directions you may follow to each of the pre-listening questions:

1. Let them brainstorm ideas about the meanings of afforestation and reforestation. (Afforestation means planting trees on a land in order to create a new forest; reforestation means planting trees in a forest that is depleting or reducing).
2. The reasons may be vary. Answers may include: to protect their environment or avoid degradation, to produce oxygen, to reduce erosion, to protect wild animals because trees are habitats for many animals, and so forth).
3. The advantages of afforestation may involve the ones mentioned under ii.

While-listening

Activity 6.3

- ► Read the listening text presented below aloud to your students. (You may invite someone else with a good oral skills and pronunciation to read the text aloud). Remember to rehearse the text well before you read. This would make your speech extemporaneous (natural).
- ► Let students listen to the text and answer the questions below. Allow them to use one minute to preview the questions below before they begin to listen.

Listening

Advantages of Afforestation

Hello, I'm going to talk about the benefits of afforestation. What's it? Well, afforestation is the process of planting areas of land with trees to form a forest.

There is a difference between afforestation and reforestation. Reforestation is the process of increasing trees in an existing forest, but afforestation is the process of creating a new forest. In my talk, I will discuss three advantages of afforestation.

Firstly, afforestation helps to create a new ecosystem, which is a group of living things that live together. Governments have used afforestation programs to convert the dry lands to productive ones. For example, in 2019, Ethiopia planted nearly 4 billion trees that covered barren lands.
Secondly, afforestation is useful to avoid soil erosion which is a common problem. Afforestation increases the number of trees and resolves the problem of soil erosion. The depleted land can be improved b afforestation.
Finally, afforestation can reduce carbon dioxide emissions from the atmosphere. The amount of carbon dioxide increases as humans cut down trees. When they plant trees, carbon dioxide can be

reduced. *Remember, carbon dioxide* is the main cause of global warming. Okay, that's my talk this time.

While-listening

Activity 6.3

Answers

1. the process of planting areas of land with trees to form a forest
2. Reforestation is the process of increasing trees in an existing forest, but afforestation is the process of creating a new forest.
3. The three advantages of afforestation:.
   - helps to create a new ecosystem
   - to avoid soil erosion
   - reduce carbon dioxide emissions from the atmosphere.
4. The amount of carbon dioxide increases
5. Ethiopia planted nearly 4 billion trees that covered barren lands.
6. A group of living things that live together

LESSON TWO

Post-listening

Activity 6.4

Allow students to gather information from parents or anyone in their community about why people plant trees. Let them share the reasons with their group members. Ask them follow-up questions such as 'why?' and 'how?'. Then, give them general feedback.

SECTION TWO: SPEAKING

LESSON THREE

Agreeing and Disagreeing

Activity 6.5

Ask students whether they agree or disagree with the following statement or proposition.

The wealth of any country is its plants.

Then, allow them to reasons for either agreeing or disagreeing with the proposition.

After that, divide the class into two. Allow them to present reasons for agreeing or disagreeing. Then, allow each student from each group to present the reasons.

There cannot be right or wrong answers here. But follow-up questions such as 'why' and 'how' can help them clarify their ideas. You may also help them to give examples or instances for the things they explain.

SECTION THREE: READING

LESSON FOUR

Pre-Reading

Activity 6.6

Ask students to look at the picture and brainstrorm their ideas about how people use trees. Their answers may include something like:

Hint: People use trees for firewood, shades, water conservation, enviroment protection, and so fortth.

Activity 6.7

- Ask students the questions. Let them brainstorm their ideas. To each question.
- Let them list down the benefitts of trees
- Check if students have known meanings of the two words as explained earlier.

While-reading

Activity 6.8

Allow students to read the poem titled 'Trees' once in one minute. Then, ask them what the poem is about. Then, allow them to read the text fully for a second time and answer the while-reading questions.

LESSON FIVE

While-reading

Activity 6.9

Possible answers

1. Trees give: shade for sleepy cows, shade for birds in their branches (habitats), fruit, wood to make our houses, leaves for medicine, and many other things.

2. To hold the beams of morning sun,

   They are the last to hold the light

When evening changes into night.

And when a moon floats on the sky

They hum a drowsy lullaby

Of sleepy children long ago...

3. They do no harm, instead they give a lot. See the list from the answer to Question 1.

4. Humans

5. 'Mother nature' is a personification to describe that nature is something that nurtures us.

Activity 6.10

Are the following statements true or false? Give reasons.

Accept their reasons to each of their answers.

1) False

2) False

3) False

4) True

5) False

6) True

LESSON SIX

Post-reading

Activity 6.11

• The purpose of this activity is to help students link what they have read to their own experiences. There could be several issues students might raise. Ask them to explain each point they raise.

• Also, ask students to write a short poem about trees. Get them receive feedback from each other.

SECTION FOUR: VOCABULARY

LESSON SEVEN

Arrange students in pairs. Ask them to guess the meanings of the words taken from the poem. Give them some clues when they require. Ask them to give context clues.

1.Answer

WORDS	DEFINITIONS
1. afforestation	b. Planting trees to form a new forest
2. deplete	d. to consume a limited resource
3. Spring	e. The season between winter and summer when plants begin to grow
4. beam	f. a line of light
5. harm	c. damage or injury
6. kind	g. caring about others
7. reforestation	a. Planting trees in an area where there used to be a forest

2. Accept all grammatically correct as well as sensible sentences students make. Give them feedback when needed.

Activity 6.13

The purpose of this task is to help students use adjectives that describe nouns. Help students to practice more about the use of the noun phrase, by using adjectives with nouns.

Answers

e.g. depleted lands (The word 'depleted' describes 'lands').

i) sleepy cows

ii) kindest things

iii) new buds

iv) morning sun

v) drowsy lullaby

vi) sleepy children

2. Write sentences using the expressions, and compare it with your partner's.

Accept all grammatically correct as well as sensible sentences students make. Give them feedback when needed.

LESSON EIGHT

Affixes: Prefixes and Suffixes

Study this section very well. And explain the notes with examples to the students.

a. They are different because of the prefixes added to each.

b. The prefix de- in 'deforestation' means 'the opposite of'.

Activity 6.14

a. Accept from students other examples of words that have prefixes.

b. Accept sentences that are meaningful and grammatical.

LESSON NINE

Activity 6.15

In each of the following dialogues, B agrees with A using different words. Complete the blank spaces from the list of words given in the box below.

1. A: That is a strange name.
   B: Yes, it's very **unusual**.
2. illegal
3. undressed
4. unlikely
5. incorrect
6. unfit
7. unexpected
8. dishonest
9. unlucky
10. unfair

LESSON TEN

Suffixes

Activity 6.16

• Accept all sentences that are intelligible and grammatically acceptable. Give feedback when necessary. Refer to advanced English dictionaries when you want to.

LESSON ELEVEN

Activity 6.17

Write down meaningful sentences using happiness, fitness, stupidity, popularity, similarity, and ability.

• Accept all sentences that are intelligible and grammatically acceptable. Give feedback when necessary. Refer to advanced English dictionaries when you want to.

Activity 6.18

Answers

1. actors
2. directors
3. translators
4. footballers
5. ballet dancers
6. artists
7. scientists

Activity 6.19

Answers

Example: A: He hasn't been well at all, has he?

B: No, it's quite a serious **illness** .

1. similarity
2. invention
3. translation
4. artist
5. fitness
6. development

LESSON TWELVE

Suffixes: forming adjectives

- Give explanations to the notes to the students. Make the lesson as interactive as possible. Engage the students in the discussions.

LESSON THIRTEEN

Activity 6.20

Answers

2. f
3. a
4. g
5. b
6. h
7. e
8. c

Activity 6.21

Answers

1. unbelievable
2. helpful
3. annual
4. painful
5. useless
6. reliable
7. reasonable
8. personal
9. unforgettable
10. traditional
11. suitable

SECTION FIVE: GRAMMAR

Lesson FOURTEEN

Relative Clauses

Explain the pictures with the examples.

Activity 6.22

Possible answers

a. describe the noun 'book'.

b. An example could be: Aynalem **who is so quiet** is my friend.

Let students describe their friends in a similar way.

They may use personal or physical description of their friends.

Activity 6.23

Possible answers

a. The clause 'who is 50 years old' does not add anything; it just gives an extra piece of information to my father. This is because when I say 'my father', that is defined because I have one male parent, and it is not normally confusing.

b. But in the second case 'who commit crimes' is a necessity for the reader to know who people are. The time we begin to say 'people…', readers would ask 'which people'. Thus, the clause in bold is a defining relative clause.

Arrange students in groups or four or five. Let students study the explanations given. You give them examples and illustrations whenever they ask. Facilitate the discussions and ask them to bring examples on real situations.

LESSON FIFTEEN

Activity 6.24

Possible answers

1. A woman opened the door. She was wearing a yellow dress.

- The woman who was wearing a yellow dress opened the door.
- The woman who opened the door was wearing a yellow dress.

2. Some students took the exam. Most of them passed.

- Most of the students who took the exam passed.

3. The policeman stopped our car. He wasn't very friendly.

- The policeman who stopped our car was not very friendly.
- The policeman who was not very friendly stopped the car.

Activity 6.25

Answers

e.g. I met a woman who can speak six languages.

1. who
2. which
3. which
4. who
5. which
6. who

Activity 6.26

Example: My brother is an architect. (He lives in Mekelle.)

My brother, who lives in Mekelle, is an architect.

Possible answers

1. The strike at the factory, which began ten days ago, has now ended.
2. I've found the book I was looking for this morning. or … the book that/ which I was looking for …
3. My car, which I've had for 15 years, has never broken down.
4. Few of the people who/that applied for the job had the necessary qualifications.
5. Haimanot showed me a picture of her brother, who is a police officer.

SECTION SIX: WRITING

LESSON SIXTEEN

Summarizing a text

Activity 6.27

Help students to follow the following procedures when they attempt to summarize the text. Encourage them to use their own English.

1. Read and understand the text carefully.
2. Select the relevant information.
3. Find the main ideas – what is important.
4. Rewrite the main ideas in complete sentences.
5. Check the summary work.

Possible summary

Amazon forest is under extinction, and if the trend continues, it would be lost in the future. This could make our survival difficult.

UNIT 7: CHARITY

Tell students the following objectives of the unit so that they can be aware of what they should learn in the unit.

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

- Listen and comprehend a story;
- Tell a story;
- Read and comprehend a story;
- Add new words to their word store and use them in context;
- Narrate a story using past tense; and
- Write a narrative paragraph.

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Activity 7.1

- Ask students to discuss the three questions in their groups.
- Elicit responses.

While-listening

Activity 7.2

Read the story aloud to the class twice. Below is the story you need to read aloud. Rehearse it well before you begin reading it.

► Allow the students to preview the questions for 30 seconds or so before they listen to the story.

Listening

Hannah Taylor

Today, I'm going to tell you a story about a girl who is called Hannah Taylor. When she was 5-years-old, Hannah Taylor saw a homeless man eating out of garbage can. The sight made her sad and angry, but it also did something else – it inspired her with a passion to help people like the one she saw. For the next year, she constantly asked her parents: "Why? Why couldn't everyone just

share what they have to end homelessness?". Hannah began by learning all she could about poverty and homelessness. What she learned made her want to help make sure that nobody would have to eat out of a garbage can or sleep on the street. At age 8, she decided to do something big to help the homeless. At the same age, she founded and the Ladybug Foundation. It is a charity that helps poor and homeless people in Canada. Hannah is now 18 years old and the Ladybug Foundation is going strong.

While-listening

Activity 7.2

Answers

1. Hannah Taylor
2. A charity is an organization that helps poor people.
3. 5
4. Because she saw a man eating from garbage can
5. Poverty and homelessness
6. i. decided to help the homeless
   ii. founded the Ladybug
7. 8
8. It helps poor and homeless people

LESSON TWO

Post-listening

Activity 7.3

- Let students share what they have learnt from Hannah with their partner.
- Ask them to retell the story to their group members. You may invite some students to come to the front of the class and retell.

SECTION TWO: SPEAKING

LESSON THREE

Agreeing and disagreeing

- Explain to the students the expressions for agreement and disagreement.

Activity 7.4

1. Ask them to express their agreement or disagreement of "Charity begins at home'. Encourage them to use the agreement/disagreement expressions presented in the table.
2. Let students do the same here. Ask them 'why?'.

LESSON FOUR

Activity 7.5

- Ask students to gather information from their parents or another person in their area. They should gather information on the following points.
  - The name of the person
  - How the person started charity
  - When she/he started the charity
  - What she/he has done
- Then, ask them to make an oral presentation about the life of the person.

SECTION THREE: READING

LESSON FIVE

Volunteering to help special needs children

Pre-reading

Activity 7.6

- Arrange students in pairs.
- Then let them work on the pre-reading questions.
- Elicit responses. (The student with a disability is one who is in a red shirt).

While-reading

Allow students to read the text quietly in 30 seconds or so. Then, ask them about what the text is about. After that, ask students to answer questions by reading the text carefully once again.

Activity 7.7

Answers

1. d) working with special needs children
2. a) college student
3. c) participate
4. b) She helped at schoolwork, art projects, and everyday activities
5. c) different
6. b) She saw the children's smile
7. a) Liked more than others
8. d)She thinks other people collaborate with special needs people

Activity 7.8

Answers

1. volunteerism helping children with special needs.
2. working with us
3. has changed her life
4. by reading stories

LESSON SIX

Post-reading

Activity 7.9

- Allow students to work individually, and then let them share their answers with their group members.
- Accept all kinds of reasoning. Appreciate students' attempts, but encourage them to explain why.

SECTION FOUR: VOCABULARY

LESSON SEVEN

Activity 7.10

Ask students one by one about what each of the pictures shows. The pictures from left to right show the following:

* Top left: a boy or a man is giving food to a homeless man
* Top right: a man is donating blood
* Bottom left: A man giving food to people one of whom is a disabled person
* Bottom right: Someone is giving clothes to a poor old man.

► Explain the words written in bold to the students. Before this, ask them to work out for meanings of words from context by looking at the definitions and examples presented in the textbook. They may work individually first and then they may work in pairs or groups, depending on what your class allows.

* **Charities** are organizations that help others, for example, UNICEF. You can help charities by giving your time, money, or things that you own. Charities usually help **homeless** people, orphans (children who lost their parents), and others who are **helpless**.
* **Volunteering** is when you give your time to help others. Some ways of volunteering are joining a cleaning campaign in your area and visiting old people to help them or talk to them.
* **Fundraising** is when you collect money to help others. Some ways of fundraising are making bread to sell, doing a sponsored activity, and so on.
* **Donating** is when you give your things to help others. An example of donating is giving your old books to a library. One should be **generous** to give his/her things to others.

Activity 7.11

* In order for you to check how much students have understood the words, let them write down sentences using the words in bold. This is an important part of your lesson as it helps you to see how your students can make use of the words in a meaningful context.

Activity 7.12

Answers

1. generous
2. vundraising
3. volunteering
4. charity
5. homeless
6. disabled

SECTION FIVE: GRAMMAR

LESSON EIGHT

The Past Simple and the Past Continuous

► The Past Simple

Activity 7.13

Let students read the story about an Ethiopian woman.

Activity 7.14

i. The verbs underlined are in simple past forms (verb 2 forms)

ii. Because they describe actions that started and finished at a specific time in the past

Activity 7.15

Arrange students to work in pairs.

Below a set of possible answers.

A: When was Abebech Gobena born?

B: She was born in 1938.

A: When did her father die?

B: Her father died during the second Ethio-Italian war.

A: Who raised her?

B: Her grandparents **raised** her

A: At what age **did** she **move** to Addis Ababa?

B: She moved to Addis Ababa at the age of nine.

LESSON NINE

* Let them work out for the form and use of the simple past from the examples presented. Ask them to explain the verb form and its use from the examples. Let them explain each.

LESSON TEN

Activity 7.16

► Arrange students to work individually and then allow them to compare their answers with their partner's.

1. Abeba got up at 7:00 o'clock.
2. She had a big breakfast.
3. She walked to school.
4. She helped her parents yesterday evening.
5. She read for 2 hours yesterday evening.
6. She did not go out yesterday evening.

LESSON ELEVEN

Past continuous tense

Teach this section by allowing students first explore the grammar rules. Make sure they have understood the form, meaning, and use of the past continuous. You may support them giving your examples. Ask them what they were doing yesterday just this time. 'What were you doing yesterday just this time?'

Your example may be something like:

Yesterday just time, I was teaching a make-up class.

LESSON TWELVE

Activity 7.17

Complete the following by chhosing from the following. The first one is done for you as an example.

~~was wearing~~ was working wasn't listening weren't looking

was snowing was looking were sittting were you going

1. Today, Mulunesh is wearing a skirt. Yesterday, she was wearing trousers.
2. wasn't listening

3. were sitting
4. was working
5. weren't looking
6. was snowing
7. were you going
8. was looking

Activity 7.18

Answers

2. e
3. a
4. g
5. c
6. d
7. b

LESSON THIRTEEN

Activity 7.19

Let them complete the blank spaces in the following stories with the correct forms of the verbs given in brackets.

I saw Sara in town yesterday, but she didn't see me. She was looking the other way.

I was cycling yesterday when a man stepped out into the road in front of me.

I was going quite fast, but luckily I managed to stop in time, and I didn't hit him.

Activity 7.20

Let students read Helen's story and complete the text with simple past or past continuous form of the verbs in brackets. Give them feedback and explain why whenever necessary.

I was working in Gambella when I decided to do voluntary work.

After my training, I went to the place. On the bus, I met another volunteer teacher called Markos, and we became good friends. We visited a lot of places together at the weekends while we lived in Gambella. The work was not easy, but I had a great time while I was teaching in a high school in Gambella. My students were preparing (prepare) for their exam. So they were very busy.

SECTION SIX: WRITING

LESSON FOURTEEN

Telling a story

Activity 7.21

* Accept all meaningful sentences of what students did yesterday. Remember, students should use simple past forms. They may also use past continuous forms.

Activity 7.22

* Allow students to study the story about a man. This time they need to pay attention to the words and phrases written in bold. Draw their attention to these words and phrases and ask them what the meaning and function of each.

Sequencing Steps

Let students read the tips about telling a story. You help them understand. Elicit example sentences.

LESSON FIFTEEN

Activity 7.23

Possible answers

Let students provide appropriate sequencing words to fill in the blanks.

1. Initially
2. As soon as
3. Immediately
4. Next
5. Unexpectedly
6. After that
7. During
8. While
9. Eventually

LESSON SIXTEEN

Activity 7.24

Let students write a story about a person who did a volunteerism work. Tell them to gather information about the following:

- when and where the person was born
- his/her dream was
- how he/started volunteerism
- what he/she accomplished

The evaluation and feedback should see how much students have employed simple past and past continuous verb forms meaningfully. Allow them to apply peer feedback. Then, you give them general feedback.

Below is a set of criteria for evaluating students' narrative texts.

Criteria	**4** **Advanced**	**3** **Proficient**	**2** **Basic**	**1** **Not There Yet**
Main Idea & Focus	Skillfully combines story elements around main idea Focus on topic is profoundly clear	Combines story elements around main idea Focus on topic is clear	Story elements do not reveal a main idea Focus on topic is somewhat clear	There is no clear main idea Focus on topic is not clear
Plot & Narrative Devices	Characters, plot, and setting are developed strongly Sensory details and narratives are skillfully evident	Characters, plot, and setting are developed Sensory details and narratives are evident	Characters, plot, and setting are minimally developed Attempts to use narratives and sensory details	Lacks development on characters, plot, and setting Fails to use sensory details and narratives
Organization	Strong and engaging description Sequencing of details are effective and logical	Engaging description Adequate sequencing of details	Description needs some work Sequencing is limited	Description and sequencing needs major revision
Voice	Voice is expressive and confident	Voice is authentic	Voice is undefined	Writer's voice is not evident
Sentence Fluency	Sentence structure enhances meaning	Purposeful use of sentence structure	Sentence structure is limited	No sense of sentence structure
Conventions	A strong sense of writing conventions is apparent	Standard writing conventions is apparent	Grade level appropriate conventions	Limited use of appropriate conventions

UNIT 8: PERSONAL HYGIENE

Tell students the following objectives of the unit so that they can be aware of what they should learn in the unit.

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

- Listen and answer questions correctly;
- Speak on the meaning and importance of personal hygiene;
- Answer comprehension questions correctly based on the reading passage;
- Work out meanings of words from the reading text contextually; and
- Use adverbs of frequency appropriately to speak/ write about frequent events

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Activity 8.1

Arrange students in pairs. Then ask them to discuss the questions. Below are expected answers.

1. Health refers to the state of being free from illness or injury. [Accept signs they list about a healthy person and un unhealthy person].
2. Cleanliness. For example. Brushing teeth is one example of hygiene.
3. They may be caught by diseases. They may be unhealthy. [Let students discuss the issue in details].

While-Listening

Activity 8.2

* Before reading the text aloud, let students preview the questions. Allow them to spend a maximum of one minute. Ask students to listen. Then let them listen to the following text twice. You read the text aloud. As usual, rehearse the text before you let them listen so that your loud reading could look like a natural speech.

Listening Text

Health and Hygiene

In modern times, it has become so important to take care of one's health and hygiene. Due to the rising population levels, pollution levels, emission of harmful gases, it has to be a priority for everyone to maintain their health and hygiene. In this talk, I will tell you about how health and hygiene are essential.

For the human body, health is a positive state where every part of the mind and body is in harmony. Additionally, it is also functioning and balancing the other parts. Thus, in other words, when all parts of the body are functioning well, this physical well-being state of the human body is called health. It is well said and proved that a healthy person is someone who has a good body and a healthy mind. Health is one of the characteristics of life that helps a person live longer.

According to World Health Organization, health is a state of complete mental, spiritual, physical, and social wellbeing, and not only the absence of disease. If a person is in a good physical state and free from any diseases but is under constant stress, greed, tension, anger, etc, then that person is not healthy.

Hygiene refers to good practices and rituals that prevent diseases and leads to good health. Thus, it mainly includes proper sewage disposal, cleanliness, and a safe drinking water supply. So, it includes all the activities that are done for preserving and improving as well as maintaining better health.

In short, if you have a clean body and clean clothes and are free of dirt and dust, no disease can attack you. So keep yourself clean!

While-Listening

Activity 8.2

1. True
2. False
3. False (An unhealthy person is likely to live shorter)
4. True
5. True

Activity 8.3

1. population levels, pollution levels, emission of harmful gases
2. Health
3. World Health Organization
4. Hygiene
5. no disease can attack you

LESSON TWO

Post-listening

Activity 8.4

- Arrange students in groups of three or four. Then, ask them to discuss the post-listening questions. Make sure members of groups have got as much opportunity as they need to impart their ideas and speak a lot.
- There are no right or wrong answers here, but students must be allowed to explain their ideas and experiences.
- In the end, ask the groups, through their chair or secretary, to report to class what they have gathered from the members.

SECTION TWO: SPEAKING

LESSON THREE

Interviewing

Activity 8.5

Arrange students to work in pairs and take notes by asking their partner the following questions.

1. Tell me your name.
2. What is the meaning of personal hygiene?
3. How important is personal hygiene for you?
4. What is your personal hygiene routine? (What do you do every day?)
5. What changes do you plan to make in your hygiene habit?

LESSON FOUR

Activity 8.6

Let students compare their notes with your partner's. They should make notes of the things they differ from their partners.

Activity 8.7

Let students make oral presentations about their partners. Their presentation should answer the questions. Then, let them compare their partners with themselves.

For example: T*o my partner, hygiene is all inclusive from keeping one's body clean to cleaning the house and clothes, whereas I see hygiene only as a matter of cleaning our body.*

SECTION THREE: READING

LESSON FIVE

Pre-Reading

Activity 8.8

- Ask students to see the picture and answer the questions. You can ask students to do the questions individually first, and then come together with their group members to compare their answers.
- Ask students to read the passage about 'PRINCIPLES OF PERSONAL HYGIENE' twice. The first time tell them to skim through it quickly and find out what the passage is about. The second time they read, they should answer all the questions.
- Do not forget to let students take a minute to preview the questions that are presented under the while-reading section. This would help them understand what they are required to find out in the passage.

LESSON SIX

Activity 8.9

Answers

1. D
2. D
3. A
4. C
5. D

LESSON SEVEN

Activity 8.10

Answers

1. True
2. False
3. False (You should brush your teeth at least twice a day)
4. True
5. True

Activity 8.11

Possible answers

1. Your face is more likely to dry out.
2. Every week
3. Brushing your teeth can reduce the risk of any permanent damage including tooth loss.
4. Washing the scalp can help to stimulate healthy growth and wash away dirt, oil, and dandruff.
5. Daily washing is recommended if your daily activities cause excessive sweat.

LESSON EIGHT

Post-reading

Activity 8.12

- Arrange students in groups, and let them discuss the post-reading questions. Ask them follow-up questions. Allow them to talk as much as possible.

SECTION FOUR: VOCABULARY

LESSON NINE

Activity 8.13

► Ask students to back to the reading passage and and guess the meaning of the words that are written in bold. Ask them to write the meanings of the words from the context.

Word	Possible meaning from the context
Harsh	Rough and strong
personal hygiene	Taking care of your body or cleaning your body
Spread	Extend over a large or increasing area
Shower (v)	Wash yourself
take care	Keep oneself safe.
mild	Moderate, not severe
Bacteria	The smallest form of life, microscopic
Removes	To take something awat from a place
tooth decay	Dental caries or cavities
Brush (v)	To clean or polish with a brush

LESSON TEN

Activity 8.14

Answers

1) Personal hygiene
2) take care
3) brush
4) tooth decay
5) shower
6) mild
7) harsh
8) removing
9) spread
10) bacteria

SECTION FIVE: GRAMMAR

LESSON ELEVEN

Adverbs of Frequency

- ► Ask students to study the dialogue between Aster and Daniel.
- ► Guide them to pay attention to the words written in bold: 'usually' and 'rarely'.

Activity 8.15

i. Ask them the meanings and function of the words. The words modify the verbs. Each of the words modifies the verb wash. Usually means 'most of the time' and 'rarely' means almost never. See the table presented for the meanings of other similar words.

ii. These words are placed before the verb.

Adverbs of frequency showing how often things happen.

* Guide students to understand the functions of adverbs of frequency from the notes presented. Make the discussion meaningful, by involving students and asking them and checking their understanding frequently.

LESSON TWELVE

Activity 8.16

Answers

1. is never
2. often clean
3. hardly ever helps
4. am sometimes
5. rarely watch
6. never play
7. are usually
8. always arrives

LESSON THIRTEEN

Activity 8.17

Answers

1) Yabtsega
2) Semera
3) Zahara
4) Kedija
5) Mr. Jafar

SECTION SIX: WRITING

LESSON FOURTEEN

Activity 8.18

Possible answers

1. My family eats breakfast together. (This happens every morning.)
   My family always eats breakfast together.
   (Adverb can also be placed at the end of the sentence).
2. My sister Mahlet usually makes scrambled eggs for breakfast.
3. My family does always start the day without having breakfast together.
4. Hussien seldom drinks a cup of milk.
5. Petros often rides bicycle.

LESSONS 15-16

Activity 8.19

- Ask students to study the pictures together with the notes under each. Tell them to imagine that each picture is about them.
- Ask them to write a paragraph about how frequently they do each of the activities.
- Remember them to use an adverb of frequency to describe each.
- The students should determine about how frequently they do each of the actions that are seen in the picture.

You may give feedback according to the set of criteria below:

Criteria for evaluating students' expository writing

Criteria	**4** **Displays Evidence Beyond**	**3** **Consistent Evidence**	**2** **Some Evidence**	**1** **Little/No Evidence**
Ideas	Informative with clear focus and supporting details	Informative with clear focus	Focus needs to be expanded and supporting details are needed	Topic needs to be developed
Organization	Very well organized; easy to read	Has a beginning, middle, and end	Little organization; needs transitions	Organization is needed
Voice	Voice is confident throughout	Voice is confident	Voice is somewhat confident	Little to no voice; needs confidence
Word Choice	Nouns and verbs make essay informative	Use of nouns and verbs	Needs specific nouns and verbs; too general	Little to no use of specific nouns and verbs
Sentence Fluency	Sentences flow throughout piece	Sentences mostly flow	Sentences need to flow	Sentences are difficult to read and do not flow
Conventions	Zero errors	Few errors	Several errors	Many errors make it hard to read

UNIT 9: GENDER EQUALITY

Tell students the following objectives of the unit so that they can be aware of what they should learn in the unit.

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

- Listen and comprehend;
- Research and speak with evidence;
- Answer comprehension questions;
- Use new words in context;
- Write or talk about possibility; and
- Write a composition.

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Activity 9.1

1. Accept all answers students forward.

2. Let students tell the class what they have observed about the roles of males and females. Appreciate their participation.

3. List the activities down in two columns for men and boys in one column and for women or girls in the other column. Ask students to explain each with examples.

While-listening

Activity 9.2

- ► Read the listening text presented below aloud to your students. (You may invite someone else with a good oral skills and pronunciation to read the text aloud). Remember to rehearse the text well before you read. This would make your speech extemporaneous (natural).
- ► Let students listen to the text and answer the questions.
- ► Before you read, allow them to use one minute to preview the questions below before they begin to listen.

Gender gap

Hello everyone! Today, I'm going to give you a brief lecture about the inequalities between males and females. There is still a long way to go before women achieve economic equality with men. Centuries, in fact. This is according to the recently-released annual Global Gender Gap Report from the World Economic Forum. It said it would take more than 200 years before women and men worldwide have economic parity. The report found many areas in which women lag far behind today. One huge area is pay. Women around the world currently earn about 20-30 per cent less on average than their male counterparts. A factor contributing to this is the scarcity of women in management positions. The World Economic Forum said: "In the workplace, women still encounter significant obstacles in taking on managerial or senior official roles."

The World Economic Forum (WEF) found that the inequalities between the sexes had closed by only a small amount in the past year, since the last report was published. Researchers found that the largest gap between the sexes was in politics. It said: "Only 23 per cent of the political gap - unchanged since last year - has been closed, and no country has yet fully closed political empowerment gaps." Other wide gaps still exist in healthcare and education opportunities. The WEF said: "The equal contribution of women and men in this process of deep economic and societal transformation is critical. More than ever, societies cannot afford to lose out on the skills, ideas and perspectives of half of humanity."

- Slightly adapted from https://breakingnewsenglish.com/

While-listening

Activity 9.2

Answers

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

LESSON TWO

Activity 9.3

Answers

1. c
2. a
3. b
4. d
5. c
6. b
7. d
8. b
9. b
10. a

Activity 9.4

Answers

1. The Global Gender Gap Report
2. Pay
3. 20-30 percent
4. The workplace
5. A small amount
6. None

LESSON THREE

Post-listening

Activity 9.5

- Arrange students to work in pairs. Let them first answer the questions and then discuss them in pairs.
- You ask them to explain their explanations and illustrations about their responses.

SECTION TWO: SPEAKING

LESSON FOUR

Role Play

- ► Direct students to choose one of the situations to act before class.
- ► Let them identify the reasons that can support your position.
- ► Then, present their arguments.
- ► Inform them to support their arguments with examples and with relevant evidence

LESSON FIVE

Activity 9.6

Ask students to make an interview with anyone among the members of their family or community.

Here are the questions:

- Does equality between males and females exist? What are the manifestations for the equality or inequality?
- What measures should be taken to bring equality? (They should answer this if their answer to the first question implies inequality).

LESSON SIX

Activity 9.7

Ask them to make a brief oral report of the answers they have gathered to the questions.

- Students organize their notes.
- Students practise at their desks
- Students deliver the presentations in front of the class, with the audience having an observation task to complete (see 'Assessment' below)
- You take notes for feedback later.

SECTION THREE: READING

LESSON SEVEN

Pre-reading

In your group, discuss the following questions.

- Get students walk around the class and talk to other students about the gender gap.
- They should fill in the following table. Students need also to explain their reasons.

Area	Men or women?	Explanation
Economic equality		
Politics		
Education		

LESSON EIGHT

While-reading

Activity 9.9

- Ask students to read the passage about 'Growing up equal' twice. The first time tell them to skim through it quickly and find out what the passage is about. The second time they read, they should answer all the questions.
- Do not forget to let students take a minute to preview the questions that are presented under the while-reading section. This would help them understand what they are required to find out in the passage.

Activity 9.10

Answers

1. A
2. C
3. C
4. A
5. A

LESSON NINE

Activity 9.11

Allow them to work individually, and then let them compare their answers with their partners'. Give them feedback based on the information presented in the text.

Answers

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

Post-reading

Activity 9.12

- Let students answer the questions. Ask them to work in pairs.
- Let them do Item no. 2 as a homework.

SECTION FOUR: VOCABULARY

LESSON TEN

Activity 9.13

Matching answers

Let them work individually and then discuss their answers in pairs.

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

LESSON ELEVEN

Activity 9.14

- Let students write sentences using the word given. Ask students to read the sentences aloud and give them constructive comments. Appreciate all comments and tell them how they should fix problems.

SECTION FIVE: GRAMMAR

LESSON TWELVE

Conditionals I and II

- The notes about Types I & II conditionals are context based. They forms are meanings are integrally presented in contextual clues. Study these notes for yourself ahead of the class. See how you could help students understand the explanations. We suggest you make the presentation of this lesson interactive where students are asked to reflect on each phase of the lesson.
- Try to bring contexts that can help your students to make sense of what the forms are and how they are used. The ultimate success of students should be measured by how much they are able to use the grammar forms in meaningful communicative situations.

LESSON THIRTEEN

Activity 9.15

Answers

Example: Of course you don't expect to win the lottery. Which do you say?

a. If I win the lottery, I'll buy a big house.

b. If I won the lottery, I'd buy a big house. (b is correct)

1) b. If I sold my car, I wouldn't get much money for it.
2) a. If I see Hana, I'll tell her to call you.
3) b. What would you do if there was a fire in the building? ('…if there were' is also possible)
4) b. I don't know what I would do if I lost my passport.
5) a. If you go right at the end of this street, you'll see a bank on your left.
6) b. What would happen if somebody pressed that button?

LESSON FOURTEEN

Activity 9.16

Answers

Example: We're not going to take the 10.30 bus. (we / arrive too early)

<u>If we took the 10.30 bus, we'd arrive too early.</u>

1. If we stayed at a hotel, it would cost too much.

2. If I told you what happened, you wouldn't believe me.

3. If Selam left her job, it would be hard to find another one.

4. If Kibrom applied for the job, he wouldn't get it.

LESSON FIFTEEN

Activity 9.17

Answers

1. If I bought flowers, I would choose yellow ones.

   [It is unlikely for me to buy flowers or I don't buy flowers].

2. If I were you, I would wear a coat.

   [I cannot be you; I am just I am].

3. If my leg hurts, I will not play football.

   [I expect my leg hurts].

4. If the students study hard, they will pass the exam

   [I know students study hard].

5. If I were tall, I would touch the ceiling. (touch)

   [I am not tall or I am short].

Activity 9.18

Accept all meaningful sentences. Make sure students use the second conditional.

Example: If I won a lot of money, I would help poor people.

SECTION SIX: WRITING

LESSON SIXTEEN

Activity 9.19

Ask students conditions for gender equality to exist. Three conditions are likely to be fulfilled, but the rest are not.

Then, let students write six sentences: three are using conditional type I and the remaining three conditional type II.

Apply peer feedback. Inform students the kinds of sentences should be similar to the examples given below:

Examples:

- If people were aware about the roles of men and women, there would be gender equality. (meaning= people are not aware)
- If we work hard, gender gap will be narrowed. (Meaning= We work hard)

After that, ask students to revise their sentences according to the feedback they have received. If they report differences, check their attempts and give them feedback on how to fix the problems.

UNIT 10: COMPUTER TECHNOLOGY

Tell students the following objectives of the unit so that they can be aware of what they should learn in the unit.

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

- At the end of this unit, learners will be able to:
- Listen and take notes;
- Compare and contrast data from a table
- Make an oral argument for/against a proposition
- Transfer information from a reading text into a table;
- Use words contextually;
- Use adverbs and adjectives in communicative contexts
- Write an expository paragraph.

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Activity 10.1

Allow students to discuss the questions one by one in their groups. Make sure everyone has contributed to the discussions. Listen to their responses to the pre-listening questions. You may allow the group representatives to summarize the responses.

While-listening

- Read aloud the listening text presented below to your students. (You may invite someone else with a good oral skills and pronunciation to read the text aloud). Remember to rehearse the text well before you read. This would make your speech extemporaneous (natural).
- Let students listen to the text and answer the questions about the listening text. Allow them to spend one minute to preview the questions below before they begin to listen.

Types of Computers

I will tell you about different types of computers and what makes them unique.

Computers were not always things you could carry around with you, or even have in your bedroom. In 1940s, computers were as big as entire apartments. They were also very expensive. So computers were only used by large organizations such as governments, international corporations, and universities.

Throughout the 1950s and 1960s, computers captured the public's imagination in literature, films, and TV. More and more companies wanted computers, even if they didn't always have a good reason to own one. As a result, computers gradually became smaller, cheaper, and more practical to own. Thanks to IBM, which mass-produced computers for the first time and promoted them to medium and large businesses to do things like payroll, accounting, and other tasks.

In the 1970s and 1980s a new type of computer started to gain in popularity. It was called the PC or personal computer. Any computer you use by yourself for general purposes is called a PC. For the first time in history, computers were now for everyone. The PC started a revolution which affects nearly everything we do today. The ways we work, play, communicate, and access information have all been radically reshaped due to the invention and evolution of the PC.

Some types of PCs are:

- laptop
- desktop computer
- PDA or personal digital assistant
- workstation

New types of computers are always coming out and replacing or augmenting existing computer types. Examples of new types of computers are netbooks, tablet, and even wearable computers.

- Slightly adapted from English4Work.com

Activity 10.2

Answers

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

LESSON TWO

Activity 10.3

Answers

1. IBM mass-produced computers.
2. In the 1970s and 1980s
3. A PC (personal computer) is any computer you use by yourself
4. Types of PCs
   - laptop
   - desktop computer
   - PDA or personal digital assistant
   - workstation
5. New types of computers include netbooks, tablet, and wearable computers
6. Compare the computers developments in the following three periods. Write at least two features under each period.

1940s	1950s and 1960s	1970s and 1980s
Big computers	Captured public's imagination, more companies wanted it	PC was introduced
Expensive	Became cheaper, smaller, practical	Computers were for everyone
Used by large organizations	Mass produced	PC affected everyone's life

LESSON THREE

Post-listening

Activity 10.4

- Arrange students in groups, and let them discuss the post-listening questions. Facilitate the discussions in their groups. Allow the groups to report. You synthesize what they have raised very briefly.

SECTION TWO: SPEAKING

LESSON FOUR

Activity 10.5

Let students bring the information from Activity 10.3 and make a comparison between the three periods. They should identify the main features in each period and describe what each period looked like.

As they perform, focus on their fluency. Encourage them to compare and contrast the information from each of the three periods.

The following example is given in the student's textbook.

While computers were as big as small apartments in the 1940's, their size became smaller in years ahead.

LESSON FIVE

Activity 10.6

"Most people cannot imagine living without computers."

- Direct students to choose their position about the proposition. Let them decide if they are for or against.
- Let them identify the reasons that can support your position.
- Then, let them present their arguments.
- Inform them to support their arguments with examples and with relevant evidence

SECTION THREE: READING

LESSON SIX

Pre-Reading

Activity 10.7

- Arrange students in groups. Ask them to answer the questions. Facilitate the brainstorming.

While-reading

Activity 10.8

Ask students to read the passage twice. The fits time they read, they should find out what the text is about. In their second round reading, students need to read the text for understanding the details in it.

Alternatively, you ask students to read each paragraph, and ask them to summarize or paraphrase what they have understood. This way, go through the end.

Activity 10.9

Answers

1. b
2. d
3. a
4. b
5. a
6. b
7. d

LESSON SEVEN

Activity 10.10

1. The binary codes for the keys that have been pressed
2. A computer program receives instruction
3. No it doesn't. We need to give it inputs and instruction.
4. An input unit to feed in numbers, a processing unit to make the calculation, a memory unit, and an output unit to display the result.

LESSON EIGHT

Post-reading

Activity 10.11

- Arrange students to work in groups and discuss the post-reading questions.
  1. A list of the purposes of computers from their experience. Ask them to explain.
  2. They would assume themselves as a computer engineer. Accept what they would like computers to perform.
  3. Accept their predictions in the future. You may remind them about the three periods of computer technology development from the listening section in this unit.

SECTION FOUR: VOCABULARY

LESSON NINE

Activity 10.12

- Ask students to read the sentences below and determine the meaning of each of the underlined words from the context.
- Make them to use their own knowledge and experience besides what they have learnt from the reading passage.

1. Today we are on a quest for **revolutionary** ideas that can change the world tomorrow.

   'revolutionary' means: great or complete change

   [Let them explain why computers are revolutionary developments so that you can see how much they have understood the meaning of the word].

2. When we came to Jimma, the hotel was our **temporary** home until we bought our own house; now we have a **permanent** home.

   'temporary' means: lasting for a short time

   'permanent' means: lasting for a long time

   [Let them explain the terms so that you can see how much they have understood the meanings of the words].

3. His suit did not fit properly, so he asked a tailor to **alter it**.

   'alter' means: change

[Let them answer the question so that you can see how much they have understood the word 'alter'].

4. In a movie theatre a motion picture is **displayed** on a large screen.

   'displayed' means: shown or exhibited

   [Let them answer the question so that you can see how much they have understood the word 'display'].

5. People **key in** new information into a computer by pressing keys with numbers, letters, and other symbols, arranged on a keyboard (or a keypad on a calculator).

   'Key in' means: do by means of a keyboard or keypad

   [Let them answer the question so that you can see how much they have understood the word 'key in'].

6. The months in a calendar are arranged from January to December in a **sequence**, one month following the other.

   'sequence' means: a set of actions that have a particular order

   [Let them give an example in response to the question so that you can see how much they have understood the word 'sequence'].

7. **Computer programs** can change the sounds into texts.

   'Computer programs' means: detailed plan or procedure for solving a problem with a computer

   [Let them mention another thing a computer program can do so that you can see how much they have understood the phrase 'computer programs'].

LESSON TEN

Activity 10.13

- ► Accept all sentences that are complete and meaningful.

SECTION FIVE: GRAMMAR

LESSON ELEVEN

Adjectives and Adverbs

Let students study the examples. Direct their attention to the words that are written in bold – 'quickly' and 'seriously'.

Activity 10.14

- Ask students to discuss the questions in pairs or groups, depending on convenience.
- Guide students to read and discuss the notes. Give them explanations with some real examples.

LESSON TWELVE

Activity 10.15

Let students work on this section individually. Then, allow students to work in pairs or groups.

1. heavily
2. badly
3. quietly
4. angrily
5. fast
6. dangerously

Activity 10.16

Answers

1. carefully
2. selfishly
3. suddenly
4. sudden
5. badly
6. awful
7. terribly
8. comfortable
9. clearly
10. safe

LESSON THIRTEEN

Activity 10.17

Answers

1. I'm going to tell you something very important, so please listen carefully.
2. work hard
3. sleep well
4. win easily
5. Think carefully
6. know her very well
7. explain things very clearly
8. come quickly

LESSON FIFTEEN

Activity 10.18

Write **good** or **well**. The first one has been done for you as an example.

1. Your English is very good. You speak it very well.
2. well
3. good
4. well
5. good
6. good

SECTION SIX: WRITING

LESSON SIXTEEN

Activity 10.19

Ask students to think of the advantages and disadvantages of doing things using computers. Let them list them down in the following table:

Activity 10.20

Based on the information they have listed down in the table above, let them write a paragraph about the advantages and disadvantages of doing things using computers.

They may begin as follows:

The use of computers for doing things may have advantages and disadvantages. Your assessment of the students written assignments can be done using the rubrics below.

Criteria	**4** **Displays Evidence Beyond**	**3** **Consistent Evidence**	**2** **Some Evidence**	**1** **Little/No Evidence**
Ideas	Informative with clear focus and supporting details	Informative with clear focus	Focus needs to be expanded and supporting details are needed	Topic needs to be developed
Organization	Very well organized; easy to read	Has a beginning, middle, and end	Little organization; needs transitions	Organization is needed
Voice	Voice is confident throughout	Voice is confident	Voice is somewhat confident	Little to no voice; needs confidence
Word Choice	Nouns and verbs make essay informative	Use of nouns and verbs	Needs specific nouns and verbs; too general	Little to no use of specific nouns and verbs
Sentence Fluency	Sentences flow throughout piece	Sentences mostly flow	Sentences need to flow	Sentences are difficult to read and do not flow
Conventions	Zero errors	Few errors	Several errors	Many errors make it hard to read