ENGLISH FOR ETHIOPIA

TEACHER'S GUIDE

GRADE 8

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

ENGLISH FOR ETHIOPIA

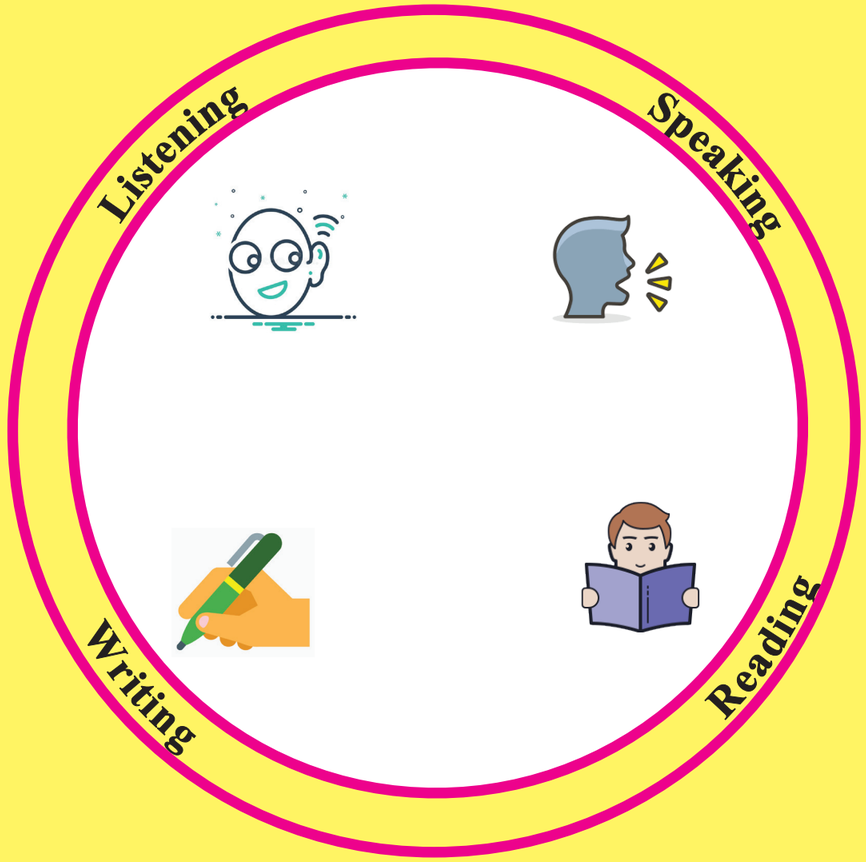
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English for Ethiopia

Teacher's Guide

Grade 8

Authors

Dr. Cherie Mesfin Bahir Dar University

Dr. Dawit Amogne Bahir Dar University

Editors

Dr. Mulugeta Teka Bahir Dar University

Dr. Berhanu Abera Addis Ababa University

Mrs.Rahel Abraham Hawassa University

Illustrator

Mr. Workineh Negasa Hawassa University

Designer

Mr. Lijalem Mulugeta Hawassa University

Federal Democratic Republic of Ethiopia

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Foreword

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

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

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

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

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

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

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

Dear teacher,

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

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

Listening

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

Speaking

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

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

Reading

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

Grammar

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

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

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

Vocabulary

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

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

Writing

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

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

UNIT 1: ECONOMIC ACTIVITIES IN RURAL AREAS

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

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

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

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Listening Text

Agriculture

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

Forestry

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

Fishing

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

economy.

Mining

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

Energy

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

Manufacturing

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

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

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

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

Pre-listening

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

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

b) contribute (verb) - – generate/give

It is pronounced as /kənˈtrɪbjuːt/ or /ˈkɒntrɪbjuːt/

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

It is pronounced as /ˈfɒrɪst/

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

Activity 1.2 (Suggested Answers)

_____3____Picture A _____2_____ Picture B

_____1____Picture C _____4_____ Picture D

_____5____Picture E

While-listening Activities

Activity 1.3 (Suggested Answers)

____F___1. Manufacturing ____B___4. Planting

____A___2. Mining ____C___5. Agriculture

____E___3. Fishing ____D___6. Energy

LESSON TWO

Activity 1.4 (Suggested Answers)

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

Post-Listening

Activity 1.5

Talking about once economic sector preference

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

Activity 1.6

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

SECTION TWO: SPEAKING

LESSON THREE

Interviewing each other about the economic activities in their area

Activity 1.7

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

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

Activity 1.8

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

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

LESSON FOUR

ROLE PLAY

Activity 1.9

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

SECTION THREE: READING

LESSON FIVE

Pre-Reading

Activity 1.10

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

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

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

Across farm

There are many activities people across farm.

Off-farm

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

On-farm

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

While-Reading

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

____C_____1. ____B_____2. ____A_____3. ____D_____4.

LESSON SIX

Activity 1.12 (Suggested Answers)

___True____1.

___True____2.

___True____3.

___False____4.

___True____5.

___True____6.

Activity 1.13

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

LESSON SEVEN

Activity 1.14 (Suggested Answers)

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

___D____1. ___A____2. ___D____3. ___D____4.

POST-READING

Activity 1.15

Answer the following questions based on the reading passage.

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

SECTION FOUR: VOCABULARY

LESSON EIGHT

Activity 1.16

Activity 1.16

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

Shifting cultivation

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

Nomadic farming

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

Livestock ranching

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

Commercial plantation

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

Mixed Farming

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

Subsistence farming

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

Dairy farming

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

Arable farming

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

LESSON NINE

Activity 1.17 (Suggested Answers)

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

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

Lesson 10

Activity 1.18

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

1. income

    My family's income is small.

2. profit

    My sister gets much profit every year.

3. expense

    Families have to use their expenses wisely.

4. fee

    The school fee increases every year.

5. bonus

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

6. benefit

    Incentives are benefits.

7. loss

    The school has encountered high financial loss.

8. payment

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

SECTION FIVE: GRAMMAR

LESSON ELEVEN

Simple Present Tense: Active and Passive

Daily Routines

Activity 1.19

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

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

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

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

4. Beehives are kept by farmers.

5. Farmers keep beehives.

7. Cows give milk.

8. Milk is given by cows.

9. The smallest income is earned by daily labourers.

10. Daily labourers earn the smallest income.

11. Farmers sow seeds on time.

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

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

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

15. My uncle sows soybean every year.

16. Soybean is sown every year by my uncle.

17. I ride a horse.

18. A horse is ridden by me.

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

Note:

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

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

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

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

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

Active **Passive**

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

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

LESSON TWELVE

Activity 1.20

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

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

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

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

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

Farmers keep cattle. It is given in active voice.

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

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

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

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

LESSON THIRTEEN

Activity 1.21

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

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

LESSON FOURTEEN

Activity 1.22 (Suggested answer)

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

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

Below are active sentences which have passive forms.

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

SECTION FIVE: GRAMMAR

LESSON FIFTEEN

One's Daily Routines

Activity 1.23

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

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

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

Activity 1.24

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

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

LESSON SIXTEEN

Activity 1.25

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

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

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

UNIT 2: TYPES OF CALENDARS

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

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

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

SECTION ONE: LISTENING

LESSON ONE

Listening Text

Types of Calendars

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

1. Purely lunar calendars

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

2. Purely solar calendars

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

3. Lunisolar calendars

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

4. Solilunar calendars

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

5. Lunistellar calendars

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

6. Other calendars

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

by Peter Meyer

PRE-LISTENING

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

Activity 2.1

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

herding and soon.

Activity 2.2

Read the following words and study their meanings.

- **design** - noun /dɪˈzʌɪn/

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

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

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

- accord /əˈkɔːd/

a) verb

1.

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

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

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

2.

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

My idea accords well with Mohammed's.

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

b) noun

1. an official agreement or treaty.

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

Synonymous with, pact, treaty, agreement, deal

Activity 2.3

WHILE-LISTENING

Information completion

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

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

Activity 2.4

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

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

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

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

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

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

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

POST-LISTENING

LESSON THREE

Activity 2.5

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

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

Activity 2.6

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

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

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

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

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

SECTION TWO: SPEAKING

LESSON FOUR

Talking about a special date in a family

Activity 2.7

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

1.Which date is it?

2.Why is it special?

3.What do you do on this date?

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

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

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

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

LESSON FIVE

Activity 2.8

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

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



Picture A



Picture B

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

Activity 2.9

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

Months of the Year

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

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

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

LESSON SIX

Activity 2.10

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

SECTION THREE: READING

LESSON SEVEN

Pre-Reading

Activity 2.11

In groups, discuss the following questions.

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

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

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

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

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

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

Activity 2.12

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

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

a) goddess (noun)

- Pronunciation

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

- Meaning

a female god

b) evolve (verb)

- Pronunciation

/**ɪˈvɒlv**/

- Meaning

i. develop gradually

ii. evolve (from something) (into something)

The idea evolved from a drawing.

Schools must evolve their own way of working.

Direct Questions

Activity 2.13 (Suggested Answers)

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

(1) Where does the contemporary calendar originate from?

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

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

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

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

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

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

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

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

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

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

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

LESSON EIGHT

Inferential Questions

Activity 2.14

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

(1) What do we mean by ecclesiastical purposes?

Religious, non-secular

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

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

(3) How were Sunday and Friday named?

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

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

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

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

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

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

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

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

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

LESSON NINE

Reading for Main Ideas

Activity 2.15 (Suggested Answers)

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

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

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

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

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

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

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

LESSON TEN

Activity 2.16

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

1) What does the word "contemporary" mean?

Contemporary means the calendar we use in the present time.

2) What do words refer to/mean?

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

LESSON ELEVEN

Post-Reading

Activity 2.17

In your groups, discuss the following questions.

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

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

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

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

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

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

SECTION FOUR: VOCABULARY

LESSON SEVEN

Activity 2.18

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

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

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

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

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

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

It refers to the then territory of the Roman Empire.

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

It refers to the government of Rome, Numa.

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

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

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

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

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

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

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

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

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

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

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

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

Activity 2.19

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

a) timetable

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

b) original

- The Ethiopian conventional colander is original to all Ethiopians.

c) ceremonial

- We wear special clothes for ceremonial incidents.

d) ecclesiastical

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

e) symbolic

- Each country's calendar has a symbolic function.

SECTION FIVE: GRAMMAR

LESSON THIRTEEN

Comparative Adjectives

- Wide/wider … than, more … than

Adjectives have four forms.

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

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

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

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

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

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

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

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

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

Activity 2.20

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

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

Note:

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

Activity 2.21 (Suggested Answer)

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

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

… happier than…. … crazier than…

…more wonderful than…… … more foolish than…

… more excited than … … more expensive than …

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

LESSON FOURTEEN

Activity 2.22

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

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

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

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

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

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

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

Activity 2.23

In pairs, study the following sentences.

- ***…not as …as …***

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

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

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

SECTION SIX: WRITING

LESSON FIFTEEN

Basics of Paragraph Writing

Note:

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

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

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

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

The teacher can study the follow paragraph and practise identifying:

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

Ethiopian Summer

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

Activity 2.24

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

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

Activity 2.25

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

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

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

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

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

UNIT 3: TRAFFIC RULES AND REGULATIONS

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

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

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

SECTION ONE: LISTENING

LESSON ONE

Pre-Listening

Activity 3.1

In groups, answer each of the following questions.

1) What do we mean by rules?

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

3) What are traffic rules?

Notes for the teacher

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

Activity 3.2

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

pedestrian **sidewalks** **buckling**

a) Pedestrian (**noun**)

/**pəˈdestriən**/

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

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

b) sidewalks (noun)

/ˈ**saɪdwɔːk**/

(British English **pavement**)

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

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

c) buckle (verb)

/ˈ**bʌkl**/

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

She buckled her belt.

He buckled on his sword.

These shoes buckle at the side.

Listening Text

New Traffic Laws in Addis Ababa

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

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

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

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

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

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

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

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

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

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

Here are the top 5 and most helpful new rules:

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

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

While-Listening

Activity 3.3 (Suggested Answers)

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

_____A_____1.

_____D_____2.

_____C_____3.

_____C_____4.

_____D_____5.

_____A_____6.

LESSON TWO

Activity 3.4

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

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

LESSON THREE

Post-Listening

Activity 3.5

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

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

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

Importance of the Traffic Rules

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

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

SECTION TWO: SPEAKING

LESSON FOUR

Auxiliary Verbs (can, should, must)

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

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

Asking for advice:

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

Giving advice: possible suggestions:

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

Activity 3.6

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

At the Traffic Lights and Signs

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

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

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

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

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

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

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

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

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

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

SECTION THREE: READING

LESSON FIVE

Pre-Reading

Activity 3.7

Do the following questions in your groups.

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

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

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

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

Activity 3.8

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

a) devastating (adjective)

- Pronunciation

/ˈ**devəsteɪtɪŋ**/

- Meaning

Causing a lot of damage and destroying things.

SYNONYM **disastrous**

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

Corona Virus causes devastating effect on the economy of Ethiopians.

b) gravity (noun)

- Pronunciation

/ˈ**grævəti**/

Uncountable

- Meaning

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

Gravity makes fruits fall.

Hearths gravity keeps us on the ground.

LESSON SIX

While-Reading

Direct Questions

Activity 3.9

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

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

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

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

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

3. The major traffic accident fatalities were drivers.

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

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

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

5. Ethiopia has succeeded in implementing its traffic laws.

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

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

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

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

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

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

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

LESSON SEVEN

Activity 3.10

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LESSON EIGHT

Inferential Questions

Activity 3.11

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

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

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

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

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

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

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

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

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

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

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

LESSON NINE

Referential Questions

Activity 3.12

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

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

Secondary refers to any source of information other than primary.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LESSON TEN

Activity 3.13

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LESSON ELEVEN

Post-Reading

Activity 3.14

In your groups, answer the following questions.

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

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

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

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

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

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

Encourage them to use the language structure given below.

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

SECTION FOUR: VOCABULARY

LESSON TWELVE

Activity 3.15

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

Traffic rules

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

Speed limit

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

Driving rules

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

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

Old vehicles

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

Traffic jam

Poor roads cause traffic jam.

Traffic laws

Respecting traffic laws is important for both pedestrians and drivers.

Traffic light

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

Traffic restrictions

Drivers must not drive through highways with traffic restriction.

Traffic accident

A traffic accident is the major health problem in Ethiopia.

Traffic regulations

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

SECTION FIVE: GRAMMAR

LESSON THIRTEEN

Asking for and giving advice on traffic tights and turn signals

Activity 3.16 (Suggested Answers)

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

Traffic Lights and Traffic Symbols

Situation 1: At the Red Light

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



Traffic light showing red signal

Situation 2: At the Yellow (Amber) Light



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

Situation 3: At the Green Light

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



Traffic light showing green signal

On the Use Turn Signals

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

Situation 4: The Red Arrow

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

