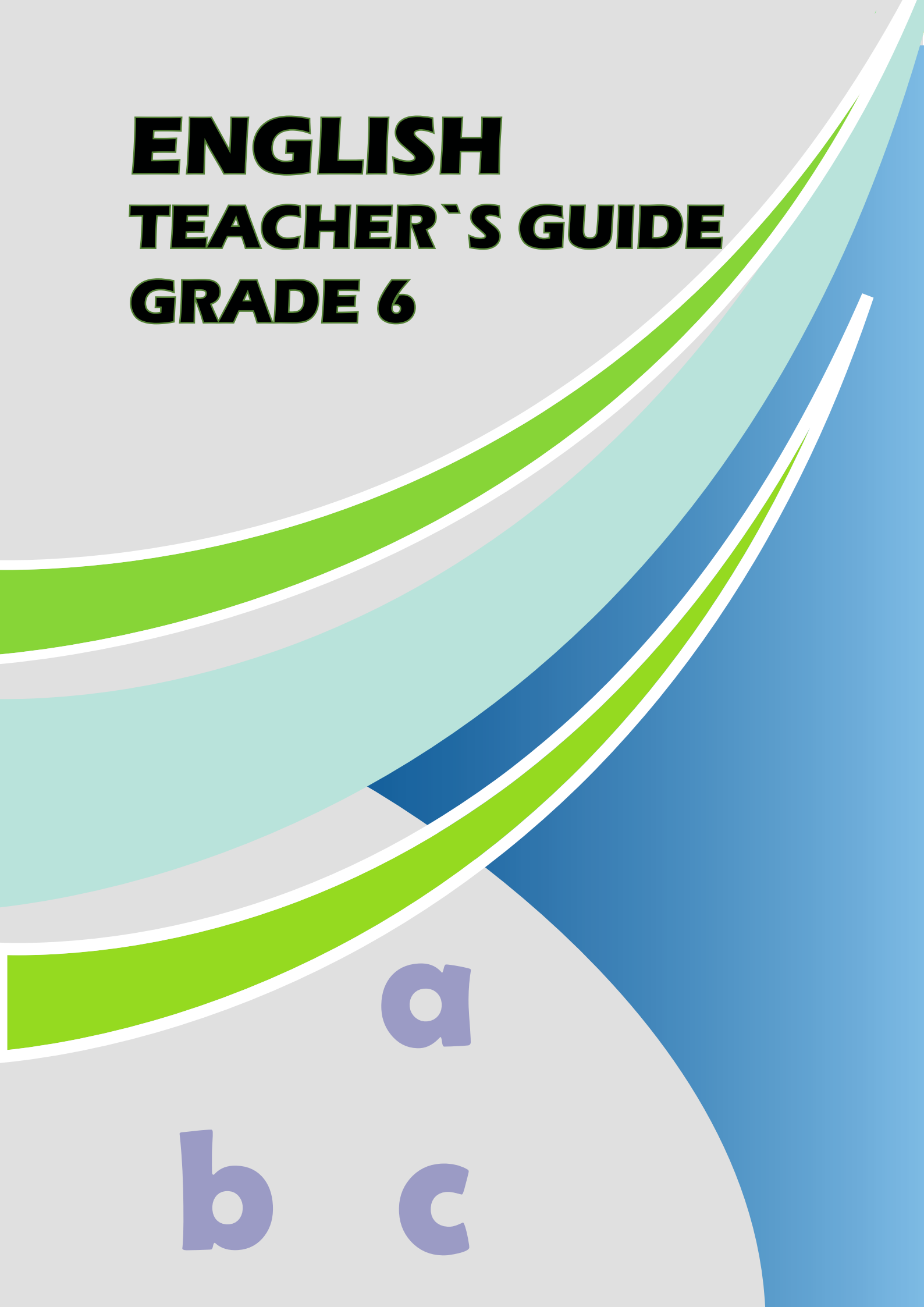
ENGLISH
TEACHER`S GUIDE
GRADE 6



English for Grade 6

Teacher`s Guide

Authors: Dr. Abebe Damtew

Dr. Hailu Gutema

Content Editor: Abebe Tilahun

Curriculum Editor: Dr. Chanyalew Enyew

Language Editor: Dr. Animaw Anteneh

Illustrator: Biniyam Bayou

Designer: Dereje Tesfaye

MINISTRY OF EDUCATION

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Introduction

The rationale for learning English has to do with the fact that English is the world's most widely spoken foreign language. Hence, English language teachers have a formidable task ahead of them/us helping their students become communicatively efficient through a development of the English language skills and sub-skills.

Philosophy of teaching English

In the teaching of English at any level, we follow principled eclecticism. The eclectic method is a combination of different methods of teaching and learning approaches. It involves the use of a variety of language learning activities, each of which may have very different characteristics and objectives.

Goals and objectives

The revised English language syllabus for Ethiopian primary schools has a goal of developing basic English language competence so that learners can communicate in predicted social contexts and are able to understand and use expressions to satisfy their needs and interests of various kinds.

Teaching English Language Skills

Each skill and sub-skill of the target language learnt/practiced has to constitute the testing and assessment practices of the teacher. Developmentally appropriate assessment calls for the use of a range of assessment strategies because English language learners need a variety of ways to demonstrate their understanding.

We suggest that we carefully control the ways we present and practice language. Thus, when listening to the teacher presenting new language in context, when practicing drills, and when carrying out various kinds of oral practice, students are learning grammar in a controlled way. We also suggest grammar learning should be largely covert and implicit, rather than overt and explicit.

Essential matters

The habit of using the target language

We believe that the teacher needs to have a habit of using the target language for various communicative purposes as much as possible. From the moment teachers walk into the class to the moment they walk out, all that is spoken is the language the teacher is trying to teach and the students are trying to learn. Teaching also has to be interactive; all learners should contribute to the teaching in their endeavors to share their ideas/experiences in the target language.

A judicious use of mother tongue

The more children are exposed to English, the more they will begin to understand. You need to use the mother tongue judiciously, making it a means to an end, rather than an end in itself.

Assessment in Teaching English Language Skills

During assessment, it is important to be aware of considerations such as what the student can do and where he/she requires support. It is important to be able to determine when a student has a skill and when he/she has the language as well as the skill.

Washback effect

The assessment to be used and/or the test ought to mirror the skills and sub-skills taught. If this is not practiced, the assessment scheme is at the cost of the syllabus. Negative washback occurs.

Washback effect in language testing underscores that every skill taught has to be assessed and tested so as to create the perception and impression that each and every skill and sub-skill is valuable or important. One way to avoid negative washback is through instructional planning that links teaching and testing. By selecting an assessment that reflects the instructional and program goals, you can more closely align testing with instruction.

The structure and organization of the textbook

The overall structure of this textbook is topic-based. In the topic-based structure, we focus on helping the students to develop a range of language skills (at macro and micro levels) which they learn by doing them.

In each unit, the language skills are practiced. To help the students understand what they will be expected to achieve in each unit, in terms of measureable outcomes, the first page of the unit provides an outline of learning outcomes. A unit has the main components of developing language skills: listening skills, reading skills, speaking skills, vocabulary, grammar, and writing skills.

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

Tell the students to answer the following questions by using their background knowledge. The classroom teacher moves round to encourage the students to exchange ideas in groups of three. Before they listen to the talk, group secretaries, not more than three, will report their answers to the whole class. Let the students guess the meanings of the unfamiliar words before they listen to the listening text.

Answer

decorate (V.) to make something attractive

eucalyptus (N.) an evergreen tree that has aromatic leaves and produces timber, resin, and a medicinal oil

bench (N.) a long seat for two or more people, usually made without a back or arms

score()the total number of points made by a player or team at the end of or during a match or game

tie (V) to fasten things together with a rope

match (N.) somebody or something capable of something equally with another person or thing

hit(verb)strike somebody or something deliberately

Listening Transcript

Gennais the oldest game practiced in Ethiopia. **It** has been practiced for centuries; however, the exact history and the time of its creation are not known.

Every team has at least 7, but not more than 10, players. One of them is a goalkeeper. Players can be replaced at any time by somebody from up to 5 people waiting on the bench. The tennis-size ball is made of tree roots and **decorated** so its colors **improve** its visibility. The stick, on the other hand, is made of **eucalyptus** and other tree branches and rounded at the end. It is slightly longer than the player's own shoulder.

The playing field is 300 meters long and 200 meters wide. To get a point, players need to hit the ball to the **opponent**'s goal. At the beginning, two players from different teams face each other in the middle of the field, they **contact** their sticks 3 times and then **fight** over a ball. The game is divided into two 30-minute halves, and the winner is the team that scores more goals. There is also a 10-minute **break** after the first 30 minutes. In the **event** of a tie, there is 20-minute overtime. Matches always take place on the 7th of January; on other days, people just do not play Genna.

While Listening

The teacher needs to read the listening passage three times. While he reads slowly for the first time, students are told to listen very carefully without writing the answers. Students start writing the answers while the teacher is reading for the second time. This time, the teacher is expected to read a bit fast. Students revise the answers given by them while the teacher is reading for the third time.

Answers

1. practiced in Ethiopia
2. Every team has at least 7, but not more than 10 players
3. tree roots and **decorated**
4. Playing field is 300 meters long and 200 meters wide.
5. Matches always take place on the 7th of January

Lesson 2

Post-listening Activity

Tell the students to work the following questions first individually and then in groups of four. Finally, some members of the groups are invited to read their work to the whole class

Section II: Reading I

Lesson 3

Pre-reading Activity

Let students think about the first two questions individually and then discuss them in groups. Then group representatives will report the results of their discussions to the class. Accept ideas from two or three representatives and hold the discussion at the whole class level.

While-reading Activities

Let the students read the text silently in class and answer the different questions in writing on the basis of the information in the text. Ask some students to read their answers to the class and make sure that students have the right answers to all the questions. Give additional explanations where necessary.

Answers A

1. both adults and children wood, stone, or just simply digging holes in the earth.
2. wood, stone,
3. seeds, beans, stones, , or any other small objects
4. all the seeds from a hole are dropped one at a time into successive holes, in a motion covering the board
5. the main objective is usually to capture more seeds than the opponent.

Answers B

1. B. a hole with seeds

2. C. Gebeta

3. A. more seeds than the opponent

4. B. 2 or 4

Answers C

1. Gebeta
2. an inner row and an outer row
3. the opponent
4. placing seeds
5. a hole with seeds

Lesson 4

Vocabulary: Guessing meaning from context

Explain what a guessing meaning is to students using an example.

Guessing from context technique is the **technique to find the meaning of new word with the clues used in context**. This technique is used to find the meaning of new word through the relationship of the words around with some clues that are provided in the context.

Answers

a. popular

b. equipment

c. control

d. variance

e. to point something out or point to something

Post-reading Activity

Let the students read and understand the questions and ask them to complete the text based on correct word and words. Tell the students to use their words to complete the text.

Answers

1. traditional
2. game
3. two teams
4. ball
5. sticks
6. Christmas

Section III : Vocabulary

Lesson 5

Odd one out

The 'Odd-one-out' is a concept that activates children's thinking ability around a certain area or subject that is given in a bit of a confusing manner with similar objects or texts. To correctly identify the odd one out, children need to develop their logical thinking in classifying those objects (or set of options) based on known concepts. Children need to differentiate the objects and circle the odd one from each set.

This activity has the following pattern:

- Observe the objects
- Identify the common features
- recognize the one with the least common features
- spot that as the odd one out!
- The objects can belong to many categories with varying difficulty levels.
- To identify the odd one out follows the following pattern:
- Observe the objects carefully
- Describe the objects
- Identify the similarities
- Identify the one which is different or dissimilar

  This will help the child develop vocabulary and develop keen observation to identify, classify and analyze.

A. **Find the odd one out in each group**

Answers

1. Eastern
2. strange
3. Thursday
4. leather
5. ball

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

Answers

1. fan
2. good
3. especially
4. prefer
5. Can't

C. **Completes the names of the months.**

Example: January

Answers

1. February
2. March
3. April
4. May
5. June
6. July
7. August
8. September
9. October
10. November
11. December

D. Let the students to complete sentences and then compare their answers with partners.

The answers for questions 1—4 should be left for students, but Saturday and Sunday are given for questions number 5

E. Encourage students to read the following paragraph and match the meanings of the words written in bold with the words listed under column B.

Answers

1. like
2. gained
3. succeeded
4. famous
5. excelled

Section IV: Grammar

Lesson 6

Simple Present Tense (positive, negative)

Present simple tense

Ask students to read the short reading text with examples about Daniel and Farm Animals and write down the verbs in the simple present tense used in the text.

We use 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 the pictures of the sheep, goat, and hen. 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.

Let the students write down the verbs in the simple present tense in the above passage and compare their answers with partners .

Example: is, loves

Answers

1. He goes .
2. Daniel feeds
3. he milks
4. He takes
5. He collects
6. Daniel feeds
7. The ox is very big

1. 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 Khartoum, Sudan.
- Five times five **equals** twenty-five.
- Babies **eat**, **sleep** and **cry**.
- Flowers **need** sunlight and water to grow.

2. For mostly permanent situations

Encourage the students to 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 elementary school.
- I **play** tennis and basketball.
- Accountants **prepar**e tax returns.
- Racecar drivers **drive** fast.
- Where **do** you **work**?
- I don't **ride** the bus. I **take** the metro to work.

To describe the frequency of actions

Let the students 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 **drives** 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

Tell the students to complete the following sentences using a verb from the box individually and compare their answers with their partners. Remember to add-s or-es if Necessary.

Answers

1. drink
2. studies
3. flies
4. smokes
5. live
6. studies.
7. sell

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.

Tell the students to check the meanings of the verbs below. Then study the spelling rules and put the verbs in groups 1-3 which don't go in groups of three ?

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.

Give brief explanation about present simple tense and ask students to do the questions.

Answers

1. She does not work in the bank.
2. I do not play the piano.
3. Kibrom does not listen to the radio.
4. We do not speak French.
5. You do not listen to me
6. My Automobile does not work.
7. I do not drink tea.
8. I do not understand you.

Lesson 8

The Present Simple Questions

Tell them to read the form of the Present Simple Questions and give the answers in pair for the given questions in the following table.

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

Answers: 1. E 2. A. 3. C. 4. D 5. B

Tell the students to put the verbs from the box, in the Present Simple in pairs. Ask them to use each verb once.

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

Sample answers: 1.have 2. Brush 3.go 4. arrive 5. drink 6. Go 7. wor 8. like 9.Finish 10. Drink 11. Arrive 12.

A. Ask students to answer the questions in complete sentences using the Present Simple tense, and write a paragraph in the Present Simple tense.

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

Lesson 9

Present continuous Tense

A. **Encourage the students to 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. Let the students complete the sentences. Use the present simple and present continuous forms of the verbs. After they have finished the exercise, give the correct answers.

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

Section V: **Speaking**

Lesson 10

Use the folowing dialogue as a sample and ask students to practice.

Meeting People

Meeting people:

Taye: Hi, Liya. How are things ?

Liya: Not bad. How are you, Taye?

This is Kidist. She is in my class this year..

Hello Kidist. Good to meet you.

Kidist: And you. Hey, that is a cool T-shirt.

Are you in Gebeta?

Taye: Yes, but I am not very good. What part of the region are you from?

Kidist: I am from Gondar

Taye: That's is cool. See you later then.

Kidist: Yeah.See you later.

Talking about Interests

Let the students work in pairs. Talk about what house work they like and dislike doing.

Encourage the students to give the answers first individually and then in groups of four. There are no possible answers. Please accept the answers given by the students.

Section VI: Writing

Lesson 11

Writing Composition

Let the students to construct their own effective sentences based on the example given

Sentence Writing

Answers

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

B. Ask students to write eight questions to find out about people's daily lives. Tell them to use the words in the box and your own ideas.

Example:

What do you do on your birthday?

How do you go to school?

Lesson 12

Writing a composition

Let the students read the given text very carefully and write their own composition to their friends who are away from the classroom.

Hi

Ask them to follow the steps in the writing guide.

Writing Guide

Let students make conversation turn by turn.

Write a letter to Kelem about your interests.

Think and Plan

1. What is your name and age?
2. Where are you from?
3. What is your school?
4. How many pupil are in your class?
5. Do you do sports as a class?
6. What sports do you and the other people 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

- Give the students a few minutes to look at the pictures quietly. Let them discuss what is happening in the text in group of three
- Ask the students to get into small groups and discuss what might happen in the text as a group. Ask one group member to discuss in front of the class what his/her group thought would happen. Write the ideas on the board and keep them as you read the text.

Segno Maksegno

Segno Maksegno or "Monday Tuesday" is a traditional Ethiopian game that is a variant of the widely known hopscotch game.One plays the game by first drawing lines on the ground, usually with chalk or just lines in the dirt. They are separated by approximately 40cm.

Each box drawn represents a "home", which can be appropriated as property with ownership. The game begins by one person in a group throwing the first stone into the collection of "homes". The

person will have to successfully jump through the collection of "homes" without touching the "home" with the stone.

If done properly, the same player will continue to go through all the "homes", if still successful throughout they will be able to choose one of the "homes" to "own". Owning a "home" means that only that person can touch/jump on it, and no one else.

If one of the parts is divided in the middle, the person can jump with both feet, but if not, then would have to use only one foot. If a person cannot jump through the area, then they will have forfeited their turn and will start the next game. If a person cannot throw the stone in the correct place, i.e. within the real estate, they too will have forfeited their turn.

The jumps made are two ways, they have to go forth and return, and owning a "house" means they can jump with one or two feet on it. Owning a "house" also entitles the person to write their name or any other such sign they wish.

The game ends only when one of the players owns all the houses or when the positioning of the house ownership makes it impossible to jump successfully anymore.

While-listening Activity

Students work in pairs. Encourage the students to speak in English. Give the students 30 minutes to finish this table. Encourage students to listen to the listening text again to find information for each box.

Answers A

1.D

2.B

3.A

4.E

5.C

Answers B

1. A home
2. "Monday Tuesday"
3. Approximately 40cm
4. to write their name or any other such sign they wish.
5. by first drawing lines on the ground, usually with chalk or just lines in the dirt.

Post-listening Activity

Tell them to write a short summary what they have listened in the listening text in groups of three and report to the whole class by the secretaries of the groups.

Reading II

Lesson 14

Pre-reading Activity

Ask the students to think about what might happen in the reading text in groups of four before you read the text. Have a class discussion and have students share their ideas with others. Encourage students to think of many different possible answers.

While-reading Activity

Instruction: Tell the students to write 'true' if the statement is correct and 'false' if the statement is incorrect according to the passage.

Answers

1. T
2. F
3. T
4. F

Let students read the text again and choose the most appropriate alternative based on the information in the passage.

Answer

1. D. about 6-15 participants
2. B. Alnegam
3. B. avoiding eye contact with others

Instruction: **Let the students to guess the meanings of the following words as they are used in the reading passage.**

Answer

1.old-fashioned

2.searcher

3.unseen

4. stay

5. harmless

Lesson 15

Post-reading Activity

Let the students complete the summary paragraph based on the reading text.

1. **Answer**

1. Game
2. Hide and seek
3. Glares
4. Avoiding eye contact
5. It is not morning

2. **As students to write short answers for the following questions**

Section V:Speaking

- Arrange the students in groups of five. Then, tell them to select a secretary.
- Tell them to discuss the statements in their text book. Encourage them to express their opinion on each sentence. Make sure that each student is participating.
- Let the secretaries present the findings of their groups to the class orally. Tell the other students to ask any question on the secretary's' presentation.

Complete the conversation. Use the verbs in brackets ( ) in the present continuous.

Answers

1. am going,
2. am looking,
3. am playing
4. Is not working
5 .What is she doing?
6. She is singing in a night club.
7. What are they doing?
8. They are studding
9. We are painting the living room.
10. My mother is helping

Section VI : Writing

Lesson 16

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.

Tell the students to write a short descriptive paragraph about Genna individually. Before they write the paragraph, get them to realize the six stages of writing (Thinking, Planning, Writing the first draft, revising, checking and submitting)

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.**

LISTENING

Lesson 1

Pre-listening Activity

Help the students understand the meanings of the following words as found necessar

A. Vocabulary

There are many adjectives you can use for describing the weather in daily life. Some of them are very similar in

meaning (hot and warm) and a little harder to distinguish, while others are completely different (rainy and sunny) and easier to remember. So, study these words and phrases……

Hot / Warm

When we say it's hot, we're referring to very high temperatures, like you find in the middle of summer when the heat can get quite uncomfortable. When it is warm though, temperatures are pretty high but bearable.

Example Sentences;

- When the weather is warm, I prefer clothing like t-shirts and skirts.
- Today is so hot that I've been sitting under the heater.

Cold / Cool

Cold refers to very low temperatures, close to freezing.

Example Sentences;

- On cool days, you should be fine with a light jacket.
- Don't forget your coat; it's cold outside.

Sunny/Rainy

Sunny weather means there's lots of sunshine. Rainy means that lots of rain.

Example Sentences;

- On sunny days, I like to go to the beach with my babies.
- Rainy days are the best time to go to the library and read a book.

Clear/Cloudy

A clear day is bright. There no signs of bad weather. It means the skies are filled with clouds with little or no sun.

Dry/Humid

When it's dry, there's no rain or moisture in the air. When it's humid, the air is moist and contains a large amount of water vapor. Humid weather usually makes us perspire (sweat) more.

Gusty/Windy

These adjectives describe the wind. Gusty is a sudden outburst. Windy weather is stronger than normal wind blows.

Thunder/Lightning

These two nouns are often used together when referring to storms. Thunder is the loud booming sound which usually follows a flash of lightning in the sky.

Elicit answers to the five pre-listening questions …as much relevant responses as possible.

Farmers are the people who help maize/corn, wheat, barley, 'teff' etc grow. The story is about farmers and what they do year round to produce the crops everyone uses.

1.Talk to the class about who a farmer is and what he or she does.

2. Introduce the story to the class.

3.Read the story/text

Have students discuss what it is like during the different seasons and what they think is the best time to grow crops/plants.

Have students discuss the importance of farmers. What would we do without farmers?

While- listening Activity

Read the script/text twice…You may also need to read it a third time….

Ask students to do activity 1 and 2 as they listen to the text.

Farming through the Seasons

As an introduction, I would like to talk about Seasons in Ethiopia…

In many places the weather changes during the year. These changes are called seasons…. I'm not sure how

many people ever stop to think how wonderful seasons are…., . I live in the country and I love watching the seasons come and go. Ethiopia has four seasons: autumn, summer, winter and spring. You can often tell which season we're in if you look outside at the plants and **trees**. They do different things in different seasons. The weather changes depending on which season we're in and so do the clothes that we wear!

The short rains season, autumn, known as *Belg* in Amharic, runs from February to May. ..September, October

and November are the Spring seasons also known as harvest time… This is then followed by the long rains season, summer, Kiremt in Amharic; it covers the months June, July and August which are characterized by

heavy rain falls.

The period from December to February can be classified as Ethiopia's 'Winter' season, known as *Bega* in Amharic, when the overall climate is a little cooler than during the rest of the year.

Now, I would like to come back to the main topic of my talk today: ***Farming through the Seasons***.

As summer sets in, many farmers are busy taking care of their equipment and animals. The farmers begin to prepare to plant their crops.

They are busy working on their pair of oxen, and equipment, largely traditional, buying seed and working up the land to get it ready to plant. … This is the time they plant the seeds in the fields. They hope for the right amount of rain and put fertilizer on the fields to help the plants grow. As the summer advances, the little sprouts come out of the ground and begin to grow. Heat helps the plants get bigger each day. Rain is needed to make sure the crops will grow. This is the time when farmers get rid of the weeds that are growing with the crops, either by hoeing or by cultivating .When the end of summer hits, crops are beginning to ripen and getting ready for harvest.

In the spring also, in many places of Ethiopia, the farmers weed their plots and get ready to harvest the crops…. They hope for good or better yields of their labor.

Autumn is harvest time for crops like wheat, barley, 'teff' and beans. It roughly covers the months September, October and November. This is when the farmers come out in teams or groups with scythe to harvest the crops. Farmers work long hours from daylight to dusk getting the crops out of the fields before a frost and/or occasional rain comes and damages the crops. When the harvest is done the farmers still continue to work but are glad to have their harvest for the year done. But the next year will be just as busy for the farmer.

In some places of Ethiopia, the short rains season, known in Amharic as Belg, which is running from February to May, crops such as corn are grown. Many Ethiopian farmers think it is good to plant corn in this season.

While-Listening Activity

Activity 1. Fill it in!

1.Summer, autumn, spring and winter
2. harvest
3. June, July, and August
4.short rains
5. Little cooler climate

Activity 2. Multiple choice items

3. C **2.**B **3.**C **4.** A **5.**C

Lesson 2

Post-listening Activity

A. The questions demand the students to review, connect and use the textual information. Make sure that the students have put down their individual response in writing before you allow the students to work in pairs/small groups. This phase of the lesson enables the students to integrate listening, writing and speaking skills progressively.

Elicit answers of the questions (five in number) under the post-listening from the students

B. Allow the students to fill out their own responses in the table and compare their answers with a partner.

Lesson 3

Listening 2

Pre-listening Activity

Encourage students to do the two pre-listening activities before they proceed to the while listening activity. Elicit various response as possible.

While –listening Activity

Read the popular song about Seasons to the class .The students ought to read the questions before listening to you.

Seasons come, seasons go,
Some bring **rain**___ and some bring **snow**
Some bring wind and some bring **sun**__
Which is your **favorite** one?
In the **Spring** , there's lots of rain.
All the **flowers** come out again.
In the **Summer** , there's no school.
We go swimming in the pool!
In **Autumn** , all the leaves fall down,
red and **yellow** , orange and **brown.**

—

Ask the students to tell the answers after comparing their answers in pairs.

Section 2

READING

Lesson 4

Pre-reading Activity

Ask students to do the pre-listening activities (1-3) first individually and then ask them to compare their answers with a partner. Accept as many appropriate answers as possible.

While reading activity

Let students read the passage silently and do the comprehension questions. Elcit answers randomly.

Answers:

1. C	5. B	9.A
2. D	6. D	10. True
3. D.	7. C	11. True
4.B	8. D	

12. Variations in altitude both in terms of temperature and rainfall affect the weather and the seasons.

13. Many Ethiopians have a concern about the climate of the country because many places which have otherwise been cool or wet or warm weather are turning into dry and warmest weather. They are getting warmer /drier.. The seasonal characteristic of rainfall is an important climatic element that impacts the growth and development of field crops. In other words, the productivity and production potential of land resources falls down as the result of the dry weather.

14. Some tips:

Ethiopian agriculture heavily depends on rain fall. So, the climate change exhibiting drier and warmest months risks the occurrence of drought which would imply law or no crops.

Many people hence have a concern on survival need than leisure time activities!

Personal answers be encouraged

Lesson 5

.Vocabulary: II.

A. Allow students to do the matching individually. Ask them to compare their answers in pairs.

Matching

Answers

1. E	5. J	8. C
2. I	6. A	9. B
3. H	7. D	10. F
4. G		

B. Encourage students to fill the blancks with the words given in the box. As they finish, give confirmation answers.

1. vary_	5. occasional	8. drop
2. temperate	6. pleasantly	9. elevation_.
3. plateau	7. height	10. recurrent
4. altitude		

III. Ask students to re-read the text and do the reference questions

Answers

1. the climate of Ethiopia.	4. The winter
2. three distinct seasons.	5. Spring
3.Autumn	6. .. small holder farmers

Lesson 6

Post-reading Activity

Ask students to discuss on the two questions under your leadership after individual pair work. You can then ask some pairs randomly to present what they discussed to the whole class.

Section 3

SPEAKING

Lesson 6

These activities of the Section are accuracy and fluency focused activities. Pyramiding technique is also employed: Individual work - pair work -small group work (2-5 students).

I . Individual and Small group work

Direct the students to work individually and in pairs to answer the questions. Take their attention on the tabular information provided on the four seasons of farming .You may need to give them example/s from the table.

Lesson 7

Expressing likes and dislikes

A. Instruct and encourage the students to take time and study the language of likes and dislikes and expressions of preferences.

B. Conduct pair works next.

Help the students express their feeling and ideas with the range of expressions of likes and dislikes and preferences.

You encourage and follow up the pupils to express their likes and dislikes and preferences about the range of topics from the questions provided through the speaking and communication exercises provided.

Lesson 8

Some more language inputs

Encourage the students to use the following expressions to express their preferences.

Useful expressions: Preferences/Likes and dislikes

- My favorite season is …….. I love …...

  My favorite season would probably be ….. I love the …… and the …..

  My favorite season is ……, because there's……

  My favorite season would be ….. It's pretty….., and it's nice to have …..

- My least favorite season is …….l.

My least favorite season is … because it's ……. I really don't like the …….

My least favorite is definitely ….., because it's cold, and you don't w

Lesson 8

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

This is mainly a fluency focused activity which combines expressing likes and dislikes and preferences. It demands the students to talk about seasons and weather. In case you notice students facing a problem in language use, conduct some accuracy work on the various ways of expressing likes and dis likes as well as preferences.

- **Encourage the students to talk about holidays, seasons ,clothing and traditions associated with one another .Activities such as travelling associated with seasons would also enable the students talk.**
- **Generate talks from the students based on the pictures. The students need to associate clothing with seasons**.

Lesson 9

Describing Seasons and Activities

Let students sit in groups of four and answer the questions. Please encourage them also describe the pictures.

Lesson 10

Speaking

A. Describing process (natural phenomenon- the seasons)

Give brief explanation on action verbs.

B. Activity: Seasons and Farming Activities

Encourage students match the common season activities with the pictures given. Then, give confirmation answers as a whole class.

Answers :

Activity	**Pictures/Images**
A. Till/Tilling	Picture 3
B. Sow/Sowing	Picture 6
C. Grow/Growing crops	Picture 5

D . Thresh and Winnow(threshing and winnowing) Picture 4

E. Reap, Harvest(harvesting) Picture 2

F. Weed(Weeding) Picture 7

G. Mowing/Cutting down or trimming Picture 1

Section 4

VOCABULARY

Vocabulary : Lesson 11

Forms of Action verbs : briefly explain forms of action verbs with examples and ask them to do the activities given.

Answers :

Matching

1. K	5.I	9. D
2. H	6. A	10.E
3. G	7. B	11.F
4. J	8. C	

Blank –filling with the action words.

Answers:

1. till	5. grow	9. harvested
2.ploughed	6. thresh	10. weed
3.sow	7. winnowed	11. trimming
4 mows	8. reap.	

Section 5

Lesson 12

GRAMMAR

Simple past tense

Give a brief explanation about simple past based on the examples given and encourage the students to do the activities given. Accept answers possibly from slow learners.

Answers:

Activity I - Past simple affirmative: regular verbs

1.arrivied	4. planned	7.finished
2.studied	5.invited	8. chatted
3.phoned	6.carried	

Answers :

Activity II-Past simple affirmative: irregular verbs

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

1.slept	4. paid	7. wore
2.began	5. broke	8. read
3.took	6. went	

Answers :

Activity 3 - *used to*

1. used to swim	4. used to	7. used to live
2. didn't use to	5. didn't used to like	8. did not use to enjoy
3. Did they use to have	6. did you use to go	

Activity 4 : Stories of Seasons

Answers:

1. was	6. were	11. was
2. was	7. wanted	12. had
3. had	8. decided	13. ripped
4. got	9. did not	14.came
5. were	10. complained	15. came

Lesson 13

The past continuous Tense

Before you proceed to the activities, give brief explanation on past continuous tense.

Activity 5:PBottom of Form
ast progressive

Answers:

1.were playing	6. was working , were swimming
2.was preparing	7.were not listening
3.were playing	8.were you doing
4.was practicing	9.were sitting
5.were not cycling	

Compound adjectives

Answers:

A. Describe the Nouns using compound adjectives.

Give brief explanation on compound adjectives and ask students to do the activities. Encourage them to compare their answers with their pairs.

Answers:

1.- *a ten- minute walk* 5. - short- haired man 8. - slowly moving traffic

2. - a five –years old boy 6. - a kind hearted lady 9. - a good looking man

3. - thirty pages long report 7. a strong –willed woman

10.- abright-lighted room 4.well-behaved children

Answers:

B. The **8 compound adjectives(Matching)**

1. h	4. e	7. d
2.g	5.a	8. B
3. f	6.c/f	

C. Compound adjectives : gap filling

Answers :

1. ice-cold	4. middle-aged	7. Part-time
2.old- fashioned_	5. old-fashioned	8. last-minute
3.well-known	6. home-made	

D . Conduct the pair work. Randomly ask and invite also volunteer students to share their answers(description) with the whole class. You may need to give them examples in case they need your help.

Lesson 14

Modal verbs of Possibility and Probability

Give brief explanations with contextualized examples on the form and use of the modal auxiliaries of

possibility and probability: **may**, **might**, **can**, **could, will, and should.**

Activity : It might rain tomorrow

In this modals of probability Activity, students learn and practice modal verbs of probability with the correct day in a weather forecast, according to the probability percentage. Next, students use the key they have created in **A (Matching Exercise**) to complete sentences using modal verbs of probability (**Exercise B**).

Students then create their own weather forecast for this week by drawing pictures and writing the percentage probability for each type of weather. When the students have finished ,they write five sentences about the forecast using modal verbs of probability (**Exercise C**).

Next, divide the students into pairs. The students then take it in turns to choose a day from their forecast and read the weather type (*cloudy*, sunny, *rain*, *snow*) and percentage to their partner. Their partners then try to make an identical sentence to the one the student wrote. Afterwards, review the students' sentences and provide feedback.

Answers:

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.

a.1	c. 5	e. 1	g.5	i.7
b. 6	d. 7	f.6	h.1	j.5

B. Complete the sentences with the modal verbs of probability

1.may
2. will be
3.may
4.should
5. will probably
6. won't
7. might
8. may

C. The students own weather forcast and sentences

Possible Answers:

This week	1.Monday	2. Tuesday	3. Wednesday	4. Thursday	5.Friday
Weather	Sunny	Sunny	Rainy	rainy and snowy	cloudy
Probability	50%	45%	20%	70%	90%

1. It will be cloudy on Friday.

2. It should be sunny on Monday .

3. It should be sunny on Tuesday.

4. It may rain and snow on Thursday.

5. It might rain on Wednesday.

Ask the students to share their responses with the rest of the class. Give due feedback after conducting the pair work .

Section 6

WRITING

Give a brief explanation on types of sentences: Simple sentences, compound sentences and complex sentences. Focus on the first two, however. Coordinating conjunctions should also be briefly explained.

This activity demands the students to integrate inputs from the previous lessons of the Unit with the

Writing Activity here.

1.Write *simple sentences and compound sentences* using the words learnt

Possible Answers:

A. General

- Managing animals is a major farming activity in Winter.
- Grown up children help their parents. They work/serve as a crop scout in Summer.
- The major farming activities in all of the seasons are cultivating soil and planting, growing various crops, fertilizing, weeding, harvesting ,storing, planning, feeding and managing animals.
- The Ethiopian farmers' seasonal activities are cultivating soil, planting crops, weeding and harvesting crops.

B. Specific

Simple sentences:

- In **Autumn** farmers **harvest** crops.
- In **Spring** farmers **prepare** fields for **planting** crops.
- In **Summer** farmers **grow** crops.
- In **Winter** farmers **visit** relatives and friends.
- **Weeding** is the key *farming activity of farmers in Summer..*

- Farmers get the reward of the **growing season** in **Autumn**.
- Farmers can have a **break** and an **interesting time** in **Summer**.

Compound Sentences:

- In **Autumn** farmers **harvest** crops and **store** crops.(Note :write two of the simple sentences

  ,they avoid the unnecessary repetitions such as crops, the farmers…)

- In **Spring** farmer s**till** fields and **sow** seeds of crops.(Note: In Spring farmers till fields .
- In Spring farmers sow seeds of crops)
- In **Summer** farmers **weed** the crop fields and **mow** hay and bale it for animal feed.

(Note: In Summer farmers weed the crop fields . In Summer farmers mow hay and bale it for animal feed.)

- In **Winter** farmers **visit** relatives and friends and decide how they should proceed the next year.

Note: In Winter farmers visit relatives and friends. In Winter farmers decide how they should proceed the next year.)

- Winter is the time for rest, but farmers prepare for the next year.
- In Spring farmers wear lighter clothes ,but/whereas/while in Summer farmers stay indoors more and use firewood to keep themselves warm.

In sum, take the students attention on the most common coordinating conjunctions (and, but ,or).Explain also that compound sentences help avoid unnecessary repetitions beside adding variety to sentence constructions.

Lesson 16

2. Descriptive Paragraph Writing

Individual Work:

Encourage the students to develop their own paragraph based on the instruction given

Pair Work: Peer Correction and Feedback

Encourage the students to help one another correct mistakes and improve their paragraph. Go around the class and check the students' work. They would need your inputs! Give feedback

Finally, randomly ask some students to read their piece of work to the rest of the class .You may also select students to read their paragraphs(good/better paragraphs) to the class.

Sample Paragraph :

In the Summer season which encompasses the months June, July, August and early September, farmers are engaged in different activities on their farm. The farmers grow /plant various crops. This task includes putting manures and fertilizers being followed by the practice of checking the conditions of the fields. Families work as a crop scout that involves monitor crops for weed control, fertilizer needs, or other pest management practices. Weeding is the key farming *activity of farmers in Summer for if the weeds are not removed, they will be in competition with the cultivated plants to result in skinny crops. The farmers keep working hard in this season.*They mow/ cut hay and bale it for animal feed. They use hand held sickle for this purpose. They also chop silage and store it in their barn to feed their livestock. The season may inhibit travel in many rural areas of Ethiopia as there is heavy rain, flooding and chilly weather. Hence, the farmers stay indoors more and use firewood or locally made fuel to keep themselves warm with their families.

UNIT THREE:
TRAFFIC POLICEOFFICERS

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 and 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 responsibilities.**
- **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. .**
- **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

A. The students should study basic vocabulary slowly with the aid of the pictures given. You also need to take their attention and give some explanations and even conduct some drill work. Help them define the words

uniform (n) : distinctive clothing worn by members of the same organization or

body ,such as the traffic police

The town police wear dark blue uniforms and flat caps.

Tadesse was in uniform, wearing a pistol holster on his belt.

traffic (n). 1. all the vehicles that are moving along the roads in a particular area.

There was heavy traffic on the roads.

Traffic was unusually light for that time of day.

2. the people and goods that are being transported.

Air traffic had returned to normal.

The railways will carry a far higher proportion of freight traffic.

The long distance buses s can cope with the traffic of both goods and passengers.

colleague (n).1. a person that you work with:

He has a good working relationship with colleagues.

2.one of a group of people who work together:

He always got along well with his colleagues in the university

monitor (v).observe and check over a period of time; maintain regular surveillance over to watch, keep track of, or check usually for a special purpose

Police officers monitored the taxi drivers.

The traffic police is monitoring road users such as drivers and

vest (n). an undergarment worn on the upper part of the body, typically having no sleeves

As a traffic officer, always wear a high visibility vest over your clothing.

He/ She wore light blue shirt beneath the yellow vest.

sleeve (n). the part of a garment that wholly or partly covers a person's arm

Traffic police adds white sleeves to uniform.

pedestrian (n). a person walking rather than travelling in a vehicle

Someone who walks (opposed someone who drives)

passenger (n). a traveler on a public or private conveyance other than the driver, pilot, or crew

crowd (n). a large number of people gathered together

B .Matching exercise

Ask the students to give the definitions of each of the words. Otherwise, you need to do so.

Then tell the students to match the pictures with the words given. They should use the pictures only one time. They should not use them twice or thrice.

1. uniform	C	4. pedestrian/s	F	7. sleeve	E
2. vest	D	5. passenger/s	G		
3. colleague	B	6. crowd	A		

2. Brainstorming /preparation questions

Accept some answers from the students. You also need to give additional answers and / expressions (Some useful language)to describe the activities in the pictures.

While –Listening Activity

In this activity, as students first to look into the questions and then do the questions based on the listening text. Elicit answers from different students.

Listening Text

Listen to the text about Frehiwot the policewoman and answer the questions This is Frehiwot .She's policewoman. She's young and of medium height and weight.. She spends her work time in the various streets of Addis Ababa. She helps people.

Every day she **gets up** at twelve o'clock in the morning. She takes a shower, brushes her teeth and **puts on/wears** her clothes. Then she eats breakfast at half past six. At one o'clock, she takes any means of transport, private or government, to the traffic police officers station found in eastern Addis Ababa, Bole sub-city.

Frehiwot starts work at half past one o'clock. She **puts on/wears** her **uniform** ,khaki dark blue **trouser**, light blue shirt with white **sleeves** and a dark blue cap and gets her gun. Like her c**olleagues**, she also wears light weight, bright lemon green **reflector vest** to facilitate their/her visibility.

Along with her male colleagues, and depending on the location, she **patrols** on foot, by motor bicycles or in vehicles. As a traffic officer, she is responsible for directing traffic during **parades**, road work or accidents. Sometimes, traffic officers direct **pedestrian** foot traffic as well as heavy traffic . They may assume the responsibility of the crossing guard if one is not present. Traffic officers may also control **crowds** during **emergencies**

to make sure fire and rescue workers can get to the scene safely. Traffic officers have to **monitor** the behavior of road users. They need to be on the alert for **intoxicated**, reckless or **negligent** road users and ensure motorists/drivers have valid driving license and traffic violations do not escape from notice ... Traffic officers conduct traffic stops and a check on **passengers**' identification. Like her colleagues, Frehiwot ,among other duties, enforces **parking** and **speed limit** regulations...

She goes home at eleven o'clock except at times of her night time duties…. In the evening, she takes a shower/bath and changes her clothes, the uniform. Her beloved and considerate mother , woizero Dinknesh, and younger sister, Misgana,prepare food and coffee. They have dinner and coffee together usually at about 2 o'clock... Then she watches TV ,chats with her family. She tells them how she spent the day and her amusing encounters .. At three o'clock, she goes to bed. Her days are filled with warm as well as routinely dangerous moments…

Answers:

1.The female traffic police officer ' s name is Frehiwot. Or Her name is Frehiwot.

2.She works in the various streets of Addis Ababa.

3. Not stated in the text

4. B

5. B.

6. Yes,she does.

7. She goes home at eleven o'clock.

8. She talks to her mother, w/o Dinknesh and her younger sister ,Misgana.

9.A. False B. False C. False D. False E. False

Lesson 2

Ask studnents to do the matchnig and blanck filling activities (vocabulary activities) based on the listening text they have listened. Tell them to compare their answers with their pairs.

A. Vocabulary (Matching)

1.vehicle - H 4.gets up - E 7. a speed limit -B

2. patrol- G
3. puts on - F
5. reflector -D
6. encounter -C
8. negligent/negligence- A

B. Gap-filling/Making sentences complete

1.gets up
2. put on
3. sleeve
4. encounter
5. speed limits
6. negligent
7. Intoxicated
8.emergency
9. crowds
10.passengers
11. pedestrians
12.reflector
13.vest
14.patrol
15.vehicles

Post-Listening Activity

This Activity demands the students to review and connect what they have listened to with the real world. They use the textual information to write and talk about their observations/experiences. It also enables them practice reporting skills. Listening, writing and speaking skills are integrated.

Section 2

Lesson 3

READING

Pre-reading Activity

Conduct some brainstorming work here. Ask the students to tell what they already know and encourage them to tell their expectations. Since they are expected to have got some related information from the listening activity, they should be motivated to talk about and be well-prepared to read the passage.

While-reading Activity

Ask students to read the text silently and individually and do the comprehension questions. When they finish, ask them to compare their answers with their partners.

Answers

1. i. What Are Traffic Officers? Paragraph 1
   ii. What Do Traffic Officers Do? Paragraph 2,3,4
   iii. What Powers Do Traffic Officers Have? Paragraph 6 and 7

2. The traffic officers use a whistle to draw the attention of the drivers and passers-by.

3. Traffic officers mainly intend to ensure the safe and free flow of traffic to prevent road crashes and deaths on our roads.

4.These (paragraph 4)refers to duties on roads

5. This (paragraph 4) refers to raising and extending hand

6. They (paragrpah2) refers to Traffic police officers

True or False Items

1. False

2.False (not should ,but must be)

3.False (not must be, but usually need to be)

4. False

Lesson 4

Post-reading Activity

The activity demands the students to review and connect the textual information with their life experiences.

They are expected to extract ideas discussed in the reading text and even use some from the listening text and reflect on their 'road user' or traffic experiences. Skills integrated: Reading, writing and speaking. It also exposes students to some research work on available resources and critical thinking towards solving a problem.

Supervise and direct the group work after giving the students ample 'think' or 'wait' time on individual work to ensure active participation in the group work.

Section 3: Vocabulary

Lesson5

A. The learners should be required and encouraged to study the words and their meanings by heart. The pictures help clarify meanings of the words.

B. Ask students to sit in pairs. Then ask one of the student to cover a word with her/his palm and ask her/his partner to tell the definition. Ask them to switch the roles.

I. Matching

1.keep an eye out for- **E** 5. obey- C 9.break/breaking the law- H

2. goes out - D 6.called out- K 10.alert-G

3.traffic laws - A 7. suspects- J 11. observant- F

4. disobey - B 8.detain- I

II. Answer key

disobey

1. traffic laws
2. obey
3. observant
4. break..law
5. alert
6. manual
7. traffic
8. right
9. park
10. detained
11. suspect
12. traffic signs
13. goes out
14. keep an eye out for
15. called out

Answers

Section 4 : Grammar

Lesson 6

Direct and encourage the students to study the various ways of expressing Simple future tense, the modal auxiliaries(can-could, will- shall, should-ought to, and must) as well as their form ,meaning and use.

Modes of delivery : Individual, pair work and small group work

Direct the students to interview each other in pairs and work in small groups based on the instructions.

Activity :Will or shall

Answers :

1. Shall 5. Will 8. Will
2. Shall 6. Will 9. shall

3. will 7. shall 10.Shall

4. will

Lesson 7

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

1. couldn't 6. Can 11.can't

2. A: Can 7. Can't 12.could

B: can. 8.A. Could 13. Couldn''t

3. couldn't , can. 8.B. couldn't 14.can

4. couldn't 9. can 15. Can''t

5. Could 10. could

Activity : may or might.

1.May 4. Can /may 7. May not

2.might 5.might 8. may

3.might 6. might

Activity : Top of Form

Should, ought to, shouldn't, had better

I. Multiple choice

1. should 3.shouldn't 5. should

2. shouldn't 4.ought to

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

a.5 c. 4 e. 3

b. 6 d. 1 f. 2

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

1. should 2. ought to 3.shouldn't

Lesson 9

Activity: The Realms of Possibility

In this modals of possibility activity, students practice asking and answering questions about the future using 'will' and 'won't' for predictions and the modal verbs of possibility 'may'

and 'might'. The students work in pairs after writing out their individual answers in the table. Supervise the pair works: comparing answers and giving reasons. The students may need some example answers. .

Mixed Practice : Driving Rules(Modal Verbs)

Answers:

1. b.	6.b	11. c
2. b	7.b	12.b
3. b	8.c	13. b
4. c	9.b	14. a
5. c	10. b	15. b

Lesson 10

Activity : Modal Auxiliaries and Traffic signs

Ask students to find the traffic signs and write their number to the descriptions. Tell them also to complete the sentences with an appropriate modal from the list in the box below.



Answers

Traffic signs and their description should be given or presented and described briefly. Students have to fill in the gaps in the descriptions with an appropriate modal verb and match it to the traffic sign it describes. They learn modals and traffic rules at the same time. Some possible solutions are given here below. Like it is often the case with modals many a times there are more right answers than given in the Answers.

Possible Solutions

1. Major road ahead. You <u>should</u> slow down. (21)
2. You <u>have to</u> be very careful, there is a school close by. There <u>could</u> be children on or near the road. (2)
3. No entry. You <u>mustn't</u> enter this road. (10)

4. This road has a dead end, you can't go through it. (9)
5. Compulsory left turn. You must follow the arrow and turn left. You mustn't go straight. (3)
6. There is a height limit. There might be an overpass ahead. If you have a vehicle with height less than 3.5 m. You can go on. If not ,you have to use another way to continue your journey. (1 1)
7. Cyclists mustn't use this road. (1 8)
8. There is a gas station near by. If you are running out of petrol ,you can fill the petrol tank of your car. (19)
9. You shouldn't go very fast as you are approaching a roundabout. (7)
10. Do you need a telephone ?You may find one here. (13)
11. You might be pretty sure that there will be nobody walking here, as pedestrians mustn't be on this road. (4)
12. No parking .You may stop and leave your car here for not more than five minutes. (5)
13. You have to be careful. Pedestrians might be crossing. (1)
14. There is a speed limit .You mustn't do more than 50 km /h. (15)
15. You may go ahead or you may turn to the right but you mustn't turn to the left. (6)

Section 5 : SPEAKING

Lesson 11

Describing People

This activity teaches the students how to describe people's appearance and clothing.

Procedure

Students begin by learning how to use the verb 'to be' to describe height, body build and age.

Go through the example with the class and brainstorm other possible adjectives for height, body build (body posture, body shape) and age. Then, have the students write short description of the people in the pictures (from the listening and reading Activity) using the verb 'to be' and adjectives e.g 'The female police officer is young and slim/well-built.' After that, students

learn how to use 'have' and 'has' to describe hair color, hair length and facial features. Go through the example with the class. Then, draw the students attention on expressions or words to describe skin tone (color): white, pale (bloodless), brown (dark brown, chocolate, light brown) dark, fair, black, light skin and go through more examples, adding extra vocabulary as you go.

In pairs, students then take it in turns to describe the people on their textbook.

Next, students practice describing what someone is wearing .Go through the various forms of the verb 'wear' and have students brainstorm other items of clothing that aren't on the list. Students then write about what they are wearing now and what they wore yesterday.

In pairs, students then put what they have learnt together by describing practices of two people. Afterwards, students complete two gap fill exercises to practice the language from the lesson.

Students then move on to describe the pictures. When students describe a person from the pictures, have them secretly choose someone to describe from the pictures.

When the students have finished, they take it in turns to read their descriptions to the class. The class then tries to guess who is being described.

Finally, students take part in a description activity where they read descriptions and draw pictures of the person from (traffic officers)….When the students have finished, they compare their descriptions. Then, have some students refer to certain pictures (traffic police officers) go through the descriptions in groups and the whole class.

Describing People (Appearance and Clothing)

Allow the students to study the examples and ways of describing people. You may also need to give a brief

explanation of word meaning as well as some pronunciation /modeling work.

Activity A: Writing and Speaking

-Individual and pair works

-Writing and speaking

You need to provide and make use of visual aids to illustrate the facial features.

This is a reference to the brainstorming question section of the Unit(p.74): Pictures/Images of various traffic Police officers on duty.

Here the students may need some help on linguistic input beside some pronunciation work.

Lesson 12

Activity B. Outlining names of items of clothing

Here below are among the possible lists of clothes including uniforms ((traffic police officer

uniform, school uniform)

T-shirt	dress	sweater	shirt	socks blouse
Jeans	skirt	suit	boots	belt
socks	trousers	shoes	cap	helmet
jacket	neck-tie	uniform	khaki	shirt with turn down collar

Lists of clothes :School Uniforms

polos	pants/trousers	shorts	ties	Gym wear
shirts	skirts	blazers		socks
Jumpers	skorts	sweaters		accessories

Activity : Description of Appearance and clothing

Organize pair or small group work with reference to the traffic police officers from the brainstorming question Section above(p.74) .Encourage and support the students to talk about what they look like and what they are wearing.

Lesson 13

Asking and Giving Directions in the street

Direct the students attention to the various ways of asking and giving directions in the street in English.

Encourage them to study the useful language or expressions (phrases) by heart. They must build their word power/vocabulary if they are to Speak accurately and fluently.

The pair work activity integrates writing and speaking to help the learners practice asking for and giving directions.

Lesson 14

I. SPEAKING – Role Play

A. Individual work : the students study different ways of asking for and giving directions

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

Organize and supervise the role play activity in such a way that it enables the students to meaningfully practice using the language after a thorough individual study time .

Also, take the students attention to the Map in their textbook. You may need to give some linguistic input (word meaning & pronunciation) and necessary information on the map.

Use the examples to explain the how of doing ..

II. Giving Advice or Suggestion—should

The word **advice is used** in the sense of ‹counsel. ‹ The word suggestion is used in the sense of 'giving an idea. ... The two words, advice and suggestion ,are nouns. The verb form of advice is advise. The verb form of suggestion is suggest.

Study the instructions to be followed by pedestrians and the basic traffic rules in Box B and Box 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' . You may need to give some examples of infinitives as below:

Verb – 1	V e r b -2	Verb -3
follow	F o l - lowed	f o l - lowed
obey		Obeyed

The imperative form tells someone directly what to do.

I. Encourage the students to study the instructions in B and the basic traffic rules in C by heart . Then conduct pair work

Allow the students to practice giving advice or suggestions orally. Give necessary inputs and feedback based on the examples given as well.

Section 6 :Writing

Lesson 15

This is a guided writing activity.

Activity I : Sentence level writing

Answers:

1. Traffic police officers is responsible for directing traffic , road work or accidents. They direct pedestrian foot traffic as well as heavy traffic. They also monitor the behavior of road users, conduct traffic stops and a check on passengers.

2. Traffic officers perform a lot of duties on roads in Ethiopia.

3. The traffic police is a very well- known figure in towns and cities.

4. Ethiopian traffic officers wear a special type of uniforms namely Khaki dark blue trouser,

light blue shirt with white sleeves and a dark blue cap. They also wear light weight, bright lemon green reflector vest to facilitate their visibility.

5. Traffic police officers travel by walking, riding and driving .Some police officers patrol in cars or on motorcycles. When they walk they are usually in pairs to monitor road users, pedestrians, motorists, cyclists and drivers relatively safely.

6. A good traffic police officer must be well-aware of all laws and regulations related to vehicle traffic.

7. The authority/power traffic officers have is directing pedestrians and drivers of a vehicle to stop (stopping traffic), closing roads, stopping traffic, placing traffic sings and cones using them, removing vehicles which cause obstruction , managing traffic , finding out how an accident happened and reinforcing traffic laws in general.

Lesson 16

Paragraph level writing

The students link the complete sentences together to develop a paragraph based on their answers to the seven questions.

Encourage some students to read their paragraph to the class. You may also randomly ask some students.

Give any necessary input and feedback. Encourage also the learners to read their piece of work to the whole class.

A sample paragraph: Guided writing

Traffic police officers are persons responsible for directing traffic, road work or accidents. Traffic police officers are a very well- known figure in towns and cities. They perform a lot of duties on roads in Ethiopia. They direct pedestrian foot traffic as well as heavy traffic. They also monitor the behavior of road users, conduct traffic stops and a check on passengers. Ethiopian traffic officers wear a special type of uniforms namely Khaki dark blue trouser, light blue shirt with white sleeves and a dark blue cap. They also wear light weight, bright lemon green reflector vest to facilitate their visibility. Traffic police officers travel by walking, riding and driving .Some police officers patrol in cars or on motorcycles. When they walk they are usually in pairs to monitor road users, pedestrians, motorists, cyclists and drivers relatively safely and conveniently. A good traffic police officer must be well-aware of all laws and regulations related to vehicle traffic. In general, the power traffic officers have is directing pedestrians and drivers of a vehicle to stop , closing roads, placing traffic sings and cones , removing vehicles which cause obstruction , managing traffic , finding out how an accident happened and reinforcing traffic laws. Thus, traffic police officers do a great job for all of us as road users.

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

Ask the students to share their answers with the class. Write down the students' different answers in the front of the class and then compare at the end. Discuss with the students which answers might be the best, and why.

Possible answers

1. Farm animals are **animals that are reared by man for** different purposes such as food supply, income generation, clothing materials, etc. Examples include goats, sheep, rabbits, poultry, cattle, pigs, fish, snails, etc.
2. Farm animals contribute not only a source of **high-quality food** that improves nutritional status but also additional resources such as manure for fertilizer, on-farm power, and other by-products, and, in addition, provide economic diversification and risk distribution
3. Animals are kept tightly confined in spaces barely larger than their bodies
4. What do the following words mean? (Help the students if they do not know the meanings of unfamiliar words)?

Answers

dung

participation

unwanted plant

movable

animal excrement

Listening Transcript

Farm animals are an integral part of the Ethiopian agricultural fabric. They are sources of food, traction, **manure**, raw materials, investment, cash, security, and foreign exchange earnings, social and cultural identity. The success of Ethiopian agriculture, in addition to other factors, is based on availability and/or contribution of farm animals and no agricultural practices other than mowing are conducted without the **involvement** of farm animals. Land cultivation is mainly done by oxen, horses, donkeys or their combinations. Farm animals serve to level the ploughed field, shortly before and after sowing. In some areas, farm animals are involved in **weeding**, especially maize and sorghum fields. Transportation of the harvested crops to and from threshing sites, threshing itself, transportation to and from the market is conducted by the farm animals. Similarly, transportation of water, firewood, **mobile** houses, construction materials and other goods is conducted by farm animals and they are the main means of human transport.

Livestock have several other values that are important for the livelihood of the farming communities. Their primary products such as meat, milk, egg and honey are important sources of animal protein. Live animals, skins and hides are sources of cash income. Moreover, skins, hides and horns are used as raw materials for making a range of household items, agricultural tools and ornaments. Their manure is used to fertilize backyards and crop fields. Farm animals serve as insurance and a source of cash for rural farming communities. Their role in cultural and social ceremonies is significant.

Animal **dung** is used as a construction material. It is also the major source of fuel, particularly in areas where firewood is scarce. According to NCS Secretariat and MNRDEP (1994), the contribution of manure to the total energy consumed in 1984 was about 7.5%. In 1990/91, about 3.9 million tons of dung was consumed. According to the above source, the increase in the annual demand for traditional energy and proportion of dung that was used as fuel in the early '90s was estimated at 1.5 million tons and 70%, respectively.

While-listening Activity

Let the students answer the following questions based on the listening text

Answers A.

1. Land cultivation
2. farm animals
3. shortly before and after sowing
4. **In areas where firewood is scarce**
5. Fertilize backyards and crop fields.

Answers B.

1. raw (adj.)not processed, refined, or treated in any way
2. Cash (n.)money used as immediate payment in any form
3. Integral (adj.) forming an essential part of something
4. Source(n.) a person , organization, a book , or other text that supplies information or evidence
5. Manure(n.) animal excrement, often mixed with straw, used as fertilizer

Lesson 2

Post-listening Activity

Let the students work in group of three and answer the following Questions

Possible answers

1. Most of Ethiopia's estimated 41 **million sheep and goats** are raised by small farmers who used them as a major source of meat and cash income. About three-quarters of the total sheep flock is in the highlands, whereas lowland pastoralists maintain about three-quarters of the goat herd.
2. Livestock animals, such as **cows, sheep, goats and chickens**, have many roles inthe farm ecosystem. They eat corn and hay grown on the farm, they provide milk, eggs, wool and meat for humans, and their waste can fertilize the soil.

Section II :Reading I

Lesson 3

Pre-reading Activity

Ask the students to share their answers with the class. Write down the students' different answers in the front of the class and then compare at the end. Discuss with the students which answers might be the best, and why.

Before they read the reading text, ask them look at the picture and describe what is going on.

1. Livestock feed resources available in the study area are **natural pasture, crop residues, improved forage, hay**, industrial by products. In Ethiopia natural pasture is the primary feed resource throughout the wet season while crop residues play a substantial role during dry season.
2. Feed resources include **fodders from natural and sown hayfields and pastures**; field crops planted for hay, silage, feed grain, green and succulent feed; such threshing floor and field wastes as straw, chaff, and tops of roots and tubers; by-products of milling, vegetable-oil extraction, sugar refining, brewing, alcohol ...

While-reading Activity

A. **Ask students to read the text silently and do the True or False questions based on the information from the reading text.**

Answers

1. T
2. .F
3. T
4. F
5. .F.

B. Let the students to match the following words, in Column A, with the meanings listed under column B.

Answers

1. D
2. H
3. J
4. A
5. B
6. I
7. G
8. E
9. C
10 .F

Lesson 4

C. **Students can do this exercise individually first and compare their answers with their partners.**

Answers

1. A huge livestock population , different breeds of animals
2. A huge livestock population , different breeds of animals
3. Provision of health facilities and services
4. Diversity and composition of livestock are variable from place to place

Post-reading Activity

Let the students answer the following questions in groups of four.

1. The main ingredients used in commercially prepared feed are the **feed grains**, which include corn, soybeans, sorghum, oats, and barley. Compound feed may also include premixes, which may also be sold separately.
2. Beyond its economic value, livestock farming supports the livelihoods and provides food security . Today, it is one of the fastest growing sectors of the agricultural economy.

Listening II

Lesson 5

Pre-listening Activity

Before they listen to the text, ask students to discribe what is going on the pictures in groups of three.

Listening Transcript

What does Ethiopia's dairy sector look like?

With a population of about 110 million people, Ethiopia is the second-most populous country in Africa. This is a huge market opportunity for milk and milk products. Ethiopia also has one of the highest cattle populations in Africa, estimated at 60 million heads. Though camels, goats, and to a lesser extent sheep, are used as milk animals about 90% of milk comes from cows. Unfortunately, milk production and consumption is very low. This is driven by a number of factors.

In rural areas the animals used by smallholder farmers are local breeds which aren't selected for milk production. And animals are managed in a traditional way, meaning **they** mostly depend on natural pasture with no supplementary feeds and that the quantity of milk is low. Milk is mainly used for household consumption, not marketed and any sur-

plus is usually converted into butter and sold in local markets.

The situation is very different in more urban areas where farmers use crossbred, as well as high grade, dairy animals. They have access to artificial insemination, use more intensive systems, concentrate feeds and have access to animal health services. But these farmers account for only 1% of the dairy cattle population in the country. They supply milk to consumers in major urban centres, mainly through the informal market, though some is also sold to processing plants.

But because this system uses such a tiny proportion of the dairy cattle population, milk supply is low.

The country produces about 4 billion liters of milk per year. Per capita consumption is very low, estimated at about 20 liters, though rising consumption levels in Addis Ababa have brought it to about 40 liters.

The Food and Agriculture Organization recommends that the per capita consumption of milk be about 200 liters, meaning 22 billion liters of milk is required. At the current production rate, there's an annual shortage of about 18 billion liters.

While-listening

Encourage the students to listen to the text and do the comprehension question based on the listening text.

Answers

1. A. milk and milk products
2. C. cows, camels, goats and sheep
3. A. household consumption
4. A. 4 billion liters
5. C. 22 billion liters of is required

Lesson 6

Post-listening Activity

Let the students write a summary on what Ethiopia's dairy farming, then and report to the whole class. Give them appropriate feedbacks during their presentation.

Reading II

Lesson 7

Pre-reading Activity

Tell the students to do the pre-reading questions before they read the text with a partner.

Possible Answers

1.
   - Shortage of feed/fodder. There is an excessive number of unproductive animals which compete with productive dairy animals in the utilization of available feeds and fodder.
   - Breeding system. ...
   - Education and Training. ...
   - Health. ...
   - Hygiene Conditions. ...
   - Marketing and Pricing.

2. Ethiopia's varied agro-ecological zones have put the country at an advantageous position in possessing relatively huge number of different livestock species as compare to other African countries. Ethiopia's lowland cattle breed, huge number of different livestock species as compared to other African countries. Ethiopia's lowland cattle breed, sheep, goats and camels are highly demanded in neighboring countries as well as the strategic livestock markets of the Middle East. Overall, relatively huge number of livestock resources, proximity to the export markets, conducive investment policies, the liberalization of the economy and the supports and attentions given by the government to export trade gives the country comparative advantages in livestock trade. However, inadequate market infrastructure, virtual absence of market information system, absence of market oriented livestock production system, inadequate number of exporting firms with low level of capacities, inadequate knowledge of international trade, low level of quarantine facilities and procedures, prevalence of various diseases, repeated bans, excessive cross-border illegal trade and stiff competitions etc, are the major challenges that hinder the smooth livestock trade of Ethiopia.

While-reading Activity

Students are told to write True or False according to the information in the reading passage above.

Answers A

1. T

2. F

3... T

4... T

5. F

Answers B.

1.G. opportunity for use

2. F. costing a large amount of money.

3. A. cut and dried grass

4. C. nutritious grain to put something into effect or action

5.D. limiting factor**.**

6. B. a complete absence of a particular thing

7. E. putting into practice

Lesson 8

Post-reading Activity

Encourage the students to answer the questions in group of three and then write a short paragraph.

Possible Answers

1. India is the world›s largest milk producer, with 22 percent of global production, followed by the United States of America, China, Pakistan and Brazil. Since the 1970s, most of the expansion in milk production has been in South Asia, which is the main driver of milk production growth in the developing world.

2. The major constraints that cause to decline dairy production were **feed and water shortage, health problem and labor scarcity**. The diseases that hinder production in the study were mastitis, foot and mouth disease, and anthrax.

Section III: Grammar

Lesson 9

Types and Degrees of Adjectives

Tell the students to read the text individually and do the exercise that follow.

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

Answers

	Positive	comparative	superlative
	lazy.	Lazier	Laziest
	far.	Farther Further	Farthest furthest
	Old	Older	Oldest
	Notorious	more notorious	most notorious
	Good	**better**	Best
	Enjoyable	more enjoyable	most enjoyable
	Healthy	healthier	healthiest

Lesson 10

Ask students to read the note and do the questions. Give, brief explanation where necessary.

Comparative adjectives

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

This car is certainly **better**, *but it's much* **more expensive**.
I'm 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.*
New York is much bigger **than** *Boston.*
He is a better player **than** *Ronaldo.*
France is a bigger country **than** *Britain.*

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: Jan is **the oldest** *and Angela is* **the youngest**.

Week 4 Lesson 3

How to form comparative and superlative adjectives

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

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

Write the comparative and superlative form of the following adjectives.

Answers

	cold	colder	coldest
1.	big	bigger	biggest
2.	careful	more careful	most careful
3.	expensive	more expensive	most expensive
4.	good	better	best
5.	famous	more famous	most famous
6.	modern	more modern	most modern
7.	delicious	more delicious	most delicious
8.	hungry	more hungry	most hungry
9.	happy	happier	happiest
10.	difficult	more difficult	most difficult
11.	beautiful	more beautiful	most beautiful
12.	friendly	more friendly	most friendly
13.	wonderful	more wonderful	most wonderful
14.	bad	worse	worst
15.	sad	sadder	saddest

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.

Ask students to write the Comparative and Superlative forms 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.

Examples 1

Tell them to choose the correct irregular adjectives for the sentences below.

Answers

1. Little
2. worst
3. fewer
4. less
5. Many
6. less
7. worst
8. fewer
9. fewer

Examples 2

Answers

1. noisier
2. fiercest
3. friendlier.
4. bravest
5. hungrier
6. worst

7. most unique

Lesson 12

Present perfect simple tense

Give brief explanation about present perfect and let the students to the activities based on the grammar note.

Here are two basic uses of the ***simple present perfect tense.*** 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

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 has followed 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.**

Example

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

Answers

2. has typed

3.Have you ever eaten

4.have never quarreled

5.have not written

6 .have not been

7.has not seen

8 .has driven

9.have known

10.has been

11.have bought

12.has travelled

13.Have you forgotten

14.have ridden

15.has just flown

16.has recently become

17.have already spoken

18. have not drunk

19.has still not answered

20.have 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 simple present perfect compared

With the simple 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 simple present perfect in these pairs of sentences.

Answers

1a *never read*

1 b never read

2a I had

2b I have just had

3a has he gone

3b Did he go

Complete the sentences with affirmative and negative forms of the present perfect
Answers
1. have read
2. has written
3. has not become
4. have made
5. have not played

Section IV: Speaking

Lesson 14

English Adjectives for Describing Animals,

Tell the students to read the following diagram in pair on animals Discripition

A. **Describing Animals Dialogue:**
Make conversations in pair

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 favorite animal?

B: My favorite animal is_____.

A: Oh really what does it look like?

B: It _____. How about you? What is your favorite 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. **Encourage the students to 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. **animals**

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

Answers

crocodiles

giraffes

taller

kangaroos

faster

C. **Practice on Dialogue**

Let the students give answers first individually and then in group of four

Section VI: Writing

Lesson 16

Writing Descriptive Paragraph.

- As class begins, give students ten minutes to write a description of the lunch they ate today.
- Students share descriptions with a partner, then set aside for a later activity.
- Discuss:
    - What makes descriptive writing interesting to you?
    - Which sense do you think is most important to describe when writing?
    - When is descriptive writing important?
- Gather a selection of picture books that contain good examples of descriptive language.
- Alone or with a small group, allow students to choose a book and find examples of descriptive language. Students should write down their examples.
- Ask students to consider the following:
    - What words were particularly effective?
    - Were any descriptions weak or boring, and why?

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 cow

Cows are 4-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

Encourage the students to write their own descriptive paragraph on farm animals as an example given above.

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: LISTENIN

Lesson 1

Pre-listening

Encourage the class to answer the three questions .Accept as many and appropriate answers as possible.

Pre-teach the basic vocabulary: Take the students attention to the pictures and give brief explanations

LISTENING

Lesson 1

Pre-listening Activity

I. Brainstorming

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:

Encourage the students to read the words and match them with the pictures provided. The students may not be able to define the words in English. In this case, give them the dictionary definitions . You would probably need to conduct some modeling work: pronunciation and drilling.

Matching words with pictures

Answers:

1.cock - D	3. hen- F	5. brood- C
2. cockerel- E	4.eggs –B	6. chicks- A

Definitions:

- cock: an adult male chicken
- cockerel: a young domestic cock
- hen: a female bird, especially of a domestic fowl; a female chicken ;the female of any type of bird
- egg: an oval or round object with a shell laid by a female bird or produced by a female bird and a baby bird develops in
- chicks: a domestic chicken especially one newly hatched; baby chicks are small, yellow and fluffy
- brood= a group of newly hatched chicks

While- listening Activity

Listening 1

While- Listening Activity

Ask the students Listen to the text on Parts of a Chicken or Chicken anatomy read by the teacher. Then, ask them to label the parts of a chicken on the diagram given.

Listening Transcript

A chicken is a bird that has a **comb** on the top of its head. It has two **wattles** underneath its chin. They help it to regulate its body temperature. Chickens have beaks for mouths. Most breeds have yellow beaks, but a few have dark blue or gray beaks. It is made of thin, horn like material and functions to pick up food.

To scratch the soil it has four- **toed** feet with sharp claws on each toe. Chickens stand and walk on their toe/s.

Chickens can not really fly because they have a heavy body and short **wings**. They often sleep on roosts.

In cold weather their toes can stay warm. They live in flocks. Within each group there is a pecking order. Hens lay eggs in a nest. A broody hen will sit on the eggs until they hatch. The hard egg shell protects the embryo while it grows. Chicks are fully grown into chickens within six months.

Answers: Check the picture and insert

1. Beak
2. Comb
3. Tail
4. Wattles
5. Toe
6. Wing

Listening 2

Ask the students to answer the five questions before they listen to the text on Chicken Life Cycle:

Lesson 2

While-Listening Activity

The students listen to the text on the Chicken Life Cycle and answer the questions provided.

Chicken Life Cycle

Chickens are the most common bird on earth. There are about 60 different breeds. Chickens like to live in a group and the groups are called flocks. Each flock has some chicks, some hens and a rooster. Chickens make over 30 chicken sounds! Chickens eat worms, insects, seeds, grains, fruits, vegetables, and lots more.

Chickens don't have teeth; they swallow their food whole into a part of their stomach called the gizzard that has tiny stones in it, which help to grind up their food.

What happens during the first stage of the chicken life cycle?

Egg

The hen lays an egg - they can do this without cockerels. The unfertilized eggs are what humans bake cakes and other foods with and eat cooked as boiled, fried, poached or scrambled eggs. Only if the egg is fertilized by a cockerel, can it become a chick. Chickens lay more eggs when it's warmer. Chicken eggs can be brown, white, blue, bluish green and pink. The hen incubates the eggs by sitting on them to keep them warm.

What happens during the second stage of the chicken life cycle?

Chick

Baby chickens are called chicks. The chick starts its life by hatching from an egg when it is ready. It pecks a hole in the shell with a bump on its beak called an egg tooth. When the chicks first hatch, they are covered with tiny, soft, fluffy feathers called down, but they are wet at first. Down feathers keep them warm.

What happens during the third stage of the chicken life cycle?

Hen or Cockerel

The chick grows up and changes over time into a chicken. Chickens can live between 10 and 15 years and are raised for their meat and eggs. Female chickens are called hens and male chickens are called cockerels. Cockerels are bigger and more colorful than the hens. They do a little dance to impress the hens. Cockerels protect the hens and the hens protect their chicks. Hens are ready to lay their first eggs when they are around 6 months old. When the hen lays and incubates an egg, the chicken life cycle starts all over again! Hens can lay around 300 eggs every year.

Answers:

1. There are about 60 different breeds.

2.Chickens eat worms, insects, seeds, grains, fruits, vegetables, and lots more.

3.Chickens don't have teeth; they swallow their food whole into a part of their stomach called the gizzard that has

tiny stones in it, which help to grind up their food.

4. Chicken eggs can be brown, white, blue, bluish green and pink.

5. The three types of cooked eggs are boiled, fried, poached or scrambled eggs.

6. The hen incubates the eggs by sitting on them to keep them warm.
7. The chick's egg tooth is for pecking a hole in the shell with a bump on its beak..
8. When the chicks first hatch, they are covered with tiny, soft, fluffy feathers called down, but they are wet at first.

Down feathers keep them warm.
9. They do a little dance to impress the hens.

Lesson 3

Post-listening Activity

- Elicit answers from the students on the life cycle of chicken and implications for raising chicken.
  Randomly ask the students to share their answers with the whole class. The picture on The Life Cycle of
  Chicken is self-explanatory. Invite them to describe it.

Lesson 4
READING

Pre-reading activity

Ask the students to briefly tell their answers after the pair /small group work. You may also call their names randomly …Encourage them to tell their expectations based on questions number 2 and 3.

While-reading Activity

Encourage students answer the questions based on the textual information or the passage .

I. Answers

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

Answers (MCQ)

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

Lesson 5

Ask students to read the reading text again and do the questions in the textbook.

II. Answers

1. Domesticated chickens are in captivity because they are kept in a in a place such as man made houses or live together with human beings , park or zoo instead of living in their natural environment. As a result, their overall movement is not free rather it is restricted.

2.The three general categories of breeds of poultry are laying breeds, meat-producing breeds and dual-purpose breeds.

3. The two benefits of poultry farming are economic gains/supplementary income and nutritional support.

III. Vocabulary in Context

Answers

A. Matching

1. I.	5.H	9.P	13.D
2.O	6.K	10.G	14. C
3.N	7.J	11.F	15.B
4. M	8.L	12.E	16.A

B. Blank filling

1.feeds	5.rooster	9.breed	13.plumage
2.returned	6. Lay	10. Booming	14. terrific
3.fetch	7. molting	11. rear	15.domesticated
4.gain	8.captivity	12.docile	16. hatched

Lesson 6

Post-reading questions

Allow the students to work in pairs after they have written down their individual answers. Go around the class and supervise each pair and provide necessary feedback.

Reading 2

Lesson 7

While-reading Activity

Ask students to answer the questions in the student's textbook based on their reading of the facts presented in the box .

Possible answers

1.

-That chicken waste supply electricity

- feather as a raw material of good paper for filters or decorative wall paper

- chicken able to travel up to 9 miles an hours

2.

– paper

- filters

- decorative wall paper

True or False items

3.False 4. True 5. True 6. True

References

7. Wild Red Jungle Fowl .

8.chicken .

9. A hen.

Words meaning

10..domesticated = trained to live or work for humans; converted or adapted to domestic use

11. feed = to give food or give as food; to take food into the body

Section 3:VOCABULARY

Lesson 8 : Word Study

I. Matching the picture with a word

Ask the students to look at the pictures and write the most appropriate word to describe them. Then, tell them to compare their answers with their partners.

Answers

A. hen B. cock/rooster C. chicks/ poults D. a group of chicken is called a flock

E. rooster and hen

Use the pictures to help the students understand the meanings of vocabulary words in the context of the texts. You may need to conduct some pronunciation work through some drill work.

II. Allow and encourage the students to study the pictures with the words.Then ask them to tel their answers.

Answers:

1.comb	6.flocks	10.hatch
2.wattles	7. pecking order	11.shell
3.claws	8.nest	12.chicks
4. wings	9.sit on	13.spurs
5.roosts		

Section 4 :GRAMMAR

Lesson 9

Direct the students' attention on the various topics of grammar, namely Infinitives, Transitive and Intransitive verbs, select modal auxiliaries. Instruct them to read the notes reasonably slowly and give

brief explanations on the form, meaning and use with contextualized examples from the Unit.

Activity III: Top of Form

Affirmative or negative forms of must or have to and has to.

Answers:

Top of Form

1. must	6.has to	11. have to
2. don't have to	7. must	12. have to
3. don't have to	8. have to	13. must not
4. must	9. hve to	14. must
5. have to	10. must	15. have to/ don't have to

Lesson 10

Before the students do this activity, ask them some oral questions to recap what they have learned in the previous lesson.

Activity IV: Need/Needn't ; Must/Mustn't

Answers:

1. B	8.C	15. C
2. C	9.A	16. A
3. A	10.A	17.C
4. A	11.B	18. C
5. A	12.B	19. C
6. B	13.A	20. A
7. B	14. B	

'Find someone who' Activity

This is a practical activity demanding the students to practice using the modal HAVE TO in context.

Give a brief explanation on the following examples elicited from the table:

Student A: Do you have to get up early tomorrow morning?

Student B : Yes, I do!

Student A : Why do you have to get up early?

Student B : I have to get to class on time

Tell the students to fill in brief and relevant answers in the table according to the example given.

Lesson 11

GRAMMAR

An infinitive

Give brief explanation about the use form and meaning of infinitives with examples. Let them do the questions individually. Then ask them to compare their answers with their partners.

Answers:

1.eating 4.to live 7.playing

2.Making 5.stinking 8.wasting

3. Getting 6.living 9.smoking

10. to do 11. To learn 12. To go 13. to send

Section 5 : SPEAKING

Lesson 12

Activity: Using Action words

Describing process

Remind the students to refer to their notes from the listening activity and describe how chicken comes into being. The action words must be identified from the Listening activity. Help them identify the same as found necessary. The picture in the students' text book (Hen Life Cycle) is very useful in simplifying the description practice.

The individual work is meant to be action word identification practice towards having a complete description of the life cycle of hen. The pair work is meant to allow the students speak in turns in describing the hen life cycle with the appropriate language extracted from the listening activity.

First	Next	Then	Last
- lay an egg - keep the egg warm	-hatch from an egg -peck a hole in the shell	- chick grow up - change	- become hen or cockerel

Direct and encourage the students to Speak in complete sentences about the hen life cycle. You may need

to have some pronunciation work through some work of drilling and modelling. Randomly invite students to orally describe the hen life cycle to the whole class. Give any necessary input as found necessary as well.

Lesson 13

Activity : Oral Description

Direct the students to work in pairs based on the instruction

Lesson 14

Activity : Discussion

Direct the students attention to the textual information which summaries the theme of the Unit.

Then, organize a group work. This activity enables the students to develop their inquiry and presentation skills in English.

Section 6 : WRITING

Lesson 15

Classification, Description and Definition

Students will be exposed to examples of expository writing characterized by a technique of classification, description and definition towards developing a paragraph on Poultry.

Direct the students to the reading passage entitled "Poultry" to answer the guiding questions provided.

Definition: What are poultry?

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)

What are layers?

Layers: Chicken reared for their eggs are known as layers

What are broilers?

Meat-producing breeds: Chicken reared for meat are called broilers.

Classification: Different breeds of poultry

Poultry can be placed into three general categories: Laying, meat-producing and dual-purpose-breeds

Different breeds of poultry		
Laying breeds	Meat-producing breeds	Dual-purpose breeds
• Lay eggs • the White Leg-horn • Red Sex Link • Black Sex Link	• Cornish breed: a cross between the Cornish and the New Hampshire or Plymouth Rock • broad breasted • larger than the laying breeds • grow rapidly • feather rapidly • weigh five pounds or more at eight weeks	• The classic backyard chicken • hardy • self-reliant • large-bodied • Examples: - Rhode Island Red breeds -New Hampshire breeds • High yielding foreign breeds or exotic breeds: - American -Asiatic - English - Mediterranean

Sentence level writing

Examples

- There are different breeds of poultry.(Simple sentence)
- Poultry are grouped in to three types: laying breeds, meat-producing breeds and dual-purpose breeds.
  (Simple Sentence)
- The laying groups have three known breeds: the white Leghom, Red Sex Link and Black Sex Link
  .(Simple Sentence)
- The Cornish breed is a known meat-producing poultry.(Simple sentence)
- The meat –producing breeds are larger than the laying breeds.(Simple sentence)
- The meat-producing breeds grow rapidly.(Simple sentence)
- The meat-producing breeds feather rapidly.(Simple Sentence)
- The meat-producing breeds grow and feather rapidly.(Compound sentence)

- The meat-producing breeds weigh five pounds or more at eight weeks.(Simple sentence)
- The dual-purpose breed is the classic backyard chicken.(Simple sentence)
- The dual-purpose breeds are hardy, self-reliant and large bodied. (Compound Sentence)
- Examples of the dual- purpose breeds are Rhode Island Red and New Hampshire breeds.(Simple Sentence)

Lesson 16 : Paragraph Writing

Sample Paragraph developed from the complete sentences:

There are three breeds of poultry. They are laying breeds, meat-producing breeds and dual-purpose breeds. The white Leghom, Red Sex Link and Black Sex Link are the three known laying breeds. The meat-producing breed are larger than the laying breeds .They grow and feather rapidly. So, they weigh five pounds or more at eight weeks. The Cornish breed is a known example. The dual-purpose breeds are hardy, self-reliant and large bodied. Examples of the dual- purpose breeds are Rhode Island Red and New Hampshire breeds.

The pair work :This mode of delivery exposes the students to the practice of peer correction and feedback as of the instruction.

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

Students are introduced to the concepts of air pollution, air quality, and climate change. You should focus on the prerequisites for understanding air pollution. Then let the students answer the questions in groups of three.

Possible answers

1. Air pollution is **a mixture of solid particles and gases in the air**. Car emissions, chemicals from factories, dust, pollen and mold spores may be suspended as particles. Ozone, a gas, is a major part of air pollution in cities. ... Some air pollutants are poisonous.

2..Today, pollution levels in many countries, including Ethiopia exceed national air quality standards for at least one of the six common pollutants: Although levels of particle pollution and ground-level ozone pollution are substantially lower than in the past, levels are unhealthy in numerous areas of the country.

3. Air pollution in Ethiopia is caused mainly by vehicles, followed closely by industry, then by domestic emissions. Controlling air pollution has always been a **challenge** in Low and Middle-Income Countries (LMIC) and Ethiopia is no different.

B. Before you listen to the text give the meanings of the following words in groups of

three.

biomass , combustion ,undeniable, inhaling

Answers

biomass (n.) plant and animal material, especially agricultural environment, measured in terms of weight per unit of are

combustion(n.) the burning of fuel in an engine to provide power

undeniable (adj.)unquestionably true or real and beyond dispute

inhaling () to breath in, or draw a gas, liquid, or solid into the lungs through the nose or mouth

Listening Transcript

Air pollution in these countries is characterized by the burning of **biomass** in household stoves and the use of adulterated liquid fuels. Using such fuels in the home affects women and children as they are the ones breathing in the polluted air. As a result of breathing in this polluted air from the **combustion** of organic matter, it is estimated that it claims the lives of 50,000 people, annually, and adds 5 per cent to the health burden of disease.

The growing problem of motor vehicle usage and industrialization adds to the dirty air. Whilst this is **undeniable**, the lack of real data is in itself causing a problem. The lack of air quality data makes policy decisions in LMIC countries heavily dependent on potentially irrelevant evidence generated from non-LMIC settings.

Key transport-related air quality challenges are as follows: - the rapid increase in vehicle numbers in major cities, driven by increased urban population, economic development and urbanization, old vehicles, poor maintenance and inefficient public transport are factors driving up emissions in the transport sector. It is estimated that more than 50 per cent of Ethiopia's vehicles are more than 15 years old. Vehicles of that period are not fitted with the latest technology which greatly reduces harmful emissions. There is no age restriction on all imported motorcycles.

Another pilot study conducted in a cross-section of homes in Addis Ababa focused on **inhaling** the smoke of roasted coffee beans during a traditional coffee ceremony.. The traditional coffee ceremony, which often involves inhaling the smoke of roasted coffee beans, is a short but recurring household activity in Addis Ababa. It is often performed up to three times each day.

While-listening Activity

1. Tell the students to listen a text about Air Pollution. Write short notes as they listen, and be ready to discuss them in small groups.
2. Let the students look at the table below and match Column B with A

Answers

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

Lesson 2

Post-listening Activity

Encourage the students to write their answers individually and then report them to the whole class. The teacher moves round and listen to the discussion made by the students. Then invite some groups to report their work to the whole class.

1. Exposure to high levels of air pollution can cause a variety of adverse health outcomes. It **increases the risk of respiratory infections, heart disease and lung cancer**. Both short and long term exposure to air pollutants have been associated with health impacts. More severe impacts affect people who are already ill.
2. The process of accumulation of nutrients, including nitrogen, in water bodies, often results from air pollution. Nutrient overloads in aquatic ecosystems can cause algae blooms and ultimately a loss of oxygen, and of life. As ecosystems are impacted, so is the biological diversity.

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…

A. **Practice making a conversation**

Ask students to 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

Ask students to practice the dialogue between Hanan and Kedija. Tell them to switch the roles. Go around the class and give feedback.

Lesson 5

B. Ask students to practice the dialogue in pairs using the expressions of asking and giving opinions about air pollution. Finally, ask some pairs to perform the dialogue infornt of the whole class.

Section III: Reading I Lesson 6

Pre-reading Activity

Let the students work individually first and then discuss their answers in groups of three. Accept as various responses as possible.

While-reading Activity

A. Tell the students to write 'true' if the statement is correct and 'false' if the statement

is incorrect according to the passage.

Answers

1. T
2. F
3. T
4. F
5. T

Lesson 7

Reference Questions

Encourage students to do the reference questions based on the reading text.

Answers

1.Carbon

2.urban dwellers

3. 64 percent

4. 3,300 rural house holds

5. Another study carried out …….

C. Vocabulary

The following words are written in bold in the reading text. Let the students write their contextual meanings in your exercise book.

Answers

1.something that is burned to provide power to heat

2.somebody or something corresponding to another

3.in size , number, extent, degree the decreasing of something

4. impurity

5. to be greater than something in quantity, degree, or scope

Lesson 8

Post-reading Activity

Let them write a short paragraph individually on their contribution to clean the air and report to the class.

Listening II

Lesson 9

Pre-listening Activity

Tell the students to discuss and answer the following questions in groups of three before they listen to the listening text.

Answers

1. Air pollution in Ethiopia is caused **mainly by vehicles, followed closely by industry, then by domestic emissions**. Controlling air pollution has always been a challenge in Low and Middle-Income Countries and Ethiopia is no different.

2. As a result of the harmful smoke emitted from the combustion of biomass fuels, indoor air pollution is responsible for more than 50,000 deaths annually and **causes nearly 5% of the burden of disease** in Ethiopia. Very limited research on indoor air pollution and its health impacts exists in Ethiopia.

B. What do the following words mean?

Answers

A. a difficult or worrying responsibility or duty

B. the experience of coming into contact

C. sensitive

D. tuberculosis an infectious disease that causes small rounded swellings tubercles to form on mucous membranes

E. an inflammation one or both lungs

F. searching for something

C. Ask students to guess what they see in the picture.

What does the future hold with regards to air quality in Ethiopia?

Due to the high concentration of internal air pollution in Ethiopia, the national estimates of the **burden** of diseases such as lower respiratory infection and chronic obstructive pulmonary diseases is high. According to a report by the Ministry of Health, 1,262,908 (5%) cases of acute upper respiratory infections and 5 per cent of pneumonia cases (7% of total hospital admissions) that might be linked to air pollution occurred in 2010/11. A further 2 per cent of admissions were due to tuberculosis which was said to be due to the poor air quality. The number of patients **seeking** hospital treatment as an out-patient is very high amongst children under 5 years. Pneumonia was the main reason for those seeking help and the second greatest cause of death. In 2010-2011 **pneumonia** accounted for 23 per cent of hospital admissions for the under-fives and accounted for 13 per cent of their deaths.

Tuberculosis, respiratory tract infections and asthma accounted for about 17 per cent of all deaths in Addis Ababa, according to a survey conducted in 2006/7. All are diseases which may have a direct link with poor air quality.

A study carried out in Jimma studied the effects of living near busy highways on respiratory symptoms and **allergic** sensitization. Traffic volume and distance of the household location from the nearest main roads were considered as factors in the assessment of the effects of this type of **exposure.** The study reported a significant relation among those living within a 150 m distance from the road, and those who lived in a more remote location. This shows an increased risk in the prevalence of wheezing among the residents considered in the study.

Ethiopia already has almost 1000 kilometers of electrified rail tracks and is hoping to extend this network in the future. It is hoped that another 5000 kilometers will eventually be added.

While-listening Activity

Let them listen to the text again and choose the correct answers

1. B. pneumonia

2..A. tuberculosis

3. C. poor air quality

4. B. very high

5. A. respiratory symptoms and allergic sensitization.

Lesson 10

Post-listening Activity

Students are told to write a summary about air quality in Ethiopia and report to the class.

Reading Two

Lesson 11

Pre-reading Activity

Before they listen to the lecture, students are told to work in pairs and discuss their answers to the following questions.

While-reading Activity

A. Let the student complete the following table based on the listening text

Answers

Some of the industries contribute to Ethiopia's air pollution			
Name of the industry	products	Name of the industry	Products
agro-based industry	beverages	Cash crop industry	coffee to spices
	Eggs		beeswax
	Milk		honey
	Meat		fruit
	textiles		flowers
	leather		vegetables

Lesson 12

Post- reading Activity

Tell the students to work in group of three and answer the following questions. Then let the secretary of each group report the work to the whole class.

Encourage the students to 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.

Section IV: Grammar

Lesson 13

Give brief explanation about passive voice and ask students to do the activities given.

Passive

I. Active and Passive Voice

Changing 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 + 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.

Read the following sentences. 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. She adores kids. (Active) (Subject – she; verb – adores; object – kids) Kids are adored by her. (Passive)

Exercise

Change the following sentences in the active voice into the passive voice.

Answers

1. We are helped by him.
2. Patients are treated by doctors.
3. Students are taught by teachers.
4. Children are brought up by parents.
5. Our country is loved by us.
6. Houses are built by masons.
7. Furniture is made by carpenters.
8. Cars are repaired by mechanics.

Rewrite the given sentences in passive voice.

Answers

1. Films are watched by Tesfaye
2. The people speak English.
3. Volleyball is played.
4. A song is song
5. photos are taken
6. housework is not done

7. The children was helped
8. The flowers are watered
9. The flowers are Watered

Lesson 14

II. Present continuous Active and Passive

Encourage the students to change the active voice into passive voice. Tell them to compare their answers to compare with their partners.

Rewrite the sentences active into passive

Example:

Ali is drinking a cup of tea.
A cup of tea is being drunk by Ali.

Answers

1. The car is being washed by Anteneh.
2. The cows are being made by my mother.
3. A picture of him is being taken by his sister.
4. A poem is being written.
5. Football is not being played.
6. A suit is not being worn.
   a. Is the party being prepared?
   b. Is the meeting being held?

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.

Lesson 15

Changing a negative sentence 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.

Changing an interrogative sentence into the passive.

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.

Active: Are the masons building a house?

Passive: Is a house being built by the masons?

Active: Who is waiting for you?

Passive: By whom are you being waited for?

Active: Whom are you waiting for?

Passive: Who is being waited for by you?

Active: Why is he not learning his lessons?

Passive: Why are his lessons not being learnt by him?

Active: Whose father is helping you?

Passive: By whose father are you being helped?

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.

The case is being discussed right now.

Answers

1. The books are being in the wrong place.
2. A lot of night clubs are being closed in this area due to the noise.
3. Some work is being done on my teeth.
4. The old flats are being pulled down around here.
5. The coffee machine is being used just now.
6. A motorway is being built across our land.
7. Is that person is being watched by the police?
8. Can you tell me if the pool is being opened now?
9. This problem is being dealt with.
10. These trees are being cut down in the end.

Let the students to interview each other on a given topic. The students should be told the purpose of the interview and complete the sentences, individually or in pairs, with this in mind. Have the students share their questions with the class. After the interview, the students report the gist of the conversation to the class. If the interviewee agrees, the interview may be recorded and played back for the class.

A policeman is interviewing Sara about the event happened last Friday

Example

Policeman: What time …….(you/get) home from work ?did you get

Sara: At about six o'clock.

Answers

Policeman: 1did you do

Sara: I read the news paper.

Policeman: 2.you read

Sara: 3.rang

Policeman: 4.did you do

Sara: 5.drank

Policeman: Did you and your husband stay at home?

Sara: 6.didn't drink

7.went

Policeman: 8did you put

Sara: 9.didn't rain

Section V: Writing

Lesson 16

Let the students to match Causes of air pollution with effects of air pollution, and then write the paragraph with the complete sentences that you have matched.

Causes of air Pollution	Effects of air pollution
• The Burning of Fossil Fuels. ... • Industrial Emission. ... • 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 1:LISTENING

Lesson 1

Pre-listening Activity

A. Encourage the students to reflect on their lives as students and their understanding of the value of hard-work their level best.

B. Students should interpret the pictures. You may need to give them some clues or inputs on hard work in contrast to smart work.

C. Vocabulary: Allow some time for the students to read through the basic vocabulary. You may also need to conduct some drill to help them read and pronounce the words :

While – Listening Activity

Ask students to listen to the listening text and answer the questions based on the text. Read the text in average speed.

Listening 1

Hard Work

Hard work is the real wealth of a man. No one can achieve success without doing hard work. Hard work is the key to success. A person can achieve his goal only with the help of hard work. Hard work helps you overcome laziness, procrastination, fear of failure, and your bad habits.

An idle person can never gain anything if they sit and wait for a better opportunity to come. Hard work always pays off. Hard work starts from where we stop looking for alternatives. Laziness and not performing well makes one's life distressed and only hard work can turn it into beneficial. It has always been up to students to put in the hard work and make the scores. Students who would want to do their best will attend class regularly, and work on assignments and study using their time wisely by putting their maximal effort on their lessons.Lazy students do not use their time wisely and focus on something else ,such as watching movies ,playing games ,enjoyment or recreation instead of their subjects and assignments.

Some people give more importance to their luck rather than working hard. And later on, when they fail, they blame their luck only which is very absurd. What can luck do if a person himself is not ready to work hard? But a lazy person is a problem for himself too. A poor can gain wealth and become rich by working hard.

Let me speak on qualities of hard working people in general and students in particular …… What are they? These qualities are commitment, detail-orientedness, and discipline among other qualities.

Commitment/dedication

Hard working people are committed or dedicated. Hard-work needs commitment. To achieve anything in life, one has to commit to continuous hard work, which will lead one to the height of achievement. There is no shortcut to success, only one's persistent efforts can turn our goals into reality. If you want to be successful in the long run, you have to put long hours into work. You have to start early, before everyone else, and you have to stay up late when everyone else is already enjoying their afternoons and evenings. That means saying no to distractions for a long time, not wanting fast results but being patient and believing in the process .

Consistency is the sign of a hard worker. Hard work brings more results on a consistent basis .It requires action .The action itself leads to more action and at any moment of the day, you're building momentum and making sure your journey continues.

Detail - oriented

Hard-working person is detail- oriented. He/She has the ability to focus on details and make specifics their top priority. This is something many students don't have, for example. It's important to pay close attention to specific details and to understand every detail, large or small; it matters more .If we take the English word, break, for instance, it has so many meanings depending on the context of its use. A student, who consults an English-English dictionary of current English, comes across more than 12 meanings of the word used as a verb and a noun. A detailed-oriented student will not limit his study to the specific meaning of the word he/she needs for immediate purpose .e.g. break (v)= interrupt or quit/stop. He/She also on the way learns/studies the other meanings of the word, as well.

Discipline needed

Hard work involves bringing discipline in work and life. It helps in the optimal management of time and efforts to make your input more productive. Hard work helps you build discipline. For example, no athlete truly deserves a medal before investing years of his/her life into training ,before getting his/her body ready to endure it, before building the qualities necessary to become a champion and developing the mindset of a winner. The same applies to your life as well-no matter if it is work- related, or school – related. Millionaires also weren't that good at handling their money ,investing wisely or networking .It took them years ,trial and error ,and patience to make a fortune. So, the hard work, together with the time it takes, is a must on your journey to success.

Lesson 1

Answers:

1.Qualities of **hard-working** people in general

- Commitment/dedication
- Detail-oriented
- disciplined
- Patience
- Consistency

1. B

2. D

3.D

4.No, but the writer suggested it is a must on ones journey to success

5. the benefits of hard –work :

- Hard –work is key to success.
- Hard-work pays off.
- ..enables achieve goal.
- ..enables overcome laziness, procrastination, fear of failure and bad habits.

6. Hard-work needs commitment and consistency.

7. Consistency is the sign of hard-worker.

8.False

9.True

10.False

Lesson 2 :Vocabulary

Tell students to do the vocabulary activities based on the listening text. Give chance to various students to guess their answers.

Answers

A.Matching

1. E	4. G	7. A
2. D	5. H	8. B
3. F	6. I	9 .C

B.**Gap –filling to make sentences complete**

1. optimal	4.distressed	7. procrastinating
2. height	5.pay off	8.distraction
3. lazy	6. idle	

Lesson 3

Listening 2

Ask the students to copy the table on their exercises. Then read the text a slowly. If they fail to get the idea, repeat them once.

Smart Work

Unlike hard work, smart work allows you to accomplish your goals faster. Smart work means to put effort and passion in to your work but do all the work intelligently and smartly and accomplishing the goals. Smart work is done by more use of the brain and techniques and less use of physical efforts.

Smart work is when we get the work done through planning and people without any physical stress.- Smart work leads to work done at minimum cost. Of course, smart work fails sometimes.

What are the elements of smart work? What are the main elements of smart work?

Attributes such as intelligence, cognitive ability, and adaptability are often associated with a smart worker.

Purpose driven and strategic

Smart work means choosing the right way of studying a subject .For example you don't study English the same way you study mathematics. Smart students have a clear picture of what they really want in life. They have a very clear picture of their desired final outcome or endgame from the very beginning. Because they know what they want, they can build their strategy much more easily and make better choices in the process. You can't work smart if you don't know what you want. Smart students and workers know what they want and they fight for it with much more than just hard work. They have a strategy.

Learn from and work with others

Smart students and workers have no problem standing on the shoulders of giants. They have no problem in taking off and continuing work based on the good past performance of other well-to-do students and people. **Smart students and workers like to share, network, and learn from others.** Smart students also have no problem with asking for help. They know that most people love to help others. Thus, they have no problem with asking for help and helping others. Smart workers want to hang out with people who are smarter than them and who are superior in some way; and then they want to learn as much as possible. Smart students very carefully choose who they spend time with.

They spend quality time with a few people who bring the most value to your life and vice versa.

Time management skills

One very important life management skill is time management. Smart students are very well aware that time is the most precious resource they have. They value their time the most in life. Thus, smart workers learn how to manage their time wisely. They do not waste their time on less important things and activities.

==========EW IDEAS & BEST TIPS

In conclusion, hard work ensures success in any area of life. It demands discipline, dedication/ commitment, determination, focus and consistent work. Hard work and smart work go hand in hand. Smart work is the fruit of hard work. To master the qualities of smart work, one needs to work really hard in the beginning. The planning is the biggest difference between hard work and smart work. There is no denying that people need to work hard to create a foundation for great achievements. However, if students work smart, they can do the same amount of work faster and efficiently. We need to work hard as well as smart to achieve success in our lives. Only one of both will not be sufficient in this modern world of the 21 st century. Every person, who wishes to be successful in life, has to play the dual role of being a smart as well as a hard worker. Both are not exclusive to each other, but most often go hand-in-hand.

While-Listening Activity

Answers: Hard work and smart work compared 1.

Hard work	Smart work
• demands discipline • dedication/commitment • determination • focus • consistent work • dictates smart work • foundation for achievement/ success	• goals accomplished faster • intelligent and smart work(intelligence) • more use of the brain(cognitive ability) • less use of physical efforts • involves planning • purpose driven and strategic • work done at minimum cost • learn from and work with others • adaptability • Time management skills

2. The difference between hard work and smart work is outlined in the table above. You may arguably emphasize that hard work involves more use of physical efforts while smart work is done by more use of the brain(intelligence).

3. C 4.True 5. False 6. False

7. Yes

VOCABULARY

A.

Answers: Matching

1. O
2. N
3. M
4. L
5. K
6. J
7. I
8. G
9. F
10. E
11. D
12. C
13. B
14. A

B.

Answers: Filling blank Spaces

1. picture	6. deny	11. fail
2. precious	7. master	12. passions
3. exclusive.	8. fruits	13. effort
4.accomplish	9. ensures	14. goal
5. dual role	10. desired	

Lesson 4

Post- listening Activity

1. Encourage the students to share their opinions based on the textual information.

2

	Work type description	**Hard work**		**Hard work and Smart Work**
1	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.			✓

2	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 home-work/an assignment feeling focused and positive.In order to be more productive, I have short breaks in between my work to stay engaged.		✓	
3	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.	✓		

Questions 3 - 5 : Encourage the students to participate in small group discussions on the bases of the textual information. Give a brief explanation, with examples of complete sentences.

Section 2: SPEAKING

Lesson 5

Speaking: Expressing opinion-agreement –disagreement

Present the expressions of opinion, agreement and disagreement to the whole class. Direct the students' attention on pronunciation of the phrases or expressions. You may even need to conduct some drill work towards enabling the students accurately and flexibly using the phrases or expressions.

Mode of delivery :Individual work- pair work and small group work(Pyramiding technique) ought to be utilized.

Direct/Conduct all of the individual, pair work and small group work activities (Activity 1 to Activity 5) based on the instructions. Remember that more attention is given to accuracy work. Fluency work should follow the accuracy work in a balance manner based on the ability of the students..

Lesson 6

Ask students to study the most frequently used expressions on stating an opinion and asking for an opinion and to work in pairs. Ask them to sit in pairs. Guide them to play the game given and other activities based on the instructions in the textbook.

Lesson 7

in this lesson there are two activities that can be done in pairs and in small groups. Read the instructions given in the student's textbook carefully, and help students to practice. Supervise every pair or small group and provide feedback where necessary.

Lesson 8

Activity 5: Whole class discussion

Encourage the students to participate in the whole class discussion. You may need to give them some examples. Also, invite volunteer students to speak first.

This activity gives you a substantial feedback on how effective were the accuracy and fluency focused activities in the preceding lessons.

Section 3: READING

Lesson 9

Pre-reading Activity

Ask the students to answer the brainstorming questions .Make sure that they understand the words athlete and businessman correctly. You may need to give brief explanation and some drill work.

- athlete : a person who is proficient in sports, especially one who competes in track and field events

- business : a person's regular occupation or trade; the work of buying or selling products or services for money

Ask the students to guess which words they think appear in the text they're going to read. Direct them towards checking whether their guesses are right or not through scanning.

Scanning answers:

- *committed*,
- *hard-working*,
- *discipline/disciplined* **and**
- *patient/patience*

Answers :While-Reading Activity

Ask students to do the comprehension questions based on the reading text.

1. C .

2. Coffee is the mainstay of the Ethiopian economy. It is the country's largest export commodity .It would be very profitable cash crop .It is a lucrative business-It has already proven to be a profitable business creating job opportunities for about 600 people too.

3.Subtract the year 2010(the year Haile Resort was established in Hawassa from the current year(2021).Hence,2021- 2010= 11 years.

4.Haile focused on marathons and road races in his career after May 2015.

5. The adjectives which describe Haile based on the passage:

- patient ,disciplined ,talented, busy ,committed , and hard working

6. famous 7. burgeoning 8. lucrative 9. squander

10. False 11. False 12. False

13. Haile 's recondition for investment : the project must earn him at least 10-20 percent profit

14. Abebe Bikila

References

1.Haile Gebresillasie

2.wining the 1500 school race

3. the businesses

4.the establishment of Haile Resort in Hawassa

5. many runners

Lesson 10

Post –Reading Activity

Direct the students to the Activities in A and B.

The small group discussion plus the inquiry and some research they are asked to make enables them to practice using the language beside developing their presentation skills.

Lesson 11

In this lesson , research skills ,presentation skills and discussion are promoted towards developing the students ability to express themselves in the target language. Encouragement and useful input and feed back are essential.

Some tips:

1.

2. **Which of the following describes hard work?**

The following activities/ tasks are not hard work. They are regular work. They are your routine- the stuff that you and every other human being does every single day.

- What we do on a day- to- day basis
- What we have to do to survive
- Your School attendance and doing your homework/assignments
- 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
- 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

Section 4 : Vocabulary

Lesson 1

I. Vocabulary Matching (synonyms and antonyms)

1. F 2. E 3. D 4. A 5. B 6. C

II. Blank filling

A.

1. inactive 2. idle 3. indifferent 4. lazy 5.careless 6. tiring

B. Matching (synonyms of hardworking).

1. F 2. D 3. C. 4. E 5. A 6. B

C. Blank filling

1.hard working 3. busy 5. industrious 7. dedicated

2.active . 4. diligent 6. tireless

Section 5 :GRAMMAR

Lesson 13

Past perfect tense

Take the students attention to the form ,meaning and use of The Past Perfect Tense with brief explanations and exemplification on the bases of the notes and examples given in the student's textbook.

Answers

Activity I: simple past or past perfect simple

1. woke up , had already prepared 5. had already typed , crashed 8. had known , met
2. went ,had invited 6. arrived , had run 9. did not know , had told
3. had heard, went and called 7.had never thought 10.had been , began
4. started , had already learned

Activity II: Using the Past perfect Tense

Check whether the students wrote out something they did in the past and its specific time in the past . Accept as many answer as possible.

Here below is an example:

Something done in the past	**Past times**
applied to school	in June
bought exercise books	Yesterday
visited my uncle	last week
studied English	last night

Then randomly ask the students to answer the questions under 2, 3 and 4.You may need to give brief explanations and an example.

Lesson 14

Activity III :What things have you done recently ?

Elicit as many sensible answers as possible from the students and give some inputs. Conduct the brainstorming activities (individual work),pair works …in harmony with the respective instructions in the student's textbook.

Examples:

' I had already applied to school in June'.

- I ***studied*** history ***yesterday morning***.
- I ***finished*** the book ***this morning***.
- I ***washed*** my clothes ***yesterday afternoon***.
- I ***visited*** my grandmother ***last Monday***.
- I ***helped*** my younger brother study ***last Tuesday***.
- I ***helped*** my father in the farming field ***last Saturday***.
- I ***wrote*** a letter to my father abroad ***last week***.

Section 6 :WRITING

Lesson 15

Activity A

Sentence level writing

Answers in complete sentences:

1.What should students believe in to be successful?

Students should believe in hard work than money or luck to become successful in life.

2.What must a person do to get success?

A person must work hard to get success.

3.Does hard work have a reward?

Yes, hard work has 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 ?

Haile used to cover approximately two hundred kilometers per week. He used to running around the stadium and his place of residence in Addis about 4 hours daily as part of his training.

5.Which basic principles are credited by Haile to his achievement ?

Haile credits his achievement to three basic principles: commitment, discipline and hard work.

Lesson 16

Paragraph writing

Using conjunctions or cohesive devices

Ask and direct the students *to answer the guiding questions(5 in number) after allowing them to listen to your reading of a sample argumentative paragraph .Next, guide the students to answer the questions in complete sentences based on the questions given. Remind the students that a* complete sentence has a subject-verb- and Complement/object.

The conjunctions and, but, or, yet, so are the most frequent linking words.
Give them some examples to help them understand how they are used to form a compound sentence out of simple sentences.

Help the students to use appropriate cohesive devices or conjunctions from the paragraph read to write a persuasive paragraph.

Peer correction: Encourage the students to help or learn from one another. Check whether the partners read each others' piece towards having an improved version. You may need to write the sample argumentative paragraph on the board after randomly inviting the students to reading their version of the argumentative paragraph.

You need to give a brief explanation on the structure and organization of an argumentative paragraph.

The following outline of points should be identified from the paragraph.

Argument

- Point
- Evidence
- Explanation
- Link

Point

- Start with a strong sentence starter.
- Answer the persuasive topic.
- Include the argument

Evidence

- For example,……
- For instance,……

Explanation

- This means that,…..
- Because of this,….

Link

- It is clear that….

- As a result,…..

- We can therefore see that….

The Activity is a form of controlled writing known as a dicto-composition. In this kind of exercise, a paragraph is read at normal speed ,usually two or three times, after that the teacher asks students to rewrite the paragraph. The teacher also can write the key words on the board.

Here below is the Persuasive writing (paragraph) sample:

Students should believe in hard work than money or luck to become successful in life. I would argue that life is never about winning money. It's about winning prestige, honor and an unforgettable position in the society through hard work. There are several reasons why hard work is important contributor to success in life than money or luck. First reason is that working hard is always rewarded- earning a lot of money or gaining personal achievements. If Haile Gebresillassie and the other great athletes of our country had not worked hard for getting reward for themselves and the country, then they might still be poor. Another example is Samuel Tafesse. Samuel did not have a smooth childhood nor a financially stable family background which even led him to drop out of school at one point because of fees. But with determination and hard work, Samuel Tafesse is now founder of Sunshine Construction Group. His company now engages in large-scale road and bridge projects, large scale real estate developments, the building of residential properties, hotel and commercial building. In my opinion there is no shortcut to success. You need to work hard because success demands dedication. Success does not come on its own. You have to work hard to get it.Secondly, I don't believe in luck taken as a significant contributor to success in life. Yes, luck plays a positive role. But the work you do only decides your destiny and luck. If a man lives on the fate of luck, he will never succeed in life. I would say that success is the main consequence of hard work This means that,what a man earns by the sweat of his brow gives him sweet fruit than what he gets by a stroke of luck .Many things acquired by consistently hard work are much than those who get by chance. For instance, what makes Thomas Alpha Edison great? What makes Haile G/Sillasie great ? The Edison was working for 21 hours a day, and he sleeps only for 2 or 3 hours on the Laboratory tables with his books as his pillow. Haile Gebresellasie used to cover approximately two hundred kilometers per week. He used to running around the stadium and his place of residence in Addis daily about 4 hours a day as part of his training. Haile credits his achievement to three basic principles :commitment, discipline and hard work. America's famous president Abraham Lincoln was born in a log cabin in the forest. He could not afford a lamp and read borrowed books with the light of the fire in the hearth. And yet by means of hard work, he rose to be the greatest man of his time.

They exerted an enormous amount of hard work over many years. It is therefore wrong to say that to achieve success and fame one should be lucky enough. With consistent hard work and commitment, one can build his/her knowledge and become successful. The luck is always with the people who struggle day and night for the achievement of their goals. **The world we live in today is the result of hard work and struggles of many talented people.** To conclude, h**ard work is rewarding.** It will bring you luck, fame, money, motivation, and almost anything you want.So never hesitate to hard work for success. It is important that you should be dedicated, sincere, punctual and hard working to your goals. So, do not fear hard work.

UNIT EIGHT :

FIRST AID:

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

Tell the student to answer the following questions in groups of four before they read the text below. Then, let them listen the text to see if they are correct.

Answers

1. Meanings of the unfamiliar words

- Accident (n.)a collision of similar incident involving a moving vehicle, resulting in property, personal injury or death
- (n.)physical damage to the body or a body part
- encounter(v.)to be faced with something difficult to deal with
- Consequence (n.)something that follows as a result

2.Ask the students to think about what might happen in the listening text. Have a class discussion and have students share their ideas with others. Encourage students to think of many different possibilities

Accidents can happen anywhere at any time. The consequence of unintentional accident can be life threatening. Unintentional accident needs immediate and appropriate lifesaving care before the affected person get major treatment

The rural population **encounter**s accidents (injuries) and sudden illnesses. The nature of both of these episodes may be, different in type and magnitude from place to place, but surely there exists common ground that the population is aware of. Some of these accidents include: animal **bite** and kick; snake bite; burns (mild and severe); accidents on children; fractures and profuse bleeding due to fight; nose bleeding; eye injury dueto foreign objects; eye injury with sharp object; sliding /moving earth;sliding-stone; flood; poisoning etc. On the other hand, some of the main emergency illnesses include; high fever, severe abdominal cramps; obstruction of gut, severe diarrhea and vomiting; epilepsy, etc. **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** or immediately moved or sent to health facility before they got into far reaching serious conditions.

First aid treatment is often practiced in rural and/or urban areas. The first aid treatment is, however, provided by untrained people and often observed that its side effects out-weigh its expected benefits. Hence, providing first-aid treatment by trained persons enables to prevent and reduce serious **consequences** that would occur from accidents and emerging illnesses. The amount of material needs for first-aid **treatment** is small and simple. Hence, it is easy to train first-aid workers and provide the service at any time and any place.

Therefore, it is highly recognized in Ethiopia, that first-aid treatment should be provided by trained manpower. The causes of accidents and illnesses are **numerous**. It is essential that relevant measures are undertaken to prevent accidents before causing far reaching serious injuries and deaths.And after accidents and emergency illnesses have occurred, first-aid treatment has to be immediately provided. For this reasons, household focused first-aid treatment extension package has been prepared.

This life saving care or first aid is an assessment and interventions that can be carried out by a person nearby immediately with minimal or without medical equipment. Therefore, this makes it important to have basic knowledge of first aid. The ultimate goal of first aid is to stop or to reverse the possible harm at a given time before reaching the appropriate health care center. First aid knowledge is methods and techniques that used perform practices related to prevention and immediate response to health emergencies. It can be given in all areas such as household, schools, workplace, and recreational areas. Beyond health matters, first aid knowledge also increases the social responsibility of the society and strengthens values.

Study showed that two-thirds of the children had experienced at least one unexpected injury in a year. Majority of injuries occurred in child whose parents did not believe that it is possible to prevent unintentional injuries. Child unintentional injuries at home may results from perception that some injuries were an expected part of child growth. Facilitators for injury may be mitigated by teaching children about injury risks and supervision. The other study showed that young children from low income families are more affected by unintentional injury. Injury prevention message should be basic and concise, and should be in written and pictorial form. Social networks are important in raising awareness and adherence to child safety advice. In Ethiopia, there is limited information about child injury. The national information about injuries and accidents showed that about three percent of households reported having at least one member who was injured or killed in one year period before the survey. Urban residents are more likely facing injury than rural residents. Injure of children less than nine years old accounts one third of the total injure recorded in the household members.

Majority of school related injuries occurred in school playground, during physical activities, on school building, while going or coming back from the school. Children have growing and developing bodies that are susceptible to accidental injuries. They spend a significant portion of their day in kindergarten. Therefore, pediatric emergencies due to unintentional accident that may results physical injuries are more likely to occur in this setting. In the absence of parents or caregivers, kindergarten is the best place to give care to children

For this reason, while a school is being established, there must be a person who is trained on first aid, and should be present in regular bases. In kindergartens, the teacher has crucial role in caring for children, supervising and preventing them from potential First aid knowledge, attitude, practice, and associated factors

While-listening Activity

A. Listen and answer the following questions.

A. Let the students to write 5 accidents that they have been listened in the text

1.

Answers

A .anima l**bite** and kick

b. snake bite

c. burns (mild and severe)

d. accidents on children

e. fractures

2. Answers

high fever, severe abdominal cramps; obstruction of gut, severe diarrhea and vomiting;

epilepsy, etc

3. Answers

First aid treatment is often practiced in rural and/or urban areas.

4. Answer provided by untrained people and often observed that its side effects out-weigh its expected benefits.

5. The ultimate goal of first aid is to stop or to reverse the possible harm at a given before reaching the appropriate health care center.

Lesson 2

B. Listen to the text again and fill in the gaps.

Answers

1.**anywhere at any time**

2.**immediate and appropriate**.

3.accidents (injuries) and sudden illnesses.

4.small and simple.

5.stop or to reverse

C.Match the words in the box with their meanings based on the information in the listening text.

Answers

1. Encounter

Section II: Reading I

Lesson 4

Pre-reading Activity

Students discuss this question in small groups. Encourage students to speak English. After five minutes, discuss these questions as a class. Write some of the answers on the board and see if any of the students' predictions are correct as they read the chapter.

While-reading Activity

A. **Let the students to write the correct answer for the following questions.**

Answers

1. First aid is the immediate **care** given to a person who is injured or suddenly becomes ill.
2. In situations such as someone ingests a harmful substance, **suffers from a heart attack**, a seizure or stroke, is involved in a motor vehicle accident or is caught in a natural disaster, a person trained and knowledgeable in even the very basics of First Aid can be of extreme importance in assisting the injured person(s)...
3. Traffic accidents every year because most people don't have first aid information.

B. Answers

1. F
2. T
3. F
4. F

Lesson 5

C. Answers

1. C.bleeding
2. A Cause death
3. C prevention

4. B. decrease
5. A very important

Lesson 6

Post-reading Activity

Let them to write a paragraph on the benefits and dangers of first aid individually first and then in group of four. Then get secretary of each group report to the whole class.

Section III: Vocabulary

Lesson 7

Tell the students to guess the meanings of the following words and phrases as used in the reading text. First, work individually, and then in groups of three.

Answers

1. Public

2.extremely important and necessary

3. a group of people who live in the same area

4.without anxiety or strong emotion

5. the act of breathing air in and out

6. to prevent somebody or something from being harmed or damaged

Getting meaning from context

There are unfamiliar words in the following short paragraph. Encourage the students to finds the meanings according to the sentence context.

Answer

1.public(adj.) relating to or concern the people at large or all members of a community

2.deficient (adj.) lacking a particular quality , element, or ingredient, especially one that is expected or necessary

3. emergency(adj.) used or suitable for use in an emergency

4.injury (n.) physical damage to the body or a body part

5.demand (n.) a clear and firm request that is difficult to ignore or deny

6. attitude(n.) an opinion or general feeling about something

7. focused(adj.) concentrated to a particular thing

Listening II

Lesson 8

Pre-listening Activity

A.Before the students listen the text, tell them to give the answers for following questions first individually and then discuss the answers in group of three.

B. Let the students guess what each of the following words or phrases mean.

Hazardous(adj.) potentially very dangerous to living beings or the environment

Cardiac arrest (n.) the sudden stopping of the heart and therefore of the pumping action of the heart

Prone (adj.) inclined to do or be affected by something

Current(n.) the flow of electricity through a cable , wire , or othe rconductor

Electric Shock

An electric shock happens when a person comes into contact with a live source of electrical energy. It is a physical reaction to the passage of electrical currents through the body. These range from mild reactions to hazardous shocks that can affect the tissues in the body.

The danger of an electric shock depends on how high the voltage is, which part of the body is affected, and the type of current. The physical effects may range from burns to severe internal organ failure, cardiac arrest, and death, in severe cases.

Many individuals are at increased risk of high voltage shock or electric shock. It is mostly children, teenagers, and adults who are prone to this condition due to work exposure, man-made electrical items, and mischievous exploration.

Low voltage electricity usually does not cause serious injuries to humans. On the other hand, high voltage electricity (more than 500 volts) may result in serious tissue damage.

Among children, however, significant injuries may occur when exposed to a low voltage of about 110 to 220 volts, which is found in typical household current. They may be electrocuted by household appliances, extension cords, and electrical cords.

The physical effects of an electric shock depend on the amount of current. Current of below 1 milli ampere does not cause any physical effect. The person may feel a faint tingle from a 1 milliampere current and a slight shock from a 5 milliamperes current. However, for currents between 6 and 25 milliamperes, the patient may feel a painful shock and some loss of muscular control.

Electrical currents between 50 and 150 milliamperes may cause respiratory arrest, severe pain, and severe muscular contraction. In some cases, death is possible. For patients exposed to currents between 1,000 to 4,300 milliamperes, death is likely as the patient may experience nerve damage, muscular contraction, and cessation of the rhythmic pumping action of the heart.

Exposure to currents of as much as 10,000 milliamperes may cause severe burns and cardiac arrest. Death is probable.

The most common signs and symptoms include:

- Loss of consciousness
- The difficulty of breathing or cessation of breathing
- Burns occurring where the current entered and left the body
- Cardiac arrest
- Weak and erratic pulse or cessation of pulse

While-listening Activity

A. Write 'true' if the statement is correct and 'false' if the statement is incorrect according to the passage

Answers

1. T
2. F
3. T
4. F.
5. F

Post-listening Activity

Tell the students to write a paragraph on the accident of electric hock individually first and then discuss in groups of three.

Reading II

Lesson 9

Pre-reading activtity

Tell them to write the answers for the following questions before read the reading text first individually and then in group of three.

While-reading Activity

A. Choose the correct answer.

Ask students to do the comprehension questions based on the reading text.

Answers

1.D

2. A

1. B.
2. C

3. B.

Lesson 10

B. **Answers**

1.prevent

2.injured

3.use

4.awake

5.intense

Lesson 11

Post-reading Activity

Let the students to write and report a summary on electric shock individually and then report to the class.

Section III: Grammar

Lesson 12

Grammar focus: Conditional sentence type I (form, meaning and use)

Let the students sit in pairs. Then ask them to look into the sentences taken from the listening talk and ask them to identify the type of conditional sentence used. If they face any difficulties, give them brief explanation using the note given and the answrers.

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."

Lessons 14

Nouns

Give brief explanation about nouns based on the note given in the student's textbook and ask the students to underline the two nouns in each sentence. The note given is for your reference.

Nouns are everywhere in our writing. But what are all the types of nouns you come across, and how do you use them?

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.

Types of nouns

Nouns form a large proportion of English vocabulary and they come in a wide variety of types. Nouns can name a person:

Albert Einstein

the president

my mother

a girl

Nouns can also name a place:

Mount Vesuvius

Disneyland

my bedroom

Nouns can also name things, although sometimes they might be intangible things, such as concepts, activities, or processes. Some might even be hypothetical or imaginary things.

shoe

faucet

freedom

The Elder Wand

basketball

Proper nouns vs. common nouns

One important distinction to be made is whether a noun is a proper noun or a common noun. A proper noun is a specific name of a person, place, or thing, and is always capitalized.

Does Tina have much homework to do this evening?

Tina is the name of a specific person.

I would like to visit Old Faithful.

Old Faithful is the specific name of a geological phenomenon.

The opposite of a proper noun is a common noun, sometimes known as a generic noun. A common noun is the generic name of an item in a class or group and is not capitalized unless appearing at the beginning of a sentence or in a title.

The girl crossed the river.

Girl is a common noun; we do not learn the identity of the girl by reading this sentence, though we know the action she takes. River is also a common noun in this sentence.

Types of common nouns

Common or generic nouns can be broken down into three subtypes: concrete nouns, abstract nouns, and collective nouns. A concrete noun is something that is perceived by the senses; something that is physical or real.

I heard the doorbell.
My keyboard is sticky.

Doorbell and keyboard are real things that can be sensed.

Conversely, an abstract noun is something that cannot be perceived by the senses.

We can't imagine the courage it took to do that.

Courage is an abstract noun. Courage can't be seen, heard, or sensed in any other way, but we know it exists.

A collective noun denotes a group or collection of people or things.

That pack of lies is disgraceful.

Pack of lies as used here is a collective noun. Collective nouns take a singular verb as if they are one entity – in this case, the singular verb is.

A pride of lions roamed the savanna.

Pride of lions is also a collective noun.

Nouns as subjects

Every sentence must have a subject, and that subject will always be a noun. The subject of a sentence is the person, place, or thing that is doing or being the verb in that sentence.

Maria is happy.

Maria is the subject of this sentence and the corresponding verb is a form of to be (is).

Nouns as objects

Nouns can also be objects of a verb in a sentence. An object can be either a direct object (a noun that receives the action performed by the subject) or an indirect object (a noun that is the recipient of a direct object).

Give the books to her.

Books is a direct object (what is being given) and her is the indirect object (who the books are being given to).

Nouns as subject and object complements

Another type of noun use is called a subject complement. In this example, the noun teacher is used as a subject complement.

Mary is a teacher.

Subject complements normally follow linking verbs like to be, become, or seem. A teacher is what Mary is.

A related usage of nouns is called an object complement.

I now pronounce you husband and wife.

Husband and wife are nouns used as object complements in this sentence. Verbs that denote making, naming, or creating are often followed by object complements.

Appositive nouns and nouns as modifiers

An appositive noun is a noun that immediately follows another noun in order to further define or identify it.

My brother, Michael, is six years old.

Michael is an appositive here, further identifying the subject of the sentence, my brother.

Sometimes, nouns can be used adjectivally as well.

He is a speed demon.

Speed is a normally a noun, but here it is acting as an adjective to modify demon.

Plural nouns

Plural nouns, unlike collective nouns, require plural verbs. Many English plural nouns can be formed by adding -s or -es to the singular form, although there are many exceptions.

cat—cats

These two cats are both black.

Note the plural verb are.

tax—taxes

house—houses

Countable nouns vs. uncountable nouns

Countable nouns are nouns which can be counted, even if the number might be extraordinarily high (like counting all the people in the world). Countable nouns can be used with a/an, the, some, any, a few, and many.

Here is a cat.

Cat is singular and—obviously—countable.

Here are a few cats.

Here are some cats.

Uncountable nouns are nouns that come in a state or quantity which is impossible to count; liquids are uncountable, as are things that act like liquids (sand, air). They are always considered to be singular, and can be used with some, any, a little, and much.

An I.Q. test measures intelligence.

Intelligence is an uncountable noun.

Students don't seem to have much homework these days.

This example refers to an unspecified, unquantifiable amount of homework, so homework is an uncountable noun.

Possessive nouns

Possessive nouns are nouns which possess something; i.e., they have something. You can identify a possessive noun by the apostrophe; most nouns show the possessive with an apostrophe and an s.

The cat's toy was missing.

The cat possesses the toy, and we denote this by use of 's at the end of cat.

When a singular noun ends in the letter s or z, the same format often applies. This is a matter of style, however, and some style guides suggest leaving off the extra s.

I have been invited to the boss's house for dinner.

Mrs. Sanchez's coat is still hanging on the back of her chair.

Plural nouns ending in s take only an apostrophe to form a possessive.

My nieces' prom dresses were exquisite.

Ansewrs

Exercise 1: Identifying Nouns. Underline the two nouns in each sentence.

1. Last month was my birthday.

2. Many birdsfly south in the winter.

3. My brother gave the best speech.

4. Her dog had four puppies.

5. At the parkthere 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

Start out by having students give examples of when and who people ask for advice. Elicit from students the types of problems people face especially ones they may face as students such as having too much homework or not getting enough sleep at night**.** Write the problems on the board to refer to later and add in any you would particularly like to discuss. Be sure to include problems such as "*headache*" or "*stomachache*" because this is definitely a real life situation where students would give advice.

Asking for and Giving advice

- I've got a bad toothache. What do you suggest?
- 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?**

Giving advice

- 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?

Declining to give advice

- 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.

Giving and Receiving Advice

Practice the dialogue

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… good question Kebede. 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.

Let the students complete the sentences first, and then with these complete students practice on making conversations in pair.

1. Ali: What's wrong? You look really stressed out about something
   Hanan: It's this research paper I'm writing. The outline is due 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! I get off work at 4:30. Man, I feel better already.

Section V: Writing
Lesson 16

Expository Writing

Expository writing exists to explain a subject or inform 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 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.

Tell the students to read the sample paragraph and **write a similar short expository paragraph about ways of minimizing pain accidents based on the following sample paragraph,**

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 students listen to the talk, they look at the following questions and discuss their answers in groups of three or four. One student will report the results of your discussion to the whole class.

Possible Answers

1."Unity is Strength" means Unity is the biggest power for people who cooperates with others, you cannot do all the things alone, you need help and support. Unity is Strength develops a feel and you can deal with any worse situation with the power of unity.

2. Let students give examples about the benefit of unity. They are told to do in groups of four

2. **Before students listen the text , let them write the meanings of the following unfamiliar words in group of three.(**Your teacher will help you if you do not know their meanings **)**

Answers

Prosperity the condition of enjoying wealth , success, or good fortune

Aloof unwilling to become involved with other people or events

Ruin a state of complete destruction, decay, collapse, or lose

sacrifice giving up of something valued petty of little importance

Ask students to guess the what they see in the picture.

Listening to a text about the three farmer and his quarrelling sons **and do listening**

We all know the story of the farmer and his quarrelling sons. These sons could easily break a single piece of stick, but when several sticks were made into a **bundle**, none of them could break it. The sons learnt the lesson that 'Union is Strength', and gave up their **quarrel**s. Peace and happiness returned to the family, bringing it **prosperity** and respect of all the neighbors.

In fact, it is the principle of 'Union is strength' that is the basis of society and nationhood. Men at first lived in their own separate families. And the peace and happiness and strength of each family depended on unity among the members. This required the members to stand by one another, even though this might require the **sacrifice** of some of their personal interests. But as the interests of these separate families often clashed, there were constant fights among them. So several families formed themselves into a small groups or tribes for their common good. But this was not enough. These groups or tribes united themselves into a nation for greater security.

Unfortunately we do not always apply this lesson to our personal lives. We often quarrel with our relatives, which enables our enemies to **ruin** us all easily. As a nation Indians have always suffered for want of unity among them. There was no dearth of great heroes at any time in this country; but they either quarreled among themselves or remained **aloof** in one another's difficulty. This is why the country could be easily conquered by one invader after another.

It seems we have not learnt the lesson yet. We still quarrel among ourselves on questions of local or regional interest. Unless we give up these **petty** quarrels and unite with one another, the sad history of the past may be repeated.

While-listening Activity

Tell the students to write True or False based on the information in the listening text

Answer

1. T

2..F.

3. T

4. F

5. T

Lesson 2

Post-listening Activity

Get the students to form groups and answer the following questions.

Possible Answers

1.Answer : The parents felt very sad. The father was angry too. He told them that none of them would be given any ladoos till the stopped fighting. The mother sighed in despair. They were fed up of the constant fights among the sisters.

2.Answer: The parents taught their daughters about unity through game. The father gave of sticks to teach of them and asked the parents, what was the purpose in giving each of them a bundle to break the mother told them that they too were like sticks. Just as they could not break the bundle, no one would be able to harm them if they stayed united. If they didn't stick together everybody would laugh at them and trouble them. The three children understood the power of unity.

Section II: Reading I

Lesson 3

Pre-reading Activity

Ask students to sit in groups of three and do the pre-reading questions.

While-reading Activity

Ask students to read the text silently and individually and do the comprehension questions.

A. Answers

1. if every one of us unite and work together

2. 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

3. They understood that they were not really important as individual parts and had to function cohesively to maintain a healthy body.

4. Because each part of the body felt that it was indispensable and made fun of the others.

5. only if his army is united

Lesson 4

B.

Answers

1. a king

2. any task

3. Each part of the body

4.. all the parts of the body

5. all the parts of the body

Vocabulary: Guessing meaning from context

Building vocabulary

1. Let the students to f**ind different words from the reading text which have the following meanings and write your answers in the spaces provided.**

Answers

a. to struggle successfully

b. extremely desirable or useful, or not to be done without

c. very important or significant

d. to come across, find, or discover something, especially suddenly or unexpectdly
e.appropriate or correct

f..fall down suddenly, generally a result of damage

g. coming or working together

Lesson 5

Post-reading Activity

Let the students to discuss and write the answers for the following questions ingroup of five and report to the class.

Possible Answers:

1. Unity is important for many reasons; we have to admit that unity makes things easier for us. We cannot live alone that is why we need family, we need neighbors, if we are together in a society we can deal with any difficult situation.

2. One can build a sense of unity after eliminating negative things like discrimination and racism. Stop differentiating people and then one can feel a sense of unity.

Listening II

Lesson 6

Pre-Listening Activity

Get the students to work in pairs to describe what the people in the pictures were doing. Then, ask them to listen to the text to check if you are right.

The event to be as developed in Ethiopia, with a focus on an event of particular significance to the development and evolution of modern Ethiopian nationalism. The event to be considered is the Battle of Adwa, a clash between the Italian military and a collection of different ethnic military forces which, in victory, would eventually come to be known collectively as "Ethiopians." Undoubtedly, Ethiopia is a unique nation with a unique history. Located in the horn of Africa, it proudly boasts the distinction of being one of only two African nations to have never been colonized, the other being Liberia. If you pose the question to an Ethiopian, "what makes your country special," you almost invariably will hear that Ethiopia was never colonized. While almost every territory on the African continent had succumbed to European colonial domination, determined Ethiopians had managed to retain their independence. If you ask how this was, you can expect a one-word answer: Adwa. The Battle of Adwa, fought between the Italian army and a consolidated Ethiopian force , took place on March 1, 1896 at Adwa, a significant trading town in the northern province of Tigray. The Ethiopians routed the Italians, defeating them soundly and forced them into a peace treaty which sent shockwaves throughout the world. The significance of this victory has been written on extensively, as have the tactical and political maneuvers of the events leading up to the battle and the battle itself. My interest in the subject is to seek answers to questions concerning the legacy of this battle, and how this event has been framed and celebrated by the state as a tool of state building. Specifically, I ask why the 2 in forging a national identity. Additionally, I ask why has the narrative surrounding Adwa, and more specifically, being "Ethiopian," has been a source of resistance to certain groups, and how has this challenge to Ethiopian unity has called into question the legacy of Adwa?

In asking these questions, I will examine the uniqueness which the case of Ethiopia represents in the broader theoretical work on nationalism, as well as the simultaneous duality of how this event has impacted Ethiopian nationalism. My research question seeks answers to questions involving the creation of a new state. Like many newly formed states, the ability to develop some unifying feature is a useful tool in state building. Successful wars and revolutions have often served as that rallying point around which unity has been developed and around which legitimacy of a new government has come to be recognized, or at least accepted, by those under their control.

While-listening Activity

Encourage the students to listen the text and do the comprehension questions.

A. Match Column A with Column B in groups of three based on the information from the text.

Answers

3. C
4. E
5. A
6. B
7. D

B. Get the students to answer the following questions while they are listening to the text.

1. unity has been developed
2. Being "Ethiopian," has been a source of resistance
3. Adwa
4. Ethiopia was never colonized.
5. took place on March 1, 1996.

Lesson 7

Post-listening Activity

Tell the students to discuss the following questions in groups and report to the class. Go around the class and

Reading II

Lesson 8

Pre-reading Activity

As a class, discuss what will happen in the text. Encourage students to share their opinions and thoughts with the class. Write down some of the predictions on the board. While reading, students will see which predictions were correct. After reading Chapter VII, ask students to cross off which predictions did not happen in the chapter.

While-reading Activity

A. Tell the students to choose the correct Answer based on the reading text.

Answers

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

Lesson 9

B. Get the students to give the meanings of the following words written in bold in the reading text.

Answer

1. try to make a great effort to deal with a challenge, problem or difficulty
2. tending to work industriously
3. distant from home0
4. characteristic taste
5. a kind of mater or material
6. a means of entering or approaching a place
7. not enough or not good enough
8. be able to buy something

Post-reading Activity

Ask students to sit in groups of four/five and discuss the two questions. Go around and supervise. When they finish, ask some groups randemly and report to the class.

Possible answers

We would need a true world government. Basically something set up like the United States, but it would be The United Countries. Each country operates like the U.S. states do and there is a world government that handles the larger matters.

Section III:Vocabulary

Lesson 10

Word Building

Let the students to write the synonyms and antonyms of the following words listed in the table in groups of three.

Answers

Words related to Unity	Synonyms	Antonyms
Unify	join	separate
Desire	wish	reject/refuse
Independence	freedom	helplessness
respect	admiration	disrespect
Freedom	liberty	restriction
liberation	freedom	captivity
Restore	reinstate	decline
Undivided	complete	partial
Reaffirm	confirm	contradict
Struggle	effort	break, ease
Cooperation	collaboration	hindrance
Responsibility	accountability	irresponsibility
establish	Set up	Clos down
Promote	advance	demote
Resolve	determination	indecision
value	importance	insignificance
strengthen	reinforce	weaken
Combine	join	separate

Section IV: Grammar

Lesson 11

Conditional sentence type II

Encourage students to read the following notes about the conditional sentence type 2 and do the following questions that follow. Give them brief explanation.

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. She would go to cinema.

2. She lived near a train station.

3. She did not eat so much.

4. He would have a dog.

5. He would not smoke

Lesson 12

Adverbs: kinds, Degrees of adverbs

Tell the students 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*.

Answer key

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

Ask students to read the note and do the questions. Encourage them to compare their answers with their partners.

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. earlier
2. more slowly
3. lately
4. more loudl)
5. harder
6. faster
7. farther
8. better
9. more badly
10. more carefully

B. Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

I fluently

2.politely.

3.happily.

4. the most graceful .

5.clearly?

6. more highly

7.more carefully

8. faster

9. the worst

10. harder

Section V:Speaking

Lesson 14

Expressions for Agreeing and Disagreeing

Ask the students to 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.

Answers

1. convinced
2. I disagree
3. not so sure
4. get me wrong
5. what you mean
6. got a point
7. right
8. definitely

Lesson 15

A. Encourage the students to practice on making conversation in pairs or in group of four.

Questions about opinions	Expressions of opinion
(The word "So.." often precedes a 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. Let the students give their 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?

Section VI : Writing

Lesson 16

Narrative paragraph

A narrative essay is a form of storytelling where you have to provide sensory details of your personal experience. However, when writing a narrative essay, 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…….

Let the students to w**rite 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 Exercise

- In the UK, they say "mobile phone" and in America, they say "cell phone."
- Cell phones, or mobile phones are becoming more popular around the world as a preferred form of communication.

Before students listen to the text, pre-teach the the following mobile phone vocabulary. Please do not take more than 10 minutes in the pre-listening activity.

Mobile Phone Vocabulary

We can shorten those two phrases down to just "mobile" or "cell," such as in the following dialogue:

- Hey Samuel , do you have any signal on your cell?
- Oh no, I dropped my mobile. I hope I can get it fixed.

Similarly, we can shorten them both to just "phone" like this:

- Hey Samuel , do you have any signal on your phone?
- Oh no, I dropped my phone. I hope I can get it fixed.

Here is some useful mobile phone vocabulary :

Word Meaning

- landline portable — a sort of phone that is attached to your house i..e not
- mobile — easy to move and use in different places; not fixed
- signal — The amount of reception that you can receive on your phone
- ring — the noise a phone makes when someone calls it
- "**phone someone**" = call someone
  "*Why don't you phone him and see if he's coming to the party?*"

- **Send** a message (text)
- **Read** a message, text
- **Reply** to a message
- **Make** a call
- **Answer** a call

Text and **Message** are now used as verbs as well as nouns): I *will **text** you when I get home.*

***Message** me when you get to work.*

Text is also a shortened form of text message: *Send me a text*.

'Text' is usually a noun
Example: *Did you understand the text I sent you?*
Nowadays 'text' is a verb as well - to text
Example: *Text me!*

Now ask the students to do the comprehension questions as they listen the text.

Script/Text

Listening 1

From my readings of the history of telephones, there are two major types of telephones invented by the scientists. …The first telephones developed over one hundred years ago or so,



had to be connected to each other by a cable, usually a copper wire, even across the Atlantic Ocean. For this reason, these systems have become known as fixed line, or landline systems.

Landline Telephone, Old Telephone

One hundred years after that first phone call by Bell, the inventor of the first telephone in 1876,inventors were working hard to make a phone that did not need the copper cable and could talk to each other, or communicated, using radio waves in the air ,and therefore could be mobile, not fixed.



Old radio telephone



Mobile radio telephone



Different types of Telephones : Analog Telephone, Mobile Phone and *Smart phone*

From the broader divisions of telephone types ,it is possible to be specific and describe them in some detail as they are used in the various countries of the world. Hence, in my talk today ,I will give you some information on Telephones and Cellular Phones.

Telephones and cellular phonesconvert voice or other sound signals into a form that can be transmitted to another device that receives and reconverts the waves back into sound.

There are four types of Telephones. These are Telephones, Cell phones, Corded telephones, and Cordless telephones.

Telephones can be corded or cordless and use analog or digital technologies.

An analog phone is one which makes use of analog technology. Analog technology is simply the process by which the technology takes an audio or video signal and translates it into electronic pulses (the human voice being transmitted over the phone, for instance).



Analogue phone

A digital phone is one that uses technology that breaks an audio or video signal (such as your voice or a television) into binary code – essentially, a code comprised of 1s and 0s. Once translated into binary code, the signal gets transferred to the other end of the device into another device (whether be it a phone, modem or television). This receiving device takes the binary code and reassembles it into the original signal (meaning, once received, the other device translates the binary code into the signal from which the code came – a reciprocating action) and sends it back to the other end.



Digital phone

While analog technology ensures that the user is paying substantially less than if he were to use a digital phone, the digital provides a greater level of security when engaged in conversation; It ensures that your conversation is not being followed by outside ears.

Analog telephones give the user a greater sound quality than digital.



Corded telephone



Cordless phone

Cell phones are cordless, usually digital devices that are specified as dual-band or tri-band to indicate the combination of supported technologies and frequency bands.

Corded telephones consist of a speaker, microphone, duplex coil, ringer, hook switch, touch-tone keypad, and frequency generator.

Cordless telephones consist of a base and handset. The base attaches to the phone jack through a standard telephone wire and converts electrical signals into FM radio signals. Cordless telephones offer many of the same features as corded telephones, but allow the user to move around freely.

Mobile telephones and cellular phones use several different technologies. Corded phones and older, analog cellular phones use advanced mobile phone service (AMPS), a 1G standard that operates in the 800 to 900 MHz frequency band.

There are many different types of mobile telephones and cellular phones. Mobile telephones and cell phones with a digital camera, Web browser, and speakerphone are also available. The mobile phones can be grouped/categorized in to three types. These are basic phones, feature phones and smart phones.



Basic phones



Feature phone



Smart phone

Basic phone

Basic phones can make voice calls, send and receive SMS (short message service) messages and make use of USSD (unstructured supplementary services data).These phones resemble mobile phones at their advent; the device is composed of a small screen, a **standard numeric keypad**, and serve two main functions: voice calls and message sending, which is most often through the Short Messaging Service (SMS) Basic phones are not connected to the internet and rely on mobile . The basic phone , informally known as 'dumb phone' and : an obtuse, analogue throwback to the days when phones were phones. That is to say, they do not have cameras, personal assistants, GPS systems, games consoles, fitness trackers, debit cards, shopping websites, and the rest of it.

Feature phone

Feature phone is a term typically used as a retronym to describe mobile phones which are limited in capabilities in contrast to a modern smart phone. Feature phones typically provide voice calling and text messaging functionality, in addition to basic multimedia and Internet capabilities, and other services offered by the user›s wireless service provider. A feature phone has additional functions over and above a basic mobile phone which is only capable of voice calling and text messaging. Feature phones and basic mobile phones tend to use a proprietary, custom-designed software and user interface. Feature phones offer features additional to a basic phone, including cameras and increased storage, as well as the ability to access the Internet. Feature phones usually have a standard numeric keypad.

Smartphone

Smart phones have a number of distinguishing features. They have Internet connection. They offer advanced capabilities and features over feature phones, notably allowing users to add applications to their phones. These phones run a full-featured operating system; most have 3G (third-generation) as well as Wi-Fi (wireless-fidelity) capabilities and generally have a QWERTY keypad. Smart phones tend to have bigger screens than feature phones.

In the developed world, smart phones have now overtaken the usage of earlier mobile systems. In contrast, to feature phones, smart phones generally use a mobile operating system that often shares common traits across devices. .

The primary use of a mobile phone is to enable communication, either through voice calls or through messages. Messaging services on a mobile phone use either short message service (SMS) to send text messages or multimedia message service (MMS) to send graphics, audio, photos, and video as well as text. Messages can, of course, also be sent via e-mail depending on the phone's features.

Answers : While-Listening Activity

1. The two major types of telephones invented by the scientists/engineers are **fixed line or land line systems** and **mobile, not fixed**.

2. Basic phones can make voice calls, send and receive SMS (short message service) messages and make use of USSD (unstructured supplementary services data). . The basic phone does not have cameras, personal assistants, GPS systems, games consoles, fitness trackers, debit cards, shopping websites, and the rest of it. However, smart phones **have a number of distinguishing features. They have Internet connection.**

They offer advanced capabilities and features over feature phones, notably allowing users to add applications to their phones. These phones run a full-featured operating system. Smart phones tend to have bigger screens than feature phones.

3. Modern mobile phones have features such as Internet connection. They offer advanced capabilities and Features notably allowing users to add applications to their phones. They tend to have bigger screens than feature phones. They generally use a mobile operating system **that often shares common traits across devices. .**

4. B.

5. The three types of mobile phones are basic phones, feature phones and smart phones.

Script/Text

Lesson 2

Post-Listening Activity

Ask students to sit in groups of three to five and do the post-listening questions. Go around to different groups and check if they are using English. Ask some groups to report what they have listened to the whole class.

Section 1

Listening 2

Lesson 3

Pre-listening Activity

Before you read the listening text, ask students to the two questions individually. After they have done the pre-listening activity, ask the students to do the while listening activity based on the text you read.

I think now you are well informed about the various types of telephones developed in the history of communication through telephoning. Although the advancement in technology has made our lives a lot easier and more luxurious, it has its own negative impacts on society too. I shall today talk about the harmful effects of mobile phones on students.

Harmful effects of mobile phones on students

Mobile phones have some harmful effects besides their numerous advantages. Mobile phones have many seriously damaging effects. Some of the negative impacts of cell phones on students are : poor vision, disturbed sleep, lack of focus, tension and anxiety, health issues, poor academic performance, and increase in immoral activities.

1. Poor vision

The constant usage of mobile phones affects their vision. They might feel different problems relating to their eyes, e.g., redness, blurry vision, burning sensation, and even low eyesight. Being students, they already need to study their books, which is already enough strain for their eyes. Building up the stress by using mobile phones day and night can cause serious complications.

Hence, they should limit their mobile phone use if they cannot abandon it. Moreover, a distance of at least 16cm is prescribed to be maintained between the face of the user and the mobile screen.

2. Disturbed sleep

Students have quite a heavy load of responsibilities regarding their studies. Besides their hectic hours at school , they also need to spend a lot of time at home doing their homework. In addition to this, if they start wasting their precious time on mobile phones, at last, they will have to sacrifice their sleep.

It is believed that the radiations being used by mobile phones disturb the natural sleep cycle. Besides this, these radiations also cause other symptoms that combine to cause conditions like sleeplessness.

3. Lack of focus

The fully fantasized world of the internet and smart phones distract the focus of students from studies. Other than that, lack of sleep also plays a vital role in distracting their focus. When they do not get the required sleep, they cannot perform well. They lack concentration, and this also affects their results.

4. Tension and anxiety

The light ray emitted from the mobile screen affects the eyes. Besides that, they directly cause a headache. Also, the overburdening of the brain by constantly playing games and using other applications causes severe migraines. These headaches and migraines eventually lead to stress, tension, anxiety, and at last, depression.

5. Health issues

Besides the harmful effects of radiation being emitted from mobile phones on human health, there are other health issues too that are related to using smart phones. For example, the impact on the vision. Also, the constant usage of smart phones leads to bending postures that can cause pain in the neck, back, or shoulders. These problems can revert to normal easily by forbidding the use of smart phones.

6. Poor academic performance

All of these situations cause hurdles in the study of these students. They are not able to focus and learn. Nor are they able to remember things. They lose their intelligence and become dull and irresponsible. They stop taking responsibility for their failures and working for their success.

The condition worsens with the introduction of mobile phones into schools. Students use mobile phones, even inside their classrooms, which shows their irresponsible behavior.

7. Increase in immoral activities

The vast acquaintance of the internet and social media gives the students access to inappropriate content. These immature brains divert to the wrong when they observe it to be something new, fascinating, and mesmerizing. They will not even realize that this addiction is taking them to not only social disturbance but also moral downfall.

Answers : While listening Activity

1.Some of the negative impacts of mobile phones on students are : poor vision, disturbed sleep, lack of focus, tension and anxiety, health issues, poor academic performance, and increase in immoral activities.

2. radiations

3. constant usage of mobile phones and studying books

4.radiation

5.D

5. light ray emitted from the mobile screen

Lesson 4

Answers :

Vocabulary A. Matching

1. I	4. F	7.C
2. H	5. A	8.D
3.G	6. B	9.E

Answers :

Vocabulary B. -Blank filling

1. sacrificed	4.hectic	7. performing
2. abandoned .	5. precious	8. forbidding
3. strain	6. Distract	9. hurdle

Lesson 5

Post-Listening Activity

- Encourage the students to actively participate in small group work.
  Ask volunteer student to share their answers with the rest of the class. Random nomination is also useful !

Section 2 :SPEAKING

Lesson 6

Talking about Cell Phones/Smart phones/Mobile Phones

Encourage and direct the student to refer back to the listening exercise and their notes and do the questions indicated in their textbook. Ask the students to do the questions individually first, and then tell them to discuss in pairs or in groups of three. If you feel that they face difficulties, give them some examples. When they finish, select some groups and ask them to report to the whole class.

Lesson 7

Ask students to sit in pairs. Then, ask them to copy the table on their exercise books and prepare five good questions about mobile phones. After that tell them to move round the class and ask other students. When they finish, let they present to the whole class.

Lesson 8

Let students read the short text about the drawback of using mobile phones. Then instruct them to discuss the questions in groups of four or five based on the text. Go around each group and supervise.

Some tips:

Reasons Why Kids Should Have Cell Phones

- To keep in touch/ talk to friends.
- To stay safe.
- To keep them occupied.
- To download educational apps.

Reasons why children should not have a mobile phone

Children should not have a mobile phone because it can impact their sleep habits.

Children should not have a mobile phone because there are safety risks.

Children should not have a mobile phone because the costs are expensive/the costs are not cheap. .

Where students should not use mobile phones :

- When Someone is Talking to You.
- When You are at a Funeral.
- While You are at an exam
- While Driving.
- When it is Time to Sleep.
- During Study Sessions

Section 3
Reading

Lesson 9

Pre-reading activity

Let the students sit in pairs and do the pre-reading questions.

While-reading Activity

Ask students to read the text silently and do the comprehension questions. When they finish, tell them to compare their answers with their pairs.

Answers

1.The article is about mobile phones which are used for various purposes of communication. It describes mobile phones are made portable and handy through gradual development/improvements of design. It also states that mobile phones are proved to be essential and inexpensive.

2. Alexander Graham Bell is credited with inventing the first telephone.

3.A mobile phone is an electronic device that is wireless handled, and it allows users to make and receive calls along with many other uses.

4.Francis and then Martin Cooper invented the first mobile phone in 1973,an engineer from Motorol Company, and it weighed approximately 2 kg.

5.Mobile phones are used for making and receiving calls. Along with this, they are also used for sending texts, making video calls, marketing, shopping online, clicking pictures, and even managing your business through mobile phones, calculations, clocks, etc.

6. The paragraph to read is:(Paragraph 2)

7.Mobile phones are a vital part of our lives because they are now inexpensive, easy to use, comfortable and equipped with almost every latest features.

8. True or False items

A. False

Alexander Graham Bell's telephone device was not portable, and it was called telephone. The telephone was only used for making and receiving calls. But it was wired and cannot be carried anywhere.

B. False

The first handheld mobile phone was invented by Martin Cooper and referred to as OG mobile phones.

Eric Tigerstedt created the first pocket-sized mobile phone in 1917 and 1973.

9. B 10. B 11. B 12. E

Lesson 10

Let the students read the text again and match the words under column A with their contextual meanings under column B. as they finish, give them chance to compare their answers with their pairs.

Answers :Vocabulary –Matching

1. E	4. A	7.C
2. H	5. I	8.B
3. G	6. D	9. F

Omnipresent : be present at the same time at a more than one place

Lesson 11

Reading 2

While-reading Activity

Encourage students to read the text given and do the comprehension questions.

Answers:

1.You can find such features as a high-quality camera, additional controls, surf the internet, controlling other gadgets etc. .

2. These mobile phones with different features and technical specifications such as high-quality cameras, various controls, surf the internet, controlling other gadgets, etc., and these qualities make their smartphone.

3.The smart phones are helpful in communication because with the access of smart phones, communication has become very effective and instant. People are able to convey their message all round the globe to their loved ones without spending hefty sums of money.

4.Young people have been able to broaden their minds and improve their skill by doing research on the Internet. 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. / Smart phones are helpful for the younger generation as people are able to tour the cosmos virtually sitting at one place using their smart devices or other technological gadgets.

5. Mobile phones can be considered 'life savers' because a lot of people use them in case of emergency.

6. The use of mobile phone can be like an addiction and misused. Young people are also prone to getting involved in undesirable activities on the Internet. This might have adverse effect on their academic performance.

7. A prepaid card is useful to mobile phone users as it allows subscribers to load text or airtime 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.

Multiple choice questions

9. C 10. B 11. C 12. B 13. C

Lesson 12

Vocabulary

The words in column A are taken from the reading passage. Ask students to match these words with their contextual meaning in column B. Give them chance to compare their answers with their pairs.

Answers: Vocabulary(Matching)

1. D 2. F 3. E 4. G 5. C 6.B 7. A

- Several words which are used to refer to mobile phones : electronic device, gadget, new technology

Post-reading Activity

Encourage the students to make use of the expressions of opinion as much as they could. Take their attention and give them some examples….

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 4 : GRAMMAR

Lesson 13

Encourage the students to read the note and example on conditional type III and do the exercise accordingly.

Activity

1. would have passed **5.** would have been **8.** had not started ,would have walked

2. had asked **6.** would have written , had had **9.** would have swum ,had not been

3. had gone **7.** had not broken ,would have taken part **10.** had not taken ,would not have arrived

4. had spoken

Section 5: WRITING

Lesson 14

Allow the students to read the paragraph on the basis of which they construct sentences and develop a paragraph.

They should write their answers in complete sentences. Give a brief explanation on what makes a complete sentence…or what a complete sentence has i.e a subject, verb and complement or object.

Complete sentence Answers:

1.Nowadays,many people use cell phones/mobile phones in their life.

2.Some people like to use cell phone because it is an interesting thing.

3.Other people don't like to use mobile phones because it is harmful and has many dangers .

4.There are many reasons why some people use cell phones

5.What are the reasons why people use mobile phones?

i. people use cell phones to communicate with other people in all over the world .

ii.you can communicate with your family by cell phone.

iii. people can communicate with their friends and ask them about their news .

iv. to use it for games . .

Lesson 15

Paragraph writing

In this activity, ask the students develop the a short paragraph based on the complete sentences they have done in lesson 14. You may need to take the students attention on appropriate conjunctions such as and, but, or, so, yet etc. When they finish, ask them to compare their answers with their partners. Finally, ask some students to present their works to the whole class.

Lesson 16

Giving advice

This activity requires the students to demonstrate an understanding of what they have learnt through the Unit. Their discussion and presentation skill would be developed through and towards the use of the target language, of course. Encourage them to refer back to their notes from the listening exercise, reading passage or writing exercises or from their insights. Based on this, let they complete the table on Dos and Don'ts. When they finish, let they compare their answers with a partner and finally ask some students to present to the whole class.

ENGLISH
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GRADE 6



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