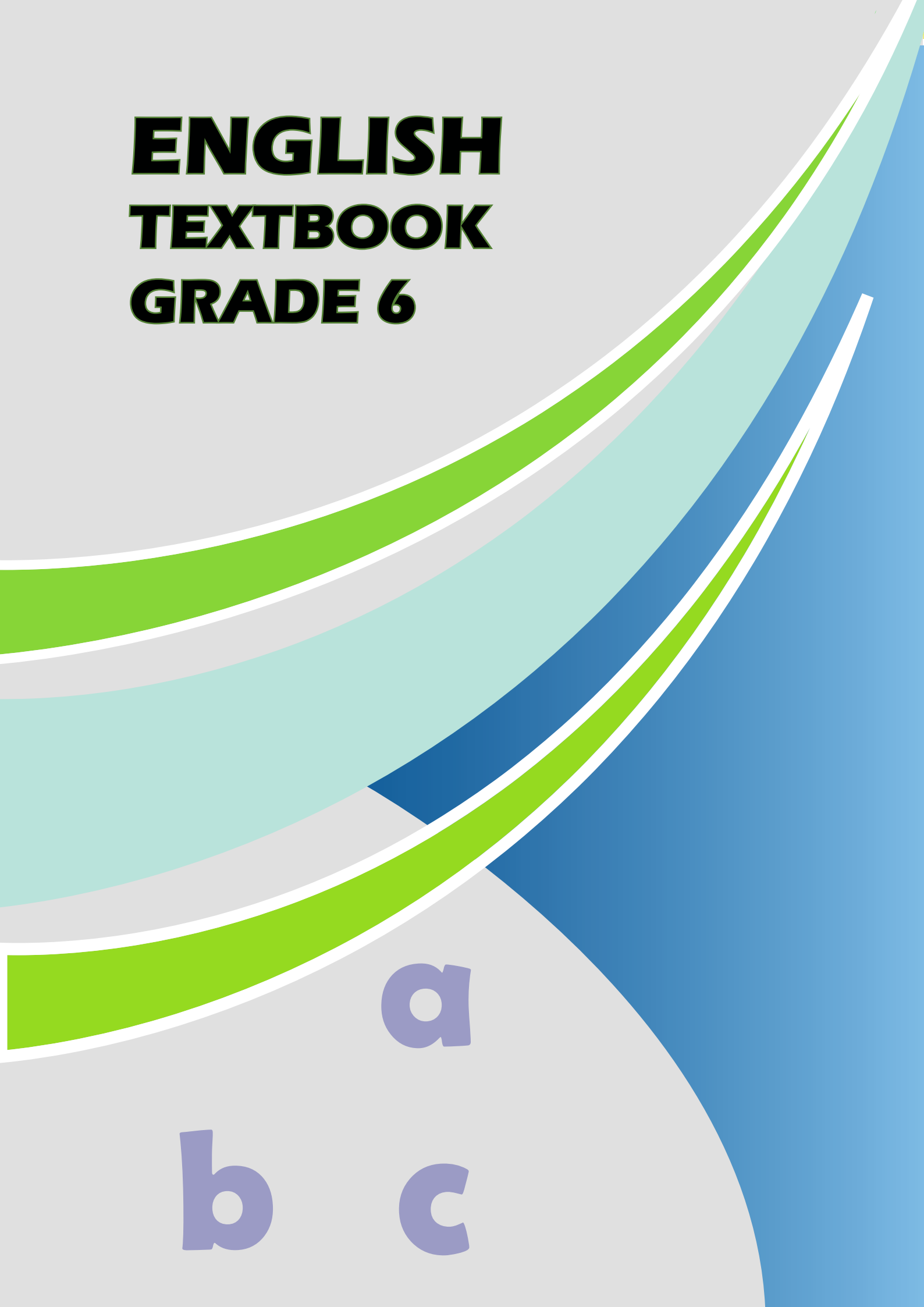
ENGLISH
TEXTBOOK
GRADE 6



English for Grade 6

TextBook

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UNIT ONE

TRADITIONAL GAMES



Learning out comes

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

- **list out traditional games of their surroundings in English;**
- **express their favorite games;**
- **guess the names of traditional games based on their description;**
- **give the meanings of new words from the listening texts;**
- **construct meaning from reading texts;**
- **write their own sentences using unfamiliar words in the listening and the reading texts;**
- **write a short paragraph on traditional games; and**
- **identify the form, meaning and use of the Simple Present and Present Continuous Tense.**

Section I : Listening I

Lesson 1

Pre-listening Activity

A. Before you listen to the talk, look at the following questions and discuss your answers in pairs.

1. Do you know any traditional games? Please tell your colleagues about them.

2. Describe what the people are doing below first individually and then in pairs…

3. What equipment do you think are used in this game?

4. Why do you think people play this game?

B. The following words are used in the listening text. Guess their meanings.

decorate	eucalyptus	bench	score	tie	match	hit







While-listening Activity

Answer the following questions individually first and then in groups of three while you are listening the text.

1. Where has Genna been practiced for centuries?
2. How many players does every team have?
3. What is the tennis-size ball made of?
4. What is the length and width of the playing field for Genna?
5. When does the match always take place?

Lesson 2

Post-listening Activity

Work on the following questions first individually and then in groups of four.

1. How do your favorite traditional games differ from the games described in the passage?
2. Write a brief summary of what you have listened to.

Section II: Reading I

Lesson 3

Reading Comprehension

Pre-reading Activity

Before reading the text, answer the following questions.

1. Have you ever played any traditional games? If so, please tell your partner in short.

2. What do you understand from this picture? Can you predict the content of the reading?

Gebet'a



Gebet'a was once a **popular** game in Ethiopia, among both adults and children, largely because it does not require any complicated **equipment**. Until recently, many children were seen outdoors in public areas playing this type of game, although now **it** is unfortunately phasing out and being replaced with electronic devices.

Equipment is typically a board made from a variety of materials, such as wood, stone, or just simply digging holes in the earth.

Typically the **hole**s are set in rows of 2 or 4 with the large holes on the ends of the board, as these are the places used for holding the pieces. Playing pieces used are usually seeds, beans, stones, or any other small objects that are put in and moved about the holes during play.

With a 2-row board, the players **control** their sides of the board, with moves made into the opponent's side. With a 4-row board, the players control an inner row and an outer row, and a player's seeds will remain in **these** closest two rows unless the opponent captures them.

Although, there might be some **variance**, the main objective is usually to capture more seeds than the opponent. At times, one seeks to leave the opponent with no legal move left or to have **their** side empty first in order to win.

In a process known as sowing, all the seeds from a hole are dropped one at a time into successive holes, in a motion covering the board. Sowing is a suitable name for this move, since not only are many games traditionally played with seeds, but placing seeds one at a time in different holes **reflects** the physical act of sowing, showing **its** link to its agricultural past.

At the beginning of a player's turn, they choose a hole with seeds that will be sown around the board. **This** selection is often limited to holes on the current player's side of the board, as well as holes with a certain minimum number of seeds.

While-reading Activity

A. Read the passage and answer the following questions individually.

1. Who play Gebet'a in Ethiopia?
2. What are the materials to make Gebet'a?
3. What are the playing pieces used? .
4. What happens during the process of sowing?
5. What is the main purpose of playing Gebet'a?

B. Read the text again and choose the correct answers.

1. At the beginning, players choose _____.

A. playing pieces B. a hole with seeds C. only seeds D. only holes

2. According to the passage, many children were seen outdoors in public areas playing_____.

A. football B. Genna C. Gebeta D. Volleyball

3. The main objective is usually to capture_____.

A. more seeds than the opponent B. more opponents than seeds

C. more stones D. more seeds

4. The **hole**s are set in rows of _____with the large holes on the ends of the board.

C. What do the words in bold type refer to in the text?

1. **It** is unfortunately_____(par. 1)
2. **these** closet two rows_____(par.3)
3. **their** side_____(par.4)
4. **its** link _____ (par. 5)
5. **This** selection _____(par. 6)

Lesson 4

Vocabulary: Guessing meaning from context

1. Find words from the reading text which have the following

meanings and write your answers in the spaces provided.

a. famous (paragraph 1) _____

b. tool (paragraph 1) _____

c. check (paragraph 3) _____

d. difference (paragraph4) _____

e. indicate (paragraph 5) _____

Post- reading Activities

Complete the following text based on the reading text above and what you already know.

Genna is a 1._____ game popular in the Ethiopian highlands. It is a 2. ____played in the space between villages but with no defined boundaries. It is played among 3. _____ who attempt to throw a wooden 4. ____ in the air and hit it with 5._____, the goal being used to prevent the opposing team to bring the ball to their village. The game is closely associated with Genna the January 7 celebration of 6._____, from which it gets its name.

Section III : Vocabulary

Lesson 5

A. Find the odd one out in each group

1. Gebet'a Genna SegnoMaksegno Easter
2. young adult strange old
3. Christmas Thursday Easter Epiphany
4. leather stick tree wood
5. guitar flute drum ball

B. Complete the sentences with the words in the box.

can't especially fan good prefer

1. He is not a_____of traditional games.
2. Kebede plays the guitar well, but Zema is not very_____at it.
3. They would really play games,_____Gebet'a.
4. She likes chatting on the internet, but I_____meeting friends.
5. Omuer lives in Saudi Arabia, but he____speak Arabic well.

C. Complete the names of the months.

Example: January

1. F____brua___ __
2. __a__ch
3. A__r__l
4. Ma___
5. J_____
6. __u___y
7. Au___us___
8. ____ptemb__
9. Oc____ber
10. N____emb__r
11. D__C__m___e

D. Complete the following sentences and then compare your answers with a partner.

1. Aster's birthday is in_____.
2. My brother's birthday is in_____.
3. I like the month of _____.
4. My mother's favorite day is_____.
5. _____and _____ make the weekend.

E. Read the following paragraph and then match the meanings of the words written in bold with the words listed under column B.

Ethiopian women **enjoy** an impressive record. Derartu Tulu **captured** the gold medal in the 10,000-metre event at both the 1992 Barcelona Games and the 2000 Sydney Games, and Fatuma Roba **won** the marathon gold medal at the 1996 Atlanta Games.

Prominent female Ethiopian runners in the 2000s include Tulu's cousin, Tirunesh Dibaba, who won the gold medal in the 5,000-metre and 10,000-metre events at the 2008 Beijing Games, and Meseret Defar, who **broke** three world records in 2007.

A	B
1. enjoy ____	a. famous
2. captured_____	b. gained
3. won ___	c. excelled
4. prominent _____	d. like
5. broke_____	e. succeeded

Section IV : Grammar

Lesson 6

Simple Present tense (positive, negative)

1.We use the Present Simple to talk about facts.

He comes from India.(=He is Indian)

Daniel and the Farm Animals

Daniel is eleven years old. He has got an uncle. His Uncle's name is Mulat. He loves his uncle. He goes to his uncle's big farm every summer. There are many animals in the farm. First, Daniel feeds the horse. Then, he milks the cow with his uncle. He takes pictures of the sheep, goats, and chickens. He also collects the white chicken's eggs. Daniel likes the farm animals very much but he doesn't like the ox because the ox is very big and mad.

Write down the verbs in the Simple Present tense in the above passage.

Example: is, loves

1._____ 5._____

2._____ 6. _____

3._____ 7. _____

4._____

2. The Simple Present expresses general truths and facts

We use the present simple to talk about things that are generally true or to state facts.

Examples:

- Smoking **causes** cancer.
- The sun **rises** in the east and **sets** in the west.
- Puppies **are** cute.
- The Nile River **flows** through Khartum, Sudan.
- Five times five **equals** twenty-five.
- Babies **eat**, **sleep** and **cry**.
- Flowers **need** sunlight and water to grow.

3. The Simple Present mostly expresses permanent situations.

We use this tense to talk about situations that are mostly permanent, jobs or hobbies and things that always happen.

- We **live** in Ethiopia.
- My father **works** at an elementary school.
- I **play** Gebet'a and Genna.
- Accountants **prepar**e tax returns.

- Racecar drivers **drive** fast.
- Where **do** you **work**?
- I don't **ride** the bus. I **take** the train to work.

1. The Simple Present is used to describe the frequency of actions

We use the present simple to describe **how often we do things**, from never to always and everything in between. Sometimes this describes a **routine** or **habit** (on Saturdays, once a week, usually, every summer, always. We also use this to describe something we *don't* do regularly: now and then, once in awhile, rarely, sometimes, when I›m tired).

Remember: **Adverbs of frequency** (e.g., never, rarely, sometimes, usually, always) **come before the verb**.

Examples:

- On Saturday mornings, I **sleep** late.
- My father d**rives** the bus to work once a week.
- His friend never **drinks** alcohol.
- When I'm tired, I **watch** television.
- They rarely **win** any matches.
- I always **call** my mother on her birthday

Practice

Complete the following sentences using a verb from the box. Remember to add-s or-es if necessary.

fly study finish eat sell smoke drink live

Example: He eats toast for breakfast.

1. I……coffee three times a day.
2. My father …….. a new language every year.
3. She…….to New York once a month.
4. He……ten cigarettes a day.
5.

6. They……in Addis Ababa..
7. He…….work at six o'clock.
8. I …….fruit in a shop.

Lesson 7

The Present Simple Tense

1. We use the Present Simple to talk about facts and routines or things happening now.

2. We add-s to the he/she/it forms in negative or affirmative sentences.

3. We use doesn't /don't/isn't /aren't to make negative sentences.

Check the meaning of the verbs below. Then study the spelling rules and put the verbs in groups 1-3 which don't go in any group?

use	go	have	write	try	eat
sleep	come	watch	teach	do	
mix	finish	know	buy	make	carry

Spelling Rules

1. **Most verbs add –s, e.g. use+-s=uses**
2. **Verbs ending in o, x, ss, ch, sh, add –es**
   e.g. go+ -es=goes

3. Verbs ending in consonant + -y –minus-y and add-ies, e.g. study-

+ies=studies

The Present Simple Negatives:

Write these sentences, using the negative form of the Present Simple.

Example: (He/not/live/ in Arba Minch).

He does not live in Arba Minch.

1. (She/not/work/in a bank)……
2. (I /not/play/the Piano)----------
3. (Kibrom/not/listen /to the radio)----------
4. (We/not/speak /French)----------
5. (You/not/listen/to me)----------
6. (My Automobile/not/work)_____
7. (I/not/drink/tea)----------
8. (I/not/understand/you)----------

Lesson 8

The Present Simple Questions

1. We use do/does/are/is with a main verb to make questions.
2. We / don't add –s to the he/she /it in questions.
3. We put the question words (where, what, who, etc.) at the beginning /end of questions.

Match the questions 1-5 under A with the answers a-e under B

Column A	Column B
1. Does Kebede teach at school?	a. Yes, they do.
2. Do the children do exercises every morning?	b. In a factory.
3. Does Sherif live with his parents?	c. Yes, she does
4. Do you play Gebeta in the field?	d. No, I don't
5. Where does Sherif work?	e. No, he doesn't

Put the verbs from the box, in the Present Simple. Use each verb once.

leave	start	arrive	get	watch	work	brush
eat	have	like	drink	go	stop	

Interviewer: How do you start the day, Nasir?

- Nasir: Well , I get up at six o'clock. I get washed and dressed, and I (1)……. breakfast at seven o'clock. After breakfast, I(2)……my teeth. I (3)……to work at eight.
- Interviewer: When do you get to work?
- Nasir: I usually (4)……..at my office at about half past eight. First, I (5)……a cup of coffee, and then I (6)……..work at 8:45a.m.

Interviewer: Where do you work?

- Nasir: I (7)……in a bank. I am a computer operator. I (8)……..my job. It's very interesting.

Interviewer: When do you have lunch?

- Nasir: I (9)……..work and I have lunch at one o'clock. I (10)……..a cup of tea at half past three.
- Interviewer: When do you finish your work?
- Nasir: I(11)…….the office at six o'clock. I have dinner when I get home. Then I (12)……TV for an hour or two.

A. Answer the following questions in complete sentences using the Present Simple tense, and write a paragraph in the Present Simple tense.

a. Where do your parents come from?
b. Where do they live?
c. What do they do for living?

d. Do you have brothers and sisters?
e. Can they all speak English?

Note : A complete sentence has a subject , a verb and an object or complement

Lesson 9

Present continuous Tense

A. **Write sentences about what is happening now.**

I/think about the weekend.

I am not thinking about the weekend**.**

1. My parents/work
2. The teacher / write on the board
3. I / sit next to a girl.
4. We /work hard
5. I/wear jeans
6. The student by the door/listen

Form

a. We use the present continuous to talk about things happening now
b. We use the verb do/ be to form the present continuous.
c. We add –ing/-ed to the main verb in the present continuous.

B. Complete the sentences. Use the present simple and present continuous forms of the verbs.

He usually goes to school (go to school) by car, but today he is waking (walk)

1. I_____ (play) to traditional games at the moment.
   I_____ (prefer) to play Gebeta.
2. They ____ (not usually go) to the field playing Genna.
   They_____ (watch) the Gebeta games at the moment.
3. They _____ (go to bed late every day). They ____(sleep)
4. He _____ (always play) Gebeta after school, but he_____ (play) Genna to today.
5. She____ (have) dinner now. She __ (like) fish.

C. Finish the Post card using words in brackets () in the present Continuous. Using full forms (e.g. is sitting)

Mahlet and I are staying (stay) here for a week. The sun (1) …….(shine)and it is very hot. We (2)……(sit) on the beach and I (3)…….(drink) an orange juice. We (4)……(not/swim) because we are both tired. We (5)…….. (watch) the boats on the sea at the moment. They (6) …… (travel) fast, but I can see fifteen or sixteen. Mahlet (7)…….(read) her book, and I (8)…….(write) all the postcards!

Belete and Mahlet

Section V: Speaking

Lesson 10

Meeting People

Meeting people:

- Taye: Hi, Liya. How are things ?
- Liya: Not bad. How are you, Taye?
- Taye: I'm fine.
- Liya: Oh, Taye, let me introduce you to a friend of mine.
- This is Kidist. She is in my class this year..
- Taye: Hello Kidist! Good to meet you.
- Kidist: Good to meet you too. Hey, that is a cool T-shirt.

  Are you in volleyball?
- Taye: Yes, but I am not very good at it. What part of the country are you from?
- Kidist: I am from Gondar
- Taye: That's cool. See you later then.
- Kidist: Yeah. See you later.

Talking about Interests

Work in pairs. Talk about what house work you like and dislike doing

- Martha : What do you like doing in the evenings?
- Moges : I love_____. What about you?
- Martha : I really enjoy_____
- Moges: I don't. I hate reading novels.
- Martha: Do you enjoy_____?

- Moges: No, I love playing traditional games.
- Martha: What do you like doing at the weekend?
- Moges: I really like_____
- Martha: Oh, I don't. I love playing football.

Section VI: Writing

Lesson 11

Writing a Composition

Sentence Writing

A. Re-arrange the following words and write questions and answers.

You/get up at 5:30

Do you get up at 5:30 ?

No, I don't.

1. Your parents/play Gebet'a
2. Your mother / speak English
3. You /watch traditional games every morning
4. This book / teach how to play traditional games.
5. Your father/ work in a factory
6. You and your friends /go to the field to play games on Saturdays.
7. You and your family / live in Ethiopia.
8. Kidist /come to your home after school

B. Write eight questions to find out about people's daily lives. Use the words below and your own ideas.

Example:

What do you do on your birthday?

How do you go to school?

What	visit	in the summer
Who	go	at the weekend
When	have	lunch
Where	do	in the evening
How	watch	TV programs
What time	get up	late
	read	on your birthday
	like	after school

Lesson 12

Writing a composition

Read the following paragraph and then write your own composition and read to your friend.

Hi

My name is Kelem. I am 13 years old and I am a student at Mennen High School in Addis Ababa. I like school. There are about 50 students in my class. We work hard, but we have fun too. We do a lot of our lessons together, ,and play traditional games. Girls and boys have different games lessons. I like Gebet'a . My favorite traditional games player is Kumlachew. Lots of people in my class play football, but I hate it.

What about you and your class? What's your favorite team?

Please write and send a photo if you have got one.

Bye for now.

Bethelihem

Follow the steps in the writing guide.

Writing Guide

Write a letter to Kelem about your interests.

Think and Plan

1. What is your name and how old are you?
2. Where are you from?
3. Where is your school?
4. How many pupils are in your class?
5. Do you play traditional games in your school?
6. What sports do you do and the other pupils in your class like?
7. What other lessons do you enjoy? Why?
8. What questions have you got for Kelem?

Listening II

Lesson 13

Pre-listening Activity

1. Before you listen to the text, tell your neighbor about the picture below.
2. Have you ever played this game ? When and Where?



While Listening

A. Now listen to the talk once again and, as you listen, match column A with column B, and write your answers in your exercise books.

	Column A	B Column
1	Segno Maksegno	a. first stone into the collection of "homes".
2	drawing lines on the ground	b. with chalk or just lines in the dirt
3	one person in a group throwing	c. only that person can touch/jump over it, and no one else can.
4	The game ends only	d. traditional Ethiopian Game
5	Owning a "home" means	e. when one of the players owns all the houses

B.Look at the questions for a minute before you listen.

1. What does each box drawn represent?
2. What is another name of Segno Maksegno?
3. How is it between the drawing lines?
4. Why does owning a "house" also entitle the person?
5. Where does one play the game?

Post-listening Activity

Write a short summary of what you have listened to in the text in groups of three and report to the whole class through the secretary of the group.

Reading II

Lesson 14

Pre-reading Activity

Answer the following questions in groups of four before you read the text.

1. Have you ever played Akukulu? If so, when and where?
2. How does Akukulu game differ from other games?
3. When do you play this game?



Akukulu – Kukulu – Acoocoolu

This traditional Ethiopian game can be described as a variant of the well-known "hide and seek" game, with about 6-15 people participating. The game begins when one (the seeker) in a group stares at a wall (known as his/her house, home base, or the Mariam), avoiding eye contact with others. The others in the meantime have to find hiding places.

After a while, the **seeker** on the wall will begin to make the "coocoolu" sound, imitating the sound cocks make in the morning. The others attempting to hide will reply "alnegam" or it is not morning yet, implying that the cock (seeker) should not leave his/her house.

The seeker will continue to make the sound till everyone in the group trying to hide has **hidden** themselves and start to reply "nega" or the sun has risen. At this point, the seeker will actively attempt to find those in the group that are now hidden.

If the seeker arrives before the hidden whose name was called out, then the hidden will be "**captured**", and remain waiting at the seeker's wall. The winners are those that make it safely to the wall.

In the meantime, the hidden have to make it stealthily to the seeker's wall or "home" and place their hand on it and kiss their hand. This makes them **safe**. The seeker will have to find the hidden before they reach the wall, and call out their name and go to his wall "home" and touch the wall while kissing his hand.

While Reading Activity

Instruction: Write 'true' if the statement is correct and 'false' if the statement is incorrect according to the information in the passage.

1. 'Hide and seek' is one of the well-known traditional games in Ethiopia.
2. The seeker will stop making the sound till everyone in the group has hidden themselves.
3. The seeker on the wall will begin to make the "coocoolu" sound, and others who are attempting to hide will reply "alnegam".
4. The hidden call out their names and go to his wall "home" and touch the wall while kissing his hand.

Instruction: Choose the most appropriate alternative based on the information in the passage.

1. How many players participate in 'Hide and seek' ?
   A. The minimum number of players is 5. B. The number of players is not mentioned.
   C. The number of players is about 6—16 participants D. It is about 6-15 participants
2. The seeker will continue to make the sound till everyone in the group who are trying to hide has hidden themselves and started to reply _____.
   A. The sun has risen B. Alnegam C. It is not morning D. Hide and seek
3. The game begins when the seeker in a group stares at a wall by _____.
   A. using eye contact with the others B. avoiding shaking hands with others
   B. avoiding eye contact with others D. avoiding pulling others

Instruction: **Guess the meanings of the following words as they are used in the reading passage.**

1. traditional (Par.1, line1) _____

2. seeker (Para 2, line 1)_____

3. hidden (Para.3, line 1) _____

4. captured (Para.4 line2) _____

5. safe(Para. 5 line 2) _____

Lesson 15

Post-reading Activity

A. Instruction: Complete the following summary paragraph based on the reading text.

With around 6-15 individuals participating, this traditional Ethiopian 1…….. might be regarded as a version of the well-known 2……. game. When one of the players in a group 3…….. at a wall, 4…….. with the others, the game begins. Others who are attempting to conceal will respond with «alnegam», which means 5…….

B. Write short answers for the following questions.

1. How do you play Accuculu with your friends ?
2. When do you play this game?

Section 5: Speaking

Complete the conversation. Use the verbs in brackets in the Present Continuous tense.

Example:

Tolosa: Hi Zeberga! What are you doing?

Zeberga: I am going (I/go) to the bank. What are you doing?

Tolosa: (1) …… (I/go) to market. (2)……. (I/look) for a new tennis racquet. (3) …… (I/play) a lot of tennis at the moment, and I need a new racquet.

Zeberga: Where is Kiya? Do you know?

Tolosa: Yes. She is not in Addis at the moment. (4)…… (She/work) in Bahir Dar for a month.Zeberga: What (5)…….. (she/do) in Bahir Dar?

Tolosa: (6)…… (She/sing) in a night club.

Zeberga: Really? What about Bekele and Keneni? What (7)…… (they /do) ?

Tolosa: (8)…….(They/study) for an exam. They are always in the library..

Zeberga: How is your sister? Is she all right?

Tolosa: Yes, she is fine, but she is tired.(9)……(We/paint) the living-room. It's hard work.

Zeberga: Can I help you?

Tolosa: No, it's OK. My father (10)…… (help).

Zeberga: Well, I hope you find a good racquet.

Lesson 16

Writing

A Descriptive Paragraph

Definition of a Descriptive Paragraph

A descriptive paragraph is a collection of multiple sentences to convey a distinct message of a single person, place or thing. It begins with a descriptive sentence that clearly states the topic that will be rolled out in the following sentences. A well-written descriptive paragraph pulls in all five senses to engage the reader. The use of smell, sight, touch, sound and taste in expressive language captivates the reader on many levels. If done well, your short piece of descriptive writing will have the opportunity to leave a strong impression on the reader.

Write a short descriptive paragraph about Genna individually.

_____

_____

_____

_____

_____

UNIT TWO

SEASONS AND HUMAN ACTIVITIES



Learning Outcomes:

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

- extract main ideas and details from the listening text.
- identify main ideas and details from the reading text.
- tell the meaning of a word as it is used in the reading/listening text.
- write their own sentences using the words from the listening and reading texts.
- write a short expository and descriptive paragraph on human activities in seasons.
- meaningfully use the simple past tense and past continuous tense to describe actions/events and habits
- meaningfully use select compound adjectives in their sentences.
- express their likes and dislikes(preferences) fluently and with acceptable accuracy.
- express themselves fluently and with acceptable accuracy in the context of talking about seasons and related human activities.

Section 1:

LISTENING

Lesson 1

Pre-listening Activity





Study the following words and their meanings (*hot, cold, sunny / rainy, clear / cloudy , dry / humid, gusty/windy, thunder/lightening*).

A. **Vocabulary**

There are many adjectives you can use for describing the weather in daily life. Can you tell their meaning?

1.hot / warm

2.cold / cool

3.sunny/rainy

4. clear/cloudy

5. dry/humid

6. gusty/windy

7. thunder/lightning

B. **Answer the following questions before you listen to the text on 'Farming through the Seasons'**

1.What do you call seasons in your mother tongue? .Do they all exist in your place of residence?

2.What is it like during the different seasons?

3.What do you think is the best time to grow crops/plants?

4. Who is a farmer? What does a farmer do?

5.How important are farmers? What is the importance of farmers? What would we do without farmers?

While-Listening Activity

Listen to the story and answer the following questions.

Activity 1. Fill it in! Listen to the text and write the missing words (given in the table below) in the sentences.

spring	summer	autumn
winter	June	July August
harvest	short rains	little cooler climate

1. The four seasons are _____, _____ ,_____ and _____.
2. Spring is _____time.
3. Summer covers the months of _____, _____ and _____.
4. Autumn has _____ .
5. Winter has a _____

Activity II: Listen to the text again write the letter of your choice in your exercise book.

1. What is the story mainly about?

A. How plants grow B. How to harvest crops C. What farmers do through the different seasons

2.What types of crops are harvested in the fall?

A. peas B. wheat, barley, 'teff' and beans C . sprouts

3.This story tells us that:

A. farmers don't work very hard C. fall is a busy time for farmers

B. during the winter farmers don't work

4. What do you think the title tells us about the story?

A. there is a pattern farmers follow when the seasons change.

B. the farmers plant no matter the season

C. it doesn't tell us anything about the story.

5. In what season do farmers think it is good to plant corn?

A. autumn B. summer C. spring

Lesson 2

Post-listening Activity

A. Discuss the following questions in groups of four.

1.Do all locations in Ethiopia experience the same kinds of seasons? Why ?Why not?

2.What season is it where you live?

4.What is the most interesting fact about seasons?

5. What can you do in each season in your place of residence/living?

7. What's your favorite season? Why? Tell us about it!

B. Following the example from the listening text, fill out the table below with information on activities you do in summer and in winter

Me in summer and winter	
Summer	Winter
-	-
-	-
-	
-	-
-	

Compare your answers with your partner; you will then form a group of four or five to compare your responses and talk about your answers. Are your activities in these seasons similar? Different?

Lesson 3

Listening 2

Pre-listening Activity

1.Do you know any song about season/s in your mother tongue. Sing it to the whole class.

2. What about a song about seasons in English? If you know any, please sing it to the class.

While –listening Activity

A. **Listen to the song and write the correct word in the blank space provided.**

snow	rain	favorite	school
Summer	Winter	brown	wind
flowers	Spring	swimming	sun
yellow	Autumn		

Seasons come, seasons go,

Some bring _____ and some bring _____

Some bring wind and some bring _____

Which is your _____ one?

In the _____ , there's lots of rain.

All the _____come out again.

In the _____ , there's no school.

We go swimming in the pool!

In _____ , all the leaves fall down,

red and _____ , orange and _____.

B. Identify the four seasons in the song.

C. Read out the complete song to your partner/s.

Section 2

READING

Lesson 4

Pre-reading Activity

1.Name the seasons in your area.

2. What words are used to describe the seasons in your mother tongue? What is their English equivalent?

3. What kind of activities do you observe in each season?



Seasons in Ethiopia

The weather affects everyone, and everyone has something to say about the weather. The climate of Ethiopia and its territories varies greatly. **It** is temperate on the plateau and hot in the lowlands. The country lies wholly within the tropics, but its nearness to the equator is counterbalanced by the elevation of the land.



Ethiopia, broadly speaking has three distinct seasons, and the weather is different in each of them. **These** are Winter, locally known as Bega .The Ethiopian Winter covers the months - December, January and February; but some sources identify four months which run from October to January. These months are the dry season with frost in morning specially in January. The short rains season, Autumn, known as the Belg, runs from February to May. September, October and November are the spring season sometimes known as the harvest season. **This** is then followed by the long rains season, known as the Kiremt, which is between June and mid-September. Summer or Kiremt - June, July and August are the summer season. Heavy rain falls in these three months. However, traditional sources make Ethiopian seasons four with the inclusion of Tseday (Spring) - March, April and May are the autumn season with occasional showers.



The winter is the season with the best weather. In general, **it** has clear ,sunny days with average temperatures of 25^0 C (77^0 F).This period is considered the dry season as rainfall is as its lowest. In the Spring season, the countryside landscapes are lushly pretty after all the rain.

Summer is the coldest season in Ethiopia, while May is the hottest month. Most of the country, is highland; the highland places enjoy a considerably cooler climate year-round. Eastern Ethiopia is typically warm and dry, while the Northern Highlands are cool and wet in season. August is the coldest month in Addis Ababa, with an average high-temperature of 19.2°C (66.6°F) and an average low-temperature of 10.8°C (51.4°F).Nights are cool, even cold from November to February, when lows drop below 10 °C (50 °F), while days are pleasantly warm, around 23/25 °C (73/77 °F), except in July and August, at the height of the rainy season, when highs drop to about 20 °C (68 °F).



In general, most parts of Ethiopia experience two main climate seasons - a dry season (October - May) and a rainy season (June - August). However, differences in altitude tend to add a number of variations, both in terms of temperatures and rainfall. Lowland areas usually see hotter temperatures than the Highland regions, which cover a great portion of Ethiopia. Here, weather conditions are noticeably cooler and there are also generally higher levels of rainfall to be expected.

In the main agricultural regions in Ethiopia there are two rainy seasons, the Spring and the Autumn, and consequently there are two crop seasons. Spring is the main crop season. **It** encompasses crops harvested between September and February. Crops harvested between March and August are considered part of the Autumn season crop. Many Ethiopian smallholder farmers cultivate crops during the Autumn season, as large farms concentrate **their** production entirely on the more productive Spring season. The Spring season is overwhelmingly important. Area cultivated and crop production in the Spring season is very large and high.

Many people are amused by Ethiopia's tricky climate. Ethiopian weather varies greatly according to elevation, rather than variations of seasons . In Ethiopia, traveling from one area to another can mean shifting from 60 degrees Fahrenheit (15 degrees Celsius) to 95 degrees Fahrenheit (35 degrees Celsius) in a matter of hours. Towards Ethiopia's borders, elevations decrease and temperatures rise accordingly. In the far south, far west and far east of the country, average daily temperatures often exceed 85 degrees Fahrenheit (30 degrees Celsius).

Many people in Ethiopia have a concern about the recurrently warming climate of the country. Many places which have otherwise been known as considerably cool, wet ,warm are turning into dry ,warmest and arid areas the all year round. Wet seasons in many places of Ethiopia are turning into warm and dry months/seasons. The seasonal characteristic of rainfall is an important climatic element that impacts the growth and development of field crops . Seasonal rainfall will also determine the productivity and production potential of land resources. As the weather is getting unusually hotter , changing so much, it gives the people something to talk about all year round. Only few people talk about trips and entertainment in relation to the weather, but many about drought and crop production.

While reading activity

I. Read the text and answer the reading comprehension questions

1.How can the weather in Ethiopia be described?

A. hot B. temperate C. variable D. boring

2.What affects the weather in Ethiopia?

A. temperatures B. everyone C. seasons D. differences in altitude

3. How far and quickly can the weather change?

A. from one area to another area C. from a highland to a lowland

B. from one hour to the next hours D. All

4. How many readily distinguishable seasons are there in Ethiopia?

A. Two B. Three C. Four D. Five

5. Which season has short rains?

A. the Summer B. the Autumn. C. the Winter D. the Spring

6._____ is also known as the harvest season.

A. The Summer season C. The Winter season
B. The Autumn season D. The Spring season

7. In which season is frost seen in mornings?

A. the Summer B. the Autumn. C. the Winter D. the Spring

8.Which is the most productive season?

A. the Autumn B. the Winter C. the Summer D. the Spring

9.One of the following does not explain Why the Winter season is the best?

A. It has best weather.

B. Landscapes in the countryside are attractively luxuriant.

C. It has clean and sunny days.

D. It is dry season with lowest rainfall.

Write true or false

10. Most parts of Ethiopia have cooler and higher levels of rainfall.

11. We can infer from the passage that seasons are much associated with survival needs yet than leisure and amusement.

Answer the following questions in complete sentences

12.Ethiopian highlands are cooler and wet in season while eastern Ethiopia is particularly warm and dry. What does this indicate in relation to seasons in Ethiopia?

13. Why do many Ethiopians have a concern about the climate of the country.

14. Why do you think that only few people talk about trips and entertainment in relation to the weather? Why about you?

Lesson 5

II. Vocabulary

A. Match the following words with their meanings .Write your answer in your exercise book.

	Column A	Column B
1	Vary	A. giving a sense of happy satisfaction or enjoyment; likeable
2	Temperate	B. the height of an object or point in relation to sea level or ground Level
3	Plateau	C. make or become lower, weaker, or less
4	Elevation	D. the most intense part or period of something
5	Occasional	E. to be different in different situation
6	Pleasantly	F. occurring often or repeatedly
7	Eight	G. the height of an area of land, usually measured from sea level
8	Drop	H. a large flat area of land that is higher than the land around it
9	Altitude	I. never extremely hot or extremely cold
10	recurrently/recurrent	J. occurring infrequently or irregularly.

B. Fill in the blanks with the words(given in the box below) you have just matched with their meanings above to complete the sentences.

vary	temperate	plateau
occasional	pleasantly	height drop
altitude	recurrent	elevation

1. Rooms _____in size but all have television and telephone.

2. Ethiopia is one of the _____countries. Many of places found in the country do not

have extremely hot or cold weather

3. The whole _____ comprises one vast upland plain.

4. Addis Ababa's _____ above sea-level is 2355 meters.

5. He made _____ visits to Dire Dawa.

6.The holiday weekend passed _____.

7. September to December is the _____ of the tourist season.

8.Be sure to _____your speed in wet weather.

9. The Bale mountain is lower in _____ than the Ras Dashen Mountain.

10. A dentist may decide to extract the tooth to prevent _____ trouble.

III.. References

What do the words in bold refer to in the passage.

1. **It (**paragraph 1) refers to _____.
2. **These (**paragraph 2) refers to _____.
3. **This (**paragraph 2) refers to _____
4. **.. it (**paragraph 3) refers to _____
5. **It (**paragraph 6) refers to _____
6. **.. their (**paragraph 6) refers to _____

Lesson 6

Post-reading Activity

Answer the questions individually then discuss with a partner.

1.Do you have a concern about climate in Ethiopia? Why?

2.Do you agree with the views of the writer indicated in the last paragraph? Why? Why not?

Section 3

SPEAKING

Lesson 6

1.Discussion

I . Individual and Small group work

Study the tabular information and write down your own answers. Next, in a group of three or four, discuss/explain the seasons and corresponding farming activities .

Answer the following questions in your group

A. What are the basic steps of crop production in each season of a year?
B. Do the seasonal farming activities outlined in the table match the farming activities in your village/area.
C. Is there anything different, in terms of the months encompassing the sea sons and /or, the activities?
D. Which cereals do not grow in your village ? Why do you think so?
E. What are the principal crops grown in your area ?
F. Which of the major cereals grow in your village? What is the rainy season in your place of residence?

During the four seasons of farming – **Fall/Autumn, winter, spring, and summer** – different tasks have to be done on the farm:

Seasons	**Time / Months**	**Activities/Tasks to be done on the farm**	**Remark/Comment**
			*In the **main agricultural** regions in **Ethiopia** there are two rainy **seasons**, the Autumn (Meher) and the Spring (Belg), and consequently there are two **crop seasons**.*

Fall/Autumn	September-November & early December	-Harvesting and maintenance - Harvest/Harvesting crops: use handheld sickles to cut ripe grain -Make sure the crops are dry - feasts - Move grain from one place to another - harvest crops -Storage/Store crops: - Making sure the crops are dry is important for storage reasons -Store crops in grain bins on their own farm, or take them to a local coop for storage and eventually sale., -Some beef calves will be born.. Hence feeding, watering, and monitoring for sickness of the cow and the calf. • There is no time to be bored or waste. • Farmers get to see the reward of the growing season	**AUTUMN** : September October November December January February
Winter	December-February	Planning - is now time for rest(There isn't much to do in the fields) - take the time to visit relatives ;visit friends and family - purchase inputs for the next planting season. - A good time of year to do any maintenance or repairs that the equipment might need. - feeding and Managing animals:	September October November December January February

Spring	March-May (Late March to late June)	-Cultivating soil and planting: Cultivating soil, planting The fields are prepared for planting crops (plough)=plow(US).. Farmers need sharp, steel ploughs(plows) to cut through the soil. - may also till fields - may also apply fertilizers: adding manure and fertilizers/ manure and fertilizers -- crops be/are planted (Sowing) - wear lighter clothes	▪ **SPRING** March April May June July August March April May June July August
Summer	J u n e - J u - l y - A u g u s t and early September	-Growing crops/Raising crops - planting various crops -Put on fertilizers and pesticides. - work as a crop scout - weeding - produce weed and pest-free fields. - checking the conditions of the fields. -- stay indoors more - people use firewood or locally made fuel to keep themselves warm - cut hay and bale it for animal feed: use hand held sickle - weather may inhibit travel: heavy rain, flooding,and chilly weather - July to early September can be a break for most farmers - The summer is an interesting time.	

Lesson 7

Expressing likes and dislikes

A .Study the language (key phrases when talking about likes and dislikes) in the box below

-I like..	- I want to..
-I don't like..	- I would like to..
-I love..	- I do not want to..
-I hate..	- My favorite season is..
- I dislike	- My favorite season would be..
- I can't stand	- My least favorite season is..

B. Pair Work: Practice expressing likes and dislikes orally. Tell about any season and say why you like or dislike it. Then write down an appropriate conversation.

Example:

Question: Do you like the Ethiopian summer ?

Answer: I like the Ethiopian summer because it's cold.. Other seasons in my place are very hot and unpleasant.

Lesson 8

Expressing Preferences

A. Study the ways of asking about preferences and expressions of preferences in the box belo

Questions about preferences

- Which do you prefer, Autumn or Spring?
-Which do you like better, August or October ?
-Would you prefer to go for a visit of relatives in August?
-Would you rather harvest the crops using handheld sickles to cut ripe grain?

Expressing preferences

- I prefer Spring to Autumn.
- I like October better than August.
-I prefer staying at home. The weather is very hot.
-I prefer cold weather to hot weather .
-I would rather harvest the crops using handheld sickles to cut ripe grain.
-I'd rather stay at home **than** go out. It's going to rain.

B. Pair Work: Practice expressing preferences orally. Speak in turns: Your partner asks questions about your preferences. You tell him/her your preferences. The questions and answers must depend on the tabular information above.

Lesson 8

Mixed Activity: What is your favorite season? Why?(The reason should be activities associated with the seasons.)

Example 1:My Favorite Season

I'd say my favorite is summer, because of the sun and the warm weather, you can hang out with friends and do pretty much anything you want to do. I guess ,… I don't like winter so much, because I *can't handle* the cold and there's really not that much to do when it's cold weather.

Tell your favorite season.

Example 2:My Favorite Weather

There are many different kinds of weather every day, and different weathers bring different moods. There are many weathers, like sunny, rainy, cloudy, windy, warm and. I like sunny days. Sunny days put me in a good mood . On sunny days, I can play outside.

...So I don't like rainy days very much. On rainy days, I can't do anything outside. At least on sunny days, there is a big sun, many clouds and a beautiful sky. In one word, my favorite weather is sunny. It always makes me happy. I can have fun outside. I like sunny days very much.

Lesson 9

Describing Seasons and Activities

Answer the following questions in group of four

1.What holidays does your family celebrate in a season – what traditions go with those holidays?

2.What is traveling like during this season? Which time of the year is the most preferred season

for travelling in traditional /rural Ethiopia? Why?

3.Describe relationships between the seasons and your activities, clothing, food, traditions...




- Describe relationships between the seasons and plant and animal life cycles.






Which season and part of Ethiopia do you think the pictures above describe or refer to?

Lesson 10

Speaking

A. Describing process (natural phenomenon- the seasons)

Action verbs are used when describing processes with reference to natural phenomenon.

An action verb describes an action that a person, animal, object, or process in nature can do. An **action verb** is a verb that describes an action, like till/plough, sow, weed, harvest, thresh When using action verbs, the sentence structure will be **SUBJECT--->ACTION VERB---> THE REST OF THE SENTENCE** (noun)(verb)(adjective, adverb, noun, complement).

Here are some examples of action verbs in sentences:

- Gebre is tilling the farm now. The action verb is tilling. It describes what Gebre is doing.
- The wind blows constantly in Ogaden ,Somali region of Ethiopia. The action verb is **blows**. It describes what the wind does.

B. Activity : Seasons and Farming Activities

The diagrams /pictures show popular /common seasonal activities in Ethiopia. Write out the activities(expressed by action verbs) listed A,B,C,D,E,F and G in the blank spaces provided along with various farming activities of rural/agricultural Ethiopia .

Activity :

A. Till/Tilling

B. Sow/Sowing

C. Grow/Growing crops

D. Thresh and Winnow(threshing and winnowing)

E. Reap, Harvest(harvesting)

F. Weed(Weeding)

G. Mowing/Cutting down or trimming

1._____ 

2._____ 

3._____ 

4._____ 

5._____ 

6._____ 

7._____ 

Lesson 10

Discussion

Read the text below. Then discuss the questions provided in a group.

Ethiopia is one of the most beautiful countries in the world with its most extraordinary landscapes anywhere in Africa. The source of the Nile with its gigantic waterfalls.

This being pleasantly true and enjoyable, Seasons affect many parts of daily life. Climate, weather and the change of the seasons affect much of what we do each day. Plants and animals also change their ways with the seasons. Weather changes have effects on how we live.

As is stated in the passage entitled "Seasons in Ethiopia", many people in Ethiopia have a concern about the recurrently warming climate of the country. Wet seasons in many places of Ethiopia are turning into warm and dry months/seasons. Ethiopia is vulnerable to many of the effects of climate change. Ethiopia's economy is highly dependent on climate-sensitive activities such as rain-fed agriculture. Any effect on agriculture will significantly affect the Ethiopian economy. Changes in climate will lead to recurrent droughts and heavy rainfall in different parts of Ethiopia. Example, coffee plants are very sensitive to climate change. Frequent and extensive droughts in the country have a considerable effect of Ethiopia's livestock because decreased rainfall shrinks available water resource.

Have a classroom discussion on this issue.

- How can we make Ethiopia a happy and pleasant place to live and visit for generations, present and future?

Then get into groups of five after the whole class discussion. Produce a list of do's and don'ts on how to protect our environment, restore our forests/green areas, avoid / minimize desertification, and prevent drought. Each group can make a poster and act out a street play. The best play can be acted out at a special assembly/school day on a certain occasion such as 'Environment Day'/'Water Day' etc.

Section 4

VOCABULARY

Lesson 11

Forms of Action verbs

Study the select action verbs in their forms (root- verb 2(past form)-verb3(past participle) in the box below

till	till	till
plough	ploughed	ploughed
sow	sowed	sown
grow	grew	grown
reap	reaped	reaped
mow	mowed	mown
trim	trimmed	trimmed

Words from listening and reading texts

Match the following action words with their meanings. Write the answers in your exercise book.

1	Till	A. (of a plant) germinate and develop; produce by cultivation
2	plough	B. separate grain from the rest of a crop such as corn or wheat using a tool or a machine or draught animals
3	trim	C. remove(chaff) from grain; blow air through (grain) in order to remove the chaff
4	Sow	D. cut or gather(a crop or harvest);harvest the crop from land
5	Mow	E. the activity of collecting a crop
6	Grow	F. to remove weeds from an area of ground
7	thresh	G. cut off(irregular or unwanted parts); reduce the size, amount or number of
8	winnow	H. turn up the earth of (an area of land) with a plough, especially before sowing
9	reap	I. cut down or trim(grass or a cereal crop) with a machine or scythe
10	harvest	J. plant(seed) by scattering it on or in the earth
11	weed	K. to turn over the soil before putting seeds into it using a plough
		L.to keep for use as needed

Fill in the blanks with the *action words*(given in the box below) you have just matched with their meanings above to complete the sentences.

till	ploughed	sow	trimming
mows	grow	thresh	weed
winnowed	reap	harvested	

1.I _____ the farm with a pair of oxen.

2.The fields were being _____for winter wheat.

3.It is time to _____ beans for an early crop.

4.He _____ the lawn every now and then.

5.They _____ all their own vegetables.

6. It usually takes a day and a quarter to _____ the wheat which it took a day to cut.

7.By this simple process, corn may be cut down ,_____ ,ground, dried ,and baked within half an hour.

8. As we sow, so shall we _____.

9.Winter wheat is planted in the autumn and _____ in early summer.

10. You should _____ the garden before supper.

11.Someone is_____ the grass outside with shears.

Section 5

GRAMMAR

Lesson 12

Simple Past

Look at the following examples:

- ***Statement:*** *She ploughed her father's farm in summer when she was younger.*
- ***Question :*** *Did* she plough her father's farm in summer when she was younger?
- ***Negative:*** *She did not plough her father's farm in summer when she was younger.*

Regular verbs:

Form + ed.	**Form :** verb

The simple past (also called past simple, past indefinite) is a verb tense which is used to show that a completed action took place at a specific time in the past. The simple past is also frequently used to talk about past habits and generalizations.

Activity 1: Past simple affirmative: regular verbs

Complete the sentences. Use the past simple form of the verb in brackets.

1.You _____(arrive) in England last week.

2.My mum _____ (study) Russian at university.

3.I _____(phone) you yesterday, but you weren't at home.

4.Last night, Merga and Alem _____(plan) their holiday.

5.Ujulu _____(invite) us to his sister's wedding .

6.The children _____(carry) the books to the classroom.

7.We _____ (finish) the exam at half past three.

8.I _____ (chat) to Obang about films and fashion.

Activity 2 : Past simple affirmative: irregular verbs

Complete the sentences. Use the past simple form of the verbs in brackets.

1.My dog _____ (sleep) on my bed last night.

2.Our English course _____ (begin) three months ago.

3.The students _____ (take) an exam yesterday.

4.Markos _____(pay) for the meal in the restaurant.

5.You _____ (break) my mobile phone.

6.We _____ (go) to Benishangul region last year.

7.Mare _____(wear) her new dress at the party.

8.I_____ (read) an interesting book last week.

Activity 3 : *used to*

Complete the sentences with used to + the right form of the verbs in brackets.

1.I _____ (swim) a lot when I was younger.

2.Meron _____ (not eat) vegetables, but now he eats them.

3._____ (they / have) a sports car?

4.That building _____ (be) a cinema, but it's closed down.

5.We _____ (not like) maths lessons - our teacher was horrible!

6.Where_____ (you / go) to school?

7.You_____ (live) next door to me.

8.I _____ (not enjoy) studying, but I do now.

Activity 4 :Stories of Seasons

Read the following story and complete the verbs in the bracket with simple past form.

Once upon a time there 1) _____(be) a king named Sol. Everyone knows him. Everyone treats him.

Powerful, its rays are swords. Majestic, its rays are of gold and more than all gold are worth. Generous, its rays are threads of life.

Powerful, majestic and generous 2)_____ (be) this king, but he 3) _____ (have) great disgust – his four sons 4)_____(get) along very badly with each other.

The 4 brothers 5)_____(be) called, by order of age, starting with the youngest: spring, summer, autumn and winter. They 6) _____(be) constantly buzzing because they all 7) _____ (want) to rule the earth. Now this could not be.

So thinking, King Sun 8) _____(decide) that each of them should rule in turn for a time. The orders of a father, for more king, and moreover Sol, must be fulfilled.

Autumn 9) _____ (do/not) like this sharing. He 10) _____ (complain) that he was given no time… He 11) _____(be) still tidying up the house, painting everything purple, in golden yellow tones and midtones, and winter was already at his door. Then autumn 12) _____(have) a tantrum and 13) _____ (ripe) the leaves off the trees, some still unpainted …

Autumn 14) _____(come) with tears in the eyes and winter15) _____ (come) in.

Lesson 13

The Past Continuous Tense

The past continuous tense (also called past progressive) is used to describe actions that began in the past and often continued for a short period of time after the action started.

Examples:

- **Statement**: You **were tilling** when she called.
- **Question**: **Were** you tilling when she called?
- **Negative**: You **were not tilling** when she called.

Form: Past tense of the verb to be + the verb's present participle (ing word) (was/were + - ing word)

In the simple past, a specific time is used to show when an action began or finished. In the past continuous, a specific time only interrupts the action.

Activity 5 : Put the verbs into the correct form (past progressive).

1.When I phoned my friends, they (play) _____ monopoly.

2.Yesterday at six I (prepare)_____ dinner.

3.The kids (play) _____ in the garden when it suddenly began to rain.

4.I (practise) _____ the guitar when he came home.

5.We (not / cycle) _____ all day.

6.While Aaron (work) _____ in his room, his friends (swim)_____ ____ in the pool.

7.I tried to tell them the truth but they (listen / not) _____

8.What (you / do)_____ yesterday?

9.Most of the time we (sit) _____ in the park.

Review 1:

The Simple past is formed in the following ways:

i. For regular verbs, add **-ed** to the root form of the verb (or just **-d** if the root form already ends in an e):

Example: play – played ; type - typed; listen – listened; push - pushed; love- loved

ii.For irregular verbs, there are various ways :

A. The simple past tense of some irregular verbs looks exactly like the root form:

put- put; cut-cut ;set-set ; cost –cost; hit-hit

B. In other verbs ,including the verb **to be**, the simple past forms follow shifts/ changes of differing nature :

see –saw; build-built; go-went; do-did; rise - rose ; am/is/are - was/were

Use

Use 1 :Completed Action in the Past

Use the simple past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

Examples:

- Last year, my father produced rice.

We often use expressions with ago with the past simple:

- I tilled the land *a long time ago*.

Use 2: A Series of Completed Actions

We use the simple past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

Examples:

- I finished work, walked to the plot , and found a nice tomato to taste .

Use 3: Duration in the Past

The simple past can be used with a duration which starts and stops in the past. A duration

Use 3: Duration in the Past

The simple past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:

- They **spent weeding their plot** all day.
- We worked on the farm for thirty minutes.

Use 4 :**Habits in the Past**

Expressing Past Habits with used to

Past habits are actions of states of being that we did over and over in the past. We are no longer doing them.

Examples:

- My father used to grow crops in his parents farmyard when he was a boy.
- When my brother was younger, he used to weed crops every day.(past habit)

Review 2:

Use

The past continuous describes actions or events in a time before now, which began in the past and were still going on when another event occurred.

Use 1: Interrupted Action in the Past

Use the past continuous to indicate that a longer action in the past was interrupted

by a shorter action in the simple past.

Examples:

- Alemu was mowing the wheat crop the other day when the snake appeared.
- While we were having the picnic, it started to rain.
- A: What were you doing when you broke your leg?
  B: I was storing the cereals.

Use 2: Specific Time as an Interruption

In Use 1, described above, the past continuous is interrupted by a shorter action in the simple past. However, you can also use a specific time as an interruption.

Examples:

- At midnight, we were still driving through the desert.
- Yesterday at this time, I was sitting at my desk at work.

Example:

- I started earlier; and at 6 PM, I was in the process of eating dinner.

Use 3: Parallel Actions

When you use the past continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

Examples:

- I **was studying** while he **was making** dinner.
- They **were eating** dinner, **discussing** their plans, and **having** a good time.

Use 4:Repetition and Irritation with " Always"

The past continuous with words such as "always" or " constantly" expresses the idea that something irritating or shocking often happened in the past.

Examples:

- She was always coming to class late.
- He was constantly talking. He annoyed everyone.

2.5.3.Compound adjectives

Compound word in the English language is formed from two or more words. Compound words can be closed (for example, seafood), open for example, water ice) or hyphenated (for example, first- class). A compound adjective is an adjective that contains two or more words.

Here are some examples of the various combinations that we can make to come up with compound adjectives:

	Compound adjectives	Examples
	Number + Noun	A break that takes ten minutes is a ten-minute break
	Adjective + Noun	A bike ride over a long distance is a long distance bike ride.
	Adjective+ Present Participle	A person who works hard is a hard-working person.
	Noun + Present Participle	An athlete who breaks records is a record-breaking athlete.
	Noun+ Adjective	A room that is free from smoke is a smoke-free room.
	Noun+ Past Participle	An engine cooled by water is a water-cooled engine.
	Adjective+Past Participle	A man with a bad temper is a bad-tempered man
	Adverb+ Past Participle	A city that has a dense population is a densely populated city.

A. Describe the Nouns using compound adjectives.

1.a walk that takes ten minutes - *a ten- minute walk*

2.a boy who is five years old - _____

3.a report that is thirty pages long - _____

4.children who behave well - _____

5.a man who has short hair - _____

6.a lady with a kind heart - _____

7.a woman who has a strong will - _____

8. traffic that moves slowly - _____

9.a man who looks good - _____

10. a room that has bright lights - _____

B. Match the words together to form 12 compound adjectives

1.part	a. cold
2.well	b. made
3. middle.	c. fashioned
4.English	d. minute
5. ice	e. speaking
6.old	f. aged
7. last	g. known
8. home	h. time
	i. minded

C. Use the compound adjectives in Exercise B to complete the sentences

1.There is nothing better than drinking an _____ beer on a hot summer day.

2.There are some traditional farmers left who still make cheese the _____ way.

3. Some _____ politicians are proposing reforms to the educational system.

4.A _____ person is between 45 and 65 years old.

5.I don't like _____ people who are intolerant of new ideas.

6._____ jam is usually better than the kinds you buy in the shops.

7.Many students get a _____ job if they are not eligible for a loan.

8..A _____ goal by England put then through to the World Cup Final.

D. Now, work with a partner. Talk about the following things:

1. Describe yourself using compound adjectives. Does your partner agree with you?

2. Use compound adjectives to describe someone in the class. Can your partner guess who it is?

3.Discuss which compound adjectives you would use to describe a good and bad friend.

Lesson 14

Modal verbs of Possibility and Probability

A. May, might and could

Study the following examples:

- In case if you are sowing seeds without spacing , you **may** yield less..
- Farmers **could** grow crops at times of no rain.
- Do you think the farmers **might** produce more next year?

Form: may/might/ could + verb 1

They are used to show possibilities ,such as producing less and more and growing crops.

There is a small difference in the level of probability. May usually expresses a 50% possibility, while an action with might normally means a slightly lower possibility, e.g. 40%.

May, might and could convey the idea that a speaker is only 50% or less certain that something happened.

B. Can, will, should

Study the following examples:

- Be careful because it can be quite dangerous driving on the streets in the rains .
- If the Almighty says it shall rain ,then it shall rain with 100% certainty.
- If the weatherman says it will rain , it will rain with about 90 % certainty. (He's only human.)
- The sun will rise tomorrow.
- If they take loans, they **should** buy fertilizers by the weekend.

Form: can/ will/ should + verb 1

Activity :It might rain tomorrow

A. Match the modal verbs of probability with the correct day in the weather forecast (a----j) ,according to the probability percentage. More than one option may be possible.

1. will……. won't…..
2. Shouldn't…….
3. will probably ….
4. probably won't…..
5. may/might …
6. Won't….
7. should…..

This week	a. Monday	b. Tuesday	c. Wednesday	d. Thursday	e. Friday
Weather					
Probability	100%	0 %	10%	50%	90%

Next week	f. Monday	g. Tuesday	h. Wednesday	i. Thursday	j. Friday
Weather					
Probability	0%	30%	100%	50%	70%

B. Complete the sentences with the modal verbs of probability

1. It_____(70%) be sunny next Friday.
2. It _____ (100%) be sunny on Monday.
3. It _____ (30%) be cloudy next Tuesday.
4. It _____ (50%) be cloudy on Thursday.
5. It _____ (90%) be sunny on Friday
6. It _____ (0%) rain next Monday.
7. It_____(10%) rain this Wednesday.
8. It _____ (50%) snow next Thursday.

C. Create your own weather forcast for this week by drawing pictures and writing the percentage probability for each type of weather.Then,write five sentences about the forecast using modal verbs of probability.

This week		2. Tuesday	3 .	4 .	5.Friday
Weather					
Probability					

1._____
_____

2._____
_____

3._____
_____

4._____
_____

5._____
_____

C. **In pairs take it turns to choose a day from your forecast and read the weather type and percentage to your partner. Can they make an identical sentence to yours?**

Section 6

WRITING

Lesson 15

Sentence Writing : Simple sentences

Refer to your answers from the listening and vocabulary exercises. Read also the information given in the table above on Seasonal Farming Activities Throughout the year in Ethiopia (The SPEAKING Activity (P.) .Then, Do the following:

Write simple sentences using the words you have learnt.

Examples :

- In **Summer** farmers **grow** crops.
- In **Autumn** farmers **harvest** crops.

Sentence Writing :Compound Sentences

Examples:

- In Summer farmers weed the crop fields **and** mow hay and bale it for animal feed.

  Simple sentence 1: In Summer farmers weed the crop fields .

  Simple sentence 2: In Summer farmers mow hay and bale it for animal feed.

- In Spring farmers wear lighter clothes **,but** in Summer farmers stay indoors more and use firewood to keep themselves warm.

  Simple sentence 1: In Spring farmers wear lighter clothes.

  Simple sentence 2: In Summer farmers stay indoors more and use firewood to keep themselves warm.

When creating compound sentences ,there are two punctuation rules to keep in mind:

1. Place a comma before the coordinating conjunction.
2. If you're not using a coordinating conjunction, place a semicolon between each Simple sentence.

Joining simple sentences to form Compound Sentences with Coordinating Conjunctions

Usually, simple sentences are joined with one of the seven coordinating conjunctions: **for, and , nor, but, or, yet and so.**

The most common of these coordinating conjunctions are **: and, but & or .**

Lesson 16

Paragraph Writing

Write a short descriptive paragraph using one of the seasons and human activities

A. The paragraph must be developed based on the information given in the table. You write on one of the seasons namely the Summer, the Spring or Fall/Autumn along with their related activities/tasks.

B. Young family members help their parents in the various types of farming activities in the seasons. Choose one of the seasons and write a descriptive paragraph on how you help your parents in this regard with reference to the information given in the table.

C. You may not personally know or experience seasonal farming activities in the various places of Ethiopia. However, you do know what activities and tasks city dwellers are engaged in those seasons outlined and described in the table. Write a descriptive paragraph based on the information in the table with reference to all of the seasons. Your paragraph should clearly show what activities you are engaged in this Ethiopian season.

UNIT THREE

TRAFFIC POLICE OFFICERS



Learning Outcomes:

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

- identify and extract the main ideas and details from the reading and the listening texts.
- tell the meaning of a word as it is used in the reading and listening texts.
- produce a written response based on the information in the reading and listening texts.
- describe / explain phenomenon /events using specific textual information, examples and facts.
- write their own sentences using new words learnt from the listening and the reading texts
- develop a descriptive and expository paragraph on the phenomenon of traffic policing and rules/laws.
- use correct simple future ,going to and present continuous forms to depict the function of intention and plan.
- distinguish and use modal auxiliaries can/could; may/might, should/ ought to in accurate ways and appropriate context. .
- describe people's appearance and clothes(uniform)
- give oral orders, instructions, advice and warning.
- assimilate the contextual meaning of new vocabulary words and use them in sentences of their own.
- define words related to traffic policing.
- express themselves fluently and with acceptable accuracy.
- participate in whole class and small group discussion in English.

Section 1

LISTENING

Lesson 1

Pre-Listening Activity

1.Basic vocabulary

A. What is the meaning of the words here below. You can use an English-English dictionary:

- traffic(n)
- monitor

B. Match the pictures with the words listed below:

1.uniform (n) : A. 

2.vest(n) B. 

3.colleague (n). C. 

4.pedestrian/s D. 

5.passenger /s(n)

E. 

6.crowd

F. 

7.sleeve (n).

G. 

H 

2.Brainstorming questions

1.Have you ever seen traffic officers/traffic police men/traffic police women ? Where? When?



2.What are the policemen/policewomen wearing in your area?





3.What is the police officer doing in the picture, above and below?



[Source: https://www.google.com/url?sa=i&url=https%3A%2F%2Faddisfortune.net%2Farticles%2Faddis-abeba-to-get-new-traffic-lights%2F&psig visit date:13/11/2021]

While –Listening Activity

Listen to the text read by your teacher and answer the questions.

Write in full sentences :

1.What's her name? _____

2.Where does she work?_____

3. How old is the female traffic officer? _____

4.What is her customary time of waking up from bed?

A. one o'clock B. twelve o'clock C. Not stated

5.Which of the following does not include the traffic po13lice officers duties at work?

A. patrolling C. monitoring road users

B. controlling thieves and alcohol addicts D. checking permits and documents

6.Does she have a gun?_____

7.What time does she go home?_____

8. Who does she talk to at home ?_____

Listen to the text again and write True or False in your exercise book.

9. The female traffic police lives alone.

10. The female traffic police prepares her own food and drink.

11. She uses service transport/bus by the government to and from her place of work.

12. Traffic officers do not usually direct pedestrian foot traffic, have the responsibility of the crossing guard and control crowds during emergencies.

1. She usually has night time duties.

Lesson 2

VOCABULARY

A. The following words under Column 'A' are taken from the listening text. Find their contextual meaning from Column 'B'.

	A	B
1	negligent / negligence	A. failure to take proper care over something
2	a speed limit	B. The maximum speed you should not exceed.
3	Encounter	C. unexpectedly meet or be faced with
4	Reflector	D. a piece of reflective material /an object that reflects light and shines when light shines onto it
5	get up	E. wake up
6	puts on	F. wears
7	Patrol	G. keep watch over (an area) by regularly walking or travelling around it.
8	Vehicle	H. a thing used for transporting people or goods on land, e.g. a car ,truck ,or cart land, e.g. a car, truck, or cart

B. Fill in the blank spaces provided with words given in the box below.

vest	sleeve	encounter	put on
speed limits	negligent	intoxicated	emer-gency
crowds	passengers	pedestrians	gets up
reflector	patrol	vehicle/s	traffic

1.He never _____ before eight.

2. I need to _____some clothes

3.He brushed away the tears with his _____.

4.We had a frighteningly close _____with a drunk driver.

5. Respect the _____ not to be a cause for accident and punished ..

6.The court found traffic police _____.

7. He was _____with too much alcohol .

8.It's illegal to use the fire alarm except in case of _____.

9._____ of people began making their way to the station.

10.Two other _____ in the car suffered serious injuries.

11.There are so many _____in Addis Ababa..

12.He removed the _____and placed it neatly beside the jacket.

13.Frehiwot usually goes out to work with her lemon green _____ vest on her dark blue jacket or her sky blue shirt.

14.Police officers _____ the main streets in Addis.

15.Road _____ include cars, buses, and trucks.

Post-Listening Activity

Get into groups of six and discuss the following questions.

1.Do you know a female traffic officer? / Have you ever seen a female traffic officer? When ? Where?

2.Do you know any female officer or professional from any sector, such as Health, Engineering, Science, Defense force (military)?

3.Write briefly about her: her name, profession, education background, place of birth. You shall talk to your group members. The teacher may also ask you to talk to the whole class.

Section 2

READING

Lesson 3

Pre-reading Activity

Answer the following questions in pairs.

1.What are the duties of traffic officers?

2.What do you expect to read ?.. Choose from the given alternatives:

A. The lives of traffic officers in general

B. The life of individual traffic officers

C. The duties of traffic officers

Read the reading text below to check whether your guess is right.

While-reading Activity

Read the passage and answer the questions following

The Role of a Traffic Officer

1 Traffic Officers, policemen and police women, are employed individuals who conduct general operations on roads throughout cities and towns. The traffic police is a very well known figure in towns and cities. Traffic policemen/policewomen are types of police officers who work on the roads, maintaining the traffic in order.

2 Traffic Police officers help keep people safe when travelling by any means ,such as walking, riding and driving .Some police officers patrol in cars or on motorcycles. They also walk in pairs to monitor road users :pedestrians, motorists, cyclists and drivers. They put on a special type of uniform. In many countries, they use bicycles, especially in parks ; others use boats; some even ride horses! They work with instruments, tools or materials namely speed-measuring apparatus, alcohol test apparatus, measuring tapes, mass-measuring apparatus, summons books, infringement notices etc.

3 A traffic policeman /police woman is typically responsible for keeping an eye out for speeding drivers, as well as ones who're disobeying traffic rules in general. A traffic policeman / policewoman is also summoned in the event of an emergency when a traffic light goes out and the traffic needs to be regulated manually. Traffic Officer's enforce the rules of the road and signs. They ensure that all road users including pedestrians use our roads in an orderly and safe manner. The main purpose of traffic officers is to ensure the safe and free flow of traffic to prevent road crashes and deaths on our roads.

4Traffic Officers play a vital role in keeping the roads safe. They serve by dealing with general road and traffic tasks. Traffic Officers perform a lot of duties on roads in Ethiopia that would previously be carried out by police. These include closing roads, stopping traffic, authorizing relaxations of highway regulations and managing traffic. They perform an absolutely vital role in cities – the roads are a better place with them. Traffic Officers tend to patrol in pairs, and drive /ride high-visibility motor bikes….to make sure that the road is safer. They use a whistle to draw the attention of the drivers and passers-by. If any driver goes against the rules, he/she blows his/her whistle and stops him. He/ She then challenges him accordingly. As soon as he/ she raises his hand across a road all the vehicles passing along that road stop at once and the passer-by are allowed to cross the road safely. Next, he/she extends his hand in another direction and the traffic on that road comes to standstill and the stopped traffic on the previous road starts moving on. This goes on for the whole day..

5 A good traffic policeman/policewoman must be well-aware of all laws and regulations related to vehicle traffic, and stay observant and alert for anyone breaking the law. Additionally, traffic policemen usually need to be excellent drivers as well, in order to be able to detain suspects in cases where they need to be chased in a vehicle.

6 While the police are called out to do with crime on the road, and collisions, Traffic

Officers have the power to do the following:

- Close roads;
- Stop traffic;
- Place traffic signs and use them;
- Manage traffic at places where traffic surveys are taking place;
- Remove or arrange for the removal of vehicles that are causing an

obstruction on the road, such as abandoned or broken-down vehicles;

7 On top of this, Traffic Officers have the power to do the following as of the Traffic Management :

- Direct a driver of a vehicle to stop;
- Direct pedestrians to stop;
- Place temporary signs and cones on the road.

To conclude, Traffic police Officers perform vital roles in keeping roads and streets safe through watching for troubles of various kinds, directing traffic, and finding out how an accident happened . They make sure people obey traffic laws.

The duty of the traffic police officer is very hard because he/she has to stand under the scorching sun or in heavy rain for hours together.

3.2.2.While- reading Activity

Answer the following questions based on the respective instructions.

1.Which of the paragraphs answer the following questions ?

i. What Are Traffic Officers? A. Paragraph 3 B. Paragraph 2 C. Paragraph 1

ii. What Do Traffic Officers Do? A. Paragraph 2,3,4 B. Paragraph 1 C. Paragraph 2

iii. What Powers Do Traffic Officers Have? A. Paragraph 6 and 7 B. Paragraph 5 C. Paragraph 4

2.Why do traffic officers use a whistle?

3.What do traffic officers mainly intend to do?

4.These (paragraph 4)refers to _____

5. This (paragraph 4) refers to _____

6. They (paragrpah2) refers to _____

Decide whether the following statements are True or False based on your readings of the passage. Write the answers in your exercise book.

1.Traffic officers put on ordinary clothes at work.

2.Traffic officers should be well-aware of all laws and regulations related to vehicle traffic.

3.Traffic officers must be excellent drivers.

4. Traffic officers are well known in rural areas.

Lesson 4

Post-reading Activity

Answer the following questions in writing .Then discuss your answers in a group of four.

1.Do you remember personally committing any traffic offences as a pedestrian to and from school or

any place? Which traffic rule /law did you violate? Why did you violate? (e.g playing on

roads/streets; crossing a street where it is not allowed (zebra crossing). What did the traffic officer do then ? Write answers in your exercise book then discuss the same in groups.

2. What is the benefit of Student-traffic policing or Volunteer traffic policing?

3.There are many things we can do to save lives lost and property damage due to traffic accidents. Talk about the following things.

According to the Ethiopian road crash statistics in April 2017,more than 235 people lost their lives.

According to World Health Organization (WHO) report, Ethiopia is considered one of the worst countries in the world where Road Traffic Accident kills and injures a large number of road users every year nearly 2000 people die due to road traffic accidents where, 48% are pedestrians, 45% passengers and 7% drivers and over 400 to 500 Million ETB is lost yearly, as a result. Generally, Road traffic accidents are an unintended, non-communicable and preventable and common risk every day to our life that can happen to almost everyone at any place .

This is the reason why police traffic officers are necessary as they prevent loss of lives and property.

You also play a role. Do you feel safe when in traffic ? What are the main causes of traffic accidents in your area? Can the things listed below improve safety?

- stricter traffic laws
- harsher fines for speeding and drunk driving
- speed bumps/breakers
- traffic cameras

What else can we do to limit the number of accidents? Discuss in small groups.

Section 3

VOCABULARY

Lesson 5

Word/Vocabulary study

A. Study the vocabulary listed below and practice using them.

1.parks: park (n).




2.ride (v)





3.traffic (n)






4.manual/manually. (adj. ;adv)





5.traffic signs(n)



6.temporary signs and cones





B. Work in pairs : A partner covers a word with his /her palm and asks his/ her partner

to tell

the definition. Use the pictures to assist recall of the word or its meaning.

3.3.2. Activity

I. Match the definitions under Column B with the words/phrases under Column A

A	B
_____1.keep an eye out for	A. laws which regulate vehicles and other traffic including pedestrians, animals and other conveyances
_____2. goes out	B. deliberately not obey a rule
_____3.traffic laws	C. carry out(a command or instruction);behave in accordance with laws, rules, regulations etc.
_____4. disobey	D. power cut/no electric power
_____5. obey	E.to look for something/ try to find it while you do something else
_____6. called out	F. quick to notice things
_____7. suspects	G. intellectually active; quick to notice and respond to potential danger or problem
_____8. detain	H. fail to observe(a law ,regulation or agreement)
_____9.break/ breaking the law	I. keep someone in official custody
_____10. alert	J. a person suspected of a crime or offence
_____11.observant	K. cry out to (someone) in order to summon them or attract their attention; telephone

II. Use the words/phrases given in the box below to make the sentences(1-16) complete.

disobey	traffic laws	obey	traffic signs
break… law	observant	manual	traffic
rides	park	detained	suspects
goes out	keep an eye out for	called out	alert

1.If you continue to _____ the rules, you will be punished.

2.He is pursued again by the police for violating _____.

3.Traffic officers expect road users to_____ them without question.

4.He has always been so _____ and in control as a traffic officer.

5.I think when someone _____the traffic _____,he should be punished.

6.Traffic officers should be _____ to ensure that unusual driver behaviors do not interfere with their professional lives.

7._____ labor has become unpopular with young people.

8.The police officer directed _____ at the crash scene.

9.He _____ his motor cycle to work every day.

10.The_____ was filled with people who often picnic there.

11. Persons can be _____ at police stations.

12.So far, the police still do not have any _____ ,nor any witnesses.

13. The _____ on motorways are particularly clear and well lit at night.

14. If the electricity _____ in the city, traffic light won't work.

15. Police have asked residents to _____ anything suspicious.

16. I _____ in a loud voice but there is no reply.

Section 4

GRAMMAR

Lesson 6

Simple Future: Will/Shall, Going to.., Present continuous

Read the following notes and do the activities that follow.

We have more than one way of making a future sentence in English. We can use will + base verb, be going to + base verb, or be + -ing verb (the present progressive form).

A. Will/Shall

Examples:

- The traffic police **will train** the students.
- Car drivers **will be** responsible for ensuring pedestrians are safe.

- No vehicle **shall be** turned so as to proceed in the opposite direction on any curve.

Form: will/shall + base verb(verb-1)

	Singular	Plural
First	I shall	We shall
Second	You will	You will
Third	He/She/It will	They will

B. Going to…

Examples:

- I am **going to join the** traffic police force next month.
- The traffic police is **going to revise** some of its rules.

This form is used when plans have already been made in advance.

Form: be going to + base Verb(verb-1)

C. Present continuous

The present progressive can also be used to indicate a future time.

Examples:

My classmate **is going to** Bahirdar in November.

We're planning to discuss these traffic rules in the next meeting.

I'm starting a driving training tomorrow.

Form : Be + -ing Verb (Present Progressive)

The form of the 'be' verb (am, are, is) depends on the person and number of the subject.

Activity

Pair Work

A. **Interview each other about your future goals and plans. Make sure you use be going to + base verb and/or the be + -ing** verb.

Example: i. What are you going to do this Saturday?

ii. I am going to study mathematics and science for the model exam.

i. Are you studying mathematics this Saturday?

ii. Yes ,I do. You can join me if you like studying with me, Abel.

B. Work in a group of three or four.

Travel Plans

Assume that you are going to have a trip and plan where to go, how long to stay, what you 'll carry with you and what you will do etc. When you are planning, use will + base verb.

Later, when you report your trips to the class, they can use be going to + base verb or be + ing verb to describe the plans you've already made.

Example: I am going to visit Sof Umar cave in October.

Ujulu is buying shoulder bag on Saturday.

Activity : will or shall

Fill in the blanks using will or shall.

1. _____the messenger wait for the reply?
2. _____ I carry this bag for you?
3. He _____ be talking all the time without doing anything.
4. This machine _____ work well without giving you any trouble.
5. _____ you give me your dictionary?
6. _____ you be kind enough to lend me your car?
7. On receipt of this letter you _____ leave for Mumbai at once.
8. _____ you come with me?
9. Tell him that he _____ never repeat that mistake.
10. _____ I put the heating on?

Lesson 7

Modal Auxiliaries

Study the following note about modal auxiliaries and answer the questions that follow.

A. .Can /Could

What are things police officers can and cannot do?

Form : Can/could + base Verb(verb-1)

Use

The modal auxiliary Can is used in English to describe or state to be able to, to be able to do something, to be allowed to/ permission, and to express possibility.

i. Can : To be able to

Can you drive? Yes, I can drive.

Can you read that traffic sign from this distance?

ii. Can :To be able to do something

Can you make out what the traffic officer is trying to say?

Police can punish you for not coming to a complete stop at a stop sign or at a red light.

iii. Can : To be allowed to/Permission

Can I use your car, Mehretu?

You can use my car if you like.

You can park over there.

iv. Can : to express possibility

Traffic noise can be quite a problem when you're working in the roads/streets.

You can do many car maintenance tasks on your own.

Tailgating is one of those traffic rules that can be easy to forget when you're in a hurry.

It can be tempting to take a short cut through a parking lot to avoid a busy intersection.

Prohibition

We use can't and mustn't to show that something is prohibited – it is not allowed.

can't

We use can't to talk about something that is against the rules, particularly when we didn't make the rules.

What does this sign say? Oh, we can't park here.

You can't stop here. They're really strict about it.

You cannot leave your bike there.

Could

Use

The modal auxiliary could is used to show possibility/ impossibility and ask permission.

Possibility and impossibility

We use could to show that something is possible, but not certain:

- They could come by car. (= Maybe they will come by car.)
- They could be at home. (= Maybe they are at home.)

Permission

We also use could to ask for permission (but not to give it). could is more formal and polite than can:

Could I ask a question please?

Could I ask you something?

B. May and Might

May and might are modal verbs that can have a similar meaning. They can be used to describe two ideas:

Possibility in the Present

We can use both may and might to express a possibility or make a prediction.

For example:

- In case if you are driving without license or permit, police may detain your vehicle.
- Police may also detain your vehicle if it is not registered.

Form : May/might + Base Verb

There is a small difference in the level of probability. May usually expresses a 50% possibility, while an action with might normally means a slightly lower possibility, e.g. 40%.

Possibility in the Past

We can also may and might to express possibility in the past. In this case we had have + past participle of the verb. For example,

- Where's my wallet? – You might have left it in your jacket.
- Halgeyo is late. He may have missed his bus.

Permission: to ask for permission in a formal way

May

May is the most formal way to ask for and give permission.

May I see your license , please?

To give permission in a formal way:

You may go now.

You may come at eleven if you wish.

To say that someone has permission in a formal way:

Students may travel for free.

These pages may be photocopied for classroom use.

Activity : can-can't; could-couldn't.

Fill in the blanks below to complete the sentences use

1.I _____ go to the school last night because I was sick.

2. A: _____Niana cook Indian food?

B: Yes, she _____.

3.My sister _____ drive a car last year, but now she _____.

4. They _____ go to school yesterday because there was security problem.

5. A: _____ you read when you were four years old?

B: Yes, I _____.

6. Obang _____ride a bicycle. He rides it to school everyday.

7. I'm very tired, So I _____ go out to the park to play.

8. A: _____ you see the moon last night?

B: No, I _____.

9. When _____I talk to you about the traffic police officer report?

10. Most dinosaurs walked on land, but some _____fly or even swim.

11. Excuse me, I _____hear you right now.The music is too loud.

12. I _____drive a truck when I was only sixteen years old.

13. Dawit hit the tree because he _____ stop his car.

14. How many sandwiches _____you eat at one time?

15.I _____ read without my reading glasses. Where are they?

Lesson 8

Activity : May and Might

Fill in the blanks below to complete the sentences with may or might.

1._____ I have a rink?

2.She asked if she _____ have a drink.

3.He _____have arrived yesterday.

4.Can I play now, mum?

No, you _____finish your work.

5.I was afraid that I _____ be late.

6.You_____ have gone with them.

7.You _____shout in class!

8.I love you, dad. You _____ the best father in the world.

C. Should /Ought to

Should and ought to can be used interchangeably to express necessity.

To discuss things that are ideal:

- The Government ought to make better traffic rules.

To express duty or rightness, in case of judging a person's actions:

- She ought to follow traffic rules.
- We should follow the traffic rules.

To indicate prohibition:

- We should avoid going out at this time. There is heavy traffic due to the rush hour.

To express /give advice or opinion :

Ought to – should is used to give advice or opinion and one can choose to follow or ignore it, whereas ought to is used when the advice has to be followed.

While should and ought to are used interchangeably, ought to is a stronger word compared to should and is more appropriate to use while talking about rules, regulations and laws.

Examples :

- You ought to follow the traffic rules.
- You ought to be at work on time.

Form : Should/ ought to + Base Verb(Verb-1)

D. Must

The modal auxiliary 'must' is used :

1. To express obligation or duty

This also refers to laws and regulations.

- I must memorize all of these rules about traffic .
- You must wear a seatbelt at all times.
- People must not park the vehicles anywhere on the roadside.
- You must stop when the traffic lights turn red.
- You must drive on the right side of the road in Ethiopia.

2. To emphasize the necessity of something or express compulsion

- You must give up driving if drunk, it's dangerous .

- We must have a special permit to camp in the national park.
- You must drive carefully.
- We must slow down while driving in front of a school.

3. to indicate absolutely necessary situation

Must – is the strongest of all the modal auxiliaries (should, can, ought to ,may) and indicates the 'need of the hour' .

Examples:

- You must stop when the traffic lights turn red.
- You must follow the traffic rules carefully to cross the street.

Form : must + Base verb (verb-1)

Activity : Should, Ought to , Shouldn't

I. Choose the correct word

1. You should/shouldn't try and get enough.
2. You should/shouldn't worry. It isn't good for you.
3. You ought to /shouldn't keep your friends waiting when you meet each other.
4. You ought to/ shouldn't concentrate on what you're doing.
5. You should/shouldn't drink plenty of water.

II. Match the question (a- f) below with the sentences (1-6) in I

a. I get very thirsty when I'm in the gym. What should I do?

b. I shouted at my mother today and now I'm sorry. What should I do ?

c. I keep on making mistakes with my home work. What should I do?

d. I'm always tired and sometimes I fall asleep in school. What should I do ?

e. My friends are angry because I/m often late. What should I do?

f. I've got an important exam but I feel very nervous. What should I do?

III. Complete the short dialogue with the words in the box. Use each word only once.

ought to	should	shouldn't

- Ledamo : Hi, Dina ! What's wrong?
- Dina : I'm being bullied at school. What (1) _____ I do?
- Ledamo: You (2) _____ go and tell a teacher.
- Dina: But what if the boy finds out?

- Ledamo: You (3) _____ worry about that. You need to say something or he might not stop.

Lesson 9

Activity The Realms of Possibility

I. Individual Work: Read through the table and give your own answers to each question.

	Will	May/might	May/might not	Won't
A. In the next twelve hours, do you think you will				
go shopping?				
help your parents?				
write a homework?				
B. In the next twelve days, do you think you will				
go to a restaurant?				
study for a test?				
cook a meal for your family?				
C. In the next twelve months, do you think you will				
get a new teacher?				
D. In the next twelve years, do you think you will				
win the lottery?				
appear on TV or in a newspaper?				

II. Pair work : Compare your answer with a partner. Give reasons briefly. Is your answer and reasoning the same as/ similar to your partner?

Activity :Mixed Practice - Driving Rules (Modal verbs)

Activity : Modal Auxiliaries and Traffic signs

Choose the correct modal auxiliary

1. If you drive a car, you ____ have a driving license.
   a. should b. must c. can
2. You ____ drink a lot and drive.
   a. shouldn't b. mustn't c. don't have to
3. When you are in a car, you ____ wear a seatbelt.
   a. should b. must c. may
4. When driving a car, you ____ listen to the radio.
   a. should b. must c. can
5. You ____ to pay road tax if you own a car.
   a. should b. must c. have
6. You ____ stop at a red traffic light.
   a. should b. must c. have

7. When you ride a motorbike you ____ wear a helmet.

a. should b. must c. have

8. You ____ smoke while you are driving.

a. should b. must c. can

9. If you own a car, you ____ have insurance.

a. should b. must c. can

10. You ____ exceed the speed limit.

a. shouldn't b. mustn't c. . don't have to

Lesson 10

Activity : Modal Auxiliaries and Traffic signs

Find the traffic signs(from the diagram) and write their number to the descriptions. Complete the sentences with an appropriate modal from the list in the box below.



should	shouldn't	might	mightn't		
may	may not	must	mustn't		
can	can't	have to	don't have to	will	won't

Major road ahead. You _____slow down.

1. You _____ to be very careful, there is a school close by. There be children on or near the road.
2. No entry. You _____enter this road.
3. This road has a dead end, you _____ go through it.
4. Compulsory left turn. You _____ follow the arrow and turn left. You mustn't go straight.
5. There is a height limit. There _____ be an overpass ahead. If you have a vehicle with height less than 3.5 m. You can go on. If not ,you _____ use another way to continue your journey.
6. Cyclists _____ use this road.
7. There is a gas station nearby. If you are running out of petrol , you _____ fill the petrol tank of your car.
8. You _____ go very fast as you are approaching a roundabout.
9. Do you need a telephone ?You _____ find one here.

10. You _____ be pretty sure that there _____ be nobody walking here, as pedestrians _____ be on this road.
11. No parking .You _____ stop and leave your car here for not more than five minutes.
12. You _____ be careful. Pedestrians _____ be crossing.
13. There is a speed limit .You _____ do more than 50 km /h.
14. You ____go ahead or you may turn to the right but you _____ turn to the left.

Section 5

SPEAKING

Lesson 11

Describing: Describing people (Appearance and clothing)

Appearance : Height, body build age

When describing people ,we use the verb 'to be' to describe height, body build and age.

Examples: I am tall and slim. He /She is tall and slim.

He/ She is overweight..

The traffic officer with the motorbike (see p.74) is tall and fat.

The other traffic officer on duty is slim.

The female traffic officer on duty (see p.74) is adult, tall enough and slim.

You are old and short. She is old and short.

They are young. She is young. You are young.

Activity A. Write short descriptions of the people (police officers) in the pictures found in the brainstorming section of the Unit above (p. 74) using the verb 'to be' and the adjectives in the box below.

tall, short, overweight, slim or skinny, fat, obese, old, young, middle-aged, well-built, medium-height, plump, chubby, lean, muscular ,good looking, strong

Then, work in pairs. Each one of you ought to orally describe the traffic police officers.

Facial features

The verbs 'have' and 'has' are used to describe hair color, hair length, and facial features.

Facial features are eyes, eye brows, nose, mouth, lips, ears, chin ,beard, moustache, skin color(tone) : white, pale(bloodless),brown, dark, fair, black, light skin, chocolate, light brown, dark brown etc.

Examples:

She has long brown hair. He has short hair. He has well-cut /trimmed hair.

She has wavy hair. She has straight hair.

She has big blue eyes.

She has a small nose.

She has a wide mouth and a big red lips.

Lesson 12

Activity B: Outline names of items of clothing

In pairs, take turns and describe the people, the police traffic officers, from the brainstorming question section above .

Clothes

The verb 'wear' is used to talk about the clothes someone has on.

Present simple	Past simple	Present continuous
'wear' Example: She wears a uniform when going to school/work.	'wore' Example: I wore a T-shirt and jeans yesterday.	'wearing' Example: He is wearing a shirt and tie.

Outline names of items of clothing you know. Write out all items of clothing including names of school uniform/traffic police uniform items. Write your answers in the spaces below. An example given below:

T-shirt dress sweater shirt _____ _____ _____

_____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____

Work in pairs to improve your list of items of clothing. Be ready to share your list with the whole class.

Activity C: Description of appearance and clothing

In pairs/threes, describe the traffic police officers from the brainstorming question Section above .Talk about what they look like and what they are wearing.

Lesson 13

Asking and Giving Directions in the Street



Imperative form: You should use the imperative form when providing directions. The imperative form is

comprised of only the verb without any subject, and it tells someone directly what to do.

Practice Dialogue: Directions to the Ethiopian National Museum

(On the street)

- Tourist: Excuse me, can you help me? I'm lost!
  Person: Certainly, where would you like to go?
- Tourist: I'd like to go to the Ethiopian National museum, but I can't find it. Is it far?
  Person: No, not really. It's about a five-minute walk.
- Tourist: Maybe I should call a taxi.
  Person: No, It's very easy. Really. (pointing) I can give you directions.
- Tourist: Thank you. That's very kind of you.
  Person: Not at all. Now, go along this street to the traffic lights. There is St. Mary's church on the left.. Do you see them?
- Tourist: Yes, I can see them.
- Person: Right, at the traffic lights, cross , go straight and turn left into the premises of the national museum.
- Tourist: The premises of the museum .
- Person: Right. Go straight. Take the first turn on your left and enter the Museum .
- Tourist: Great. Thanks again for your help.
- Person: Not at all.

Activity: Basic language study and practice

A. Study the language in the box below. Learn by heart –memorize !

Give directions	**Ask for directions**
-Go straight ahead.	-"Excuse me. Can you help me ? I'm lost!
-Turn back./Go back.	- "Excuse me. How do I get to the national museum please?"
-Turn left/right… Take a right/Take a left on..	-"Excuse me. Where's the nearest (post office) please?"
- It's on your left/right.	
-Go along …	- "Excuse me. I'm looking for the Number 6 bus stop."
-Don't turn there	
-Go down…	-How can I get to …?
-Walk down….	-Where is the …?
-Cross …	- How far is the … from the …?
-Take the first/second road on the left/right.	- Could you tell me how to get to …?
-It's on the left/right.	- How do I find …?
-Go past.	- Could you direct me to …?
-Follow…	- Excuse me, do you know where the … is?
-The easiest way is to …	- How do I go/get to …..?
-The best way is to …	-How can I get to…?
-It's on the corner /At the corner of …and….,you turn right/left.	- Where is the --- ?
-It's in the middle of the block.	
-It's the second building on the left/your right	
-Continue in the same direction until (You get to) the stop sign.	
- At the intersection(traffic lights, turn right/left.	

C. Pair work: Practice asking for and giving directions orally. Then write down an appropriate conversation.

Example:

Question: Excuse me. Are the cinema halls near here?

Answer: Yes, just turn right at the end of the block.

Lesson 14

Activity :Role play- Asking for and Giving Directions (Using a map)

A. Review different ways of asking for and giving directions (Individual work)

B. Pair work: Use the map given below to practice asking for and giving directions.

Role play with a partner and follow the two examples below. In each example:

Student 1 begins by stating where the directions will start from.

Then Student 1 asks how to get to a certain place.

Student 2 responds by giving the directions orally.

Example 1:

Student 1: I am at the Post Office .How do I get to the Gym ?

Student 2:First you go down…etc..

Example 2:

Student 1: What are the directions to the Bakery, please?

Student 2 : You go down the main road from the junction(square).Then turn right after about 10 minutes' walk.

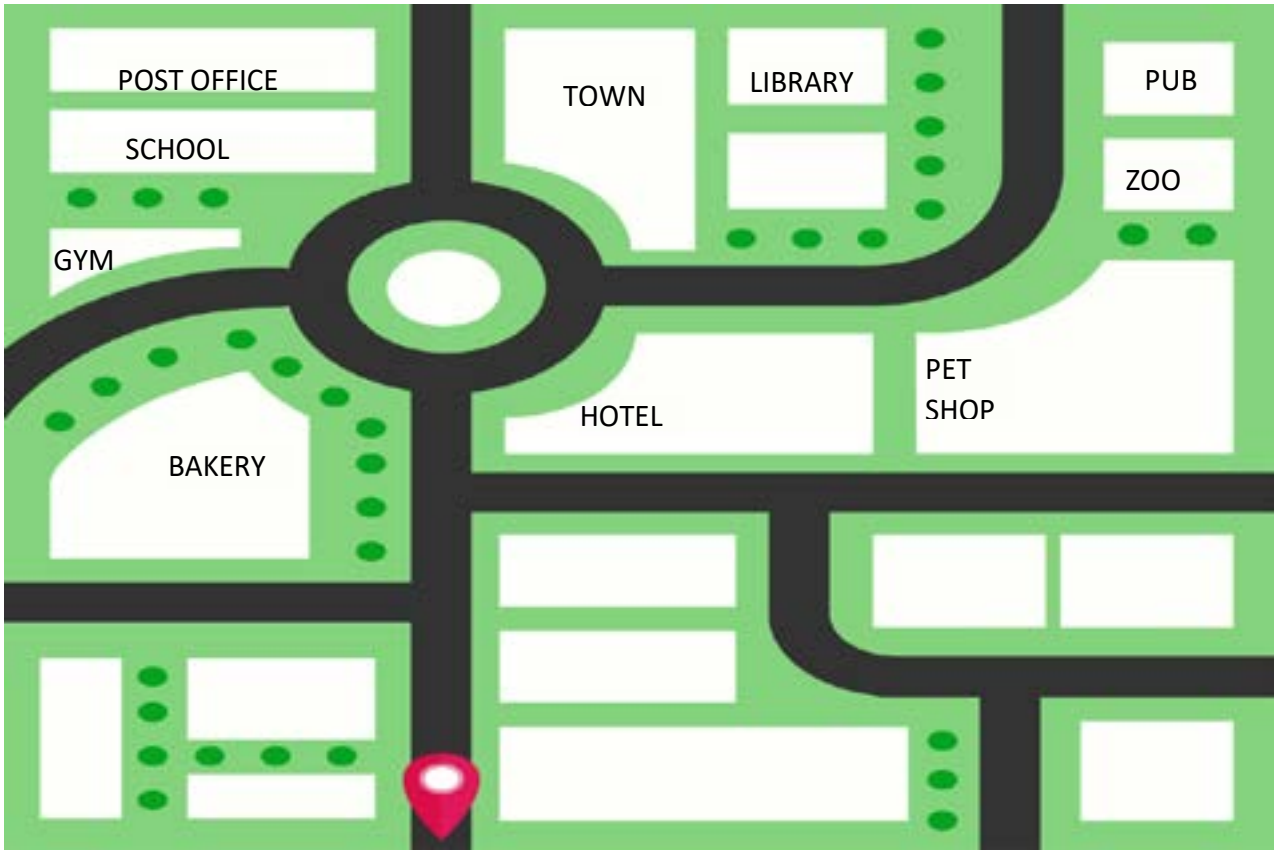
Thank partner for the directions.

Study the map below carefully. Think of the phrases, prepositions used to give and ask for directions. Pay attention to locations of the various place in the map.

Ask your partner for directions to:

1.the bakery
2.The post office
3. The library
4.School
5. Gym
6.the hotel

Your partner shall mark the location of each place on the map as you give the directions.



Have you been able to make the location correctly? Have you used the useful language correctly and flexibly?

Giving Advice or Suggestion—should

Read the instructions to be followed by pedestrians and the basic traffic rules in tables B and C:

You see that the imperative form is used. The imperative form uses the infinitive or root form of the verb (Verb -1) without 'to' . Table A gives you an example of infinitives:

A.

Verb – 1	Verb -2	Verb -3
follow	Followed	Followed
Obey	Obeyed	Obeyed

The imperative form tells someone directly what to do.

I. Study the instructions in B and the basic traffic rules in C by heart . Then work in pairs –ask one another the instructions and the basic rules.

B.

Instructions to be followed by pedestrians

Follow the rules of the road

Obey signs and signals.

Walk on sidewalks whenever they are available. If there is no sidewalk, walk facing traffic and as far from traffic as possible.

Whenever possible, cross streets at crosswalks or intersections, where drivers expect pedestrians. Look for cars in all directions, including those turning left or right.

If a crosswalk or intersection is not available, locate a well-lit area where you have the best view of traffic. Wait for a gap in traffic that allows enough time to cross safely; continue watching for traffic as you cross.

C.

Basic Traffic Rules

- Never Drink&Drive.
- Always Wear Seat Belt.
- Keep a Safe Distance from the vehicle ahead.
- Always Avoid Distractions.
- Never Break Red Signal.
- Always Drive Within Speed Limit.
- Avoid the Drowsiness While Driving.
- Watch Out For Drivers On the Road.

II. Individual Work: Read slowly the following ways of asking for and giving advice . Learn by heart – memorize !

Study the language on Asking for advice in the box below

D.

Asking for advice:

- What do you think I should do?
- What should I do?
- What do you suggest?
- What do you advise me to do?
- What ought I to do?
- Do you think that I should…?

E. Study ways of Giving advice

You had better/ You'd better…..

- You should…
- You ought to…..
- I suggest….

Lesson 14

Giving orders and instructions; giving advice /warning

III. Small group work

Work in small group (3-4). Practice giving advice or suggestion orally. One member tells (Hence asks for suggestion or a piece of advice) the group a problem related to basic traffic rules or instructions to be followed by pedestrians. The others give advice.

Examples:

Mihretu: I am scared of traffic accidents. What should I do?

Yohanis: You should follow the rules of the road.

Section 6

WRITING

Lesson 15

Activity: Sentence level writing

I. Answer the following questions based on your answer to the Listening questions and readings of the text entitled "The Role of a Traffic Officer".

A complete sentence must have, at minimum, three things: a subject, verb, and an object or complement.

1. What is traffic officer responsible for?
2. How much duties do traffic officers perform?
3. Where are traffic police officers popular?
4. What type of clothe do Ethiopian traffic officers wear?
5. How do traffic police officers travel?
6. What is mandatory for a good traffic police officer?
7. What authorities /power do traffic officer have?

Lesson 16

Paragraph writing

Join the simple sentences meaningfully together and develop a paragraph

Use the following outline to guide your writing:

How to avoid or minimize traffic accidents

- obey traffic rules
- avoid drunk driving and drug use
- respect speed limits
- drivers wear their safety belt
- regulations are essential

UNIT FOUR

ANIMALS



Learning Outcomes:

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

- take notes for details in the listening texts;
- construct meanings from the listening texts;
- identify the main ideas of the reading texts;
- write their own sentences using unfamiliar words in the listening and the reading texts;
- write a short paragraph about any animal they like and;
- identify the form, meaning and use of the Types and Degrees of Adjectives and the Present perfect Tense

Section I : **Listening I**

Lesson 1

Pre-listening Activity

Before you listen to the text, answer the following questions first individually and then in groups of three.

1. What are farm animals?
2. What is the use of farm animals?
3. Where do farm animals live?
4. What do the following words mean? (Your teacher will help you if you do not know their meanings).

Manure involvement weeding mobile dung



While-listening Activity

A. Answer the following questions based on the listening text.

1. What is mainly done by oxen, horses, donkeys or their combinations?
2. Which are sources of food, raw materials, investment, cash, etc.?
3. When do farm animals serve to level the ploughed field ?.
4. Where is dung the major source of fuel**?**
5. What is animal manure used for ?

B. Listen to the listening text again and complete the following sentences with the words in the box.

raw	cash	integral	sources	manure

1. Farm animals are…… part of the Ethiopian agricultural fabric.
2. Farm animals serve as insurance and a source of…… for rural farming communities.
3. The primary products such as meat, milk, egg and honey are important……. of animal protein.
4. Their …….is used to fertilize backyards and crop fields.
5. Skins, hides and horns are used as…….. materials.

Lesson 2

Post-listening Activity

Work in groups of three and answer the following questions and report your answers to the whole class

1. What animals are raised in Ethiopia?
2. Which animals help in farm work?

Section II : Reading I

Lesson 3

Pre-reading Activity

A. Before you read the text, answer the following questions first individually and then in groups of three.

1. What are the major livestock feeds in Ethiopia?
2. What are feed resources?

B. **Look at the picture and describe what is going on.**



Livestock plays a significant role, directly or indirectly, in achieving food self-sufficiency in the country. The livestock sub-sector is one of the input suppliers to the manufacturing sector of the country. The contribution of livestock to the total agricultural Gross Domestic Product (GDP) and national foreign currency earnings is about 30% and 16%, respectively. Major export items from the sub-sector comprise live animals, **hide**s, skins, frozen meat, dairy products, honey and beeswax .

Given the country's **diverse** topographic and climatic conditions, a **huge** livestock population, different breeds of animals **that** have evolved over time and adapted to the ecological conditions of **their** habitat and that have, to some extent been influenced by production systems, Ethiopia could be considered as a centre of diversity of animal genetic resources Despite the uncompromising contributions the livestock sub sector plays in the livelihoods of the majority of Ethiopians and in the overall national economic development, the attention given to develop the sub sector has not that been so significant. Needless to say, this is despite their huge diversity and intrinsic capability to adapt to adverse and ever-worsening environmental conditions and the future implications of this potential.

Thus, the **fate** of production and productivity of the sub sector is still left to depend on the **scarce** and ever-declining marginal and commonly used lands. Provision of health facilities and services are far below the required minimum. **They** have been left to undergo untraceable levels of **inbreeding** and **crossbreeding**. And yet, **depicted** as the "low performers", they are expected to gradually give way to other "best performing" genotypes. Consequently, if **indiscriminate** distribution of the "best performing exotic genotypes" to different parts of the country is to continue at the current pace, the chicken, would be lost in the near future before they are even fully described and understood.

Major farm animal species of the country are cattle, sheep, goats, horses, mules, chicken

and camels . **Honeybees** are often considered as farm animals. Diversity and composition of species of livestock are variable from place to place. **This** is mainly due to differences in agro climatic conditions. At lower altitudes, the proportion of goats and camels rises. The majority of livestock are in the rural areas, but limited numbers of some species are also kept in the urban areas.

While-reading Activity

A. Write True or False based on the information from the reading text.

1. Livestock play a significant role, directly or indirectly, in achieving food self-sufficiency in the country.
2. The livestock sub-sector is the only supplier to the manufacturing sector of the country.
3. Ethiopia could be considered as a center of diversity of animal genetic resources.
4. The majority of livestock are in the urban areas.
5. Diversity and composition of species of livestock are the same in all areas.

B. Match the following words in Column A with the meanings listed under column B.

Column A	Column B
1. hides (Para.1)	a. the force or principle believed to determine events
2. diverse (Para.2)	b. a sudden fright or feeling or fear
3. huge (Par.2)	c. a honey-producing bee
4. fate (Par.3)	d. the skin of large animals
5. scarce (Par. 3)	e. making no careful distinctions or Choices
6. inbreeding (Par.3)	f. putting together of things
7. crossbreeding (par.3)	g. to breed new strains of plants or animals from genetically different individuals
8. indiscriminate (Par.3)	h. very different or distinct from one another
9. honeybees (Para.5)	i. the mating of closely related members of a species, especially over many generations.
10. composition (Para.5)	j. very big in size and amount
	k. great number of people and things

Lesson 4

C. What do the words in bold type refer to in the above text?

1…that (par.2 line 2)…….

2.....their (par. 2 line 3)……

3.They (par.3 line 4)……

4.This (para. line 4)……..

Post-reading Activity

Answer the following questions in groups of four.

1. What is the main ingredient in animal feed?
2. What are the advantages of livestock farming?

Listening II

Lesson 5

Pre-listening Activity

Before you listen to the text, describe what is going on in the following picture in groups of three.

1.What are the sources of milk in Ethiopia?

2. Describe what you see the following pictures?









While-listening Activity

Choose the correct answer according to the information in the passage.

1. According to the text, the dairy sector is a huge market opportunity for……

   A. milk and milk products B. meat and meat products C. exports

2. _____are used as milk animals in Ethiopia.

   A. horse, camels, goats, and sheep B. only cows C. cows, camels, goats and sheep

3. In rural area milk is mainly used for ……

A. household consumption B. local market C. international market

4. The country produces about …… of milk per year.

A. 4 billion liters B. 22 billion liters C. 18 billion liters

5. What does the Food and Agriculture Organization recommend?

   It recommends that…….

A.18 billion liters of milk is required B. 4 billion Liters is required

C. 22 billion liters is required

Lesson 6

Post-listening Activity

Write a summary individually and discuss in groups of four on the status of Ethiopia's dairy farming , then report to the whole class.

_____

_____

_____

_____

_____

_____

Reading II

Lesson 7

Pre-reading Activity

Before you read the text, answer the following questions with a partner.

1. What are the challenges concerning the dairy farming ?
2. What are the challenges and opportunities of cattle production in Ethiopia?



What challenges does the sector face?

The first is that local breeds provide about 1.5 liters per cow per day. The local breeds used in Ethiopia also have a short lactation length of about 150 days. Ideally for improved dairy breeds it is about 305 days.

Although there is a National Artificial Insemination Centre, smallholder farmers have limited **access** to improved dairy genetics. Improved dairy animals are very few, estimated at about one million, and they're often too **expensive** for smallholders to buy.

There is also a critical shortage of feeds and water. Livestock mostly feed on grass **hay** and crop-residues – like **cereal** and pulse straws. Most of it is poor quality, highly affected by seasons and low in quantity. Supplementary feeds, like cereal bran and oil cakes, are either too expensive or in short supply.

Dairy production also needs good quality water. Availability and unreliable supply is a major **constraint.**

Another problem is that Ethiopia's animal health services are weak. There are public ani-

mal health posts in rural villages. But, in most cases, they are poorly equipped and there is limited access to regular vaccinations. As a result, cows experience infertility problems, high **abortion** rates and calf mortality.

There is neither a national herd registration and identification system nor a milk recording scheme to provide information for genetic improvement and management decisions.

There is also a **lack** of education. Most dairy farmers lack formal education and have little or no training in dairy farming. There are no institutions which provide training courses targeted to smallholder farmers which means that farmers get most of their information from each other.

Farmers also aren't organized. A smallholder-based production system, and the perishable nature of milk, means there's a need for a strong collective system. But there are few dairy cooperatives that collect milk from their members and supply processing plants. Also, due to a lack of chilling plants in rural areas, the cooperatives only collect morning milking.

And finally, there is a lack of institutional capacity. The Ministry of Agriculture and Livestock Resources is responsible for the dairy sector but it has limited **implementation** capacity.

While-reading Activity

A. Write True or False according to the information in the passage above.

1. Livestock mostly feed on grass hay and crop-residues–like cereal and pulse straws.
2. Supplementary feeds, like cereal bran and oil cakes, are either too short in supply or expensive.
3. Most dairy farmers lack formal education.
4. Dairy production needs good quality water.
5. The Ministry of Agriculture and Livestock Resources is not responsible for the dairy farming.

B. Match the meanings of the words, in column A, with the words in Column B, which are taken from the passage above.

Column A	Column B
1. access	a. cut and dried grass
2. expensive	b. a complete absence of a particular thing
3. hay	c. nutritious grain to put something into effect or action
4. cereal	d. limiting factor
5. constraint.	e. putting into practice what has been decided to happen
6. lack	f. costing a large amount of money
7. implementation	g. opportunity for use
	h. very disadvantageous

Lesson 8

Post-reading Activity

Answer the following questions in groups of three and then write a short paragraph.

1. What country is the world's largest producer of dairy products?
2. What are the problems or constraints as well as interventions regarding dairy production?

Section III : Grammar

Lesson 9

Types and Degrees of Adjectives

Traditional Games versus Modern Games

Some people think that the **modern** children's games do not contribute to their development as much as the traditional games do. Do you agree? Discuss.

Traditional games play an important role in children's health development whereas **modern** games help just to pass your time while sitting at home and playing with computer games and making you **lazy**. I totally agree that traditional games are **far** better than modern games.

In this world, where children are facing competition in schools, entertainment is needed with studies.

These traditional games give them some relaxation from their studies and they also help in increasing a winning attitude in children as well as helping to increase cooperation which plays an important role in communicating with other people in future. They also make our mind fresh and ready to face any competition.

It shares many benefits but have some drawbacks too, mostly traditional games are usually same, children need changes today so playing same games makes them dull.

In this changing world where fashion changes every week, **old** games should bring changes so children start playing these games again.

Modern games are unlimited and they help in learning new technologies. Children learn computers but they make children's mind more **notorious** and a little bit criminal.

In the following table some adjectives, which are used in the above passage, are listed. Then write their positive, comparative and superlative forms.

	Positive	Comparative	Superlative
1	lazy		
2	far		
3	old		
4	notorious		
5		better	
6	enjoyable		
7	healthy		

Lesson 10

Comparative Adjectives

Read and study the following use comparative adjectives.

We use **comparative adjectives** to show change or make comparisons:

This car is certainly **better**, but it's much **more expensive**.

- I am feeling happier now.
- We need a **bigger** garden.
- We use **than** when we want to **compare one thing with another**:
- She is two years older **than** me.
- Addis Ababa is much bigger **than** Dire Dawa.
- He is a better player **than** Ronaldo.
- Ethiopia is bigger **than** Kenya.

When we want to **describe how something or someone changes** we can use two comparatives with and:

- The balloon got **bigger and bigger**.
- Everything is getting **more and more expensive**.
- Grandfather is looking **older and older**.

We often use the with comparative adjectives to **show that one thing depends on another**:

The faster *you drive,* **the more dangerous** *it is.*
(= When you drive faster, it is more dangerous.)

The higher they climbed, **the colder** *it got.*
(= When they climbed higher, it got colder.)

Superlative Adjectives

We use **the** with **superlative adjectives**:

- It was **the happiest day** *of my life.*
- Everest is **the highest mountain** *in the world*

- That's **the best film** *I have seen this year.*
- I have three sisters: Almaz is **the oldest** *and Frehiwot* is **the youngest**.

How to form comparative and superlative adjectives:

- We usually add *–er* and *–est* to **one-syllable words** to make comparatives and superlatives respectively:

old	older	oldest
long	longer	longest

- If an adjective **ends in *–e***, we add *–r* or *–st*:

Nice	nicer	nicest
Large	larger	largest

- If an adjective **ends in a vowel and a consonant**, we double the consonant:

big	bigger	biggest
fat	fatter	fattest
big	bigger	biggest

- If an adjective **ends in a consonant and *–y***, we change *–y* to *–i* and add *–er* or *–est*:

happy	happier	happiest
silly	sillier	silliest

- We use *more* and *most* to make comparatives and superlatives for most two syllable adjectives and for all adjectives with three or more syllables:

careful	more careful	most careful
interesting	more interesting	most interesting

- However, with **these common two-syllable adjectives**, you can **either** add *–er/–r* and *–est/–st* or use *more* and *most*:

common	Narrow
cruel	Pleasant
gentle	Polite
handsome	Simple
likely	Stupid

- He is certainly ***handsomer*** *than his brother.*
- His brother is handsome, but he is ***more handsome***.
- She is one of ***the politest*** *people I have ever met.*
- She is ***the most polite*** *person I have ever met*

The adjectives ***good***, ***bad*** and ***far*** have irregular comparatives and superlatives:

good	better	best
bad	worse	worst
far	farther	farthest

Write the comparative and superlative form of the following adjectives.

Positive	comparative	Superlative
Example: cold	colder	Coldest
1. big		
2. careful		
3. expensive		
4. good		
5. famous		
6. modern		
7. delicious		
8. hungry		
9. happy		
10. difficult		
11. beautiful		
12. friendly		
13. wonderful		
14. bad		
15. sad		

Lesson 11

Irregular Adjectives

Irregular adjectives are adjectives that do not change form by adding -er/-est or more/most. They do not obey the typical rules when their forms are changed and they can confuse us. We will talk about irregular adjectives and check their examples but in order to examine them, there are some issues that should be introduced.

Some adjectives form their Comparative and Superlative in an irregular way

positive	comparative	Superlative
good	better	Best
bad	worse	Worst
little	less	Least
far	farther	Farthest
much	more	Most
many	more	Most
late	later latter	last latest

Double Comparative and double Superlative should be avoided

A small number of adjectives are irregular in the way they make comparative and superlative forms.

The normal (regular) way to make comparative and superlative adjectives is to add ***-er/-est*** or use ***more/most***, like this:

- *big → bigger → biggest*
- *expensive → more expensive → most expensive*

Irregular adjectives use completely different forms. Note, however, that some adjectives can be both regular and irregular, sometimes with a slight change in meaning. The most important irregular adjectives are listed in the table below.

Activity 1

Choose the correct irregular adjectives for the sentences below.

1. (Little, Less, Least) snow falls in the valley than in the mountains.
2. That storm was the (baddest, worst) one in history.
3. There are (less, fewer) holidays in June than in November.

4. Last year, (less, fewer) smog polluted the air.
5. (Many, Much) of the birds have flown south.
6. I have (little, less, least) interest in skydiving than in scuba diving.
7. Hurricane Andrew was the (baddest, worst) hurricane I have ever experienced.
8. Teachers have (less, fewer) pupil-free days this year than last year.
9. In the past, (less, fewer) stores remained open on Sundays.

Activity 2

Choose the correct adjective for each sentence.

1. The pigs are (noisier, more noisier) than the horses.
2. The lion's roar was the (fiercest, most fiercest) in the jungle.
3. She is (friendlier, more friendlier) than her sister.
4. That was the (bravest, most bravest) thing he ever did.
5. The Knave of Hearts was (hungrier, more hungrier) than the King of Hearts.
6. Stealing the tarts was the (worst, most worst) thing the Knave had ever done.
7. Crissy had the (most unique, unique) hairdo.

Lesson 12

The Present Perfect Tense

Here are two basic uses of the **Present Perfect Tense.**

A. Underline the present perfect tense in the following short text

Recently, it has snowed in Addis Ababa. In the last week, it has snowed three times. Sina has always loved the snow. She has played in the snow many times before. Sina's dog has never played in the snow. It has not felt the cold yet.

Sina's has just received Ethiopia's new year . She puts on her warm clothes and boots. The dog has run outside with sina. The dog has followed Sina up the hill. It feels good !

Aster has finally reached the top. She rides the bicycle down the hill. The dog runs beside the bicycle. They have finally reached the bottom. The dog hasfollowed Sina all the way down the hill. The dog has decided that he likes the snow too!

B. Supply the Simple Present Perfect tense of the verbs in brackets.

1. Up to now I **have visited** twenty countries. (visit)

2. He :. ....six letters so far. (type)

3..... couscous? (you ever eat)

4. They ..... like this before. (never quarrel)

5. I..... to Marco since 1989. (not write)

6 .We ..... there since we were young. (not be)

7. 1 saw her in May, but..... her since. (not see)

8 .She ..... the same car for fifteen years. (drive)

9. 1 ..... them for many years. (know)

10. She ..... in that shop for ages! (be)

11. They ..... a new car. (buy)

12. He ..... all over the world. (travel)

13.....y our promise? (you forget)

14. I ..... an elephant. (ride)

15. She ..... in from Rome. (just fly)

16..She ..... a director. (recently become)

17. They..... to me. (already speak)

18. I ..... my tea yet. (not drink)

19. She still ..... my letter. (not answer)

20.I ..... her several times. (met)

We **use** it to describe:

1. Actions beginning in the past and continuing up to the present moment:

with time references like *before (now), ever, never ... before, up till now, so far:*

*I **have received** 20 cards so far. I **have never tasted** papaya (before).*

With *since/for: **I've lived** here since 1980. **I've lived** here for 20 years.*

2 Actions which happened at an unspecified time in the past:

with no time reference at all: ***Have you passed** your driving test?*

(Depending on context, this could mean 'very recently' or 'at any time up to now'.)

with references to recent time, like *just, recently, already, still, yet **I've just eaten.***

Local subsistence farmers have struggled to reach the standards required

Lesson 13

C, The simple past and the Present perfect compared

I finished the job yesterday/an hour ago, etc.(Not I have finished the job yesterday.)

With the present perfect, we do not say 'exactly when": I have finished the job.

Even if we say I have just finished the job, we are still not saying 'exactly when'

Supply the Simple Past or the Present Perfect in these pairs of sentences.

The two sentences are done as an example.

1a She ***never read*** a book until she was 25. (never read)

1 b She is 80 and **has never read** a book in her life. (never read)

2a I .....lunch an hour ago. (have)

2b I ..... lunch. (just have)

3a .....to the bank yet? (he go)

3b ..... to the bank at lunch time? (he go)

Complete the sentences with affirmative and negative forms of the Present Perfect

1. I_____(read)all the article on Unity and Strength.
2. Wubit _____(write) some interesting books.
3. My favorite book _____(not become).
4. They_____(make) a video game of that story.
5. We_____(not play) that new video game yet.

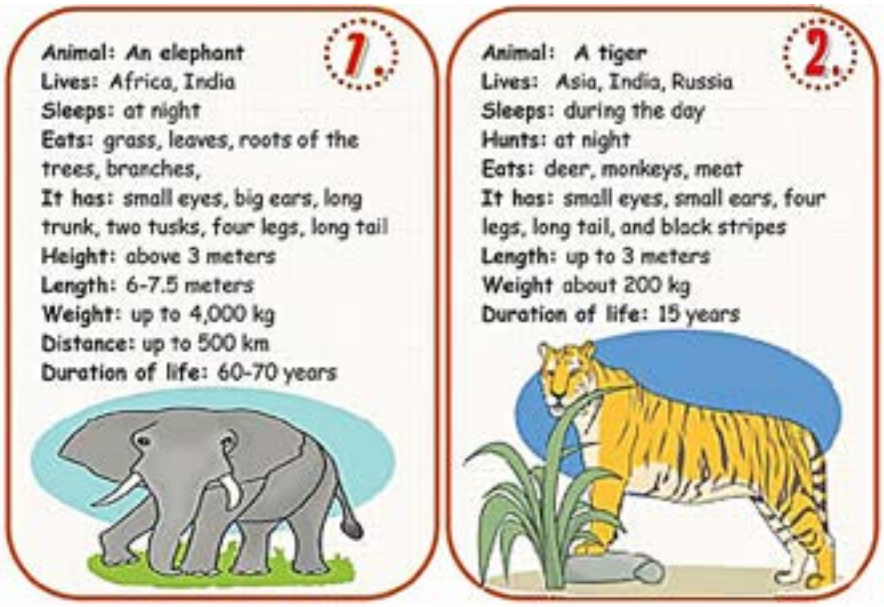
- Form: 'have' / 'has' + the past participle
- Make the past participle by adding 'ed' to regular verbs (for example, ‹play› becomes ‹played›)
- There are a few verbs that change their spelling when you add 'ed' (for example, 'study' becomes 'studied')

We also have some completely **irregular verbs**

Section IV :Speaking

Lesson 14

Read the following diagram in pair on Animals Description



A. Describing Animals: Dialogue:
Make conversations in pairs

A: Hello_____(Name). How are you ?

B: Hello_____(Name) . I'm fine thank you. How about you?

A:I'm _____. So tell me, what is your favourite animal?

B: My favourite animal is_____.

A: Oh, really ? What does it look like?

B: It _____. How about you? What is your favourite animal and what does it look like?

A: I like _____. It_____

B: Sounds great. Well I will see you later.

A: Yes. Good bye.

Lesson 15

B.**Read and complete the dialogue using the words in the box**

animals	kangaroos	faster	crocodiles	taller	giraffes

Atanfu : Hi, Tigist. I love_____, I collect animal cards.

Tigist : What kind of animals do you like?

I really like_____. They live in lakes and rivers. But I think my favorite animals are _____. You know, they're _____than all the other animals.

Aster: I prefer_____. They live in Australia. They are very fast, but lions are_____ than kangaroos

B. Practice on Dialogue

A: Do you like animals?
B : _ _ _



Section VI : Writing

Lesson 16

Writing Descriptive Paragraph.

The purpose of ***descriptive*** writing is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we›re describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected details.

Example

Paragraph on a Cow

Cows are four-legged animals that are herbivorous. They feed on plants. They are big animals that can reach a height of 3-4feet. We get plenty of food products from cows like milk, cheese, yogurt, fat, etc. They are mammals who give birth to young ones. The babies of cows are known as calves.

Exercise

Write your own descriptive paragraph on one of farm animals as an example given above. Use the above adjectives in the given diagram

_____

_____

_____

_____

_____

_____

_____

UNIT FIVE

POULTRY



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

- identify and extract the main ideas and details from the reading and the listening texts.
- tell the meaning of a word as it is used in the reading and listening texts.
- produce a written response based on the information in the reading and listening texts.
- describe process using specific textual information, examples and facts.
- use appropriate vocabulary and grammar in descriptive speaking.
- express themselves fluently and with acceptable accuracy.
- use information from a listening and reading text to orally summarize and discuss
- write a short paragraph on breeds of poultry based on textual information(guided writing).
- apply expository writing techniques such as classification ,description and definition to develop a paragraph.
- use and differentiate between the modal auxiliaries must, have to /has to and need to in appropriate context.
- use transitive and intransitive verb forms, infinitive verb forms accurately.
- participate in whole class and small group discussion in English.
- narrate and describe using common linking words which sign post stages/ phases

Section 1

LISTENING

Lesson 1

Pre-listening Activity

I. Get in to groups of three and discuss the following questions

1. What is poultry?
2. Do you have poultry?
3. What are types of poultry? Are they the same in terms of appearance, body size and poultry production benefits?

II. Basic vocabulary:

Match the words related to poultry with the pictures provided (A,B,C,D,E,F)

1.cock A. 

2.cockerel B. 

3.hen C. 

4. egg D. 

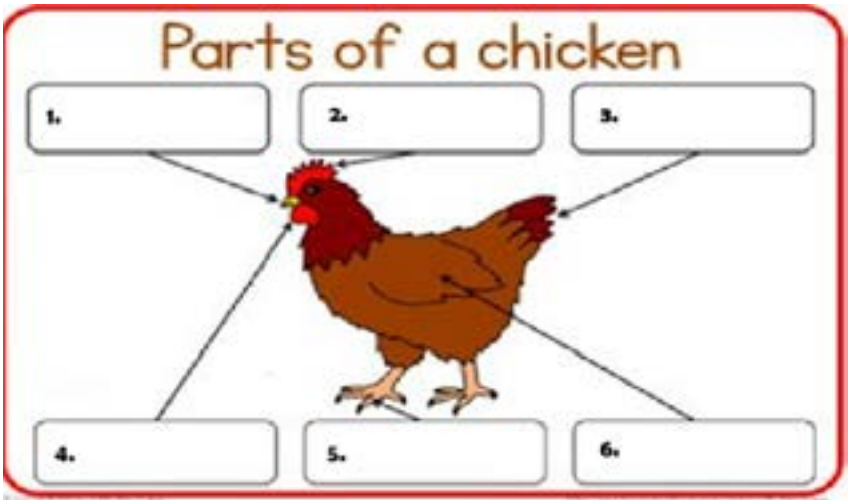
5.brood E. 

6. chicks F. 

While- listening Activity

Listening 1

Listen to the text on Parts of a Chicken or Chicken anatomy. Then, label the parts o f a chicken on the diagram given below.



Work in pairs to check your answers.

Lesson 2

Listening 2

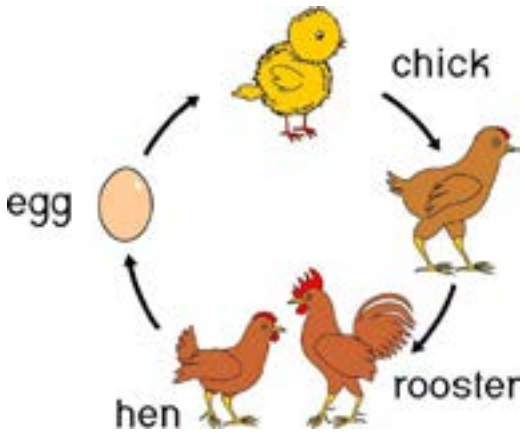
Before you listen to a text on Chicken Life Cycle, attempt the following questions on your own.

1. What is the life cycle for a chicken?
2. What are the stages?
3. What do you know about chickens?
4. Where do chickens live?
5. How are baby chicks born?

While-Listening Activity

Now, listen to the text on the Chicken Life Cycle. Then, answer the questions follow- ing in complete sentences.

Chicken Life Cycle



.

1. How many different breeds of chicken are there?
2. Name two things that chickens eat.
3. Which part of their stomach has stones in it? What does it do?
4. What color can eggs be?
5. Name 3 types of cooked eggs.
6. How does the hen incubate the egg?
7. What is the chick's egg tooth for?
8. What are the chick's feathers like? What are they for?
9. What do cockerels do to impress hens?

Lesson 3

Post-listening Activity

Answer the following questions in a group of five.

1. What does the listening text/passage teach you about the life cycle of chicken?
2. What lesson have you drawn about poultry if you are to raise chicken,?

Lesson 4

Pre-reading Activity

Work in Pairs/Threes and answer the following questions

1.What can you tell about chickens and eggs?

2. Decide which of these topics or ideas do you think are found in the following passage?

Which ones do you personally find more interesting? Why?

A. Different types of birds

B. Feathers of chicken

C. Wild birds

D. Why chicken are raised?

E. Different breeds of poultry

3. Write down all of the different words you associate with the word 'egg'.

4. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

While-reading Activity

Now, read the passage and answer the questions following.

Poultry



1 Poultry are domesticated birds kept by humans for their eggs, their meat or their feathers. The term also includes birds that are killed for their meat, such as the young of pigeons (known as squabs) but does not include similar wild birds hunted for sport or food and known as game.

2 The domestication of poultry took place around 5,400 years ago in Southeast Asia. This may have originally been as a result of people hatching and rearing young birds from eggs collected from the wild, but later involved keeping the birds permanently in captivity. Domesticated chickens may have been used for cock fighting at first and quail kept for their songs, but soon it was realized how useful it was having a captive-bred source of food. Selective breeding for fast growth, egg-laying ability, conformation, plumage and docility took place over the centuries, and modern breeds often look very different from their wild ancestors. Although some birds are still kept in small flocks in extensive systems, most birds available in the market today are reared in intensive

commercial enterprises.

3 Poultry is one of the two most widely eaten types of meat globally, with over 70% of the meat supply in 2012 between them; poultry provides nutritionally beneficial food containing high-quality protein accompanied by a low proportion of fat.

In many countries, chicken are raised for their egg and meat to make terrific economic gains beside satisfying domestic/family nutritional needs . Eggs are a rich source of protein and carbohydrates, choline, cholesterol and vitamins like A, B and D and minerals like phosphorus, calcium and iron. Poultry farming requires

a small investment and fetches good returns. In fact it is a booming business, which can provide employment opportunities to small Ethiopian farmers and give them supplementary income along with nutritional support.

4.There are different breeds of poultry in the world which have been developed for various purposes. For simplicity, the can be placed into three general categories: Laying, meat-producing and dual-purpose breeds.

5.Laying Breeds:

Chicken reared for their eggs are known as layers. These breeds are known for their egg-laying capacity. A hen begins to lay eggs when it is six months old and the egg laying bird is called 'broody hen'. The eggs are then hatched by the hen by sitting on them. The process by which the hen provides warmth to the eggs to help them hatch, is called incubation. Popular laying breeds include the White Leghorn, Red Sex Link and Black Sex Link breeds. A healthy hen will lay eggs for several years. Hens begin to lay at approximately 16–20 weeks of age and will lay between 20–23 dozen eggs the first year. At 14 months, laying hens usually begin to molt, the process by which they drop their old feathers and grow new ones. No eggs are laid during this period. After molting, hens will lay larger but fewer eggs per year (about 16–18 dozen).

6.Meat Breeds:

Meat-producing breeds are very efficient at converting feed to meat, producing approximately one pound of bodyweight for every two pounds of feed they eat. A popular meat-producing breed is the Cornish breed. The Cornish game hen is a cross between the Cornish and the New Hampshire or Plymouth Rock breeds. Meat- producing chickens are broad breasted and larger than the laying breeds. They grow and feather rapidly and

will weigh five pounds or more at eight weeks. Chicken reared for meat are called broilers. Broilers and fryers are butchered at 31/2 to 5 pounds, while a rooster is butchered at 6 to 8 pounds.

7 Dual-Purpose Breeds:

The dual-purpose breed is the classic backyard chicken. These breeds are hardy, self-reliant and fairly large bodied. Most lay large brown-shelled eggs. Examples include Rhode Island Red and New Hampshire breeds. Some laying and dual-purpose hens tend to get broody, which means they will want to sit on and hatch eggs.

Because broody hens don't lay eggs, egg production will be affected. Some writers indicate that High yielding foreign breeds or exotic breeds are classified into four classes namely, American, Asiatic, English and Mediterranean based on the geographical area they have evolved in.

Write True or False based on the information given in the passage.

1. Poultry has high proportion of fat.

2. Broody hens lay eggs.

3.Poultry includes birds hunted for sport or game.

4. Eggs are nutrition rich.

5.After molting the laying capacity of a hen drops down.

6.Poultry farming requires a large amount of money.

I. Choose the best answer based on the information provided in the passage.

1.When does a hen begin/start laying eggs?

A. when 6 months old B. after several years C. at eight weeks

2.The modern breed of poultry are _____ their wild ancestors.

A. similar to B. different from C. the same as

3.*it* is a booming business….(paragraph 3)….*it* refers to _____

A. poultry farming B. investment C. business

4. Which breed of chicken is larger in body size?

A. meat breeds B. dual purpose breeds C. meat breeds

5. ….*they* have evolved in. (paragraph 7). ..they refers to

A. Some writers B. American, Asiatic, English and Mediterranean C. the breeds

Lesson 5

II. Answer these questions.

1.Why are domesticated chickens in captivity?

2.What are the three general categories of breeds of poultry?

3.What are the two benefits of poultry farming?

III. Vocabulary in context

Match the words under Column A with their definitions under Column B

Colum A	**Column B**
_____1. feed	A .(of a young bird) emerge from its egg; produce a young animal
_____2.gains	B. breed and raise (animals)
_____3.return	C. a bird's feathers collectively
_____4. fetch	D. submissive
_____5.domesticated/domestication	E.(of animals) mate and then produce offspring
_____6. booming/boom	F. wild animals kept in a park or zoo than their natural environment
_____7.lay/laying/ laid/	G.(of an animal) shed old feathers, hair or skin, to make way for a new growth
_____8.terrific	H. trained to live with or work for humans
_____9. rooster	I. give food to(fed)
_____10. molt/ molting	J. push egg from body
_____11. captivity	K. a period of great prosperity
_____12. breed/breeds(bred)	L. of great size, amount or intensity
_____13. docility/ docile	M. achieve
_____14. plumage	N. yield or make (a profit)

_____15. rearing/reared O. obtains or secures

_____16. hatch/hatched /hatching P. a male domestic fowl; a male chicken(cock)

B. Fill in the blanks with the words taken from the matching exercise in A above.

feed	gains	return	fetch
domesticated	booming/boom	lay/laying/ laid	terrific
rooster	molt/ molting	captivity	breed/breeds(bred)
docility/ docile	plumage	rearing/reared	hatch/hatched /hatching

1.My child _____ the chickens at the garden.

2.The 25,000 birr she invested _____ a handsome profit.

3.The painting is expected to _____ up to 15,000 birr.

4.Is my loss your _____, Tadesse?

5. _____ is domestic cock.

6.How many eggs does this hen _____ each week ?

7. _____ is spelt as moult in British English. It means birds lose feathers before a new growth.

8.Some birds will not sing in _____ because they are in a state of being a prisoner.

9.Birds _____ in the spring.

10.Business is _____. Many businessmen and women become well known and successful.

11.I advise you to _____ poultry. They have good returns.

12. _____ chickens are easily controlled.

13.Tropical birds in their brightly colored _____ are captivating. They have very attractive feathers.

14.There are some _____ and stylish suits available on the market.

15.Over 15,000 years ago, humans _____ wild dogs and turned them into daily companions.

16.By and by, the eggs _____, and a boxful of young chicks grew up.

Lesson 6

Post-reading Activity

First write your own answers in complete sentences. Then, work in pairs to cross compare the answers.

1.What does the passage teach you about Poultry ?
2.What lesson have you drawn about poultry if you are to raise chicken,?
3.What should you do if you want to raise chickens?

Section 2

Reading 2

Lesson 7

Answer the following questions based on your reading of the facts presented in the box below.

Did you Know

Facts about chickens and Eggs!

- Alektorophobia is the fear of chickens.
- Wild Red Jungle Fowl are the ancestors of today's chickens .The breed has survived at large for about 8000 years – rare for a wild ancestor of a domesticated animal.
- The waste produced by one chicken in its life time can supply enough electricity to run a 100-watt bulb for five hours.
- A hen must eat about four pounds of feed to produce one dozen eggs.
- A hen will lay bigger and stronger eggs if you change the lighting in a way to make her think a day is 28 hours long.
- Researchers have found a way to turn chicken feathers into string, plastic composites for products as varied as car dashboards and boat exteriors.
- Feathers make good paper, even for filters or decorative wall paper. They work best combined with wood pulp to increase the number of times the fiber can be recycled.
- The chicken can travel up to nine miles an hour.

While –listening Activity

1.Outline anything that surprised you from your reading of the text above.

2. Outline products of chicken feathers.

Write true or false

3.Chicken wastes are useless.

4.Light can have a role in the productivity of a hen.

5.Feathers of a chicken can be used as a raw material of products.

6.Chickens fear.

References

7.The breed refers to Wild Red Jungle Fowl .

8..its refers to chicken .

9..her refers to A hen.

Words meaning

10..domesticated means _____

11. feed means _____

Section 3

VOCABULARY

Lesson 8

Word study

I. Look at the pictures and right the most appropriate word to describe them accurately.

A.  _____ B.  _____

C.  _____ D.  _____

E.  _____

II. Study the following picture with the words



farmyard



henhouse



roost



to breed



to brood or sit on eggs



a clutch of chicks

Activity :Vocabulary

Fill out the black spaces with most appropriate words you have learnt from the sections above.

A chicken is a bird that has a _1_____ on the top of its head. It has two ___2_____ underneath its chin. They help it to regulate its body temperature.

To scratch the soil it has four- toed feet with sharp __3_____on each toe.

Chickens can not really fly because they have a heavy body and short _____4_____ .They often sleep on____5_____. In cold weather their toes can stay warm. They live in __6_____. Within each group there is a ___7_____.Hens lay eggs in a ___ 8_____.A broody hen will __9_____the eggs until they __10_____. The hard egg 11_____protects the embryo while it grows.____12_____ are fully grown into chickens within six months.

In some countries cock fighting is allowed. Sometimes the birds are equipped with metal ____13_____ tied to the legs. A cock fight is a barbaric blood sport.

Section 4

GRAMMAR

Lesson 9

Modal auxiliaries: must, have/has to, need to…

Read the following note and answer the questions that follow.

Must

Examples:

- Poultry do not possess sweat glands and must cool themselves by panting out water in their breath, which is evaporative cooling.
- Baby chicks should be kept warm and dry. The nest, which they share at night with the mother hen, must be kept clean.
- Chickens must have access to grit in order to digest their food properly.

'Must' is the basic and most direct way of saying something is compulsory. It means you have no choice but to do (or not do) an action. *The chickens do not have choice to cool themselves unless by panting out….*

Have to

Examples:

- She **has to** *take two trains and a bus to get to work every day.*
- You **have to** *pr*actice if you want to be fluent in English.
- Motorcyclists **have to** *wear a helmet.*

In the affirmative form, 'have to' has the same meaning as 'must' and is used to express obligations. However, 'have to' is much more flexible than 'must' because we can use it in the past, the present and the future.

Need to

Examples:

- If you are raising birds for meat, be sure to buy feed that is specifically created for meat birds because it will provide them with the protein they need to support their fast-growing bodies
- **We** need *to* fill up with petrol. The tank is almost empty.
- **They don't** need to come early. They can come whenever they're ready.

We use 'need' to describe a necessity as a modal verb.

Form: must/have to/need to + base(Verb-2)

Activity: Fill in the blanks with affirmative or negative forms of must or have and has to.

Top of Form

1. It's raining outside. Ujulu must take his umbrella.
2. I can give you my car, so you _____ buy a new one.
3. They_____ be in a hurry, because they have got more than enough time.
4. You _____ stop at the red light.
5. Tomorrow is Sunday. You _____get up very early.
6. Mrs. Rosa can't see very well. She _____ wear glasses.
7. You _____ return them. They are too small for you.
8. I am broke, I _____ borrow some money to buy a car.
9. You _____stop smoking. It is very harmful.
10. Mr. Dingamo is travelling abroad this summer, so he _____ get his passport soon.
11. All the students_____ obey the school rules.
12. It's freezing outside, so we _____ take a cab and not walk.
13. Students _____ look at their notes during the test.
14. I have a terrible headache, so I _____ leave early.
15. Snow has blocked the roads. We _____stay here until it's cleared.

Lesson 10

Activity IV : Need/Needn't ;Must/Mustn't :Choose the right answer.

1. You _____ go to the store today. There is plenty of food in the fridge.

A. must B. needn't C. need

2. Your hair is going grey. I think it _____dyeing.

A must. B. needn't C. needs

3. You've had a few too many. You_____ drive your car.

A. mustn't B. needn't C. need.

4. Your dress looks very expensive. It _____ have cost a fortune!

A. must B. needn't C. need.

5. You _____ the ironing. I'll do it later.

A. don't need to do B. needn't C. need.

6. Don't tell me what I can and can't do. I don't _____ any advice from you.

A . must. B. need C. needn't

7. It's really important that you do it. You _____ forget about it.

A don't need B. mustn't C. must

8. The next bus is due to arrive in 15 minutes, so we don't _____ hurry.

A .must B. needn't C. need to

9. It _____ have snowed last night because the roof is white.

A. must B. needn't C. need.

10. People and animals _____ eat to live.

A. must B. needn't C. need.

11. Mustefe ____have hurried to the bus stop. The bus was delayed by twenty minutes.

A must. B. needn't C. need.

12. Ilona is a very rich person and she _____ work.

A must. B. needn't C. need.

13. Obang won first prize. He _____ be very happy now.

A. must B. needn't C. need.

14. - Do I have to clean my room? - No, you_____.

A must. B. needn't C. need.

15. I'd better take some extra money, just in case I _____ it.

A must. B. needn't C. need

16. I can't find my umbrella! I _____ have left it in the bar.

A. must B. needn't C. need

17. It's very cold in this country. I think you'll _____ a warmer coat.

A. must. B. needn't C. need

18. You _____ have a driving license to drive a car.

A. don't need B. mustn't C. must

19. Lilly _____ worry about her exam. She'll pass it.

A. needn't B. must C. needs

20. You _____ her. She will be here in an hour.

A. needn't call B. needn't calling C. don't need call

Activity: `Find someone who` Activity

Have To: Whole Class Activity

Go round the class and ask individual students the questions provided in the first column of the table below. You use has to. Write the answers in the table. Use the Wh-questions properly and flexibly.

Here below is an example:

A. Do you have to get up early tomorrow morning?
B. Yes, I do!
A. Why do you have to get up early?
B. I have to get to class on time

Find someone who.....

	Classmate' Name	Who ? Additional When? What? Why? Where? Information How?
has to get up early tomorrow morning		
has to do homework after class		
has to buy something next week		
has to cook every day		
has to take a bus home after class		
has to go to work tomorrow		
has to feed a pet dog soon		

Lesson 11

GRAMMAR

Read the following note on infinitive and do the questions given below.

What is an infinitive?

An infinitive is a verb that functions as a noun, adjective, or adverb in order to express an opinion, purpose of an object, or action, or answer the questions who, what ,or why. **An infinitive usually begins with the word "to" and is followed by the base form of a verb.**

Examples of infinitives include **to read, to run, to jump, to play, to sing, to laugh, to cry, to eat, and to go**.

Verbs with *to*-infinitives

We use the *to*-infinitive **after certain verbs** , particularly verbs of **thinking** and **feeling**:

choose	Hate	like	Prefer
decide	Hope	love	Remember
expect	Intend	mean	Want
forget	Learn	plan	would like/ love

Examples:

They ***decided to*** *start a business together.*

Remember to *turn the lights off.*

Infinitive of purpose

The *to*-infinitive are also used **to express purpose** (to answer *why?*):

Examples:

- He bought some flowers ***to give*** *to his wife.*
- He locked the door ***to keep*** *everyone out.*

We can also express purpose with ***in order to*** and ***in order not to***:

- We started our journey early **in order to** *avoid the traffic.*
- They spoke quietly **in order not to** wake the children.

or ***so as to*** and ***so as not to***:

- We started our journey early **so as to** *avoid the traffic.*
- They spoke quietly **so as not to** *wake the children.*

Activity: Use the most appropriate forms of the verbs in brackets individually. Then compare your answers with a partner.

1.I cannot collect Easter eggs without_____(eating/to eat) them

2._____(To making/ Making) movies is very expensive.

Top of Form

3._____(To get/ Getting) into a good school can be difficult and expensive.

4.My friend Charles doesn't like eating meat; he thinks animals deserve _____(living/to live).

5.Working the onion fields left him_____(to stink/ stinking) of onion juice.

6.She thought about moving, however she doesn't like _____(to live/living) in big cities.

7.Are we talking about _____(to play/ playing) basketball on Saturday?

8.Actors don't like _____(wasting/ to waste) time while they are on the set.

9.I stopped _____(smoking/ to smoke) cigarettes last year.

10. She managed _____(to do/doing) it.

11. She wanted the children (to learn/learning) the 'kirar'.

12. I decided (to go/going) home as soon as possible.

13. She asked him (to send/sending) her a text message.

Section 5

SPEAKING

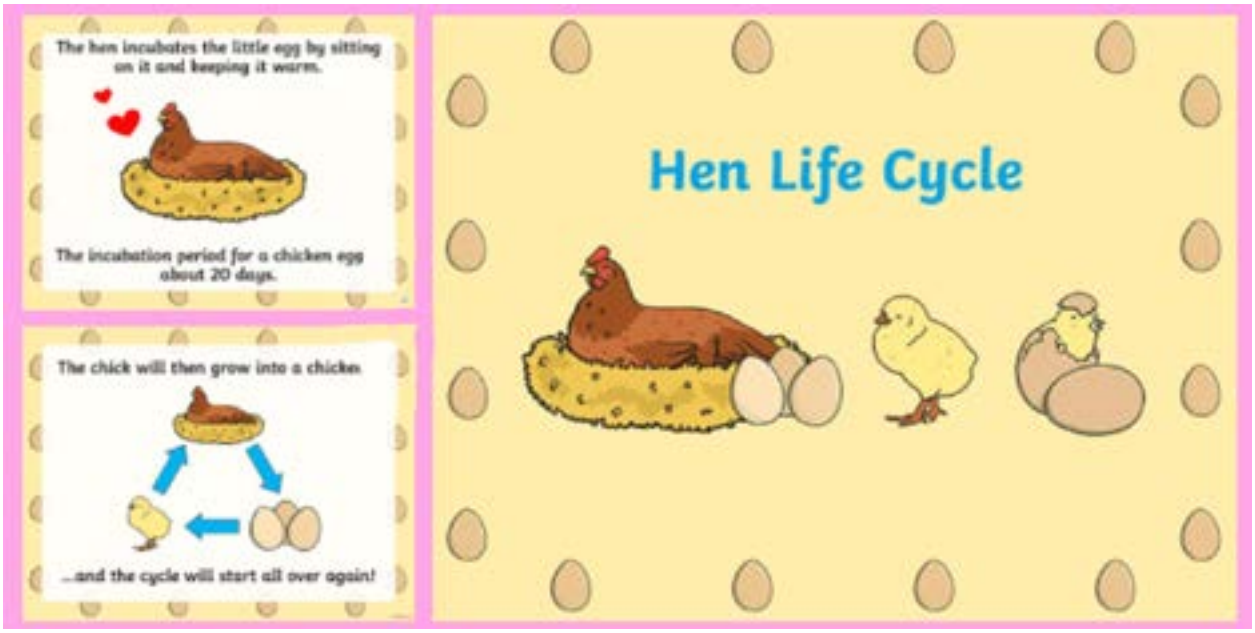
Lesson 12

Activity : Using action words

You refer to your answers/notes from the listening exercise and describe how chicken comes into being. Use key action words from the Listening and reading activity e.g lay, keep warm, hatch, peck and right them down in the right box given below.

First	Next	Then	Last
- lay an egg		- chick grow up	

Hen Life Cycle



Lesson 13

Activity: Oral Description

Sit in pairs and describe the life cycle of hen by making use of the appropriate action verbs. Sequence must be well kept in your description : first, next, then and last. Use the action verbs from the filled in tables and describe the life cycle to your partner in complete sentences. Speak in turns.

Be ready to orally describe the hen life cycle to the whole class.

Lesson 14

Activity : Discussion

i. Read the following informative text

Millions of Ethiopian families hit by crippling cost of living need a third more income to make ends meet, tackle challenges of poverty ,and high youth unemployment rates due to lack of employment opportunities. Among the demands and challenges of every-day life is rising cost of lives; the cost of consumable goods such as essential goods have also risen relatively sharply in recent years.

Given such a situation, poultry raising is one of the feasible income generating activities in a family as it does not require much space and investment. It is also less risky. Poultry farming has proven already that it can be very lucrative. If you have the appropriate space and the knowledge, starting a small poultry farm could be a great value. Keeping poultry makes a substantial contribution to household food security throughout Ethiopia.

ii. Now, work in a group of five and answer the questions here below:

- Do you know any person who have become successful in raising chicken/poultry in a small area?
- Do you like chickens ? …as pets?.. as pets and source of nutritious food? Do you love to raise chickens ?
- What is the prominent benefit of raising chickens in rural households as well as in city/town dwellers?

iii. Take ideas from your classmates about how to achieve the goal of raising poultry at home. If possible, talk to people from your area who have exemplary habit of raising poultry at home ? Interview them on how they started and the benefits they enjoyed .Take notes . You may also need to interview related professionals such as your agriculture teachers ,and district development agents. How to go about and what help they can give you.. You shall later present to the class using posters or visuals.

Section 6

WRITING

Lesson 15

Definition ,Classification and Description

Individual work

- Define poultry : What is poultry ?
- Classification : Outline different breeds of poultry.

You answers must be based on your readings of the passage entitled " Poultry" .

Fill out the following table

Different breeds of poultry		
		Dual-purpose breeds
• Lay eggs • •	• • • • grow rapidly •	• • hardy • • •

Sentence level writing

Write a few complete sentences about the hen life cycle. A complete sentence has subject, verb and complement/object.

Among the different types of sentences you are expected to develop simple and compound sentences from the listening and reading activity.

A simple sentence contains a subject and a verb ,and it may also have an object and modifiers. A compound sentence contains at least two simple sentences. The simple sentences can be combined with a comma and a coordinating conjunction or with a semicolon.

Examples:

- There are different breeds of poultry. (Simple sentence)
- The meat-producing breeds grow rapidly. (Simple sentence)
- The meat-producing breeds grow and feather rapidly. (Compound sentence)
- The dual-purpose breeds are hardy, self-reliant and large bodied. (Compound Sentence)

Write several simple and compound sentences.

Lesson 16

Paragraph Writing

Use the sentences you have written so far together with appropriate linking words or cohesive devices to develop a well written paragraph.

Pair work

Exchange your exercise books and read through the sentences and the draft paragraph of your partners. Help your partner improve his/her sentences and the paragraph as well.

UNIT SIX

AIR POLLUTION



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

- take note for details in the listening text;
- make meaning from the listening text;
- identify the main ideas of the reading text;
- comprehend details of the reading text;
- write their own sentences using the unfamiliar words in the listening and the reading texts;
- write a short paragraph about the importance of Air Pollution;
- identify the form, meaning and use of Active and Passive Voice; and
- recognize expressions for giving and receiving advice

Section: Listening I
Lesson 1

Pre-listening Activity

A. **Before you listen to the text, answer the following questions with a partner.**

1. What is air pollution?
2. Is air pollution a new problem?
3. Where does air pollution come from?

B. Before you listen to the text give the meanings of the following words in groups of three.

biomass , combustion ,undeniable, inhaling

C. Look at the following pictures and guess where the places are



While-listening Activity

1. Listen as your teacher reads a text about Air Pollution. Write short notes as you listen, and be ready to discuss them in small groups.
2. Look at the table below and match Column A with B

	Column A	Column B
	Air pollution in Ethiopia is caused mainly by	A. the dirty air
	Controlling air pollution has always been a challenge.	B. Vehicles
	Using fuels in the home affects	C. rapid increase in vehicle
	The growing problem of motor vehicle usage and industrialization adds to	D. women and children
	One of the key transport-related air quality challenges is,	E. in Ethiopia

Lesson 2

Post-listening Activity

A. **Write your answers individually and discuss in groups of four ;then report them to the whole class.**

1. What is the impact of air pollution on human health ?
2. What effect does air pollution have on food, crops and forests?

B. Ask your Biology/Environment Science teacher in group of five on ways of preventing air pollution and report to the class.

Section II: Speaking

Lesson 3

Expressions of Asking and Giving opinions

Asking for an opinion

- What's your idea?
- What are your thoughts on all of this?
- How do you feel about that?
- Do you have anything to say about this?
- What do you think?
- Do you agree?
- Wouldn't you say?

Giving Opinions

- I think that…
- I believe…
- In my opinion…
- From/In my point of view…
- My impression is that…
- My perspective is that…
- In my experience…
- It appears to me that…
-

Practice making a conversation

Practice on the following conversion by using the above expression

A: What do you think about air pollution? I think it's really bad.
B: Yes. I think so too. My grandfather said it was really nice back in the old days.
A: I wish we could breathe clean air. How can we reduce it?
B: May be by planting more trees?
A: Yes, that's a good idea.

Lesson 4

B. Hanan and Kedija, two friends, are talking about air pollution. In their conversation, they focused on the harmful effects of air pollution and how we can save the air. Practice on the dialogue between Two Friends about Air Pollution



- **Hanan**: Hi, Nadia! How are you?
- **Kidija**: I am great. What about you, Samia?
- **Hanan**: I am fine. I have read an article recently about air pollution and I am very worried about the environment now.
- Kedija: Why, what happened?
- **Hanan**: I read that air pollution has been one of the main reasons behind so many health problems. And air pollution is going out of control.
- Kedija: Oh yeah. I have read something too on this topic. Do you know how the air gets polluted?
- **Hanan**: Most of the time, it gets polluted due to the presence of too much toxic gases on air. It happens when all the vehicles leave black smoke. The big brick-field mills are also responsible for that.
- Kedija: Yes, you are right. And that's why we experience most air pollution in the big industrial areas.
- **Hanan** Yes, and this is one of the serious problems for the big cities.
- Kedija: How can we come out of these problems?
- **Hanan**: We need to plant more and more plants.

- Kedija: Yes, that's right. But people are cutting trees now.
- **Hanan**: Yeah, deforestation is another threat for us and it's a major reason behind air pollution. We need to stop it as soon as possible to save our environment.
- **Kedija**: You are right. It was nice talking to you, Hanan.
- **Hanan**: Same to you. See you later. Take care!

Lesson 5

A. **Practice the following dialogue including expressions of asking and giving opinions about air pollution.**

Here is a **dialogue between two friends**, Nahom and Seyoum, **on various effects of air pollution and the possible solutions to them.** They met in a park and started a conversation..

- Nahom: Hello, Rahim. How're you?
- Seyoum: Hey Nahom. I'm fine. What about you?
- Nahom: I'm okay. It's a beautiful afternoon, isn't it?
- Seyoum: Yes, it is. The air is so pure that you can breathe to your heart's content.
- Nahom: Yes, but things are happening; I doubt the air will remain so pure in future.
- Seyoum: What do you mean?
- Nahom: I'm talking about air pollution. It's becoming a major problem in Ethiopia.
- Seyoum: How does air pollution occur?
- Nahom: Air pollution occurs from dangerous chemical materials which spread in the air, for example carbon monoxide, CFC, carbon dioxide, hydro carbon, sulphur dioxide, etc.
- Seyoum: How are these substances produced?
- Nahom: These substances are produced by human activities such as the use of vehicles emitting smoke, use of firewood, burning of bio-fuels, etc. Factory activities which use fuels also cause air pollution.Seyoum: That's terrible! How can we solve this problem, then?
- Nahom: We can start it by planting more plants like flowers or trees in our houses. Trees absorb carbon dioxide from the air.

- Seyoum: Yes, this is really important. Well, I should go now. Thanks a lot for making me conscious of the problem.
- Nahom: You're most welcome. See you later, then.
- Seyoum: Goodbye.

Section III: Reading I

Lesson 6

Pre-reading Activity

Work individually and then discuss your answers in groups of three.

1. What can we do to improve air quality in Ethiopia?
2. Is clean air a human right issue?

What can be done to improve air quality in Ethiopia?

According to the 2011 Welfare Monitoring Survey, biomass fuel is used in 95% of Ethiopian households. 85 per cent of these homes use wood for cooking. A difference was noted, however, between rural (90%) and urban (54%) areas which use wood as the primary source of cooking. Charcoal is used in urban areas as the second most (18%) common **fuel** for cooking compared to **its** almost negligible use in rural areas (0.2%). The use of cleaner fuels such as kerosene, LPG, and electricity for cooking is almost non-existent in rural areas. However, kerosene (5%) and gas/electricity (7.7%) are used in smaller proportions for cooking. Kerosene is used for lighting by a majority (88%) of the households in rural areas while only 64% used **it** in urban settings. Many rural areas are not connected to the national electricity supply, so they have no choice but to use kerosene.

In Addis Ababa, households use three times more clean energy for cooking when compared to rural areas. The **access** to electricity (88%) among urban dwellers is very high compared to **their** (4.9%) rural **counterpart**s.

A study conducted in Addis Ababa and Kebribeyah compared levels of fine particulate matter (PM2.5) and carbon monoxide (CO) before and after an intervention that substituted ethanol for kerosene as a fuel source. In Addis Ababa reductions in the levels of PM2.5 were seen to be 64 per cent. **It** was a similar **reduction** in carbon monoxide, too, with levels dropping by 76 percent. In Kebribeyah, there was a noticeable reduction in average PM2.5 and concentrations of carbon monoxide of 94 per cent and 72 per cent, respectively.

What are the pollutants in Ethiopia's air?

Nitrogen dioxide (NO_2) was the only **pollutan**t tracked continuously over a 24 hour period. Measurements were collated every three months for over two years on a large sample of almost 3,300 rural households that have children under the age of 5 years. **This** is twice as high as the WHO recommended guidelines for average annual 24-hour concentration. This indicates that children and caretakers, mostly mothers and grandmothers, are exposed to high concentrations of indoor air pollution in rural Ethiopia.

Another study carried out in 54 Addis Ababa homes reported **that** the 8-hour average carbon monoxide (CO) concentration was 16 ppm (parts per million). This **exceeds** the USEPA's 8-hr average CO level of 9 ppm in 48% of the households.

While-reading Activity

A. Write 'true' if the statement is correct and 'false' if the statement is incorrect according to the information in the passage.

1. Charcoal is used in urban areas as the second most common fuel for cooking.
2. The use of cleaner fuels such as kerosene, and electricity for cooking is almost non-existent in rural areas.
3. In Addis Ababa, households use three times more clean energy for cooking when compared to rural areas.
4. Children and caretakers, mostly mothers and grandmothers, are exposed to high concentrations of indoor air pollution in urban Ethiopia.
5. The **access** to electricity among urban dwellers is very high compared to their rural counterparts.

Lesson 7

Reference Questions

B. What do the words in bold type refer to in the text?

1…….**its** in (Par. 1, line 5): _____

2. ….. their in(Par.2,line 2):_____

3. It in (Par.3, line 4): _____

4. This in (Par.4,line 3): _____

5. …that in (Par. 5,line 1): _____

C. Vocabulary

The following words are written in bold in the reading text. Write their contextual meanings in your exercise book.

1.fuel _____

2.counterparts _____

3. reduction _____

4. pollutant _____

5. exceeds _____

Lesson 8

Post-reading Activity

There are ways to reduce air pollution:

Riding a bike or walking instead of driving.

- Taking a bus
- Buying a car that has greater fuel efficiency
- Turning off lights and appliances when they are not in use
- Using energy efficient light bulbs and appliances.
- Buying fewer things that are manufactured

Write a short paragraph individually on your contribution to clean the air and report to the class .

_____

_____

_____

_____

Listening II

Lesson 9

Pre-listening Activity

Discuss and answers to the following questions in groups of three before you listen to the listening text.

1. What are the causes of air pollution in Ethiopia?
2. Is air pollution a problem in Ethiopia?

What do the following words mean?

burden, exposure, allergic, tuberculosis, pneumonia, seeking

C. Look into the following picture and guess what the listening text will be about.



While-listening Activities

Listen to the text and choose the correct answers.

1. What is the second greatest cause of death?

A. Asthma B. pneumonia C. Common cold D. Flu

2. A further two per cent of admissions were due to_____ which was said to be due to the poor air quality.

A. tuberculosis B. pneumonia C. Asthma D Common cold

3. According to the reading text, diseases like tuberculosis, respiratory tract infections, and asthma have a direct link with _____.

A. lack of awareness creation B. poor economic background C. poor air quality D. short memory

A. The number of patients seeking hospital treatment as an out-patient is _____.

A. very low B. very high C. low D. high

5. The effects of living near busy highways are _____.

A. respiratory symptoms and allergic sensitization. B. hypertension sensitization

C. pneumonia symptoms D. lung cancer sensitization

Lesson 10

Post-listening Activity

Write a summary of the air quality in Ethiopia and read it to the class.

_____

_____

_____

_____

_____

_____

Reading Two

Lesson 11

Pre-reading Activity

Before you read to the text, work in pairs and discuss your answers to the following questions:

1. What are the main contributors to air pollution in Ethiopia?
2. How do industries contribute to air pollution?



Does industry contribute to Ethiopia's air pollution?

Most of Ethiopia's industry is classed as being agro-based as it contributes to well over 50 per cent of the country's GDP. Due to its location, the industry experiences favorable weather conditions which are ideal to support its agricultural businesses - items such as beverages and livestock products which include eggs, milk and meat, textiles and leather. It also produces apparel leather and processed meat products both for the home and export markets. Ethiopia's cash crop industry accounts for approximately 60 per cent of employment for its workers. The products vary from coffee to spices, beeswax to honey, fruit, flowers and vegetables, to name but a few. Ethiopian coffee is well-known and traded throughout the world and its production provides employment for over 15 million workers. There are plans to increase production to over US$ 2 billion by 2020.

Ethiopia has a growing construction industry which shows an 11.6 per cent annual rate of growth. Both residential and non-residential constructions continue to grow, thus creating more employment. The industry has been able to build low-cost homes for the benefit of low-income households.

While-reading Activity

Complete the following table based on the information in the reading text.

Some of the industries contribute to Ethiopia's air pollution.			

Lesson 12

Post-reading Activity

- Do you know other industries which contribute to Ethiopia's air pollution? Mention their names and products.
- What should these industries do to reduce air pollution?

Ask an expert/ refer from the library/ online resources about the problem of air pollution caused by small factories and industries and their solutions, and then present to the class.

Lesson 13

Grammar : Active and Passive Voice

A. Change the following sentences in the active voice into the passive voice.

Example:

He helps us. (Active)

We are helped by him(Passive)

1.Doctors treat patients

2. Teachers teach students.

3. Parents bring up children.
4. We love our country.
5. Masons build houses.
6. Carpenters make furniture.
7. Mechanics repair cars.

Read how to change sentences in the simple present tense into passive

When the active verb is in the simple present tense, we make passive verb forms with is/ am/are + the past participle form of the verb. Note that the object of the active verb becomes the subject of the passive verb. The subject of the active verb becomes the object of the passive verb. However, in most cases, the object is not mentioned in the passive voice.

She writes a story. (Active) (Subject – she; verb – writes; object – a story) We have already learned that the object of the active verb becomes the subject of the passive verb. Therefore when we change the above sentence into the passive, 'a story' becomes the subject.

A story is written by her (passive). She adores kids. (Active) (Subject – she; verb – adores; object – kids)

Kids are adored by her. (Passive)

A. Rewrite the given sentences in passive voice.

1. Tesfaye watches films.
2. The people speak English.
3. We play volleyball.
4. They sing a song.
5. She takes photos.
6. Tirfie does the housework.
7. The policemen help the children.
8. Mother waters the flowers.

Lesson 14

II. The Present Continuous Active and Passive

Rewrite the sentences active into passive

Example:

Ali is drinking a cup of tea.
A cup of tea is being drunk by Ali.

1. Anteneh is washing the car.
2. My mother is milking the cows.
3. His sister is taking a picture of him.

3. I am writing a poem.
4. They are not playing football.
5. Kebede is not wearing a suit.
6. Is she preparing the party?
7. Are they talking about the meeting ?

Active sentences in the present continuous tense have the following structure: Subject + is/are/am + -ing form of the verb + object Passive sentences in the present continuous tense have the following structure: Object of the active sentence + is/are/am + being + past participle form of the verb + by + subject of the active sentence.

Examples are given below.

- Active: I am reading a story.
- Passive: A story is being read by me.
- Active: The engine is driving the train.
- Passive: The train is being driven by the engine.
- Active: She is singing a song.
- Passive: A song is being sung by her.
- Active: The carpenter is making furniture.
- Passive: Furniture is being made by the carpenter.

When the verb is followed by a preposition Read the sentence given below:

My mother is talking to a stranger. Here the noun a stranger is the object of the preposition to, and not the verb talking. But this sentence can be changed into the passive: Passive:

A stranger is being talked to by my mother.

- Active: The children are laughing at the old beggar.
- Passive: The old beggar is being laughed at by the children.
- Active: I am waiting for him. Passive: He is being waited for by me.

Fill in the spaces with words to complete the passive form of each present continuous sentence. The agent preposition ' by 'is not required.

Example:

They are discussing the case right now.(Active)

The case is being discussed right now.(passive)

1. They are putting the books in the wrong place.
   The books…….in the wrong place.
2. They are closing a lot of night clubs in this area due to the noise.
   A lot of night clubs……..in this area due to the noise.
3. The dentist is doing some work on my teeth.
   Some work ……on my teeth.
4. The local council are pulling down the old flats around here.
   The old flats……around here.
5. Somebody is using the coffee machine just now.
   The coffee machine…….just now.
6. They are building a motorway across our land.
   A motorway……..across our land.
7. Are the police watching that person?
   Is that person……?
8. Can you tell me if they are opening the pool now?
   Can you tell me if the pool…….now?
9. Nobody is dealing with this problem.
   This problem ……..with.
10. The are not cutting down these trees in the end.

    These trees ……..in the end.

Lesson 15

Read how to change negative sentences into the passive

When a negative sentence is changed into the passive, not will come between is/am/are and being.

Active: She is not writing a story.

Passive: A story is not being written by her.

Read how to change an interrogative sentence into the passive and do the activities below

The passive forms of these sentences will begin with be (is/am/are).

When the active sentence begins with a question word such as when, whose, why, which and how, the passive sentence will also begin with a question word. When the active sentence begins with who or whose, the passive sentence will begin with by whom or by whose. When the active sentence begins with whom, the passive sentence will begin with who.

Example:

Active: Are the masons building a house? (Active)

Passive: Is a house being built by the masons? (Passive)

1.Active: Who is waiting for you?

Passive: ……?

2.Active: Whom are you waiting for?

Passive: ……?

Section V: Writing

Lesson 16

Match causes of air pollution with their effects and then write a paragraph with the complete sentences you have created.

Causes of air pollution	Effects of air pollution
• The burning of fossil fuels. ... • Industrial emissions ... • Indoor air pollution ... • Wildfires. ... • Microbial decaying process ... • Transportation ... • Open burning of garbage waste ...	• heart disease • lung cancer • respiratory disease • damages to people's nerves, kidneys, liver and other organs

_____

_____

_____

UNIT SEVEN

HARD WORK



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

- identify main ideas and important details from the listening text.
- identify the main ideas and supporting details of the reading text .
- identify and extract the main ideas and details from a reading and/or listening text.
- produce a written response based on textual information(listening and reading texts).
- complete short answer comprehension questions from a variety of texts(listening and reading)
- discriminate meanings of words as used in the texts(listening and reading)
- define /tell new words related to hard work.
- use new vocabulary words correctly in a sentence and comprehend their meaning in the texts.
- orally express opinions and attitudes; express agreement and disagreement.
- write their own sentences using new words learnt from the texts .
- write a paragraph that express argument stating evidence, examples and support.
- use and differentiate between direct and indirect speech.
- use the past perfect tense correctly and effectively

Section I

LISTENING

Lesson 1

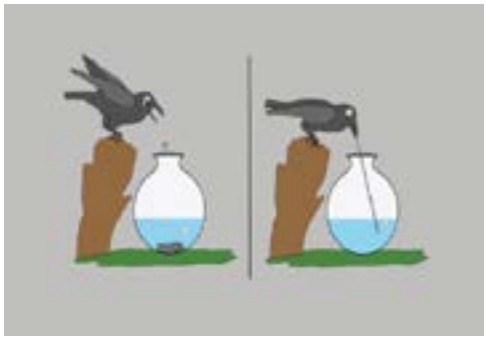
Pre-listening Activity

A. Answer the following questions in pairs.

1. Are you exclusively engaged in studentship?
2. What specific things do you do in your class?
3. What do you like most about your studentship /your subjects?
4. What are the most interesting and difficult part of your student life ?
5. Can you tell us characteristics of hard working people? Students? Teachers?

B. Examine the following diagrams and decide which of the pictures represents smart work and which hard work? Why? What does smart work constitute? What does hard work constitute?

A. 

B. 

C. 

D. 

C. Vocabulary

Read the following words slowly. You may use English-English dictionary for more information.

Hard work beneficial/benefit achieve/ achievement persist/persistent patience fortune

Listening 1

While-Listening Activity

Listen to a text on *Hard Work* and answer the questions following.

I. Fill out the table with information from the listening text on qualities of hard-working people in general.

- _____
- _____
- _____
- _____

II. Choose the best answer based on the information from the listening text.

1. A hard working student is

A. honest B. dedicated C. helpful D. lazy

2.Hard work always pays off. *This means*_____

A. Hard work is a bane. C. Hard work enables success.

B. Hard work is rewarding. D. Hard work punishes lazy students/ workers.

3. Optimal management of time and efforts

A. relates to dividing your time between specific activities

B. relates to amount of work/the number of hours used to complete an activity particular task

C. it is most desirable or satisfactory D. All

4. Does the speaker suggest the need to be only a harder worker? Yes ( ) No ( )

III. Fill in the blank spaces with appropriate words from the text and give a complete answer (no. 6 and 7)response.

5. Hard-work needs _____ and _____.

6. What is the sign of hard-worker?

7.What are the benefits of hard –work ?

Write true or false based on the listening text. Write the answers in your exercise book.

8.Hard-work demands wanting fast results.

9.There is no short cut to success.

10.Hard-working people believe in the product.

Lesson 2

II.VOCABULARY

A. The following words under Column 'A' are taken from the listening text. Find their contextual meaning from Column 'B'.

Column A	Column B
absurd	A. do/does not work; lazy
distressed	B. to delay doing something until later,
lazy	C. a thing that diverts someone's attention
height	D. very unhappy, worried, or upset
optimal	E. unreasonable, completely stupid, illogical, inappropriate or impossible to believe
pay off	F. not willing to work or do any activity that needs effort
idle	G. high level of activity or success
procrastinate	H. best or most favorable
distraction	I. brings some benefit

B. Fill in the blank spaces provided with words given in the box below.

height	lazy	optimal
idle	pay off	distressed
procrastinate		distraction

1.Under _____ conditions, these plants grow quite tall.

2.An example of _____ is the top achievement of someone's career.

3.They were given ample time to study, but he was too _____ to read.

4.The student was _____ by his exam result which was the least from the rest of the class,45 out of 100.

5.All those weeks of studying will _____ when you take the exam.

6.Many students were made _____as the schools closed down due to the Covid 19 pandemic.

7.Students that _____ often find themselves forgetting about assignments.

8.We have work to do and it is essential that there are no _____.

Lesson 3

Listening 2

Listen to a text on Smart Work and answer the questions following.

While-Listening Activity

1. Fill out the table with information from the listening texts.

Hard work	Smart work

2. What is the difference between hard work and smart work?

3. Which is better t? Hard work or smart work?

Write true or false based on the listening text.

4. Achievements without hard work are impossible.

5. Hard work is more important than smart work.

6. Smart work is more important than hard work.

Write Yes or No.

7. Don't only be a hard worker, be both a hard and a smart worker.

VOCABULARY

A. The following words under Column 'A' are taken from the listening text (2). Find their contextual meaning from Column 'B'.

	A	B
1	exclusive	A.to succeed in doing something, especially
2	dual role	B. something that you hope to achieve
3	deny/denying	C. attempt to do something; activities towards aim
4	master	D. strong and powerful emotion
5	fruit	E. be unsuccessful ; not do well enough
6	ensure	F. a state of being fully informed about or involved
7	precious	G. strongly wished for or wanted; used about things that
8	desired	I. rare or very necessary and not to be wasted.
9	picture	J. to make certain that something happens or is done

10	fail	K. the result or reward of work or activity
11	passion	L. to learn something thoroughly so that you know it
12	effort	M. refuse to admit the truth or existence of
13	goals	N. consists of two roles, aspects, elements
14	accomplish	O. limited to a particular person, thing ,or group and not shared with others

B. Fill in the blank spaces provided with words given in the box below.

picture	precious	exclusive	accomplish
dual role	deny	master	fruits
ensures	desired	fail	passions
effort	goal		

1. My friends had a rather distorted _____ of my life.
2. Human skills are the nation's most _____ resource.
3. The road is for the _____ use of residents.
4. We didn't _____ much at work this week.
5. One was the _____ of director and English teacher I had.
6. Officials continue to _____ that drug use is widespread in the sport.
7. She never managed to _____ the Greek language.
8. She enjoyed the _____ of her hard work.
9. Our new system _____ that everyone gets paid.
10. Foreign donations abroad did not have the _____ effect.
11. Most people who try to lose weight _____ dismally.
12. _____ run high when marriages break up and children are involved.
13. I have made an _____ to drink less tea and coffee.
14. Our _____ is to provide a good standard of education.

Lesson 4

Post- listening Activity

Answer the following questions first individually then in a group of four or five.

1.What is your opinion on the topic of hard work in contrast to smart work?

2.What do you do when you have to choose between hard work and smart work? You may be asked to share it with the rest of the class. Be prepared!

Put a tick mark (□) in the right column of the table.

	Work type description	Hard work	Smart Work	**Hard work and Smart Work**
	Haimanot works long hours to complete her work without any shortcuts. She gets good results but she found the process is long and stressful. She decided to get the same results but with planning and prioritization of tasks. In school, the trend of examination questions for the grade six national examinations is repetitive. The questions asked in the last few years would be asked again. She realized this after her first semester and She has learnt this from her elder brothers and sisters.. Since then, for the examinations, she would only study the previous 5 years' grade six national exam questions. For the rest of the semester, she said, she would focus on studying everything else. Therefore, she works to study the entire textbooks for her own knowledge to score well in the examinations.			

	Student: Bala I cannot concentrate on one work/task for long periods of time. I rather work achieving more in short time spans. I have developed my own process to work – as soon as I am assigned a task/ homework /assignment I spend 15 minutes researching about the same. Then I take 5-10 minutes to note down any questions that I might have. Over the next 20 minutes, I try to break down my task into 1) actionable steps to be taken 2) goal to be achieved .If the teacher has a few minutes to spare, then I try to get clarity on my questions. If not, I focus on steps which I have the most clarity on and start there. It allows me to start homework /an assignment feeling focused and positive. In order to be more productive, I have short breaks in between my work to stay engaged.			
	Student Ujullu works towards having improved average scores in all of his/ her grade six subjects. He works on his assignments then studies three different subjects whether mathematics or science through memorization….He reads mathematics, his notes and explanations from the text books as many times as possible until he understands the way how to go about…the way he reads social studies. He does not go to bed before mid-night.			

Answer the following questions in complete sentences first individually then discuss in a group of three or four.

3. Which do you prefer over the other, hard work or smart work? Why?
4. What do you think is more important; hard work or smart work?
5. Would you consider yourself a hard worker or a smart worker?

Section 2

SPEAKING

Lesson 5

Expressing opinion

Rehearse the notes below slowly with an intention of recalling as many of them as possible. Then you will have pair and small group works.

Stating opinion	Asking for opinion
*In my opinion...	*What's your idea?
*The way I see it...	*What are your thoughts on all of this?
*If you want my honest opinion....	*How do you feel about that?
*According to Bereket ...	* Do you have anything to say about this?
*As far as I'm concerned...	*What do you think?
*If you ask me...	*Do you agree?

Activity I: In pairs, recall as many phrases/expressions of *Stating an opinion and asking for an opinion.* Work in turns.

Lesson 6

Expressions of agreement:	Expressing disagreement
*I agree with you 100 percent.	* I don't think so.
*That's so true.	* I'm afraid I disagree.
*That's for sure.	* *(strong)* I totally disagree.
*You're absolutely right.	* *(strong)* I›d say the exact opposite.
*Absolutely.	* That's not always true.
*That's exactly how I feel.	* No, I'm not so sure about that.

Activity II: Review/Revise useful phrases or vocabulary on agreement .

Read and reread (rehearse) the expressions listed above .Then work in pairs. Your partner covers the expressions with his/her **palm** and asks you recall the phrases or expressions listed.. Tell him or her. (Use a real picture)

Activity III*: Review/Revise useful phrases or vocabulary on disagreement*.

Activity IV :Individual work-Agree and disagree with the statements

You are given three situations. Write down your individual answers. Identify the right phrases for agreement and disagreement.

1.Hard work is more important than luck.
2.Hard work is more important than smart work.
3.Money is more important than hard work.

Lesson 7

Activity 3:Pair work

Now talk to your partner using expressions of opinion, agreement and disagreement. Your partner shall respond to you with appropriate expressions of agreement and disagreement.

Activity 4: Small group work

Work in a group of four or five. Use the statements given to practice the target phrases and statements for asking for opinion, stating opinion, expressing agreement and disagreement.

Lesson 8

Activity 5: Whole class discussion

Some people believe that success is about hard work and determination. Others think that success has a connection with money and personal appearance. Discuss both views. Give your opinion and some of your own experiences or observations. You express your opinions using some of the phrases (phrases/expressions of expressing agreement and disagreement) studied.

Section 3

READING

Lesson 9

Pre-reading Activity

A. Answer the questions below before you read the passage.

1. What does it mean a hard working student? ..a hard working businessman ,a hardworking athlete ?
2. Have you heard about Haile Gebresillasie? Is he an athlete or a businessman, now?
3. Guess the meanings of the following words: **athlete, businessman**

B. **Following are common words used to describe someone who works hard. Which ones do you think would be used in the following passage?**

conscientious	diligent	industrious	tireless
productive			
committed	hard at work	hard-working	discipline
disciplined	patience	patient	

Now, read quickly through the text to check whether your guessing is right.

While-Reading Activity

Read the text below and answer the questions following.

Hard Work

1 Haile Gebrselassie is the most famous man in Ethiopia. Haile Gebrselassie was born April 18, 1973 in Asella, Arsi Province, Ethiopia. One of ten children, he watched his father farm wheat and maize and tend to his cows and sheep. Poverty was the only constant in their life. He used to run barefoot 10km to school every day, carrying his school books. While in high school, a 14-year-old .Gebrselassie pleaded with his teachers to compete in the local marathon. He was the youngest in the competition, but was at least 60 meters ahead of the rest when he eventually won. The prize was a dollar – a princely sum. Overnight, he became school hero.

2 Gebrselassie moved to Addis Ababa as a 15-year-old and lived with his brother Tekeye who was a marathon runner, borrowed his shoes and entered a marathon – the Abebe Bikila Marathon – finishing 99th in two hours and 48 minutes. "We became athletes from nowhere. From the countryside. Our families had poor backgrounds. Haile said his first race was a 1,500 m school race. Although he was younger than the other competitors he started off fast and held on to win. This made him (and others) excited at his potential. He then decided to concentrate more on running. As a youngster, his big running hero was fellow Ethiopian Abebe Bikila – who won Olympic gold in 1960.He is an Olympic and world champion. Winning two Olympic gold medals at 10,000 metres, and four world championships at the same distance. He has won major titles at all distances from 1500 metres to the marathon. During his career he broke 27 world records and is widely considered one of the greatest distance runners of all time. In 2000, Haile became only the third man (after Emil Zátopek and Lasse Virén) to successfully defend his 10,000 metre title, narrowly beating the great Paul Tergat by a fraction after a blistering last 200 metres.



3 He said "That evening was an amazing world record. I was, I can say, really flying that night." In response to the question of what the highlight of his career was , Haile replied that Sydney 2000 and the Zurich 1995competition/contest were unforgettably amazing. After the 2004 Olympics, Haile concentrated on marathons and road races. In 2007, he won the Berlin marathon in a new world record time – 2:04:26 – a world record he would lower in the same Berlin marathon the next year (2008) to 2:03:59 .

In April 2013, just before his 40th birthday, Haile won the Vienna half marathon in a time of 1 hour one minute.

4 Asked about how he manages to retain the enthusiasm to keep training and racing into his 40th year, Haile replied. "You know, there is no secret. I am just always very careful when I'm training. All athletes need three things: commitment, discipline and hard work. Without that it's hard to keep running for a long time. Haile's training philosophy is Training hard at a steady pace. He likes to train in Entoto, Addis Ababa because at 3,000m altitude it is perfect for long distance running.

5 After the distance running legend, Haile Gebreselassie , announced his retirement from competitive running in May 2015, he focused more on his businesses in Ethiopia. Besides his glittering athletics career, Haile Gebresellasie is now one of Ethiopia's most successful business people and busy entrepreneur. He employs over 3,000 people in several businesses, and is involved in real estate projects, owns four hotels, a coffee plantation and is the distributor for Hyundai in Ethiopia. His businesses have increased tremendously. From a monthly income of just Sh2,000 as a professional Ethiopian Police runner in 1990, legend now banks over Sh83 million each month from his businesses. Starting off from real estate about 25 years ago, and earning 10,000 birr (about Sh27,800 in current exchange rates) in monthly rent, Gebrselassie revealed to me that his current daily income from his various businesses is about 30 million birr (Sh83 million)!



6 Haile has focused on his burgeoning businesses—they are so many, and so varied. He owns Marathon Motors, a vehicle business that also assembles Hyundai cars, and which recently rolled off the first electric car from its assembly plant. The company assembles 36 cars per day, with the possibility of increased numbers with a 24- year shift." We used to import and sell, but now we assemble, says Haile.. The line is open for everything and you never know, perhaps in future we shall build our own engines," he explains. Haile Hotels and Resorts, is a privately owned and situated in various part of Ethiopia. It was established in 2010, by opening Haile Resort in Hawassa. Since then, the company has increased its destinations to four, by opening Haile Hotel Shashemene, Ziway Resort and Yaya Africa Athletics Village. He gets an income of not less than 30 million Birr a month only from the hotel and real estate business; it doesn't include the car business. Haile had a long career and 3,000 plus people are working in the companies that he established. "My business and what's happening now is the result of 25 years," he told the journalist at an interview. Haile also has coffee plantations, a cinema hall, gymnasiums and schools.

For the "emperor of Ethiopian athletics", coffee farming in 1,500 hectares of land , is a fairly recent venture, but it has already proven to be a profitable investment., so lucrative…The coffee plantation created jobs for about 600 of the roughly 2,000 people who work for Haile and Alem International Plc, the holding company. .

7 Just how did he rise to such success, given that he was born on April 18, 1973, in a small village in Asela, some 200 kilometres outside Addis Ababa to farming parents who just had enough to keep them going? Haile Gebrselassie tells the secret behind his business success. "When I started to get money, I started to invest. The investment was such that I only put my money in a project only if I'm sure I'm going to get it back with extra, with a profit of at least 10 to 20 percent, otherwise I don't invest," he disclosed. "I believe in action, running is action – running is just what you see... you win or not. In business you have to plan and wait." "What I learnt is patience. A marathon is like two hours-plus of running. The 10,000m is less than 30 minutes. The same thing when I switch from running to business - I learn more patience." He strongly believes that "Discipline is the most important part," he said. "Without discipline you can't achieve anything, talent alone is not enough. Many runners squander their talent and are only successful for a short time. He also has his own view of money.

He says, "My philosophy about money, which most of the Ethiopians don't like, is I believe why should I give my money? It's mine! Why don't you sweat and make your money? Are you a beggar? You have hands and legs like what I have! In conclusion, Haile Gebrselassie is a man of commitment, discipline and hard work. He should be your inspiration !

1. One of the following words does not describe Haile's engagement in business. Which one is it?

A. diversified B. mixed C. fixed D. varied

2. How profitable do you think is Haile's investment on Coffee plantation?

3. How old is Haile Resort in Hawassa now?

4. When did Haile focus on marathons and road races in his career?

5. Which of the following adjectives describe Haile based on your reading of the passage?

patient	negligent	disciplined	talented
busy	inactive	committed	hard working
careless			

6. Find a word in paragraph 1 which means *popular or well-known* _____

7. Find a word in paragraph 6 which means *growing or developing quickly*

_____

8. Find a word in paragraph 6 which means *bringing a lot of money* _____

9.Find a word in paragraph 7 which means *waste in a reckless or foolish manner*

_____

Write true or false based on the passage

10.Haile belonged to a well-to-do family.

11.Haile undermines talent.

12.Haile has a monthly income of about 30 million birr from all of his businesses.

13. Haile has a precondition for investment. What is it?

14. Who is Haile's role model in athletics?

References

What do the following words refer to?

1.He ,par. 1,refers to _____

2.This,par. 2, refers to _____

3. They ,par. 6, refers to _____

4…it,par..6,refers to _____

5.…their ,par. 7 refers to _____

Lesson 10

Post –Reading Activity

A. Answer the questions below. Discuss your answers in a group of five.

1. Do you agree with Haile's view of giving money stated in the last paragraph? That is, sweat and make money instead of begging for it! Why? Why not?

2. Do you know any person who escaped from the yolk of poverty and has become richer or very successful business person? What qualities of hard work does the person have?

B. Read the instruction below and respond accordingly.

Conduct some inquiry or read newspapers, magazines or ask your teachers, parents, elder brother and sisters, any person from your neighborhood and write a brief report. You shall discuss in groups later in class. Your teacher may also ask you to present to the whole class.

Lesson 11

Work in small groups to answer and discuss on the issue of hard and smart work.

1. In which of the following ways do you think you can normally achieve your goals?

A. Through being lucky I can achieve my goal.

B. Through being smart I can achieve my goal.

C. Through being wealthy I can achieve my goal.

D. Through hard work I can achieve my goal.

2. Which of the following describes hard work?

A. What we have to do to survive

B. What you do on top of your regular work.

C. What you do after you've fulfilled your duties of every single day.

D. Your School attendance and doing your homework/assignments

E. The favors you do to your friends/relatives e.g helping (money, labor

F. What we do on a day- to -day basis

G. Your obligation to your family(Helping your parents: shopping, looking after your young brothers and sisters, cleaning the house ,preparing food, fetching water and fire wood, looking after cattle and pets

H. What you do above and beyond your obligation to your family, school, any other routine work.

You shall use inputs from the Unit: the listening and reading texts, writing exercises and other activities. Conduct some research from various sources: the press and media in general, and some books or reading materials. Be ready for classroom presentations and discussions.

Section 4

VOCABULARY

Lesson 12

I. Match the words in Column A with their opposites in column B.

A	B
_____1.dedicated	A. lazy, idle, inactive, unproductive
_____2.tireless/untiring	B. unoccupied, un-busy, unengaged
_____3.diligent	C. passive, dormant, fixed, quiet
_____4.industrious	D. careless, disinterested, ignorant
_____5.busy	E. tiring, failing
_____6. active	F. unfaithful, uninterested, disloyal, indifferent
	G. productive

II. Now fill in the blanks as required with the antonyms of the words from Column A. They are given in the box below.

inactive	idle	careless
lazy	tiring	indifferent

1. Physically _____ people are at risk of developing heart disease.
2. Get upstairs and wakeup that _____ brother of yours.
3. Someone who is _____ does nothing when they should be taking action.
4. He is a _____ student who sits in front of the TV all day.
5. The director found the teacher _____.
6. The work was _____ and tedious.

B. Match the words in Column A with their similar meanings in column B.

	A	B
1	dedicated	A. having a lot of things to do
2	tireless	B. does a lot of different activities and /or a particular
3	industrious	C. always working very hard
4	diligent	D. working very hard without stopping
5	busy	E. continues to do something with a lot of effort or energy
6	active	F. constant, devoted, faithful, loyal

C. Now fill in the blanks as required with the words given in the box below.

hard -working	active	busy	
diligent	industrious	tireless	dedicated

1.The _____ teacher was rewarded with a 34 inch TV set.

2.She continues to be _____ in business.

3.Parents of young children are always_____.

4.He read many books. He was a most _____ scholar and writer.

5.The people are peaceful and _____ ,and chiefly occupied with agriculture.

6.I am very grateful for your _____ efforts.

7.He was very hard-working and _____ to his business.

Section 5

GRAMMAR

Lesson 13

Past perfect tense

Read the following note on past perfect tense and do the following questions.

Examples:

- She had met him before the party.
- The plane had left by the time I got to the airport.

To form the past perfect tense you use the past tense of the verb "to have," which is had, and add it to the past participle of the main verb. For example: subject + had + past participle = past perfect tense.

Form of the past perfect simple:

Affirmative	Negative	Interrogative
I had worked.	I had not worked.	had I worked?
You had worked.	You had not worked.	had you worked?

Using Past Perfect Tense

There are several situations where the past perfect tense can be used. It is appropriate to use in the following ways.



To show that an action happened before something else in the past:

- Dinsamo stayed up all night because he **had received** bad news.
- They lost many of the games because they had not practiced enough.

To show that an action happened before a specific time in the past:

- Ahmed had learned English before he went to England .
- I had fallen asleep before eight o'clock.

The past perfect tense makes it clear that one thing happened before another in the past. The order of events does not matter since the tense makes it clear which event happened first.

Activity I: Put the verbs into the correct tense (simple past or past perfect).

Example:1. When he (wake up)**woke up** , his mother (already / prepare) **had already prepared** breakfast.

2.We (go) _____ to Addis Ababa because the Prime Minister (invite) _____ us for dinner reception.

3.He (hear) _____ the news, (go) _____ to the telephone and (call) _____ a friend.

4.When she (start) _____ to learn English, she (already / learn) _____ French.

5. Jamile (already / type) _____ ten pages when her computer (crash) _____.

6.By the time he (arrive) _____ at the pub, they (run) _____ out of beer.

7.Before that day we (never / think) _____ of going to South Sudan.

8.I (know) _____ him for a long time before I (meet) _____ his family.

9.They (not / know) _____ where to meet because nobody (tell) _____ them.

10.It (be) _____cloudy for days before it finally (begin) _____ to rain.

Activity II: Using the Past perfect Tense

1.Write down something you did in the past and its specific time in the past in the table below.

Example: *applied to school* = *in June*

Something done in the past	Past times

2. You randomly take one of the past times kept in a small box or hat on the classroom table by the teacher. State something you had already done by that time using the past perfect tense. You should include 'already' in your answer.

For example ' I had already applied to school in February'.

Lesson 14

Activity III :What things have you done recently ?

- Have you looked after cattle ?
- Have you visited some places?
- Have you watched certain movies?
- Have you done some farming?

1. As a class, brainstorm a list of activities you have done using the simple past and time references. Your teacher writes it on the board.

- I ***studied*** history ***yesterday morning***.
- I ***finished*** the book ***this morning***. T'G
- I ***washed*** my clothes ***yesterday afternoon***.
- I ***visited*** my grandmother ***last Monday***.
- I ***helped*** my younger brother study ***last Tuesday***.

2.Work in pairs.

Tell your partner something you completed before one of the listed events on the board.

You should use the past perfect for your own event, and a subordinate clause starting

with 'before' for the event in the simple past.

For example, ' I ***had seen*** the movie ***before*** you ***finished the book***'.

3.Use the same events from the previous activity ,restate your sentences using a

subordinate clause starting with after.

For example, 'You ***finished the book after*** I ***had seen*** the movie'**.**

Section 6

WRITING

Lesson 15

Activity A

Listen to your teacher reading a text on the merits of hard work. And answer the following questions.

1.What should students believe in to be successful?

2.What must a person do to get success?

3.Does hard work have a reward?

4.How much distance did Haile use to cover per week? How much hours per day did he use to spend training in Addis Ababa ?

5.Which basic principles are credited by Haile to his achievement ?

Lesson 16

Now, join the complete sentences to produce a paragraph.

Paragraph writing

Work with a partner on your draft paragraph. Your teacher may randomly ask you to read your piece to the rest of the class.

UNIT EIGHT

FIRST AID



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

- take notes for details in a listening text;
- make meaning from the listening text;
- identify the main ideas of reading texts;
- comprehend details of reading text;
- write their own sentences using the unfamiliar words in the listening and the reading texts;
- write a short paragraph about the importance of First Aid;
- identify the form, meaning and use of Conditional Sentence Type I and Types of Nouns; and
- use expressions for giving and receiving advice.

Section I: Listening I

Lesson 1

Pre-listening Activity

Answer the following questions before you read the text below. Then, read the text to see if you are correct.

1. Do you know the meaning of the words “accident”, “injury”, “encounter” and “consequence” ?

2. Have you ever encountered an accident? Write brief notes that describe the accidents you remember very well.

3. What do you understand from the following picture?






[source:https://www.google.com/url?sa=i&url=https%3A%2F%2Ffloodlist.com%-2Fafrica%2Fethiopia-floods-update september2020&psig=AOvVaw2ltGsT6bMc7C2vEKHRTerY&ust=1636811557946000&source=images&cd=vfe&ved=0CAsQjRxqF-woTCMiZy9b8kvQCFQAAAAAdAAAAABAD visit date:12/11/2021]

While-listening Activity:

A. Listen and answer the following questions.

1. Write five accidents that have been mentioned in the text.

a._____

b._____

c. _____

d._____

e._____

2. What do some of the main emergency illnesses include?

_____
_____

3. Where is first-aid treatment often practiced?

_____

_____

4. Who should provide first-aid treatment?

_____

_____

5. What is the ultimate goal of first aid?

_____

_____

Lesson 2

B. Listen to the text again and fill in the gaps.

1. Accidents can happen

2. Unintentional accidents need _____life-saving care before the affected person gets a major treatment.

3. The rural population encounters more_____.

4. The type of material needed for first-aid treatment is

5. The Ultimate goal of first aid is to_____the possible harm at a given time before the injured person reaches the appropriate health care center.

C. Match the words in the box with their meanings based the information in the listening text.

encounter	**emergency**	**numerous**
bite	**treatment**	**consequence**

1. to be faced with something difficult to deal with: _____
2. to puncture or tear the skin of a person or animal using fangs, teeth, mouthparts, or a stinger: _____
3. an unexpected and sudden event that must be dealt with immediately: _____
4. something that follows as a result: _____
5. the application of medical care to cure diseases, heal injuries, or ease symptoms: _____
6. many in number: _____

Lesson 3

Post-listening Activity

Discuss the following questions in pairs and then report your answers to the class.

1. Mention some of the accidents you know which were not in the listening text
2. Can you tell the whole class the first aid treatment of the accidents that you know.

Section II: Reading I

Lesson 4

Pre-reading Activity

Answer the following questions in groups of four

1. What do you know about first aid?
2. What are the general directions to be followed while giving first aid?
3. Tell your neighbor what is going on in the picture below and where it happens.
4. Describe situations where first aid is given**.**



First Aid

First aid is the immediate **care** given to a person who is injured or who suddenly becomes ill. When there is an emergency, minutes are very important, so first aid has a **vital** function. Immediate action is necessary when there is a lot of bleeding, when breathing has stopped for any reason, when there is poisoning or irritating chemicals come in contact with the skin or get in the eyes.

People should be trained to care properly for injuries to themselves and others at home, at work, or in the **community**. Even a small injury can be very serious and cause death, so everyone should know first aid techniques.

When first aiders face an emergency, **they** must be able to keep **calm** and organize other people to do like them. **He or she** must know how to supply artificial **respiration**, control bleeding and **protect** injuries. Medical **assistance** has to be arranged . Knowing how to carry the victim without causing more injuries is very important.

In short, effective first aid depends on **prevention**, recognition and organization. In Ethiopia, thousands of people die due to traffic accidents every year because most people don't have first aid information. If more people were trained in first aid, the number of dead people would decrease. **You** may face an emergency anywhere.

One day somebody from your family may be injured or suddenly become ill. In order not to be helpless in such a situation, you have to know first aid techniques.

While-reading Activities

A. Write the correct answer for the following questions based on the reading text.

1. What is first aid?
2. In what situations is first aid necessary?
3. Why do thousands of people die in Ethiopia every year?

B. Write True or False

1. Not everybody should know first aid techniques.
2. Time is very important where there is an emergency.
3. When first aiders face an emergency, they should be calm and organize other people.
4. Traffic accidents cause a few deaths in Ethiopia every year.

Lesson 5

C. Choose the correct answer.

1. Immediate action is necessary where there is_____.

   A. sneezing B. coughing C. bleeding

2. A small injury can be very serious and _____.

   A. cause death B. cause trouble C. easy to cure

3. Effective first and depends on _____.
   A. promotion B. avoidance C. prevention

4. If more people were trained in first aid, the number of dead people would _____.
   A. increase B. decrease C. remain the same
5. Knowing how to carry a victim without causing more injuries is_____.
   A. very important B. unacceptable C. impossible

D. Guess the meanings of the following words and phrases as used in the reading text. First, work individually, and then in groups of three.

1. care(Par. 1,line 1): _____
2. vita l(Par.1,line 2): _____
3. community (Par. 2,line 2): _____
4. calm (Par.3,line 1): _____
5. respiration (Par. 3,line 2): _____
6. protect (Par.3,line 3): _____
7. assistance (Par.3,line3): _____
8. prevention (Par.4,line 1):_____

Lesson 6

Post-reading Activity

Summarize the benefits and dangers of first aid individually and compare your answers with your partner .

_____

_____

_____

_____

Section III: Vocabulary

Lesson 7

Getting meaning from context

A. Read the following text and write the meanings of the words listed below (1-7)

The majority of **public** school teachers were **deficient** in both training and knowledge of **emergency** care. Most incidental **injuries** that occurred in school **demand** first aid care.

Despite the accidents that are common in school children, the knowledge, **attitudes** and practices of first aid are low. Studies conducted on knowledge, attitude and practice of first aid among kindergarten teachers are very limited. Therefore, since this study is **focused** on the knowledge, attitudes, and practice of teachers at kindergartens with regard to first aid, the finding can be used by various concerned bodies.

1. public _____
2. deficient _____
3. emergency _____
4. injury _____
5. demand _____
6. attitude _____
7. focused _____

B. Write 7 sentences using the words above.

Listening II

Lesson 8

Pre-listening Activity

A. Before you listen to the text, give answers to the following questions individually first ,and then discuss the answers in pairs.

1. What is an electric shock?

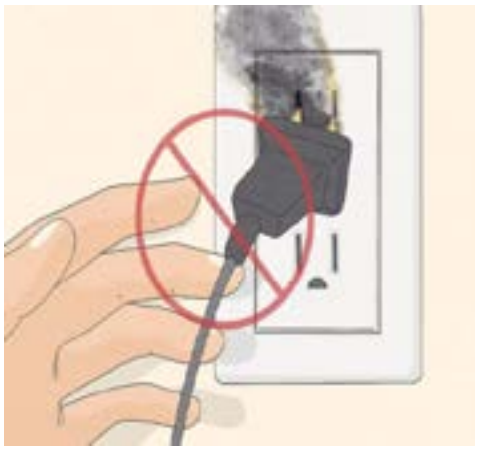
2. Have you ever seen a person who came into contact with a live source of electrical energy?

B. **Guess what each of the following words or phrases mean.**

hazardous	cardiac arrest	prone	Current

C. Describe the following picture .

Electric Shock





While-listening Activities

A. Write True or False based on the information from the listening text.

1.An electric shock happens when a person comes into contact with a live source of electrical energy.

2.The danger of an electric shock depends on how low the voltage is.

3. The physical effects of an electric shock may range from burns to severe internal organ failure, cardiac arrest, and death, in severe cases.

4.High voltage of electricity does not usually cause serious injuries to humans.

5. A current of below 1 milliampere causes some physical damage.

Lesson 7

Post-listening Activity

Describe an accident you have seen or experienced individually and then discuss in groups of three.

_____

_____

_____

_____

Reading II

Lesson 9

Pre-reading Activity

Write the answers to the following questions before reading the text first individually and then in groups of three.

1. Do you know how to avoid an electric shock?
2. Write some of the ways to avoid an electric shock.
3. What do you understand from the following pictures?





The first step to **avoid** electric shock is to disconnect the power supply. Turn off the electrical supply, unplug the machine, or switch off the fuse box, if within reach. Don't attempt to touch the **victim** until you're certain the power supply is turned off.

Be careful in areas **that** are wet such as bathrooms, pool areas, and wet grounds. Water is an electrical conductor and you may get electrocuted. If you're uncertain about wet grounds, make sure the main electricity supply of the house or building is turned off.

If turning off the power supply is not possible, use a material that does not conduct electricity to separate the person from the electrical source. You can use a wooden broom handle or any dry wooden objects.

As soon as the victim has been freed from the electrical source, call for an ambulance or medical help if you are alone with the **patient**. While waiting for the ambulance, **apply** first-aid.

First, assess the person's condition. Check whether the patient is conscious and breathing. In severe cases, the patient may have a weak or no pulse. Breathing may have stopped.

If the person is unconscious and has stopped breathing, begin cardiopulmonary resuscitation (CPR). Position your hand in the center part of the chest, about a couple of inches above the end of the breastbone. Lay one hand on top of the other. Push hard and fast to about a third of the chest diameter. Give 30 compressions.

After each set of chest compressions, give two rescue breaths. Do this by tilting the head back and lifting the chin. Pinch the nose shut and create a complete seal. Blow into the patient's mouth and see if the chest will rise.

Keep doing sets of chest compressions and rescue breaths until medical help arrives, an AED is available, or the person is breathing. Place the patient in a recovery position if he or she is already breathing. You can **prevent** shock by laying the patient flat on the ground, with the head slightly lower than the body.

If the person is **conscious** and breathing is normal, and if burns are present, cover with ordinary cling wrap or other non-adhesive dressing, but no ointment or lotion. If the per-

son fell from a height, do not move. If bleeding is present, compression and a tourniquet may be necessary.

An electric **shock** is a potentially fatal injury. Immediate medical attention is important to prevent severe injury and death.

While-reading Activity

A. Write 'true' if the statement is correct and 'false' if the statement is incorrect according to the information in the passage.

1. The first step to avoid electric shock is to connect the power supply.
2. Water is an electrical conductor and you may get electrocuted.
3. If turning off the power supply is not possible, we should use a material that does not conduct electricity.4. A wooden broom handle or any dry wooden objects should be used to free someone from an electric shock.
5. We should call for an ambulance while we are applying first-aid.

Lesson 10

B. Choose the correct answer according to the information in the reading text.

1. To avoid an electric shock _____.
   A. turn on the electrical supply
   B. plug the machine
   C. switch on the fuse box
   D. turn off the electrical supply
2. If turning off the power supply is not possible, _____.
   A. use a material that does not conduct electricity.
   B. use a material that conducts electricity.
   C. don't use any dry wooden objects.
   D. use any wet wooden objects.

3. If the person is conscious and breathing is normal, and if burns are present,_____.

   A. don't cover the burn with ordinary cling wrap.

   B. cover the burn with other non-adhesive dressing, but no ointment or lotion.

   C. don't cover the burn with other non-adhesive dressing.

   D. use ointment or lotion.

4. Immediate medical attention is important to prevent_____.

   A. physical reaction to the passage of electrical currents through the body.

   B. a person who comes into contact with a live source of electrical energy.

   C. severe injury and death

   D. high voltage

5. In severe cases, the patient may have _____.

   A. a weak but strong pulse

   B. a strong or no pulse

   C. a weak or no pulse

   D. heavy breathing

C. The following words are found in the reading text (written in bold). Match them with those similar in meanings (synonym) listed under column B.

	Column A	Column B
1.	avoid	A. awake
2.	victim	B. injury from high voltage
3.	apply	C. prevent
4.	conscious	D. use
5.	shock	E. injured
		F. connect

Lesson 11

Post-reading Activity

Discuss the causes and effect of electric shocks in groups of four and report to the whole class.

_____

_____

_____

_____

Section III: Grammar

Lesson 12

Grammar focus: Conditional sentence type I (form, meaning and use)

Look at the following sentence taken from the listening talk .Examine this sentence and say what kinds of conditional sentence to express in and in pairs,

If individuals or groups are inflicted by such accidents or emergency illnesses, it is essential that the victims immediately receive first aid treatment by trained first aid workers

The verb in the if clause is in the present tense; the verb in the main clause is in the future simple. It doesn't matter which comes first.

If he runs, he will get there in time.

The cat will scratch you if you pull her tail.

This type of sentence implies that the action in the if-clause is quite probable.

note that the meaning here is present or future, but the verb in the if-clause is in a present,

not a future tense.

Form

If clause main clause

Simple present Simple Future Tense

(will/shall +infinitive without to)

If I study hard, I will pass the exams.

The if clause can be at the beginning of at the end of sentence. Mind the comma.

Main clause if clause

I will pass the exams if I study If clause

A. **Complete the following sentences with if+ present simple+ will/won't, using the words in brackets.**

If _____(it/rain) , _____(we/not/go)out.
If it rains, we won't go out.
1.If……(the weather /be) nice tomorrow, ……..(we/drive) to the cost.
2. If ----------(she/post) the letter now, ----------(they/receive) it tomorrow.
3. ……(Belete/be) angry if ……..(Fitsum/arrive) late again.
4……(I/go) to their party if……..(I/have) enough time.
5. If……..(she/not/pass) this exam, ……..(she/not/get)the job that she wants.
6……(you/learn) a lot if ----------(you/take) this course.
7. If ……(I/get) a ticket,……(I/go) to the concert.
8. ……..(I/buy) that camera if……(it/not/cost) too much.
9. If…….(you/run) very fast ,……..(you/catch) the bus.
10. ……..(I/go) to the doctor's if……(I/not/feel) better tomorrow.11. If……..(they/win) this game…….(they/be) the champions.

Lesson 13

B. Complete the following dialogue with the present simple or will/won't forms of the words in brackets.

Example:
A: We must be at the airport at two o'clock.
B: Well, if we take a taxi, at one o'clock , we won't be late.

1. A: I would like a newspaper.
   B: Well, …… (I/buy) one for you if ……(I/go)to the shop later.
2. A: Has Alemu phoned yet?
   B: No, and if ……..(he/ not/phone) this afternoon.
3. A: Is Fatuma there, please?
   B: No,but if …….(you/want) to leave a message,
   ……(I/give) it to her.

C.Circle the correct verb in the if clause or result clause to make a real conditional in the present or future.

Playing at the Park every weekend, if the weather is nice, I ……1…. (will spend/spend) time outside with my children. One of their favorite things to do is to go to a nearby park. If we ride our bikes to the park, it…..2…. (takes/will take) about 10 minutes. If there….3…. (is/ will be) a lot of traffic, it takes a little longer. Once we get to the park, the kids choose their favorite playground equipment to play on. Mathewos likes the climbing walls, but if he….4…. (climbs/will climb) too high, I start to get nervous. I always have to remind him, If you're not careful, you….5….(fall/will fall) and hurt yourself. His reaction is usually to roll his eyes at me. My daughter Hiwot loves to play on the seesaw. On the way to the park, she almost always asks me, "Mom, if there….6…..(is/will be) no one for me to play with,….7… (do/will) you go on the seesaw with me?"

If she….8….(finds/will find) someone to play with at the park, she….9…. (will spend/should spend) the entire time on the seesaw. Sometimes I talk to the other parents who are there. After an hour or so, the kids and I ride our bikes back home. On the way, I tell them, "If the weather is nice next weekend, we….10….(come/will come) back."

Lesson 14

Nouns

What is a noun?

A noun is a word that names something, such as a person, place, thing, or idea. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, object complement, appositive, or adjective.

Exercise 1: Identifying nouns. Underline the two nouns in each sentence.

Example:

In the summer we go to the lake.

1. Last month was my birthday.

2. Many birds fly south in the winter.

3. My brother gave the best speech.

4. Her dog had four puppies.

5. At the park there were many ducks.

6. A light was shining in the window.

7. The teacher entered the classroom.

8. A large cat slept in front of the fireplace.

9. The man was known for his honesty.

Section IV: Speaking

Lesson 15

Asking for, Giving and Declining to give advice

A. **Read and practice on the following expressions.**

Asking for advice	Giving advice	Declining to give advice
▪ I've got a bad toothache. What do you suggest I do? ▪ What do you advise me to do? ▪ What should I do? ▪ What ought I to do? ▪ What's your advice? ▪ If you were me, what would you do?	▪ If I were you, I would go to the dentist. ▪ Why don't you go to the dentist? ▪ You'd better brush your teeth regularly. ▪ You ought to/should avoid eating sweets. ▪ If you take my advice, you'll go to the dentist. ▪ It might be a good idea to brush your teeth on a regular basis. ▪ I advise you to brush your teeth on a regular basis. ▪ Have you thought about seeing a dentist?	▪ I don't know what to advise, I'm afraid. ▪ I wish I could suggest something, but I can't. ▪ I wish I could help. ▪ I'm afraid I can't really help you.

B.Practice the dialogue between Kebede and Aster.

- **Kebede:** Hey Aster, do you mind if I ask you for some advice?
- **Aster:** Of course not. Please, go ahead.
- **Kebede:** I'm thinking about buying a new car. What kind of car should I buy?
- **Aster:** Hmm…. What is your price range?
- **Kebede:** I don't know. Something reasonable and nothing too crazy.

- **Aster:** Why do you want a new car?
- **Kebede:** My car is very old, and it often breaks down.
- **Aster:** I see. How often do you drive?
- **Kebede:** Umm… I drive to work every day and I go shopping at the mall on the weekend.
- **Aster:** Is that all? Do you go anywhere else?
- **Kebede:** I go to the gym three times a week.
- **Aster:** I think you should buy a small, compact car.
- **Kebede:** Really? What kind should I buy?
- **Aster:** Have you seen the new car models?
- **Kebede:** No, I have never heard of them.
- **Aster:** They are very reasonable and reliable. Why don't you test drive one?
- **Kebede:** Great, I will. Thanks for your advice, Tony.

C. Complete the following dialogue using the appropriate verbs in Brackets. Practice the dialogue in pair.

1. Ali: What's wrong? You look really stressed out about something
   Hanan: It's this project our English teacher gave us. I should finish it by tomorrow, and I'm still working on it. If I don't finish it tonight, I…1… (get, will get, would get) zero!
2. Ali: Well, I can help you if you…..2…. (need, will need, would need) it.
   Hanan: Really? That would be great!

Section V:Writing

Lesson 16

Expository writing

Expository writing exists to explain a subject or inform others about a particular topic area. The goal is simply to teach the reader something.

Expository writing should aim to answer any questions a reader might have about a subject and think about the classic *who*, *what*, *why*, *when*, *how* questions. You want to lay everything out clearly, avoiding any jargon or overly technical language that may confuse people. Try to approach expository writing from a beginner's mindset to make your piece as useful as possible.

Most importantly, keep your emotions and opinions about a subject out of it. Unlike persuasive writing, expository writing shouldn't have an angle or agenda - just the facts.

Example

Based on the following sample paragraph, write a similar short expository paragraph about ways of minimizing pain accidents

Ways to Treat Pain at Home

Pain from injury, accident, or illness can happen to anyone at any time. You can do a number of things at home to feel better. One of the ways to treat pain at home is using water. Use water to clean cuts and scrapes and to treat burns. If you're dealing with a burn, put the injured area in cool water or cover it with a cold compress as soon as you can. If your skin blisters, leaks fluid, loses feeling, or turns black, brown, or white, get medical help right away.

_____

_____

_____

_____

UNIT NINE

UNITY IS STRENGTH



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

- take note for details in the listening text;
- make meaning from the listening text;
- identify the main ideas of the reading text;
- comprehend details of the reading text;
- write their own sentences using the unfamiliar words in the listening and the reading texts;
- write a short paragraph about the importance of "unity is strength"; and
- identify the form, meaning and use of conditional sentence type 2 and kinds of Adverbs

Section I : Listening I

Lesson 1

Pre-listening Activity

Before you listen to the talk, look at the following questions and discuss your answers in groups of three or four. One student will report the results of your discussion to the whole class.

1. .How do we define "Unity is Strength"?

2. .Can you give example about the benefit of unity ?

3. Before you listen the text give the meanings of the following words in group of three.
   Prosperityaloof ruin sacrifice petty

4. What do you understand from this picture ?



While-listening Activity

Write True or False based on the information in the listening text.

1.Members of the family should stand by one another, even though this might require the **sacrifice** of some of their personal interests.

2. peace and happiness and strength of each family depended on their personal interest.

3. Several families formed themselves into a small group or tribe for their common good.

4. Peace and happiness does not bring **prosperity** and respect.

5. According to the text , unless we give up these **petty** quarrels and unite with one another, the sad history of the past may be repeated.

Lesson 2

Post-listening Activity

Answer the following questions in groups of five.

1. How did the parents feel when their children fought each other?
2. How did the parents teach their children about unity?

Section II: Reading I

Lesson 3

Pre-reading Activity

1. Discuss what you understand in the picture below in group of three.
2. What do the following sentences mean? Work in group of four and report to the whole class.

- When divided, individuals cannot achieve what they had hoped for.
- Togetherness makes things easy; sometimes we cannot do the things alone and we need the support of others.
- We can fight with terrorism by standing tall with unity.
- One cannot survive alone, Unity is essential. Togetherness makes things easier and smoother.
- With Unity and cooperation, we can achieve everything





We can **overcome** even the toughest problems if every one of us unite and work together. A King can conquer an enemy only if **his** army is united. Similarly for any task, concerted efforts from all concerned will help complete **it** successfully. Instead of wasting our strength, effort and time in doing a job individually, if a group of people plan and work, they can complete the task faster and better.

One day all the parts of the body were arguing as to who was the most important and greatest of them all. Each part of the body felt that **it** was **indispensable** and made fun of the others. The Hand felt that it did all the hard work and so it was very important to man. The Leg felt that man could only move because of it and hence it was very **crucial** for his existence. The teeth claimed that it chewed all the food and helped man to live a healthy life.

Every part of the body thus went on and on claiming that each one was more important than the other. **It** led to a big argument and all the part decided to go on **strike**.

"I won't carry a thing." said the Hand.

"I won't walk any further." said the Leg.

The Teeth stopped chewing food and the Mouth refused to take in food or water. With the result that the body became very weak in just a couple of days.

Since the Stomach stopped receiving any food it could not energize the other parts of the body and there was no proper blood flow in the body. The body was nearing a state of collapse.

It was then that all the parts of the body realized how stupid **they** had been. They understood that they were not really important as individual parts and had to function cohesively to maintain a healthy body.

They decided that henceforth they would all work together as one healthy body and stop fighting among them. They realized that each one was important in **their** own way and unity always resulted is strength.

Thereafter all the parts of the body did their respective works regularly. This resulted in better **coordination**. Soon the body recovered from its weakness and became active as it was once few days back.

While-reading Activity

A. Give short answers

1.How can we overcome the toughest problems?

2. What would happen if stomach stopped receiving any food ?

3.What did all the parts of the body realize ?

4.Why were the parts of the body arguing as to who was the most important and greatest of them all ?

5.How can a King can conquer an enemy ?

Lesson 4

B. What do the words in bold type refer to in the text?

1 … his (Par. 1 Line 2)

2…… it (Par. 1 line 3)

3……. it (Par. 2 Line 2)

4……. they (Par. 6 Line 1)

5……..their (Par.7 Line2)

Guessing meaning from context

1. **Find different words from the reading text which have the following meanings and write your answers in the spaces provided.**

a. overcome (Par.1) _____

b. indispensable(Par.2) _____

c. crucial(Par.2)_____

d.strike(Par.3)_____

e.proper(Par.5)_____

f.. collapse (Par.5) _____

g. coordination (Par.7) _____

Lesson 5

Post-reading Activity

Discuss and write the answers for the following questions in group of five and report to the class.

1. Why is unity important?

2. How can we build unity?

. Listening II

Lesson 6

Pre-listening Activity

Work in pairs to describe what the people in the pictures were doing. Then, listen to the text to check if you are right.



While-listening Activity

A. Match Column A with Column B in group of three based on the information from the text.

	Column A	Column B
	The Battle of Adwa	a. sent shockwaves throughout the world
	Ethiopia	b. never been colonized
	Defeating Italians soundly	c. a clash between Ethiopia Italian military
	Ethiopia and Liberia	d. Battle of Adwa
	useful as a state-building tool to the Ethiopian state	e. a unique nation with a unique history

Answer the following questions while you are listening to the text.

1. What have successful wars and revolutions often served ?
2. What does the narrative surrounding Adwa indicate ?

3. Which was a significant trading town in the northern province of Tigray ?
4. What makes Ethiopia special?
5. When did the Battle of Adwa take place ?

Lesson 7

Post-listening Activity

Discuss the following questions in groups of six and report to the class.

1. Why did the Ethiopians win the battle of Adwa?
2. What caused the Battle of Adwa?

Reading II

Lesson 8

Pre-reading Activity

Answer the following questions in pairs.

1. Why is Unity related to wild coffee farming ?
2. Can you predict the result of unity for coffee farming?
3. What do you understand from this picture?

Unity is strength when it comes to wild coffee farming in Ethiopia



Despite this long history, making a living from farming coffee can be a **struggle**. Many farmers harvesting the wild coffee which grows in Ethiopia's forests make less than $1 a day because they lack the tools, training and bargaining power to build profitable businesses. These **hard-working** people are living in poverty for reasons that are preventable.

Today, green coffee is Ethiopia's largest export and coffee is the main source of income in forest regions like in Ethiopia. Local beans end up as far **afield** as the US, Europe and Japan. But while the volume of Ethiopia's coffee exports is increasing, prices are falling, putting more pressure on the already struggling 15 million people working in the country's coffee industry.

Ethiopia's diverse varieties, **flavors** and natural forest-friendly production methods should provide wild coffee producers with an advantage in the international market. Half of the country's annual coffee production comes from wild coffee but although it is an organic, high-value product, most forest communities hardly benefit from its sale.

For coffee producers to get a good price for their wild coffee, their beans needs to be branded and licensed to certify they meet quality standards. However, local **subsistence** farmers have struggled to reach the standards required because they lack training in effective coffee production practices, business and marketing skills. As a result they have no option but to sell their coffee locally for a much lower price than they would fetch if their processes were upgraded.

Farm Africa is setting up farming cooperatives which provide wild coffee farmers with training and assistance to **access** markets so they can to secure better prices for their improved wild coffee. The role of our cooperative is to train the community and create awareness on how to maintain coffee quality through visits, training and by focusing on our resources.

One of the most effective ways to sustainably increase the incomes of wild coffee farmers is to help them improve how they process their beans on their farms. Traditionally, coffee is collected, dried and stored in clean sacks before being processed and sent to market. But currently, post-harvest practices amongst many farmers are **inadequate** as they cannot **afford** to buy simple sacks to store their coffee, and don't have the capital and specialist knowledge needed to process the beans.

After beans have been dried and processed, they need to be graded. A high-quality grade means that coffee can be exported to countries like the UK and USA, whereas lower grades are only traded locally. For farming cooperatives to go directly to the Ethiopia Commodity Exchange to get their beans graded for international export.

Workers say "We have come together and join our hands to make a change to our lives. As individuals we can't do this, but together we have a louder voice.

"Potential markets are usually located far away. If we approach these at an individual level, we cannot sell. If we do this in bulk, we work together to transport the coffee and have an impact. Unity is strength and we can do more as a group."

While-reading Activity

A. Choose the Correct Answer based on the reading text.

1. Half of the country's annual coffee production comes from…….

   A. mining industry B. tourism C. wild coffee

2. What do workers from coffee farming say?
   A. Working together and join our hands help us getting nothing.

   B. Working together and join our hands to make a change to our lives

   C. working individually can help us to be profitable

3. A high-quality grade coffee can be exported to ……..
   A. Brazil B. UK and USA C. Kenya
4. Why have local **subsistence** farmers struggled to reach the standards required? Because they
   A. lack training in effective coffee production practices
   B. have business and marketing skills.

   C. lack interest to be trained

Lesson 9

B. **Give the meanings of the following words written in bald in the reading text.**

1. struggle
2. hard-working
3. afield
4. flavors
5. subsistence
6. access
7. inadequate
8. afford

Post-reading Activity

1. What is the best way to bring unity amongst all humankind?

2. What is the example of unity in the reading text?

Section III :Vocabulary

Lesson 10

Word Building

Write the synonyms and antonyms of the following words listed in the table in groups of three.

	Synonyms	Antonyms
unify		
desire		
independence		
respect		
freedom		
liberation		
restore		
undivided		
reaffirm		
struggle		
cooperation		
responsibility		
establish		
promote		
resolve		
value		
strengthen		
combine		

Section IV :

Grammar:

Lesson 11

Conditional sentence type II

Read the following notes about the conditional sentence type 2 and do the following questions that follow.

Second conditionals use the modal verb “would” to indicate that it is unlikely that a condition will be fulfilled .

They reflect a bit of wishful thinking, but are not impossible, and if they do happen then the result will occur. These sentences often use "were" instead of ''was'' in the past tense, just like subjunctive sentences.

However, the conditional nature of these sentences – condition and result using the conjunction "if" – makes them conditional, not subjunctive.

Examples

The "if" clause in a second conditional is in the simple past. The result part of the sentence is then written in the " would +infinitive verb " form; this is called the present conditional tense.

- I would answer if he called.
- If the weather improved, our crops would flourish.
- If you resolved to be diligent in your studies, you would succeed in college.
- I would faint if I ever met Kebede.
- You would understand the joke if you were there.
- If I were rich, I would never work again.

Complete these sentences in pairs using the words in brackets

Example: If Mahlet lived in Gondar, she…….(be) near her parents.

If Mahlet lived in Gondar, she would be near her parents.

1. If Senait didn't have to work in the evenings,…….(she/go) to cinema.
2. Almaz would't go to work by car if …….(she/live) near a train station.
3. Serkalem would't be overweight if…..(she/not/eat) so much.
4. If Ismael didn't live in a flat, ……(he/have) a dog.
5. If Bulcha wanted to be healthy,…….(he/not/smoke).

Lesson 12

Adverbs: kinds, Degrees of adverbs

Read the notes and do the exercises that follow in groups of four.

Like adjectives, some adverbs can express the three degrees of comparison: positive, comparative, and superlative. Below are examples of the positive, comparative, and superlative forms of some adverbs:

POSITIVE	COMPARATIVE	SUPERLATIVE
soon	sooner	soonest
near	nearer	nearest
sweetly	more sweetly	most sweetly
early	earlier	earliest
slow	slower	slowest
late	later	latest
quick	quicker	quickest
fast	faster	fastest
bright	brighter	brightest

Positive

The positive form of comparative adverbs describes an action without comparing it to anything.

- Kiflu came *late*.
- Kidist will arrive *soon*.
- Solomon died *early*.

Comparative

The comparative form compares the action of **two** people, places, or things.

- Kiflu came *later* than Amy.
- Kidist will arrive *sooner* than Jack.
- Solomon died *earlier* than Geremew

Superlative

The superlative form of comparative adverbs compares the action of **three or more** people, places, or things.

- Of the three, Kiflu came *latest*.
- Of the three, Kidistl will arrive *soonest*.
- Of the three, Solomon died *earliest*.

Examples 1

Choose the correct comparative adverb form for each sentence.

1. Of the two boys, Kiya laughed (harder, hardest).
2. Of your many jokes, that one was (funnier, funniest).
3. Of all choir members, Estifanos sang (louder, loudest).
4. Of the two delegates, Solomon served (long, longer, longest).
5. Of all the Sudanese delegates, Abubeker fought (hard, harder, hardest) for a stronger central government.

Lesson 13

Forming Comparison Adverbs

We form comparison adverbs the same way we form comparison adjectives. How we create the comparative and superlative forms of an adverb depends on how the adverb appears in its positive form. There are two main categories to remember.

One-Syllable Adverbs

We create the comparative form of most one-syllable adverbs by adding *er* to the end of the word. The superlative form is created by adding *est*.

POSITIVE	COMPARATIVE	SUPERLATIVE
late	later	latest
soon	sooner	soonest
tall	taller	tallest
long	longer	longest
hard	harder	hardest
deep	deeper	deepest
close	closer	closest
high	higher	highest

Two-Syllable Adverbs

Most adverbs with two or more syllables don't have comparative or superlative forms. Instead, we put the word "more" (or "less") in front of the adverb to form the comparative, and the word "most" (or "least") to form the superlative.

POSITIVE	COMPARATIVE	SUPERLATIVE
often	More often less often	most often least often
carefully	more carefully less carefully	most carefully least carefully
happily	more happily less happily	most happily least happily
slovenly	more slovenly less slovenly	most slovenly least slovenly
gracefully	more gracefully less gracefully	most gracefully least gracefully
elegantly	more elegantly less elegantly	most elegantly least elegantly
arrogantly	morearrogantly less arrogantly	most arrogantly least arrogantly

Since most adverbs are formed by adding the suffix *-ly* to an adjective, the rule above applies to most comparative adverbs.

Irregular Comparison Adverbs

Some adverbs have irregular comparative and superlative forms. We must learn these if we haven't already.

POSITIVE	COMPARATIVE	SUPERLATIVE
little	less	least
good, well	better	best
badly	worse	worst
far	farther	farthest
much, some	more	most

We check the dictionary if we are unsure how to create the comparative or superlative form of any adverb.

Examples 2

Complete the comparison chart by adding the comparative and superlative forms of each adverb.

POSITIVE	COMPARATIVE	SUPERLATIVE
1. Far	_____	_____
2. well	_____	_____
3. sadly	_____	_____
4. quietly	_____	_____
5. much	_____	_____
6. truthfully	_____	_____
7. little	_____	_____
8. lovingly	_____	_____
9. honestly		
10. badly		
11. kindly		

A.Fill in the blank with the correct comparative form of the adverb (in parentheses):

Example: He is singing more loudly than the other singers. (loudly)

1. He arrived _____ than expected. (early)
2. We walked _____ than the rest of the people. (slowly)
3. They called us _____ in the afternoon. (late)
4. My mother and my sister talked _____ than the other guests. (loudly)
5. He hit his arm _____ than before. (hard)
6. The Spanish athlete ran _____ than the other runners. (fast)

7. Ali threw the ball _____ than Said. (far)

8. We answered all the questions _____ than the other students. (well)

9. Our new teacher explains the exercises _____ than our old teacher. (badly)

10. The new mechanic checked the car _____ than the old mechanic. (carefully)

B.Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

I speak English (fluent)……now than last year.

2.She greeted me(polite)……..of all.

3.She smiled (happy)……..than before.

4. This girl dances (graceful)……of all.

5.Could you write(clear)……?

6. Planes can fly (high)…….than birds.

7.He had an accidental last year. Now , he drives (careful)……than before.

8. Minalu can run(fast)……..than Kidist.

9. Our team played (bad)…….of all.

10. He worked (hard)……...

Section V:Speaking

Lesson 14

Expressions for Agreeing and Disagreeing

Practice the following common expressions on agreeing and disagreeing and complete the dialogue below.

Stating an opinion

- In my opinion...
- The way I see it...
- If you want my honest opinion....
- According to Lisa...
- As far as I'm concerned...
- If you ask me...

Asking for an opinion

- What's your idea?
- What are your thoughts on all of this?
- How do you feel about that?
- Do you have anything to say about this?
- What do you think?
- Do you agree?
- Wouldn't you say?

Expressing agreement

- I agree with you 100 percent.
- I couldn't agree with you more.
- That's so true.
- That's for sure.
- **(slang)** Tell me about it!
- You're absolutely right.
- Absolutely.
- That's exactly how I feel.

- Exactly.
- I'm afraid I agree with James.
- I have to side with Dad on this one.
- No doubt about it.
- **(agree with negative statement)** Me neither.
- **(weak)** I suppose so./I guess so.
- You have a point there.
- I was just going to say that.

Expressing disagreement

- I don't think so.
- **(strong)** No way.
- I'm afraid I disagree.
- **(strong)** I totally disagree.
- I beg to differ.
- **(strong)** I›d say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

Interruptions

- Can I add something here?
- Is it okay if I jump in for a second?
- If I might add something...
- Can I throw my two cents in?
- Sorry to interrupt, but...
- **(after accidentally interrupting someone)** Sorry, go ahead. **OR** Sorry, you were saying...
- **(after being interrupted)** You didn›t let me finish.

Settling an argument

- Let's just move on, shall we?

- Let's drop it.
- I think we're going to have to agree to disagree.
- **(sarcastic)** Whatever you say./If you say so

Complete the dialogue individually and practice it with your partner.

convinced	definitely	get me wrong	got a point
I disagree	not so sure	right	what you mean

A: Here's my design for the new advertising campaign. What do you think?
B: I'm not (1)…… that this is what the client wants.
A: But they asked for bright colours.
B: I think (2)…… . They said they wanted the design to be fresh and fun.
A: But this design *is* fresh and fun.
B: I'm (3)…… .
A: Really?
B: Don't (4)…… , I like your design but it doesn't fit the brief.
A: I see (5)…… . I guess it's a bit too flashy.
B: What about changing the red and the stars?
A: Maybe you've (6)…… there. I think you're (7)…… . Is that better?

Lesson 15

A. There are two columns below, the first one includes questions about opinions and the second one is also about expressions of opinion. So, practice on making conversation in pairs or in group of four.

Questions about opinions	Expressions of opinion
(The word "So.." often Precedesa question about someone's opinion.) • So, what do you think about....? • What's your opinion about....? • What's your feeling about...? • What's your point of view about...? • How do you feel about the issue of....? • Do you have any opinions about...?	• I think people should... • I don't think people should... • People shouldn't .... • I don't think..... is a good idea. • In my opinion, people should(n't)..... • From my point of view, _____ is(n't) a good idea • I can see/understand _____, but I can't see/understand _____. • I don't think people should be allowed to .....

B. Give your opinion for the following questions using the above expressions

1. What is your opinion about " Unity is Strength'.
2. What is your feeling about the Battle of Adwa?
3. How do you feel about the issue of "Unity is Strength|" when it comes to wild coffee farming in Ethiopia?
4. Do you have any opinions about the farmer and his quarrelling sons?

Lesson 16

Writing

Narrative Paragraph

A narrative paragraph is a form of storytelling where you have to provide sensory details of your personal experience. However, when writing a narrative paragraph, you will have to follow a set pattern and the guidelines closely.

Besides learning these basics, skimming through examples is also a great way of learning. In this blog, we will explain the basics to write a narrative essay with the help of examples. The examples given here will help you understand how to explain the plot, characters, setting, and the entire theme effectively.

Read the following sample narrative paragraphs

Once upon a time, there was a flock of doves that flew in search of food led by their king. One day, they had flown a long distance and were very tired. The dove king encouraged them to fly a little further. The smallest dove picked up speed and found some rice scattered beneath a banyan tree. So all the doves landed and began to eat.

Suddenly a net fell over them and they were all trapped. They saw a hunter approaching carrying a huge club. The doves desperately fluttered their wings trying to get out, but to no avail. The king had an idea. He advised all the doves to fly up together carrying the net with them. He said that there was strength in unity…….

Write the narrative paragraph individually and discuss in groups of four then read to the whole class based on the sample paragraph written above.

_____

_____

_____

_____

_____

UNIT TEN

MOBILE PHONES



Learning Outcomes:

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

- take notes from the listening texts.

- identify main ideas and important details from a listening text.
- distinguish the main ideas of the reading text.
- identify details from the reading text.
- Write their own sentences using words and ideas from the listening and the reading texts
- Write a short expository paragraph on mobile phones.
- construct declarative, interrogative, imperative and exclamatory sentences.
- Identify and use conditional sentences(type III) and question tags.
- recognize and use expressions for giving and receiving advice.
- talk and ask about mobile phone types , and habits .
- develop their vocabulary and speaking skills specifically related to mobile phones and related issues.

Section 1

LISTENING

Lesson 1

Pre-Listening Activity

Answer the following questions and be ready to share your answers with the whole class.

1.Why do we have these two phrases – mobile phone and cell phone – in English?

2.In today's world, is a smart phone a necessity for people of all ages, or is it just a luxury item? Why or why not?

Look into the following pictures and then listen to the text read by the teacher.

<table>
<tr>
<td>
i. Landline Telephone, Old Telephone</td>
<td> 
ii. Old radio telephone Mobile radio teleph one</td>
</tr>
<tr>
<td>  
iii. Different types of Telephones : Analog Telephone, Mobile Phone and *Smart phone*</td>
<td>iv.  
Analogue phone Digital phone</td>
</tr>
</table>

  v. Corded telephone Cordless phone	 vi. Basic phones
 vii. Feature phone	 viii. Smart phone

While-Listening Activity

Listening 1

Listen to the text on historical developments and types of telephones invented by the scientists and, answer the questions here below:

1. What are the two major types of telephones invented by the scientists/engineers ?

2.What is the difference between a basic phone and a smart phone?

3. What features can be found in modern mobile phones?

4.The listening text shows different _____ that can be found in modern mobile phones.

A. nature B. features C. disadvantages

5. What are the tree types of mobile phones?

Lesson 2

Post-Listening Activity

Discuss your answers in a group of three to five.

1.What type of mobile phone does your father/mother, sister or brother have? What about you ?

2.Many teachers have concerns about students' use of cell phones at school and in the classroom. Think of three reasons for and against this issue and explain your ideas from your own experience.

Section 1

Listening 2

Lesson 3

You have listened to the text on the invention and the various types of telephones developed in the history of communication through telephoning.

Now, you will listen to a text on the harmful effects of mobile phones on students. Answer the questions based on the textual information.

Pre-listening Activity

Answer the following questions in pairs. First write out your own answers.

1.Have you ever notice the harmful effects of mobile phones? What are they? List them down!

2. Suggest a solution

While - listening Activity

Answer the following questions based on your listening of the text read by the teacher.

1.What are the negative impacts of mobile phones on students?

2.The _____ being used by mobile phones disturb the natural sleep cycle.

3.Two strains to the eyes indicated in the text are -_____and _____.

4.Which of the following does not relate to health problems from constant use of mobile phones?

A. vision B. bending postures C. headache D. migraines E. radiation

5. Which one of the following does not contribute to the reason why students have poor academic performance ?

A. inability to focus and learn C. losing intelligence

B. failure of recalling/ inability to remember D. working for success

Lesson 4

Vocabulary

A. The following words under Column 'A' are taken from the listening text you've just listened to . Find their contextual meaning from Column 'B'. Write the answers in your exercise book.

	A	B
1	strain	A. to give up something important or valuable so that you or other people can do or have something else
2	abandon	B. prevent (someone) from giving their full attention to something; divert (attention) from something
3	hectic	C. carry out, accomplish, or fulfill (an action, task, or function)
4	precious	D. unfriendly or threatening
5	sacrifice	E. an obstacle or difficulty
6	distract	F. having great value; very necessary and not to be wasted
7	perform	G. full of busy activity
8	f o r b i d - ding	H. give up practice completely
9	hurdle	I. injure organ by over exertion

B. Fill in the blanks with the words you matched in A above. An example is given.

strain	abandon	sacrifice
distract	forbidding	hurdle
perform/performing	hectic	precious

1.She sacrificed her career to bring up the children.

2.I _____ my consistent use of mobile phones as my exam results fell down. I don't want to sacrifice my school performance to mobile phone use addiction.

3. Reading in poor light can _____ your eyes.

4.This week has been really _____ . I had to study six subjects beside looking after my father in the absence of my elder brother.

5.We are wasting _____ time sitting around here!

6.They tried to _____ our attention from listening to the teacher's explanation.

7.Mobile phones are capable of _____ many tasks ,such as playing games, taking pictures, sending text messages and recording talks.

8.A university can seem a _____ place to new students.

9.The sport of racing over _____ is called hurdling, and a person or horse who takes part is called a hurdler.

Lesson 5

Post-Listening Activity

Get into groups of four and discuss the following questions.

1.At what age is it appropriate for children or teenagers to have a phone ?
2. What do you think should be the role of parents and elder brother and sisters?

Section 2

SPEAKING

Lesson 6

Talking about Mobile Phones

I. **Refer back to your answers to the listening exercise and your notes and answer the following questions:**

1.Do you have a mobile phone? If not, focus on your family members.

2.How often do you use your phone? or How often does your elder brother or sister/your parents use mobile phones?

3. Do people use their phones too much in your place of residence?

Now, discuss your answers in pairs or threes.

II. **Individual Work :**

- Outline reasons why kids should have cell phone.
- Outline **r**easons why children should not have a mobile phone**.**
- Where should you not use mobile phones?
- Outline situations wherein you do not use your phone .

3.Small group work

Work in a group of three to five to compare your answers. Ask your teacher to give you an example/examples if necessary. When you finish, present your discussion points to the whole class.

Lesson 7

Student mobile phones survey

Write five GOOD questions about mobile phones in the table, in pairs. Each student must write the questions on his / her own exercise book. When you have finished, interview other students.

	Student 1	Student 2	Student 3
1			
2			
3			
4			
5			

Now, make mini-presentations to other groups on your findings.

Lesson 8

Discussing about the drawback of using mobile phones

Read the following text and do the questions that follow.

We are often very fast to take new developments in technology positively or for granted. We take them and practice using them without realizing that they may have their own drawbacks. Remember what you have listened to on the harmful effects of mobile phones on students' life.

Students who are addicted to mobile phone use may be susceptible to some health and lack of concentration problems plus misuse. Addiction in mobile phone means constantly using mobile phones as if unable to abandon it or limit it. Cell phone addiction is a behavioral addiction thought to be similar to that of gambling or game addiction.

Think about the following questions and give appropriate answers. Work in groups of four or five.

1. There is often debate on whether a smart phone is a need or just a want in today's society. What is your opinion on this?

2.Do you constantly use mobile phones?

3.Does your brother or sister, mother or father constantly use mobile phones?

4. If yes, what do you advise them?

Now, present the result of your discussion points to the whole class.

Section 3

READING

Lesson 9

Pre-reading Activity

Answer the following questions in pairs.

1. When did you happen to see mobile phones, first?
2. Do you know anything about the history of phones, and the history, in particular ,of mobile phones?



Mobile Phones

A mobile phone often referred to as " cell phone," is an electronic device that is wireless handheld. It is used for communications in many ways. We can make calls to listen to the voice of near and dear ones who are far away from us. These are portable versions of telephone devices which Alexander Graham Bell discovered. First mobile phones were not portable, and they were called telephones. Alexander Graham Bell discovered the first telephone. Those telephones were only used for making and receiving calls. But the telephones were wired and cannot be carried anywhere.

They were only used for making and receiving calls. Eric Tigerstedt created the first pocket-sized mobile phone in 1917 and 1973. The first mobile phone was found in 1973 ,and it weighed approximately 2 kg. The first handheld mobile phone was invented by Martin Cooper and referred to as OG mobile phones. After new inventions and modifi-

cations in technology, people come with wireless phones that can be carried anywhere and are pocket-friendly. Martin Cooper of Motorola Company evolution the first mobile phone in 1973.But with evolutions in technology ,these mobile phones became thinner, smaller and light-weighted ,and wireless, making them handy and portable. They can be easily carried anywhere .

Everybody today owns at least a basic mobile phone. What makes it easy to use is its user-friendly nature, small size and its numerous attractive features. Mobiles proved useful for every purpose. Nothing as comfortable as a mobile phone for communicating over a distance. You cannot be present at the same time at a more than one place, but if required you can just make use of your mobile phone and get your work done.

Mobile phones have definitely become the most vital part of our lives. It is hard to imagine life without mobiles. Indeed, mobile phones keep you connected round the clock. They are now inexpensive, easy to use, comfortable and equipped with almost every latest feature you desire.

While-reading Activity

Answer the following questions based on the reading passage.

1. Read the passage quickly and tell briefly what it is about.

2.Who is credited with inventing the first phone?

3. What is a Mobile phone?

4.Who invented the first mobile phone?

5. What are the different benefits of mobile phones?

6. The author explains why people need mobile phones nowadays. Find this extract and read it aloud. The paragraph to read is number _____

7. Why are mobile phones a vital part of our life?

8. Write True or false .Support your answer by quoting from the text.

A. Alexander Graham Bell's telephone device was as portable as Eric Tigerstedt's.

B. The first mobile phone was designed by Alexander Graham Bell.

Choose the best answer.

9. The text is about a big role of _____ in our life.

A. user –friendly nature B. mobile phones C. technology

10. The author explains why…..

A. people want to store their precious moments

B. people need mobile

C. people want to communicate over a distance

11.The article shows different _____ that can be found in modern mobile phones.

A. nature B. features C. disadvantages

12.keep you connected round the clock

A. 24 hours communication with others/anyone

B. unlimited moment of communication

C. limited moment of communication

D. makes you punctual

E. A and B

Lesson 10

Vocabulary

The following words under Column 'A' are taken from the reading passage. Find their contextual meaning from Column 'B'. Write the answers in your exercise book.

	A	B
1	portable	A. find unexpectedly or in the course of a search; be the first to find or observe, eg scientific phenomenon
2	Handy	B. absolutely necessary; essential
3	updated	C. gradual development
4	discovered	D. creative ability ;the action of inventing
5	Invent	E. able to be carried or moved
6	invention	F. difficult
7	evolution	G. make more modern; give the latest information to
8	Vital	H. convenient to handle or use; useful
9	Hard	I. create or design

Find a phrase in the passage (*paragraph 2*)which has a similar meaning (synonym) to the word : omnipresent : _____

Reading 2

Read the reading text below and answer the questions following.

In the old days, mobile phones were only used for receiving and making calls. But nowadays mobile phones are so advanced with updates in technologies that they are used for a lot more ,texting, sending e-mails, online shopping, gaming cameras, web browsing , and even study from it ,etc. A mobile phone is a handy device used for listening to people who are far from us. The mobile phone has now become the most important electronic device of the 21st century. They are very helpful to human beings nowadays.

Today's mobile phones help people work smartly through mobile and are available with new features, shapes, and sizes, so they are termed smart phones. These mobile phones come with different features and technical specifications such as a high-quality camera, additional controls, surf the internet, controlling other gadgets etc. .

It is an indisputable fact that the world has gone too far with the advancement of new technologies such as mobile phones, the internet and so on, due to which people are able to tour the cosmos virtually sitting at one place using their smart devices or other technological gadgets. Through mobile, internet access is ten times hurried and short, it can still provide common internet features like alerts, weather data, e-mails, search engines, instant messages and game and music downloading.

Due to the easy access of smart phones, communication has become very effective and instant. People are able to convey their message all around the globe to their loved ones without spending **hefty** sums of money. That is to say mobile phones allow us to stay connected wherever we are and whenever we need to. Adults are always fond of such **gadgets** and they always welcome and adopt such new technology readily. Further, young people have been able to broaden their minds and improve their skill by doing research on the Internet. For instance, they use smart phones **to look up** any new word they **come across**. As we know that most of the universities have online teaching provision, smart phones assist the students to complete their assignments on time.

The mobile phone has been a lifesaver for a lot of people in case of an emergency. Likewise, use of smart phones can be of vital importance in preventing crimes in the society by providing information to the security forces in time.

Nonetheless, for the young, the use of mobile phone can be like an addiction and they can misuse it. Young people are also prone to getting involved in **undesirable** activities on the Internet. This might have adverse effect on their academic performance. Therefore, young people should always be mentored and made aware of its bad outcomes.

Also a major contributor to its popularity is the availability of prepaid or pay as you go services from a phone shop or an online store. This allows subscribers to load text or air-time credits to their handsets by the use of their credit cards, debit cards or by buying a prepaid card from the network they subscribe to. This plan also doesn't commit a particular customer to a contract. If prepaid card is not that appealing to you, then you can opt to subscribe using the pay by month plan.

Lesson 11

While-reading Activity

Answer the following questions based on the reading text above.

1.What feature can be found in modern mobile phones?

2. Why are new phones called intelligent phones?

3. How are smart phones helpful in communication?

4. What are the benefits of mobile phones for the young generation?

5.How can mobile phones be considered 'lifesavers'?

6.Mention any two demerits of mobile phones.

7.How is a prepaid card useful to mobile phone users?

8.Find several words which are used to refer to mobile phones .

Choose the best answer based on your reading of the passage.

9. In par. 1, synonym of 'innovation' is _____.

A. production B. sincerity C. invention D. prevention

10.Mobile internet can provide access to:

A. telegram B. e-mails C. schools D. university

11.Grown-ups should _____ the use of new technology by the young people.

A. reject B. criticize C. monitor D. accept

12.Meaning of the word 'adverse' in paragraph 4 is

A. positive B. negative C. admirable D. unguided

13.According to the passage, one can opt for _____ plan if prepaid plan doesn't suit.

A. yearly B. weekly C. monthly D. daily

Lesson 12

Vocabulary

The following words under Column 'A' are taken from the reading passage. Find their contextual meaning form Column 'B'. Write the answers in your exercise book.

A	B
1. look up	A. not wanted or desirable because harmful
2. hefty	B. occur; happen; take place ,
3. gadget	C. use wrongly; treat badly or unfairly
4. device	D. search for and find a piece of information in a reference book
5. Misuse	E. a small mechanical device or tool
6. come across	F. large in amount, size ,force etc..
7. undesirable	G. a thing made or adapted for a particular pu-pose

Post-reading Activity

Answer the following questions individually. Then work in group to discuss the sa me.

1. The passage makes it clear that mobile phone can be abused. Yes or No ?

2. At what age do you think children should be allowed to own a mobile phone?

3.What are the advantages and disadvantages of using cell phones? Why do you think there are some people who are addicted to using cell phone?

4. Some parents confiscate their teenager's phone as a punishment for poor behavior. Is that a good idea? What's your opinion?

Use the expressions in the box below to express your opinion

In my opinion, parents should

In my opinion, parents should not ……..

I think phones are important in our lives……

I think that bad behavior must be punished…….

Section 1

GRAMMAR

Lesson 13

Conditional Sentence Type III

Read the following note on conditional type II and do the questions that follow.

Examples :

- If I had made enough money , I would have bought a new mobile phone.(*but I did not have enough money, so I didn't buy a new mobile phone*)

- If my mother had made a call, I would have answered the phone.(

but my mother didn't make a call, so I didn't answer the phone)

It is possible to start conditional sentences with the main clause, of course :

- I would have bought a new mobile phone if I had made enough money.

The perfect conditional of any verb is composed of two elements: *would* + the perfect infinitive of the main verb (=*have* + *past participle)*.

Type III: Impossible Condition	If-Clause	Main-Clause
(*to refer to the past and situations that did not happen; it is impossible because it relates to past events*)	Past perfect tense	Would have + infinitive without to

A conditional sentence is a sentence containing the word **if**. **Conditional clauses** consist of two sentences. **One** is a clause that starts with if, which is called as 'if clause'. **The other** is called the Main clause. Conditional sentences are sentences that express one thing contingent on something else, e.g. "If it rains, the picnic will be cancelled". They are so called because the impact of the main clause of the sentence is conditional on the dependent clause.

Using Type 3:

When is the third conditional sentence used?

Conditionals describe the result of a certain condition. The *if* clause tells you the condition (*If I had made enough money l*) and the main clause tells you the result (*I would have bought a new phone*). The order of the clauses does not change the meaning.

Type 3 is often used to express criticism or regret;

Examples:

- If she had saved enough money, she would have bought a new mobile phone.(but she didn't save enough money)
- If she had found his phone number, she might have called him for the meeting.(but she didn't find it)

Note:

The sentence can begin with an if clause or main clause. If the sentence begins with an ' if clause', put a comma between the if clause and the main clause.

Activity : Complete the Conditional Sentences (Type III) by putting the verbs into the correct

form.

1. If you had studied for the test , you _____ (pass) it.
2. If you _____(ask)me, I would have helped you.
3. If we _____ (go)to the cinema, we would have seen my friend Mihret.
4. If you _____(speak) English , she would have understood.
5. If they had listened to me , we _____(be) home earlier.
6. I _____(write) you a postcard if I _____(have) your address.
7. If I _____(not /break) my leg, I _____(take part) in the contest.
8. If it _____(not/start) to rain, we _____(walk) to the museum.
9. We _____(swim) in the sea if there _____(not/be) so many sharks there.
10. If she _____(take) the bus, she _____, (not/arrive) on time.

Section 5

WRITING

Lesson 14

Bottom of Form

Read the following paragraph about mobile phone and answer the questions provided in complete sentences.

Nowadays , many people use cell phones/mobile phones in their life. *However , some people like to use cell phone because it is an interesting thing. Others don't like it because it is harmful and has many dangers .*

Therefore , some people don't use it ever . There are many reasons why some people use cell phones .

Firstly , people use cell phones to communicate with other people in all over the world . For example , mothers can communicate with their sons when they go to another country to study . Also , when you are going to travel without your family , you can communicate with them by cell phone. Another example forthat , people can communicate with their friends and ask them about their news . Therefore , cell phone can be a strong thing to communicate with people . Another reasons for using cell phone is , to use it for games . Today almost all the cell phones are improving . However , some cell phones are still old . Almost all the phones have games . So , both children and older people can use it to play . Some games you can play with friends on other cell phones like the games on Facebook you can open it from cell phones .

Also , you can enjoy listening to the music in cell phone . For example , when you are doing exercise in gym , you can listen to music . In conclusion , people have choice to use cell phone or not . People like to use it because it has many advantages like communicate with other people . Also , can enjoy listening to music . In my opinion , cell phone is helpful at all time and everyone should buy it .

1.How many people use mobile phones nowadays?

2.Why do some people like to use mobile phones?

3.Why do other people don't like to use mobile phones?

4.How many reasons are there why people use mobile phones?

5.What are the reasons why people use mobile phones?

Lesson 15

Paragraph writing

Now use the complete sentences you have done in the previous activity to develop a short paragraph. Join the sentences together with appropriate conjunctions.

_____
_____
_____
_____

Now, compare your answers with your partner. Finally, present to the whole class.

Lesson 16

Giving advice

Use do and don'ts: Refer back to your notes or answers from the listening exercise , the reading passage and the writing exercise and answer the following questions. You also use your insights.

We are not to do many things. We are also told to do things. These things are called dos and don'ts. Be reading for classroom presentation and discussion about mobile phone use of school children. Now write down five dos and don'ts that you always remember based on the information you get from the Unit. Fill in the table with appropriate sentences. The sentences must be short enough. Follow the example given.

Dos	**Don'ts**
1.Always be careful of your mobile use	1.Don't take your mobile phone to school with you.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

ENGLISH
TEXTBOOK
GRADE 6

