English for Ethiopia

Grade 7

Teacher's Guide

The Federal Democratic of Ethiopia

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Teacher's guide

English for Ethiopia grade 7 students' textbook has 10 units which comprises of both macro and micro language skills. The material commences with listening, and followed by speaking, pronunciation, reading, vocabulary, grammar and reading sections. Each unit is supposed to be covered in 20 periods corresponding 20 lessons. At the beginning of the textbook, the unit's objectives are briefly stated which are prepared in line with the syllabus stating the minimum learning competencies expected of grade 7 students. Hence, there is a need to assess if students achieve or develop the skills to fulfill at least the minimum learning competencies as they are supposed to go beyond this threshold level.to help students mastery of

The listening texts are here in the teacher's guide and you are supposed to read to students after you let them to work the pre-listening activities every time you have listening periods and then read the passages to them. However, after pre-reading questions, give students some time (3 to 5 minutes) to read the questions found in the textbook to have some understanding about the nature /type questions and of responses expected of them. Then, read the text two times. In the first listening, encourage students to listen attentively to understand the gist of the story/general idea or central idea of the story and in the second listening, let them to write responses to the while reading or listening comprehension questions. Give them some time to share their responses with their partners to check their answers. Then, make a whole class discussion on the correct answers before you move on the next post-listening activities that help students relate what they have learned or listened to their own similar experiences so as to assimilate the idea in-depth. This activity leads to production skills: speaking and writing.

To master these basic language skills and other competencies such as critical thinking, problem solving, creative thinking, innovation, collaboration, communication and other related competencies you as a teacher focus on adding your own creativity to the ones presented in the textbook to address the diversified needs of students in the classroom. as much as possible, make the class enjoyable for all students regardless of any differences (such as capabilities, disabilities, language, readiness level, sex, age, culture etc.) that they have to cater their specific needs in the inclusive classroom to promote diverse skills, indigenous knowledge using learner-centered approach.

It has been evidenced in different studies that teachers usually focus on the average learners, but all (gifted, academically poor and those having special needs) should also have the right to be treated equally. Thus, first, try to identify your students first through observation or by

asking oral and written questions and adjust the textbook to fit for them. If the activities are beyond some students' level of competency, present them in a simplified form. If they are very easy for a few gifted students, enrich the activities in order not to let these students idle and always supportive of others in the classroom. They should get something from each not to be bored. Therefore, the activities can be adjusted in a way that suits to visual, auditory, kinesthetic or interpersonal or intrapersonal etc. learners need. Hence, your scaffolding should also be varied and encourage collaboration in the classroom so that academically better students can support their low achieving classmates. For special needs students, the book writers suggest that it is good if you assist them and them to address their needs just like the rest of the students in the class, so for example, the adjustment could be substituting reading and listening activities with speaking and writing for the deaf students and identifying and encouraging those having hard of hearing problems to let them to sit in the front.

In this teacher's guide of grade 7 English textbook, the listening texts of the 10 units, what you do in each phase of listening as well as reading, possible answers for the questions presented that is for the while-listening and while-reading, vocabularies taken from listening and reading sections, speaking, grammar and writing sections are presented in details including some alternatives to teach language skills such as prediction and summary to teach reading, guessing from the context and using synonyms to teach vocabulary and inductive and eclectic approach to present grammatical items to make them easy to understand. You can give different assessments and homework and in some units, some areas are suggested.

Unit One: Living in Rural Area

Section One: Listening

Pre-listening

The purpose of **pre-listening** is to elicit as much information as possible from the students, so encourage them to talk in English and to share experiences. Here, pre-teach the following key words before you read the story to the class as they are important/key to understand the overall idea of the listening text.

Teach the following key words

Countryside-rural area

Fed up- bored

Trip- journey or long walk

Bullock(s)- a male domestic bovine animal that has been castrated and is raised for beef.

Fence- a barrier, railing, or other upright structure, typically of wood or wire, enclosing an area of ground to prevent or control access or escape.

Sign- a public notice that advertises something or gives information a stop to prevent from danger

A peaceful walk in the country side

I am Melaku. I am 17 years old. One day, I was completely fed up with the lockdown! Nowhere to go, no body to visit. The school was closed and I had had enough of social media. I decided to take a trip out into the country side. I knew it would be safe-no need to worry about masks and physical distancing out in the wilds. I decided to went out about a thirteen mile long walk in the country side and had a quite adventure. I set off with a pack of sandwiches and a large bottle of water. I walked for miles, through woods, over streams, over hills and fields. I did not see another soul. However, about six miles into the walk, I came across a big problem. There were bullocks in the field I had to cross. I counted twenty-three bullocks and they were crowding round the path I would have to take. I looked for an alternative route-there was not one. There was a deep ravine on one side, and barbed wire fences to the other, so I could not go back-my father would be waiting for me at the walk and I had no mobile connection. I sat down, wondering what to do and frustrating. The bullocks began jumping and nudging up against the fence. It was hopeless. At the moment, I saw a woman approaching. She was tiny, with short grey hair. She had a big stick that she was using to help her walk. She was approaching the bullock filed. I shouted: 'Hey, there is hundreds of bulls in there!' She replied that she was going through that field. She asked if I wanted to follow her and she reassured me that I should be alright as long as I did not fall down. I wanted: 'You will be alright!' She went through the gate and into the field. The bullocks began bellowing and crowding round her. I was scared! She swung her stick at them and amazingly they turned and ran away. As they reached the bottom of the field, I took my chance. I ran faster than Haile Gebresellasie across the field! The woman just took her time. I thanked her over and over. I was so relieved. I thought she was so brave! She told me it was nothing: she was a farmer and not scared of bullocks! I continued my walk, whistling and thinking about a nice big dinner when I got home. After a while, I saw another fence. As I

approached it, I noticed a sign. It said, Be aware of the bull. Then, I saw it. A huge animal, with huge horns. It was looking at me! I looked around for my female Gandalf, but she had gone in the opposite direction. I saw her, a tiny dot in the distance. There was nothing to be done. I would have to go through that field. Did I say a walk in the country side would be safe? Ha!Well, here I go...

While listening answers (for the first activity)

1. Because of the lockdown (which is due to COVID-19 or the pandemic).
2. He planned to walk for about thirteen miles.
3. A pack of sandwiches and a large bottle of water.
4. They were jumping and nudging.
5. He saw a woman approaching in the field.

Activity 2

1, 3, and 4 are sentences that are found in the listening texts.

For **post-listening**, motivate them to relate the text with their own similar experience and to evaluate story or to reflect what they have learned from the story to understand that although a walk in the country side is good and seems peaceful, it is not always safe. They may encounter different wild animals as there are forests. Also, let them to write a short paragraph to end up the story in their own words of having a good or bad ending and give them feedback.

Section Two: Speaking

Let the students practice the dialogues while noticing the distinction between life in urban and rural areas and the use of appropriate contrasting devices.

Encourage students to talk about the advantages and disadvantages of living in rural area using yet, even so, on the other hand, whereas or other contrastive conjunctions based on the example given in the dialogues and what you will add for them.

Identify students who are from rural area or who know rural area better and those from urban area and then mix them in different groups. Choose a representative to report what they have talked about the advantages and disadvantages of living in rural and urban areas/towns.

Points to Remember

There are certain conjunctions or linking devices used to express differences or contrasting ideas. Contrasting ideas are those that express difference between people or things that are being compared. These include yet, even so, on the other hand and where as to talk about differences or contrasting ideas.

We use yet as an adverb to refer to a time which starts in the past and continues up to the present. We use it mostly in negative statements or questions in the present perfect. It usually comes in end position as in the example below

The teacher hasn't covered unit one **yet**. Sometimes, yet as a linking device can be used to express contrast which is synonym with a stronger **'but'**.

Ethiopia is a poor country, **yet** there are so many wealthy people.

The new house was small **but even so**, it was about three times the size of the old house.

I had a terrible headache, **but even so** I went to the class.

There are a lot of spelling mistakes; **even so**, it's quite a good essay.

I prefer to live in the country side **while** my sister likes the city life.

The price of eggs is rising, **while** the price of milk has stayed the same.

I don't really want any more work in this summer. **On the other hand**, I like to get extra money.

In the second speaking section, let the students write some differences between life in urban and rural areas using the linking words given independently and then let them share in small groups. Check the appropriateness of the linking devices they will use.

The second question gives them a chance to summarize the advantages and disadvantages of rural and urban lives. First, identify students who are from rural area or who know rural area

better and those from urban area and mix them in different groups. Choose a representative to report and what they have talked about the advantages and disadvantages of living in rural and urban areas/towns.

Section Three: Pronunciation

Pronunciation Practice: /θ/and /ð̩/ sounds

Encourage students to identify and pronounce the two interdental sounds in English: **voiced and voiceless interdental** fricatives [ð̩, θ̩] which appear in the initial, middle and end sounds. Here, students are supposed to pronounce words having these two sounds correctly.

First, pronounce the words and ask students to repeat the words after you to distinguish the sounds. Then, identify students who may face problems and let them to pay attention to these sounds from different exercises given in the textbook.

Tongue twisters

A tongue twister is a sequence of words or sounds that are typically difficult to pronounce quickly and correctly. Say tongue-twisters out loud and let the students to pay attention to the words having / θ/ and /ð/ sounds.

The tongue twisters can be practiced individually, in pairs or chorus in class after you say the words and phrases given them first. You have to be aware that the first groups given below have/ θ/ and the second/ð/ sounds.

First group

Teeth

Healthy teeth

Healthy teeth in the mouth

Healthy teeth teething in the mouth

Second group

Thigh

Thick thigh

Thy thick thigh

Thy thick thigh in a pie

Poems for practice

This exercise is an extended practice to let students to pay attention to the underlined letters which represent the interdental voiced /θ/ and voiceless/ð/sounds in sentences. Encourage students to read the poems in pairs acting as a mother and a child.

Section Four: Reading

Reading

While reading

Answers for true/false questions

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

Answers for multiple choice questions/reading comprehension.

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

6. D

7. C

Post-reading

Note that: Similar to post-listening stage, in the post-reading stage or in this activity, your purpose is to check students' accurate comprehension of the text and to help students understand texts further to critically analyzing what they have read by relating the text with their own similar situations. Hence, encourage students to check their overall understanding of the reading passage and to talk about both urban and rural lives when they share ideas with their peers.

Section Five

Vocabulary matching-Guessing the meanings of words

1. J

2. I

3. B

4. H

5. D

6. A

7. C

8. E

9. G

10. F

Vocabulary-finding synonym of words given

For this activity, let the students find out similar meanings of the words given below from each paragraph number. For instance, the word different has similar meaning in paragraph one which is unique. Similarly, the rest of the words given below have synonyms in the reading passage.

Answers for the questions

1. Different (Para. 1)-unique
2. Distinguished (Para. 1)-characterized
3. Career (Para. 3)-profession
4. Labor (Para. 3)- toil
5. Unavoidable (Para. 4)- inevitable
6. Norms (Para. 4)- folkways

The final **vocabulary activity** is intended to let students to practice the words in different communicative situations. Hence, encourage them to construct their own sentences to help them understand that a word may have different meanings in different contexts or to extend their vocabulary knowledge.

Section Six: Grammar

Grammar: Simple Present Tense

Begin the grammar lesson with the short text given. Students should read the text given and respond to the questions given. Encourage them to identify the activity of the family in the story and to write and to notice the verbs (either to underline or to identify) the verbs. Then, ask them what kinds of commonalities they notice from the verbs presented. Round the class and give clues and help them to point out the verbs. Finally, write the verbs in the blackboard such as wakes up, cooks, prepares, go, plough, helps and the rest of the verbs given and tell them that they have commonalities. They are bare infinitives or the first verb form or verb 1 (such as go and plough) and bare infinitives plus‘s’ in words like wakes up, cooks, prepares and helps. Ask them what they say about the form of simple present tense. Finally, tell them that the form of simple present tense is subject plus bare infinitive (V1) except third person singular subjects or pronouns (he, she and it).When the subject is **he**, **she** or **it,** the verb takes either **‘s’ or ‘es’** depending on the type of verb to make the subject agrees with the verb. This kind of grammar presentation is said to be inductive way of teaching grammar. This way of presenting grammar begins with provision of grammar activities in context or providing specific examples and it moves on forming rules or extracting general rules from the examples. Hence, it is good to expose students to different examples by brain storming them to talk about what they do every day, on the weekends etc. In order to achieve this purpose, the second activity (a boy’s daily routine) will give students more opportunity to understand the very important use of simple present tense before they construct their own sentences.

Lesson Nine Answers

Lesson Ten: Based on the picture given that shows a boy’s (Mikiyas’s regular activities), students can write their own sentences describing the pictures such as: he wakes up; he takes shower.

Then, ask them to write their own daily activities based on the example given. Ask them what do they do every day or regularly or on the weekends and give them corrections when they read their sentences.

Complete the paragraphs with the correct form of the verbs in parentheses.

Melkamu and Lulit lives in a big city of Ethiopia and **have** a busy lifestyle. Melkamu is a doctor at a hospital. He **works** the whole day, so he **goes** to work at 8:00 a.m and comes home at 7:00 p.m. His wife Lulit works at a bank. She **goes** to work at 8:00 a.m and comes home at 6:00 p.m. They don't see each other a lot during the day. Melkamu and Lulit also **have** two children, Lemlem and Kebede. Every morning they all **have** breakfast together at 7:30. Then, Lemlem and Kebede **go** to school, and Melkamu and Lulit **go** to work. In the evening, all of them **come** home. Melkamu and Lulit **prepare** dinner for the family. Melkamu usually **helps** the kids **do** their homework. Then, the family **eats** dinner. After that, Lulit **washes** the dishes, and then they all **go** to bed. Melkamu and Lulit **have** a busy schedule during the week, but on weekends they relax with their kids.

Lesson 12 (Activity 1)

2. I do not drive to work.

3. Pilots do not fix planes.

4. Our teacher does not do homework.

5. I do not go to the zoo in the morning.

6. We do not have class on Saturday.

7. You do not teach biology.

8. We do not have an exam on Saturday night.

Activity 2:

2. Does he work in the farm?

3. Are they best friends?

4. Do they study in the library?

Lesson Thirteen

1. plays
2. Flies
3. eats
4. boils
5. teaches
6. speaks
7. drink
8. examine
9. leaves
10. attracts

Lesson Fourteen

2. a mechanic fixes cars.

3. Abel has a huge office.

4. Farmers feed animals.

5. Debebe talks to his boss every day.

6. Yosef takes beautiful photographs.

7. I listen to music at night.

8. Chaltu misses her friends.

Lesson Fourteen

1. have
2. works
3. goes
4. goes
5. have
6. have
7. go
8. go
9. come
10. prepare
11. helps

12. do

13. eats

14. washes

15. go

16. have

Read the following dialogue and fill in the blank spaces with the appropriate word in simple present tense and practice the dialogue in pairs.

Pawlos: Good afternoon, can I ask you some questions?

Alemayehu: Sure, you can ask as many questions as you want.

Pawlos: Thank you for taking the time. Now, the first question: What do you do?

Alemayehu: I'm a graphics designer. I design magazines, brochures and websites.

Pawlos: How long have you been doing this?

Alemayehu: I've been working as a graphics designer for over six years.

Pawlos: Are you married?

Alemayehu: Yes, I'm.

Pawlos: What does your wife **do**?

Alemayehu: She is a teacher.

Pawlos: What does she **teach**?

Alemayehu: She teaches Mathematics.

Pawlos: Where does she **teach** or **work**?

Alemayehu: She **teaches** or **works** a primary school in Bahir Dar.

Pawlos: Do you have any children?

Alemayehu: Yes, we **have** two children – a boy and a girl.

Pawlos: Do you watch films?

Alemayehu: Yes, I do.

Pawlos: What types of films do you **watch**?

Alemayehu: I usually watch Romantic films.

Pawlos: Do you exercise?

Alemayehu: Yes, I do.

Pawlos: How often **do** you exercise?

Alemayehu: I **exercise** at least four times a week.

Accept as many appropriate words as possible from the students and get them to practice the dialogue.

Activity about steps in coffee preparation

Once they have some information about terms used to explain the process of coffee preparation, students will write their own sentences about the steps followed in coffee preparation in their own culture. Motivate them to write in simple present tense and to underline the verbs and they should explain why they use simple present tense. They should know that steps like coffee preparations are routine activities that can be expressed by simple present tense. Check if students use appropriate words and follow subject-verb agreements.

Section Seven: Writing

Lesson Seventeen

Writing:

Possible answer for activity 1

1. quiet 2. fresh 3. feeding 4. cattles

5.foot 6. garden 7. fetch

Activity 2

City Life Vs Country Life

More and more people are **moving** out of small towns and villages to live in big cities. This creates many **problems**. Populations in rural areas are **falling** fast. This means that schools close; shop owners can no longer make a **living** and the elderly have also **face** difficulties, with older **patients** and little public money available. Cities, on the other **hand** are growing and growing. This forces **prices** for accommodation up, and overcrowding, especially on buses and taxies **during** rush hour. Even so, many young people **prefer** to live cities as they are **exciting** and offer more chances of **employment**.

Comma Usage

Most punctuation problems are comma-related because of the important role commas play in providing readers with guidance on how a sentence is organized and is to be read to understand the writer's intended meaning.Hence, it is good to teach the most important purposes of comma.

Answers:

1. He likes to eat apples, oranges, and bananas.
2. Having spoken to him earlier, I was not surprised to hear the news.
3. This dish, when prepared correctly, is very tasty.
4. We enjoy riding a bicycle, but we enjoy swimming even more.
5. Haile Gebresellasie, a famous Ethiopian athlete, is 48 years old.
6. Although we didn't arrive on time, they still let us in.
7. I was born and raised in Gambela, Ethiopia.
8. He was a cruel, heartless man.
9. Weren't your parents from Afar, Ethiopia?
10. Geremew was born on June 26, 1989.

1. We are having shiro, cabbage, potato and bread for dinner.
2. Teacher Habtamu, our English teacher, says we have to learn how to use commas.
3. He says, "Remember, you have to use commas before and after you address someone directly."
4. Kedir said, "Did you do the homework, Abebe?"
5. The teachers at Bahir Dar Academy work hard to teach the students.(no need of comma)
6. Alex painted the fence white, blue and green.
7. We waited at the bus stop on Meskel Square after school. .(no need of comma)
8. My father, who is a nurse, cares for the sick, injured and disabled.
9. Ferede , who often cheats on his homework, is really only harming himself.
10. Now, Mr. Belete, we will see you in half an hour.

Rewrite the following short paragraphs by placing commas where appropriate.

1. Making salad is easy. First, choose the vegetables you want to use. You might want to add lettuce tomatoes carrots and pepper. If you see cherry tomatoes, you won't even need to slice them. Next, wash each vegetable thoroughly. Tear the lettuce into pieces and add as many tomatoes as you like. Finally, ask an adult to help you chop the pepper and the carrots.
2. Eldana likes to enjoy many different things during the summer vacation. She loves to sleep in late each day. After she wakes up, she will often help her mother in the kitchen. After she has finished helping her mother, she goes outside to play with her friends. She loves playing hide and seek, biking, swimming and jogging. Above all,

she likes to go horse bike riding. Eldana says, the only thing she does not like during summer is the rainy days.

Unit Two

History of Calendar

Section One: Listening

Lesson One

Pre-listening activities

In this pre-listening section/phase, motivate the students to speak their ideas freely in English. Let them to talk what they feel about calendar, purposes, its conceptions, sources of calendar in Ethiopia in pairs or in small groups so that they share their ideas and develop creativity, problem solving skills and critical thinking. Then, tell them some facts about the points raised as a summary before you start reading the listening text. Next, get them to read the while reading questions for about 2 to 3 minutes to help them understand the questions. Then, read the passage twice and let them share and check their answers to the questions with their partner and make a whole class discussion to give the correct responses to the questions based on the idea of the passage.

History of the Ethiopian Calendar

It is increasingly becoming clear that time has been greatly influenced by the discovery of early human fossils in the southeast part of the country. Dinqnesh (also called Lucy) has permanently registered in our psyche a sense of ancestral and resultant diversity. It is hard to argue about the ethnic origin of our eponymous ancestors. Time has placed them at the center of not only the possible origin of Ethiopians but also the beginning of all human beings. As a result, it will not be honest not to include the common ancestors in the calculation of self and community regardless of one's immediate source of identity. The tribal or ethnic designation that is currently debated about is subdued by time. Long time ties the Ethiopians together. The Ethiopian calendar traces its origin to the ancient Egyptians and the Coptic traditions of Alexandria. The Ethiopian scholars call calendar, baherehasab. It is also known as Abu Shaker, a name adopted from an Egyptian Deacon who modified the Egyptian calendar to fit the needs of the Coptic Christians in Egypt in the thirteenth century of the Common Era. The Ethiopian Orthodox Tewahedo Church incorporated the traditions of the Egyptians in the Ethiopian calendar, which is indeed uniquely Ethiopian. The Ethiopian calendar has some semblance with now abandoned Julian calendar, which was a modified ancient Egyptian

calendar designed by the order of Julius Ceasar in 46 Before the Common Era. Gregory XIII further modified the Julian calendar and passed a decree to all the Catholic faith followers to switch to a calendar that bears his name: Gregorian calendar was adopted in 1582. The Ethiopian calendar divides the total number of days into thirteen months. The year begins in September. Twelve months are assigned thirty days and the thirteenth month has five or six days, depending upon the leap year.

The need for a calendar arises from a need to calculate and determine the daily, weekly, monthly and yearly schedule of prayers, fasting and holidays. It is also needed to calculate and assign an astronomic event like abeqte, a lunar cycle in relation to the sun that takes place once every nineteen years.

At the time of the adoption of the Gregorian calendar, AtseTserseDingil (1563-1597) was in power. He was also leading the resistance against the Portuguese missionaries who unsuccessfully attempted to replace the Ethiopian Orthodox Tewahado Christianity with Catholicism in the country. The Portuguese were first welcomed when they provided crucial assistance to the Christian Ethiopians in their fights against an Ethiopian Muslim Warrior, Imam Ahmed ibn Ibrahim al Gazi, who was aided militarily by Ottoman Turks.

It is indeed remarkable for the Ethiopians to develop and maintain their own conception of time for over 2,000 years.

(Slightly Adapted from the Ethiopian Millennium and its Historical and Cultural Meanings, AyeleBekerie, 2008)

While-listening activities

Ask students to copy the listening comprehension questions in their exercise books and give them 2 to 3 minutes to read the questions.

Encourage students to read and pay attention to instructions and to write correct for true sentences and wrong for false sentence. This is to help them notice instructions for the future during tests and examinations.

Activity I: Possible answers for true/false questions

1. Correct/true
2. Wrong/false
3. Correct/true
4. Wrong/false
5. Wrong/false
6. Correct/true
7. Correct/true

Activity II: Answers for short answer questions

1. Dinqnesh or Lucy
2. In the southeast part of the country
3. baherehasab or Abu Shaker
4. Egyptian Deacon
5. AtseTserseDingil
6. Thirteen months
7. Twelve months
8. For over 2,000 years

Lesson Two

Post-listening

After listening, this activity helps relate the text to their own similar situations so that they can develop their speaking or writing skills besides listening. Hence, encourage them to summarize what they have understood about the historical development of calendar and to reflect.

You can give marks to the students' presentation (to talk about the historical development of calendars) on either the pre-listening or post-listening stages when they summarize what they have understood from the listening text.

Lesson Three

Section Two: Speaking

Before you teach this section, give students homework aheadoftime to collect information about different local calendars and to write about it to talk in English in the next class. Tell them to ask their parents, grandparents or any person from their surrounding that they believe they can give them information about local calendars people use in their locality as different cultures have different ways of counting days and months although we have commonalities. You can give them an instance about the case of Fichee-Chambalaallawhere the Sidamapeople or the localitiescelebrate and considered as the beginning of the New Year. You can ask students who are from this community or other places that donot have their own unique way of counting years, months or days to ask people about this Fichee-Chambalaalla. When they come next period, ask them to report (if possible, individually or give them a

chance to the majority of students who believe they have somewhat different ways of counting years, days and months).

Lesson Four

Section Three: Pronunciation

/f/ and /p/ sounds

You should know that there is a distinction between voiced and voiceless sounds. Voiced sounds are those produced when the vocal cords are together and vibrate as air passes through. Voiceless sounds are those produced with the vocal cords apart so the air flows freely through the glottis.[p] is a voiceless, bilabial, oral sound-to make the [p] sound, have your two lips touching and blow out some air. To make the [f] sound, put your top teeth onto your bottom lip and blow out some air. Let the students' practice doing this individually, in pairs, in small groups and let the whole class say the words after a model: better students or you. This can be directly by pro nouncing the words given as in activity 1 or by looking at the picture and match the sounds with the pictures in small groups/in chores/ collaboratively to identify the sounds and say the words. If they mispronounce the words, encourage other students to say the words. This can give them the chance to learn how to pronounce words correctly from their friends and thereby to identify the words which have /f/ sounds and /p/sounds, so check how each student pronounces some difficult sounds and give corrective feedback.

Section Four: Reading

Pre-reading

Try to relate this text with the student' prior knowledge including the listening text they learned in this unit, so as much as possible, elicit what students knew before the historical development of calendar and the distinction between Ethiopian and Gregorian calendar. Ask oral questions.

While-reading

First, read the passage to the whole class loudly and give students a chance to reads each word, makes intonation and stresses on certain words. Select a few better students to come to the front of the class and read out the passage loudly. In order to respond to the questions

following the reading, encourage everyone read the passage individually and silently and answer the questions from the passage concurrently.

Walk around each group and check the students' participation in the discussion. Encourage their attempts to respond to questions and self and peer-correction.

Answers

Activity I: True/false

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

Activity II: Short Answer

1. eight (seven) years
2. seven, eight, nine or ten days

Activity III: Finding evidences from the passage

1. They are different both in years and days.
2. The time zone in Ethiopia is East Africa Time (EAT) (UTC+03)

Section Five: Vocabulary

Activity I: Guess the meanings of the following words from the reading passage.

1. a year occurring once every four years , which has 366 days; the extra day
2. additional period
3. to be named after someone
4. unique/distinct
5. falling behind

- For activity two, the words given are from the reading passage and ask students to construct their own sentences and to compare with their partners so that they get the opportunity to practice the words in different contexts.

Lesson Nine

Section Six: Grammar

- Let the students write what they did last weekend (Saturday and Sunday) based on the example given and read the sentences to the class and underline the verbs. Write the verbs on the blackboard.

The Gregorian calendar

Before you teach about simple past tense, let the students read the text about the Gregorian calendar. The main purpose of this activity is to help students to identify the past verbs so that encourage them to identify all the past verbs (either in active or passive form). The second purpose of this activity is to give students opportunity to talk about the historical development of the Gregorian calendar. Give due attention to the form and after they discuss in small groups, tell them that the once written below in bold are past verbs and the once with auxiliary verb was or were plus past participle form are the past tense of the verbs in passive form. Then, ask them to write the infinitive or the verb 1(v1) form of the verbs they identified as past verbs based on the given example. For instance, they may identify the following bare infinitives:

amounted-amount

became-become

placed-place

consulted-consult

doubted-doubt

obtained-obtain

Then, motivate them to figure out what changes they have seen between v1 and v2 form of each verbs. Then, they come up with rules of simple past and you will teach them briefly by relating with the examples provided.

The Julian calendar year of 365.25 days **was** too long since the correct value for the tropical year is 365.242199 days. This error of 11 minutes 14 seconds per year **amounted** to almost one and a half days in two centuries, and seven days in 1,000 years. Once again the calendar **became** increasingly out of phase with the seasons. From time to time, the problem **was**

placed before church councils, but no action **was taken** because the astronomers who **were consulted doubted** whether enough precise information **was** available for a really accurate value of the tropical year to be **obtained**.

By 1545, however, the vernal equinox, which **was used** in determining Easter, had moved 10 days from its proper date; and in December, when the Council of Trent **met** for the first of its sessions, it **authorized** Pope Paul III to take action to correct the error. Correction **required** a solution, however, that neither Paul III nor his successors **were** able to obtain in satisfactory form until nearly 1572, the year of election of Pope Gregory XIII. Gregory **found** various proposals awaiting him and **agreed** to issue a bull that the Jesuit astronomer Christopher Clavius (1537–1612) began to draw up, using suggestions **made** by the astronomer and physician Luigi Lilio (also known as Aloysius Lilius; died 1576).

The papal bull Inter gravissimas (“In the gravest concern”) **was issued** on February 24, 1582. First, in order to bring the vernal equinox back to March 21, the day following the Feast of St. Francis (that is, October 5) **was** to become October 15, thus omitting 10 days. Second, to bring the year closer to the true tropical year, a value of 365.2422 days **was accepted**. This value **differed** by 0.0078 days per year from the Julian calendar reckoning, amounting to 0.78 days per century, or 3.12 days every 400 years. It **was** therefore promulgated that three out of every four centennial years should be common years, that is, not leap years; and this practice **led** to the rule that no centennial years should be leap years unless exactly divisible by 400. Thus, 1700, 1800, and 1900 **were** not leap years, as they would have been in the Julian calendar, but the year 2000 **was**. The reform, which **established** what **became** known as the Gregorian calendar and **laid down** rules for calculating the date of Easter, **was** well **received** by such astronomers as Johannes Kepler and Tycho Brahe and by the Catholic princes of Europe. Many Protestants, however, **saw** it as the work of the Antichrist and **refused** to adopt it. Eventually all of Europe, as late as 1918 in the case of Russia, **adopted** the Gregorian calendar.

Reading

Post reading

This activity requires them to refer or remember all what have understood before/ in the previous lessons. Hence, encourage them to use their prior knowledge of calendars in the reading or listening text to answer the questions.

Give them a chance to talk about the benefits and disadvantage of the leap year (the thirteenth month) of Ethiopia in small groups.

Lesson Nine

Grammar

Simple Past Tense

Start the grammar lesson with questioning. Ask students to write what they did yesterday first individually and then to share their ideas in pairs. Ask them randomly: what did you do yesterday? Write some sentences on the blackboard and let them to notice the verb forms. You may also ask them to compare what they do every day (simple present), and what they did a day before (simple past).

For example, every day, I go to toilet. I wash my face. I eat three times a day.

But, yesterday, I washed my clothes. I went to the church/mosque. I ate my lunch at half past twelve. Etc.

Encourage peer and self-correction.

In the second activity, encourage students to read the text about the Gregorian calendar and identify all the past verbs. Then, tell them to write bare infinitive or base form of the verbs based on the example given below.

For example, ‘was’ is a past verb and the infinitive or the base form of the verb ‘was’ is ‘be’ is substituted by ‘is’ in simple present tense so that they will read the text and do the same.

Explain the uses of simple past tense to express different past actions including in conditional sentence type II. This condition is used to express dreams, unreal situations and things that are unlikely to happen in conditional sentence type II. Tell them that conditional sentences are three types (type I, II and III) and each type has two parts: the if/dependent or subordinate clause and the main/independent or principal clause. You should tell them that the tense in the if and main clause in each of the conditional types is different as in:

1. If I **study** hard, I **will score** a better grade in English. (Type I, if clause, subject plus v1 or s/es or simple present and main clause, will/can plus v1(simple future)
2. If I **studied** hard, I **would score** a better grade in English. (Type II, if clause, subject plus v2 or simple past and main clause, would/could… plus v1(present conditional)

3. If I **hadstudied** hard, I **would have scored** a better grade in English. (Type III, if clause. subject plus had+v3 or past perfect and main clause, would/could… plus v3(perfect conditional)

You may tell them meaning differences such as in type I, they have the probability to get a better grade if they work now and in the future, so if the condition fulfills, they have a chance to get what they want if not, the opposite might be true. However, in the case of conditional sentence type II although the tense in the if-clause is simple past, it is not a real past tense it is a subjunctive and the meaning is they know that they do not read rather simply imaginary so that it is unlikely to get what they wished. In the case of type III, students do not have chances to read and get things back because it talks about a completed action in the past. It is an impossible condition and what is left is regret as the meaning is past that is they did not read in the past so that they did not get a better grade in English.

However, having the highlights focus on giving fewcommon examples about conditional sentence type II. Here give them examples focusing on the form which is simple past.

1. If I **were** a bird, I would fly. (But I know that I am a human being so, I can't fly)-the reality is different. It is just a dream.
2. If I **had** money, I would give you. (but I don't have money)
3. If I **had** your phone number, I would call you. (but I don't have your phone number)
4. If you **came** to my birth day party, we would have a lot of fun. (but you don't come to my birth day party)

Lesson Twelve

Activity I: Possible answers to complete the conversation.

Mikiyas: were you at Tsion's birthday party yesterday?
Kidist: Yes, I **was**.
Mikiyas: Was it good?
Kidist: Well, it **was** ok.
Mikiyas: Yes, there **were**.
Kidist: Was Rahel there?
Mikiyas: No, she **wasn't**. And where **were** you? Why **weren't** you there?
Kidist: Oh! I **couldn't** go because I **was** at Meron's birth day party! It **was** wonderful!

Activity II: Past tenses of the verbs are:

ate, drank, drove, flew, listened to, made, rode, took, watched, wore

Lesson Thirteen

Activity I: Suggested answers

1. travelled
2. stayed
3. is
4. played
5. went
6. swam
7. ate
8. was
9. eat
10. stay
11. sleep

Possible answers for activity 2:

Action verbs tell about something that someone is doing or did.let the students Copy the sentences in simple present and to change it into simple past by adding advers that indicate past such as yesterday, last night etc. or by changing the verbs in simple past based on the given example. This helps to understand the differences between the two tenses (simple present and simple past).

1. I cleaned my teeth yesterday.
2. Ahmed combed his hair this afternoon.
3. Dereje played football with his friends last night.
4. My mother talked to my brothers and sister.
5. I looked after my baby brother when he was very young.

Lesson Fifteen

Activity I: Table Completion

Time	**Things happened**
In 1960	Abebe Bikila won the first Olympics in Rome
In 1964	He won the Olympic marathon again in Tokyo
In 2000	The Asics Corporation of Japan voted Abebe as impressive runner in the twentieth century.
In 1932	Abebe was born.
In 1973	He died.

Activity 2: Use the simple past to answer questions.

1. He was the first black African to win a gold medal in the Olympics.

2. He ran barefoot.
3. It was hot.
4. It started in the evening.
5. They held torches to light the race course.
6. He had surgery for appendicitis.

Lesson Fifteen

Rewrite sentences to make negative sentences, yes/no and WH-questions.

1. He **ran** bare foot.

Negative: He didn't run barefoot.

Yes/no question: Did he run barefoot?

WH-question: Who ran barefoot?

2. The weather **was** hot.

Negative: It wasn't hot.

Yes/no question: Was it hot?

WH-question: What was the weather?

3. The race **started** in the evening.

Negative: The race didn't start in the evening.

Yes/no question: Did the race start in the evening?

WH-question: When did the race start?

4. Soldiers **held** torches.

Negative: They didn't hold torches.

Yes/no question: Did they hold torches?

WH-question: Who held torches?

5. He **was** born in Jato.

Negative: He wasn't born in Jato.

Yes/no question: Was he born in Jato?

WH-question: Who was born in Jato?

Lesson Sixteen

Activity I: Putting am/is/are or was or were possible answers

1**.** Last year he **was** 20 this year he **is** 21.

2. Today, the weather **is** nice, but yesterday, it was cold.
3. I **am** hungry. Can I get something to eat?
4. I feel fine this morning, but I **was** very tired last night.
5. Don't buy those shoes. They **are** expensive.
6. This time last year I **was** in Harar.
7. Hello everybody! I **am** sorry. I **am** late.
8. Where **were** you born? I **was** born in Gondar.

Writing

Encourage students to think about details that go with each topic sentence to elaborate. In the paragraphs, the topic sentences are the first sentences. Hence, tell them to think some more related sentences to finish ideas.

Colon

1. The friends I play with are follows: Jemal, Nebil and Seyoum.

2. There is only one reason you failed: you did not prepare for the test.

3. You will need the following back to school items: pencils, erasers and markers.

4. I have been really sad today: I just found out I lost my mother's necklace.

5. My alarm clock is set for 2:30 p.m.

6. There are four parts to a plant: roots, stem, leaves and flower.

7. You know what to do: practice.

Lesson Twenty

Activity I: Use colon in the appropriate places.

Activity I: Use colon in the appropriate places.

1. She went to great lengths to emphasize this: "Kindness never fades."

2. He wanted to visit three cities in Ethiopia: Bahir Dar, Harar, and Dire Dawa.

3. Here are three towns that begin with D: Debre Markos,Debre Birhan and Debretabour.

4. This house has everything I need: two bedrooms, a wide kitchen and a playground.

5. The world is a stage: play your role well.

6. He cares for no one: he is the epitome of selfish.

7. I want the following items: butter, sugar, and flour.

8. Samuel plays four sports: volleyball, soccer, football, and tennis.

9. The dentist said I had to: “brush twice daily and floss as often as possible.”

10. Life can be complicated: Sometimes it’s good and sometimes it’s bad.

Possible places to use/insert colon

The Ethiopian and the European calendars differ in two ways**:** years and days. In Ethiopia, there are thirteen months**:** September, October, November, December, January, February, March, April, May, June, July, August and Pagumen. The thirteenth month is unique**:** it has either six or five days. The hours of the day in Ethiopia are not named and divided in the same way as in the European. For example, the European says, 12**:**00 a.m. when it is actually 6 at midday. In the Ethiopian evenings are considered parts of the next day. The 7(8) years difference in the calendars is described according to the teachings of the Ethiopian Orthodox Church. The Ethiopian Christians didn’t base themselves on historical facts to decide the date on which Jesus was born**:** they used ages mentioned in many parts of the Holy Bible. According to their argument, God has nothing to do without reason**:** he must have some reason. This was said by St. Paul’s**:** “When the time had fully come, God sent His son, born of a woman…” God promised to Adam**:** I will be born of your offspring and save you. Note that one-day is one thousand years with God. When this time (5500 years) had fully come, Jesus was born. Then, the Ethiopian started to calculate time**:** it is different from the international time.

Unit Three: Road Safety

Section One: Listening

Pre-listening

Let the students share their feelings in groups of four before they listen to the text. They should discuss the questions based on their prior experiences and the picture.

Road Accidents

Every year, thousands of road users are injured or killed in road accidents. While it is bad enough on ordinary days, the accident rate increases during festive seasons when lots of people crowded the roads in their rush to go home. For families involved in accidents, the festive season can turn out to be a tragedy instead of a joy.

The causes of accidents are many, but mainly they are due to human error. Recklessness, negligence, excessive speeding, poor driving skills, breaking of traffic rules and overloading contribute to the occurrence of accidents. Go to any housing estates and one can see underage children speeding around on motorcycles. They do not wear safety helmets and sometimes there are three or four of them on a motorcycle built for two. The law is ignored and the adults are to blame for allowing these young children to risks their lives. The behavior of adults is no better . Grown up but reckless road users are aplenty on our roads. Road courtesy is almost non-existent. Mechanical problems and road conditions can also cause accidents, for example, brake failure, tyre blowout, bad weather and traffic overcrowding.

The prevention of road accidents depends largely on the attitude of road users. They must respect the traffic laws such as keeping within speed limit, using safety helmets and belts and keeping their vehicles in roadworthy condition. They must also acquire and practice safe driving skills. There should be more awareness campaigns aimed at inculcating good driving habits. When road users ensure their vehicles are road worthy, respect the law and think about their safety as well as that of others, then the number of fatalities can be reduced.

In short, a change of attitude for the better is required of road users. As long as they persist with their present bad road habits, the incidence of road accidents can only worsen.

While listening activities

Note that: After the pre-listening actitvities, read the text twice for the students, and tell them to take notes to answer specific information from the listening text.

Guess the meanings of the following words from the listening test you have just listened.

1. **Road accidents**-accidents happen/occur on roads

2. **Road users**-are those who use roads such as drivers, motorcyclits and pediatricians
3. **Negligence**-careless
4. **Excessive speed**-too much speed which is beyond the limit
5. **Helmets**- hard protective hats which are usually worn by motorcyclists
6. **Fatalities**-dead people who lost their lives by road accident

Post-listening

Before you start this lesson, give students homework to collect data about car accidents in Ethiopia from their localities. We have heard that these days the number of people that we loss because of car accident exceeds the once we are losing because of the pandemic, COVID-19.Hence, encourage them to talk freely about the seriousness of car accidents in Ethiopia, but first, they should think about this and remaining questions individually make a whole class discussion. Ask some students to report what they have found.

Speaking

Lesson three and lesson four deals with speaking. The two activities in lesson three give students the opportunity to speak in front of classmates and the teacher freely and they can also get information about their role in reducing car accidents. In lesson four, let the students act out the conversation/ the dialogue given as two friends and traffic police. Let them to play a role, and to act like traffic police etc. Then, give time to the class to share their ideas first with their partner and to the class to answer the questions.

Possible answers for lesson four activity 2

1. Two wheeler mean a motorcycle in the context given but bicycle also has two wheeler
2. Robel
3. Robel's father
4. Robel
5. Because Seifu knows that Robel does not have a driving license and Robel will be punished
6. No he does not have
7. An accident may happen.

Section Three: Pronunciation

Let them to practice and to be aware of silent letter words with more practical exercises and assist them when they face difficulty in pronouncing those words.

Section Four: Reading

Before students read the passage, let them to discuss in small groups about the questions and help them to define road safety. You may define road safety as a method of and preventing *road* users from being killed or seriously injured. It is about keeping ourselves safe from any possible road accidents while we walk around the road. The road safety rules teach us how to behave or act when we want to cross the road or when we drive vehicles.

While reading

Before you let students to read silently and independently, read the passage aloud/ to the whole class and instruct students to read each word, makes intonation and stresses on some words and evaluate how each student reads some difficult words, and give them time for self and peer correction. Then, select few students to come out to the front of the class and read out the passage loudly.

Possible answers for the activities

Activity 1:

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

Activity 2:

1. 21% to 25%
2. 30%
3. Prohibition of cell phones, making conversation behind the wheel, driving without seatbelt and not using a motorcycle helmet etc.

Post-reading

Encourage them to speak about the questions including the contributions of road safety to the well-beings of humans and to identify the stakeholders who are responsible for maximizing the condition of road safety. You may also explain points like we (pediatricians, drivers etc) all are responsible for maximizing the condition of road safety although transport office takes the lion share.

Lesson Ten

Section Five: Vocabulary

Activity 1: Guessing meanings from the context

1. **Road traffic crash**- a traffic collision/ a motor vehicle collision or car accident that occurs when a vehicle collides with another vehicle
2. **Victims**-refers to people who have been injured or killed by accident
3. **Vehicle**- refers to things like ca and lorry
4. **Lion share-** the largest portion
5. **Injuries**-wounds
6. **Seatbelt-** a belt that fastens around you when you are travelling in a vehicle and holds you in your seat
7. **Fatalities**-death or people who lost their lives resulting from a car crash
8. **Prohibition-** legal prevention of taking alcoholic beverages
9. **Helmet-** protective head coverings that motorists wear to reduce the risk of serious head and brain injuries
10. **Drivers' license-** a document permitting a person or a driver to drive a vehicle.

Lesson Eleven

Activity 1

1. **accident**- unexpected and harmful incident
2. **penalty-** a punishment imposed for breaking a law or rule
3. ***suspended*-** to stop temporarily from driving car
4. **lower speed limits-** reducing the speed level of vehicles that is legally permitted to travel
5. **road safety** – methods or measures used to prevent *road* users from being killed or seriously injured.
6. **to amend** – to change or to modify
7. **enforcement**- the process of making people obey a law or rule, or accepting
8. **a breath test**- *a test used to check the smell to see whether drivers take alcohol or not*

Lesson Twelve

Activity 1: Filling the words that match with the pictures.

1. stay together
2. keep your name and address private
3. walk with a friend
4. swim with a partner

5. do not eat and run
6. handle with care
7. no one should touch your private parts
8. know your emergency phone numbers
9. don’t dash into the street
10. tell a trusted adult
11. buckle up
12. obey street signs and safety rules
13. avoid sharp objects and broken glass

Activity 2: Good and bad actions on roads

Note that: numbers 2, 3 and 6 are good while the rest 1,4 and 5 are not good acts, so inform students to do or not to do these things on the roads to make them safe.

Activity 3: **Filling the blank spaces**

1. hand
2. crossing
3. lights
4. stop

Lesson Thirteen

Section Six: Grammar

Activity 1: infinitives and gerunds

1. to improve
2. following
3. wear
4. to wear
5. wearing

Activity 2: Gerund forms.

1. He admitted **cheating** on the test.
2. You should avoid **eating** too much meat.
3. Please, consider **selling** your house if you need money.
4. I detest **waking** up when it's dark outside.
5. She denied **leaving** the taxi without paying.
6. I enjoyed **lying** on the beach all day.

7. We finished **writing** our assignments before noon.
8. The job in the supermarket **working** at night.
9. I don't mind **doing** homework.
10. My colleague kept **complaining** all the time.
11. I took my umbrella. I didn't want to risk **getting** wet.
12. She practiced **playing** the piano all day.
13. I really appreciate **having** your advice.

Lesson Fourteen

Activity 1: Use either bare infinitive or infinitive with 'to'

1. Chalachew agreed **to forgive** his brother for the second time.
2. He expects **to get** a good promotion.
3. He's a good employee. He always tries **to do** well.
4. You had better **study** hard.
5. He demanded **to speak** to the manager.
6. Let him **come** in now.
7. I prepared **to go** on holiday.
8. I offered **to help**.

Lesson Fifteen

Activity 1: Fill in the blanks with an infinitive or gerund form of the verb

1. being 2.winning 3. agreed to find 4. losing 5. to put 6. to have 7.to finish 8. going 9.to buy 10.to get

Activity 2: Put the verb into the gerund or the infinitive:

1. to get 2. stealing 3.to go 4.to get 5. to work 6. to go

Lesson Sixteen

Activity 1: Complete the sentences with a verb from the list in the gerund form.

listen/learn/come/read/stay/visit/ski/swim

1. listening 2. staying 3.walking 4. visiting 5. swimming 6. learning 7. reading 8. coming

Activity 2: Complete the sentences with a positive or negative infinitive

eat/do/buy/be/be/help/start

1. He wanted to be an astronaut when he was younger.
2. to buy 3. to do 4. to start 5. to help 6. not to be 7. to eat

Activity 3:Change the word order to make sentences

1. He drinks coffee in the morning to wake up.
2. Alex would like to buy a new car.
3. The police officer told us where to go

Lesson Seventeen

Section Seven: Writing

Order ideas logically to make paragraphs.

1. I witnessed a very dangerous accident. There was one railway crossing which was not secured with a rail way gate. The riders were supposed to see for the train. A man was driving a car with his children. The train crashed into the car and scrabbled the car till a metre or two. The volume of the music was so high that he won't able to recognize that a train was arriving from the other side. It was my summer vacation and I went to Addis Ababa to visit my grandparents. The riders were supposed to see for the train

2. The number of deaths and injuries due to road accidents are increasing from time to time. Road accidents have been and will continue to be one of the greatest health hazards. We have to do something to address the issue of road accidents. We are all responsible. They must be cautious especially on wet roads and pediatrician crossing. There are many causes of road accidents, but personally, I think the most important factor which contributes more to road accidents is the irresponsibility of the drivers. Drivers must at all times abide by the safety regulations of the road and most importantly they take care to the speed limits or stick to a speed which will allow one to stop on a safe distance. Another reason is the condition of roads: the poor infrastrure of road designs, which lead to accidents. Hence, there are many reasons for accidents to happen, but the main work is how to overcome this problem? What can we do?

Lesson Eighteen

Activity 1: Rewrite sentences with capital letters.

1. Samuel went to USA.
2. Asnakech likes coffee; I prefer tea.
3. Look out! She screamed.

4. My friend from Awassa can speak three languages: Amharic, Sidamgna and English,
5. Lemlem and Rahel drove across the main roads in AddisAbaba.
6. I have planned to read English today.
7. She went to Axum last Friday.
8. Please give me a glass of water.
9. He asked, “What time is it?”
10. I think Spain is located in Europe.

Lesson Nineteen

Activity 1: Add capital letters where necessarily.

Dear Friends,

I hope you are well. I am sitting in a café in front of Papayrus hotel in Bahir Dar. The weather is nice but hot. Everybody knows that Bahir Dar is a hot town. It is also known in its tourist attraction place. Many visitors come here to visit Lake Tana and the monasteries. Last Monday, I also went to the lake to see one of the monasteries called the Ura Kidane Mihret monastery with my aunt who came from America and I really enjoyed it very much. I hope one day you may also come to Bahir Dar and I will show you different places.
Write to me soon.
Yours,
Eleni

Activity 2: Put capital letters where appropriate.

Many of Hailu’s friends think he has a boring daily routine, but Hailu likes it. He always gets up at six o’clock every morning and says, “Good morning” to his wife, after breakfast, he arrives at work around seven-thirty. He works in a garge. It is located in Adama. After work, he says, “Good-bye” to his boss, Ato Gezahegn and then comes home. On weekends, he likes to play with his son Ayanaw and his daughter Abebech. May be Hailu’s routine really is a little boring, but he enjoys it!

Lesson Twenty

Activity1: Add capital letters

1. Crossing the street when you are a blind person is a real challenge on a daily basis. Among the many existing solutions, Accessible Pedestrian Signals (APS) represent

the best option to secure and facilitate the crossing for visually-impaired and blind people. An APS is an integrated device that sends an audio signal to indicate to pedestrians if they can cross the road safely. This device allows blind pedestrians to cross the road at the right time; more quickly and safely while maintaining their orientation throughout the crossing. Accessible Pedestrian Signals (APS) to emerge in the 1970s in the United States and have since largely evolved to adapt to their environment and their users. APS are known by different names around the world such as: acoustic signals, audio-tactile signals, audible pedestrian signals, audible traffic signals, audible pedestrian traffic signals or audible crossing indicators. From a legal point of view, the APS must comply with local laws of each country.

2. My name is Hadas and I live in Mekelle which is a big city in Ethiopia. I live in a beautiful house with my husband Hagos and my three children Hilina, Gebregiworgis and Tesfaye. Iwork at Mekelle University. I am a lecturer there and I teach ICT. I usually do not work on Saturday and Sunday because I want to spend time with my children and help them with their homework. Then, we go for walking. My kids and I walk safely only using the pediatrician roads and we cross through zebra crossing as we are aware of road safety.

Unit Four: Walia Ibex

Section One: Listening

Walia ibex (Capra walie) belongs to different order, family and genus. The genus Capra includes several forms of wild goats (bezoars, turs, markhors, and ibex). In spite of the fact that all Capra species can interbreed in captivity, the systematic of the genus Capra remains unclear. Based on morphological characteristics, some authors considered Walia ibex to be a subspecies of Capra ibex and/or Capra nubiana while others consider it to be a separate species which is currently accepted. In addition, molecular studies using mitochondrial and nuclear DNA and ecological niche modeling analysis revealed that the two species are different. Regarding their behavior and reproduction, Walia ibex is a medium-sized mountain ungulate, with chocolate brown coat color and showing a marked sexual dimorphism. It is crepuscular mammal living in herd of 5-10; however, females are more solitary than males outside of the breeding seasons. In contrary to other ibex species,Walia ibex seems to breed

throughout the year. This may be possible because of the lack of temperature seasonality in the tropical Semien Mountains, producing no environmental costs to individuals that breed year-round. But Peak sexual activity between males and females is observed between the months of March - June overlapping with the short rut season.Walia ibex individuals reach sexual maturity at the age of one year. Gestation period is about 150 - 165 days and female gives birth one, sometimes two kids per birth. The maximum life expectancy is up to 15 years.

Concerning habitats and feeding, currently, the greatest concentration of Walia ibex is found in Semien Mountain National Park, northern Ethiopia mainly along 25 km of the northern escarpment between Adarmaz Camp and Chennek Camp. The Walia ibex lives on steep cliffs in regions characterized by rocky mountain, gorges, outcrops and loose stony screes. Walia Ibex is both a grazer and a browser. In fact, it utilizes a wide variety of grass and shrub material in its diet. Walia ibex feeds a wide variety of shrubs and herbs, including Giant Heath, Giant Lobelia, the spiny, creepers and lichens and various grasses.

Adapted from : Wale Mengistu.(2016). The Walia Ibex (Capra walie). *J Biodivers Endanger Species*

Lesson One

Pre-listening

Ask students if they know or heard about Walia Ibex. Let them see the picture and describe what kind of animal is it, where it lives and their overall experience to let them to talk in English and to have some idea about Walia Ibex which is one of the endemic wild animals in Ethiopia that lives specifically in Simen Mountains. Hence, motivate them to talk and share them what you know about the animal. Then, as usual, read the passage twice and encourage peer correction before you tell them the correct responses.

While Listening Activities Possible Answers

Activity 1: True/False

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

Activity 2: Short answer

1. March and June
2. one year
3. 150-165 days
4. rocky mountain, gorges, outcrops and loose stony screes
5. shrubs and herbs

Lesson two

Post-Listening Activity

Give them a chance to talk what they know and understand about Walia Ibex and if they have any information regarding the animal from the people around to share the class. Also, let them write two or three sentences to summarize the main idea of the story focusing on what it is, where it leaves, its colour and feeding system. Give them these clues and comment on their writing.

Lesson Three

Speaking

Let the students ask information about other endemic animals in Ethiopia prior to the class. Give them as homework and motivate them to speck individually about any endemic animal in Ethiopia. This improves not only their speaking and communication abilities, but also their creativity and confidence to speak in front of the audience. Besides, using the information in the table, in activity two, encourage them to talk about the places and the unique features of the given animals. You may ask randomly what makes the Red Fox unique? Where does it live kind of questions and students will respond after they talk about each animals with their partners.

Lessons Four and Five

Section Three: Pronunciation

For your information, the sound /ŋ/ is a **velar, nasal consonant.** To produce this sound:

- Touch your soft palate (the soft part of the roof of your mouth) with the back of your tongue.
- Let air flow out of your nose.
- Your vocal cords should vibrate.

The sound /ŋ/ is

- Found in words listed in the student's textbook and other similar words. Read the words and encourage them to say after you or after better students who can possibly pronounce the words correclty say the words.
- Give them a chance to say the words and the sentences having different words of /ŋ/ sound in chores and individually.
  /ŋ/ sound is also found in suffixes ending with "-ing."

For example,

- **Progressive verbs**: I was sleeping. You are cooking.
- **Gerunds**: Sleeping is good. Writing is hard.
- **Present participial adjectives**: The movie was exciting. This class is boring.

Reading: Endemic Wild Animals in Ethiopia

In the **pre reading** stage, encourage students: to predict what the reading text will be about by looking at the pictures, define what endemic mean, what kinds of animlas are endemic in Ethiopia etc to help them remember their prior knowledge and to talk in English about endemic animlas before they read the passage.

While reading

Ask all students to read the passage before class, but specifically assign six students to reada paragraph about the story of each animal infront of the class turn by turn.Help them if they mispronoun words.Then, let the whole class read silently and independently to answer the while reading activities.It would be more realistic if you bring pictures of these animals and give students to talk about them.

Section Four: Reading

Lesson Six

Activity 1: True/False

1. False
2. True
3. False
4. True

Activity 2: Guessing Pictures

Picture 2 Gelada Baboons

Picture 3 The Mountain Nyala

Picture 4 The Ethiopian wolf

Picture 5 Walia Ibex

Picture 6 Menilik Bushbucks

Activity 3: Table Completion

Lists of Endemic Wild Animals in Ethiopia	**Where they live**
1. The Ethiopian Wolf	Bale Mountains
2. Walia Ibex	Simen Mountains
3. **The Mountain Nyala**	Bale mountain park
4. **The Bale Mountain Vervet**	thick bamboo forests of the park
5. **Menilik Bushbucks**	Ethiopian highlands
6. **Gelada Baboons**	Simen Mountains

Lesson Seven

Post-reading

Here, encourage students to retell the story to themselves or others and about the advantages of having these and other endemic animals in Ethiopia for the locality and the country as a whole and the how much these animals are protected. Take an instance of the burning incident in Simen Mountain a few years ago and give them a chance to talk about the disadvantage of this kind of incident for the existence of endemic animals like Walia Ibex that live in the area.

Lesson Eight

Vocabulary

Activity 1: Finding Synonyms

1. endemic
2. landscape

3. endangered
4. rodents
5. Poaching
6. habitat
7. rebound
8. fame
9. inhabitant
10. huge

Lesson Nine

Activity 2: Guessing meanings from the context

1. **extinct-** no longer existed
2. **conserve-** protect
3. **in danger-**in a situation in which something bad or harmful may happen
4. **hunting**-the activity of searching or chasing wild animals
5. **greed**-selfish desire for something
6. **prevent**-stop or keep something thing from happening

Lesson Ten

Prepositions

Activity 1: Tell them that words like **of, onto, to and in are** prepositions that are found in the paragraph and ask them if they make their own sentences using prepositions before you give a brief explanation about what prepositions are examples and uses.

Lesson Eleven

Activity 1: Prepositions answer key

1 about 2 by 3 from 4 in 5 about 6 on **7** in 8 for 9 to 10 out of

Activity 2

1. in 2. next to 3. besides 4. on 5. besides 6. In-front of 7. on

Lesson Twelve

Activity 1: 1 b 2. a 3. b 4. b 5. a 6. a 7. b 8. a 9. a 10. b

Activity 2: Arranging Sentences with prepositions

1. They need to work <u>on</u> Saturday.

2. He wants to have lunch at 1:00.
3. You need to work until tonight.
4. I need to buy a computer.
5. She likes to play tennis.
6. We want to watch the game.
7. He likes to study in the library.
8. I need to do my homework.
9. I was calling with my mother.
10. She wants to ask a question.

Lesson Thirteen

Activity 1

1. after 2. in 3. in 4. on 5. in 6. in 7. to 8. in 9. to 10. by

Activity 2

1. in 2. at 3. of 4. at 5. in 6. with 7. in 8. on 9. in 10. of

Lesson Fourteen

Ato Hailu 55, is a school teacher. He is **from** Jimma. He lives **in** Addis Ababa, but he works in Adama. Every Monday **to** Friday, he leaves home **at** 7.00 **in** the morning and drives 99 kilometer **from** Addis Ababa **to** Adama. He teaches English **from** 9.00 **in** the morning **to** 3.30 **in** the afternoon, and then he leaves school. He arrives home **at** 12.30 **in** the evening as the traffic is very crowded. Ato Hailu works **in** Adama five days a week, and what does he do **on** the weekends? He teaches English **in** private schools **in** Addis Ababa **to** live a better life **with** his family.

Dear Teacher,

As you know students should fill the blanks with the appropriate prepositions suggested above and read the text to respond to the questions. Please encourage them to respond in sentences so that they also use prepositions in their answers. Write their responses on the black board and comment on use of their prepositions.

Possible answers

1. He is 55 years old.
2. He drives 99 kilometer.
3. He lives in Addis Ababa.
4. He is from Jimma.

5. He leaves at 7:00 in the morning.
6. He teaches English.
7. He works in Adama five days a week.
8. He works on the weekends to live a better life with his family/to support his family/

Activity 2: Before you let to do activity two, let them a visit to the school compound and report to the class where the library and other compounds are located in relation to the classroom using prepositions.

Section Seven: Writing

Lesson Fifteen

Writing

Before you let students write supporting sentences, explain a few points about topic and supporting sentences. A topic sentence is a sentence that carries out the main or the central idea of a paragraph while a supporting sentence as the indicates supports or gives more information about the topic sentence by explaining or giving detail examples. In writing, a paragraph, students need to identify these two concepts. As given in the student's textbook, "Children should not play video games." is the main idea and the details or supporting sentences are those explained as first, second and final, and the unrelated sentence is 'C' as it talks contrary to the main idea. Hence, the intention of this example is to help students understand the main idea and related supporting ideas or sentences in a paragaraph.Thus, encourage them to write their own supporting sentences first individually and then in small groups and give them comments. For instance, give them a clue like:

They are different from other types of lions. They have black manes. They are found in Bale Mountain Park etc. Similarly, you can give them hints to think of the quality of a good father, why they like to play football and why English or any subject they like is considered as their favorite subject and to write related ideas so as to develop small paragraphs.

Lesson Seventeen

Activity 1: Using hyphen in the appropriate places.

Let students read the text in group of four and put hyphen in the right places.

Possible places to put hyphen

Spotted Hyena

Humans and carnivores are co-occurring in many landscapes and especially in urban areas. These much-maligned scavengers can be found across the country. But in Harar–a hilltop, walled city in the east–they are legendary. Farmers feed the hyenas daily, a tradition that started in the 1960s as a way to prevent them attacking livestock. This ritual, which involves the so-called “hyena men” hand-feeding the animals with scraps of raw meat, has become a popular tourist attraction.

Explain briefly the most important uses and places of hyphen by adding your own examples and encourage students to be in pairs and to write examples where we put hyphens.

Lesson Eighteen

Activity 1: Marking as correct or incorrect sentences

In this activity, students are supposed to pay attention to compound words and prefixes that are hyphenated or should be hyphenated and if they are hyphenated appropriately or if hyphen is not needed, they tick correct but if hyphen is not inserted, they may say incorrect and suggest the correct one as in for example,

1. Ice-cream should be hyphenated and marked as correct
2. Not-correct, ten ton is a compound word that should be hyphenated, so they mark incorrect and re-write as ten-ton.
3. Correct
4. Correct
5. Not correct, the university campus
6. Not correct, co-workers
7. Correct
8. Correct
9. Not-correct, nineteenth-and twentieth-century
10. Correct

Activity 2: Match and add hyphen in the appropriate place

Let them to match the correct compound words and to write by adding hyphens like this:

1. Sugar-free
2. Good-looking
3. Twenty-three
4. Great-grandfather
5. Merry-Christmas
6. Ready-made
7. Left-handed
8. Close-up
9. Mother-in-law
10. Well-known

Lesson Nineteen

Activity 1: Add hyphens in the appropriate places.

1. Anteneh has a three-year -old child.
2. There are fifty-five students in this class.
3. They need to co-operate to each other.
4. Dr.Tsehay was the ex-president of Bahir Dar University.
5. Tsion will be home after school between 3:30-4:00 PM.
6. My teacher told me to have in-depth knowledge.
7. He re-sent the message as it failed to deliver.
8. The teacher had to de-escalate the tension on the play-ground.
9. The teacher follows learner-centered approach of teaching.
10. I came here to re-sign the petition.

Activity 2: Determine whether the words should be hyphenated or not and put hyphen in the right place.

1. Almaz is **thirty years old**.(not hyphenated)
2. Almaz has a **five year old** girl.(hyphenated, three-year-old girl)
3. The painting is **one hundred years old**.(not hyphenated)
4. He is a **self employed** worker.(hyphenated, self-employed)
5. The team's **owner manager** was arrested for gambling.(hyphenated, owner-manager)

Lesson Twenty

Activity 1: Answers:

1. Post-modern
2. Re-gain
3. Re-write
4. Post-war

5. Wonder-ful
6. Care-ful-ly
7. Pre-test
8. Auto-mo-bile
9. Bi-cycle
10. Tri-cycle

Activity 2: Insert hyphens in the following sentences where they are needed.

1. twenty- five

2. d-e-v-i-s-e, d-e-v-i-c-e

3. pre-game

4. fat- free

5. ninety-seven

6. 112-117

7. stress-free

8. user-friendly

9. smoke-free
10. child-friendly

Unit Five: Diary Farming

Section One: Listening

The Status of Ethiopian Dairy Farming

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 has one of the highest cattle populations in Africa, estimated at 60 million heads. Although 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 because of

different factors.

For example, 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.Mostly they depend on natural pasture with no supplementary feeds and that the quantity of milk is low, so milk is mainly used for household consumption, not marketed and any surplus 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 billion litres of milk per year. Per capita consumption is very low, estimated at about 20 litres, though rising consumption levels in Addis Ababa have brought it to about 40 litres.

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

There are some challenges that the sector face. The first is that local breeds provide about 1.5 litres per cow per day, but in developed countries like United Kingdom(UK), the average cow produces bout 25 - 30 litres. The local breeds used in Ethiopia also have a short lactation length of about 150 days. Ideally for improved dairy breeds it is about 305 days.

Taken from https://theconversation.com/why-ethiopias-dairy-industry-cant-meet-growing-demand-for-milk-100067, 2018

Lesson One

Pre-listening Activity

- Organize students in three or four groups and encourage them to see what is in the picture to predicte a similar title of the listening text.

- Gather any information that they have about what dairy farming is and you can explain also few points in order to guide them. You may explain that just like any other types of farming, dairy farming is a type of agriculture that is focused on producing milk.
- Try to elicit as much information from students as possible regarding the current situation of dairy farming in Ethiopia as they might know something from their prior experience.
- Assess the students' performance based on their oral responses

While-listening Activities

- Tell them to read the questions for 2 to3 minutes before you start reading the listening the text.
- Give them instructions to listen carefully each paragraph in the text and make short notes which will be later used to write specific and essential information from each paragraph
- Motivate them to pay attention to what they have listened and read the text twice.
- Tell them that in the first reading, they should simply listen carefully to understand the gist or the main idea of the listening text and second listening, they should start writing responses on their exercise books.
- Observe if students have serious difficulties in paying attention while the reading is going on.
- Then, give them some time to exchange their exercise books and to share ideas about the correct answers with their partners and have a whole class discussion with the correct answers.

Possible answers to activities

Activity 1: True/False

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

Activity 2: Short answer

1. Animals in rural areas are not selected for milk production
   Animals are managed in a traditional way, and they are not well-nourished.
2. There is access to artificial insemination.
   There are health services for animals.
3. 305 days

Lesson Two

Post-listening Activity

- Give students' homework to interview people (this is an extended activity) in their localities especially those who have cows or camels and ask them about the basic requirements to carry out dairy farming and report to the class.

- Give them clues or add points like in order to have a good dairy farming, besides having cows/animals and food, adequate places equipped with materials such as swing over milking parlors which helps cows to feel comfort and not to hurt and milked easily is essential.
- Also, let them revise what they have understood from the listening text.

Section Two: Speaking

Lesson Three: Debate

- Elicit information from students about what debate is about; their experience rules etc. and explain the points stated below before carrying out the debate.
- Prior to the debate session, encourage students to collect all the essential evidences from experts or written documents and conduct their debate under the title, "Ethiopian Cows versus hybrid Ones in getting quality Milk"
- Before the students conduct the debate, discusses what a debate is, major procedures essential in conducting debate, how to prepare oneself for debate and the like.
- After the students have developed their awareness about debating, give them time to prepare them themselves.
- Divide the students into groups of 6, three supports and three of them will be against the issue.
- Tell them that what matters is not the topic, but the way they convince people and to do that they need to collect evidences and read about how the indigenous cows is differentiated from the hybrid ones in terms of quality or quantity of milk, food consumption, resistance to diseases etc. broadly and they may narrow the topic to what they want specifically.
- They should prepare and rehearse the main points before presentation or jot down the main points and refer only the essential points to talk. Encourage them to avoid word for word reading and they should take turns to speak.
- Inform the students that they argue for an issue not with the person or the students in the opponent groups.
- You may assign a chair person from the group who may introduce the speakers, manage time and announce the winners.

Points to remember

Debate is a discussion or argument involving opposing viewpoints. It is a formal contest in which the affirmative and negative sides of a proposition are advocated by opposing speakers.

In a debate, usually, there are two teams, each consists of two or three speakers. Each team has two or three constructive speeches, and two to three rebuttal speeches. The affirmative gives the first constructive speech, and the rebuttals alternate: negative, affirmative, negative, affirmative. The affirmative has both the first and last speeches of the debate. In general, in a debate, the following are essential:

- Listen attentively.
- Be respectful and supportive of peers.
- Speak only when recognized by the moderator/chair person.
- Use grammatically correct language.
- Speak clearly, slowly, and loud enough to be heard by the audience.
- Speak with passion and excitement.
- You may bring some brief notes, but you may not read them.
- Maintain good eye contact with the audience/classmates and teacher.

Section Three: Pronunciation

Lessons Four and Five

These two lessons basically focus on giving students the opportunity to practice pronouncing long and short[u] vowels sound. You have to know that (u) has oo sound.

- Refer to dictionary on how to pronounce those words listed in the text to teach the correct pronunciations for the students as a model person.
- Get students read out the words with the above vowels in different sentences turn by turn.
- Encourage them to add oo sounds and match the words the pictures and also let the students give the opportunity to write their own words they know having short and long (u) sounds. You can add your own examples such as book, zoom, soon etc.

Section Four: Reading

Lesson Six

Pre-reading stage

- It is a stage where you motivate students to get ready for the reading and do assessment of students' prior knowledge.
- Ask simple questions like do you like milk to inform indirectly that the passage is something related to milk.
- Let them to relate the listening text about the dairy farming in Ethiopia with this related text to understand the reading better.
- Get more information about benefits in keeping the health of the people and boosting up the economy of the country etc.

While-reading

- read the passage to the whole class loudly to model the right pronunciations
- select a few students to read (particularly those who have reading difficulties) and check how he/she reads words, makes intonation and stresses etc.
- get the whole class to read independently and silently for better comprehension to answer comprehension questions

Lesson Six

Activity 1: Answers for True/False Questions

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

Activity 2: Short answer

1. Poor
2. It has contribution as a means to generate income, creating job opportunities etc.
3. There is an increase in milk demand capacities for improvement are available.
4. It results wastage and public hazards/health problems.
5. Traditionally, it is believed that milk should be given to children, cats and for sick people.

Lesson Seven

Post-reading Activity

- Give students opportunity to relate the text to their own day to day real life situations.
- Let them to gather information about the extended activity given which is "Ethiopia is the first in Africa in its livestock resource, yet it is the first in importing milk products from other countries which have less number of livestock." Explain them that this is a paradox and let them to report the solutions.

- ❖ Encourage them to write about how dairy farming or producing milk in large amount benefits the country.

Section Five: Vocabulary

Lesson Eight

Activity 1: Guess the meanings of the words in bold as they are used in the passage.

1. farm animals like cows
2. a resource with economic value
3. a product or service sold abroad.
4. a consumer's desire to purchase goods
5. utilization; using resources
6. people who purchases goods and services for personal use
7. wrapping
8. physical work
9. raw milk
10. It refers to the process of collecting sperm cells from a male animal and manually depositing them into the reproductive tract of a female.

Activity 2:

Let them to construct your own meaningful sentences using the words given which are from the reading passage. They can make sentences which may have similar or different meaning from the reading passage. Begin with peer correction supported by the teacher (you).

Section Six: Grammar

- ❖ Start with the dialogue given and ask them to underline the verb forms: going to +v1 or will +v1 to understand the form and uses of future tense in context.
- ❖ Let them also practice the conversation in pairs.
- ❖ Ask them to write their own immediate and future plans based on the given example.

Lesson Ten

Explain the uses of going to and the affirmative, negative and question forms briefly to the students using the grammar spot as a guide. You can add your own examples or ask students to add more. You have to inform them the form**: be+going to**, where be refers to the verbs to be and in present tenses, they substitute: is, am and are. “is” is used with singular subjects (he/she/it),am for the pronoun I and are for plurals, we/you and they.

Activity 1: Answers

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

Lesson Eleven

Give them also a brief lecture on use of will by providing different examples including its forms. Every time they work on the activities, encourage them to self-assess and self and peer correction.

Activity 1: Possible answers

1. I am going to
2. are going
3. will
4. are getting
5. will be
6. are seeing (meaning meeting)
7. is going to
8. will
9. are going
10. is not going to

Lesson Twelve

Activity 1

Possible Answers

1. Am going to
2. Is going to
3. Will
4. Will
5. Am going to
6. Won't
7. Am going to
8. Will
9. Will, yes, I will
10. Am going to

Activity 2: Suggested Answers

1. am going to write
2. I will turn
3. A) is coming, B) are coming
4. will help

5. are going to swim

Section Seven: Writing

Lesson Thirteen to Fifteen

- This section basically focuses on producing outlines. Explain the essence of outlining prior to developing paragraphs briefly using the notes as a guide and let them read the sample so that they develop their own based on it.
- Supervise the participation of each student in the group by moving around different rows of students
- Encourage peer evaluation, to comment on other groups paper.

Lesson Seventeen

Exclamation mark

Explain why and how to use this punctuation mark with brief examples given.

Activity 1: Write (f) for feelings and (I) for instructions or commands.

1. I 2. f 3. I 4. f 5. I

Activity 2: Add exclamation and other punctuation marks where needed.

1. Wow! What a nice shirt.
2. Hey! What are you doing?
3. Speak! I am listening to you.
4. Baby, don't touch that!
5. What a lovely view you have here!
6. Oh! I forgot to bring my purse.
7. Hush! Silence in the library.
8. The meal was so good!
9. Look! There is a monkey in my bedroom.
10. Oops! I dropped my exercise book.
11. What a great play!
12. Put that down, now!
13. What a coincidence this is!
14. What a pity!
15. Good night!

Lesson Eighteen

Activity 1: Possible places to add exclamation and question marks

1. Senait was shaking her head. She suddenly was yelling, "Can I tell you what I feel? Can I tell you? We are the one only one joking right now. This is obvious! Obvious! We're playing games. We're dancing and we're drinking while the country is in a mess and people are dying. And you! You're simply insulting on face book. You've to stop it!
Okay? Okay? Stop it! Damn you! We've got to all stop it!" She was screaming.

2."Mind that log! Shouted Yosina. "What did you say?", replied Tseganesh. "I said," be careful! But it was too late. There was aloud scream from the wood. "Oooww! My foot, my foot! How do you know when you've broken a bone Yosina?" Yosina ran into the wood to try and find Tseganesh. "Tsegi! Tsegi! Where are you?" "I'm over here Tsegi. Tseganesh shouted, Help!Help!" Yosina eventually found Tseganesh lying by the big log. "You stupid! I told you to be careful. Why didn't you look where you were going!" "What are we going to do?"

Lesson Nineteen

Activity 1: Character exclamation. Possible answers

1. This film is very scary!

2. I will not share my toys!

3. This party is great fun!

4. Don't touch me!

5. It is good to see you again!

Activity 2: Characters sayings to situations. You can use different expressions.

1. What a shock!
2. You have made me angry! What a rude man you are! ·
3. Ooh! Wow!
4. How dare you do this! Why!
5. Watch out! Be careful!

Lesson Twenty

Activity 1: Putting suitable exclamation. A number of options are possible.

1. Bravo! Fantastic goal!

2. Help! It's burning!

3. Help me!

4. Pull me up! Get me out! I'm sinking!

5. Surprise!

6. Oh, my God! My goodness! That's horrible!

7. What a lovely place it is!

8. Good luck! Come back safely

9. You won it! You did great!

10. What a horror!

Unit 6 : Land Conservation

Teaching Objectives

In this Unit you will teach students how to:

- enhance their awareness about land conservation
- listen for general and specific information and reflect on it
- discuss the benefits of land conservation in small groups
- pronounce long [i:] and short [i] vowels correctly
- read for general and specific information and reflect on it
- work out the contextual meaning of the words given in bold in the passage
- use the newly learnt words in spoken or written sentences
- determine how to use countable and uncountable nouns in different sentences correctly
- convert outlines into sentences and develop a paragraph
- reinforce their skills of using comma correctly in different written texts

Lesson One: Listening

Pre- listening Activity

A. Ask students to talk with a partner and make a prediction about the text based on the title and the picture

- Ask some students to share their predictions to the whole class.

B. Ask students to talk with a partner about:

- What a furrow is and
- The uses of furrows

While- listening Activities

A. Ask students to copy the diagram from the student's book into their exercise book

- Tell students to listen to the dialogue and fill in the diagram with correct information
- Move around and asses their answers.
- Get students to sit in pairs and compare their answers.
- Praise the effort of the students and write the correct answer on the board.

B. Get students to Copy the questions in the student's book in their exercise books.

- Let students Listen to the dialogue again and write their answers for questions 1 and 2
- Let students sit in pairs and compare their answers to the two questions.
- Move around and asses their answers.
- Ask some students to share their answers. Praise their efforts and write the answers on the board. Get them to make corrections in their exercise books.

Lesson Two

Post-listening activity

1. Tell students to be in pair to check if their predictions about the text were correct.

- Move around and asses their discussion.

2. Tell students to retell the dialogue to their pairs in their own words.

- Ask some pairs to retell the dialogue to the whole class.

- Praise their efforts and

3. Get students to think of other technique/s of protecting land, and:

- let them describe to their partners.

- Move around and asses their answers.

- let them sit in groups of four and share the technique/s of protecting land.

- Move around and check the discussion.

- Get the secretary of each group to report the points in the discussion to the whole class.

- Praise their efforts.

Listening text

Read the following dialogue and let students do the while listening activities.

Furrow

Student A: What do farmers in your area do to protect land?

Student B: They use furrows.

Student A: what is a furrow?

Student B: A furrow? Eh…In gardening or irrigation, a furrow refers to a long narrow trench or row. Planting in furrows allows for more uniform rows.

Student A: What are the uses of the rows?

Student B: The rows enable farmers to avoid weeds easily and to make irrigation simple. Moreover, irrigation furrows have the ability to help maintain soil moisture and to improve water use during periods of drought.

A. Copy the diagram into your exercise book. Listen to the dialogue and fill in the diagram.

Answers to the while listening questions

A.

B. Copy the questions in your exercise book. Listen to the dialogue again and write your answer.

1. Using furrows

2. In gardens and irrigation

Post Listening Activity

Answers

Questions 1 and 2 have open ended answers.

3. Possible answers

- Planting trees
- Counter plowing
- Terracing

Speaking (Unit 6)

Lesson Three

English Pronunciation of /ɪ/ (I) and /i:/ (EE)

A. Tell students that they will practice the pronunciations of /ɪ/ (I) and /i:/ (EE) vowel sounds

- demonstrate to your students the correct mouth position when pronouncing /i: / (EE) and /ɪ/ (I) as explained below:

/i: / (EE)

This is a tense vowel, and requires the following:

- tense (facial) muscles
- lips spread, with a smile
- tongue higher in mouth
- muscles in throat constricted

/ɪ/ (I)

This is a lax vowel, and requires the following:

- relaxed (facial) muscles
- jaw slightly drops (NO smiles)
- tongue relaxed
- muscles in throat are not tense

B.Tell your students that if they are unsure about how/where their tongue should be, they can do the “finger test” to check for placement. Let them place their index [pointer] finger in their mouth, angled upward so it’s on the roof of their mouth. If they make the EE sound, they should feel pressure on their finger because their tongue is pushing up onto it. If they make the I sound, they should not feel this pressure because their tongue should not be touching their finger.

Practice, practice, practice! Make them continue practicing these sounds individually until they actually feel a difference in the two.

C.Then move onto reviewing the individual words.

- Get students to say the words after you.
- Get students to be in pair and read the words taking turn.
- Move around and check if students pronounce words correctly.
- Get students to read the words for the whole class and give feedback.

/i:/ (EE)

Beat seat cheap feet green

eat piece sheet beach

/ɪ/ (I)

Bit sit chip fit

Grin it shit bitch

Activity 1

- Get students to copy the words in their book to their note books.
- Get students to sit in pairs and guess the vowel sounds used in the words written in their book
- Move around and assess their participation
- Let students sit in a group of four and discuss which words include /ɪ/ vowel and which ones include /i:/ vowel.
- Get some students to read the words to the whole class.

- Praise the effort of the students and give feedback.

D.Answer for activity 1

/i:/ (EE) words

Feel heap each leave

Leak scene teak

/ɪ/ (I) words:

Dip ill fill hip itch

live lick sin tick

Lesson Five

E. Get students to say the minimal pairs after you.

- Get students to be in pair and read the words in their book taking turn.
- Move around and check if students pronounce words correctly.
- Get some students to read the words to the whole class.
- Praise their efforts and give feedback.

Sentence Practice:

When learners are focusing on the sounds alone, it can be quite easy once they get comfortable. So add the challenge, and make it more natural and realistic by practicing the words in sentences with a combination of other sounds.

H. Read the following sentences with both sounds after your teacher and practice them with a partner:

- Get the students to listen when you are reading the sentences with both sounds.

- Let the students read the sentences after you.
- Get students to sit in pair and read the sentences taking turn.
- Move around and assist students if they are challenged.
- Ask some students to read the sentences with both sounds.
- Praise their efforts and give feedback.

H. Answer for sentences with both sounds:

1. I grin/ɪ/ when I find green/i:/ beans/i:/ in the sale bin/ɪ/ .
2. This chip/ɪ/ is delicious and cheap/i:/, eat/i:/ it/ɪ/ .
3. I need/i:/ to sit/ɪ/ in the seat/i:/, because my feet/i:/ do not fit/ɪ/ in this shoe.

I.Sentences with the /i:/ sound:

- Get the students to listen when you are reading the sentences with the /i:/ sound.
- Let the students read the sentences after you.
- Get students to sit in pair and read the sentences taking turns.
- Move around and assist students if they are challenged.
- Ask some students to read the sentences with both sounds.
- Praise their efforts and give feedback.

J.Sentences with the /ɪ/ sound:

- Get the students to listen when you are reading the sentences with the /ɪ/ sound.
- Let the students read the sentences after you.
- Get students to sit in pair and read the sentences taking turns.

- Move around and assist students if they are challenged.

- Ask some students to read the sentences with both sounds.

Some other things your learners can do as homework to help them practice:

- Get learners write down as many minimal pairs with /ɪ/ and /i:/ as they can on a piece of paper (there are many different lists on the Internet). Get each learner to ask a friend to read some of the words to her/him, and see if she/he can hear and understand the difference.

Lesson Six

Reading

Land Conservation

Pre-reading questions

A. Ask students to look at the pictures in the listening and reading sections.

- Get students to decide if the statements about land conservation are true or false based on the clues from the pictures and the topic of the reading text.

- Ask students to sit in pairs and compare their answers.

While-reading questions

A. Ask students to listen to you when you read the passage.

- Get students to read the passage aloud with a partner.

- Get students to check if the answers for the ‘true’ or ‘false’ questions in the pre-reading questions are correct.

- Get students to sit in groups of four and discuss the answers for the ‘true’ or ‘false’ questions.

- Ask some students to tell the answers to the whole class.

- Praise their efforts and give feedback.

B. Ask students to copy the while reading questions from the student's book into their exercise books.

- Ask students to do the matching activities individually.
- Get students to sit in groups of four and discuss the answers for the matching activities.
- Ask some students to tell their answers to the whole class.
- Praise their efforts and give feedback.

C. Match the pictures with the benefits of conserved lands

Picture no.	Benefits of conserved lands
	Enable recreation
	Enhance property value
	Reinforce tourism
	Increase public health

Lesson Seven

D. Read the passage silently and match each paragraph with its main idea

paragraph	Main idea
2	Techniques of land conservation
3	Benefits of land conservation
1	Definition of land conservation

E. Ask students to read the passage silently and complete the sentences.

- Get students to do the questions individually.
- Get students to check their answers in pairs.
- Allow some students to tell their answers to the whole class.
- Praise students effort and give feedback

Possible answer

1. Land conservation
2. Nondestructive or mild methods or mild
3. Restoration
4. Water

Lesson Eight

Vocabulary

A. Ask students to copy the matching activity in their exercise books.

- Get them to match the words in column ‘A’ with their meaning in column ‘B’ as used in the passage individually.
- Move around and assess their answers while doing the activity.
- Allow students to sit in pairs and compare their answers.
- Get some students to tell their answers to the whole class.
- Praise their efforts and give feedback.

Possible Answer

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

B. Ask students to copy the sentence completion activity in their exercise books.

- Get them to complete the sentences using the appropriate words written in bold in the passage.
- Move around and assess their answers while doing the activity.
- Allow students to sit in pairs and compare their answers.
- Get some students to tell their answers to the whole class.
- Praise their efforts and give feedback.

Possible Answers

1. Recreation 2. Remediation 3. Contaminated 4.restoration 5. Reinforces

C.Ask students to copy the words

- Get students to write sentences using the given words individually.
- Move around and assess their answers while doing the activity.
- Allow students to sit in pairs and compare their answers.
- Get some students to read their sentences to the whole class.
- Praise their efforts and give feedback.

Grammar

Lesson Nine

Synonyms and Antonyms

A. Tell students that they are going to practice identifying synonyms and antonyms.

- Explain that synonyms and antonyms are useful to know because they improve reading and writing skills. And since words represent thoughts.

• Inform students that it is important to remember that synonyms are not words that have the same meaning, but rather, words that have similar meanings.

• Tell them that by learning antonyms, students learn the logical opposites of important words, thus enhancing their overall command of language.

B. Ask students to tell whether each pair of words in their text books is synonyms or antonyms.

• Tell students to do this activity individually.

• Get them to sit in a group of four and discuss their answers.

• Move around and assist groups if necessary.

• Allow some students to tell thei answers for the whole class.

• Praise their efforts and give feedback.

Possible answer

1. Antonym 2. Synonym 3. Antonym 4. Antonym 5. Antonym 6. Antonym 7. Antonym

8. Synonym 9. Antonym 10. Synonym 11. Antonym 12. Antonym

Lesson Ten

Countable and uncountable nouns

A. Tell students that they are going to practice identifying countable and uncountable nouns.

• Explain that countable nouns are treated as separate items which can be counted.

• Give them examples like:

- a car, three cars
- my cousin, my two cousins

- a book, a box full of books

- a city, several big cities

- Inform students that countable nouns can be singular or plural.

B. Ask students to list five countable nouns with a partner.

- Move around to check if students are doing well and assist them if need be.

- Get them to sit in groups of four and check whether the listed nouns are countable.

- Allow some students to tell countable nouns t o the whole class.

- Praise their efforts and give feedback.

Answers are optional

C. Explain that uncountable nouns are things seen as a whole or in mass and are not used with a/an or numbers, and they are not used in the plural.

- Give them examples like:

- Ideas and experiences: advice, information, progress, news, luck, fun, work

- Materials and substances: water, rice, cement, gold, milk

- Weather words: weather, thunder, lightning, rain, snow

- Names for groups or collections of things: furniture, equipment, rubbish, luggage

- Other common uncountable nouns include: accommodation, baggage, homework, knowledge, money, permission.

D. Get students to copy activity 2 in their exercise book.

- Ask students to identify if the nouns listed at exercise 2 are countable or uncountable.

- Get students to sit in pairs and check their answers.

- Allow some students to tell their answers to the whole class.
- Praise their efforts and give feedback.

Possible answer

1. Countable 2. Uncountable 3. Countable 4. Uncountable 5. Uncountable 6. Uncountable 7. Countable 8. countable

Lesson Twelve

Units of uncountable nouns

- Explain the units of uncountable nouns written on student's text books.
- Give the following examples

 A slice of bread two slices of bread

 A piece of information three pieces of information

 A cup of water five cups of water

 A blade of grass six blades of grass

- Get students to copy activity 3 in their exercise book
- Ask students to decide if the sentences at exercise 3 are correct or incorrect.
- Get students to sit in pairs and check their answers.
- Allow some students to tell their answers to the whole class.
- Praise their efforts and give feedback.

Possible answer

1. Correct 2. Incorrect 3. Incorrect 4. Incorrect 5. Incorrect

Lesson thirteen

One of, a few of, all of, most of, some of, none of

A. Explain that:

- One of is always used with plural countable noun and followed by singular verbs
- A few of is always followed by plural verbs since it is always used with plural verbs.
- All of, most of, some of , and none of can be used with both constable and uncountable nouns.
- Get students to remember the following patterns:

1. All, some, most, many, little, & few + noun: All students are in class.

2. All of, some of, most of, many of, little of, & few of + [determiner] + noun: All of the students are in class.

B. Give examples like:

One of my friends is from Italy.

A few of my friends are from Italy.

Most of my friends are from Italy.

All of my friends are from Italy.

Some of my friends are from Italy.

None of my friends are from Italy.

C. Get students to copy activity 3 in their exercise book

- Ask students to complete sentences at exercise 4.
- Get students to sit in pairs and check their answers.
- Allow some students to tell their answers to the whole class.

- Praise their efforts and give feedback.

Possible answer

1. None of the books 2. None of us 3. Some of it 4. None of them 5. Some of them 6. All of it

Lesson Fourteen

Writing

Paragraph writing

A. Explain about a paragraph in brief in the following way:

- Define a paragraph as it is a collection of sentences that are well-organized and coherent, and all of them are related to a single topic.

- It consists of a topic sentence, supporting sentences, and a concluding sentence.

- A topic sentence or an introductory sentence of a paragraph is a sentence which consists the very general idea of the paragraph. It includes the topic and the controlling idea.

- Supporting sentences are sentences that ex[and the topic sentence by providing additional information such as facts, statistics, or example.

- Concluding sentence is a sentence that a writer typically restates or summarizes the key ideas of the paragraph in the final sentence.

B. Discuss how an outline of paragraph writing can be designed

- Tell students that outlines make them think about the topic and help them to organize their ideas.

- Give them examples on how they organize outline and expand it into a paragraph as follows:

- Show them the following formula

A. Topic sentence

B. 1. supporting Idea

- explanation, fact, example
- explanation, fact, example

2. supporting idea

- explanation, fact, example
- explanation, fact, example

C. Concluding sentence

- Give them the following example

Topic: An excellent Job

A. Topic sentence: An excellent job is one that is near to home.

B. 1. supporting Idea: short distance

- fast travel time
- less gas

2. Supporting Idea: walk or cycle

- great exercise
- good for the environment

C. Concluding sentence: To conclude, the best job is one that is close to home.

Activity 1:

- Get students to copy the outline on their exercise books.

- Ask students to write a paragraph based on the outline given above.
- Get them to compare their paragraphs in pair.
- Ask some students to read their paragraphs to the whole class.
- Praise their efforts and give feedback

Possible answer

An excellent Job

An excellent job is one that is near to home. To begin with, the distance is short. The travel will save you time and money on gas. Second, nearness to work allows employees to walk or cycle to work. A walk or a bike ride is a great way to get some exercise. Additionally, walking or bicycling to work is good for the environment. To conclude, the best job is one that is close to home.

Lesson Fifteen

Get students to read the paragraph about " My Summer Vacation Plans".

- Ask students to practice outlining a paragraph based on the given form
- Get students to sit in groups of four and discuss on how they should organize the outline of the paragraph.
- Let representatives of some groups read the outline to the whole class.
- Praise their efforts and give feedback.

Possible Answer

Topic sentence: This year, I've planned a relaxing summer vacation for myself.

Supporting ideas

A. Supporting Idea: waking up late in the morning

- discovering each day as if it were Sunday
-

B. Supporting idea: attend the music class

-
-

C. Supporting idea: regular riding

-
-

Concluding sentence: I'm really looking forward to my summer vacation.

Lesson sixteen

A. Ask students to write their own paragraph based on the given outline

- Get students to sit in a group of four and select the best paragraph.
- Get students to edit the paragraph they select
- Allow representatives of each group to read the paragraph to the whole class.
- Praise their efforts and give them feedback.

Possible answer

There is a number of major health risks associated with smoking. It is common knowledge that smoking causes cancer. Smoking has also been connected to other lung diseases such as emphysema and bronchitis. Smokers are also more likely to develop heart disease later in life. Generally, smoking is a dangerous habit and should be avoided.

Lesson Seventeen

Ask students to write a paragraph about “The Uses of Water”

- Get students to outline for the paragraph writing in pair
- Ask them to write the paragraph individually.
- Get students to compare their paragraphs in pair.
- Allow some students to read their paragraphs to the whole class.

Since the paragraphs are based on the outlines, there could be a variety of paragraphs.

Lesson Eighteen

Uses of comma

- Explain the two uses of comma with examples.
- Get students to copy activity 1 of punctuation in their exercise books.
- Get students to do the activity individually.
- Move around and assist students to do the activity.
- Ask them to compare their answers in groups of four.
- Allow some students to read their answers to the whole class.
- Praise their efforts and give feedback.

Possible Answer

Activity 1: punctuate the following sentences using comma and tell what rule of using comma gives you clue.

1. Oil, which is lighter than water, rises to the surface.

2. Minibuses, that are dirty, are illegal in some cities.

3. Mr. and Mrs. Kwon, my parents' best friends, sat in front of us at the football game.

4. Meaza, who does not usually tell anyone what she feels, said she didn't want to go to the dance.

5. The girl, with the bright friendly smile,wore a bright green scarf to celebrate the X-Mass Day.

6. Dauphin Island, located off the coast of Alabama, is a favorite spot for fishing.

7. Zewdu, my cousin, hopes to graduate from law school in two years.

8. Felekech, who had worked in the dress shop all summer, hoped to work there again during the Christmas holidays.

9. He studied very hard, but he did not get good mark.

10. She always does her homework, so she usually scores good the best result from the class.

11. Almaz is a clever student, but she always disturbs the class.

12. Nice is a word with many meanings, and some of them are contradictory

Lesson Niteen

Uses of comma

- Explain uses three and four of comma with examples.
- Get students to copy activity 2 of punctuation in their exercise books.
- Get students to do the activity individually.
- Move around and assist students to do the activity.
- Ask them to compare their answers in groups of four.
- Allow some students to read their answers to the whole class.

- Praise their efforts and give feedback.

Possible Answer

Activity 2: punctuate the following sentences using comma and tell what rule of using comma gives you clue.

1. As he read the Ethiopian story, he became aware of the Ethiopian's intelligence.

2. After he ate his brother's dinner, Zeleke ate his own.

3. Before the climbers reached the summit, they were forced by a storm to turn back.

4. If the opposition should win our candidate, we would never have any political future.

5. After the pup took a good washing and grooming, it looked like a new dog.

6. The field was safe enough, wasn't it?

7. Gracefully, lightly, and neatly, the actor moved across the stage.

8. Yes, Helen did mention that all three of you were coming for lunch.

9. She was, as a matter of fact, mainly interested in showing off her vocabulary.

10. Tomorrow, I believe, is the last day to register to vote in the June general election.

11. You don't want any more food, do you?

Lesson twenty

- Explain uses five and six of comma with examples.
- Get students to copy activity 3 of punctuation in their exercise books.
- Get students to do the activity individually.
- Move around and assist students to do the activity.
- Ask them to compare their answers in groups of four.

- Allow some students to read their answers to the whole class.
- Praise their efforts and give feedback.

Possible Answer

Activity 2: punctuate the following sentences using comma and tell what rule of using comma gives you clue.

1. The contractor testified that the house was completed, and that the work had been done properly

2. The old man wore worn clothes, old shoes, and dirty hats.

3. December 7, 1941 will never be forgotten.

4. Werner von Braun, Willy Levy, and Edward Teller noted authorities in the field of rocket development have done much to guide the missile program of the United States.

5. Chala was born on May 7, 1955 and his best friend was born exactly two months later on July 7, 1955.

6. November 11, 1988 people of my village planted trees in the nearby mountain.

7. We used to live at Kebele 3, Bahirdar, Ethiopia but we have moved to Kebele 18, Gondar, Ethiopia.

8. He replied, "I have no idea what you mean."

9. "When," Zertihun asked, "will you return my book?"

10. "Oh no," Chaltu exclaimed, "I think that Dr. Aster was referring to give the award to the novelist not to the poet."

Unit 7: Volunteerism

Teaching Objectives

In this Unit you will teach students how to:

- Be motivated to live for others and get the top most satisfaction
- listen to the text and complete the paragraph with correct sentences
- play the role of different characters as a helpless citizen, volunteer, corrupted person and show their play to the class
- pronounce [ə] vowel correctly
- develop positive attitude towards volunteerism and get the priceless satisfaction
- work out the contextual meanings of the words given in bold in the passage
- use the newly learnt words in spoken or written sentences
- recognize the form of past perfect tense and use it correctly in different communicative situations
- use past perfect tense for different purposes in different contexts
- writing a conclusion to a paragraph
- strengthen their awareness of using semi-colon and colon correctly in different written sentences

Listening

Lesson One

Pre- listening Activity

A. Get students to look at the photographs or the pictures on student's book.

- Tell students to sit in pairs.
- Get students to sit in pairs to describe the photographs or the pictures that demonstrate: Abebech Gobena, orphans eating lunch, caretaker mothers giving aid to children, caretaker psychologist giving aid to an orphan, etc..

B. Write words like orphanage, caretaker, humanitarian and organization on the board.

- Explain the meanings of the above words based on the photographs or the pictures on student's book.

C. Ask students to make a prediction about the text based on the title and photographs or the pictures.

- Allow some students to share their predictions to the whole class.

While-listening

A. Ask students to copy the while listening questions before they listen to the text.

- Get students to read the sentence completion questions before listening to the text.
- Ask students to listen to the text and complete the sentences.
- Let them sit in pairs and compare their answers
- Allow some students to read their answers to the whole class.
- Praise for their efforts and give feedback.

Possible answers for the sentence completion questions

1. Humanitarian 2. Orphans 3. Addis Ababa 4. Caretakers 5. Facilities

B. Ask students to copy the "true" and "false" questions in to their exercise books before they listen to the text again.

- Get students to read the "true" or "false" sentences before they listen to the text.
- Ask students to listen to the text and write their answers.
- Let them sit in pairs and compare their answers.
- Allow some students to read their answers to the whole class.

- Praise them for their efforts and give feedback.

Possible answers for the “true” and “false” questions

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

Lesson Two

Post-listening Activity

A. Get students to talk with a partner to see if their predictions were correct.

- Move around and provide assistance if need be

- Ask students to retell the story of the humanitarian organization to their partner in their own words.

- Move around and provide assistance if need be

- Ask some students to retell the story to the whole class.

- Praise them for their efforts and give feedback.

B. Allow students to talk in groups of four about the following:

- What would have happened to the orphans of the organization if the organization stopped assisting them?

- Tell to your partner what you feel about Abebech Gobena’s humanitarian organization.

- Get representatives of each group to tell to the whole class about the suggestions of their group.

- Praise their effort and give feedback.

The listening text

Abebech Gobena’s humanitarian organization

The organization of the humanitarian, Abebech Gobena, runs a large number of aid projects in a poor district of the capital Addis Ababa. The heart of the project is the orphanage. There, a lot of boys and girls find material supply and care. Caregivers are with the children, raising them as mothers. A trained caregiver in psychology assists the children with mental challenges. Over the years, more facilities have been opened around the orphanage.

The school of the organization is attended not only by the children from the orphanage, but also by several children from the surrounding neighborhoods. Only children from poor families are accepted.

The children in the home also receive extra teaching in order to ensure their success at school. The tutors teach the children not only technical knowledge, but also how to do homework together and how the children can support each other. In addition, particularly poor children receive a free lunch every school day. For the pupils, this is the main meal of the day and the guarantor for school attendance and school success.

Speaking

Lesson Three

Activity 1: Get students to read the characteristics of the three persons.

- Allow them to talk about the characteristics of the three persons.
- Get them to list the characteristics of each person in phrases individually.
- Move around and assist students who are in need.
- Let students sit in pairs and compare their answers.

- Allow some students to tell their answers to the whole class.
- Praise them for their efforts and give feedback.

Possible answer for describing the characteristics

Person characteristics

Anguach generosity of spirit, enjoys helping others, uses positive language

express gratitude and thanks, true to herself, follows her true nature

Zerihun never shares or gives anything, constantly asking for favors,

worried about is his own, no care for others

Ayele Takes joy for the suffering of others, has zero empathy, views sympathy and empathy as weaknesses, cares about only himself and his own self-interest, takes pleasure in the act of killing

Activity 2: Get students to sit in pairs.

- Let them talk about the person they like most due to her or his characteristics.
- Get them to talk about the person they dislike most due to her or his characteristics.
- Allow some students to tell to the whole class about the person in the description they like most and they dislike most with reasons.
- Praise them for their effort and give feedback.

Lesson Four

Pronunciation of /ə/ or Schwa vowel sound

A. Explain your students what /ə/ or Schwa vowel sound is in saying:

- that /ə/ or Schwa vowel sound is an English vowel sound.

- In the International Phonetic Alphabet it's written as /ə/.
- The schwa /ə/ is a vowel sound found in weak or unstressed syllables in English pronunciation.
- It sounds like a weak 'uh' sound eg. 'carrot' is pronounced /ˈkæ.rət/ KA.ruht.

B. Demonstrate on how the schwa /ə/ vowel sound is produced.

- with a neutral mouth position
- with the tongue flat
- with the jaw mid
- with the lips relaxed and unrounded.

C. Ask students to say out practices 1 to 4.

- Get students to say out the words after you.
- Allow students to practice the pronunciation of /ə/ taking turn with a partner.
- Move around and assist students who are challenged to pronounce /ə/ sound.
- Let some students say out the words to the whole class.
- Praise students for their effort and give feedback.

Practice 1. Practice the pronunciation of /ə/ or schwa sound when it is spelt with any of the 5 English vowel letters <a, e, i, o, u>.

<a> annoy,sofa

<e>persist,water

<i>council

<o>collide,motor

<u> survive, column

- Ask students to say out the above words after you.
- Get them to sit in pairs and say out the words taking turn.
- Ask some students to say out the words loudly.
- Praise them for their attempt and give feedback.

The words and the phonetic symbols

Practice 2. Practice the pronunciation of /ə/ or schwa sound when the letter ‘a’ becomes ‘schwa’

thousand /ˈθaʊ.zənd/

atlas /ˈæt.ləs/

salad /ˈsæ.ləd/

amount /əˈmaʊnt/

- Ask students to say out the above words after you.
- Get them to sit in pairs and say out the words taking turn.
- Ask some students to say out the words loudly.
- Praise them for their attempt and give feedback.

Practice 3. Practice the pronunciation of /ə/ or schwa sound when the letter ‘e’ becomes ‘schwa’

item /ˈaɪ.təm/

perhaps /pəˈhæps/

develop /dəˈve.ləp/

- Ask students to say out the above words after you.
- Get them to sit in pairs and say out the words taking turn.
- Ask some students to say out the words loudly.
- Praise them for their attempt and give feedback.

Ask students to copy the words in their exercise books and underline the letters in the words that become /ə/ or schwa sound.

- Get them to compare their answers with their partners.
- Move around and assist students to do the activity.
- Allow some students to tell their answers to the whole class.
- Praise them for their effort and give feedback.

Possible answer for activity 1:

Was, the, after, tired,

water, other, machine

Lesson Five

Practice 4. Practice the pronunciation of /ə/ or schwa sound when the letter ‘i’ becomes ‘schwa’

pencil /ˈpen.səl/

cousin /ˈkʌ.zən/

mention /ˈmen.ʃən/

permission /pəˈmɪʃ.ən/

- Ask students to say out the above words after you.
- Get them to sit in pairs and say out the words taking turn.
- Ask some students to say out the words loudly.
- Praise them for their attempt and give feedback.

Practice 5. Practice the pronunciation of /ə/ or schwa sound when the letter ‘o’ becomes ‘schwa’

confirm /kənˈfɜːm/

combine /kəmˈbaɪn/

purpose /ˈpɜː.pəs/

famous /ˈfeɪ.məs/

- Ask students to say out the above words after you.
- Get them to sit in pairs and say out the words taking turn.
- Ask some students to say out the words loudly.
- Praise them for their attempt and give feedback.

Practice 6. Practice the pronunciation of /ə/ or schwa sound when the letter ‘u’ becomes ‘schwa’

focus /ˈfoʊ.kəs/

virus /ˈvaɪ.rəs/

August /ˈɔː.gəst/

supply /səˈplaɪ/

- Ask students to say out the above words after you.
- Get them to sit in pairs and say out the words taking turn.
- Ask some students to say out the words loudly.
- Praise them for their attempt and give feedback.

Ask students to copy activity 2 in their exercise books and do according to the instruction.

- Let them compare their answers in pairs.
- Move around and assist students.
- Get some students to tell their answers to the whole class.
- Praise their attempts and give feedback.

Possible answer for activity 2:

a. Photograph, b. some,

c. to, d. color,. e. customer

Get students to do activity 3.

- Ask students to copy the instruction and the words in their exercise book.
- Get students to identify the words with /ə/ vowel sounds individually.
- Let them sit in pairs; compare their answers and say out the words.
- Move around and assist students if they face problems.
- Allow some students to say out the words to the whole class
- Praise for their efforts and give feedback.

Possible answer for activity 3:

A. autumn D.color F..Vegetable H..breakfast L..daughter

Lesson six

A. Give brief explanation on how Schwa or /ə/ sound is used in function Words.

- Tell students that preposition, conjunction, auxiliary verbs and articles are among the function words.

- Explain them that many function words are pronounced with a schwa sound when weak, and a different vowel sound when strong:

- Get students to say out the sentences in the three examples after you.

- Allow students to sit in pairs and practice saying out sentences taking turn.

- Move around and assist students who are in need.

- Let some students say out the sentences to the whole class.

- Praise them for their efforts and give feedback.

Example 3: Example sentences with /ə/ vowel sounds

forget /fəˈgɐt/ focus /ˈfoʊ.kəs/ today /təˈdeɪ/

Don’t forget to focus on today.

second /ˈse.kənd/ occurred /əˈkɜːd/ region/ˈriː.dʒən/

It’s the second time it occurred in the region.

B. Ask students to copy activity 3 in their exercise books.

- Get students to identify words with /ə/ vowel sounds in the sentences and read the sentences with correct pronunciation individually.

- Let them sit in pairs and check their answers; and then, say out the sentences taking turn.
- Move around and check if students are doing well.
- Allow some students to say out the sentences for the whole class.
- Praise them for their efforts and give feedback.

C. Get students to identify words with/ə/ vowel sounds in the paragraph of student's book.

- Ask students to listen to you when you read the paragraph.
- Get them to identify words with/ə/ vowel sounds in the paragraph of student's book individually.
- Allow them to sit in groups of four and discuss their answers and read the paragraph taking turn.
- Move around to give help if there is a need.
- Ask some students to read the paragraph.
- Praise their efforts and give feedback..

Lesson seven

Reading

Pre-reading

A. Get students to look at the photographs or pictures of the helpless people in their book.

- Ask students to make a prediction about what will be included in the passage based on the title and the pictures.

- Let students to talk with a partner about the helpless persons in the pictures.
- Get students to make a list of what they will do for the helpless persons if they live in their area.

While- reading Activities

- Tell the students that you are going to read the passage
- Tell students how you pronounce the words when you read the passage loudly.
- Get students to sit in pairs and read out the passage taking turn.
- Ask students to copy activities 1 and 2 in their exercise books.
- Let students read the passage silently to answer activity 1 and activity 2 of the while reading questions individually.
- Get students to sit in pairs and compare their answers.
- Allow some students to read their answers to the whole class.
- Praise them effort and give feedback.

Answers for the while-reading questions

1. Activity 1: what do the following words in the passage refer?

a. ‘Others’ paragraph 1, line two refers to people

b. ‘it’ paragraph 1, line two refers to giving to others

c. ‘you’ paragraph 2, line two refers to readers

d. ‘it’ paragraph 3, line three refers to volunteering

Activity 2: Match the paragraphs with their main ideas.

Main ideas paragraphs

a. making new friends and contacts 1. __d_____

b. the definition of voluntarism 2.__a_____

c. opportunity to practice and develop social skills 3. ___b_____

d. connect community and make it a better place 4. ___c_____

Lesson Eight

Post-reading Activity

Get students to copy activities 3 and 4 of the post- reading questions in their exercise books and write their answers.

- Make students sit in groups of four and discuss their answers.
- Let representatives of each group report the result of their discussion to the whole class.
- Praise them for their efforts and give feedback.

Vocabulary

Lesson Nine

A. Get students to copy the vocabulary words such as benefit, stimulated, combat, commitment, boost, ties, aforementioned in their exercise books.

- Get students to write the meanings of the words as used in the passage.
- Allow them to talk with a partner about their answers.
- Move around and provide help for those who need.
- Let some students read their sentences to the whole class.

- Praise them for their efforts and give feedback

B. Get students to write their own sentences using the words listed above.

- Make students sit in groups of four.
- Let them read their sentences to their group members taking turns.
- Move around to check if students participate actively in each group.
- Allow some students to read their sentences to the whole class.
- Praise students for their efforts and give feedback.

Lesson Ten

Grammar

The past perfect tense

A. Form

- Ask students what they know about the form of the past perfect tense.
- Allow some students to reflect what they know about the form of the past perfect tense to the whole class.
- Praise their effort and give feedback with examples.

A. Get students to copy activity 1 in their exercise books.

- Let them do the activity individually.
- Get them to sit in pairs and compare their answers.
- Allow some students to their answers to the whole class.
- Praise the students for their efforts and give feedback.

B. Get students to construct their own sentences using past perfect tense.

- Let them write two sentences individually.
- Get them to compare their answers with their partners' answers.
- Move around and assist students whom you think are in need.
- Allow some students to read their sentences to the whole class.
- Praise the students and give feedback.

Lesson Eleven

Uses of the past perfect tense

- Show students a time line that shows first past action, second past action, present action and past action.
- On the basis of the time line, explain that the past perfect tense is used to express completed action before anther past action begins.
- Illustrate the above use of the past perfect tense with a variety of examples.
- Get students to write their own sentences based on the indicated use of the past perfect tense and get some students to read their sentences to the whole class.

A. Tell students that the past perfect tense is used to express actions of duration before something in the past.

- Illustrate the above use of the past perfect tense with a variety of examples.
- Get students to write their own sentences based on the indicated use of the past perfect tense and get some students to read their sentences to the whole class.

B. Ask students to copy Activity 1 in their exercise book.

- Tell them to fill the blanks using past perfect tense.
- Get them to compare their answers in pairs.

- Allow some students to tell their answers to the whole class.
- Praise them for their effort and give feedback.

Possible answer for activity 1:

1. had met 2. had left 3. had bloomed 4. had studied 5. had already started 6. had reserved 7. had had 8. had lost 9. had forgotten 10. had known 11. had already escaped 12.had found 13. had given 14. had experienced 15. had accounted

Lesson Twelve

Explain students that the past perfect tense is used with conditional sentence type three, with reported speech and to show dissatisfaction with the past. Provide them with a lot of examples and get them to do activities 3 to 5.

- Get them to compare their answers in pairs.
- Move around to assist them to construct their own sentences.
- Allow some students to read out their sentences to the whole class.
- Praise them and give feedback.

Lesson Thirteen

Get students to copy activity 6 in their exercise books.

- Ask students to do activity 6 individually.
- Move around and assist students.
- Get them to sit in groups of four and discuss their answers.
- Allow representatives of each group to read out their answers.
- Praise them and give feedback.

Possible answer

Activity 6: Fill in the correct form of simple past or past perfect tense

1. Uncle David went to the doctor after he had been ill for a month.

2. Before the police caught the thief, he had stolen two more watches.

3. Mum once painted a picture although she had never learnt it.

4. I did not tell my teacher that my mum had helped me with my homework.

5. I was very angry when I saw that my brother had eaten my apple.

6. The bike was much more expensive than he had thought at first.

7. Dad drove me home after I had fallen into the water.

8. Marion asked me what had happened to me last week.

9. We had eaten two Big Macs before we went home.

10. Paul did not say that he had taken Albert's watch.

11. The days became colder after it had snowed.

12. I felt great after I had passed the exam.

13. It was Freddy who had cleaned the room.

14. When I got off the bike I saw that one of those tires had lost air.

15. I was sorry that I had not been nicer to him

Lesson Fourteen

Concluding sentence

A. Briefly explain:

- What concluding sentence is,
- What concluding sentence starters are, and
- A step-by-step guide on how to write a concluding sentence based on the short note on student's book.

B. Get students to do activity 1 individually.

- Move around and assist students when they do activity 1.
- Allow them to sit in groups of four and discuss their answers.
- Let some representatives of groups report the decision of their group to the class.
- Praise them for their effort and give feedback.

Possible answers of activity 1:

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

Lesson Fifteen

A. Briefly explain the characteristics of a good concluding sentence based on the note given in student's book.

C. Get students to do activity 2A individually.

- Move around and assist students when they do activity 2.
- Allow them to sit in groups of four and discuss their answers.
- Let some representatives of groups report the decision of their group to the class.
- Praise them for their efforts and give feedback.

Possible Answer

1. A (uses a transition word) 2. A (restates the topic sentence)

3.A (restates the topic sentence) 4. A (uses a transition word) B. (statement that sums up the paragraph) C (restates the topic sentence D states an opinion, Soall are possible answers

5. D (restates the topic sentence and uses a transition word

Lesson Sixteen

A. Briefly explain how to write a concluding sentence based on a topic sentence.

- Use the examples in the student's book for your explanation.
- Show students how, in the first example, the concluding sentence restates the topic sentence.
- Show students how, in the second and third examples, transition words are used in the concluding sentences.

B. Get students to sit in pairs and write concluding sentence based on the given topic sentences.

- Move around to assist students.
- Ask students to sit in groups of four and share ideas on how they write concluding sentences.
- Allow some students to read their concluding sentences.
- Praise them for their efforts and give feedback.

Lesson Seventeen

Colon and semicolon

A. Give brief explanation about the uses of colon and semicolon.

- Support your explanation with examples

B. Ask students to copy activity 1in their exercise books.

- Get students to sit in pairs and do the activity together.
- Move around and assist students.
- Allow some students to tell their answers.
- Praise them for their efforts and give feedback.

Possible answer for activity 1

1. Semicolon 2. Semicolon 3. Colon 4. Colon 5. semicolon

Lesson Eighteen

A. Get students to copy activity 2.

- Ask students to sit in groups of four and discuss the answers of the questions.
- Get them to give reasons for their answers.
- Move around and assist groups.
- Allow some students to tell their answers with reason to the class.
- Praise them and give feedback.

Possible answer for Activity 2

6. colon (before explanation) 7. Colon (to introduce list) 8.semicolon (conjunctive adverb) 9. Colon (before explanation) 10. Colon (to introduce list)

Lesson Nineteen

The situations in which we use colons

A. Give brief explanation about the situations in which we use colon based on points in the student's book.

- Support your explanation with examples.

B. Get students to copy activity 2 in their exercise books.

- Ask students to do the activity individually.
- Let them check their answers sitting in pairs.
- Move around and assist students.
- Allow some students to read out their answers to the class.
- Praise them and give feedback.

Possible answers

1. To write ratio 2. To introduce list 3. To write time 4. To introduce quotation

5. to introduce explanation 6. To restate the main clause 7. To introduce quotation 8. To write time 9. To write ratio 10. To introduce list 11. To introduce explanation 12. To write time

Lesson twenty

The situations in which we use semicolon

A. Give brief explanation about the situations in which we useSemicolon based on points in the student's book.

- Support your explanation with examples.

B. Get students to copy activity 3 in their exercise books.

- Ask students to do the activity individually.
- Let them check their answers sitting in pairs.
- Move around and assist students.
- Allow some students to read out their answers to the class.

- Praise them and give feedback.

Possible answers

Activity 3

1. To separate independent clauses 2. To separate independent clauses

3. The use of conjunctiva adverb to clarify relationship 4. The use of conjunctiva adverb to clarify relationship

Activity 4

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

Unit 8: Fitness

Teaching Objectives

In this Unit you will teach students how to:

- work hard to achieve fitness in all aspects
- listen to the text and find out main ideas from each paragraph
- argue for or against a premise and develop their skills of persuasion
- pronounce [ɔ] sound correctly in different words
- describe the benefits of fitness and actions to be taken to achieve it
- work out the contextual meanings of the words given in bold in the passage
- use the newly learnt words in spoken or written sentences

- add tag questions to both affirmative and negative statements in different tenses
- write sentences that have unity of ideas in a paragraph
- use apostrophe correctly in different written sentences

Section one: Listening

Lesson One

Pre- listening Activity

A. Get students to look at the photographs or the pictures on student's book.

- Tell students to sit in pairs.

B. Get students to sit in pairs to describe the photographs or the pictures that demonstrate:, Bruce Lee,anddumb-bell .

- Write words like fitness, dumb-bell, nutrition , junk food, and Tao of JeetKune Do on the board.
- Explain the meanings of the above words based on the photographs or the pictures on student's book.

C. Ask students to make a prediction about the text based on the title and photographs or the pictures.

- Allow some students to share their predictions to the whole class.

Bruce Lee – Legendary Martial Artist

Bruce Lee was a well-known figure who had a lasting impact on fitness. When it comes to fitness, Bruce Lee was much ahead of his time. He was known as the great Chinese movie star who strove to bring Kung Fu to the masses. Dumbbells were said to be in every room of his house, and he is qualified with a few workouts. Dumbbell is a short bar with a weight at each end.

Bruce Lee had a strong understanding of fitness and nutrition. He stated that eating junk food (food of little value) prevented the body from attaining its full potential.

Bruce Lee wrote several books, but Tao of JeetKune Do is his most valuable literary effort. It explained his martial art and training theories.

While-listening Activity

While-listening

A. Ask students to copy the while listening questions before they listen to the text.

- Get students to read the sentence completion questions and the ‘true’ or ‘false’ questions before listening to the text.
- Ask students to listen to the text and complete the sentences and do the ‘true or ‘false’ questions..
- Let them sit in pairs and compare their answers
- Allow some students to read their answers to the whole class.
- Praise for their efforts and give feedback.

Answer

Activity 2 : Listen to the text and complete the following sentences

1. Bruce Lee was known as the great Chinese movie star.
2. Bruce Lee used dumb-bell to keep his fitness.
3. Tao of JeetKune Do was one of the most valuable books of Bruce Lee.
4. Good nutrition is important for the body to attain its full potential.
5. Dumb-bell is a short bar with a weight at each end.

Activity 3: Listen to the text again and say “true” if the statement is correct and “false” if it is incorrect

1. Bruce Lee built his body eating junk food. False

2. .Bruce Lee had lifelong impact on fitness. True

3. Bruce Lee had dumb-bells in every room of his house. True

4. Fitness can be achieved by eating junk foods. False

5. Nutrition and fitness are inseparable. True

Lesson Two

Post-listening Activity

- Get students to sit in pair and talk about what they know about Bruce Lee.

- Let students talk what they feel aboutwhat would have happened to Bruce Lee if he did not get balanced diet?

- Allow students to talk in pair about what they feel about witness.

B. Get students to sit in groups of four.

- Ask them to discuss on the efforts that are needed to achieve fitness.

- Get them to discuss on the contributions of fitness tothe citizens of our country.

- Move around check if groups’ members are actively participating in the discussion.

- Ask some students to tell their answer to the class.

- Praise their effort and give feedback.

Section Two: Speaking

Lesson Three

Activity 1:Argue for or against the proposition “Fitness can be achieved by all people”

- Get students to sit in groups of five.
- Inform students that they are going to are argue for or against the proposition “Fitness can be achieved by all people”
- Get each group to select a chair person.
- Ask students to arrange two students who argue for the proposition and two students against the proposition in each group.
- Move around and assess students’ argument.
- Use your checklist and evaluate theprogress of students.

Lesson Four

Activity 1: practice the pronunciation of /ɔ:/sound when it is spelt with letters ‘o’, and ‘a’.

- Get students to say out /ɔ:/after you.
- Ask students to sit in pair and say out /ɔ:/ taking turn.
- Tell students how they produce the English vowel sound

/ɔ:/ in saying To produce the ɔ:sound, put your tongue low and at the back of your mouth and lightly push your lips together while making a long voiced sound.

- Write words with letters ‘a’ and letter ‘o’ which are pronounced as /ɔ:/and get students to read the words after you.
- Allow students to sit in pairs and say out the words taking turn.

Activity 2: practice the pronunciation of ɔ: sound when it is placed at the beginning, in the middle and at the end of words.

- Ask students to read out the words which have /ɔ:/sound at the beginning, in the middle and at the end in the student's book after you.
- Get them to sit in pairs and read out the same words taking turn.
- Ask some students to read out the words to the class.

Activity 3:Choose the words which contain the sound /ɔ/.

- Ask students to copy the activity and do the questions individually.
- Get them to sit in pairs and check their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Lesson Five

Homophones with Vowel Sound ɔ:

- Get students to read the homophones after you.
- Get them to sit in pairs and read out the homophones taking turn.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to read the homophonesto the class.
- Praise them for their efforts and give them feedback.

Activity 4:Read the following sentences and underline the words with /ɔ/ sounds

- Ask students to copy the sentences in their exercise books.
- Get them to underline the words with /ɔ/ sounds in each sentence.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer

- The young girl wanted to get a horse.
- We need some soy sauce.
- He is my favorite author.
- We have a daughter.
- Laura likes going to school.
- I was born in February.

Activity 5:Read the following paragraph and underline words with /ɔ/ sounds.

- Ask students to copy the paragraph in their exercise books.
- Get them to underline the words with /ɔ/ sounds in each sentence.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Laura and Paul went to a shopping mall. Laura wanted to buy a shirt, but it was too short. On their way home, they saw a small lost dog. They remembered their parents taught them to always help animals, so they stopped. The dog was coughing, so they gave it some water. They also bought some dog food to feed it. The dog was very happy and was hitting the ground with its paws, making funny sounds. Laura and Paul thought that the dog was very cute, and bonded with it right away. In the end, they decided to take it home and keep it as a pet.

Section Three: Reading

Lesson Six

Pre-reading questions

- Ask students to look at the photographs or pictures of fit persons.
- Get them to predict what will be included in the passage based on the title and the pictures.
- Let them sit in pairs and make a list of what they will do to have fitness similar to the fit persons in the photographs or pictures.

While-reading Activity

Activity 1: Copy the following sentences in your exercise books and write ‘true’ if the statement is correct and ‘false’ if it is incorrect

- Get students to do ‘true’ or ‘false’ questions individually.
- Ask them to compare their answers in pair.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer

A. True B. False C. True D. False E. True F. True

Activity 2: Matching activity

- Get students to do the matching questions individually.
- Ask them to compare their answers in pair.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer

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

Lesson Seven

Post reading activity

Activity 3: Ask students to copy the post reading questions and do the questions individually.

- Ask them to sit in groups of four and discuss their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.

- Praise them for their efforts and give them feedback.

Activity 3: Answering fitness related questions

- Get students to copy the questions.
- Let them answer the questions individually.
- Get students to sit in groups of four and discuss the answers of the four questions in their group.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Section 4: Vocabulary

Lesson Eight

Activity 1: Meanings of spark, boom, well rounded, well-being, aerobic, anaerobic, release

- Get students to copy the words in their exercise books.
- Ask them to write their meanings based on the context of the passage.
- Allow them to talk with a partner about their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Activity 2: writing sentences using the above words.

- Ask students to write their own sentences using the above words.
- Get them to sit in groups of four and take turns to read their sentences to the group.
- Move around and assist students; use your check list to follow up the progress of students.

Lesson Nine

Grammar

Tag Question

- Ask students about what they know about tag questions.
- Get students to tell the class examples of tag questions.
- Give explanation about tag questions as follows:

Use tag questions when you already know about what you ask someone, but just want/need to make sure that whether the listener agrees and knows about it or not.

Remember:

- If the verb form of a sentence is positive, the tag question should be negative.

If the verb form of a sentence is negative, the tag question should be positive.

- A comma is used before the tag question starts.

Structures:

- positive sentence + comma + negative tag question
- Negative sentence + comma + positive tag question

Activity 1: copy the following sentences into your exercise books, and write the tenses for each example of tag question

- Get students to copy the exercise and write the tense.
- Get students to check their answers in pairs.
- Let some students read their answers to the class.
- Praise them for their efforts and give them feedback.

Lesson Ten

Activity 2: Complete the sentences with the correct question tags.

- Ask students to complete the activity individually.
- Get them to sit in pairs and check their answers.
- Let some students read their answers to the class.
- Praise them for their efforts and give them feedback.

Answer

1. , isn't she? 2. ,don't we? 3. , haven't you? 4. , don't they? 5. , didn't he? 6. , aren't they? 7. , did she?

Activity 3: Complete the sentences with the correct question tags.

1. Mr. Tom is not from America, is he?

2. The car isn't in the garage, is it ?

3. She did not go to the library yesterday, did she ?

4. He didn't recognize me, did he?

5. Plants do not pollute the environment, Did they?

6. Mr. Pritchard has been to Scotland recently, hasn't he?

7. The trip is not very expensive, is it?

8. Tom did not drive a red car, did he?

Lesson Eleven

Tag question with modal verbs

- Get students to read the examples in the student's book.
- Get them to sit in groups of three and discuss what they understand from the examples.
- Ask some students to talk about what they understand from the examples to the class.
- Praise them for their efforts and give feedback.

Activity 4: Copy and write tag questions for the following sentences with modal verbs

- Get students to copy the questions under activity 4.
- Ask them to do the activity in pairs.
- Ask some students to talk about what they understand from the examples to the class.
- Praise them for their efforts and give feedback.

Lesson Twelve

Tag Question with Imperatives

- Get students to read the examples.
- Ask them what they learn from the examples.
- Praise them for their efforts and give them feedback.

Activity 5: choose the correct tag question for the following imperative sentences.

- Ask students to copy the questions.
- Get them to do the questions individually.

- Allow them to sit in pairs and compare their answers.
- Let some students read their answers to the class.
- Praise them for their efforts and give them feedback.

Lesson Thirteen

Tag questions with Indefinite Pronouns

- Ask students what the indefinite pronouns are.
- Get students to sit in pairs and write three tag questions with indefinite pronouns.
- Ask some students to read their sentences to the class.
- Praise them for their efforts and give them feedback.
- Explain the rules with examples as follows:
- Rule 1: if the subject is with '-one', in a statement such as: every one, no one, someone, none, anyone, etc., we use the subject 'they' to form tag questions.
- Everyone likes him, don't they?
- None can do this, can they?
- Everyone is allowed, aren't they?
- Rule 2: if the subject is with '-body', in a statement such as: anybody, somebody, everybody, nobody, etc., we use the subject 'they' to form tag questions.
- Everybody wants money, don't they?
- Nobody went there, did they?

- Rule 3: if the subject is with ‘-thing’, in a statement such as: everything, anything, something, nothing, etc., we use the subject ‘it’ to form tag questions.

- Nothing is certain, is it?

- Anything is possible for him, isn’t it?

Activity 6 : write tag questions for the following sentences with indefinite pronounce

- Ask students to copy the questions.

- Get them to sit in pair and the questions together.

- Get them to sit in groups and discuss their answers.

- Move around and assist students; use your check list to follow up the progress of students.

- Allow some student to tell their answers to the class.

- Praise them for their efforts and give them feedback.

Section Six: Writing

Lesson Fourteen

Unity in Paragraph

- Explain students what paragraph unity is as follows:

- Paragraph unity is the most important characteristic of a good paragraph. It defines that all sentences in a paragraph should state about one single idea or one main subject. That is, the topic sentence, the supporting details, and the concluding sentence should focus on only one idea.

Activity 1: Questions on the basis of paragraph

- Get students to read the paragraph and answer the questions that follw.

- Ask them to sit in groups of three and discuss their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Lesson Fifteen

Identifying unrelated sentence in a paragraph

Activity 2: Read the following paragraphs and chose the sentence which is not related to the topic sentence.

- Ask students to read the paragraphs to choose the unrelated sentence.
- Get them to sit in pairs and check their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer

Paragraph 1: 3 Paragraph 2: 3 Paragraph 3: 4 Paragraph 4:4

Lesson Sixteen

Apostrophe Rules for Possessives

- Write three sentences that lack apostrophe on the board.
- Get students to sit in pairs and correct the sentences.

- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.
- Explain the uses of apostrophe with examples as follows:

1. Use an apostrophe +"s" ('s) to show that one person/thing owns or is a member of something.

- Almaze’s dress is attractive.
- Zertihun’s car is new.

Style guides vary when it comes to a name that ends in an "s." Even if the name ends in "s," it's still correct to add another "'s" to create the possessive form. It's also acceptable to add only an apostrophe to the end of singular nouns that end in "s" to make them possessive.

In this case, you can show possession for Ross in either of two ways:

- Ross' room is clean.
- Ross's sports team is always a winner.

2. Use an apostrophe after the "s" (s') at the end of a plural noun to show possession.

- The parents' bedroom is wider than the children’s.
- The lions’ cage is near to the villagers’ house.

It is not necessary to add another "s" to the end of a possessive plural noun.

3. If a plural noun doesn't end in "s," add an apostrophe + "s" to create the possessive form.

- The children's rooms are clean.
- The people’s tendency towards cooperative work is good.

Activity 1: Choose the correct answer

- Ask students to copy the questions on their exercise books.
- Get students to sit in pairs and do the activity together.
- Get students to sit in pairs and correct the sentences.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Lesson Seventeen

Activity 2: Rewrite the following sentences with correct uses of apostrophe.

- Ask students to copy the questions in their exercise books.
- Get them to do the questions individually.
- Allow them to sit in pairs an check their answers.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Lesson Eighteen

Apostrophe Rules for Joint and Separate Possessives

- Write sentence examples that show apostrophe with join and separate possession.

- Get them to sit in pairs and discuss in which sentence apostrophe is used with join possession or separate possession.

- Move around and assist students; use your check list to follow up the progress of students.

- Allow some student to tell their answers to the class.

- Praise them for their efforts and give them feedback.

Activity 3: Decide if the apostrophe in the sentences below are ‘apostrophe for joint possession’ or for ‘’apostrophe for separate possession’

- Ask students to copy the questions in their exercise books.

- Get students to do the questions in pairs.

- Move around and assist students; use your check list to follow up the progress of students.

- Allow some student to tell their answers to the class.

- Praise them for their efforts and give them feedback.

Lesson Nineteen

Apostrophe Rule for Contractions

- Write 5 contraction sentences with incorrect apostrophe on the board.

- Ask students to write the questions in their exercise books.

- Get students to correctly write the sentences sitting in pairs.

- Move around and assist students; use your check list to follow up the progress of students.

- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.
- Explain apostrophe rule for contraction as follows:

There's really only one rule for apostrophes and contractions, aside from careful placement.

When you combine two words to make a contraction, you will always take out some letters. In their place, you add an apostrophe.

- they + have = they've (you took out "ha")
- are + not = aren't (you took out "o")
- they + will = they'll (you took out "wi")

Activity 1: Rewrite the following sentences with correct uses of apostrophe.

- Ask students to copy the questions in their exercise books.
- Get students to sit in pairs and do the questions together.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer

1. Can you pass me the pens please?

2. I need some more books for college.

3. The children’s faces are dirty.

4. The man’s beard is very long.

5. It’s nearly time to go home.

6. The other students are really happy.

7. Sometimes the teachers are strict.

8. I hop its not going to be too cold this winter.

9. The computers are broken.

10. Her legs are very hairy.

11. I’m going home now.

12. You’re a great person.

13. I can’t do my homework

Lesson twenty

Activity 2: Use apostrophe to make the following paragraph meaningful.

- Ask students to copy the paragraph.
- Get students to sit in groups and discuss to make the paragraph meaningful using apostrophe.
- Move around and assist students; use your check list to follow up the progress of students.
- Allow some student to tell their answers to the class.
- Praise them for their efforts and give them feedback.

Answer

Bitew and Aster have two beautiful children. Alemu is nine and Chaltu is seven. Bitew and Aster's house has two floors. The children's rooms are upstairs, and the parents' bedroom is downstairs. Chaltu's room is always clean while Bitew's room is always messy. Chaltu's sports teams all have games. The family members are trying to get everything done with only Chaltu's car. Today, they've been to school, practice, rehearsal, the grocery store, and the business's office. Mind you, they aren't finishing their work yet. They'll be busy until late tonight and, tomorrow, they'll do it all again.

Unit Nine: Self-expressions (20 periods)

Teaching Objectives

In this Unit you will teach students how to:

- identify their rights and duties when they express themselves freely
- listen to the text and find out specific information
- compare/contrast the law of self-expression in Ethiopia and the real practices on the ground
- pronounce [ai] and [i] sounds correctly in different words
- recognize what self-expression is, how it is practiced and the duties and rights of the citizens when they attempt to put the right to self-expression into practices
- decide the extent to which they are free to express their ideas without any anxiety
- work out the contextual meanings of the words given in bold in the passage
- use the newly learnt words in spoken or written sentences
- use active and passive voices in simple present tense form correctly for different communication
- use appropriate adjectives to describe people

- strengthen their skill of using capitalization in writing

Section one: Listening

Listening Text: The Benefits of Self-Expression

Lesson One

Pre- listening Activity

Activity !: Pre-listening questions

A. Get students to look at the photographs or the pictures on student's book.

B. Get students to sit in pairs to describe the photographs or the pictures that demonstrate:, people with different self-expressions .

- Write words phrases like one to one communication, group discussion, public discourse on the board.

- Explain the meanings of the above phrases based on the photographs or the pictures on student's book.

C. Ask students to make a prediction about the text based on the title and the photographs or the pictures.

- Allow some students to share their predictions to the whole class.

The Benefits of Self-Expression

When assessing the importance of self-expression, there are three great benefits that will assist us in the rest of our life. It may feel strange at first, even unnatural, but the benefits outweigh the strangeness.

The first benefit of self-expression is to assist us learn to listen to our intuition or feeling. The first step in learning to listen to our feeling is to start listening to small voice that is trying to guide our emotion. Feel each emotion, no matter what it is, without any self-judgment. Your emotions are simply what they are, and there aren't any wrong emotions; there may be only wrong ways that we've learned to react to them. So, quiet yourself and allow yourself to feel because you can't express yourself if you don't know what you're feeling.

The second benefit is that self-expression enables us acknowledge our feelings. By self-validating and honoring our feelings, we can learn to seek answers from within us, rather than always looking outside ourselves for solutions. In reality, all we need we already have inside of us. Acknowledging our feelings might seem very frightening at first because we feel helpless. That's okay. That feeling of helplessness will go away once our mind realizes there isn't really any need for fear.

Learning to adjust on how our body reacts to our emotions is the third benefit of self-expression. Body awareness is very important in learning to express ourselves, as it is one of the best ways to judge our comfort level. If a part of our body tenses up, consciously relax it. Use our new awareness to find what works for us in terms of expressing yourself, both emotionally and physically.

While-listening Activity

- Ask students to copy the while listening questions in their exercise book before they listen to the text.

Activity 2: Listen to the text and match the ideas with the orders they are explained.

- Tell them that the purpose of their listening to the text is to match the ideas with their order they are read.
- Get students to compare their answers in pairs.
- Move around and assist students, use your check list to asses students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

1st : C 2nd : A 3rd: D and 4th : B

Activity 3: Listen to the text again and say "true" if the statement is correct and "false" if it is incorrect

- Ask students to copy the questions in their exercise books.
- Get them to listen attentively to do the 'true' or 'false' questions.
- Let them sit in pairs and check their answers.
- Move around and assist students, use your check list to asses students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.
- Ask students to talk with a partner if their predictions were correct.

Answer

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

Lesson Two

Post-listening Activity

- Ask students to sit in groups of three and discuss how they practice the idea of self-expression in their family and in their class.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Open-ended

Section two: Speaking

Lesson Three

Talking about preferences

- Ask students to write their about their favorite colors, hobbies, foods to eat, places to visit and movies.
- Get them to sit in pairs and talk about their preferences
- Make them identify their similar and different preferences.

Lesson Four

- Ask students to complete the three sentences based on their own true feelings.
- Get them to sit in pairs and compare their answers.
- Get students to talk about what makes them different and what makes them alike or similar.
- Move around and assist students, use your check list to assess students' progress.

- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Open-ended

Lesson Five

Pronunciation of the vowels [ai]

- Write the words ‘try’, ‘price’, ‘high’, ‘ride’, ‘buy’ and ‘why’
- Get students to read out the words with a partner taking turn.
- Ask students to read out the words after you.
- Explain them how the English [ai] sound is produced as follows:

To produce the sound /ai/, open your mouth open. Spread your lips as you are producing the sound, and move your tongue and your jaw up.

Activity 1: Find out words with /ai/ sounds

- Get students to find out words with /ai/ sounds among the words given.
- Ask them to sit in pairs and check their answers.
- Let them read out the identified words with /ai/ sounds taking turn.
- Move around and assist students, use your check list to assess students’ improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Lesson six

Activity 2. Listen to your teacher when she reads the following paragraph, and underline the words with the sound /ai/.

- Ask students to copy the paragraph in their exercise books.
- Get them to listen to you when you read the passage, and underline the words with /ai/ sound.
- Get them to sit in pairs and check their answers.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Aidan was a member of the royal family, but he was not spoiled. He had the latest iPhone but never showed off. Aidan was annoyed by the city noise so he decided to escape to his house on the lake for a short vacation. His childhood friend, Maya, came along because she too enjoyed the great outdoors. They baked a potato pie and drank wine. Maya had a wonderful voice and Aidan played the guitar, so they played and sang all day long. Once it was time for them to go back home, they felt sad but promised to come back soon.

Lesson seven

Section 3: Reading

Self-expression

Pre-reading Activity

- Get students to look at the photographs or pictures of the two persons, and sit in pairs and talk about what they are doing.
- Ask students to predict what can be included in the dialogue based on the topic and the photos or the pictures.

While reading Activity

Activity 2: Copy the following sentences and decide if the statements are ‘True’ or ‘False’.

- Get students to copy the true or false questions into their exercise books.
- Ask students to do the activity individually.
- Allow them to sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students’ progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

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

Activity 3: Look at the table below; indicate using tick (√) if the statements are benefits or ways of self – expressions.

- Ask students to copy the table in their exercise books.
- Get them to give their answers individually.
- Make the sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students’ listening skills.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

statements	Benefits of self-expression	Ways of self-expression
1. It is possible for people around us to know who we are if we are able to express ourselves.	√	

Expressing ourselves isn't exactly easy, so having ways to improve our self-expression is very important. √

3.True self-expression is a reflection of how honest we are to ourselves and to the people around us. √

4.Mindfulness helps us to become calmer and to adjust with our inner voices. √

5.Self-expression is in need when we want to communicate an important message, √

Lesson Eight

Post-Listening Activity

- Ask students to sit in groups of three.
- Get them to discuss the ways they use to improve their self-expressions, and the expressions their parents use when they communicate with family members.
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Open-ended

Lesson Nine

Section Four: Vocabulary

Activity 1: Look at the following sentences from the reading passage, and choose the synonym for the words written in bold.

- Inform students what synonyms are with examples.

- Get students to read the words written in bold in the passage and relate their meanings with the words listed.
- Allow students to sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Activity 2: Match the words written in bold in the dialogue with their synonyms written bellow.

1. appropriate: appropriate

2. reproduction: reproduction

3. say: articulate

4. method: approach

5. needs : desires

6. companions: partners

7. politely: respectfully

8. meaning: message

Lesson Ten:

Activity 3: writing sentences using 4 of the synonym words with partners.

- Ask students to sit in pairs.

- Get them to write their own sentences using the four words they selected among the eight ones.

- Move around and assist students, use your check list to assess students' progress.

- Ask some students to tell their answers to the class.

- Praise them for their effort and give feedback.

Lesson Eleven

Section Five: Grammar

Active and passive voice in the simple present tense

Activity 1: Read the following sentences and write the form of passive in the simple present tense.

- Get students to read the sentences with a partner.

- Ask students to talk about the form of passive based on the sentences on the student's book.

- Move around and assist students, use your check list to assess students' improvement.

- Ask some students to tell their answers to the class.

- Praise them for their effort and give feedback.

Lesson Twelve

- Give brief explanation about the form of verbs in the active and passive simple present tense with examples.

- Give also short explanation about 'agent' and 'object' in relation to active and passive simple present tense with examples.

- Get each student to write two active sentences of their own.

- Allow them to sit in pairs and change their sentences into passive.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Lesson Thirteen

Negative and questions

- Get students to study the form of active and passive simple present verbs in the affirmative, negative and question (from the table in student's book)

Activity 2: Copy the following sentences and change them into passive voice.

- Ask students to copy the sentences under activity 2.
- Get them to change into passive sentence individually.
- Let them sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

!. A picture is drawn by me.

2. Blue shoes are worn by them..

3. You are not helped by them.

4. the book is not opened by him.

5.the letter is not written by you.

6. Are you picked up by your mum?

7. Is the thief caught by the police officer?

Lesson Fourteen

Activity 3: Copy the following sentences and change them into active voice.

- Get students to copy the questions under activity 3 into their exercise books.
- Ask them to change the active sentences into passive individually.
- Allow them to sit in pairs and check their answers.
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

1. Which pen do you like?
2. Who teach you?
3. This officer does not punish his juniors.
4. The post man delivers letters.
5. Our team wins the match.
6. Tom reads the novel in a day.
7. Jenny does not sing the song.
8. Chala does not open the door.
9. Chal sets the table.

10. I draw the picture.

Lesson Fifteen

Activity 4: paragraph completion using active or passive simple present tense

- Ask students to copy the paragraph into their exercise books.
- Let them complete the paragraph using active or passive simple present tense.
- Get them to sit in groups of three and discuss their answers.
- Move around and assist students, use your check list to assess students' progress.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Answer

Mobile phones are used widely in our day-today lives. They give us the freedom to communicate anywhere and at any time. The latest mobile phones are incorporated with features like MP3 players, high resolution camera, high sound quality, 3G technology and the list goes on. The latest mobile phones have become a hit among all classes of people from kids to teenagers to adults. These phones are considered as style statement and give a sophisticated touch to your profile

Lesson Sixteen

Section Six: Writing

Activity 1: sit in pairs and list adjectives that describe people.

- Ask students to sit in pairs and list adjectives that describe people.
- Get students to sit in groups of four and categorize their lists of adjectives into physical and personality description of people.
- Move around and assist students, use your check list to assess students' progress.

- Ask representatives of each group to report the group's answer to the class.
- Praise them for their effort and give feedback

Activity 2: Sit in groups of three and play a "who is it game" taking turns.

- Get students to study the adjectives that describe the physical appearance of people in the student's book.
- Ask students to sit in groups of three and play the 'who is it' game.
- Move around and assist students, use your check list to assess students' progress.
- Ask some groups to be in front of the class and play the 'who is it' game.
- Praise them for their effort and give feedback

Lesson Seventeen

Activity 3: Study the following descriptions and describe any person who lives around your house

- Ask students to study the adjectives to describe a person's general appearance, characteristics, personality, age and wearing style written in the student's book.
- Get students to practice describing a person who lives around their house using the adjectives they have already studied.
- Let them sit in groups of three and read their description to the group members taking turn.
- Move around and assist students, use your check list to assess students' progress.
- Ask some groups to be in front of the class and play the 'who is it' game.
- Praise them for their effort and give feedback

Lesson Eighteen

Likes and dislikes

Activity 4: Read the following two paragraphs. In the first paragraph the writer describes what she/he likes, and in the second paragraph she/he describes what she/he dislikes. List the words the writer uses to describe her/his likes and dislikes.

- Ask students to read the two paragraphs and list the words that describe likes and dislikes in the two paragraphs.
- Get students to sit in pairs and talk about words to describe likes and dislikes.
- Move around and assist students, use your check list to assess students' progress.
- Ask some groups to be in front of the class and play the 'who is it' game.
- Praise them for their effort and give feedback

Activity 5: write two similar short paragraphs.

- Ask students to write their own two paragraphs that describe what they like and what they dislike.
- Get them to sit in pairs and read their paragraphs taking turns.
- Move around and assist students, use your check list to assess students' listening skills.
- Ask some groups to be in front of the class and play the 'who is it' game.
- Praise them for their effort and give feedback

Lesson Nineteen

Activity 6: Use the following words to complete the paragraph about likes and dislikes.

- Get students to copy the incomplete paragraph in their exercise books.
- Ask them to complete the paragraph using the given words individually.

- Allow them to sit in pairs and check their answer.
- Move around and assist students, use your check list to assess students' improvement.
- Ask some groups to be in front of the class and play the 'who is it' game.
- Praise them for their effort and give feedback

Answer

I like going shopping with my friends but don't like shopping with my family. I go shopping once a month on Saturdays. Every week I do the house work. I don't like doing the housework but someone has to do it. My husband likes doing the housework, so he helps me. I like watching TV in the evening and the weekends but I can't watch TV in the morning. I am too busy.

Uses of capital letter in writing

Activity 1: what do you remember about the uses of capital letter in writing? Sit in groups of three and talk about the uses of capital letter in writing.

- Ask students what they know about the uses of capital letter in writing
- Get them to sit in groups of three and talk about the uses of capital letter in writing.
- Move around and assist students, use your check list to assess students' knowledge of capital letters in writing.
- Explain briefly about the uses of capital letter. You can use the following note as your source for your explanation:

Uses of capital letter in writing

Your teacher will revise some of the uses of capital letters in writing .

1. Use a capital letter for the personal pronoun 'I':

- What can I say?

2. Use a capital letter to begin a sentence or to begin speech:

- The man arrived. He sat down.
- Suddenly Mary asked, "Do you love me?"

3. Use capital letters for many abbreviations and acronyms:

- G.M.T. or GMT (Greenwich Mean Time)
- N.A.T.O. or NATO or Nato (North Atlantic Treaty Organization)

4. Use a capital letter for days of the week, months of the year, holidays:

- Monday, Tuesday
- January, February
- Christmas

5. Use a capital letter for countries, languages & nationalities, religions:

- China, France, Ethiopia
- Japanese, English, Ethiopian
- Christianity, Buddhism

6.Use a capital letter for people's names and titles:

- Alemu, Rosa, William Shakespeare
- Professor Jones, Dr Smith
- Captain Belay, King Tewodros

Lesson twenty

Activity 1: Copy the following sentences into your exercise book, and capitalize the initial of the words that need capitalization sitting in pair.

- Ask students to copy the questions in their exercise books.
- Get them to sit in pairs and capitalize the initial of the words that need capitalization.
- Move around and assist students, use your check list to assess students' improvement.

Activity 2: capitalize the initial of the words where necessary in the two paragraphs.

- Get students to copy the paragraphs in their exercise books.
- Ask students to do the activity individually.
- Allow them to sit in groups of four and discuss on the initial of the words that should be capitalized in the two paragraphs.
- Move around and assist students, use your check list to assess students' improvement.
- Ask some students to tell their answers to the class.
- Praise them for their effort and give feedback.

Unit 10: Computer Development (20 points)

Teaching Objectives

In this Unit you will teach students how to:

- listen to the text and write out one main idea from each of the three paragraphs
- discuss in groups computer generations and appreciate how much great achievements require strong determination, long time patience and undergoing serious challenges
- Pronounce any word which consists of the vowels short [a] and long [a:] correctly and avoid confusion during listening as well
- explain how a computer was innovated, the generation it has currently reached and its contribution in simplifying work for human
- identify different computer programs

- describe the disadvantage of computer
- match the words written in bold in the passage with their synonyms given after it
- use the words used in the passage and their synonyms in different communicative settings alternatively
- join two sentences using “because”, “but” or “or” either in spoken or written sentences
- use each sentence connector given above to join two sentences
- use semi-colon correctly in different written texts

Section one: Listening

Lesson One

Pre- listening Activity

Activity 1: Get students to look at the photographs or the pictures on student’s book.

- Get students to sit in pairs to describe the photographs or the pictures that demonstrate:,

different types of computers.

- Ask students which computer they want to have and why.
- Ask students why the agricultural areas, in the photo or picture, are covered with well grown crops.
- Get students to guess what could be included in the listening text Using the pictures or photographs in your book and the topic of the listening text.

The Role of Information Technology in Agriculture

The utilization of computers along with other telecommunication equipment is called information technology (IT). Among the sectors that utilize IT is agriculture. Agriculture is a major sector which is vital for the survival of modern man. IT integrated farming has the possibility to give higher yields as compared to the traditional farming we are used to. Some of the roles of information technology in the agricultural sector include: improved productivity, good post-harvest practices and value addition of farm produce, and improved decision making by the farmer.

Farmers need information on latest varieties, changing weather patterns, crop production techniques and improved agronomic practices for them to produce. Information technology plays a vital role in ensuring the farmers get access to this information, regardless of their agro ecological location. Through IT, farmers in Africa are able to read what farmers in other areas of the globe are doing. Through this gained knowledge, the farmers improve their farming skills thus improved farming which eventually result to high yields.

Most farmers after good crop husbandry get a lot of crop yields. Information technology has provided the avenue where farmers are able to see and learn about latest post-harvest handling and storage techniques used in other countries, thus they learn and also utilize them. This helps to reduce the losses of their crops.

While-listening Activity

Activity 2:

A. Listen and complete sentences

- Ask students to read the sentence completion questions before they listen to the text.
- Get them to listen and answer the sentence completion questions individually.
- Get them to sit in pairs and check their answer.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

B. Listen and decide if statements are ‘true’ or ‘false’

- Ask students to read the ‘true ‘or ‘false’ statements before they listened the reading text for the second time.
- Let them listen and do the questions individually.
- Get them to sit in pairs and check their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

C. Listen and arrange the ideas according to their order of being read.

- Ask students to read ideas before they listened to the reading text for the third time.
- Let them listen and do the questions individually.
- Get them to sit in pairs and check their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Answer

A.

a. Agriculture is a major sector which is vital for the survival of modern man.

b. The roles of information technology in the agricultural sector include: improved productivity, good post-harvest practices and value addition of farm produce, and improved decision making by the farmer.

B.

a. True b. true c. false d. false e. false

C.

1. c 2. a 3. d 4. B

Lesson 2

Post Listening Activity

Activity 3:

- Get students to sit in groups of four.
- Make them discuss:

 if there are farmers who use IT to increase their agricultural production.

 how Ethiopian farmers can use IT to improve their agricultural production.

 what they do with IT to boost their agricultural production If they are a modern farmers

- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Section 2: Speaking

Lesson Three

Activity 1: contributions and disadvantages of computer

- Ask students to sit in groups four.
- Get each group to elect a chair person who leads the discussion.

- Get students to discuss on the contributions and disadvantages of computer.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Lesson Four

Pronunciation of short /a/ and long /a:/

Activity 1: reading words

- Ask students to write the words in their exercise books.
- Get them to underline words with short /a/sound.
- Make them readout the words after you and check if the words they underlined are pronounced with short /a/sound.

Activity 2: reading words with “short a” or “long a” sounds

- Ask students to copy the words in their exercise books.
- Get them to read the words and circle the words with the “long a” sounds.
- Make them readout the words after you.
- Allow students to sit in pairs and check if the 3 words they circled are pronounced with the “long a” sounds.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Lesson five

Activity 3: Read the following sentences with “short a” and “long a” sounds and underline the words with “short a” once and those with “long a” sounds twice.

- Ask students to copy the sentences in their exercise books.
- Get students to do the activity according to the instruction given.
- Make them read the sentences after you.
- Allow them to sit in pairs and check their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Lesson six

Activity 4: Read the paragraphs and list the words with “short a” or “long a” sounds in the table of your exercise book.

- Ask students to copy the table in their exercise books.
- Get them to read the paragraph and write words with “short a” or “long a” sounds in the table of their exercise books.
- Allow them to read the paragraph after you two times.
- Make them sit in pairs and check if the words in the two tables are written with “short a” or “long a” colon correctly.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Answer

Activity 1:

Hat/hate, bat/bate, lack/lake, sat/sate, tack/take, ran/rain, pad/paid, fat/fate, sack/sake

Activity 2

The three words pronounced with “long a” sounds are: “cake”, “state” and “train”.

Activity 3 words with “short a” are underlined once and those with “long a” sounds are written in bold.

1. Can Alemu tape his cap to his cape?
2. Dawit will ban his tacks for the sake of pain.
3. Debre Markos has rain, but lacks a lake.
4. Gemechu will tap the cane with his hat.
5. We sat at the lake in the rain.
6. The mad man hates the on tacks.
7. Dawit’s job is to raise the gate.
8. Pack the bag and take the bait.
9. The rain will make Dendir late today.

Activity 4

paragraph	Words with short a	Words with long a
one	Had, ran, back, can, asked, dad,	Play, lake, day, made, hay, same, they, rain, hail, play, games, stay, said, late
two	Had, pat, cat, can, ran, back, mad,	Said,

Lesson Seven

Section 3: Reading

Pre-reading Activity

- Ask students the photographs or pictures of different types of computers in different eras.
- Get them to arrange the computers based on the letters they represent in their age.
- Get students to guess what the passage will be using the photographs and the topic of the passage as clues.

While reading Activity

- Ask students to read each paragraph and answer the questions for each paragraph and compare their answers sitting in pairs.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Lesson Eight

Activity 8: Reference questions

- Get students to copy the questions in their exercise books.
- Ask them to do the reference questions individually.
- Get them to sit in pairs and check their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.

- Praise them for their efforts and give feedback

Answer

1. Differential analysis 2. colossus 3. ENIAC 4. UNIVAC 5. Second – generation machines 6. PDA 7. Tablets 8. Smartphones

Post listening Activity

- Ask students to sit in groups of three and discuss the advantages and disadvantages of computer.

- Ask some students to report their answers to the class.

- Praise them for their effort and give feedback

Lesson Nine

- Ask students to tell you what synonym means and aware them that they are going to vocabulary questions related to synonym.

- Ask students to write the words in their exercise books.

- Get them to match the meanings of words they copied with the meanings of words written in bold in the passage.

- Get them to sit in pairs and compare their answer.

- Move around to assist students and to record the progress of students in the check list.

- Allow some students to tell their answers to the class.

- Praise them for their efforts and give feedback

Answer

Activity 2: Match the words written in bold in the passage with their synonyms written bellow.

a. constructed: built

b. marketable: commercial

c. tasks: operations

d. network : web

e. be successful: succeeded

f. accomplish: perform

g. deep seated : rooted

Lesson Ten

Section Four: Grammar

The Present Perfect Tense

Activity 1:

- Ask students to tell the class what they remember about the form and use of the present perfect tense.
- Praise them for their efforts.
- Get students to write two sentences of their own.
- Allow them to sit in pairs and check their answers.
- Let them write the form of the present perfect on the basis of their own sentences.
- Move around to assist students and to record the progress of students in the check list.

Answer

Open ended

Activity 2: writing sentences using the phrases in the table

- Ask students to sit in pairs and read sentences using the phrases in the table.
- Get students to write ten sentences based on the phrases in the table.
- Get them to sit in pairs and check their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

Open ended

Lesson Eleven

Situations in which we use the present perfect tense

- Ask students about when we use the present perfect tense.
- Praise them for their efforts and tell them that they are going to do practice on the three situations in which we use the present perfect tense.

 To describe an action that is being repeated between the past and present.

 To describe an action that was completed in the recent past.

 To describe an action that started in the past and is still continuing in the future.

Activity 3: completing paragraph using the correct form of the present perfect tense

- Ask students to copy the paragraph in their exercise books.
- Get them to complete the paragraph individually.
- Make them to sit in pairs and compare their answer.

writing sentences using present perfect tense to describe an action that is being repeated between the past and present.

- Get students to sit in pairs and write three sentences about what the class has done during this semester.
- Get them to sit in groups of three and read their sentences taking turn.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Lesson Twelve

Situation Two: To describe an action that was completed in the recent past.

- Ask students to tell sentences that describe an action that was completed in the recent past.
- Praise them for their efforts and give feedback.
- Tell students that in this situation the adverbs ‘already’ and ‘just’ are used to show the action was completed in the recent past.
- Support this situation with examples like: ‘ I have already eaten my lunch.’

Answer

During this school term, my class has done many things. We have written many compositions. We have modeled handcrafts for sale. We have also learnt how to paint good pictures and to write letters.

Activity 4: writing sentences using present perfect tense to show the action was completed in the recent past.

- Ask students to write three sentences of their own that show actions complete in the recent past.

- Get students to sit in pairs and check their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

Open ended

Activity 5: writing 7 correct sentences using the phrases in the table.

- Ask students to sit in pairs and read sentences using the phrases in the table.
- Get students to write seven sentences based on the phrases in the table.
- Get them to sit in pairs and check their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Lesson Thirteen

Activity 6: What have you done today?

- Ask students to read the dialogue.
- Get students to sit in pairs and talk about why the present perfect tense is used in the dialogue.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

Open ended

Situation Three: To describe an action that started in the past and is still continuing in the future.

- Tell students that the students they are going to write based on the phrases are examples the third situation.

Activity 7: Read sentences from the table with a partner, and write 7 correct sentences from the table together.

- Ask students to read sentences from the table taking turn.
- Get students to write seven sentences using the phrases in the table individually.
- Allow them to sit in pairs and check their answer.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

Open ended

Lesson fourteen

Activity 8: Change the verbs in brackets into the correct form of the present perfect

- Ask students to copy the questions in their exercise books.
- Get them to do the activity individually.
- Get students to sit in pairs and check their answer.

- Let them talk about the situation each sentence convey.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

Activity 8: Change the verbs in brackets into the correct form of the present perfect

I They have owned the house since 1991.

2. They have had those problems for a long time.

3. I have known Zeberga for all my life.

4. Daneil has worked here since last November.

5. Jemal has been sick for two days now.

6. Petros has been here since last summer.

7. I have built many houses in my life

Activity 9: writing sentences using the present perfect tense to describe an action that started in the past and continues to the future

- Ask students to write five sentences using the present perfect to describe an action that started in the past and continues to the future
- Get them to sit in pairs and compare their sentences.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

Open-ended

Section Six: Writing

Lesson Fifteen

Because, But and Or

Activity 1: Sit in a group of three and discuss how “Because, But and Or” are used to join sentences.

- Ask students to sit in groups of three.
- Get them to discuss how “Because, But and Or” are used to join sentences.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to report the decision of their group to the class.
- Praise them for their efforts and give feedback

Answer

Look at the answer for activity 2.

Activity 2: Read the three sentences below and answer the questions that follow.

- Ask students to read the three sentences
- Get them to sit in groups of three and discuss:

 the differences among ‘but’, ‘because’ and ‘for’ in meaning.

 Why the ‘comma’ is used in sentence i.

- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.

- Praise them for their efforts and give feedback

Answer

a. But is used to join opposite ideas; because is used to introduce a dependent clause that serves as a reason; or is used to join ideas related to choice.

b. The comma is used in sentence one before ‘and’ because comma is used before coordinating conjunction to combine independent clauses.

Activity3. Join the following pairs of sentences into one using but, or, or because.

- Ask students to copy the sentences in their exercise books.
- Get students to combine the pairs of sentences using but, or, or because.
- Let students sit in pairs and compare their answer.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

Activity 3: Join the following pairs of sentences into one using but, or, or because.

i. Chala was happy because she won the competition.

ii. You want to play football, or you want to play basketball.

iii. She liked him, but she did not want to marry him.

Lesson Seventeen

Activity 4: Using “because”, “but” and “or”, construct your own sentences.

- Ask students to write their own sentences using “because”, “but” and “or”.

- Get students to sit in pairs and compare their sentences.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

Open-ended

Activity 5: Complete the text with 'but', or 'or'.

- Ask students to copy the paragraph in their exercise book.
- Get them to complete the paragraph with 'but', or 'or'.
- Allow students to sit in pairs and compare their answer.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

Activity 5: Complete the text with 'but', or 'or'.

I get up at half past eight in the morning. I´m hungry, but there isn´t any food in the kitchen. I want milk, cereals and orange juice. Then, I go to the shop, but when I get there it´s still closed. I go back home and into the kitchen. There´s some juice and brown bread.

But I don´t like grapefruit juice or brown bread! This is not a good morning, so I go back to bed until the shop opens.

- Explain briefly that:
- “Because” is used to give reasons.
- “Or “is used to express choices.
- “But” is used to connect two opposite ideas.

Lesson Eighteen

Semi-colon

Activity 1: When do we use the semi-colon?

- Ask students to sit in groups of three.
- Get them to discuss about the uses of semi-colon.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Activity 2: Look at the following sentences, and identify the uses of semi-colon

- Ask students to read the sentences in order to identify the uses of semi-colon.
- Get students to sit in groups of three and discuss the uses of semi-colon based on the sentences.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback
- Inform the uses of the semi-colon in explaining that the semi-colon is used:
- To separate two independent clauses.
- Before conjunctive adverbs that join two independent clauses.

Answer

For questions 1 to 4, the semi- colon is used to separate to independent clauses. For questions 5 and 6, the semi-colon is used before conjunctive adverb to separate two independent clauses.

Activity 3: Use a semi-colon in the appropriate place to combine the independent clauses.

- Ask students to copy the questions under activity 3.
- Get students to combine the independent clauses written in activity 3 with semi-colon.
- Allow them to sit in pare and check their answer.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback

Answer

Activity 3. Use a semi-colon in the appropriate place to combine the independent clauses.

1) I want to wear the red shirt; my favorite color is red.

2) Janie easily got an A on the test; she studies very hard.

3) I hope I get a lot of presents; today is my birthday.

4) The war is imminent; the armies are ready.

5) I am really tired; however, I cannot get to sleep.

6) I am wearing a sweater and a jacket; still I am cold.

7) Our mission seemed impossible; nevertheless, we tried our best to accomplish it.

Unit Nineteen

Activity 4: You have been taught about comma in unit 6.Determine whether each sentence needs a comma or semicolon. Then explain why that punctuation mark best completes the sentence.

- Ask students to copy the questions in their exercise books.
- Get them to complete the sentences using the appropriate punctuation mark (coma or semi-colon).
- Make them sit in pairs and check their answer and talk about why they use coma or semi-colon to complete each sentence.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.
- Praise them for their efforts and give feedback.

Answer

Activity 4. You have been taught about comma in unit 6.Determine whether each sentence needs a comma or semicolon. Then explain why that punctuation mark best completes the sentence.

1. When the islanders started fighting amongst themselves, the monkeys took control.

Why? To separate dependent clauses and independent clauses

2. The islanders were weary of fighting; consequently, the monkeys faced little resistance.

Why? Before conjunctive adverb to combine two independent clauses

3. As soon as the monkeys were in charge of Fire Island, things began to change.

Why? To separate dependent clause from independent clause

4. David was afraid of Tiny, the leader of the monkeys, because David had heard things.

Why? To separate modifiers from the modified

5. Tiny demanded all kinds of crazy things from the islanders; this troubled them greatly.

Why? To separate two independent clauses

6. The islanders had lost their spirit for fighting; furthermore, no one wanted to provoke Tiny'sanger.

Why? Before conjunctive adverb to join two independent clauses.

7. David, however, had had enough.

Why? Conjunctive adverb to separate words in an independent clause.

8. David was offended by Tiny's law; he didn't want to eat his shoes or wear tacos on his feet.

Why? To join two independent clauses

9. Whenever David thought of Tiny, the monkeys, and what had happened, his blood boiled.

Why? To separate dependent clauses from the independent clause

10. David decided that he would form a resistance; he would gather the town's strongest warriors.

Why? To separate two independent clauses

Unit Twenty

Activity 5.Complete the following paragraph using comma or semi-colon taking their uses into consideration.

- Ask students to write the paragraph in their exercise books.
- Get students to use either comma or semi-colon to complete the paragraph.
- Get students to sit in groups of three and discuss their answers.
- Move around to assist students and to record the progress of students in the check list.
- Allow some students to tell their answers to the class.

- Praise them for their efforts and give feedback.

Answer

In an area where it was led by Azage, a group of monkeys came into view. This group of monkeys destroyed the crops of the villagers. Since the leader of the village was not willing to organize the villagers, Dawit took the commitment to organize some strong people and remove the monkeys. Dawit talked to Hailu, the strongest man in the village, and Hailu couldn't wait to help. Hailu led Dawit to Chaltu; she was excited to join the effort. Chaltu introduced David to Belachew, the rock thrower, and Belachew was ready for action too. Now that Dawits' team was assembled, it was time for them to take down the monkeys.