

English for Ethiopia

Grade 8

Student Book

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Given the mandate of Oromia Education Bureau (BBO) in managing and administering the curricular and instructional matters of primary school structure in the regional state, the Bureau adapted the nationally prepared English curricular materials to meet the contextual and cultural background of students in Oromia with focus on inclusiveness, sensitivity to diversity and instructional friendliness to promote active learning and easy students' engagements in activities designed. In sum, the purpose of the adaptation of the nationally prepared English curricular materials at Oromia Educational Bureau is to excel instructional effectiveness and make students' learning participatory through contextualizing contents and activities close to students' experience while meeting national minimum learning competencies and syllabi requirements in teaching English at Elementary schools in Ethiopia.

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UNIT ONE

ECONOMIC ACTIVITIES IN RURAL AREAS

UNIT OBJECTIVES

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 into 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 village.

SECTION ONE: LISTENING

LESSON ONE

Pre-listening

Activity 1.1

Read the following words and expressions and study their meanings.

average national income contributes forestry

Activity 1.2

Match the pictures (A-E) with the descriptions (1-5) below.



Picture A

Picture B



Picture C



Picture D



Picture E

Descriptions of the pictures

1. Fishing
2. Forestry/Tree plantation
3. Farming
4. Sewing/stitching
5. Traditional mining

WHILE-LISTENING

Listening Comprehension Activity 1.3

Listen to the text carefully. Then, copy the table on your exercise book and match the types of economic activities with their descriptions.

Types of economic activities	Descriptions
1. Manufacturing	A. Gold is mined in significant quantities.
2. Mining	B. It is being used in construction and manufacturing.
3. Fishing	C. It employs 80 percent of the labor force.
4. Forestry	D. It uses waterpower and forests as main sources.
5. Agriculture	E. It is being practiced in freshwaters.
6. Energy	F. It includes food and beverage products.

LESSON TWO

Activity 1.4

Listen to the text again and complete the spaces with the appropriate words.

1. Agriculture is the country's most promising _____.
2. Many other economic activities depend on agriculture, including _____, _____ and _____ of agricultural products.
3. Forest products are mainly logs used in _____.
4. Ethiopia's fisheries are entirely in freshwater, as it has no marine coastline, and are a small part of the _____.
5. _____ and _____ are Ethiopia's main energy sources.

POST-LISTENING

Activity 1.5

Talking about one's economic sector preference

Individually, think of a particular economic sector you listened and you want to join after you finish school. Then, in a group of three students explain your reasons for choosing a particular economic sector.

Activity 1.6

Copy the checklist below onto your exercise book and rate the listed economic sectors as most important, important, or less important for a country. Then, discuss your rating with students in your group with your reasons.

S/N	Economic sector	Most important	Important	Less important
1	Agriculture			
2	Mineral and mining			
3	Transport			
4	Forestry			
5	Fishing			
6	Energy			
7	Telecommunication			
8	Textile industry			
9	Manufacturing			
10	Tourism			

SECTION TWO: SPEAKING

LESSON THREE

Interview on economic activities in your village

Activity 1.7

Do you remember any interview you have watched or heard recently on TV or radio? What was the topic of the interview? Share the questions you remember from the interview with your partners.

Activity 1.8

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

1. What are the economic activities people practices most in your village?
2. Which kinds of economic activities do you like most? Why?
3. Which of the economic activities do you think are more productive/ less productive?
4. Which economic activities employ more people in your village? Give reasons.

LESSON FOUR

ROLE-PLAY

Activity 1.9

Below is a dialogue between Halima and Bezawit. Halima asks questions about Bezawit's part-time job. Be in pairs, and answer the following questions after you act out the dialogue.

- Write down the questions Halima asks Bezawit;
- What part-time job Bezawit does?
- Why does Bezawit work?
- Do you agree with working part-time jobs while studying in schools?



Halima: Hi, Bezawit! **How's it going?** **Bezawit:** Fine, thanks, and you?

Halima: Just fine. **Where are you off to?**

Bezawit: To the library. I have to finish the assignment for tomorrow's class.

Halima: **Why don't you do it at home?**

Bezawit: I have a part-time job in the evening so when I get home, I'll be too tired to do an assignment.

Halima: **Where do you work?**

Bezawit: I work in a café.

Halima: **Why do you like the job?**

Bezawit: It's interesting. I really enjoy working with people and get extra money.

Halima: **How is the pay?**

Bezawit: The pay is alright. I get 15Birr an hour. I would like to earn more as I need a lot of money to buy a new laptop and a smartphone.

Halima: **And how would you do that?**

Bezawit: I'll try to pick up as many **extra shifts** as I can.

Halima: **What about your studies?** How would you manage your time?

Bezawit: Well, I don't know yet. I might consider taking fewer courses next semester.

Halima: I wouldn't do that if I were you. You should make your studies the first priority. **What if** your parents know about it?

Bezawit: Ugh. You're right. Thanks for your advice, Halima. I've got to go now. See you later.

Halima: See you, Bezawit

SECTION THREE: READING

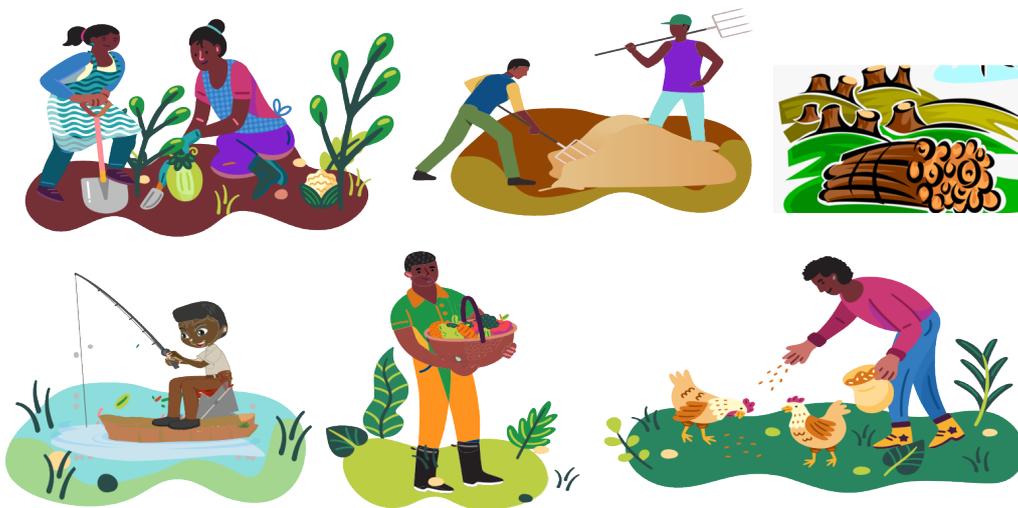
LESSON FIVE

PRE-READING

Activity 1.10

In a group of three, discuss the following questions.

- Tell your group members about the source of income of your family.
- Think about what your family members do with the income they get. Report to your group members how they use the income they generate.
- Discuss the differences you observe between the economic activities in Picture A and Picture B.
- Which set of pictures represent on-farm activities and off-farm activities, respectively?



Picture A



Picture B

Read the following passage and answer the questions that follow.

1. Rural people have **diversified** their livelihood means and income earning portfolio across farm, non-farm and off-farm activities. Thus, non-farm income generating activities have become an essential component of livelihood strategies among rural households. Farmers particularly, the rural farm families usually engage in different non-farm income generating activities apparently to **balance** the shortfall of income due to the seasonality of primary agricultural production and create a continuous stream of income to cater for the various household needs.
2. Non-farm income generating activities include all economic activities in rural areas except agriculture, livestock, fishing and hunting. It includes all off-farming activities, processing, marketing, manufacturing, wage and casual local employment in the rural villages. It encompasses all economic activities except the conventional crop production and livestock rearing. Rural non-farm income sector as described by Kazungu and Guuroh (2014) include: household and non-household manufacturing, trade, handicrafts, repairs, constructions, processing, transportation, communication, mining, and quarrying, as well as community and personal services in rural areas.
3. Rural non-farm income generating activities are considered an essential component of livelihood strategies among rural households. The reasons for diversification to non-farm activities include declining farm incomes and desire to insure against agricultural production risk. Households are pulled into the rural non-farm activities when returns from non-farm income activities are higher and less risky than in agriculture. Most households in the rural communities engage in non-farm activities in order to enhance an economic base.
4. Non-farm income generating activities are generally classified into two broad
5. categories: 'high-labour-productivity that leads to high-income activities and low-labour-productivity activities that serve only as a residual source of income. The low-labour-productivity activities are common among the poor. Such employment may be, nevertheless, very essential from a social welfare perspective. Some families of the rural population, who do not have options for agricultural employment, work on rural non-agricultural employment opportunities. Though the latter are not highly remunerative, households who do not possess farmland, make a difference in their life.

(Source: Bassie Yizengaw, 2014)

WHILE-READING

Activity 1.11

Copy the activity and match the main ideas of each paragraph in Column A with its number in Column B.

Column A

- _____ 1. Rural non-farm sources of income have been becoming more important than ever.
- _____ 2. It describes types of non-farm sources of income generating activities.
- _____ 3. Rural people have been increasing their livelihood income earnings.
- _____ 4. It talks about classifications of Non-farm income generating activities

Column B

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

LESSON SIX

Activity 1.12

According to the reading passage, identify whether each of the following sentences are True or False.

- _____ 1. Rural people are increasing their income.
- _____ 2. Non-farm economic sources are important for rural people.
- _____ 3. The seasonality of agricultural production makes rural households to focus on non- farm activities.
- _____ 4. Agriculture, livestock, fishing and hunting are examples of non-farm economic activities.
- _____ 5. Non-farm activities generate high income.
- _____ 6. Rural households do not own adequate land work on non-agricultural income earnings.

Activity 1.13

Answer each of the following questions based on the reading passage.

1. Write some examples of non-farm income generating activities.
2. Why do an increasing number of rural families work in different non-farm income generating activities (paragraph 1)?
3. Write two reasons which have contributed to rural households' non-farm activities.
4. What are the two broad categories/types of non-farm activities (paragraph 3, line2)?
5. What is the main idea of the reading passage?

LESSON SEVEN

Activity 1.14

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

1. What does the word, “diversified” in Paragraph 1, Line 1 refer to?

A. livelihood	B. income	C. mean of income.	D. increased
---------------	-----------	--------------------	--------------
2. The word “balance” in Paragraph 1, Line 5 means _____.

A. equalise	B. compensate	C. equilibrium	D. shortfall
-------------	---------------	----------------	--------------
3. Which one of the following is a non-farm income generating activity?

A. agriculture	B. livestock	C. fishing	D. marketing.
----------------	--------------	------------	---------------
4. Households who do not have enough farmlands can work on _____.

A. agricultural employment	B. non-agricultural employment
C. low-productive activities	D. B and C are correct answers.

POST-READING

Activity 1.15

In a group of three, talk about the questions below.

1. On which of the on-farm activities would you like to engage in? Why?
2. Which of the off-farm activities are practiced most in your area?

SECTION FOUR: VOCABULARY

LESSON EIGHT

Activity 1.16

In groups, study the extended definitions given to each of the expressions. Then, write your own definition to each expression.

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

Nomadic farming is 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, buffalo, donkeys, and other livestock 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, i.e., not too dry or wet, warm climate to support growth and human resources to work.

LESSON NINE

Activity 1.17

Complete each of the following spaces with the appropriate expression that matches with the descriptions.

Shifting cultivation	nomadic farming	livestock ranching
Commercial plantation/agriculture	Mixed Farming	Substance Farming
Dairy Farming	Arable Farming	

_____ is commonly practiced in the tropics. It involves forest clearance through burning and slashing. _____ is the practice of keeping and grazing animals on natural pastures. It is common in the arid and semi-arid regions such as certain parts of Saudi Arabia, northern Africa and northern parts of Eurasia. _____ focuses on rearing animals. Unlike nomadic herding, farmers do not move from one place to another in search of pasture and water, but live in settlements. Also known as tree crop farming, industrialized agriculture or plantation farming, _____ covers large land areas. Even if practiced on a smaller piece of land, the activity has a high commercial value. It involves the cultivation of tropical crops such as tea, rubber, coffee, coconut, cocoa, grapes, apples, spices, oranges, avocado, mangoes and palm oil. Also known as grain and livestock farming, _____ involves the growing of crops and rearing of animals. It has its origins in the humid, mid-latitudes, excluding Asia. _ involves growing crops and keeping animals for the sole purpose of feeding the farmer and his family. It involves the use of simple farm tools on small pieces of land.

_____ involves the rearing of cattle for milk. With its origins in Europe, the activity is highly developed in Sweden and Denmark. _, unlike pastoral or mixed farming, involves the growing of crops without keeping animals. It can be practiced on a large, commercial or small scale.

LESSON TEN

Activity 1.18

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

- | | |
|------------|------------|
| 1. income | 5. bonus |
| 2. profit | 6. benefit |
| 3. expense | 7. loss |
| 4. fee | 8. payment |

SECTION FIVE: GRAMMAR

LESSON ELEVEN

Simple Present Tense: Active and Passive

Daily Routines

Activity 1.19

In a group of three, write a list of things you do every day. The following are some of activities you do. Write explanations for those sentences looking at the verb form.

No.	Sentences in simple active	Sentences in simple present passive	Explanations
1	I wash my face and hands.	My face and hands are washed (by me).	This sentence has a passive voice form because the verb wash is transitively used, or the sentence has a direct object, i.e., my face and hand.
2	I eat my breakfast.	My breakfast is eaten (by me).	
3	I study my school subjects.	My school subjects are studied (by me).	
4	I take tests.	Tests are taken (by me).	
5	I do homework.	Homework is done (by me).	
6	I wash my clothes.	My clothes are washed by me.	
7	I wake up at 6:00.	It does not have.	
9	I go to school.	It does not have.	The sentence does not have a direct object. We cannot change it into passive form.

Note:

- Sentences in active voice can be changed into active voice when they have a direct object and the verb is transitive.
- Sentences in active voice cannot be changed into passive voice when they do not have a direct object and the verb is intransitive.

LESSON TWELVE**Activity 1.20**

Write the active voice in passive voice. Write your reasons for those sentences which do not have passive forms. Discuss your answers with members of your group.

No.	Sentences in active voice	Sentences in passive voice	Explanation
1.	The cat jumps over the lazy dog.		
2.	He jumps.		
3.	He walks up early in the morning.		
4.	She cleans her room.		

LESSON THIRTEEN**Activity 1.21**

Individually, change active sentences in the table below into their passive forms and study their meaning. Discuss your answers with members of your group. As an example, the first and the last questions 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.	
3	Farmers raise cows for food and clothing.	
4	Farmers cultivate grapes.	

5	Farmers grow sugar cane.	
6	The farmer (feed) the cows.	
7	The farmer cut the sheep wool.	
8	The farmer put the milk in the container.	
9	Farmers make butter from the cow's milk.	
10	Farmers plow the farm land.	The farm land is plowed (by farmers).

LESSON FOURTEEN

Activity 1.22

Read the following short text and re-write those sentences that have passive forms in your exercise book.

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.

SECTION SIX: WRITING

LESSON FIFTEEN

Daily Routines

Activity 1.23

Read and put a check mark (✓) on the daily routines which you do and put a cross mark (x) on others which you do not do. Write also some other daily activities you do in the blank boxes.

No.	Type of daily routines	Write a check mark (✓) or a cross mark (X)
1.	I wash my hands and face.	
2.	I go to toilet.	
3.	I take a bath.	
4.	I go to school.	

5.	I attend classes regularly.	
6.	I go to school on foot.	
7.		
8.		
9.		
10.		
11.		

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. mohammed is name my
2. am a grade student 8 I
3. english like to study I
4. wake up in the I morning always
5. and I wash my face brash my teeth before breakfast always hands and

LESSON SIXTEEN

Activity 1.25

Based on the sample paragraph given below, write a parallel/similar paragraph on one of your school daily routines. When you write your paragraph, do not forget to 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 to learn my first class. Subsequently, I attend all the morning classes. 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.

Activity 1.26

In groups:

- Discuss the daily school routine activities which you always like to do.
- Compare your likes with that of your partner's. Write reasons for your likes.
- Next, write a paragraph of 5-8 sentences on the school routine activities most of your group members like to do. Support your writing with examples.

UNIT TWO

TYPES OF CALENDARS

Unit Objectives

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

PRE-LISTENING

Activity 2.1

In your groups, discuss the following questions.

- What subjects do you study on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays at school and at home after school?
- What is a calendar? How many types of calendars do you know?
- What is the relationship between calendars and human activities?

Activity 2.2

Read the following words and study their meanings.

design accord occult

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. As an example, the last one is done for you.

No.	Types of calendar	Descriptions
1.	Purely Lunar Calendars	
2.	Purely Solar Calendars	
3.	Lunisolar calendars	
4.	Solilunar calendars	
5.	Lunistellar calendars	
6.	Other calendars	These calendars do not have relationships with the cycles of the moon and the sun.

LESSON TWO

Listening for Detail

Activity 2.4

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

- What is the main idea of the listening text?
- What is the relationship between the movement of the sun and academic calendars?
- How do other calendars that have little relations with the cycles of the moon and the sun work?
- How do many calendars work other than other calendars?
- Why do solilunar calendars are more successful in tracking the lunar cycle than the seasonal cycle.

POST-LISTENING LESSON THREE

Activity 2.5

Paraphrase the listening text by re-reading and organising the notes you have taken. Then, compare your paraphrases with your partner's.

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?

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?

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

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.

- What type of calendar is it?
- Which month of the year has 28?
- Which months of the year have 31 days?
- Which months have 30 days?

LESSON SIX**Activity 2.10**

In pairs, act out the following dialogue between a teacher and a student on the uses of calendars.

Student: Good morning, Sir.

Teacher: Good morning. How are you?

Student: I am fine. Thank you, sir.
 How are you?

Teacher: I am also fine. Thank you.

Student: Sir, would you please tell me
 how to use a calendar?

Teacher: Of course. Look at the calendar.

What do you see?

Student: Names of months and days.

Teacher: Nothing else?

Student: There are dates also. Some are in black colour and some others are in red colour.

Teacher: You have almost learnt. The dates and days tell you what date is in which day.

Student: Colour of dates?

Teacher: The red colours are holy-days and the black colours are working days.

Student: Thank you, sir.

Teacher: No mention.



SECTION THREE: READING

LESSON SEVEN

PRE-READING

Activity 2.11

In groups, discuss the following questions.

1. What do you know about the Gregorian calendar?
2. How are days named?
3. How are months named?
4. For what purposes do we use it?

Activity 2.12

Practice pronouncing the following words with you teacher and study their meanings

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

WHILE-READING

Read the passage and answer the questions that follow.

History of the Gregorian Calendar

The Gregorian calendar, also known as the solar calendar, is the time table that is being used in the present times. The **contemporary** calendar has been changed many a times, from the original calendar that began the daily dairy. Apart from serving as the present day **international** civil calendar, the Gregorian calendar also **regulates** the ceremonial cycle of the Roman Catholic and Protestant churches. As a matter of fact, the calendar was originally aimed for **ecclesiastical**

purposes. Though many other calendars are also in use today, they are mostly **restricted** to particular religion and cultures. ...

The history of the Gregorian calendar can be **traced** to the times when Rome was ruled by the empire of Rومulus. In those times, the days and months of the Roman calendar **were set according to the cycles of the sun and the moon**. Rather than the 12 months in a year today, the Roman calendar was considered to be **ten months long**. The New Year commenced in Spring, on March 1, and ended in December. A new calendar was introduced by Numa, the new ruler who succeeded Romulus.

The new calendar had 12 months and ended in February. The beginning of the year was later changed from March 1 to January 1. This was marked as the beginning of the civil year. The number of days in the civil year was 365. However, a new Julian calendar was introduced by Julius Caesar, the famed Roman ruler. The Julian calendar began from the 1st of January, in the year 45 B.C. Finally, a new version of Gregorian calendar was introduced by Pope Gregory XIII in the year 1582. This was the calendar that evolved into the present day Gregorian calendar that we use.

In the Gregorian calendar, Sunday was originally named after the sun. Monday was originally called the moon. The next day to Monday was named after Mars, the warrior god of Rome. However, the name was later changed to Tiu's day for the Teutonic warrior god. Tiu's Day gradually evolved into Tuesday, as we call it today. The day after Tuesday was called Wotan's day, for the Roman god of peace. This was later changed to Woden's day, today known as Wednesday, after a Teutonic god. Thursday, originally was called the Jupiter's Day, tracing its name to the Roman god of thunder and lightning. Later, the name was changed to Thor's Day, after the ancient thunder god, which finally evolved into Thursday.

The sixth day of the week was named after the Roman goddess, who was symbolic of spring. Later, it became the Frigg's day, after the Scandinavian goddess of love. Finally, Frigg's day became Friday, as we know it today. There was no major change in the seventh day of the week, as it was already known in the Gregorian calendar as the Saturn's day, named after the Roman goddess of harvest. As time passed, it evolved into the present day Saturday. The months in the Gregorian calendar were borrowed from the Julian calendar. For instance, January was named after Janus, the god of beginnings.

In the calendar, February came from Februa, a big feast. March was named after the god of war, Mars. April derived its name from the name of Greek goddess, Aphrodite. The month of May was named after another goddess, known as Maia. June's name was derived from Juno, an ancient goddess. The months of July and August were named after Julius Caesar and Augustus, who succeeded Caesar's throne. The last four months of the year were named according to the numerical placement in the year. The old names of all the months in the Gregorian calendar evolved over time, to assume their modern names.

Source: LIFE STYLE LOUNGE

(<http://lifestyle.iloveindia.com/lounge/history-of-gregorian-calendar-6545.html>)

Direct Questions

Activity 2.13

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

1. Write the expressions that the contemporary calendars originate from.

2. What is the main reason for the wide use of the Gregorian calendar in the present time?
3. Write down the two purposes of the other calendars in use today?
4. What marks the beginning of the civil year, Paragraph 3, Line 3?
5. By whom was the last version of the Gregorian calendar was developed?
6. Write down the expressions used to refer to September, October November and December, (Paragraph 6)?

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?
2. Explain the difference between the Gregorian calendar which was proposed by Romulus and the new form of the same calendar which was introduced by Numa, (Paragraph 2).
3. Could you explain how Sunday and Friday were named?
4. Why do you think that names of months such as February, March and April named after Greek Goddess?
5. Why does the author/writer suggest that the present names of months have not been identified at once?
6. What impressions it gives when the author says that March has been named after the god of war?
7. How were the months of July and August named?

LESSON NINE

Reading for Main Ideas

Activity 2.15

Write the main ideas to each of the six paragraphs you have read. As an example, the main idea of the first paragraph has been written for you.

1. Paragraph one is about the Gregorian calendar which is used the Catholic and Protestant churches.
2. The main idea of paragraph two is _____

3. The main idea of paragraph three is _____
4. Paragraph four discusses . _____
5. The main idea of paragraph five is _____
6. The main idea of paragraph six is _____

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 your group members’.

1. What does the word “contemporary” mean?
2. What do these words refer to/mean?
 - Gregorian
 - New Year
 - ...the god of beginnings
 - In those times
 - Commenced
 - ...present day...
 - The old names....
 - ...over time
 - Placement

LESSON ELEVEN

POST-READING

Activity 2.17

In a group of three, 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?

SECTION FOUR: VOCABULARY

LESSON TWELVE

Activity 2.18

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

1. '...time table...' Paragraph 1, Line 1 _____
2. '...ceremonial...' Paragraph 1, Line 4 _____
3. '...empire...' Paragraph 2, Line 2 _____
4. '...ruler...' Paragraph 2, the last line _____
5. '...version...' Paragraph 3, Line 5 _____
6. '...evolved...' Paragraph 4, Line 4 _____
7. '...tracing...' Paragraph 4, the 3rd line from the last _____
8. '...present...' Paragraph 5, Line 5 _____
9. '...Februa...' Paragraph 6, Line 1 _____
10. '...placement ...' Paragraph 6, Line 6 _____

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
- b. original
- c. ceremonial
- d. ecclesiastical
- e. symbolic

SECTION FIVE: GRAMMAR

LESSON THIRTEEN

Comparative Adjectives

- Wide/wider ... than, more ... than

Activity 2.20

In groups, study the following sentences.

1. The Gregorian calendar **is used wider than** the Ethiopian calendar.
2. The Gregorian calendar **is used more than** the Ethiopian calendar in Ethiopia.

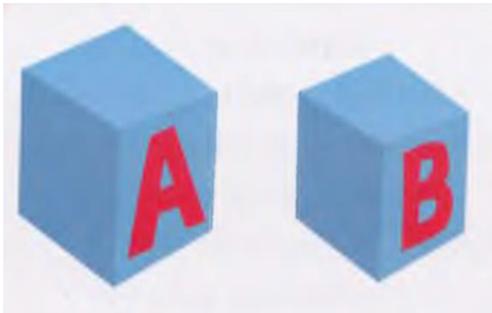
3. The Gregorian calendar **is older than** the Ethiopian calendar.
4. The Ethiopian calendar **has greater number of months than** the Gregorian calendar.
5. The Ethiopian calendar **is seven/eight years younger than** the European calendar.
6. Apples are **more expensive than** bananas.

Note:

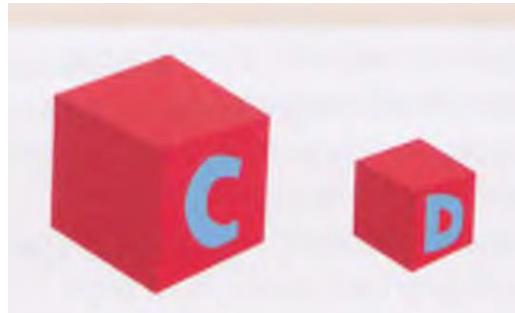
- We use **than** after comparatives (older than, more expensive than, etc.).
- We usually say: **than me, than him, than her, than us, than them.**

Examples:

1. I can run faster than him. Or, I can run faster than he can.
 2. You are a better singer than me. Or, you are a better singer than I am.
- **More/less than ...**
- A: How much did your shoes cost? Six hundred birr?
- B: No, **more than** that.
- ... a bit older/much older etc.



Box A is a bit bigger than Box B.



B. Box C is much bigger than Box D.

Activity 2.21

Complete the sentences using **-er/more than**. As an example, the first one has been done.

1. He isn't very tall. You're taller than him. (OR taller than he is)
2. She isn't very old. You're.....
3. I don't work very hard. You work.....
4. He doesn't watch TV very much. You
5. I'm not a very good cook. You
6. We don't know many people. You
7. They don't have much money. You
8. I can't run very fast. You can
9. She hasn't been here very long. You
10. They didn't get up very early. You
11. He wasn't very surprised. You

LESSON FOURTEEN

Activity 2.22

In groups, study the examples below.

... as + adjective + as ... or not as + adj+ as

- The names of the weeks in Ethiopian calendar are as the same as the names of weeks in the Gregorian calendar.
- The number of weeks in the Ethiopian calendar are as the same as the number of weeks in the Gregorian calendar.

Activity 2.23

Based on the sample sentences given above, write three sentences on the similarities of the Ethiopian and the Gregorian calendar. Then compare your answer with your partner's.

- ...not as ...as ...

Activity 2.24

In pairs, study the following sentences.

- The festivity dates of the Ethiopian Christmas and Easter are **not as the same as** the festivity dates European Christmas and Easter.
- The months in the Ethiopian main stream calendar are **not as many as** the months in the Gregorian calendar.
- 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

Activity 2.25

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 | f. |
| b. Writing assignments | g. |

- c. h.
d. i.
e.

What is a Paragraph?

In groups, study the following text.

The warm weather allows me to play outside. I play on the ground with my brother. We run through the water and scream each time. At night, I play hide and seek with my friends. I usually hide behind a big bush. I love it when the weather is warm

Notes:

- The text in the box is a simple paragraph.
- A paragraph is a group of sentences.
- The first sentence has the main idea and the other sentences support this main idea.

LESSON SIXTEEN

Activity 2.26

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. Read the information and finish the incomplete paragraph given below.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Studies English	Cleans home	Studies math	does shopping	Does assignments	Washes cloths	Plays with her friends

Two sentences are given below. You may use them to begin your paragraph.

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

UNIT THREE

TRAFFIC RULES AND REGULATIONS

Unit Objectives

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

- Listen to a text on traffic rules in Ethiopia;
- Speak on common traffic rules to their classmates;
- Conduct a role play based on a dialogue;
- Use words related to traffic rules (i.e. speed, traffic light, etc.) in their daily communication.
- Learn the meanings of vocabulary items related to traffic rules;
- Analyze a reading text
- Use modals (should/ought to, have to, may, might, can, could...) while giving and receiving advice;
- Give and receive advice on traffic rules and regulations using modals; and
- Write a letter to a friend in appropriate format.

SECTION ONE: LISTENING

LESSON ONE

PRE-LISTENING

Activity 3.1

In a group of three students, answer the following questions.

1. What do we mean by rules?
2. What are rules of classrooms which you and your classmates respect? Why do you respect these rules?
3. What are traffic rules?
4. Why do we respect traffic rules?
 - Have you ever experienced anything a dangerous while walking or riding a bike?

Activity 3.2

Study the following the meanings of the following words and make a sentence using each.

pedestrian sidewalks buckling

WHILE-LISTENING

Activity 3.3

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

1. **What is the title of the listening text you have heard?**

A. New Traffic Rules in Ethiopia	B. News Traffic Rules in Addis Ababa
C. Top Ten 10 Most Helpful New Rules	D. The New Laws Have Good Intentions

2. **Some of the cars should not be allowed to give transport services because_____.**

A. they have mechanical problems	B. they have engine problems
C. they are killers	D. all are correct answers.

3. **In contrast to the developing countries, Addis Ababa's traffic problems are_____.**

A. worth worrying	B. dangerous ones
C. not worrying about	D. worth talking about

4. **In Addis Ababa,_____.**

A. sidewalks are used by pedestrians	B. sidewalks are available
C. sidewalks are not used by pedestrians	D. sidewalks are not available

5. **Who violates traffic rules?**

A. Pedestrian	B. Taxi-drivers
C. Mini-bus drivers	D. All are correct answers.

6. **What was the good news about?**

A. The revised traffic law	B. Foot-travelers
C. Traffic laws	D. Drivers

7. **One thing which the author was sure about the new traffic rules was that_____.**

A. fastening seat belts and using zebra-crossing were not major parts of the new traffic rules
B. drivers will not take some time to use the rules.
C. The new rules are not important.
D. It might take a generation to implement the laws.

8. **In the new traffic laws, seat belts are compulsory for_____and_____.**

A. driver and passengers	B. co-driver and passengers
C. front seat passenger and other passengers	D. driver and front seat passenger

LESSON TWO

Activity 3.4

Complete the following sentences with the appropriate words or expressions based on the information in the listening text. Discuss your answers with your classmates. .

1. Addis Ababa is continuously _____ and the number of cars on the road is growing on a _____.
2. Some of the _____ should not be allowed to be on the road at all as they could be potential _____.
3. Many of the _____, especially cabs, that transport people, had _____ and _____ problems.
4. However, the recent traffic law changes in _____ triggered me into writing this _____.
5. _____ For some reason, pedestrians like to share the _____ with. _____
6. Yes, I agree that the new rules are _____.
7. The full copy of the _____ is available to purchase at the Addis Ababa Municipality office in _____ for only _____ Birr.
8. _____ and _____ are compulsory for driver and front seat passenger.
9. Drivers must not use their _____ while driving.

LESSON THREE

POST-LISTENING

Activity 3.5

Read the traffic rules in the table below and rate/rank-order each of them as:

- a. “Most Important” or
- b. “Important” or
- c. “Not Important”.

Next, give reasons for your ratings. Discuss your answers with your classmate.

Importance of the Traffic Rules

No.	Traffic Rules	Importance			Reasons for your choice
		Most Important	Important	Not Important	
1	Always wear a seatbelt.				
2	Respect the 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				

SECTION TWO: SPEAKING

LESSON FOUR

Auxiliary Verbs (can, should, must)

Asking for Advice on Using Traffic Lights

Activity 3.6

Read the following dialogue between two people and play it with your classmates. Then, study the modal auxiliaries used in the text.

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

SECTION THREE: READING

LESSON FIVE

PRE-READING

Activity 3.7

Answer the following questions in a group of three students.

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

Activity 3.8

Practice reading the following words and learn their meanings.

article devastating gravity

Read the passage and answer the questions that follow.

Road traffic accident: a major public health problem in Ethiopia.

One of the **articles** in this issue demonstrates how road traffic accident is a serious, but neglected health problem in Ethiopia using secondary data collected by the Amhara National Regional State Police Commission from 2007-2011. **Fatalities due to traffic accidents are reported to be among the highest in the world.** According to the World Health Organisations' global status report on road safety, the road crash **fatality** rate in Ethiopia was at least 114 deaths per 10,000 vehicles per year, compared to only 10 in the UK and Ireland and 60 across 39 sub-Saharan African countries. In addition, the number of people injured or killed in one crash in Ethiopia is about 30 times higher than that in the US. Furthermore, it is sad to note that fatalities due to road traffic accidents are higher among **pedestrians in countries like Ethiopia than in developed countries.** For instance, 60% of the fatalities in the US account to the car drivers, while in Ethiopia only about 5% account to drivers. **This**

is also supported by a recent study where the majority of fatalities were **pedestrians** (87%) followed by **passengers** (9%) and **drivers** (4%), among a total of 25,110 accidents and 3415 fatalities during the period 2000-2009 in Addis Ababa.

The economic implications of traffic accidents are highly devastating especially for developing countries, since deaths due to these causes are highest among the most economically active population (15-59 years). A study has estimated the total health and life-related cost of motor vehicle injuries in Addis Ababa in 2010 to be about 31,692,892 Ethiopian Birr, showing the enormity of the problem.

In spite of the fact that road traffic accident is a huge public health development problem in Ethiopia with significant impact on morbidity, mortality as well as devastating economic effects;

proportionate measures have not been taken to address the problem. According to the WHO's global status report mentioned above, even though Ethiopia has put in place relevant laws on traffic speed limits, the effectiveness of their overall enforcement was only 2 (in a scale of 0-10) in 2009. There are **some laws** on road safety management and on major risk factors in the country. However, **they** seem to be largely nominal, as the country neither strictly enforces speed limits on urban roads nor controls blood alcohol levels in drunk-driving.

Overall, the **gravity** of the problem is getting worse from time to time, approaching a crisis level and requiring urgent and multi-pronged actions. Multi-sectorial and combined enforcement strategies are **the most efficient way to respond to the crisis**. In addition, there is an urgent need for interventions that can address **risk factors** such as **speeding, improper use of lanes, and drunk-driving**, which have important public health implications as large proportion of traffic injuries are attributed to **them** (Source: Ethiop. J. Health Dev. 2014; 28 (1))

LESSON SIX

WHILE-READING

Direct Questions

Activity 3.9

Identify whether each of the following sentences are True or False. Write your reasons for your answer. Discuss your answers in a group of three.

1. The writer collected secondary information only from the Amhara National Regional State Police Commission (Paragraph 1).
2. Ethiopia stands first in the world in the traffic road accident (Paragraph 1).

3. The road traffic accident fatalities in Ethiopia were approximately 11 times greater than that of the UK.
4. The major traffic accident fatalities were drivers.
5. The active population of Ethiopia was the most affected by the road traffic accidents.
6. Ethiopia has succeeded in implementing its traffic laws.
7. The highest number of traffic injuries was caused by poor road safety management.
8. Ethiopia was successful in implementing its traffic laws, Paragraph 3.

LESSON SEVEN

Activity 3.10

Individually, answers the following questions and then, discuss your answers in a group of three.

1. Where did the writer get the information about the road traffic accident (Paragraph 1)?
2. Why does the writer label **speeding, improper use of lanes and drunk-driving** as risk factors (Paragraph 4)?
3. How many years of road traffic accident report did the writer use while writing this text (Paragraph 1)?
4. What was the road accident fatality rate in Ethiopia in the years 2009 (Paragraph 1)?
5. What was the road accident fatality rate in UK, Ireland and the Sub-Saharan Africa (Paragraph 1)?
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)?
7. What is the contradiction mentioned by the author/writer in Paragraph 3?
8. Why has not Ethiopia succeeded in decreasing traffic road accidents (Paragraph 3)?
9. What is that getting worse from time to time (Paragraph 4)?
10. What are the most efficient solutions suggested by the author/writer to solve the ever-growing Ethiopian road traffic accident (Paragraph 4)?

LESSON EIGHT

Inferential Questions

Activity 3.11

Answer the following questions individually. Then, discuss your answers in a group of three.

1. Why did the author sequentially mention evidences from the WHO's 2009 global status report and the recent study?
2. What hindered Ethiopia from implementing its relevant laws it approved on traffic speed limits, road safety management and major risk factors?

3. Why the writer did concluded that the economic implications of traffic accidents are highly damaging in developing nations?
4. Why did the road traffic accident solutions require multi-sectorial and combined enforcement strategies?
5. What were the solutions suggested by the writer to solve the risk factors?

LESSON NINE

Referential Questions

Activity 3.12

Individually, write what each of the following words refers to. Then, check your answers with your classmates.

1. The pronoun, ‘...**this**...’, in Paragraph 1, Line 1 refers to _____
2. The word ‘...**secondary**...’, in Paragraph 1, Line 2 refers to _____
3. In Paragraph 1, Line 11, the pronoun, ‘This...’ refers to _____
4. In Paragraph 2, Line 2, the pronoun, ‘...these...’ refers _____
5. In Paragraph 2, the last line, the phrase, “...**the problem**...” means _____
6. The words, ‘...**laws**...’ in Paragraph 3, Line 4 refers to _____
7. ‘The **problem**...’ in Paragraphs 3, Line 6 means _____
8. The pronoun, ‘...**they**...’ in Paragraph 3, Line 7 refers to _____
9. The pronoun, ‘...**them**’ in Paragraph 4, the last line refers to _____

LESSON TEN

Activity 3.13

Based on the reading passage, what do the following words and expressions refer to? Check your answers that of your classmates.

1. In Paragraph 1, Line 1, the word, ‘...**neglected** ...’ roughly means _____
2. The word, ‘...**rate**...’ in Paragraph 1, Line 5, means _____
3. In Paragraph 1, Line 7, the phrase, ‘...**30 times**...’ means _____
4. The word, ‘...**pedestrians**...’ in Paragraph 1, Line 9 means _____
5. Roughly, the verb phrase ‘...**accounts for** ...’ in Paragraph 1, the 5th line from the last, _____
6. The phrase, ‘...**active population**’ in Paragraph 2, Line 2-3, approximately means _____
7. The word ‘...**enforcement**...’ in Paragraph 3, Line 5, means _____
8. In Paragraph 3, the 2nd line from the last, ‘**nominal**...’ roughly means _____
9. The word, ‘...**implication**...’ in Paragraph 4, the last, means _____

LESSON ELEVEN

POST-READING

Activity 3.14

In a group three, 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 classmates.
3. If you were a minister of transport what would you do to minimize the road traffic accidents in Ethiopia?

SECTION FOUR: VCABULARY

LESSON TWELVE

Activity 3.15

Based on the given sample, write a sentence with each of the expression. The first three are done for you as an example.

Example 1: Traffic rules

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

Example 2: Speed limit

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

Example 3: Driving rules

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

Based on the above examples, write a sentence on each of the following words.

- old vehicles traffic jam traffic-laws
- traffic light traffic restrictions
- traffic accident traffic regulations

SECTION FIVE: GRAMMAR

LESSON THIRTEEN

Asking for and giving advice on traffic lights and turn signals

Uses of Modal verbs:

- must/must not,
- can/ cannot, and
- should/should not.

Note:

- We use **can** to say something is possible or allowed. Somebody has the ability to do it.
- We use **must** to say that we believe something is **certain**.
- We use **should** to mean it is a good thing or the right thing to do.

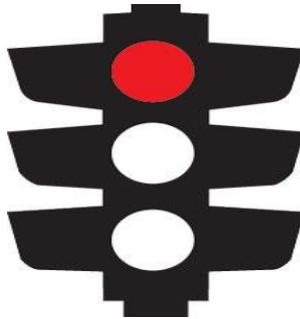
Activity 3.16

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 to.

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

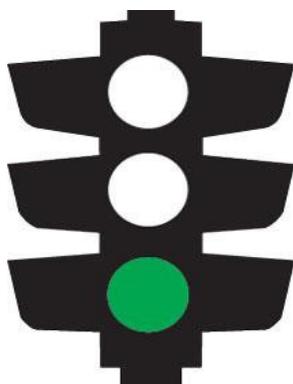


Situation 2: At the Yellow (amber) light

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**) speedup 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.



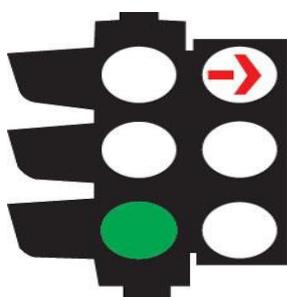
Traffic light showing green signal

On the Use Turn Signals

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

Situation 5: The Red arrow

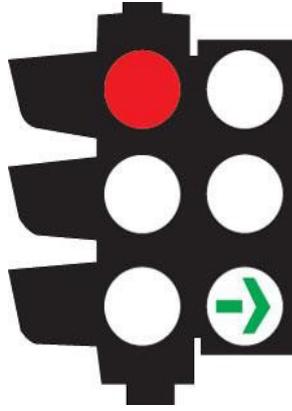
A red arrow means you must not turn. You (**must, can, shall**) stop behind the 'Stop' line until the arrow turns green or disappears.



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

Situation 6: The Green arrow

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

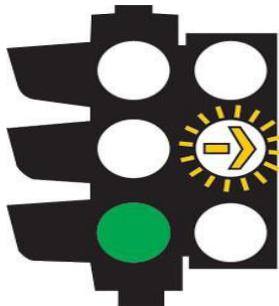


Traffic light showing a red light and a green right arrow, indicate you (**can, must, shall**) turn right, but you must not go straight ahead or turn left.

Situation 7: 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 indicates that you (**can, must, shall**) turn right as long as you give way to pedestrians.

LESSON FOURTEEN

Activity 3.17

Complete the following sentences with the appropriate auxiliaries given in the brackets. Then, compare your answers with your classmates.

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 (should, must, can)_____ 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 sample letter given below, answer the following questions. Discuss your answers in a group of three.

- a. When was the letter written?
- b. Who wrote the letter?
- c. To whom was the letter written?
- d. Write words and expressions you do not know.
- e. Identify the main message of the letter.
- f. What is the purpose of this letter?

Waqo Gutu International School
B.O. Box: 14308
Kebele 14, Yekka Sub- City, Finfinne

5th September 2022 Dear Barnabas,

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)

Huluqe

LESSON SIXTEEN

Activity 3.19

Compare picture A with picture B below in a group of three. Then, report your answers to the whole class.

- In which of the pictures have people violated traffic rules? Why?
- In which of the pictures have people respected traffic rules? Why?
- What do you advise people who have violated traffic rules?



Picture A



Picture B

Activity 3.20

List three precautions school children must take before crossing the street in group of three.

You may start as follows:

School children must respect the following the following three traffic to keep themselves safe from traffic accidents. Firstly, _____.

Secondly, _____.

Thirdly, _____.

Finally, _____.

UNIT FOUR

ANIMAL CONSERVATION

Unit Objectives

At the end 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 which took place for some continuous period of time in the past;
- 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 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 found in Ethiopia

No.	Name of the Animal	Animals I am familiar with	Animals 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		

Activity 4.2

In your group, study the meanings of the following words. lush track stunning

WHILE-LISTENING

Activity 4.3

Based on listening text, match each of the names of the animals in **Column A** with the appropriate descriptions of each animals in **Column B**.

A

B

Name of the animal	Description of the animal
____ 1. The Ethiopian Wolf	A. It is affected by poaching and habitat loss.
____ 2. The Walia Ibex	B. One of the Earth's rarest canid Species
____ 3. The Mountain Nyala	C. It is found on Ethiopian 10 cent coin.
____ 4. Somali Wild Donkey	D. It has numerous captive populations around the world.
____ 5. The Yellow Fronted Parrot	E. Little is known about it,
____ 6. The Bale Mountain Vervet	F. They make their homes in the thick bamboo forests of the park
____ 7. Menilik Bushbucks	G. They are very shy around humans.
____ 8. Gelada Baboons	H. They are very social animals, and will typically be spotted in huge family groups.
____ 9. Swanyne's Hartebeeste/ Antelopes	I. They are typically found in Bale Mountain Park, and sport a distinctive black mane after which they are named.
____ 10. The Black Lion	J. They are native to Ethiopia.

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 writing a tick mark (✓) in the boxes below.

Then, compare your rating with your partner's and give explanations for your ratings.

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

Activity 4.5

In pairs, study the following three sets of expressions given in the table below while discussing endangered animals.

No.	Expressions		
	of agreement	of disagreement	of partial agreement
1.	That's right!	I don't agree!	I agree up to a point, but ...
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.		

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

SECTION TWO: SPEAKING

LESSON FOUR

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?
2. Guess whether they are friends or enemies? Why?
3. Where does a duck live?
4. Where do a fox and its baby foxes live?
5. What do we call baby foxes (pups, kits, cubs)?
6. What do we call baby ducks (ducklings)?

LESSONS FIVE

Activity 4.8

Below is a story about *The Fox and the Mother Duck*. Be in pairs, only one of you will read the story, but your partner is not allowed to read the story. After you read the story, summarize it using your own words and re-tell it to your partner. Your partner should write as many questions he/she wants to ask you about the story

The Fox and the Duck

A mother duck and her little ducklings were on their way to a lake one day. The ducklings were very happy following their mother and quack-quacking along the way.

All of a sudden, the mother duck saw a fox at a distance. She was frightened and shouted, “Children, hurry to the lake. There is a fox.” The ducklings hurried towards the lake. The mother duck wondered what to do. She began to walk back and forth dragging one wing on the ground.



When the fox saw her, he became happy. He said to himself, “It seems that she’s hurt and can’t fly! I can easily catch and eat her!” Then, he ran towards her. The mother duck ran, leading the fox away from the lake. The fox followed her. Now he wouldn’t be able to harm her ducklings.

The mother duck looked towards her ducklings and saw that they had reached the lake. She was relieved, so she stopped and took a deep breath.

The fox thought she was tired and he became close, but the mother duck quickly spread her wings and rose up in the air. She landed in the middle of the lake and her ducklings swam to her.

The fox stared in disbelief at the mother duck and her ducklings. He could not reach them because they were in the middle of the lake.

Note: Dear children, some birds drag one of their wings on the ground when an enemy is going to attack. In this way they fool their enemies into thinking they are hurt.

Adapted from series of stories compiled by Nkansah

Useful Summarizing Expressions**In the beginning of the summary**

- a) First, the writer writes that
- b) At the beginning the story tells that
- c) In the introduction, it has been narrated that ...
- d) In the first part,

In the middle of the summary

- a) In the next part,
- b) In the second part, the writer tells about ...
- c) Then the writer/story presents that ...
- d) In addition, the writer discusses ...

In the end of the summary

- a) In the end, the writer emphasizes/focuses
- b) At last ...
- c) Finally ...
- d) As a conclusion, the writer concludes that

Below are sample questions your partner might ask.

- a) Why does the mother duck drag one of her wing? Guess what would happen if she did not drag of her wing?
- b) Which of the animals was wise? Why?
- c) If you were a fox or a mother duck, what would you do something different?
- d) Were the purposes of the mother duck and the fox the same or different? Why?
- e) How does the story end?

SECTION 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?

Activity 4.10

Study the following words and use them in sentences.

hikers indiscriminate predominantly

Read the passage below and answer the questions that follow.

WALIA IBEX (CAPRA WALIE)



Endemic to Ethiopia, Walia Ibex, formerly widespread in the northern mountain massifs, but now restricted to the Simien Mountains National Park, where it is uncommon but quite often seen by hikers.

The Walia Ibex is a type of goat that lives on narrow mountain edges and can be recognized by the large curved horns of adults of both sexes. However, the males' horns are larger than the females' and may measure in excess of one meter. The presence of carved shrines in Yeha and Axum indicate that it was once considerably more widespread than it is today.

MOUNTAIN NYALA



Ethiopia's one fully endemic antelope species is the Mountain Nyala (*Tragelaphus Buxtoni*). The mountain Nyala is similar in size and shape to the Greater Kudu but it has smaller horns with only one twist as opposed to the greater Kudu's two or three. The shaggy coat of the Mountain Nyala is brownish rather than plain grey, and the striping is indistinct. This elegant and handsome antelope live in herds of five to ten animals in juniper and hagenia forests in the southeast highland.

The Mountain Nyala has the distinction of being the last discovered of all African antelopes, the first documented specimen was shot by one Major Buxton in 1908 and described formally two years later. The main protected population is found in the northern part of Bale Mountains National Park, around Dinsho, the Bale Mountains National Park headquarters and Mount Gaysay.

MINILIK'S BUSHBUCK



Belonging to the same family as the Mountain Nyala, the Bushbuck shares with them the family characteristic of shy and elusive behavior. Over forty races of Bushbuck have been identified, which vary considerably both from the point of view of coloration and from the type of habitat they frequent. Most of them are forest living animals inhabiting dense bush, usually near water, though this is not an essential, as some of them have been known to go without drinking for long periods when necessary. No accurate estimate has been made of their total population because of their nocturnal and furtive habits. Like the Mountain Nyala, they are easier to observe in the Bale Mountains National Park where they are fully protected and therefore a little less shy.

ETHIOPIAN WOLF



This beautiful animal was once widespread over the Ethiopian plateau lands and was often observed by travelers with its fine red coat shining in the sun, making it easy to spot against the greens and browns of the grasslands. Its frightening decline in numbers is due not only to indiscriminate shooting, but also to outbreaks of rabies, which certainly decimated its numbers in the Simien area. In this part of Ethiopia it is now extremely rare, even rarer than the Walia Ibex, but it has another stronghold, in Bale, which the Walia doesn't. Its restriction to these two areas is not fully understood, as it is not considered that it was so extensively hunted throughout its range that it should have been unable to survive in the thousands of hectares of suitable "fox country" available.

It is one of most beautiful and spectacular members of the dog family in the world, with its bright rufous coat, white under markings and black tail, stands about 60cm high making it significantly larger than any Jackal, and has along muzzle similar to that of a Coyote. It has predominantly. It is a diurnal hunter of Afro-alpine moorland and short grassland, where its feeds mostly on rodents including the giant mole rat.

GELADA BABOON



The striking and unmistakable most common of Ethiopia's endemic large mammal species, with a population estimated by some to be as high as 700,000. The male Gelada is a spectacular handsome and unmistakable beast, possessed of an imposing golden mane and heart shaped red chest patch, which serve the same purpose as the colorful buttocks or testicles found on those African monkeys that don't spend most of their lives sitting on their bums. The Gelada is the only mammal's endemic to Ethiopia that cannot to some extent be regarded as endangered. This singular primate is unique in its feeds predominantly on grasses, and it is probably the most sociable of African monkeys, with conglorations of 500 or more regularly recorded in one field. It has a harm based social structure that is regarded to be the most complex of any animal other than human.

In evolutionary terms, the gelada is something of a relic, the only surviving representative of a genus of grazing monkeys that once ranged far more broadly across Africa. The gelada stock is ancestral not only to the modern baboon that have largely displaced them in savanna and other open habitats, but also to the baboon like drills of West Africa and to the smaller and more arboreal mangabeys, both of which readapted to the rain forest habitats.

This endemic species is distributed throughout the northern highlands, where it is generally associated

with cliffs and ravines, and one can see them as soon as he/she over-landed in the Simien Mountains National Park, which forms the species' main stronghold, and they are also numerous on the Gussa Plateau. They are often seen in the vicinity of Ankober, DebreSina, DebreLibanos and the Muga River gorge near Addis Ababa.

Adapted from <https://overlandethiopatours.com/attraction-in-ethiopia/natural/endemic-mammals-of-ethiopia/>

Activity 4.11

Based on the above 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.
2. The Mountain Nyala belongs to the antelope families.
3. Much of the Nyala population is found in the Bale Mountains and its vicinity.
4. Both the Minilik's Bushbuck and Mount Nyala are shy and live in herds.
5. Living in forests near water bodies is the main characteristics of the Minilik's Bushbuck.
6. The Ethiopian wolf is the rarest of the five endemic animals.
7. Mostly, the Ethiopian wolf feeds on giant mole rat.
8. The Gelada Baboon has a greater number compared with other endemic animals.
9. The Ethiopian wolf is the most friendly of all its types.
10. The Gelada baboon is a family of baboons and mangabeys.
11. As one arrives at the Simein Mountains, it is common to see the Gelada Baboons.
12. The main habitat of the Gelada Baboon is the Simein Mountains.

LESSON SEVEN

Inferential questions

Activity 4.12

In groups, answer each of the following questions.

1. Why did the writer conclude that Walia Ibex once lived at other places than the Simein Mountains?
2. How does the author/writer describe Mountain Nyala in terms of size?

3. How does the author or writer describe the protected population of Mountain Nyala?
4. What do the Mountain Nyala and the Minilik's bushbuck have in common?
5. Why does the writer not take the bushbucks' living near water bodies as their main characteristics?
6. Why was it difficult to guess the accurate numbers of the bushbucks?
7. What makes the Ethiopian wolf easily noticeable?
8. Why is the number of the Ethiopian wolf declining from time to time?
9. How does the writer contrast the Ethiopian wolf with the dog and jackal?
10. Why does the writer partly mention that the Gelada Baboon has not to be considered endangered?

LESSON EIGHT

Activity 4.13

Based on the reading passage, write one description about the habitat each wild animals is found in the boxes below. Check your answers with your group members' 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		
Mountain Nyala		
Minilik's Bushback		
The Ethiopian Wolf		
Gelada Baboon	Mainly found in the northern highlands.	Paragraph 10

Referential questions

Activity 4.14

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

1. The verb, '...**restricted**...' in Paragraph 1, Line 2, means .
2. The pronoun, '...**it**...' in Paragraph 1, Line 2, refers to .

3. The phrase ‘...**fully endemic**...’ in Paragraph 3, Line 1, refers to
4. In Paragraph 4, Line 2, the verb phrase, ‘...**shout by** ...’ refers to
5. In Paragraph 5, Line 4, the pronoun, ‘...**them**...’ refers to
6. In Paragraph 5, line 2, from the last, the pronoun, ‘...**they**...’ refers _____
7. In Paragraph 6, Line 1, the pronoun, ‘**They**...’ means
8. In Paragraph 7, Line 2, the phrase, ‘...**under making**...’ refers to
9. The word, ‘...**unmistakable**...’ in Paragraph 8, Line 1, roughly means _____
10. The phrases, ‘...**the most complex**...’ in paragraph 8, the 2nd line from the last, refers to _____
11. The word, ‘...**stock**...’ in paragraphs 9, Line 2, means
12. The verb-phrase pronoun, ‘...**over-landed**...’ in paragraph 10, line 2, refers to _____
13. The pronoun, ‘...**they**...’ in Paragraph 10, Line 3 and the other pronoun, ‘**They**...’ in

Paragraph 10, Line 4, respectively, refers to _____ and _____

LESSON NINE

POST-READING

Project-work

Activity 4.15

In your groups, you are going to interview concerned local/district authorities, or your geography/biology teacher about the present conditions of one of the endangered animal in your areas. First, prepare your interview questions and then conduct the interview. Then, organize a short report and present it to your class. Finally, answer questions and accept comments. (While interviewing, you may use some of the following interview questions.)

- a. Tell me about the wild animals found in your district?
- b. b) Do people in your area protect wild animals? Why do they protect them?
- c. Do the people in your area hunt wild animals? Why do they hunt them?
- d. What solutions do you suggest to protect the endangered wild animals?
- e. What would happen if we did not protect the disappearing wild animals?

Note

- Your oral presentation will have three parts: introduction, body (details) and conclusion.
- **Useful 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 ... Lastly, I will concentrate on...

First 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.

SECTION FOUR: VOCABULARY**LESSON TEN****Activity 4.16**

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 would mean _____
2. '...**overlooked**...' in Paragraph 2 would mean _____
3. '...**ungraceful**...' in Paragraph 3 would mean _____
4. '...**similarity**...' in Paragraph 4 would mean _____
5. '...**important**...' in Paragraph 5 would mean _____
6. '...**ugly**...' in Paragraph 6 would mean _____
7. '...**selective**...' in Paragraph 6 would mean _____

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.

threat	trees	destroying	reduced	animals	endangered
pollution	hors	drop	hunted	shortage	settlement

Many animals living on earth today are _____ which means they are at risk of becoming extinct (dying out) on earth. Endangered _____ include tigers, rhinoceroses, orangutans, turtles, and many more. Their numbers have already been greatly _____ and only a few now live in the wild. The biggest _____ to animals comes from humans. People are _____ animals' habitats, such as rain forests. They are using _____ to support our growing _____ human population and replacing the rainforest with farmlands or human settlement. As human _____ 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 numbers to _____. Many wild animals are also _____ by humans, for example for their fur or _____. Others are killed by _____ and global warming, which changes the climate and affects animals' survival rates.

LESSON ELEVEN

Extended definitions

Activity 4.18

In groups, study the definitions of words given below. Then, write an extended definition for each of the remaining 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 is belongs to a got family endemic to Ethiopia.

- a) Habitat
- b) Prey
- c) Predator

LESSON TWELVE

Activity 4.19

Fill in the blank spaces with the correct form 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. _____ is where an animal lives; where it finds food, shelter, water, etc.
2. _____ keeps healthy populations of game animals at manageable levels.
3. Instead of increasing in number or remaining steady, some endangered animals continue to _____ .
4. Plants and animals are _____; which means they need each other.
5. Some _____ are natural, others are made by people. They may result in plants and animals becoming endangered.
6. A _____ species may continue to fall in number and be placed on the endangered species list.
7. _____ means there are no more of this species. 8. When we misuse pesticide, we our _____.
9. When an animal or plant is put on the specialist, it means there is still time for it to _____ if we care.
10. Some species can better than others to changes we make to the environment.
11. Biologists have tried to _____, 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 _____ and raise their young here so.

SECTION FIVE: GRAMMAR

LESSON THIRTEEN

Past Simple Tense



Activity 4.20

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

The Lion and the Rabbit

A cruel lion **lived** in a jungle. It would kill and eat the animals all day. All the animals **requested** the lion not to kill them and eat them in this way. They **proposed** a plan. Each day one animal would come to the lion one by one, so that they would be saved from fear of being killed at random by the lion. The lazy lion **felt** that this was a good way to get a tasty treat every day. In this way, the lion had already eaten many animals. It **was** finally the turn of a smart rabbit to go to the lion as a meal. It **reached** the lion’s den quite late. The lion **roared** in anger, “Why are you late?” The rabbit **replied**, “There is another lion in the jungle. It **stopped** me.”

It said, “am the king of the jungle.”

“Another lion? I will kill it. Show me where it is,” **roared** the lion, angrily. The rabbit **took** the lion to a well. The lion **peered** into the well and roared, “Who is there?” The roar **echoed** back. It **saw** its own reflection in the water of the well. It **roared** again, “You stupid, come out. I will kill you.” Saying so, the lion **jumped** into the well and was drowned. All the animals in the jungle **felt** happy and safe.

Look at the example sentences written in simple past tense.

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 **felt**.
5. It **was** finally the turn of a smart rabbit to go to the lion as a meal.
6. It **reached** the lion's den quite late.

Activity 4.21

Write general rules for the past tense forms of all verbs.

Note

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

Sample rule:

- Regular verbs are used in past tense form by adding 'd' or 'ed' to the root verbs.

Example:

- play – played,
- study – studied,
- live – lived
- There are irregular verbs which do not follow this rule. The past tense forms of these verbs are formed differently.

Example:

- go-went,
- eat-ate,
- break-broke,
- sleep-slept

Regular Verbs

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

Verb ending in ...	Add ...	Example
-e	only add - d	live - lived date - dated
Consonant +y	Change y to i and add -ed	carry – carried, cry – cried cook - cooked, play - played, wash - washed
1 vowel + 1 consonant	Double consonant and add -ed	stop - stopped

Irregular Verbs

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

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

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

LESSON FOURTEEN

Activity 4.22

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

Simple Present Form	Simple Past Form	Rule
roar	roared	
reply	replied	
stop	stopped	
take	took	
peer	peered	
see	saw	
jump	Jumped	
feel	felt	

Activity 4.23

In pairs, study the following expressions of time in the past. Use them in sentences of your own. Example sentences are given.

- yesterday

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

- last week

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

- a month ago

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

- in 2010

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

- this morning

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

Activity 2.24

Based on the examples given below, write the question forms of the following sentences in simple past.

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 Mr. Ahmed's leg.	Did the dog lick Mr. Ahmed's leg?

- All the animals **requested** the lion not to kill them and eat them in this way.
- The hyena **killed** the cow.
- The lazy lion **fell** in the ditch.
- It **was** finally the turn of a smart rabbit to go to the lion as a meal.
- It **reached** the lion's den quite late.

LESSON FIFTEEN

Simple Past and Past Continuous Tense

Activity 4.25

In your groups, read the following examples and study their meanings.

How many actions are mentioned in combined sentences?

Which action happened first? Which action happened next?

Examples:

- The gazelles were grazing. The lion saw the gazelles.
While the gazelles were grazing, the lion saw them.
- The bear was grazing from the forest grass for long. The bear slept.
After the bear was grazing from the forest grass for long, it slept.
- 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 4.26

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

Activity 2.27

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

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

- The cheetah was running fast.
- The tiger was hunting for the cheetah.
- The giraffe was running away from the lion.
- The foxes were jumping over the dogs.
- The crocodile was crawling.
- The rabbits were hopping.

LESSON SIXTEEN

Activity 4.28

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 forms	Sentence in past continuous forms
1.		
2.		
3.		
4.		
5.		
6.		

SECTION SIX: WRITING

Activity 4.29

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

Example:

- hardly / deers are / ever drink / animals that / water
- Deers are animals that hardly ever dink water.
 - (a) water supply / they get / they eat / from / all their / the leaves
 - (b) inhabited / tree leaves / so, / by koalas / in areas / on / is high / demand
 - (c) one group / it takes / to support / several acres / of koalas / of trees
 - (d) can eat / every day / each / one and a half kilograms / adult koala / up to / of leaves.

Activity 3.30

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 incomplete paragraph with its beginning and ending sentences.

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

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

UNIT FIVE

LIVESTOCK FARMING

Unit Objectives

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

- Listen to and comprehend a text for specific information;
- Use various words to communicate about livestock farming;
- Use correct expressions when you speak about your preferred job;
- Apply common expressions while conducting a debate on advantages and disadvantages of livestock farming;
- Use action verbs to describe the behavior of farm animals;
- Comprehend a text on livestock farming;
- Write a memo; and
- Evaluate a memo.

SECTION ONE: LISTENING

LESSON ONE

Activity 5.1

Think of answers to the following questions before you listen to a listening text your teacher will read to you.

- a. What does *livestock* mean?
- b. What do you call people who keep cattle/rare animals?
- c. Have you seen or heard about people who raise/keep animals such as goats and sheep in your area? Why do they keep these animals?
- d. Do you know what we mean by ruminants and meadows?

Activity 5.2

Read the following questions before you start listening to a text to be read to you by your teacher and then answer them while you listen.

1. What is livestock farming?
2. Write down at least three products people produce in livestock farming
3. What are the animal products humans eat for food?
4. Which people get their complete food from animals?

5. Mention three ruminants you know in your area.
6. Ruminants convert pasture forage, harvested roughage, or by-product feeds, as well as non-protein nitrogen such as urea, into _____, _____ and _____.

LESSON TWO

Activity 5.3

Based on information from the listening text, write true or false to the following statements.

1. Ruminants convert non-proteins into proteins.
2. The rise of population increases the number of farm animals.
3. Standard of living and livestock production rate do not have any associations.
4. Livestock farming benefits only individuals; countries cannot benefit from livestock production.
5. The world's farmland which is covered by meadows and pasture is below 60 percent.

Activity 5.4

Answer the following questions individually. Next, check your answers with those of your classmate's

- a. If you were an adult person, would you raise animals? Why?/Why not?
- b. What do you advise someone who likes to raise animals. Think of at least three pieces of advice and write them down.
- c. In your opinion, what makes livestock farming different from other farming activities such as dairy farming, plowing, bee-keeping, etc.

SECTION TWO: SPEAKING

LESSON THREE

Activity 5.5

Be in pairs and ask your partner the following questions. Then, keep a record of the answers in brief in the spaces given in the boxes. Exchange roles. You will present your results to the whole class orally.

- a. Do you advise your classmates to become livestock farmers? Why?/Why not? Tell me your reasons.
- b. If you were a farmer, what would you like to produce? Why?
- c. If you had a lot of livestock, for what purposes do you plan to use it?
- d. List down some of the economic benefits of livestock farming? Why they are important?

No	Questions	Immediate answer		Reasons/Explanations
1	Do you like to be a farmer?	Yes or No		<i>These days, working on the Farm has become a profitable job.</i>
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 do you plan to use it? Explain each.	i.	
		ii.	
		iii.	
4	List some of the economic benefits of livestock farming.	i.		
		ii.....		
		iii.		

LESSON FOUR

Oral Presentation

Activity 5.6

Based on the information you have collected; make a 5-minute presentation to the whole class. An example of how you may begin your presentation is given below. Your presentation must address the three questions.

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

SECTION THREE: READING

LESSON FIVE

Activity 5.7

Think of answers to the following questions before you read the reading text.

1. Mention some animals that farmers raise/keep in your area. What is the use of each of these animals?

2. Why do you think farmers feed these animals?
3. See the following picture. What is this man doing? Why is the man doing this?



Read the text below and based on it answer questions that follow.

Most farms are businesses that raise animals and produce food to be sold to individuals, restaurants, supermarkets, and other businesses. This type of business is also called **animal husbandry**. Some of the food grown on farms also feeds the animals on a farm. A visit to a farm might include meeting many different animals that live there including cows, chickens, horses, sheep, goats, and donkeys.

Cows are usually raised to **produce** milk or beef. **Dairy** farms usually keep many cows and milk them two or three times each day and then sell the milk. A cow may eat up to 100 pounds of food and drink about 50 gallons of water each day.

Goats are other animals kept on farms and raised for their meat and milk. They eat **hay** or grass and may spend time in a fenced pasture during the day.

The chickens on farms are used for either eggs or meat. Chickens on a farm are kept in a chicken house but do have an outdoor area for wandering. Female chickens are called **hens** and will produce eggs collected by the farmer and sold to markets. A male chicken is called a **rooster** and is needed for a farmer who decides to raise chicks.

Sheep may be raised by farmers for their meat and wool. They need hay or grass to eat and lots of fresh, clean water to drink, plus special minerals to help keep them healthy. Farmers should **shear** sheep during spring season so they can get a good amount of wool. The shearer uses a special shear to give the sheep a haircut for removal of the wool to sell it.

Horses live on farms but are not used for producing milk or meat. The horses live in a pasture. The farmer takes care of horses feeding them and keeping them clean. Those that live in the pasture are in a natural setting and eat and run around in a large fenced area. Farmers still check on the horses in the

pasture to make sure they stay healthy. A horse can help farmers with many chores and can be used for transportation on the farm.

An animal that resembles a horse is the donkey. However, they have needs and behaviors. Donkeys on farms often have a friendly personality. Some farmers use them to guard the farm because the donkeys often feel protective of other farm animals. Donkeys eat hay and grass.

In summary, there are many kinds of animals that live on a farm. Most are used by farmers to produce food such as meat, milk, eggs, and wool. Other animals such as horses and donkeys can be used to help the farmer with the chores.

LESSON SIX

Activity 5.8

Reading comprehension

Based on the passage, choose the best answer to each of the following questions. Give explanation for your choice.

1. Which one of the following can be an appropriate title to the reading passage?

a. Animals	c. Donkeys and their use
b. Animal farming	d. Animal food

2. Which of the following farm animals are used for their wool?

a. Goats and cows	c. Sheep
b. Chicken	d. Horses

3. Which of the following farm animals are used for either meat or eggs?

a. Goats	c. Pigs
b. Cows	d. Chickens

4. Which of the following farm animals resemble a horse?

a. Donkey	c. Sheep
b. Goat	d. Cow

5. Which of the following types of chicken produces eggs?

a. Hen	c. Both A and B
b. Rooster	d. Neither A nor B

LESSON SEVEN

Activity 5.9

According to the reading passage, decide whether the following statements are **true** or **false**.

1. It is possible for a farmer to make money out of farming animals.
2. A cow may be raised without food or drinks.
3. Goats are the main sources of wool. A farmer can make milk and meat from horses.
4. Horses and donkey help farmers with chores.
5. Houses have friendly personality.

Activity 5.10

1. Give a short answer to each of the following questions.
2. How often are cows milked?
3. What do goats eat?
4. What kind of behavior do donkeys have?
5. Give an example of how horses can help farmers with chores.
6. Write one use of donkeys which other animals do not give.

LESSON EIGHT

Activity 5.11

Refer to the reading passage and see how each of the words in bold are used. Guess the meanings of the words and write their meanings using definitions, pictures, or examples.

- | | |
|---------------------|-------------------|
| 1. animal husbandry | 5. hens |
| 2. produce | 6. rooster |
| 3. dairy | 7. sheep-shearing |
| 4. hay | 8. pasture |

LESSON NINE

Activity 5.12

Match the major idea of each paragraph as given under Column A with paragraph number in Column B.

Main Idea	Paragraph number	Explanation
----- 1. It describes animals used for food and transportation.	A. Paragraph 1	
----- 2. It primarily focuses on animals used for managing farm activities.	B. Paragraph 2	
----- 3. It states reasons for raising horses.	C. Paragraph 3	
----- 4. It describes reasons for raising sheep.	D. Paragraph 4	
----- 5. It talks about the reasons for keeping chicks.	E. Paragraph 5	
----- 6. It tells reasons for keeping goats.	F. Paragraph 6	
----- 7. It tells about the reasons for keeping cows.	G. Paragraph 7	
----- 8. It describes reasons for working on animal husbandry.	H. Paragraph 8	

SECTION FOUR: VOCABULARY

LESSON TEN

Activity 5.13

Study the following definitions and examples given to each of the words. Compare your attempts with these explanations.

.....

1. animal husbandry

Definition: breeding and feeding farm animals
 Example: My uncle is doing on 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 a 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'swool 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.

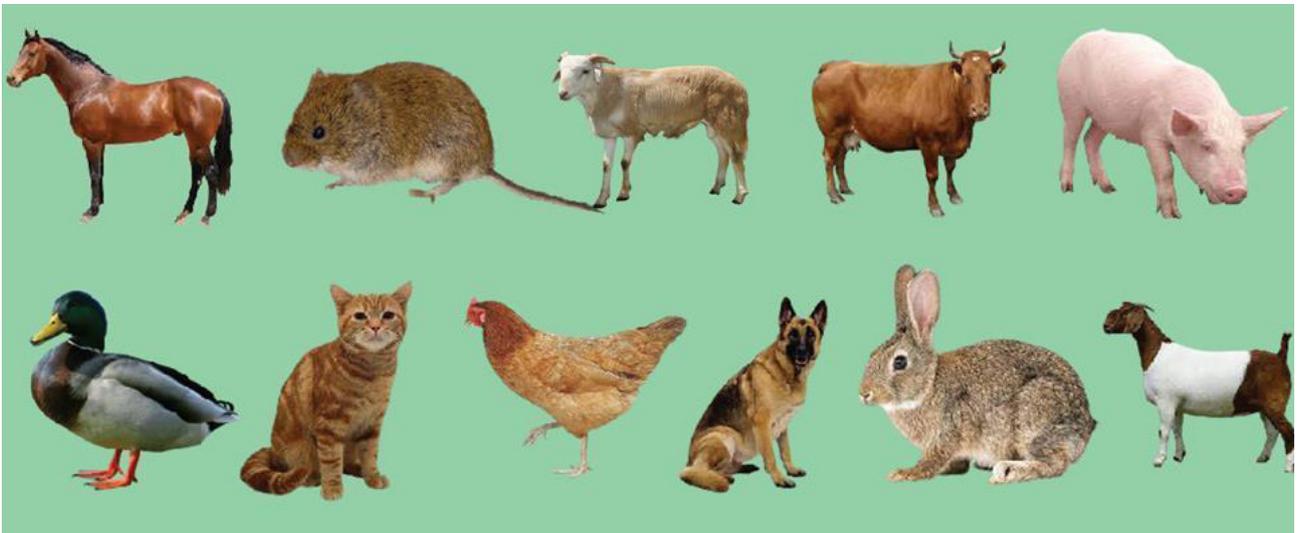
**LESSON ELEVEN****Activity 5.14**

Now, write complete sentences using each of the following words below. You may use more than one sentence to show the meanings of the words.

- | | |
|---------------------|-------------------|
| 1. animal husbandry | 5. hens |
| 2. produce | 6. rooster |
| 3. dairy | 7. sheep-shearing |
| 4. hay | 8. pasture |

Activity 5.15

Use the names of the given animals to complete each of the following sentences.



horses	mouse	sheep	pigs	cows	ducks
cats	chickens	Dogs	rabbits	goat	

1. Many people have _____ at home. They like to catch mice and sleep a lot.
2. _____ have thick fur (hair). Farmers can use their fur or meat.
3. Many people eat eggs from _____
4. _____ are large and have four legs. They can run very fast.
5. _____ are popular pets. They move their tail when they are happy.
6. _____ look fat and can eat both plants and meat.
7. _____ are small. They have big back feet and can run very fast.
8. _____ are birds that can swim and fly.
9. If there is a _____ in your house, you can get a cat to catch it.
10. Many farmers have _____ to get their milk.

LESSON TWELVE

Action verb vocabulary: at the farm

Activity 5.16

Below are some action verbs we use at the farm to describe the behavior of animals. Use the correct action form of the verb and complete the sentences.

lick	fly	cuddle	wag	explore	
roll	sit	Kick	jump	play	run

1. A friendly cow may _____ a nice person on the face.
2. The cow likes to _____ hide-and-seek games.
3. Happy cows may _____ and _____ with their hind legs.
4. In nature, turkeys use their wings to _____ 55 kilometers an hour.
5. Wild turkeys can _____ 8 kilometers an hour.
6. Pigs like to _____ using their good sense of smell.
7. Pigs _____ around in water or mud to cool off.
8. Chickens sometimes _____ in trees to roost.
9. Happy sheep _____ their tails when they get petted.
10. The sheep liked to _____ when they felt safe and happy.

SECTION FIVE: GRAMMAR

LESSON THIRTEEN

Activity 5.17

Study the following examples in pairs.

The Simple Past (I did) versus the Present Perfect (I have done)

A. Study this example situation:



Ten minutes later:



Temesgen is looking for his key. He can't find it. He has lost his key. (present perfect)

This means that he doesn't have his key now.

Now Temesgen has found his key. He has it now.

A: Has he lost his key?

B: No, he has found it.

A. Did he **lose** his key?

B. Yes, he **did**.

He lost his key (past simple)

but now he has found it. (Present perfect)

The present perfect (something **has happened**) is a present tense. It always tells us about the situation now. 'Temesgen **has lost** his key' = he doesn't have his key now.

The past simple (something **happened**) tells us only about the past. If somebody says ‘Tom **lost** his key’, this doesn’t tell us whether he has the key now or not. It tells us only that he lost his key at sometime in the past.

Do not use the present perfect if the situation now is different. Compare:

- They’ve **gone** away. They’ll be back on Friday. (they are away now)
They **went** away, but I think they’re back at home now. (not they’ve ‘Thgone’)
- **It has stopped raining now, so we don’t need the umbrella. (it isn’t raining now)**
It **stopped** raining for a while, but now it’s raining again. (notped’) ‘It has sto

B. You can use the present perfect for new or recent happenings:

- ‘I’ve **repaired** the washing machine. It’s working OK now.’ ‘Oh, that’s good.’
- ‘Selam **has had** a baby! It’s a boy.’ ‘That’s great news.’

Usually, you can also use the past simple:

- I **repaired** the washing machine. It’s working OK now.
Use the past simple (not the present perfect) for things that are not recent or new:
- Mozart **was** a composer. He **wrote** more than 600 pieces of music. (not has been ... has written)
- My mother **grew** up in Italy. (not has grown)

Compare:

- Did you know that somebody **has invented** a new type of washing machine?
- Who **invented** the telephone? (not has invented)

C. We use the present perfect to give new information. But if we continue to talk about it.

We normally use the past simple:

- A: Ow! I’ve **burnt** myself.
How **did** you **do** that? (not have you done)
I **picked** up a hot dish. (not have picked)
- A: Look! Somebody **has spilt** something on the sofa.
Well, it **wasn’t** me. I **didn’t do** it. (not hasn’t been ... haven’t done)

LESSON FOURTEEN

Activity 5.18

Put the verb into the correct form, present perfect or past simple. The first one has been done as an example.

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

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

1. The town is very different. It _____ (change) a lot.
2. I studied some Ge'ez language at school, but I _____ (forget) most of it now.
3. The police _____ (arrest) three people, but later they let them go.
4. What do you think of my English? Do you think it _____ (improve)?
5. I _____ (apply) for a job as a tourist guide, but I wasn't successful.
6. A: Where's my bike?
B: It _____ (be) outside the house, but it's not there now.
7. Look! There's an ambulance over there. There _____ (be) an accident.
8. A: Do you know about Samrawit?

B: She _____ (give up) her job.
9. I don't know where Lelise is. _____ you _____ (see) her?
10. When I _____ (get) home last night, I _____ (be) very tired and I (go) straight to bed.
11. Chala _____ (work) in a bank for 15 years. Then he gave it up.
12. Molla lives in Arba Minch. He _____ (live) there all his life.
13. My grandfather _____ (die) before I was born. I _____ (never meet) him.
14. I don't know her husband. I _____ (never meet) him.
15. Albert Einstein _____ (be) the scientist who _____ (develop) the theory of relativity.

LESSON FIFTEEN

Activity 5.19

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: _____ (you/have) a good time?
B: Yes, it _____ (be) great.
2. A: Where's Abdi? _____ (you/see) him?
B: Yes, he _____ (go) out a few minutes ago.
A: And Rahel?
B: I don't know. I _____ (not/see) her.
3. Roza's mother works in a factory. She _____ (work) there for six months. Before that she _____ (be) a waitress in a restaurant.

She _____ (work) there for two years, but she _____ (not/enjoy) it very much.

4. A: Do you know Henok's sister?

B: I _____ (see) her a few times, but I _____
(never/speak) to her. _____ (you/ever/speak) to her?

A: Yes, I _____ (meet) her at a party last week. She's very nice.

SECTION SIX: WRITING

LESSON SIXTEEN

A MEMO

A memo (memorandum) is a short official note that is circulated within the same company or organization. A memo's purpose is often to inform, but it occasionally includes an element of persuasion or a call to action.

Activity 5.20

Study the following template. What are the components of a memo? What is the purpose of this memorandum?

Memorandum

To: Recipients' names and job titles

From: Writers' names and job titles

Date: Complete and current date

Subject: Description of what memo is about

Begin with a brief introductory paragraph that contextualizes the memo for your readers and describes the main point or course of action that readers should take after reading the memo. The introduction should not have a heading.

After the introductory paragraph, the body of the memo should be broken into sections with informative headings at the start of each section.

Remember that if there are others who will receive copies of memo, aside from the recipients, add **cc:** after the memo subject line with the names of those individuals.

WRITING A MEMO

Activity 5.21

Write a memo up to three paragraphs for the following scenario. Decide who the memo should be sent to and what the subject of the message is. Add your own information to the body of the memo.

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;

UNIT SIX

AFFORESTATION

Unit objectives

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

- listen to a text for details about advantages of afforestation;
- speak on issues related to afforestation;
- appreciate a poem about trees;
- recognize meanings of words from a text;
- use pre-fixes and suffixes;
- use relative clauses appropriately;
- write a summary of a text.

SECTION ONE: LISTENING

LESSON ONE

Pre-listening

Activity 6.1

1. What differences do you see between Picture A and Picture B? Discuss in your group.
2. What is the reason for the differences?



Picture A



Picture B

Activity 6.2

Answer the following questions and discuss your answers with your partner(s).

1. How do you differentiate reforestation from afforestation?
2. Why do people plant trees?
3. Can you think of some advantages of afforestation?

While-listening

Activity 6.3

Your teacher will talk to you about the advantages of afforestation. Listen to the talk, and answer the questions below. Look at the questions below before you listen to the talk.

1. What is afforestation?
2. How does afforestation differ from reforestation?
3. Write down the three advantages of afforestation.
4. What happens to the amount of carbon dioxide when people cut down trees?
5. What did Ethiopia do in 2019?
6. What does *ecosystem* mean?

LESSON TWO

Post-listening

Activity 6.4

Why do people plant trees? Ask information about this from your parents or anyone in your area. Then, write down the reasons. Use complete sentences to report to the whole class.

SECTION TWO: SPEAKING

LESSON THREE

Activity 6.5

To what extent do you agree or disagree with the following proposition?

The wealth of any country is its plants.

- Write down your reasons for agreeing or disagreeing with the statement in the table below. Tell your classmates your reasons for agreeing or disagreeing.

Reasons for agreeing	Reasons for disagreeing

Some phrases for expressing agreement or disagreement are the following:

- I agree with the proposition ...
- I do not agree with the proposition...
- That is partly true, but ...
- I agree because I think that ... (explain your reason)

SECTION FOUR: READING

LESSON FOUR

Pre-reading

Activity 6.6

Look at the picture of a tree below. What do people use trees for? Make a list of the importance of trees for people and compare your list with your partner's.



Activity 6.7

Answer the following questions. Compare your answers with your partner.

1. Can people and animals live without trees? Give your reasons.
2. Do you remember the meaning of the following words?
 - Afforestation
 - Reforestation

While-reading

Activity 6.8

Read the following poem about plants.

Trees

Trees are the kindest things I know,
They do no harm, they simply grow
And spread a shade for sleepy cows,
And gather birds in their branches.

They give us fruit in leaves above,
And wood to make our houses of,
And leaves made for medicine
And in the spring new buds of green.

They are first when day's begun
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...
Trees are the kindest things I know.
But we are cutting down trees,
Neither making afforestation plans,
To create new forests,
Nor making a reforestation of depleted lands,
To replace the lost ones.
We all should take care,
Of our mother nature

LESSON FIVE

While-reading

Activity 6.9

Based on the poem, answer the following questions. Discuss your answers in your group.

1. Write down five facts which prove kindness of trees towards others. Compare your list with your partner's.
2. Identify from the poem lines that create a picture in your mind.
3. Why are trees called *harmless*? Explain with examples.
4. In '*But we are cutting down trees*', who does the word 'we' refer to?
5. In the last line of the poem, what does the expression 'mother nature' mean? Why do you think the author used this expression ?

Activity 6.10

Are the following statements true or false? Give reasons from the poem

1. Trees are unkind to human being.
2. Trees offer shelter to birds.
3. Birds sing a lullaby.
4. Trees are kind because the sun is kind to them.
5. Trees go to sleep before the sun set.
6. Trees are the first to welcome the sun.

LESSON SIX

Post-reading

Activity 6.11

Discuss the following questions in your group.

1. How do you see the relationship between planting trees and climate change?
2. What other things should people do to reduce global warming? Should this worry you? If so, why? If not, why not?
3. What do you think would happen if people stopped planting trees?

SECTION FOUR: VOCABULARY

LESSON SEVEN

Activity 6.12

1. Based on the poem you have read, match the words on the left with the definitions on the right.

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

2. Fill in the blanks in the sentence below using the words under column A in the table above.

1. A _____ of morning sun's rays penetrated through the window and lit up the room.
2. Do you agree with the teaching that people ought to be _____ even to their enemies?
3. _____ is the establishment of a forest or stand of trees in an area where there was no previous tree cover.
4. It was raining hail all the morning, but it did little _____ to the crops.
5. We must do _____ activities at areas that have either been logged or destroyed through natural processes.
6. If we continue to _____ our natural resources, we will cause serious damage to our environment.
7. Which months exactly constitute _____ months in Ethiopia?

Activity 6.13

Find in the poem the words that describe the following. The 1st is done is done for you as an example.

Phrase

1. Depleted land (The word 'depleted' describes 'lands'.)
2. _____ cows
3. _____ things
4. _____ buds
5. _____ sun
6. _____ lullaby
7. _____ children

LESSON EIGHT

Affixes: Prefixes and Suffixes

Study how the following words are formed.

- afforestation (a+forest+ation) [originally from 'add-forest']
- deforestation (de+forest+ation)
 - a. The two words differ in meaning. Why do they have different meanings?
 - b. What is the meaning of the prefix de- in 'deforestation'?

Prefixes are a letter or a group of letters that are added before a word to change its meaning.

Example: mis + use = misuse

'mis-' means 'wrong', 'wrongly'.

misuse = use (something) in the wrong way or for the wrong purpose:

Suffixes are word endings to change the word class (grammatical category)

Example: self + ish = selfish '-ish' means 'like'; having characteristics of; inclined to

'Self' is a noun, while 'selfish' is an adjective.

Prefixes: changing meanings

- With adjectives

Prefixes such as un-, dis-, im-, ir-, in-, ill- can be added to some adjectives to give the opposite meaning.

Adjective	Meaning	Opposite form
Happy	Feeling or showing pleasure	Unhappy
Possible	That can be done	Impossible
Regular	Following a constant pattern	Irregular
Honest	Tells the truth	Dishonest
Correct	Right	Incorrect
Legal	Allowed by the law	Illegal

- **With verbs**

With some verbs, these prefixes can have particular meanings.

dis- [doing the opposite of an action]	I disagree with the others. [don't agree]
un- [undo; do the opposite of an action]	I couldn't unlock the door this morning. [open the door using a key, the opposite of lock]
over- [too much; above normal]	The bank overcharged me. [asked me to pay too much money]
mis- [do something incorrectly]	I misunderstood what the teacher said. I am sorry, my English is not very good.
re- [do again]	The teacher has asked me to rewrite my essay.

- **With Nouns**

<i>co-</i>	joint; common;	co-founder, co-owner, co- descendant
<i>dis-</i>	the converse of; reverse	discomfort, dislike
<i>sub-</i>	below; at a lower position	subset, subdivision
<i>tele-</i>	at a distant	telecommunications,

Activity 6.14

1. Add some more words with the above prefixes
2. Write sentences of your own using the words you have added.

LESSON NINE

Activity 6.15

Complete the blank spaces in the dialogue using the list of words given in the box.

dishonest	illegal	undressed
incorrect	unlucky	unlikely
unexpected	unfair	unfit

- A: That is a strange name.
B: Yes, it's very unusual.
- A: It's against the law, isn't it?
B: Oh yes, it's _____.
- A: You mean he took off all his clothes!
B: Yes, he got completely _____.
- A: He probably won't get back in time for the meeting.
B: I agree. It's very _____.
- A: A lot of the answers were wrong _____.
B: Yes, I'm afraid they were nearly all _____.
- A: He doesn't look in very good condition; he's a bit overweight.
B: I know. He looks terribly _____.
- A: Nobody thought this would happen.
B: Yes, it was completely _____.
- A: They never tell the truth.
B: I know. They're both _____.
- A: His business always seems to lose money, and it's not his fault.
B: I know. He's very _____.
- A: Semira always gives more attention to Kibru than she does to Befekadu.
B: Yes, it's very _____ on poor Befekadu.

LESSON TEN

Suffixes

Verb + noun suffix

Suffixes are attached to the end of words; they often tell you if a word is a noun, a verb, an adjective or an adverb. Two suffixes which form nouns from verbs are -ion and -ment.

Verbs	Nouns
invent	invention
discuss	discussion
translate	translation
calculate	calculation
improve	improvement
manage	management
develop	development

Examples:

1. His latest invention is a new board game.
2. The management has to change.
3. We need an improvement in the weather.

Activity 6.16

Write your own sentences using discussion, translation, relaxation, and development.

Adjective + noun suffix

The suffixes -ness and -ity often form nouns from adjectives.

Adjectives	Nouns
weak	weakness
happy	happiness
ill	illness
fit	fitness
stupid	stupidity
popular	popularity
similar	similarity
able	ability

stupid	stupid <u>ity</u>
popular	popular <u>ity</u>
similar	similar <u>ity</u>
able	abilit <u>y</u>

Examples

1. What is his main weakness as a teacher?
2. Fortunately, it wasn't a serious illness.

LESSON ELEVEN

Activity 6.17

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

-er, -or and -ist

These suffixes can be added to nouns or verbs. They often describe people and jobs.

-er	-or	-ist
foreign <u>er</u> foot- ball <u>er</u> sing <u>er</u>	direct <u>or</u> act <u>or</u> trans- lator <u>or</u>	scient <u>ist</u> art <u>ist</u> econo- mist <u>ist</u>

Activity 6.18

Write down the names of the people who do these activities as a job.

Example: A person who sings songs = singer

A person who: _

1. acts in films _____
2. manages a company _____
3. changes the meaning of words from one language into another _____
4. plays football _____
5. dances in ballets _____
6. paints pictures _____
7. works in science _____
8. is an expert or specialist in psychology _____

Activity 6.19

Complete the dialogues.

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

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

1. A: Are they almost the same?
B: Yes, the _____ is amazing.
2. A: Has anyone made anything like this before?
B: No, it's a brand-new _____ .
3. A: Is her new novel going to be published in other languages?
B: Yes, someone is working on a _____ right now.
4. A: Does your daughter enjoy drawing too?
B: Yes, she's a very good _____ .
5. A: Javier gets tired after he's been playing for about ten minutes.
B: I know. If he wants to be in the team, he'll have to improve his _____ .
6. A: Do you think the organization can still grow?
B: Yes, I think there is an opportunity for further _____

LESSON TWELVE

Suffixes: forming adjectives

Common suffixes that form adjectives include: -able (comfortable), -al (musical), -y (cloudy), -ous (famous) and -ive (attractive).

A. -al

Adjectives ending in -al are usually formed from nouns, and often mean 'relating to'.

Examples:

- a musicalal instrument (formed from music; it means an instrument used for playing music)
- a politicalal issue (formed from politics; it means an issue related to politics)
- an electricalal fault (formed from electric; it is related to electricity)
- a personalal opinion (formed from person; it means an opinion of a person).

B. -able

This suffix forms adjectives from nouns and verbs, and the prefix un- often forms the opposite:

- an enjoyable party
- a comfortable chair (opposite: uncomfortable)
- a suitable word or phrase [right/correct for a particular situation; opposite: unsuitable]
- a reliable service; reliable information [able to be trusted or believed; opposite: unrelia-
ble]
- fashionable clothes [popular now with many people; opposite: unfashionable]
- a reasonable decision [fair; not a bad decision; opposite: unreasonable]
- a sociable person [enjoys being with people; opposite: unsociable]
- a forgettable experience; opposite an unforgettable experience [something that cannot be forgotten]
- a believable story; opposite: an unbelievable story [something that is very surprising and very difficult to believe]

-ful and -less

The suffix *-ful* often means 'full of'.

Example:

- A colourful room has a lot of colour in it.
- A helpful person gives a lot of help.
- A peaceful place is calm and quiet.

The opposite meaning is sometimes formed by adding the suffix -less to the noun.

Example:

- A useful machine [having a lot of uses; opposite: a useless machine]
- A painful injection [giving pain and being unpleasant; opposite: a painless injection]
- A careful driver [drives with care and attention; opp. a careless driver]

LESSON THIRTEEN**Activity 6.20**

Match the words on the left with the words on the right.

- | | | |
|-----------------|-------------------------------------|-----------------|
| 1 a national | <input checked="" type="checkbox"/> | a injection |
| 2 a useful | <input type="checkbox"/> | b mistake |
| 3 a painful | <input type="checkbox"/> | c price |
| 4 fashionable | <input type="checkbox"/> | d holiday |
| 5 a careless | <input type="checkbox"/> | e man |
| 6 an electrical | <input type="checkbox"/> | f bit of advice |
| 7 an unsociable | <input type="checkbox"/> | g clothes |
| 8 a reasonable | <input type="checkbox"/> | h fault |

Activity 6.21

Complete the sentences by adding suffixes to the following words.

careful	useless	unbelievable
helpful	unforgettable	painful
suitable	traditional	reasonable
annual	personal	reliable

E.g. You must be very careful when you drive in wet weather.

1. She told us an _____ story about a dog that could speak.
2. The tourist information office was very _____, and told us everything we needed to know.
3. The festival is an _____ event, held on the first Monday in September.
4. It was very _____ when I hit my leg against the corner of that table.
5. This bag is _____; it's too small for me to put anything in it.
6. We've never had any problems with our TV in ten years; it's been very _____.
7. Most people agreed with it, so I think it was a ___ decision.
8. This is just my ___ opinion; others may not agree.

9. Travelling round *Hawassa* and *Arba Minch* was an _____ experience.
10. Children perform _____ dances at the ceremony, as they have done for hundreds of years.
11. Do you think this dress is _____ for a wedding?

SECTION FIVE: GRAMMAR

LESSON FOURTEEN

Relative Clauses



I met a girl. She **can speak six languages.**

[Two sentences]

She → who

I met a girl who can speak six languages.

[One sentence]



Kedir is reading a book. The book is about physics.

[Two sentences]

It (the book) → which/that

Kedir is reading a book which is about physics.

or

Kedir is reading a book that is about physics.

[One sentence]

Activity 6.22

- a. What do you call the underlined part of the sentences above?
- b. What is the function of the underlined parts in the above sentences?
- c. Write the name of your friend and one of his/her characteristics. Then, put the information together as follows.

_____ (name of your friend), who _____,

(a characteristic) is my friend.

Study this example situation.

Last week, we had a party, and a lot of people came to the party. Everybody enjoyed it. Everybody who came to the party enjoyed it.

What is the function of the clause ‘who came to the party’?

- ◇ A relative clause tells us which person or thing (or what kind of person or thing) the speaker or the writer refers to.

E.g. The woman who lives next door to me is a teacher.

In this example, the clause ‘who lives next door to me’ refers to the woman.

- √ *Who* is used for people (not things)

E.g. The student who is sitting beside me is very friendly.

- √ *that* can be used for things or people.

E.g. An airplane is a machine that flies.

The people that work in this school are kind.

- √ *which* is used for things (not for people)

E.g. An airplane is a machine which flies.

- √ *Whose* is used to refer to the person or thing something belongs to.

Hawi, whose daughter stood first, is a policewoman.

Activity 6.23

What differences do you see between the two sentences? Discuss your answers with your partner.

- My father, who is 50 years old, is a businessman.
- People who commit crimes should be arrested.

Defining relative clauses

- The house that we were thinking of buying has been sold.
- The girl who was hit by the bike wasn't seriously hurt.

The underlined groups of words in the above sentences are **defining** relative clauses (also called **restrictive** relative clauses).

- These relative clauses give the information that **directly identifies** what is being talked about.

- Without the relative clause, we don't know what is being talked about.

Non-defining relative clauses

1. *Chechebsa, which is my favourite food, is expensive.*
2. *My aunt gave me her number, which I wrote on a piece of paper.*
3. *Abera's father, who is 78, runs five kilometers every day.*
4. *The Prime Minister, whose speech is impressive, has gone to Kenya.*

The underlined groups of words in the sentences above are **non-defining** relative clauses (also called **non-restrictive** relative clauses).

- Non-defining relative clause gives us extra information about someone or something. It is not essential for understanding who or what we are talking about.
- We always use a relative pronoun to start a non-defining relative clause: who, which, whose, when or where (but not that). We also use commas to separate the clause from the rest of the sentence.

Places and times

We can use *which* with a preposition to talk about places and times.

Examples:

- Sheger Park, **which** is found in Addis Ababa, is a beautiful place.*
*Sheger Park, **where** my parents celebrated their birthday, is an attractive place.*
- September, **which** the Ethiopian New Year is celebrated in, is a bright month. September, **when** the Ethiopian New Year is celebrated, is a bright month.*

LESSON FIFTEEN

Activity 6.24

Make one sentence from two sentences. See the example below.

Example: A man phoned. He didn't give his name.

- The man who phoned didn't give his name.
1. A woman opened the door. She was wearing a yellow dress.
 - The woman _____ a yellow dress.
 2. Some students took the exam. Most of them have passed.
 - Most of the students _____

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

- The policeman _____

4. We spent our vacation in Bishoftu last week. It has many beautiful lakes.

- Bishoftu, _____.

5. I have some friends. Their mothers are all teachers.

- I have some friends _____.

Activity 6.25

Fill in the blank spaces with either *who* or *which*.

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

1. What's the name of the man _____ has just started work in your office?
2. What's the name of the river _____ flows through the town?
3. Where is the picture _____ was hanging on the wall?
4. Do you know anybody _____ wants to buy a car?
5. You always ask questions _____ are difficult to answer.
6. I have a friend _____ is very good at repairing cars.

Activity 6.26

Complete the sentences according to the information given in brackets.

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

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

1. The strike at the factory has now ended. (The strike began ten days ago.)
The strike at the factory _____.
2. I was looking for a book this morning. (I've found it now.)
I've found the book _____.
3. I've had a car for 15 years. (This car has never broken down.)
My car _____.
4. A lot of people applied for the job. (Few of them had the necessary qualifications.)
Few of _____.

5. Haimanot showed me a picture of her brother. (Her brother is a police officer.)

Haimanot showed me _____.

SECTION SIX: WRITING

LESSON SIXTEEN

Summarizing a text

Activity 6.27

Read the following text. Write a brief summary of the text in one or two sentences. Do not attempt to copy directly from the text. Use your own words and expressions.

The Amazon forest covers five million square kilometers, an area as big as the whole Europe excluding Russia. It contains one third of the world's trees. However, the trees are disappearing. By 1974, a quarter of the forest had already been cut down. In the following year, 1975, four per cent of the remaining trees went. If the destruction of the forest continues at the same rate, there will be nothing left in a few years.

What will happen if more of the Amazon forest is cut down? According to climatologists if the Amazon forest disappears, there will be less oxygen and it will be difficult for us to breathe. The temperature will rise. The ice-caps at the North and the South poles will melt. Even the sea level will rise. Therefore, seaside cities will be flooded.

All scientists agree that if we destroy the Amazon forest, it will be an environmental suicide. Life on earth will become difficult, and it may become impossible.

UNIT SEVEN:

CHARITY

Unit objectives

At the end of this unit, learners 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;
- Apply past tense verb forms to narrate a story about the past;
- Write a narrative paragraph.

SECTION ONE: LISTENING

LESSON ONE

Pre-listening

Activity 1: In your group, discuss the following questions.

1. Do you know people who do not have food to eat and clothes to wear?
2. How do these people live?
3. Do you know people who help such poor people? How do they do when they help them?

While-listening

Activity 2: Listen to the story that your teacher tells you about. Then answer the questions below briefly. Preview the questions below.

1. Who is the story about?
2. What do you understand by the word 'charity'?
3. How old was Hannah when she saw a man eating from garbage can?
4. Why was Hannah inspired to help people?
5. Hannah began by learning all she could about _____ and _____.
6. What did Hannah do at age 8?
7. At what age did Hannah found the Ladybug Foundation?
8. What does the Ladybug Foundation do?

LESSON TWO**Post-listening**

Activity: Answer the following questions.

1. What have you learnt from the story of Hannah Taylor? Share the lessons you have got with your partner.
2. Retell the story of Hannah Taylor to your group members.

SECTION TWO: SPEAKING**LESSON THREE****Agreeing and disagreeing**

Here are some expressions you can use to agree and disagree.

Agree	Disagree	Partly Agree
That's right!		
Absolutely!	I don't agree!	I agree up to a point, but...
Exactly!	I totally disagree!	I see your point, but...
Me too!	Absolutely not!	That's partly true, but...
Yes, I agree!	That's not right!	I'm not so sure about that.
I totally agree!	I'm not sure about that.	
I couldn't agree more!		
I see exactly what you mean!		

Activity 4: In your group, discuss the following questions.

1. 'Charity begins at home.' Discuss the meaning with your group members.
2. Do you agree with the saying? For example should people begin to help their own family members? Why?/why not?
3. The rich should help the poor. Do you agree? Why/why not?

LESSON FOUR

Activity 5: Do you know someone who devoted her/his life for charity? Ask information from your parents or another person in your area. 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 did.
- Then, make an oral presentation about the life of the person.

SECTION THREE: READING

LESSON FIVE

Volunteering to help special needs children



Pre-reading

Activity 6: In pairs, discuss the following questions.

1. How do students help each other in your school?
2. How do you and your friends help students with disabilities?
3. What benefits can you make from helping others who need help?

While-reading

Read the following passage and answer questions that follow.

A couple of years ago, my teacher asked me to **take part** in a program that brings together able-bodied students with those who are disabled. Each week I spent an hour in the classroom helping children with their schoolwork, art projects, and everyday activities. My mother is a teacher, so I am used to helping children; however, I discovered that working with children with special needs would change my life forever. At first I thought it would be scary to be around children who are so different, yet there is something special about these **unique** students.

One teacher asked me to do an art project with her young students. One of my **favourite** memories is reading a story about how it pays to be different. After the story, I helped the children make clay characters. It felt good to see the children's smile. They made the clay with ease and confidence. Today I still work with special needs children. Recently, I created 'Castle for Kids' project. I thought it would be fun for the children to change the classroom into a castle. The children became builders of a castle. They also built lifetime memories for themselves and me.

Working with special needs students has changed my life and increased my understanding others' needs. One of my teachers believes we should be a part of something bigger than ourselves. I never realized how true this was until I worked with those children.

Activity 7: Choose the correct answer.

- The main idea of the above text is:
 - disabled children helping themselves
 - school activities in the afternoon
 - the future of community service
 - working with special needs children
- The writer of this article is a _____.
 - student
 - teacher
 - disabled child
 - mother of a disabled child
- The word 'take part' means
 - break into
 - start
 - participate
 - stop
- How did the writer help in the classroom?
 - She took the children on trips

LESSON SIX

Post-reading

Activity 9: Work individually and then share your answers with your group members.

1. Who would you like to help? Why?
2. How would you like to help them?

Jot your answers down and make an oral presentation to your classmates.

SECTION FOUR: VOCABULARY

LESSON SEVEN

Activity 10: What do you see in each of the following pictures? Use short phrases to describe each.



Study the words that are written in bold in the following text.

- **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 11: Make your own sentences using the words that are written in bold

Activity 12: Based on the short reading above, do the following. What is it called under each situation?

1. Matewos is always willing to give his time or money. He is _____.
2. School students are generating money to help the poor by making handicrafts and selling them. _____
3. School students are cleaning their village during their vacation. _____
4. A group of people established an organization for helping people in need. They established a _____.
5. When people have no house to live in, they are called _____.
6. When you are unable to do things without the help of others, you are _____.

SECTION FIVE: GRAMMAR

LESSON EIGHT

The Past Simple and the Past Continuous

➤ The Past Simple

Activity 13: Read the following story about an Ethiopian woman.



Abebech Gobena **was born** in 1938 in a small rural village in north Shewa called Shebel. Her father **died** during the [second Ethio-Italian war](#). So **her** grandparents **raised** her until the age of nine. Then, she **moved** to Finfine at the age of 10. She **went** to [Gishen Mariam](#), Wollo, in 1973. At that time, there **was** [famine](#) in the area. In a feeding center, Abebech **saw** a child next to her dead mother. Then, she **took** the child along with another orphan to her home in Finfine. In one year, she **brought** 21 children to her home. She **founded** AGOHELMA, which is a charity. Abebech **died** on July 4, 2021 at the age of 83.

Activity 14: Discuss in groups.

- i. Study the verbs written in bold. What kind of verbs are they?
- ii. Why are they used in this form?

Activity 15: Work in pairs. Complete the following dialogue.

A: When was Abebech Gobena born?

B: She was born in 1938.

A: When _____?

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

A: Who raised her?

B: _____

A: At what age _____ to Finfine?

B: She moved to Finfine at the age of ten.

LESSON NINE

Very often the past simple ends in ‘-d’ or ‘-ed’ (regular verbs):

Example:

- She **moved** to Addis Ababa at the age of 10.
- Her grandparents **raised** her until the age of nine.
- She **founded** AGOHELMA.
- Abebech **died** on July 4, 2021 at the age of 83.

However, the past simple may not end in ‘-d’ or ‘-ed’. Many verbs, which do not end in ‘-d’ or ‘-ed’ are irregular verbs.

For example:

- She **went** to *Gishen Mariam*, Wollo, in 1973.

- At that time, there **was** famine in the area.
- She **took** the child.
- She **brought** 21 children to her home.

See a list of irregular verbs from Appendix.

In questions and negative sentences, did/didn't + infinitive (go/take/enjoy, etc.)

Example:

Abera: Did you enjoy the birthday party?

Yasin: Yes, I enjoyed it a lot. (Yes, I did)

Ejeta: No, I didn't enjoy it. (No, I didn't.)



The past forms of a 'be' verb (am/is/are) are was and were.

Example:

- Last summer **was** a very cold season.
- A: Did you eat your dinner last night?
B: I **was** not hungry, so I didn't eat anything.

LESSON TEN

Activity 16: Read the text about Abeba, and complete the questions about her.



Abeba

I usually get up at 7 o'clock and have a big breakfast. I walk to school. I start class at 8 o'clock. I help my parents in the evening. I read for 2 hours in evening. I don't usually go out.

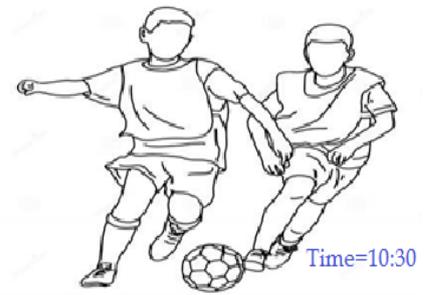
Yesterday was a typical day for Abeba. Write what she did or didn't do yesterday.

- Abeba got up at 7:00 o'clock.
- She _____ a big breakfast.
- She _____ to school.
- She _____ her parents yesterday evening.
- She _____ for 2 hours yesterday evening.
- She _____ out yesterday evening.

LESSON ELEVEN

Past continuous tense

Yesterday, Yonas and Teklay played football.
 They started at 10 o'clock and finished at 11:30.
 So, at 10:30, they **were playing** football.



They were playing = They were **in the middle** of playing. They started but did not finish.

He/She/It	was	Playing
We/You/They	were	playing

- I was doing something = I was in the middle of doing it at a certain time. The action or situation started before this time, but had not finished:

Study the following situation.



They were walking when the car crashed.



See also the dialogue between a mother and her son.

Mother: *Why couldn't you clean the house?*

Son: *I was reading.*

Compare the following:

I was doing (in the middle of action)	<i>I did (complete action)</i>
<i>We were walking home when Imet kabsay (in middle of walking home)</i>	<i>We walked home after school yesterday</i>

You can say that **something happened (past simple) in the middle of something else (past continuous)**:

- o My uncle **phoned** while we **were having** dinner. o It **was raining** when I got up.
 - o *While I was studying, I suddenly felt sleepy.*
- The following diagram can help you understand how these verb forms are used with time expressions.

Note: Some verbs (e.g. know and want) are not normally used in continuous forms.

We **knew** each other. (correct)

We **were not knowing** each other. (incorrect)

Such verbs are state verbs. See some examples of state verbs in Appendix.

LESSON TWELVE

Activity 17: Complete the following by choosing from the following. The first one is done for you as an example.

~~was wearing~~ was working wasn't listening weren't talking
was snowing was looking were sitting were you going

1. Today, Mulunesh is wearing a skirt. Yesterday, she was wearing trousers.
2. A: What did he say?
B: I don't know. I _____
3. We _____ at the back of the theatre. We couldn't hear very well.
4. This time last year, Hassen _____ on a farm.
5. They didn't see _____ in my direction.
6. The weather was bad. It was very cold and it _____.
7. I saw you in your car. Where _____ ?
8. I saw Betelhem a few minutes ago. She _____ for you.

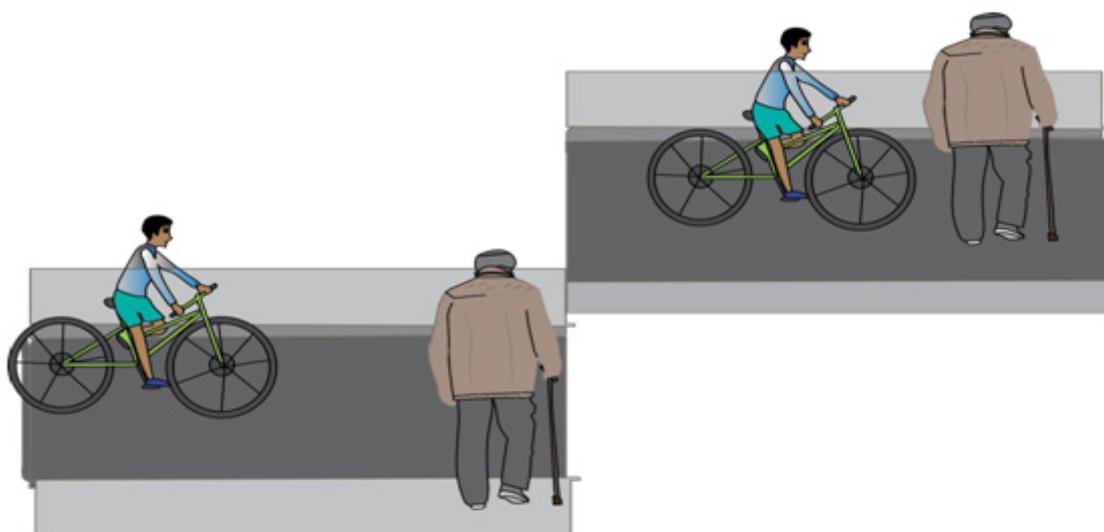
Activity 18: Match the beginning of the sentence on the left with its complement on the right.

<p>f1 When I got to the cafe 2. we fell asleep 3. Amy learnt Italian 4. to didn't come out with us 5. The car began to make a strange noise 6. The TV was on 7. When I first met Jessica</p>	<p>a. when she was living Rome b. she was working in a clothes shop c. whe I was driving home d. but nobody was watching it e. while we were watching a film f. my friends were waiting for me g. because he wasn't feeling well</p>
--	--

LESSON THIRTEEN

Activity 19: Complete the blank spaces in the following stories with the correct forms of the verbs given in brackets.

I _____ (see) Sara in town yesterday, but she _____ (not/see) me. She _____ (look) the other way.



I _____ (cycle) yesterday when a man _____ (step) out into the road in front of me.

I _____ (go) quite fast, but luckily I _____ (manage) to stop in time, and I (not/hit) him.

Activity 20: Read Helen's story. Complete the text with simple past or past continuous form of the verbs in brackets.

I _____ (work) in Gambella when I _____ (decide) to do voluntary work. After my training, I _____ (go) to the place. On the bus, I _____ (meet) another volunteer teacher called Markos, and we _____ (become) good friends. We (visit) a lot of places together at the weekends while we _____ (live) in

Gambella. The work was not easy, but I _____ (have) a great time while I _____ (teach) in a high school in Gambella. My students _____ (prepare) for their exam. So they were very busy.

SECTION SIX: WRITING

LESSON FOURTEEN

Telling a story

Activity 21: Write five sentences about what you did yesterday.

example: I washed my clothes.

Activity 22: Study the following story about a man. Pay attention to the words and phrases written in bold.

Last week, I visited *Mekedonia*. **While I was there**, I decided to visit the fundraising activities. **To start off**, the bus was delayed. **Next**, I forgot my luggage in the bus, so I had to wait for two hours at the bus station.

As soon as they found my luggage, I found a taxi and rode into town. **During** the ride into town, the driver told me about his last visit to *Mekedonia*. **After** I had arrived safely, everything began to go smoothly. The visit was interesting. **Finally**, I caught my bus back to *Asosa*. Luckily, everything went smoothly. **I arrived** home just in time.

Read the following tips about telling a story.

Sequencing Steps

Beginning your story

Create the beginning of your story with these expressions. Use a comma after the introductory phrase.

- First of all,
- To start off with,
- Initially,
- To begin with,

Examples of these beginning phrases in use include:

- To start off with, she decided to help poor people.
- Initially, she thought it was a difficult idea.

Continuing the story

When using a time clause, use the past simple after the time expression, such as:

- Then,

- After that,
- Next,
- As soon as / When + full clause,
- ...but then
- Immediately,

Examples of using these continuing phrases in a story include:

- Then, they started to get worried.
- After that, they knew that there would be no problem!
- Next, they decided on their strategy.
- As soon as they saw the children, they felt sad.

Interruptions and adding new elements to the story

Examples of using these interrupting phrases or turning to a new element include:

- **Suddenly**, a child fell on the ground.
- **Unexpectedly**, the mayor did not allow them.

Ending the Story

Mark the end of your story with these introductory phrases:

- Finally,
- In the end,
- Eventually,

Examples of using these ending words in a story include:

- In the end, he decided to postpone the project.
- Eventually, we became tired and returned home.

LESSON FIFTEEN

Activity 23: Provide an appropriate sequencing word to fill in the blanks.

My friend and I visited Lalibela last summer. (1) _____, we drove from Axum. It was fantastic! (2) _____ we arrived in Lalibela, we (3) _____ went to the hotel and took a long nap. (4) _____, we went out to find a great restaurant for dinner. (5) _____, a motorcycle appeared out of nowhere and almost hit me! The rest of the trip had no surprises. (6) _____, we began to explore the Rock-Hewn Churches. (7) _____ the afternoons, we visited ruins and museums. At night, we wandered the streets. One night, (8) _____ I was getting some

kolo, I saw an old friend from elementary school. Imagine that! (9)_____, we returned home to Axum. We were happy.

LESSON SIXTEEN

Activity 24: Write a story about a person who did a volunteerism work. Gather information about the following:

- when and where the person was born
- his/her dream was
- how he/she started volunteerism
- what he/she accomplished

UNIT EIGHT

PERSONAL HYGIENE

Unit Objectives

At the end of this unit, learners 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 1: Before you listen, please discuss the following questions in pairs.

1. What does health mean? In a pair, list the signs of a healthy person and the signs of unhealthy person.
2. What is hygiene?
3. What is the problem if people are not clean? Discuss this point with your partner in your pair.

While-Listening

Activity 2: Write True or False to each of the following sentences.

1. The condition where all parts of the body function well is called health.
2. No matter how the body is, if one has a mental health, he/she is healthy.
3. Unhealthy person is likely to live longer than a healthy person.
4. Constant stress is a sign of unhealthiness.
5. Cleanliness leads generally to better health.

Activity 3: Fill in the blank spaces.

1. _____, _____, and _____ make it a priority for people to maintain their health and hygiene.

2. _____ is a positive state where every part of the mind and body is in harmony.
3. According to _____, health is not only the absence of disease.
4. _____ includes disposal of sewerage and cleanliness.
5. If you have a clean body and clean clothes _____, _____.

LESSON TWO

Post-listening

Activity 4: In your group, discuss the following questions. Then, make a report of the points of the group.

1. Do you wash your hands frequently? Why?/Why not?
2. Doctors advise people to wash hands and keep themselves clean at all times. Should people accept this? Why?/Why not? Discuss your answer with your partner.
3. In a group, discuss the consequences of absence of personal hygiene in a family? Present your report to the class.

SECTION TWO: SPEAKING

LESSON THREE

Interviewing

Activity 5: Ask your partner the following questions and take notes. Have you got complete answers to all the questions? You may add your own 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 6: Compare your notes with your partner's. What are the things you are different from your partner?

Activity 7: Now make an oral report to the class. Your presentation should answer the questions you have raised to your partner.

SECTION THREE: READING

LESSON FIVE

Pre-reading

Activity 8: See the following picture, and do the questions that follow it individually, and then discuss your answers in your group.



1. What do you see in the picture?
2. Why do you think the person is doing this?
3. What other things do you do in order to keep yourself healthy?

Read the following passage and answer questions that follow it.

PRINCIPLES OF PERSONAL HYGIENE

Learning to properly **take care** of your body is one of the most important life skills. Proper personal **hygiene** requires you to take care of your body to prevent illness and keep your body healthy and clean. Practicing good personal hygiene can also prevent the **spread** of germs to others. Personal hygiene does not always refer to keeping your body clean, but also extends to the spaces where you live and work.

Skin

Shower every day to cleanse the skin using a mild soap. The skin is the largest organ of your body and needs to be washed and moisturized frequently. Cleansing the skin will wash away **bacteria** and prevent infections. Everyday moisture will keep the skin soft and healthy. Use a **mild** cleanser to wash your face twice a day. Your face is more likely to dry out if you use a **harsh** soap. Also use moisturizer on your face, depending on your skin type.

Hair

It is not necessary to wash your hair every day, as washing too often **removes** the natural oils that are essential for keeping the hair healthy. If your daily activities cause excessive sweating, then daily washing is recommended. Choose a **shampoo** that is recommended for your hair type. For instance, don't use shampoo made for dry hair if your hair is oily. When washing your hair, massage the scalp to stimulate healthy growth and wash away dirt, oil, and dandruff. Use a gentle conditioner at least twice a week. Keeping the scalp and hair clean prevents any excess oil.

Teeth

Studies estimate that 75 percent of people in the world suffer from some form of dental disease. Brushing daily and flossing can reduce the risk of any permanent damage, including tooth loss. Brush your teeth at least twice a day. Your teeth are exposed to harmful foods and beverages every day that cause **tooth decay**. These acidic foods and beverages break down the enamel that protects your teeth. Brushing your teeth will give you fresh breath and a confident smile.

Personal surroundings

Wash your bedding every week. Bedding can absorb sweat when you sleep and germs can foster. Do not sleep on a dirty sheet. Clean your home because having a clean home makes you more relaxed and productive.

LESSON SIX

Activity 9: Based on the passage, choose the correct answer.

1. What does personal hygiene require you to do?
 - a. To take care of your body to prevent illness
 - b. To keep your body and clean
 - c. To prevent the spread of germs
 - d. All

2. Which part of the body should not be washed daily?
 - a. skin
 - b. hair
 - c. teeth
 - d. all

3. What happens if you wash your hair very frequently?
 - A. You lose your natural oil from your head
 - B. You become healthy

- C. You lose your hair immediately.
 - D. You can have good health condition
4. What percentage of people in the world have dental health problem?
- A. 25
 - B. 50 C. 75 D. 100
5. Tooth decay occurs because of one of the following?
- a. food
 - b. beverage
 - c. water
 - d. A and B

LESSON SEVEN

Activity 10: Based on the reading passage, are the following statements true or false?

- 1. The spread of germs can be stopped by exercising hygiene.
- 2. Personal hygiene is only about keeping your body clean.
- 3. You should brush your teeth once a week.
- 4. Unwashed bed sheet has brings a health problem.
- 5. Personal hygiene makes you healthy and happy.

Activity 11: Give short answers to the following questions

- 1. What is the problem with washing your face using harsh soap?
- 2. How often do you need to wash your bedding?
- 3. What is the advantage of brushing your teeth?
- 4. Why is it important to wash the scalp? Explain.
- 5. What do you need to do if your daily activities cause excessive sweat?

LESSON EIGHT

Post-reading

Activity 12: In your group, discuss the following questions.

- 1. What do you do to keep your personal hygiene? List them down and compare your answers with your partners'.

2. Do you know people who are good at personal hygiene? What do you like about them?
3. Do you know people who are not good at personal hygiene? What do you dislike about them?

SECTION FOUR: VOCABULARY

LESSON NINE

Activity 13: Go back to the reading passage and guess the meaning of the words that are written in bold. Write the meanings of the words.

Word	Possible meaning from the context
Harsh	
personal hygiene	
Spread	
Shower	
take care	
mild	
Bacteria	
Removes	
tooth decay	
Brush	

LESSON TEN

Activity 14: Fill in the blanks in the text about personal hygiene using the words in the table .

Harsh	tooth decay	Shower	bacteria	mild	bacteria
Removing	smell	Brush	personal hygiene	spread	take care

_____ (1) is all about keeping your body clean. If you _____ (2) of your body, then you can be healthy and happy.

When you get up in the morning, you should _____ (3) your teeth. Proper oral hygiene practices will go a long way in the prevention of _____ (4) which may cause tooth damage.

Take a _____ (5) every day. Wash your body with _____ (6) soap to keep your skin smooth, and put on clean clothes. Do not use _____ (7) soap because it hurts your skin.

Keeping your body clean and _____ (8) the dirt away will stop the

SECTION FIVE: GRAMMAR

LESSON ELEVEN

Adverbs of Frequency

Study the following dialogue between Aster and Daniel.

Aster: How often do you wash your body?

Daniel: I **usually** wash my body.

Aster: How often do you wash your hair?

Daniel: I **rarely** wash my hair.

Activity 15:

- i. What is the meaning of the words in bold?
- ii. What can you say about the word order?

➤ Adverbs of frequency showing how often things happen.

always	all of the time
Usually	most of the time
Often	much of the time
Sometimes	some of the time
hardly ever	almost never
Rarely	
Seldom	
Never	not at any time

➤ With most verbs, we put the adverb before the main verb.

e.g. I **never** take a shower at night.

- With the verb *be*, we put the adverb after the verb. e.g. I am **always** slow when I wash my hair.
- When a verb has two parts (e.g. has eaten), the adverb of frequency occurs between the two parts (e.g. has never eaten).
- The word ‘sometimes’ can occur in all three places: in front of the sentence, in the middle, or at the end of a sentence. Sometimes we practice together. We sometimes practice together. We practice together sometimes.
- To ask about the frequency of an action, use *ever* or *How often*. e.g. Do you ever brush your teeth?

How often do you brush your teeth?

- Negative adverbs such as *rarely*, *seldom*, and *never* should be used with an affirmative verb. Double negatives are not possible.

Other phrases include the following:

Every	Day
once/twice/thrice	week
four/five times a	month

We usually put these phrases at the end of the sentence. e.g. She cleans her teeth twice a day. We go swimming every week.

But we can also put them at the beginning of a sentence. e.g. Once a week, Hanna goes out for a physical exercise.

LESSON TWELVE

Activity 16: Use the adverb and the correct form of the verbs in brackets.

1. Our teacher, Mrs Bezawit, _____ (never / be) late for lessons.
2. I _____ (often / clean) my bedroom at the weekend.
3. My brother _____ (hardly ever / help) me with my homework.
4. I _____ (sometimes / be) bored in the maths lessons.
5. We _____ (rarely / watch) football on TV.
6. You and Ojulu _____ (never / play) computer games with me.
7. You _____ (usually / be) at the sports centre on Sunday.
8. The school bus _____ (always / arrive) at half past eight.

LESSON THIRTEEN

Activity 17: Read each situation, and then answer the questions.

- Ahmed usually does his homework.
- Yabtsega always does his homework.
- Kifleyohannes never does his homework.

1. Who is the best student?

The weather is rarely cold in Semera.

The weather is sometimes cold in Addis Ababa. The weather is usually cold in Debre Birhan.

2. If you don't like cold weather, which city might be good for you to live in?

- I usually put sugar in my tea.
- Rahel sometimes puts sugar in her tea.
- Zahara always puts sugar in her tea.

3. Who uses sugar most frequently?

- Betelhem usually watches films in English.
- Bontu seldom watches films in English.
- Kedija always watches films in English.

4. Who probably hears much English?

- Mr. Kebede is seldom late to work.
- Mrs Lemlem is usually late to work.
- Mr Jafar is always late to work.

5. Who will the boss most likely give a warning to?

SECTION SIX: WRITING

LESSON FOURTEEN

Activity 18: Write a new sentence using an adverb of frequency word in place of the information in brackets. The first one is done for you.

1. My family eats breakfast together. (This happens every morning.) My family always eats breakfast together.
2. My sister Mahlet makes scrambled eggs for breakfast. (This happens for most of the time)
3. My family does not start the day without having breakfast together. (This does not happen at any time.)

4. Hussien drinks a cup of milk. (This occurs almost never.)
5. Petros rides a bicycle. (This happens much of the time.)

LESSONS 15-16

Activity 19: Look at the pictures and study the notes under each. Imagine that each picture is about you. Use adverbs of frequency and write a paragraph about how frequently you do each of the activities.



You may begin as follows:

I take a shower every day.

UNIT NINE

GENDER EQUALITY

Unit Objectives

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

- Listen to a story and answer questions on it;
- Talk about gender equality in schools;
- Answer questions on a reading passage;
- Use equality related words in different contexts orally or in writing;
- Use conditional sentence structure to talk/write about probability/possibility; and
- Write a composition on the causes of inequality and suggest solutions

SECTION ONE: LISTENING

LESSON ONE

Pre-listening

Activity 1

Do boys and girls have equal role at home? Tell a student seating next to you what girls do?

Do girls have the right to say 'No' to early marriage in your area?

Put a tick mark against the duties of boys and girls which are common to both.

	Boys	Girls
Fetching water		
Fetching firewood		
Washing cloths		
Sweeping house		

LESSON TWO

While-Listening

Activity 2

Decide and answer if each statement below is true (T) or false (F) as you listen to your teacher.

1. Besha wishes to become a teacher.
2. Besha has 10 brothers and sisters.
3. Besha's elder sister told the bad news to Besha.
4. Besha was a member of the Girls' Club.
5. Besha knows the young boy whom her family wanted her to marry him.

Activity 3

Answer the following questions as you listen to your teacher.

1. Why did Besha go to school knowing the school is closed for the semester break?
2. What did Besha saw in front of the hut house?
3. Besha motivated to become _____
4. What does the Girl's Club do at the Besha's school?
5. What will happen in Besha's life if she would have been married?

LESSON THREE

Post-listening

Activity 4

Discuss the following questions in a group of three and share your answers to the class.

1. How could early marriage affect girls?
2. How do you think girls fight against early marriage?

SECTION TWO: SPEAKING

LESSON FOUR

Role play

- Choose one of the following situations given below and act in the class.
- Support your position with reasons and present your argument to the class.

Role A – Pay

You think salary is the most important gender gap to be reduced. Tell the others three reasons why. Also, tell the others that pay is the most important thing to be addressed (and why), compared to politics, education, or healthcare.

Role B – Politics

You think politics is the most important gender gap to be reduced. Tell the others three reasons why. Also, tell the others politics is the most important thing to be addressed (and why), compared to pay, education, or healthcare.

Role C – Education

You think education is the most important gender gap to be reduced. Tell the others three reasons why. Education is the most important thing to be addressed (and why), compared to politics, pay or healthcare.

Role D – Healthcare

You think healthcare is the most important gender gap to be reduced. Tell the others three reasons why. Also, tell the others that healthcare is the most important thing to be addressed (and why), compared to politics, pay or education.

LESSON FIVE**Activity 5**

Make an interview with anyone among the members of your family or community. Ask them the following questions. You may do the interview either in English or in your own language.

- Do you believe in males and females equality? What are the manifestations for the equality or inequality?
- What measures should be taken to bring equality?

LESSON SIX**Activity 6**

Now, jot down notes and make a brief oral report of the responses you have gathered to the class.

SECTION THREE: READING**LESSON SEVEN****Growing up equal****Pre-reading****Activity 7**

In your group, discuss the following questions.

1. Walk around the class and talk to other students about the gender gap.

2. What can you say about the gap between males and females? Do men and women have equal roles? Why?/ Why not?
3. Do you think men and women are equal in the following areas? Explain your reason.

Area	Men or women?	Explanation
Economic equality		
Politics		
Education		
Healthcare		

LESSON EIGHT

Activity 8



Read the following passage and answer questions that follow it.

Growing up equal

Most parents want their sons and daughters to have equal chances of success when they grow up. Today, equality of the sexes is largely mandated by public policy and law. However, old-fashioned ideas and a lot of prejudice are still part of our culture and present challenging questions for parents.

Gender stereotypes are rigid ideas about how boys and girls should behave. We all know what these stereotypes are: A “feminine” girl should be insecure, accommodating and a little illogical in her thinking. A “masculine” boy should be strong, unemotional, aggressive, and competitive. How are children exposed to these stereotypes? According to the researchers David and Myra Sadker of the American University of Washington, D.C., boys and girls are often treated differently in the classroom. They found out that when boys speak, teachers usually offer constructive comments. When girls speak, teachers tend to focus on the behavior. It’s more important how the girls act rather than what they say.

The emphasis on differences begins at birth and continues throughout childhood. For example, few people would give pink baby’s clothes to a boy or a blue blanket to a girl. Later, many of us give girls dolls and miniature kitchenware, while boys receive action figures and construction sets. There is nothing wrong with that. The problem arises when certain activities are deemed appropriate for one sex but not the other. According to Heather J. Nicholson, Ph.D., director of the National Resource Center for Girls, Inc., this kind of practice prevents boys and girls from acquiring important skills for their future lives.

“The fact is,” says Nicholson, “that society functions as a kind of sorting machine regarding gender. In a recent survey, fifty-eight percent of eighth-grade girls but only six percent of boys earned money caring for younger children. On the other hand, twenty-seven percent of boys but only three percent of girls earned money doing lawn work.” If we are serious about educating a generation to be good workers and parents, we need to eliminate such stereotypes as those mentioned previously.

Gender stereotypes inevitably are passed to our children. However, by becoming aware of the messages our children receive, we can help them develop ways to overcome these incorrect ideas. To counteract these ideas, parents can look for ways to challenge and support their children, and to encourage confidence in ways that go beyond what society’s fixed ideas about differences of sex are.

Activity 9

Choose the correct answer from the alternative given to each of the following questions.

- Which of the following could be the main idea of the passage?
 - Deep-seated stereotypes about genders and their effects
 - Different prejudice about how girls and boys should behave and be treated
 - The role of culture in the behavior of different genders
 - The influence of education and society on gender stereotypes
- According to the passage, David and Myra Sadker of the American University of Washington, D.C. found that
 - schoolboys and schoolgirls are treated equally in the classroom
 - teachers often concentrate on boys’ behavior and girls’ manner
 - boys are commented usefully whereas girls are paid attention to behavior
 - girls are taught to be insecure, accommodating and illogical while boys are strong, un-emotional, aggressive, and competitive
- According to the passage, which of the following is not true about gender stereotypes?
 - Male and female children are expected to behave the same as what adults think they should
 - The distinctions in treatment to boys and girls commence when they were given birth
 - It is beneficial for children to practice fundamental skills if they are treated unequally quite early
 - Children are differently treated not only at homes but also at schools
- The results of a recent survey showed that the number of girls at the age of eight paid for babysitting was
 - 58%
 - 27%
 - 6%
 - 3%

5. What can be inferred from the passage?

- A. Parents are able to help reduce the influence of gender stereotypes on their children
- B. Teachers and parents have to join hands to encourage children's confidence in social activities
- C. Society functions often categorize jobs regardless genders.
- D. The problems males and females get when they are adults may originate from gender stereotypes.

LESSON NINE

Activity 10

Write TRUE or FALSE. Justify your answers. Work individually, and then compare your answers with a student seating beside you.

1. Equality of the sexes is largely discouraged by law.
2. It is all right to give dolls to girls and construction sets to boys.
3. Researchers David and Myra Sadker found out that boys and girls are treated equally by the teachers.
4. 58% of eight-grade girls and 6% of boys made money taking care of younger children.
5. 27% of boys and 3% of girls earned money doing lawn work.

SECTION FOUR: VOCABULARY

LESSON TEN

Activity 11

Refer to the reading text and match the words on the left with the correct definitions on the right.

- | | | |
|------------------|-----|--|
| 1. old-fashioned | (a) | abilities |
| 2. gender | (b) | to obtain; to gain |
| 3. stereotype | (c) | to be considered |
| 4. to acquire | (d) | to arrange according to kind, rank, etc. |
| 5. skills | (e) | image, idea, character, etc., that has become fix in a conventional form without considering individuality |
| 6. to sort | (f) | the division of male or female; sex |
| 7. to be deemed | (g) | old or no longer in use |

LESSON ELEVEN

Activity 12

Write meanings of the words below. Then, write sentences using them.

1. stereotype
2. equality
3. inequality
4. aware
5. eliminate

SECTION FIVE: GRAMMAR

LESSON TWELVE

Conditionals I and II

Emebet and Tirhas are friends. They are reading for their test next week.

Emebet: What do you expect?

Tirhas: If we **cover** the topics, we **will pass** the test.

Meaning: For Tirhas, it is possible that they will cover the topics and pass the test.

First conditional



We use the first conditional when we talk about future situations we believe are real or possible.

e.g. If it doesn't rain tomorrow, we will go to the library. (I know it does not rain)

Structure: In the *if-clause*, use present simple, and in the main clause, *will* + infinitive. It is also common to use this structure with *unless*, instead of *if...not*.

Second conditional



Ayantu is a good student, but she thinks she cannot cover the topics for tomorrow's exam.

Ayantu says: If I **covered** the topics, I

would pass the exam. [Meaning: *Now Ayantu is not going to cover the topics and she does not expect to pass the exam.*]

The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.

e.g. *If I won a lot of money, I would buy a big house.
I wouldn't worry if I were you.*

What would you do if you were bitten by a snake?

The structure: *In the if-clause*, past simple, and in the main clause *would* + infinitive.

When *if* is followed by the verb *be*, it is grammatically correct to say *if I were*, *if he were*, *if she were* and *if it were*. However, it is also common to hear these structures with *was*, especially in the *he/she* form.

e.g. *If I were you, I wouldn't mention it.*

If she was a prime minister, she would invest more money in schools.

Note: *Could* and *might* are also possible:

- *If I won a lot of money, I might buy a house. (= it is possible that I would buy a house)*
- If it stopped raining, we could go out. (= we would be able to go out)*

LESSON THIRTEEN

Activity 13

- a. What do you say in these situations?
 - b. 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. You're not going to sell your car because it's old and not worth much. Which do you say?
 - a. If I sell my car, I will not get much money for it.
 - b. If I sold my car, I wouldn't get much money for it.
 2. You often see Hana. A friend of yours wants to contact her. Which do you say?
 - a. If I see Hana, I will tell her to call you.
 - b. If I saw Hana, I would tell her to call you.

3. You don't expect that there will be a fire in the building. Which one do you say?
 - a. What will you do if there is a fire in the building?
 - b. What would you do if there was a fire in the building?
4. You've never lost your passport. You can only imagine it.
 - a. I don't know what I will do if I lose my passport.
 - b. I don't know what I would do if I lost my passport.
5. Somebody stops you and asks the way to a bank. Which do you say?
 - a. If you go right at the end of this street, you'll see a bank on your left.
 - b. If you went right at the end of this street, you'd see a bank on your left.
6. You're in a lift. There is an emergency button. Nobody is going to press it. What do you say?
 - a. What will happen if somebody presses that button?
 - b. What would happen if somebody pressed that button?

LESSON FOURTEEN

Activity 14

Write sentences beginning *If ...* .

See the example given below.

Example: We're not going to take the 10.30 bus. (we / arrive too early) If we took the 10.30 bus, we'd arrive too early.

1. We're not going to stay at a hotel. (it / cost too much)
If we _____, it _____.
2. There is no point in telling you what happened. (you / not / believe me)
If I _____.
3. Simbo has no plans to leave her job. (it / hard to find another one)
If she _____.
4. Robele is not going to apply for the job. (he / not / get it).
_____.

LESSON FIFTEEN

Activity 15

Fill in the blank spaces with the correct form of the verb. Then, write the meaning of each of the sentences

1. If I bought flowers, I _____ yellow ones. (choose)
2. If I were you, I _____ a coat. (wear)

3. If my leg___, I will not play football. (hurt)
4. If the students___hard, they will pass the exam (study)
5. If I were tall, I___the ceiling. (touch)

Activity 16

Imagine what you would like to do if you won a lot of money. Then, tell your groupmembers about your dreams.



If I won a lot of money,

SECTION SIX: WRITING

LESSON SIXTEEN

Activity 17

List six conditions for gender equality. Three of them are likely to happen, but the rest three are not. Write a paragraph about conditions for gender equality. Once you have drafted your paragraph, revise it and show it to your classmate.

You may begin like this:

- 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)

UNIT TEN: COMPUTER TECHNOLOGY

Unit objectives

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 or 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

Before you listen, discuss the following questions in pairs.

1. Have you ever used computers or seen people using computers?
2. What did you or they do using computers?
3. What else do you think computers can be used for?
4. What do you imagine about computer evolution? How do you think computers changed over time?

While-listening

Activity 10.2

Write **C** if the statement is correct and **I** if the statement is incorrect, according to the information presented in the listening text.

1. Sixty years ago, a computer was as big as a house.
2. Computers in the old days were very cheap.
3. In the 1950s and 1960s, companies wanted to own computers because they had a good reason to do so.

4. The size and cost of computers was gradually reduced.
5. Today, it is common to see individuals who own computers.
6. PC has changed everything we do today.

LESSON TWO

Activity 10.3

Give brief answers to the questions below.

1. What did IBM do?
2. When was PC introduced?
3. What does PC mean?
4. List the types of PCs.
5. What are the new types of 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

LESSON THREE

Post-listening

Activity 10.4

In a group of three, discuss the following questions and report to your teacher.

1. The preparation of this textbook was possible because of the use of computers. What else can we use computers for? How can computers help you?
2. Do you see harms or advantages if people continue to use computers for everything?

SECTION TWO SPEAKING

LESSON FOUR

Activity 10.5

Copy the information you filled in from Activity 10.3 into your exercise book. Make a comparison between the three periods.

1940s	1950s and 1960s	1970s and 1980s

Then, identify the main features in each period. Then, describe what each period looked like. You may use the expressions below to compare and contrast the data in the three periods.

Phrases of Comparison and Contrast

Comparison	Contrast
one similarity	one difference
another similarity	another difference
Both	Conversely
Like	in contrast
Likewise	Unlike
Similarly	While
in a similar fashion	Whereas

Example: 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.”

Do you agree? Why? Why not? Make a presentation to the whole class about your opinion. Support your position with specific examples.

LESSON SIX

SECTION THREE READING

Pre-reading

Activity 10.7

In your group, discuss the following questions.

1. How often do people use a computer? What do they use computers for?
2. List some examples of how computers are used in everyday life.
3. How are computers similar or different from other machines?

While-reading

Activity 10.8

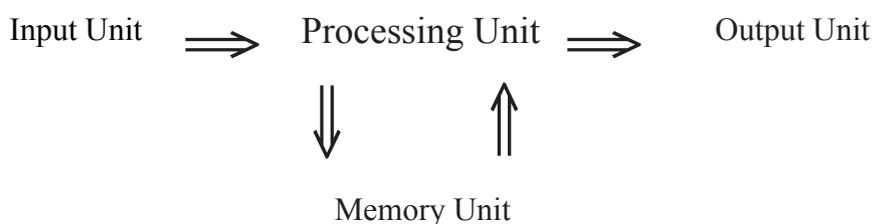
Read the following passage and answer questions that follow.

Machines with Memories, Computers and calculators are a revolutionary development in the history of technology. They are fundamentally different from all other machines because they have a memory. This memory stores instructions and information.

In a calculator, the instructions are the various methods of arithmetic. These are permanently remembered by the machine and cannot be altered or added to. The information consists of the numbers keyed in.

A calculator requires 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. A calculator also needs a memory unit to store the arithmetic instructions for the processing unit, and to hold the temporary results that occur during calculation.

The input unit has keys for numbers and operations. Pressing a key closes the contacts and sends a signal along a pair of lines in the circuit board to the processing unit in which the binary code for that key is stored in the memory. The processing unit also sends the code to the display. Each key is connected by a different pair of lines to the processing unit, which repeatedly checks the lines to find out when a pair is linked by a key. The memory unit stores the arithmetic instructions. Storage cells in the memory unit hold the binary codes for the keys that have been pressed.



Parts of a computer or a calculator

A computer contains the same basic four elements as a calculator. It differs in that its memory can be given a different set of instructions called a computer program for different tasks. A program can turn a computer into, for example, a game player, a word processor, a paint box, or a musical instrument. It instructs the processing unit how to perform the various tasks, and stores scores, words, pictures, or music.

Computer programs consist of long sequences of instructions that individually are very simple. A

computer knows because you tell it what to do. It is also told how to multiply, which it does by adding the first number to itself by the second number of times. Computers can perform millions of instructions in a matter of seconds.

Activity 10.9

Based on the text presented above, choose the correct answer to complete the following statements.

1. The most important difference between computers and other machines is that computers _____.
 - a. are faster
 - b. have a memory
 - c. can print words
 - d. can play a game

2. A computer needs a memory so that it can _____.
 - a. display results
 - b. understand numbers
 - c. make calculations
 - d. store instructions

3. A computer is different from a calculator because a computer can _____.
 - a. be programmed to do different things
 - b. do more difficult operations
 - c. complete a task faster
 - d. remember instructions

4. What can be inferred about machines that are not calculators or computers?
 - a. They have simple memory and processing units.
 - b. They cannot store information in a memory.
 - c. They are less expensive than computers.
 - d. They are older than computers.

5. What is the main purpose of the passage?
 - a. To explain how computers and calculators work
 - b. To summarize the history of technology
 - c. To discuss innovative developments in the technology
 - d. To compare computers and calculators with other machines

6. According to the passage, one function of the memory unit is_____.
- to send codes to the display unit
 - to store temporary results during calculation
 - to alter basic arithmetic instructions
 - to control the keyboard
7. Which of the following statements is NOT TRUE about calculators?
- Sending codes takes place only in the memory unit of a calculator.
 - Calculators require a lot of instructions to operate quickly.
 - Calculators and computers have a memory.
 - Pressing a key activates a calculator.

LESSON SEVEN

Activity 10.10

Answer the following questions briefly individually. Then, discuss your answers with your group members.

- What do storage cells in the memory unit hold?
- What does a computer program do?
- Does a computer do things on its own? Explain.
- Describe the functions of each of the parts of a computer or a calculator

LESSON EIGHT

Post-reading

Activity 10.11

In your group, discuss the following questions. Report your answers to the whole class for feedback.

- What do people use computers for in your area?
- If you were a computer engineer, what would you like computers to do? Compare your answers with other group members.
- What computer technology revolutions do you expect to happen in the future? Why do you say so?

SECTION FOUR VOCABULARY

LESSON NINE:

Activity 10.12

Read the sentences below and determine the meaning of each of the underlined words from the context. Use your own knowledge and experience besides what you have learnt from the reading passage.

- Today we are on a quest for revolutionary ideas that can change the world tomorrow.
‘Revolutionary’ means: _____
Explain why computers are a revolutionary development.
- 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: _____
‘permanent’ means: _____
- In a computer, what kind of information is permanent and what kind is temporary?
His suit did not fit properly, so he asked a tailor to alter it.
‘alter’ means: _____
Why would someone want to alter a computer program?
- In a movie theatre, a motion picture is displayed on a large screen.
‘displayed’ means: _____
Give a few examples of “output units” that different computers use to display results.
- 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: _____
What other instruments have keys and keyboards?
- The months in a calendar are arranged from January to December in a sequence, one month following the other.
‘sequence’ means: _____
Give another example of something arranged in a sequence.
- Computer programs can change the sounds into texts.
‘Computer programs’ means: _____
What else can you do using computer programs?

LESSON TEN

Activity 10.13

Using words 1-7 below, write sentences of your own. Then, show your sentences to your partner.

1. revolutionary
2. temporary
3. permanent
4. alter
5. displayed
6. sequence
7. Computer programs

LESSON ELEVEN

SECTION FIVE GRAMMAR

Adjectives and Adverbs

Study the following examples:

- i. We had a get-together party. Though it was beautiful, it was too short; the time passed very **quickly**.
- ii. There was a car accident yesterday. Two people were **seriously** injured in the accident.

Activity 10.14

1. How are the words written in bold formed?
2. What is the function of these words?
3. How are these words used?

Note: 'quickly' and 'seriously' are adverbs. Many adverbs are adjective + -ly:

- Adjective: quick, serious, careful, bad, heavy, terrible
- Adverb: quickly, seriously, carefully, badly, heavily, terribly
- Not all words ending in -ly are adverbs. Some adjectives end in -ly too, for example: friendly, lovely, elderly, and lonely.
e.g. It was a lovely day.
- Adjectives (e.g. quick, careful, etc.) tell us about a noun (somebody or something). We use adjectives before nouns.
- Mamo is a careful driver. (not a carefully driver)
- We didn't go out because of the heavy rain.
- Adverbs (e.g. quickly, carefully, etc.) tell us about a verb (how somebody does something or how something happens):

- Mamo drove carefully along the narrow road. (not drove careful)
- We didn't go out because it was raining heavily. (not raining heavy)
- Compare: Million speaks perfect English. Million speaks English perfectly.

Compare:

Million speaks perfect English.	Million speaks English perfectly.
adjective + noun	verb + noun + adverb

We can also use adverbs before adjectives and other adverbs: reasonably cheap (adverb + adjective), incredibly quickly (adverb + adverb)

Study how the expressions written in bold below are sequenced?

- It is a **reasonably cheap** restaurant and the food is **extremely good**.
- Hawa learns languages **incredibly quickly**.
- The exam was **surprisingly easy**.

An adverb can also be used before a past participle.

Example: Two people were **seriously injured** in the accident.

According to the contexts they are used in, the words fast, late, hard and early can be used as adjectives or adverbs.

Example: He is a **fast** runner. He can run **fast**.

- The adverb 'hardly' has a negative meaning. (We hardly know each other. Meaning: We don't know each other.)
- good (adjective) ⇒ well (adverb)
Your English is very good. You speak English very well.
- But well is also an adjective (= not ill, in good health):
A: 'How are you?' 'I am very well, thank you. And you?'

LESSON TWELVE

Activity 10.15

Look at each picture in column A and complete the sentence that describes it in column B. Words to be used for completion have been given in the box below.

angrily badly dangerously fast heavily quietly

No

Column A: Pictures

Column B: Sentences

1



It's raining _____.

2



He is driving _____.

3



The man in the picture is walking _____.

4

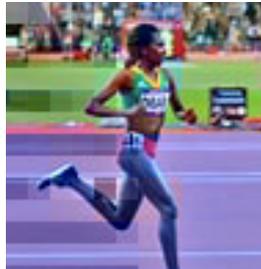


This man is shouting _____ at her.



5

The man in the picture is singing
_____.



6

This athlete is running very
_____.

Activity 10.16

Complete each sentence below by filling in the blank space from words given in the parenthesis.

1. Kenenisa drove _____ along the narrow road. (careful / carefully)
2. I think you behaved very _____. (selfish / selfishly)
3. The weather changed _____. (sudden / suddenly)
4. There was a _____ change in the weather. (sudden / suddenly)
5. Halima fell and hurt herself really _____. (bad / badly)
6. I think I have flu. I feel _____. (awful / awfully)
7. Hiluf is _____ upset about failing the exam. (terrible / terribly)
8. I could sit in this chair all day. It's very _____. (comfortable / comfortably)
9. I explained everything as _____ as I could. (clear / clearly)
10. Be careful on that ladder. It doesn't look very _____. (safe / safely)

LESSON THIRTEEN

Activity 10.17

Complete sentences 1-8 below by choosing two words, one from each row in the box. The first one has been done as an example.

come	Know	sleep	win	carefully	clearly	hard	well
Explain	listen	Think	work	carefully	easily	quickly	well

1. I'm going to tell you something very important, so please listen carefully.
2. They _____. At the end of the day, they're always tired.
3. I am tired this morning. I didn't _____ last night.
4. You play tennis much better than I do. When we play, you always _____.
5. _____ before you answer the question.
6. I have met Alice a few times, but I don't _____ her very _____.
7. Our teacher doesn't _____ things very _____. We never understand him.
8. Helen! I need your help. _____!

LESSON FOURTEEN

Activity 10.18

Complete sentences 1-6 by using 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. James did very _____ on his exams.
3. The party was very _____. We enjoyed it very much.
4. Markos has a difficult job, but he does it _____.
5. How are your parents? Are they _____?
6. Did you have a _____ holiday? Was the weather _____?

SECTION SIX WRITING

LESSON FIFTEEN

Activity 10.19

Think of the advantages and disadvantages of doing things using computers. List down them in the following table:

Advantages	Disadvantages

LESSON SIXTEEN

Activity 10.20

Based on the information you have listed down in the above table, write a text about the advantages and disadvantages of doing things using computers.

Your writing may begin as follows:

The use of computers for doing things may have advantages and disadvantages.

APPENDIX

I. Regular and Irregular Verbs

To form the past and past participle, add -ed to a regular verb:

Present	Past	Remark
like	liked	(if verb ends in e, only add d)
carry	carried	if a verb ends in y which is preceded by a consonant, change y into i and add -ed.
drop	dropped	(c-v-c rule: double final consonant before adding -ed)
remember	remembered	
stew	stewed	
walk	walked	
frown	frowned	

Some verbs are irregular; the past and past participles are not controlled by strict patterns.

Irregular Verbs

Base Form	Simple Past Tense	Past Participle
awake	awoke	awaken
be	were	been
bear	bore	born
beat	beat	beat
become	became	become
begin	began	begun
bend	bent	bent

beset	beset	beset
bet	bet	bet
bid	bid/bade	bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
Break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/ burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	Crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	Dive/drove	dived
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	feed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit

Irregular Verbs

Base Form	Simple Past Tense	Past Participle
flee	fled	fled

fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forego (forgo)	foregone	foregone
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
hear	heard	heard
hid	hid	hidden
hit	hit	hit
hold	held	held
heart	heart	heart
keep	kept	kept
kneel	knelt	knelt
knit	knit	knit
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped/leapt	leaped/leapt
learn	learned	learnt
leave	left	left
lend	lent	Lent
let	let	let
lie	lay	Lain
light	lighted/lit	lit
loose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
misspell	misspelled/misspelt	misspelled/misspelt
mistake	mistook	mistaken
mow	mowed	mowed/mown
overcome	overcame	overcome
overdo	overdid	overdone
overtake	overtook	overtaken
overthrow	overthrew	overthrown

pay	paid	paid
plead	pleaded/pled	pleaded/pled

Irregular Verbs

<i>Base Form</i>	<i>Simple Past Tense</i>	<i>Past Participle</i>
prove	proved	Proved/ proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
rise	rose	risen
saw	sawed	Sawed/sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	Sent
set	set	set
sew	sewed	sewed/sawn
shake	shook	Shaken
shave	shaved	Shaved/shaven
sheer	shore	shorn
shed	shed	shed
shine	shone	Shone
shoe	Shoed	Shoed/shod
shoot	shot	Shot
show	showed	Showed/shown
shrink	shrank	shrank
shut	shut	Shut
sing	sang	Sung
sink	sank	sunk
sit	sat	sat
sleep	slept	Slept
Slay	slew	slain
slide	slid	Slid
sling	slung	slung
slit	slit	slit
smite	smote	smitten
sow	sowed	Sowed/sown
speak	spoke	spoken

speed	sped	sped
spend	spent	spent
spill	Spilled/spilt	Spilled/spilt
spin	spun	spun
spit	spit/spat	spit
spread	spread	spread
spring	Sprang/sprung	sprung

Irregular Verbs

<i>Base Form</i>	<i>Simple Past Tense</i>	<i>Past Participle</i>
stand	stood	Stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
stride	strode	stridden
strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swelled/swollen
swim	swam	swum
swing	swung	swung
Take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	thrived/throve	thrived/thriven
throw	threw	thrown
thrust	thrust	thrust
tread	strode	trodden
understand	understood	understood
uphold	upheld	upheld
upset	upset	upset
wake	woke	woken
wear	wore	worn
weave	weaved/wove	weaved/woven
wed	wed	wed
weep	wept	wept
wind	wound	wound
win	won	won

withhold	withheld	withhold
withstand	withstood	withstood
wring	wrung	wrung
write	wrote	written

Examples of State Verbs

love	Hear	sound	believe
think (meaning “have an opinion”)	mind (meaning “care about”) recognize	have (meaning “own”)	seem
seem	prefer	doubt	fit
consist of	mean	want	contain
realize	realize	need	see
believe	suppose	remember	know