ENGLISH FOR ETHIOPIA

STUDENT'S TEXTBOOK

GRADE 7

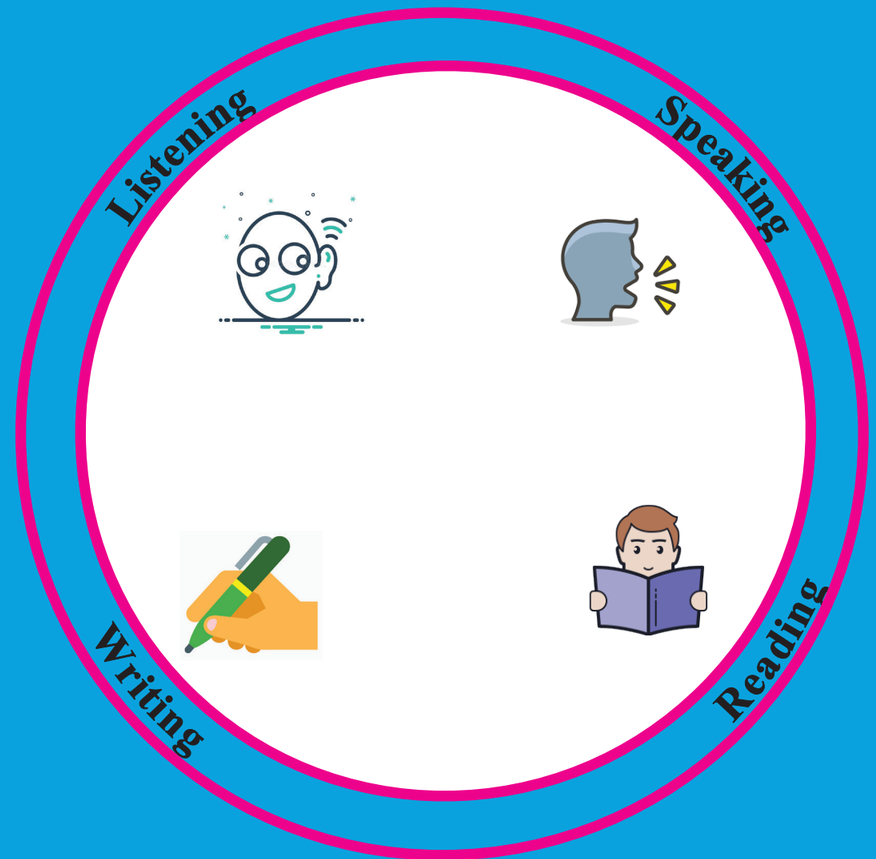
FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

ENGLISH FOR ETHIOPIA STUDENT TEXTBOOK GRADE 7

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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English for Ethiopia

Student Textbook

Grade 7

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UNIT 1: LIVING IN RURAL AREA

Unit Objectives

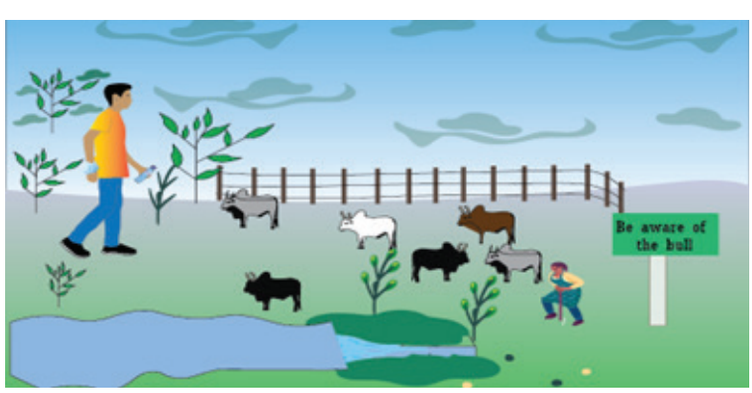
At the end of this unit, you will be able to:

- listen to the text and identify specific information
- talk about their preferences in connection to living in cities or country side
- Pronounce the interdental voiced [ð] and interdental voiceless [θ] sounds correctly in different sentences
- talk about the similarities and differences of the life style of people who live in rural area versus those people who live in cities
- associate the gist of the passage with their own life experience
- work out the contextual meaning of the words in the reading text
- use the words they learnt in the passage in different communicative situations when/where necessary
- discover how simple present tense is used in different types of sentences
- write few simple present tense sentences that talk about everyday activities, general truths and planned future actions
- use appropriate words in their appropriate place when they write a paragraph
- use comma in different written sentences correctly

SECTION ONE

Lesson 1: A peaceful walk in the country side





Pre-Listening Activities



Activity 1.1: Read the questions below and discuss with the student sitting next to you. .

1. Have you ever visited a rural area? If yes, what does it look like?
2. Think of the meanings of the following words and your teacher will assist you

Countryside	Trip	Bullocks
Fed up	Fence	Sign

While-Listening

Activity 1.2: You are going to listen to a story. Listen to your teacher very carefully and answer the following questions.

1. Why was Melaku fed up?
2. How far did he plan to walk?
3. What did he take with him?
4. How were the bullocks behaving?
5. Who did he see approaching the field?

Activity 1.3: Listen to the story once again and put a tick mark (√) only on sentences that you have heard in the story.

1	No need to worry about masks and physical distancing.	
2	I enjoy being in the country side.	
3	I saw a woman approaching.	
4	There were bullocks in the field I had to cross.	
5	I was crying in the field.	

Lesson 2

Post-Listening

Activity 1.4: Sit in groups of four and share your experiences on the following questions.

1. Do you think the speaker had a peaceful walk in the country side? Why?
2. What do you learn from the story you heard in the text?
3. What similar or different experiences do you have about what you listened?
4. What do you think might happen to the narrator at the end?

SECTION TWO: SPEAKING



Lesson 3

Talking about Preferences

Activity 1.5: In this activity, you will consider how the conjunctions but, on other hand, so, and whereas are used in the dialogue. Read the following dialogue between Ato Ali and Ato Fasil and practice the dialogue in pairs.

Ato Ali: Good morning, Ato Fasil. Nice to see you again after such a long time.

Ato Fasil: Good morning, Ato Ali. Pleased to meet you, too. Yes. It's a long time since we last met.

Ato Ali: Are you staying long in town?

Ato Fasil: No, I only have come to visit relatives and hope to go back home this evening.

Ato Ali: Oh! I see you will be leaving so soon. You don't like the city life, do you?

Ato Fasil: No, I don't like living in the polluted air of town. I'm asthmatic, so the town is not a good place for me to live in. The fresh air in the rural area is good for my health.

Ato Ali: Well, I understand your problem, but is fresh air the only reason for you to decide to live in rural areas?

Ato Fasil: Not really. There are also other benefits. I can't sleep in a noisy town. The noise, the music are all disturbing. On the other hand, the countryside is so quiet and peaceful.

Ato Ali: What else do you like in the countryside?

Ato Fasil: Well, in the countryside, I like the taste of the food. It is natural; whereas the foods in towns are not. Nowadays, people mix different things, so I do not like the taste.

Ato Ali: Oh! Really, it seems like you want to live the rest of your retirement life in the countryside with your relatives. Good luck, my friend!

Ato Fasil: Thank you!

Activity 1.6: Discuss in groups why people prefer or do not prefer to live in the city or in rural areas. Use the following language expressions as a guide.

Expressions used

They prefer…

They like….

They do not prefer…

They do not like….

They hate to live….

They love to live…

They adore living…

Lesson 4

Pronunciation Practice

In this lesson, you will consider how to pronounce /θ/ and /ð/sounds in poems, separate words and tongue twister activities.

Activity 1.7: Read the following poems in pairs and pay attention to the underlined letters.
Mom:

Mom:

You've got to quit.

Don't suck your thumbs--your left one or your right.

It's pushing all your front teeth out.

It's ruining your bite.

It might take years to get straight teeth, with braces on your mouth.

It isn't fun. Believe me, son. So keep your thumbs down south.

Child:

I have two thin thumbs.

They're with me day and night.

My favorite thumb is on my left.

The other's on my right.

My thumbs always soothe me when I am feeling sad.

They help me to protect myself when I am feeling mad.

My thumbs help me fall asleep when I am feeling tired.

I do not know how better friends could ever be desired.

My mother says it's time to quit-- that sucking thumbs is bad.

And every time I suck my thumbs, my mom gets very mad.

I'm 5 years old. It's time to quit-- of all the silly habits.

I don't want people thinking that my teeth look like a rabbit's.

Activity 1.8: Say the words with /θ/ sound after your teacher.

Beginning	Middle	End
thin	author	bath
thief	mother	teeth
theraphy	lethal	breath
thesis	ethnic	mouth

Activity 1.9: Say the words with /ð/ sound after your teacher.

Beginning	Middle	End
than	leather	clothe
theirs	rhythms	smooth
that	weather	with
those	father	soothe

Activity 1.10: Listen to the teacher and identify /θ/ and /ð/sounds

thigh	thick	thought	though
there	theme	math	booth

Activity 1.11: Practice the following tongue twisters individually, in pairs or in chorus.

Teeth

Healthy teeth

Healthy teeth in the mouth

Healthy teeth teething in the mouth

Thigh

Thick thigh

Thy thick thigh

Thy thick thigh in a pie

SECTION THREE: READING

Lesson 5

Pre-reading

Activity 1.12: Answer the following questions before you read the passage. Use the picture as a guide

1.What does life in rural and urban area look like?

2. What do you think the next passage will be about?





Read the following passage and answer the questions that follow.

Living in Rural and Urban Areas: Advantages and Disadvantages

There are a number of advantages and disadvantages of living in rural and urban areas. In rural area, the air is fresh and healthy. There are fewer automobiles in villages, and there is an **absence** of significant industrial sectors. Air pollution is lower, and there is green environment. On the other hand, in urban areas or cities, with the advancement of technology, the environment is polluted with gases from vehicles. Factories discharge water without treatment and **emit poisonous** into the atmosphere; as a result, there is lack of pure water and fresh air. This pollution often makes urban life suffocating and **congested,** so a vast number of urban people suffer from health problems such as heart disease or breathing problems.

People living in cities go to villages during their holidays to take a break from the polluted and contaminated urban environment. Villages have healthy and **pleasant** weather. The food in rural area is natural and healthier than in cities where people mix different things.

Although people in urban areas suffer from different diseases as compared to rural area, there is access to medical care. Moreover, compared to rural areas, access to medical treatment is easier because there are always clinics or medical centers that open 24 hours in many parts of the city to get medical help anytime. Public transport is also usually **available** 24 hours a day. Therefore, living in big cities is more **convenient** because of the complete facilities such as transport, education, health care and entertainment are provided.

While-reading

Activity 1.13: Write true if the statement is correct or false if it is wrong based on the information in the reading passage.

1. People who live in the city can get medical services.
2. People who live in a rural area can choose any public transport.
3. People who live in the city get fresh air and green environment.

Activity 1.14: Choose the best answer based on the information in the above passage.

1. Why do people who live in urban areas suffer from breathing problems?
   - A. Because they are busy working different activities.
   - B. Because of a large number of vehicles, the area is polluted.
   - C. Because they engage in a large number of social activities than rural people.
   - D. Because they prefer comfortable life.
2. Which one of the following is the advantage of living in rural areas?
   - A. The environment is conducive to live.
   - B. There is access to medical care.
   - C. Public transport is available.
   - D. It is technologically and scientifically advancing.
3. What is the advantage of city life?
   - A. One can get access to better health services.
   - B. There is more access to education.
   - C. There are different places for entertainment.
   - D. All can be advantages of living in cities.
4. One of the following is the disadvantage of living in rural area. Which one?
   - A. There is no pleasant weather condition.
   - B. Many facilities such as health and transport services are not fulfilled.
   - C. The food is not healthy.
   - D. All
5. Why is it easier to get medical treatment in big cities?
   - A. Because medical treatment is more affordable.
   - B. Because hospital facilities are more complete.
   - C. Because ambulances are provided for free.
   - D. Because medical centers open 24 hours.

Lesson 6

Post-reading

Activity 1.15: Answer the following questions first in pairs and share to the class.

1. Where do you live now? Is that country side or in city?
2. Describe the life style of people in the place you live.
3. Talk to your partner about the life style of your parents who lives in a place different from you.

SECTION FOUR: VOCABULARY

Activity 1.16: Guess the meanings of words as they are used in the reading passage and match the words in Column 'A" with their meanings given in Column 'B'.

A	B
_____ 1.Absence (Para 1, line 3)	A. release
_____2. Emit (Para 1, line 6)	B. accessible
_____3. Poisonous(Para 1, line 6)	C. lack
_____4. Congested (Para 1, line 8)	D. suitable
_____5. Pleasant (Para1, line 11)	E. toxic
_____6. Available (Para 2, line 18)	F. enjoyable
_____7.Convenient (Para2, line 21)	G. overcrowded

SECTION FIVE: GRAMMAR

Lesson 7

Simple Present Tense

Activity 1.17: Read the short story about Ato Gebeyehu family's day-to-day activities and complete the table below.

Ato Gebeyehu's family

Ato Gebeyehu's family lives in a small rural area of Ethiopia. The life is quite calm and surrounded by animals. Although they do different activities along the day, they always have time to share together. The family consists of five members: the two parents, Aster and Gebeyehu; the three children – Adanech, Alemitu and Belete. They live in a big farm with their cattle, dogs and cats. They wake up very early every day, around 5 a.m. Aster is the busiest person in the family. She gets up earlier than anyone else in the family. She prepares breakfast for the family and gets the children, Adanech and Alemitu, ready for school. When the two children go to school at half past seven in the morning, Aster keeps working in the house. The eldest son Belete milks the cows and feeds the cattle before having breakfast. After breakfast, Ato Gebeyehu and Belete go out to the

field to work on the farm. Belete helps his father with the farm work. Around lunch time, W/ro Aster takes lunch for her husband and son, who work in a farm. In the afternoon, when Adanech and Alemitu come back home, they do their homework and help their mother with the chores at home. They fetch water from the river and feed the animals. W/ro Aster prepares dinner with the help of the two daughters. At 7 p.m, the family dines together and they talk about their day and share their experiences sitting around the fire.

Family members	Day to day activities
Aster Gebeyehu Belete Adanech and Alemitu	

Lesson 8

Activity 1.18: Look at the pictures describing Mikiyas's routines before school and write what he does by underlining the verbs.



1. Mikiyas wakes/gets up early in the morning.
2. _____
3. _____
4. _____
5. _____
6. _____.

Activity 1.19: Look at the pictures describing Mikiyas's routines after school and write what he does by underlining the verbs.



1. Mikiyas comes back from school in the afternoon.
2. _____
3. _____
4. _____
5. _____
6. _____.

Lesson 9

Grammar Spot

Uses of simple present tense

1. to express habitual or repeated actions.

Example:

I **drink** tea every morning.

Tolosa **goes** to school five days a week.

2. to express general or universal truth.

Example

Man is mortal.

Green plants **prepare** their own food.

3. to talk about scheduled future actions that may take place in a fixed period of time.

Example

The plane **arrives** in 5 minutes.

The restaurant **opens** at 7:30 tonight.

Activity 1.20: Write three sentences about the things you do every day and read to the class.

Example: *I get up early in the morning.*

_____

_____

Lesson 10

Activity 1.21: In this activity, you will consider how simple present tense is used in a text. Complete the paragraph with the correct form of the verbs in parentheses.

Obang and Achal live in a big city of Ethiopia and (1) _____(have) a busy lifestyle. Obang is a doctor at a hospital. He _____ (2) (work) the whole day, so he (3)_____(go) to work at 8:00 a.m and comes home at 7:00 p.m. His wife Achal works at a bank. She _____ (4) (go) 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. Obang and Achal also_____(5) (have) two children, Kak and Okello. Every morning, they all_____(6) (have) breakfast together at 7:30. Then,Kak and Okello_____ (7) (go) to school, and Obang and Achal _____(8) (go) to work. In the evening, all of them _____ (9)(come) home. Obang and Achal _____(10) (prepare) dinner for the family. Obang usually_____(11) (help) the kids_____(do) (12) their homework. Then, the family _____(13) (eat) dinner. After that, Achal _____ (14) (wash) the dishes, and then they all_____(15) (go) to bed. Obang and Achal _____(16) (have) a busy schedule during the week, but on weekends they relax with their kids.

Lesson 11

Activity 1.22: The following is a conversation between Abdi and Bikila. Read the dialogue and complete the blank spaces with the correct form of the verbs in parentheses.

Abdi: What time does the train leave?

Bikila: It _____(1. leave) at seven o'clock.

Abdi: Hurry! We do not want to be late for class. It _____(2.start) at eight o'clock. I _____(3. start) to take computer course next week.

Bikila: On the course, you _____(4.begin) by learning the keyboard. The following week, you _____(start) typing whole sentences. When you _____ (leave) the course, you should be able to type competently.

Abdi: What time does the session _____ (begin)?

Bikila: It_____(begin) at 9.00.

Activity 1.23: In this activity, you will consider how simple present tense is used in positive and negative. Read and complete the paragraph with appropriate simple present tense verbs.

Hi! I am Aynadis. I am a reporter of our school radio station. I (1)_____ in Class 7B.We (2)_____ a big class, 30 girls and 23 boys. We like school very much. Our classroom (3) _____nice. It (4) _____ not very big, but it (5) _____ comfortable. Chala and Araya are my friends. They (6) _____ good friends. They (7) _____ in my class. Our homeroom teacher's name (8) _____ Aziza. My favorite subject (9) _____ mathematics, but my friend Araya(10) _____ not____ it. I want to have friends from other classes. I will be glad to see you in our studio.

Lesson 12

Activity 1.24: Fill in the blank spaces with appropriate simple present tense verbs first individually. Then, check your answers with your partner.

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

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

Pawlos: 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_____?

Alemayehu: She is a teacher.

Pawlos: What does she _____?

Alemayehu: She teaches Mathematics.

Pawlos: Where does she _____?

Alemayehu: She _____ in a primary school in Assosa.

Pawlos: Do you have any children?

Alemayehu: Yes, we _____two children – a boy and a girl.

Pawlos: _____you watch films?

Alemayehu:Yes, I do.

Pawlos: What types of films do you _____?

Alemayehu: I usually watch Romantic films.

Pawlos: Do you exercise?

Alemayehu: Yes, I do.

Pawlos: How often _____ you exercise?

Alemayehu: I _____at least four times a week.

Pawlos: Thank you so much for answering my questions.

Alemayehu: You're welcome!

SECTION SIX: WRITING



Lesson 13

Describing a process: How to make Ethiopian traditional coffee

Activity 1.25: Study the following pictures that describe the process of making coffee. Put them in order and write the steps based on the example given.



First, *I wash the coffee beans.*

Second, _____ .

Next, _____ .

Then,_____ .

Afterwards, _____ .

Finally, _____.

Activity 1.26: Use the words from the box to complete the following paragraph. The first one has been done as an example.

living, moving, face, falling, problems, hand, prices, exciting, patients, employment during, prefer

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_____. Populations in rural areas are _____fast. This means that schools close; shop owners can no longer make a _____ and the elderly have also _____ difficulties, with older _____ and little public money available. Cities, on the other_____, are growing and growing. This forces _____for accommodation up, and overcrowding, especially on buses and taxies_____rush hour. Even so, many young people _____to live cities as they are _____and offer more chances of_____.

Lesson 14

Describing Oneself

Activity 1.27: Complete the paragraph with appropriate words given below.

feeding,	garden,	fetch,	fresh	fields,	quiet,	foot,	cattles

Hello! My name is Chaltu. I live in a village around Ambo. It is a _____ (1) place with _____ (2) air and beauty of the nature. I usually get up in the morning and help my mother _____(3) the _____(4).Then, I go to school. We can get on_____(5) to any place, so I don't need money for transport. After lessons, I do my homework and work in our _____ (6).Then, I _____(7) water from the river with my friends in the neighborhood.

Activity 1.28: Using Chaltu's activities as a guide describe yourself.

_____

_____

_____.

Lesson 15

Comma

Activity 1.29: Work in small groups and answer the following questions.

1. Rewrite the following paragraph by placing commas where appropriate.

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. Why do you use commas in the above text?

Grammar Spot: Comma is used:

1. to separate a series of words and phrases

   Yesterday, my mother went to the market and bought onion, carrots, tomatoes and potatoes.

   I enjoy watching movies, listening to music, reading fiction and writing diaries.

2. to separate quoted parts

   He asked, “Do you like banana?

3. to separate dates and years

   I was born on June 29, 2008.

4. to separate linking devices

   To make ‘injera’, first, buy the teff .Next,….

5. to separate dependent clause from independent.

   Even though Awol studied very hard, he failed in the test.

Lesson 16

Activity 1.30: Rewrite the following sentences placing commas wherever they belong.

1. He likes to eat apples oranges and bananas.
2. We enjoy riding a bicycle but we enjoy swimming even more.
3. Although we didn’t arrive on time they still let us in.
4. Geremew was born on July 26 1989.
5. He says “Remember how to use comma in your writing.”
6. He shouted “Stop writing.”

Activity 1.31: Rewrite the following paragraph by placing commas where appropriate.

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 2: HISTORY OF CALENDAR

Unit Objectives

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

- identify specific information based on the listening text
- refer to different resources, collect important information and talk about different local calendars
- pronounce any word which consists of the consonants [p] [b] and [f] [v] correctly and avoid confusion during speaking or listening
- talk about the similarities and differences between the system or principle different calendars follow in counting days and months
- 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 the correct form of the verbs in simple past tense in different sentences
- use the simple past tense in its correct form for different communicative purposes
- develop ideas to build a small paragraph
- use colon correctly in different written texts

SECTION ONE: LISTENING



Lesson 1

Pre-Listening

Activity 2.1: Do the following questions individually and then discuss in groups.

1. Solve the riddle below.

"There is a **big tree** that has **12 branches**. Each branch has **30 nests**. In each nest, there are **seven birds.**"

2. Look at the title of the listening text and write 3 words that might appear in the listening text.

While-Listening

Now listen to a text about ***History of Ethiopian Calendar*** to answer the questions below.

Activity 2.2: Say true if the statement is correct and false if it is incorrect based on the listening text.

1. The Ethiopian calendar gets its origin to the ancient Egyptians and the Coptic traditions of Alexandria.
2. The Egyptians modified their calendar to fit the needs of the Coptic Christians in the nineteenth century.
3. The Gregorian calendar was adopted in 1562.
4. Gregorian calendar was named after Gregory XIII, who modified the Julian calendar.
5. The Ethiopian thirteenth month has five or six days, depending upon the leap year.

Activity 2.3: Give short answers to the following questions

1. Who modified the Egyptian calendar to fit the needs of the Coptic Christians in Egypt?
2. How many months in Ethiopia have thirty days?
3. How long the Ethiopians develop and maintain their own conception of time?

Lesson 2

Post-Listening

Activity 2.4: Work in small groups and answer the following questions.

1. What do you think about the benefits of calendar to human practices? Mention some.
2. What do you understand about the historical development of the Ethiopian calendar from the listening text your teacher read?
3. Discuss what would happen if there were no calendar at all?

SECTION TWO: SPEAKING



Lesson 3

Activity 2.5: In this activity, you will collect evidence about different ways of counting days, months and years and report it to the class.

1. Is there any special way of counting years, months or days in the area where you live? Ask elderly people in the area or your parents and grandparents to gather as much information as possible and report it to the class.

Activity 2.6: This activity will help you expand your critical reflection on the riddles related to counting days, months and years. Be in pairs and take turns to ask and respond to the riddles.

1. I am 20 years old, but I celebrated my birthday only 5 times. How could it be?
2. Two people were born at the same time, but they don't have the same birthdays. How could this be?
3. When Bekele and Meseret were married, they were in the same age. When their daughter, Genet, was married 21 years ago, they were three times as old as Genet. Today, her parents are twice as old as she is. How old was Genet and her parents on her wedding day and today?

PRONOUNCIATION: [b] [p] and [f] [v] minimal pairs

Activity 2.7: Say the following pairs of words after your teacher.

/b/	/p/	/f/	/v/
Bill	Pill	Fast	Vast
Ban	Pan	Fan	Van
Bale	Pale	Fat	Vat
Bull	Pull	File	Vile
Bin	Pin	Feel	Veal
Best	Pest	Surf	serve
Lab	Lap	Fail	Veil
Robe	Rope	Few	View
Cub	Cup	Fine	Vine
Sob	Sop	Fear	Veer

SECTION THREE: READING

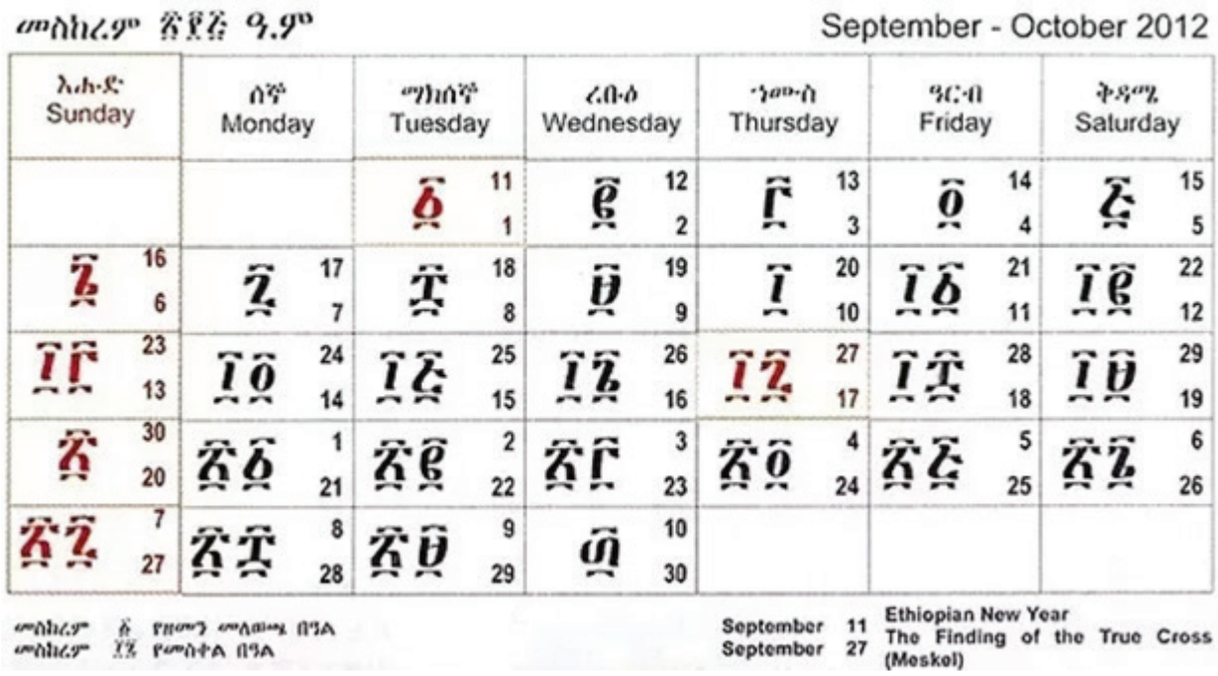


Lesson 4

Pre-reading

Activity 2.8: Look at the calendar below and discuss with your partner your answers to the questions that follow.

Ethiopian Calendar vs. European Calendar



መስከረም ጽዮን ዓ.ም September - October 2012

እሑድ Sunday	ሰኞ Monday	ማክሰኞ Tuesday	ረቡዕ Wednesday	ኀሙስ Thursday	ዓርብ Friday	ቅዳሜ Saturday
		፩ 11 1	፪ 12 2	፫ 13 3	፬ 14 4	፭ 15 5
፮ 16 6	፯ 17 7	፰ 18 8	፱ 19 9	፲ 20 10	፲፩ 21 11	፲፪ 22 12
፲፫ 23 13	፲፬ 24 14	፲፭ 25 15	፲፮ 26 16	፲፯ 27 17	፲፰ 28 18	፲፱ 29 19
፳ 30 20	፳፩ 1 21	፳፪ 2 22	፳፫ 3 23	፳፬ 4 24	፳፭ 5 25	፳፮ 6 26
፳፯ 7 27	፳፰ 8 28	፳፱ 9 29	፴ 10 30			

መስከረም ፩ የዘመን መለወጫ በዓል — September 11 Ethiopian New Year
መስከረም ፳፯ የመስቀል በዓል — September 27 The Finding of the True Cross (Meskel)

1. What differences can you see in the above table between the two calendars (the Arabic and Geez numerals)?
2. Do you think there is a distinction between Ethiopian and European calendars? If so, what do you think would be their differences?

Why do the Ethiopian and European Calendars Differ?

The Ethiopian and the European calendars **differ** in years, months, days and hours. The Ethiopian calendar is eight (seven) years behind the European. It might vary from year to year. The 7(8) years difference in the calendars lies in determining the exact date of the birth of Christ. According to Dionasius, a Roman monk, the birth of Jesus Christ was 753 years after the foundation of the city of Rome.

Ethiopian months are also **lagging** by seven, eight, nine or ten days depending on where the two calendars' months match. It has12 months with 30 days each and a 13th month with five or six days. The 13th month, called Pagume, has five and six days in a **leap year**. On the other hand, the European calendar has 30, 31 or 28 days in a month. The differences happened due to the result of kings adding **extra** days on the months **bearing** their names in their honour in the Julian Calendar, such as July and August, which were named after Julius Caesar and Augustus.
The hours of the day are not named and divided in the same way as in the European. For example, the European say 12 O'clock (am) when it is actually 6 at midday. In Ethiopia, evenings are considered parts of the next day.

Ethiopian people determine time by the times of sunrise and sunset. The time zone in Ethiopia is East Africa Time (EAT) (UTC+03).The IANA time zone database identifier is "Africa/Addis

Ababa". Almost all Ethiopians use a 12-hour clock, with one cycle of 1 to 12 from dawn to dusk, and the other cycle from dusk to dawn. Unlike the convention in most countries, the start of the day is dawn, rather than midnight. Thus, 7:00 am in East Africa Time corresponds to 1:00 in daylight hours in local Ethiopian time. 12:00 noon EAT is 6:00 in daylight hours, and 6:00 pm EAT is 12:00 in local time.
(Adapted from:https://www.britannica.com/science/calendar/The-Gregorian-calendar)

While-reading

Activity 2.9: Write true or false based on the idea given in the reading passage.

1. The Ethiopian and the European calendars have similarities in terms of counting years.
2. In Ethiopia, the hours of the day are not named and divided in the same way as in the European.
3. The European 12 O'clock (am) is equivalent to 6 at midday in Ethiopia.
4. Ethiopian people determine time by the times of sunrise and sunset.
5. The Ethiopian time corresponds to the international time.
6. In Ethiopia, 8:00 am in East Africa Time corresponds to 1:00 in daylight hours.

Activity 2.10: Give short answer to the following questions according to the information in the passage.

1. The current Ethiopian year lags _____ years behind the Gregorian.
2. The Ethiopian months lag behind_____,_____,_____,_____ depending on where the two calendars' months match.

Activity 2.11: GAnswer the following questions finding evidence from the passage.

1. How do the Ethiopian and European calendars differ in terms of counting time?
2. What is the time zone in Ethiopia?

Lesson 5

Post-reading

Activity 2.12: Answer the following questions based on what you have understood before.

1. Do you find the information in the reading text interesting? Why?
2. Write a short summary on the similarities and differences between Ethiopian and European calendar briefly in three to four sentences.

_____

_____

_____

SECTION FOUR: VOCABULARY

Lesson 6

Activity 2.13: Guess the meanings of the following words as used in the reading passage.

1. **leap year** (Paragraph 2, line 3)
2. **extra** (Paragraph 2, line 5)
3. **bearing** (Paragraph 2, line 5)
4. **differ** (Paragraph 1, line 1)
5. **lagging** (Paragraph 2, line 1)

Activity 2.14: Use the words below to complete the short paragraph. First work individually and check your answers with a partner. You can use the words more than once.

dawn	sunrise set	dusk	sunset	rise

The sun does not (1 _____) and (2 _____) around the world at the same time. When the sun (3 _____) in some places, it (4 _____) in other areas. As people do different jobs, the time they go to work varies a lot. Some get up at (5 _____), and they go to work before (6 _____). They may continue working till (7 _____). There are others who work from (8 _____) to (9 _____). These people may not have free time to relax. However, there are some people who work for few hours and they stop working before (10 _____). These people get some time to relax and go home at (11 _____).

SECTION FIVE: GRAMMAR

Lesson 7: Simple Past Tense

Activity 2.15: Think about what you did last weekend (on Saturday and on Sunday) and write sentences.The first one could be an example.

1. ***I washed my uniform with my brother.***
2. _____
3. _____
4. _____

Be in groups of three, take turns to read your sentences and underline all the main verbs in your sentences.

Activity 2.16: Read the following text. Underline all the past verbs used in the text and identify the types of past verbs.

The Gregorian calendar

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.

In the year 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).

Lesson 8

Grammar Spot 1:

Forms of simple past tense

Sentences with the simple past tense are formed when the main verbs are in simple past form

Regular verbs add "***-ed" / "-d***" to make their past form.

[e.g.: play..... played, walk.....walked]

Irregular verbs , however, change their forms

[e.g.; go..... went, take.....took,...]

Question form of the tense is made with the auxiliary "***Did***" and the negative form is made with "***Did not***"

Read the dialogue and see how these forms are used.

A: Did you visit Addis Abeba Museum?

B: Yes, I visited the Museum last year. What about you?

A: No, I didn't visit it. But my brother told me about it.

Activity 2.17: Fill in the blank spaces with the past simple of the verbs in brackets.

1. She _____(ask) me a few questions.
2._____ (she / arrive) in time?
3. They _____(not/ eat) any chocolate.
4._____(you/see) anybody there?
5. He _____(know)something about it.
6. We _____(meet) her last week.
7. Why _____(they / to be) so angry?
8._____(she / clean) the blackboard?
9. Two years ago we _____(visit) Axum.
10. It _____ (not / rain) yesterday.

Lesson 9

Grammar Spot 2

Simple past tense is used to express:

1. Completed action in the past

   I **went** to Bishoftu last week.

2. Series of completed actions

   Did you **add** flour, **pour** in the milk, and then **add** the eggs?

3. Duration in the Past

   I **lived** in Bahir Dar for eight years.

4. Habits in the Past: It can have similar meaning with 'used to'

   When I was a child, I **used to play** with a mud.

5. Dreams, unreal situations and things that are unlikely to happen in conditional sentence type II.

   If I **were** a bird, I would fly.

   If you **came** to the birth day party, we would have a lot of fun.

Lesson 10

Activity 2.18: Practice the following questions with a partner after you write your responses in complete sentences. Take turns to ask and to respond.

Where were you…?

at 7 O'clock this morning?

at half past six yesterday evening?

at 8 O'clock this morning?

at this time yesterday?

at 6 O'clock this night?

last Saturday evening

Activity 2.19: Practice the following questions with a partner after you write your responses in complete sentences. Take turns to ask and to respond.

When did you last…?

have a holiday?

see a cinema?

celebrate a birthday?

lose something?

play with your friends?

get a birthday present?

Lesson 11

Activity 2.20: Complete the conversation with w*as, were, wasn't, weren't or did.*

Abdi:_____you at Derartu's birthday party yesterday?

Kidist: Yes, I_____.

Abdi: _____it good?

Kidist: Well, it _____ok.

Abdi: _____you enjoy it?

Kidist: Yes, there _____ lots of friends.

Kidist: How about you?_____ you like it?

Abdi: Yes, I liked it.

Kidist: _____ Fatuma there?

Abdi: No, she _____. And where _____you after the party? Why _____ you there?

Kidist: Oh! My mom called and I went out, but it _____ really wonderful.

Activity 2.21: Put *am/is/are or was or were* to complete the following sentences.

1. Last year he was 20; this year he is 21.
2. Today, the weather _____nice, but yesterday, it_____cold.
3. I _____hungry. Can I get something to eat?
4. I feel fine this morning, but I_____very tired last night.
5. Don't buy those shoes. They _____ expensive.
6. This time last year I_____in Harar.
7. Hello everybody! I _____sorry. I_____late.
8. 'Where _____ you born?' 'I_____ born in Asayita.'

Lesson 12

Activity 2.22: Complete the following sentences using the correct form of verbs in brackets.

Example: I usually _____ a bath before I go to bed, but today I _____a bath early in the morning. (have)

I usually ***have*** a bath before I go to bed, but today I ***had*** a bath early in the morning.

1. I usually _____ my teeth early in the morning, but yesterday I _____at night. (clean)
2. Ahmed always _____ a single cup of coffee, but he _____ two cups. (drink)
3. Dereje usually _____ football with his friends in the school, but last week he _____ in our team in the stadium. (play)
4. My sister always _____ home from office at 6:00, but today she _____ at 4:30. (arrive)
5. Hassen always _____ playing the guitar in the afternoon, but last week he (not) _____ ___ at all because he was busy with his assignment, (practice)

Activity 2.23: Below is a letter to Urga from his pen friend Adem, who is living in Jigjiga. Fill in the blank spaces in the letter with either simple present or simple past form of the verbs given brackets.

Dear Urga,

Last summer, I _____(1) (travel) to Djibouti with my parents. We _____ (2) (stay) in Hilton Hotel. It _____(3)(be) near the sea, so I _____ (4)(play) with new friends on the beach and _____(5)(go) for sightseeing, _____(6)(swim) in the beautiful Red Sea and _____ (7)(eat) fish. This _____(8)(be) a really different holiday for me. In holidays, we often _____ (9)(eat) special food and I usually_____(10) (stay) in bed more and _____(11)(sleep) more. But I _____ 12 (enjoy) this holiday very much even though Djibouti is very hot. I wish you come and visit.

Lesson 13

Read the following short text and answer the questions below.

Abebe Bikila became the first black African to win a gold medal in the Olympics. This happened at the 1960 Olympics in Rome, Italy. He ran barefoot and set a record of 2: 15:16. The weather was hot. The race started in the evening. Soldiers held torches to light the race course. Four years later in Tokyo, Japan, Abebe Bikila won the Olympic marathon again and set a new record of 2:12:11. Six weeks before this race he had surgery for appendicitis. He was the first runner to repeat his victory in marathon. In 2000, the Asics Corporation of Japan, a sporting goods company, voted Abebe Bikila the most impressive runner in the twentieth century.



Abebe Bikila was born in 1932 in Jato, about 130 kms from Addis Ababa. He died in 1973.

Activity 2.24: With a partner complete the following table with the information from thepassage.The first one is done for you.

Time	Things happened
In 1960	Abebe Bikila won the first Olympics in Rome
In 1964	
In 2000	
In 1932	
In 1973	

SECTION SIX: WRITING



Lesson 14

Yordanos developed her studying plan. Everybody asked her how she became successful.

Activity 2.25: Now, finish the paragraph by guessing Yordanos's calendar for the next three days.

Yordanos's Schedule

Yordanos planned to do three things: to study every subject she learns. Last week, she planned to study all her subjects. On Monday, she planned to read Biology. On Tuesday and Wednesday, her programme was Mathematics because she had a test on Thursday and she got 10 out of 10. She was so happy, so she wanted to read more on the next days. On Friday, she scheduled_____

_____

_____

Activity 2.26: Write your own programme or what you planned to do last week to finish the sentence given below. First, write individually and then give comment to your partners.

Last week, I planned to do several things.

_____

_____

_____

Lesson 15

Activity 2.27: Discuss your answers to the following question in pairs.

1. What do you think about the use of colon?

Grammar Spot 2

Colon (:) A colon is a punctuation mark, which can be easily interfering with a semicolon (;). A colon means "that is to say" or "here's what I mean." Colons and semicolons should never be used interchangeably. Colón is used:

1. to introduce lists.

There are two choices at this time: run away or fight.

2. to introduce a quotation

The teacher shouted: "Don't talk when I am speaking!"

3. after a formal introduction, as in

"To Whom It May Concern:"

4. to separate units of time.

Sophia set her alarm clock for 6:30a.m.

Lesson 16

Activity 2.28: Identify the area where there should be a colon and insert it in the correct spot.

1. The friends I play with are as follows Jemal, Nebil and Seyoum.
2. My alarm clock is set for 230 p.m.
3. There are four parts to a plant roots, stem, leaves and flower.
4. You know what to do practice.
5. The dentist said I had to "brush twice daily and floss as often as possible."

Activity 2.29: Rewrite the following paragraph by adding colons in appropriate places

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 Pagume. The thirteenth months 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 seven or eight 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.

UNIT 3: ROAD SAFETY

Unit Objectives

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

- find out specific information from the listening text in each paragraph
- talk about your role in reducing car accidents
- pronounce words with silent consonants in English
- identify specific information about of road safety in Ethiopia
- work out the contextual meanings of the words given in bold in the passage
- use the newly learnt words in spoken or written sentences
- decide when and how to use gerunds and infinitives in sentences
- identify the words which are always followed by gerunds and infinities
- order ideas logically into a paragraph
- use capital letter correctly in different written texts

SECTION ONE: LISTENING



Lesson 1

Pre-Listening

Activity 3.1: Be in groups of four and discuss your answers to the questions below.

1. Look at the picture below. What do you understand by this picture?
2. Have you ever seen car accidents on the roads?
3. What are the possible causes of road accidents?



While-Listening

Activity 3.2: Say true if the statement is correct and false if it is incorrect based on the information in the listening text.

1. Most accidents occur only because of careless people.
2. Adults are responsible for road accidents.
3. Raising the public's awareness is a good way to stop road accidents.

Activity 3.3: Give short answers to the questions below based on the information in the listening text.

1. Who are road users?
2. Why does the writer blame adults?
3. What contributes to the occurrence of road accidents?

Lesson 2

Post-Listening

Activity 3.4: First answer the questions individually and share your ideas with the whole class

1. What should be done to stop loss of lives of people on roads?
2. What do you think would be your contribution to reduce car accidents?
3. How serious is car accident in Ethiopia?

SECTION TWO: SPEAKING

Lesson 3

Activity 3.5: Read the dialogues below and practice them in pairs.

Dialogue 1

Fatuma: Good morning, Addismiraf.

Addismiraf: Good morning, Ruhama.

Fatuma: What happened? You look worried?

Addismiraf: Yes, I am thinking about road accident.

Fatuma: Yes. It is a great problem in our country. What is the cause of road accident?

Addismiraf: There are many causes of road accident. Narrow roads, unfit vehicles, careless drivers, loose traffic rules are responsible for road accident.

Fatuma: What is the effect of road accident?

Addismiraf: It takes away many lives and makes people cripples or injured.

Fatuma:Does it have another effect?

Addismiraf: Yes, it also makes many children orphan and many wives widow.

Fatuma: You know a lot. It seems you experience something.

Addismiraf: Not really, but my father was injured because of car accident. I think it was serious, but he became better and I was born after some years.

Fatuma: Oh! Are you telling me that your name has a meaning?

Addismiraf: Yes, I do. It means a new beginning because my father's life was at risk due to the accident.

Fatuma: I think we should do something against it?

Addismiraf: Certainly, we all should walk safely when we cross roads to save our lives.

Fatuma: You are right and we also have to teach our friends to do the same. Thank you!

Addismiraf: You are welcome. Stay safe!

Fatuma: I will; you, too.

Dialogue 2

Samson: Hello Yoni. You do not look good.

Yonas: Yes, I saw a bad traffic accident.

Samson: When was it?

Yonas: It was this morning when I came to school.

Samson: Was it serious?

Yonas: Yes. A car carried five members of a family and it got collided with a loaded truck. All of them died.

Samson: Oh! That is terrible. Can you tell me the reasons for frequent accidents and how to control it?

Yonas: First of all people should get awareness. They should be trained about road safety and the unlicensed drivers should be banned from driving.

Lesson 4

Activity 3.6: Act out the dialogue as two friends and traffic police.

Seifu: Robel! Robel!

Robel: Please wait Seifu. I'll be there in a few minutes. Shall we move to the cinema?

Seifu: Yes, we shall do. How shall we go?

Robel: We shall go by my father's two wheeler.

Seifu: Yes, it is already late.

Robel: Come on. Let us hurry.

(On the way)

Traffic Police: Hi boy! Stop the vehicle

Seifu: Speed up the vehicle. Robel do not stop.

Robel: No. It is wrong.

Seifu: You are in a danger.

Robel:We should obey the traffic police.

Traffic Police: Do you have license?

Robel: No. I don't

Traffic Police: Step out of the motor bicycle.

Lesson 5

Activity 3.7: In a group of four, describe the pictures below and answer the questions that follow.



1. What are the girl and the boy doing?
2. What does the red color indicate?
3. What does the yellow color indicate?
4. What does the green color mean?
5. When can you cross the road?

a. when the red light is on

b. when the yellow light is on

c. when the green light is on

Report to the class

Activity 3.8: Ask ten persons in your area about car accidents in Ethiopia and report your results to the class. In your report include the seriousness of car accidents, people's fate after car accidents and what to do to prevent car accidents.

Lesson 6

PRONUNCIATION PRACTICE

Activity 3.9: In some English words, some letters are not pronounced. Say the words after the teacher.

Silent K	Silent L
knife	calm
knit	chalk
know	should
knowledge	could
knuckle	would
knit	calf
knot	half
knew	talk
	palm
	yolk

Activity 3.10: Read the sentences loudly by paying attention to the words in bold.

1. I like to **walk** in the evening.
2. Too much **talk** and chalk is not always good.
3. I **know** what I mean.
4. He accidentally hit his **thumb** with the hammer.
5. A **bomb** went off in the main town.
6. Don't **condemn** him before you hear why he was late.
7. We must try to protect our **environment**.

Activity 3.11: Write sentences using the following words and identify the silent letter.

1. Half
2. Chalk
3. Knee
4. Knowledge

SECTION THREE: READING

Lesson 7

Pre-reading

Activity 3.12: Discuss the questions below in small groups before you read the text.

1. Look at the picture below. Who do you think drives safely? The one who drives a car or the one who rides a bicycle?
2. What does the picture tell you?
3. Do you think all drivers and passengers should wear seat belts?



While-reading

Read the following passage to do activities 3.13 and 3.14.

Globally, there are about 1.2 million deaths and up to 50 million nonfatal **injuries** due to **road traffic crash**. It is a great problem especially for low and middle income countries in which 90% of the **victims** were found. The problem may grow further in the coming decades due to the rapid rise of **vehicles**. Studies have shown that a well-designed road safety policy contributed a **lion share** for the declining in the number and severity of road crashes.

According to the European Transport Safety Council estimation, if all existing road safety laws in European Union are enforced, up to 50% of death and injuries could be prevented. Similarly, in recent years, many low income countries are implementing improved road safety policy that include exceeding the speed limit, impaired driving by alcohol and drugs, phoning and texting while driv-

ing, and not using seat belt. However, the effectiveness in reducing crashes, injuries and fatalities is minimal. For example, Brazil, after implementing an improved traffic code with stiff penalty and media coverage, a 21% and 25% reduction of injuries and **fatalities** was observed, respectively.

There is an improved road safety policy in Ethiopia which was enforced in 2007. This improved road safety policy includes: **prohibition** of cell phone conversation while driving, driving without using a **seat belt** and not using motorcycle **helmet**; the amendment of the existing road safety laws such as excessive speeding, driving with alcohol and chat and unsafe loading and introducing higher penalty rate which is suspension of d**rivers' license.**
(Slightly adapted from: Effectiveness of an improved road safety policy in Ethiopia, Teferi et al. 2014)

Activity 3.13: Write true or false according to the information in the passage.

1. Road traffic crash is a more serious problem in high income countries than in low income coun tries.
2. The application of road safety policy plays a major role in reducing accidents.
3. Recently, many developing countries have started to implement road safety policy to limit the speed and use of alcohol and drugs.
4. There is no road safety policy in Ethiopia.
5. Wearing seat belt and helmet and not making phone calls while driving are necessary precau tions to reduce traffic accidents.

Activity 3.14: Give short answers to the questions below based on the information in the passage.

1. After the implementation of road safety policy in Brazil, by what percentage did injuries and fatalities rate decrease?
2. What things are prohibited in Ethiopia as a result of the improved road safety policy?

Lesson 8

Post-reading

Activity 3.15: Discuss the following questions in small groups.

1. Do you follow traffic rules when you cross the road?
2. What should people do to make a safe journey on the road?
3. Who are responsible for maximizing the condition of road safety?

SECTION FOUR: VOCABULARY

Lesson 9

Activity 3.16: Guess the meaning of the following words as they are used in the reading passage.

1. Road traffic crash (Paragraph 1, Line 1)_____
2. Victims (Paragraph 1, Line 4)_____
3. Vehicle (Paragraph 1, Line 4)_____
4. Lion share (Paragraph 1, Line 4)_____
5. Injuries (Paragraph 1, Line 1)_____
6. Seatbelt (Paragraph 3, Line 3)_____
7. Fatalities (Paragraph 2, Line 7)_____
8. Prohibition (Paragraph 3, Line 2)_____
9. Helmet (Paragraph 3, Line 3)_____
10. Drivers' license (Paragraph 3, Line 5)_____

SECTION FIVE: GRAMMAR

Lesson 10

Infinitives and Gerunds

Activity 3.17: Read the underlined phrases in the following sentences and identify the differences.

1. There is a need to improve road safety policy to reduce road accidents.
2. She never forgets to wear seat belts every time she drives a car.
3. She stopped driving without wearing a seat belt.

Grammar Spot:
Infinitives and gerunds

A gerund refers to the present participle (-ing) form of the verb,
e.g., singing, dancing, running.

Infinitive can be to + the base form of the verb,

e.g., to sing, to dance, to run or without 'to' in verbs like, do, does, shall, etc. Whether you use a gerund or an infinitive depends on the main verb in the sentence.

Use **"not"** before the gerund to make it negative.

I considered **not going** to Gambella, but the trip was really wonderful.

The following are verbs followed by **gerunds**

admit	permit	delay	stop
involve	postpone	report	encourage
advise	practice	deny	recommend
keep	prefer	require	mind
allow	acknowldge	avoid	begin
ike	propse	discuss	need
anticipate	complete	resist	suggest
love	quit	risk	enjoy
appreciate	consider	start	finish
mention	recall	dread	try
forget	understand	imagine	hate
begin	bear	complete	consider

Examples

1. She **admitted stealing** the money.
2. She **advised waiting** until tomorrow.
3. I **anticipate having** a good time on vacation.
4. She **acknowledged receiving** assistance.
5. I **appreciate having** a trouble with his supervisor.
6. He **avoided answering** my question.
7. It **began raining.**
8. I will **consider going** with you.

Lesson 11

Activity 3.18: Change the verbs in brackets in gerund forms. The first one has been done as an example.

1. He admitted _____on the test. (cheat)
   He admitted **cheating** on the test.
2. You should avoid _____too much meat.(eat)
3. Please, consider _____your house if you need money.(sell)
4. I detest _____ up when it's dark outside. (wake)
5. She denied_____ the taxi without paying.(leave)
6. I enjoyed _____on the beach all day. (lie)
7. We finished_____our assignments before noon.(write)

8. I don't mind _____ homework. (do)

9. My colleague kept _____all the time. (complain)

10. I took my umbrella. I didn't want to risk _____wet. (get)

Remember: Use ***"not"*** before the infinitive to make it negative.

1. Mustefa will try ***not to miss another meeting.***

Remember: the verb before the infinitive can be in any tense.

Ing –general I like playing, I enjoy but I want if it is infinitive to

INFINITIVES AFTER THE VERB: Use the infinitive (to + verb) after these verbs

agree	prefer	wait	aim
manage	prepare	hate	promise
appear	care	want	choose
need	threaten	hesitate	attempt
arrange	forget	wish	afford
ask	try	hope	refuse
offer	get	intend	confuse
begin	happen	learn	regret
pan	pretend	start	decide
expect	demand	deserve	remember

Examples

1. We cannot **afford** to hesitate.
2. The politicians **agree** to disagree.
3. We **aim** to increase the speed of delivery.
4. The results **appear** to support your theory.
5. They had **arranged** to meet at noon.
6. Would you **care** to respond?

Lesson 12

Use infinitive without to (bare infinitive) after these verbs

1. Modal auxiliary verbs, such as ***can, could, may, might, shall, should, will, would, must***

   e.g. She ***can speak*** English fluently.

2. After ***had better, would rather***

   e.g. You ***had better go*** home.

3. After ***let*** and ***make***

e.g. Let him go.

4. After verbs of perception: ***see, watch, notice, hear, listen to, feel, smell***

e.g. I watch Tv.

Activity 3.19: Use either bare infinitive or infinitive with *'to'*

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

Verbs Followed by Gerunds or Infinitives: begin, start, hate, like, love, continue

Example: 1. Last week, my coworkers and I started ***to work*** at 7:00 AM.

Last week, my coworkers and I started ***working*** at 7:00 AM

Activity 3.20: Fill in the blanks with an infinitive or gerund form of the verb given in brackets.

1. I really enjoy _____(be)with my friends.
2. Sometimes, we talked about _____(win)the lottery.
3. The manager agreed _____(find) someone for the next shift.
4. She's always worrying about_____ (lose) her job.
5. Finally I managed _____ (finish) the work.
6. We can't afford _____(buy) a new car.
7. She hopes _____(get) a promotion.

Lesson 13

Activity 3.21: Complete the sentences with a verb form in the list given in the gerund form. The first one is done as an example.

listen learn come read stay visit walk swim

1. My favourite hobby is listening to music.
2. Look, what do you think about _____in this hotel.
3. In the evenings, he does a lot of _____. It is very relaxing.
4. The best part of our holiday was _____all the museums; we loved it!
5. Do you enjoy_____in the sea?
6. _____English is very important; everyone should do it.
7. _____is good for success in schools.
8. It depends on the people_____. I do not know yet.

Activity 3.22: Complete the sentences with appropriate infinitive forms. The first is done as an example.

eat	do	buy	be	help	start

1. He wanted to be an astronaut when he was younger.
2. My mother went to a shop in the morning _____some bread.
3. I'm so bored, I do not know what_____.
4. I'm not sure about the timing, can you tell me when_____?
5. She offered _____me with my homework, how nice of her.
6. The cakes are hard _____,but they look so delicious.

SECTION SIX: WRITING

Lesson 14

Activity 3.23: Rearrange the following sentences to make a meaningful paragraph.



1.

A. The volume of the music was so high that he won't able to recognize that a train was arriving from the other side.

B. A man was driving a car with his children.

C. The car crashed into the train.

D. The rider was supposed to see for the train.

E. There was one train crossing the rail which was not secured with a railway gate.

F. It was my summer vacation and I went to Addis Ababa to visit my grandparents.

G. I witnessed a very dangerous accident.

2. Give your reasons to your answers.

Lesson 15

Grammar: Rules of Capitalization

1. Capitalize the first word in a sentence or a direct quote.

Jemal bought clothes for his children.

He said, "Treat her as you would your own daughter."

2. Capitalize names (proper nouns) and the pronoun I.

The house that Sara bought burned down two years ago.

Geremew wants fish for dinner; I would prefer 'shiro'.

3. Capitalize days of the week, months, and holidays.

We have Mathematics class on Wednesdays.

Genet's birthday is on July.

I am going to DebreMarkos for Christmas.

4. Capitalize the names of languages.

Damtew speaks Amharic, Oromifa and English.

Activity 3.24: Rewrite the following sentences by capitalizing the words that should be in capital.

1. samuel went to u.s.a.
2. asnakech likes coffee; i prefer tea.
3. look out! she screamed.
4. my friend from hawassa can speak three languages: amharic, sidama and english,
5. i have planned to read english today.
6. she went to axum last friday.
7. please give me a glass of water.
8. He asked, "what time is it?"

Activity 3.25: Eleni has always a problem of capitalization, so can you help improve her letter by adding capitalization where necessary?

dear friends,

i hope you are well. i am sitting in a cafe in front of papayrus hotel in bahirdar. the weather is nice but hot. everybody knows that bahirdar is a hot town.it is also known for 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

Lesson 16

Activity 3.26: First, try individually to use capital letters where needed in the following paragraphs. Then discuss your answers in small groups.

1. 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 garage. 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. maybe hailu's routine really is a little boring, but he enjoys it!



2. 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 began 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.

UNIT 4: ENDEMIC ANIMALS IN ETHIOPIA

Unit Objectives

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

- find out a gist in the listening text
- collect evidences and talk about one of the endemic animals in Ethiopia
- pronounce a voiced sound /ŋ/ in any word correctly
- work out the contextual meanings of the words given in the passage
- use the newly learnt words in spoken or written sentences
- decide when and how to use prepositions in sentences correctly
- identify those words which are mostly not followed by prepositions
- write supportive details for the main idea
- use hyphen correctly in different written texts

SECTION ONE: LISTENING

Lesson 1

Pre-Listening

Activity 4.1: Be in small groups and discuss the following questions before you listen.

1. What is the name of the animal shown in the picture below?
2. What do you know about Walia Ibex?
3. Where do we find Walia Ibex?



While Listening

Answer the following questions based on the listening text.

Activity 4.2: Give short answers to the questions below based on the information in the listening text.

1. What makes Walia Ibex different from other Ibex species?
2. What is the life span of Walia Ibex?
3. Where is the highest number of Walia ibex found?

Activity 4.3: Listen to the text again and fill in the blank spaces.

1. Peak sexual activity between male and female Walia Ibex is observed between _____ and_____months.
2. Walia Ibex individuals reach sexual maturity at the age of _____year.
3. Gestation period for Walia Ibex is about _____days.
4. Walia Ibex live on steep cliffs which are characterized by _____, _____ ,_____ and_____.
5. Walia Ibex feeds on a wide variety of _____ and_____.

Lesson 2

Post-Listening

Activity 4.4: Try the questions individually and share your ideas with your partners.

1. By referring to different sources (books, television older people or web sites), tell your class mates what kinds of endemic animals are found in Ethiopia.
2. What kinds of animals do you find in your locality and how are they different from Walia Ibex in terms of their feeding system, habitat, reproduction, etc.?

SECTION TWO: SPEAKING

Lesson 3

Activity 4.5:Do the activity individually and report to the class.

1. Based on what you have heard and the information you collected in activity 4.4 so far, describe Walia Ibex in front of your class.

Activity 4.6: Be in pairs and compare the animals and talk about the unique features of each endemic animal given below.

Names of endemic animals	Common Places to Live	Unique Characteristics
Gelada Baboons	Mainly in Semien Mountains,	Geladas use visual signals such as facial expressions and body posture to interact
The Walia Ibex	Semien Mountains,	The ibex give birth to their young about five months after conception. However, they do not have access to food and water near their birthing area
The Ethiopian Wolf/ the Red Fox	Bale Mountains	Its adaptation to high altitudes (3,000 m to 4,100 m) makes it exceptional
The Mountain Nyala	Mainly in Bale Mountains,	Are known to inhabit three major mountain ranges that form a chain along the east side of the Rift Valley: the Chercher, Arsi and Bale Mountains.

Lesson 4 Pronunciation practice

Activity 4.7: Repeat the following words after your teacher.

strongly	sink	Lung
brings	ink	wrongly
paintings	trunk	monk
things	triangle	handkerchief
length	bang	bankrupt
something	swing	pink

Activity 4.8: Listen to your teacher and repeat these words:

1. long	6. drink	11. monkey	16. strongly
2. sing	7. thanks	12. blanket	17. language
3. hang	8. angry	13. uncle	18. meaningful
4. young	9. single	14. searching	19. ingredient
5. Things	10. length	15. Wanting	20. belonging

Activity 4.9: Now, practice /ŋ/sound in sentences. Say the words first, then the sentences individually and in pairs

1. young - engaged - ring
   In Ethiopia, a young engaged woman wears a ring.
2. uncle - helping - hang
   My uncle is helping me hang curtains.
3. bring - missing - ingredient
   Can you bring the missing ingredient?
4. drink - something - morning
   I like to drink something hot in the morning
5. king - strength - ruling
   A king needs strength for ruling well.
6. thinking - things - long
   I've been thinking about these things for a long time.

SECTION THREE: READING

Lesson 5

Pre-reading

Activity 4.10: In group, answer the following questions.

1. How many endemic animals are found in Ethiopia?
2. Mention some of the endemic animals that are found in Ethiopia.
3. Do you think the endemic animals in Ethiopia are found in the same place?
4. Look at the pictures below and tell to your partners about them.
5. What do you think the passage will be about?

While-reading

Read the following passage and answer the questions.

Endemic Wild Animals in Ethiopia

Ethiopia has a unique landscape which is suitable and used as home to many species that cannot be found anywhere else in the world. It has around 242 wildlife listed mammal species, and about 28 of these are endemic. Some of these endemic wild animals include: the Ethiopian wolf, Walia Ibex, The Mountain Nyala, The Bale Mountain Vervet, Menilik Bushbucks and Gelada Baboons.

The Ethiopian wolf is one of Earth's rarest type of species, and unfortunately Africa's most endangered animal. Unlike other canid predators with large and varied diets, the Ethiopian Wolf hunts small rodents in the Bale Mountains of Ethiopia, and is totally dependent on the health of its limited habitat to survive.

Only 500 Walia Ibex still exist in the Simen Mountains of Ethiopia, both due to poaching and habitat loss. Numbers were actually lower in the 90's, but constant efforts from Simen Park's mountain rangers to create protected wildlife corridors have allowed numbers to rebound, with hope for the future.

The Mountain Nyala's claim to fame is its inclusion on Ethiopia's ten cent coin, marking its importance in Ethiopian culture. They make their home in Ethiopia's Bale mountain park, with most of them living within only 200 square kilometers.

Question: So far you read about three endemic animals in Ethiopia. Were your predictions similar with what you read?

_____

Another mysterious inhabitant of the Bale Mountains Park, the Bale Mountain Vervet is one of Africa's least studied primates. They make their homes in the thick bamboo forests of the park, and despite their remote habitat, they seem to have kept up with current fashion with their blond coif and cool-guy beard.

Menilik Bushbucks: these little bushbucks are part of a sub-species found only in the Ethiopian highlands, and are very shy around humans. They are closely related to the Mountain Nyala, except they are much smaller, standing only 35 inches in height on average.

Question: What do you remember about Mountain Vervet and Menilik Bushbucks that you read in the two paragraphs?

_____

Gelada Baboons can be found in huge numbers throughout the Simen Mountains. They are sometimes called the Bleeding Heart Monkey due to the unique red skin patch each has on their chests. They are very social animals, and will typically be spotted in huge family groups.

(Adapted from: https://www.oliberte.com/pages/10-animals-only-found-in-ethiopia/)

Activity 4.11: Write true or false based on the information in above reading passage.

1. Gelada Baboons has 35 inches height on average.
2. The Bale Mountain Vervet is one of Africa's least studied animal that is known in its beard.
3. Walia Ibex eats small rodents in the Bale Mountains of Ethiopia.
4. The Ethiopian wolf is one of the Africa's most endangered animal.

Activity 4.12: Look at the pictures below and match the names of animals that the numbers represent.



Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 6

For example: Picture 1 is Bale Mountain Vervet

Picture 2 represents _____

Picture 3 represents _____

Picture 4 represents _____

Picture 5 represents _____

Picture 6 represents _____

Activity 4.13: Complete the following table by taking ideas from the reading passage

Endemic Wild Animals in Ethiopia	The place they live
The Ethiopian Wolf	
Walia Ibex	
The Mountain Nyala	
The Bale MountainVervet	
Menilik Bushbucks	
Gelada Baboons	

Lesson 6

Post-reading

Activity 4.14: Individually, answers the questions and discuss your answers in small groups.

1. One of the reasons why tourists come to Ethiopia is to visit endemic animals. Discuss in your group how this contributes to the local community and the country's economy?
2. Discuss in your group how much these endemic animals are protected in Ethiopia.

SECTION FOUR: VOCABULARY

Lesson 7

Activity 4.15: Find appropriate words from the passage that mean the same as the following words.

1. **Topography** (Paragraph 1, Line 1)
2. **Indigenous** (Paragraph 1, Line 3)
3. **Threatened** (Paragraph 2, Line2)
4. **Home of animals** (Paragraph 3, Line2)
5. **Well-known** (Paragraph 4, Line 1)
6. **Settler** (Paragraph 5, Line 1)
7. **Large** (Paragraph 7, Line 2)

Activity 4.16: Work on the meanings of the words in bold from the context

Abeba: Do you know anything about wildlife conservation?

Yekete: Yes, I know a few things about it.

Abeba: But, I don't.

Yekete: I can tell you. Wildlife conservation means saving or protecting wildlife or wild animals from **extinction**.

Abeba: Okay, it means that we should **conserve** their species.

Yekete: Yes!

Yekete: Wildlife conservation is very important because today some species of wild animals are **in danger**, for example, tigers, elephants, etc.

Abeba: What is the major cause for this?

Yekete: Human **greed** is the major factor. People are continuously **hunting** them for economic and recreational reasons.

Abeba: So, government should do something to prevent this.

Yekete: Yes, Abeba, you are right.

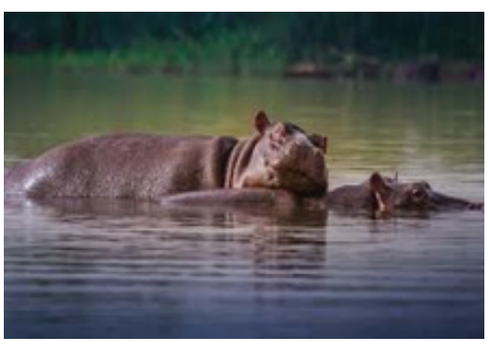
Abeba: Thank you!

Yekete: Okay, bye. See you soon.

SECTION FIVE: GRAMMAR

Lesson 8: PREPOSITIONS

Activity 4.17: Underline the prepositions in the following paragraph.



Hippos and crocs are found lurking in the various lakes of Ethiopia. Any boat trip onto Lakes Tana, Chamo, Hawassa are all but guaranteed to feature an appearance from a couple of hippos, bathing in the distance. Lake Chamo is also the home to giant crocodiles, so we recommend you row your boat!

Activity 4.18: Be in groups of three and write prepositions that you know and some sentence examples.

Grammar Spot 1: Prepositions

A preposition is a word or group of words used to show place, direction, location or spatial relationships and time.

Prepositions of places & direction: On, at, in, by, from, to, towards, up, down, across, between, among, in front of, behind, above, over, under

In indicates something to be present in a place or enclosure

e.g. Your shirt is <u>in the closet</u>. (Does not indicate an exact place)

Alex works <u>in that building</u>.

At indicates an exact place.

e.g. <u>He is at home</u>.

On indicates a position above but touching the object.

e.g. The phone is <u>on the table.</u> (Phone is touching with the table)

Above indicates a much higher position than the preposition on does. It also indicates something out of reach.

e.g. Hold your hands <u>above your head</u>.

Stars are <u>above the sky.</u>

Under is the opposite of ***on*** and means 'below the surface of' something.

e.g. The cat is under the table.

Prepositions of time

- o **at** for a **precise time** (e.g. at 3o'clock, at noon)
- o **in** for **months**, **years**, **centuries** and **long periods** (e.g. in May, in 2010)
- o **on** for **days** and **dates** (e.g. on Sunday, on April 20th)

Lesson 9

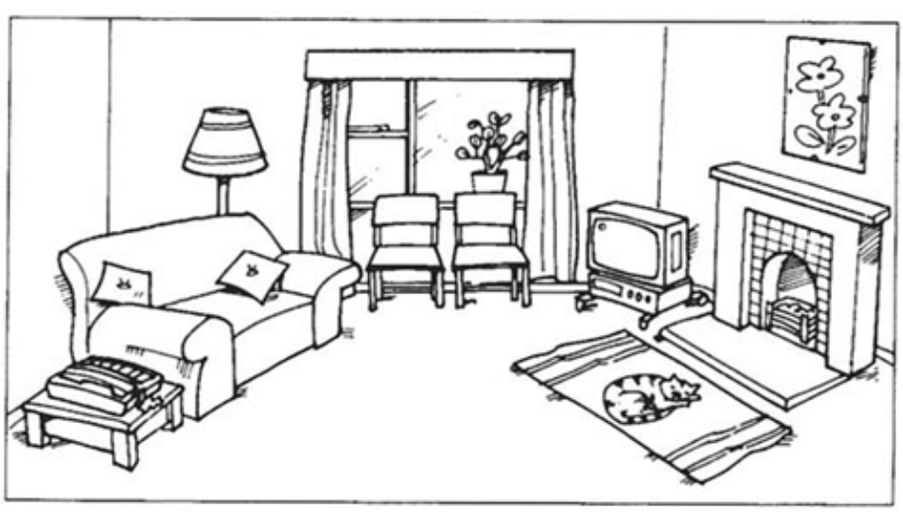
Activity 4.19: Complete the sentences with the prepositions in the box.

about	in	out of	by	on	for	to	from

Example: Hermela lives **on** the second floor.

1. I'm reading a book _____the history of Debre Birhan Town.
2. 'Sememen'was a book written _____Sisay Nigussu.
3. Is it far _____your house to the bus station?
4. Is Addis Ababa the biggest city _____Ethiopia?
5. Aster is worried _____her exam.
6. What's _____ the television tonight?
7. Are you interested_____ politics?
8. She works _____a big company.
9. Can I speak _____you for a moment?
10. He drove the garage and down_____ the street.

Activity 4.20: Look at the different objects in the picture below. Fill in the blank spaces in the following sentences with the correct prepositions based on the picture.



1. There are two chairs_____ the living room.
2. The sofa is _____the table.
3. There's a lamp _____the sofa.
4. There's a picture_____ the wall.
5. The chairs are_____ the television.
6. There's a cat_____ the fire.
7. The telephone is _____the table.

Lesson 10

Activity 4.21: Put the words in the correct order to make sentences.

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

Activity 4.22: Complete the paragraph with prepositions (in, at, on).

I live (1) _____Woldia. My house is (2) _____ the centre of the city. I work for an international NGO. I'm at work now. My husband, Dereje, is a teacher. Our children go to his school. He's (3)_____ school now with our children. They are in Grade 5 but Dereje isn't their teacher. We were (4) _____holiday (5) _____Addis last month. We had a photo of the National Museum of Ethiopia. We liked the place very much.

Lesson 11

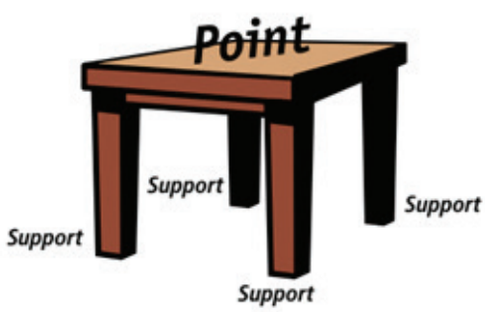
Activity 4.23: Put the words in the correct order to make sentences.

Ato Jebessa is a school teacher. He is _____Jimma. He lives_____Addis Ababa, but he works in Adama. Every Monday_____Friday, he leaves home _____7.00 _____ the morning and drives 99 kilometres _____Addis Ababa_____Adama. He teaches English _____ 9:00 _____ the morning _____ 3:30 _____ the afternoon, and then he leaves school. He arrives home _____7:30 _____ the evening as the traffic is very crowded. Ato Jebessa works _____Adama five days a week, and he teaches English _____ private schools_____Addis Ababa _____ the weekends.

SECTION SIX: WRITING

Lesson 12: Writing Supporting details for the main idea in a paragraph

A paragraph is a series of sentences that support a main idea, or point. A paragraph typically starts with the main idea or point (also called the topic sentence), and the rest of the paragraph provides specific details to support and develop the point. The illustration below shows the relationship between point and support.



Study the following paragraph and identify the main point and the supporting details.

[1] People in my family love our dog Punch. [2] However, I have several reasons for wanting to get rid of Punch. [3] First of all, he knows I don't like him. [4] Sometimes he gives me an evil look and curls his top lip back to show me his teeth. [5] The message is clearly, "Someday I'm going to bite you." [6] Another reason to get rid of Punch is that he sheds everywhere. [7] Every surface in our house is covered with Punch hair. [8] I spend more time brushing it off my clothes than I do mowing the lawn. [9] Last of all, Punch is an early riser, while (on weekends) I am not. [10]He will start barking and whining to go outside at 7 a.m., and it's my job to take care of him. [11]When I told my family that I had a list of good reasons for getting rid of Punch, they said they would make up a list of reasons to get rid of me.

Main Point:

I have several reasons for wanting to get rid of Punch.

Supporting details:

1. He knows I don't like him. Supporting detail:
2. Punch sheds everywhere. Supporting detail:
3. Punch is an early riser.

Activity 4.24: Read the following paragraph and write the main point (topic sentence) and the supporting details as shown in the example given above.

[1] People lie for different reasons. [2] One common reason is to avoid hurting someone's feelings. [3]For example, a friend might ask, "Do you like my new haircut?" [4] If you think it's ugly, you might still answer, "Yes." [5]Another common reason for lying is to avoid a fight. [6]Say a friend angers you and then asks, "Are you upset with me?" [7]You might answer, "No," to avoid an argument. [8] People also lie so that they'll fit in, as when you listen to a boring person and politely say, "That's interesting." [9]In addition, people lie to avoid spending more time with someone. [10]For instance, you might lie, "I have to go now."

Main point:

_____

Supporting details:

1. Supporting detail: _____
2. Supporting detail: _____
3. Supporting detail: _____
4. Supporting detail: _____

Lesson 13

There are different national parks in Ethiopia for wild animals to live in. The Simien Mountain is one of them. It is found in North Gondar. It is a place for animals like Walia Ibex, Gelada baboons and Simien foxes. Bale National Park, found south of Addis Ababa is another accessible area for Menelik's bushbucks and Mountain Nyalas. Omo National Park in the south west is also accessible for wild animals like giraffes, elephants and birds.

Main point:

_____

Supporting details:

1. Supporting detail: _____
2. Supporting detail: _____
3. Supporting detail: _____

Lesson 14

Activity 4.25: Write three or four supporting details for the following topic sentences.

1. My father is a good father.

Supporting details:

A. Supporting detail: _____

B. Supporting detail: _____

C. Supporting detail: _____

2. I enjoy playing football with my friends.

Supporting details:

A. Supporting detail: _____

B. Supporting detail: _____

C. Supporting detail: _____

3. My favorite subject is English.

Supporting details:

A. Supporting detail: _____

B. Supporting detail: _____

C. Supporting detail: _____

Lesson 15

Activity 4.26: Use hyphen in the appropriate places in the following paragraph



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 from attacking livestock. This ritual, which involves the so called “h ena men” hand feeding the animals with scraps of raw meat, has become a popular tourist attraction.

Grammar Spot 2: Hyphen

A hyphen is a punctuation mark with the symbol (-). It is a short horizontal line used within words. It is smaller than dash (—).

A hyphen is used:

- in compound words
  - o e.g.: long-term, check-in, good-looking
- to link words to prefixes
  - o e.g.: pre-reading, ex-wife, self-confidence
- as a way to show word breaks
  - o e.g.: a beautiful-looking garden, a well-known chief
- in more than one number
  - o e.g.: twenty-two, thiry-one, ninety-nine
- in fractions

e.g.: He ate two-thirds of the pizza.

Lesson 16

Activity 4.27: Add hyphens in the appropriate places.

1. Gemechu has a three year old child.
2. There are fifty five students in this class.
3. They need to cooperate to each other.
4. The ex president of the university has been appointed as director of National Election Board.
5. Gebremariam will be home after school between 3:304:00 PM.
6. My teacher told me to have an indepth knowledge.
7. He resent the message as it failed to deliver.
8. The teacher had to deescalate the tension on the playground.
9. The teacher follows learnercentered approach of teaching.
10. I came here to resign the petition.

UNIT 5: DIARY

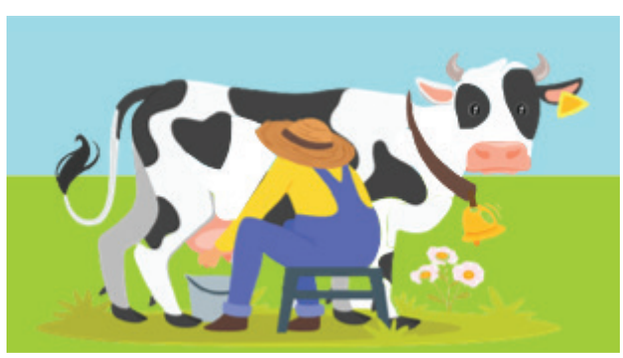
Unit Objectives

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

- complete the paragraph with correct words/phrases based on the listening text
- debate on the title, "continuing with Ethiopian origin cows versus the hybrid ones" in getting quality milk
- pronounce long **/u:/** and short **/u/** vowels correctly
- work out the contextual meanings of unfamiliar words in the passage
- use the newly learnt words in spoken or written sentences
- identify the use of **"going to"** and **"will"** to talk about future actions
- use "going to" to express premeditative future actions
- prepare an outline for a paragraph
- use exclamatory mark in different written texts

SECTION ONE: LISTENING





Lesson 1

Pre-Listening

Activity 5.1: Be in groups of three and answer the following questions.

1. What do you understand from the pictures?
2. What does dairy farm mean?
3. What do you think about the current situation of dairy farming in Ethiopia?

While Listening

Answer the following questions as your teacher reads it out.

Activity 5.2: Complete the blank spaces below based on the information in the text.

1. _____ has the highest cattle population in Africa.
2. In Ethiopia, the highest number, 90% of milk comes from _____.
3. Ethiopia has high cattle populations, but milk production and consumption is _____.
4. Ethiopia produces about _____ liters of milk per year.
5. The two main reasons that contribute to the low production and consumption of milk in rural area of Ethiopia are _____ and _____
6. The number of days required to improve dairy breeds in Ethiopia is _____.

Lesson 2

Post-Listening

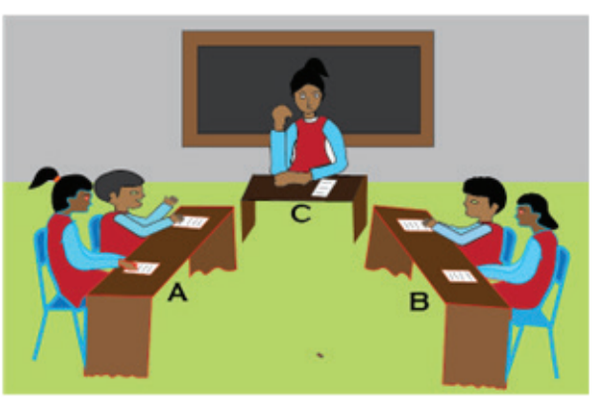
Activity 5.3: Work first individually and then in small groups to answer the questions below.

1. In your village, why do people have cows, camels and goats in their life?
2. Interview people in your localities especially those who have cows, camels and goats. Ask them about the basic requirements to carry out dairy farming and report to the class.

SECTION TWO: SPEAKING

Lesson 3: Debate

Activity 5.4: Discuss the following brain storming questions in pairs.



1. What are the students in the picture doing?
2. When students debate on a given topic, how do they talk?
3. Who leads the debate?
4. How do you take part in a classroom debate?

Activity 5.5: Sit in groups of six students, three on one side and three on the other and debate on one of the following motions below.

1. "Ethiopian Cows are more important than the Hybrid ones."
2. "Indigenous Ethiopian chickens are more important than genetically modified chickens."

Lesson 4: Pronounciation

Activity 5.6: Say the following words correctly paying attention to short /u/ and long /u: / vowels after your teacher.

Short /u/	Long /u:/
Cook	Kook
Nook	Nuke
Foot	Food
Pull	Pool
Could	Cooed
Stood	Stewed
Soot	Suit

Activity 5.7: Say the following short and long u sound individually

Short /u/ sounds	Long /u:/ sound
book	fool
shook	shoot
rook	school
took	cool
look	room
hook	moon
cookie	noon

Activity 5.8: Say out the sounds in the sentences (the short oo words) after the teacher.

1. I took a look at the book in the nook.
2. The cook dropped a cookie on his foot.
3. The rook was covered in soot.
4. The fish hook caught in her foot.
5. He shook the box of books.

Activity 5.9: Practice Combined Sounds

1. Look at that fool eating a cookie at school.
2. Put your foot in the boot before you leave the room.
3. The moose shook his head at the moon.
4. The goose stood on the book at noon.
5. Be careful! Don't shoot yourself in the foot.
6. Scoot your poodle away from the nook full of tools.

Activity 5.10: Work in small groups.

Write your own words that have the long /u:/ and short /u/ sounds.

SECTION THREE: READING

Lesson 5

Pre-reading

Activity 5.11: Work in pairs to share your experiences before you read the passage.

1. What are the animals that we get milk from?
2. Do you know how milk is processed?
3. Do you know a factory that processes milk and sells milk products?

While-reading

Read the passage silently and do Activity 5.12 and 5, 13 underneath the passage.

Milk Processing in Ethiopia

Ethiopia is the first among African countries and 9th in the world in the **livestock** production. However, milk production in **it** is very low. In Ethiopia, there are opportunities for milk processing, increase in milk **demand** and **consumption** capacities for improving **packaging** are also available. **These** are important for dairy investment. The cost of production for livestock products

is generally low in the country. For milk production cost, Ethiopia is ranked among the countries with lowest cost of production in the world; the cost of **labour** is also low in it as compared to all the developed and many developing countries and there is insufficient raw milk supply for milk processing plants.

Q. What is the main idea of the above paragraph?

This has forced the milk processing plants to operate with only 40% capacity and limited the production of **pasteurized milk** and other dairy products, inadequate knowledge about good hygiene practices in the processing of milk and milk products. This results in higher wastage of milk and public health hazards. There is lack of private sector inputs such as **artificial insemination** and poorly developed dairy market infrastructure for collection and distribution of milk. This has limited accessibility to market.

(Slightly Adapted from: The milk processing: Status, challenges and opportunities in Ethiopia, Mebrate, Tewodros & Derbie (2020)

Activity 5.12: Answer the following questions and support your answer with evidence from the passage. Work with your partner to compare your answers.

1. What is the status of milk production in Ethiopia?
2. Mention at least two opportunities that Ethiopia has for milk processing.

Activity 5.13: What do the following words refer to?

1. **it** (Paragraph 1, Line 2)
2. **these** (Paragraph 1, Line 4)
3. **it** (Paragraph 1, Line 6)
4. **this** (Paragraph 2, Line 1)

Lesson 6

Post-reading

Activity 5.14: Work on the following questions individually and report to the class.

1. Ask your parents about the benefits of milk production for the well-being of the society and report to the class.
2. Ask experienced people or parents this contradiction: “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.” Collect data about what should be done to solve this paradox and report to the class.

SECTION FOUR: VOCABULARY

Lesson 7

Activity 5.15: Guess the meanings of the following words as they are used in the passage.

1. **Livestock** (Paragraph 1, Line 1)
2. **Demand** (Paragraph 2, Line 3)
3. **Consumers** (Paragraph 1, Line 3)
4. **Packaging** (Paragraph 1, Line 3)
5. **Labour** (Paragraph 1, Line 6)
6. **Pasteurized milk** (Paragraph 2, Line 2)
7. **Artificial insemination** (Paragraph 2, Line 4)

Activity 5.16: Construct your own meaningful sentences using the following words.

1. Hygiene
2. Hazards
3. Insufficient
4. Utensils
5. Uplifting

SECTION FIVE: GRAMMAR

Lesson 8

Activity 5.17: Read the conversation and practice the dialogue in pairs. Then, study the underlined words.

Matiyas was born and raised in London. He is going to visit different places in Ethiopia this summer with his parents who have made some arrangements. Matiyas is telling his cousin, Gutu, about their plans on the telephone. The following is part of the telephone conversation.

Matiyas: First, we are going to spend a week in Addis Ababa.
Gutu: What for?
Matiyas: We are going to visit the old palace, the new parks and the museums there.
Gutu: Okay, what else can you see in Addis Ababa?
Matiyas: I asked my father to see dairy farms in Ethiopia and we will see the largest one in Addis Ababa.

Gutu: What is that dairy farm?

Matiyas: It is a big farm that milk products are processed. I will tell you more after I see it.

Gutu: So what are you going to do then?

Matiyas: Next, we are going to visit our relatives in Shambu. I'll meet a lot of my kins.

Gutu: Oh! Great! I can't wait to see you here in person. How long will you stay here with us?

Matiyas: Maybe two weeks. Next, we are going to Asossa to visit my mother's relatives. We will stay there for ten days. Then, we will travel to Gambella if we have enough time.

Gutu: You are lucky that you will learn a lot of thing during your tour. I have never been out my town, Shambu.

Matiyas: Really? I will ask my parents if you can accompany us to Asossa and Gambella. I hope they will agree.

Gutu: Thank you, my brother. I wish you a happy holiday!

Activity 5.18: Write your plan individually with the help your teacher. Then, read your plan for the class. ords.

1. Write what you have planned to do in the near future using going to +v1 and what you wish to be in the future using will+v1.

For example, I am **going to play** football with my friends after class.

In the future, I wish I **will be** a doctor.

Lesson 9

Grammar Spot 1: Going to

1. Expresses a person's plans and intentions

   We're going to stay in a small village in Arsi this summer.

2. Is used to refer to future intention.

   I'm going to see Sara tonight.

3. We also use going to when we can see now that something is sure to happen in the future.

   Careful! That glass is going to fall!

- With the verbs **to go** and **to come**, we usually use the present continuous for future plans.

I' m going to Lalibela tomorrow.

~~I'm going to go~~ to Lalibela tomorrow.

I'm going to Lalibela tomorrow to visit the rock hewn churches.

(The infinitive can tell us why something happens.)

Activity 5.19: Choose the correct sentence.

1. A. Is it go to rain?
   B. Is it going to rain?
2. A. Do you wash your hair this evening?
   B. Are you going to wash your hair this evening?
3. A. She's going to have a baby.
   B. She's going to has a baby.
4. A. I'm going to the post office to buy some stamps.
   B. I'm going to the post office for buy some stamps.
5. A. I'm not going home early this evening.
   B. I'm not go home early this evening.

Lesson 10

Activity 5.20: Choose the most appropriate verb form given in brackets.

1. "Where are you going on holiday?" I don't know yet. Maybe _____(I will go/I am going) to Jimma.
2. Are you watching the game? It 's 5-2, they _____ (will/are going to)win the match.
3. I think you _____(are going to/will) like this movie.
4. We_____ (will get /are getting) married next year.
5. I can't join you at the party, I_____ (am going to be/ will be) away for two weeks.
6. You_____(will see/ are seeing) the doctor tomorrow at 4.00 .
7. Have you heard? Zigju is pregnant. She_____ (is going to/will) have a baby.
8. This homework looks really hard. I _____(will/am going to) help you.
9. Don't forget that we _____(are going/will go) out with Lubaco and Medina tonight!
10. Look at that beautiful sky! It _____(won't/is not going to) rain today.

Grammar Spot 2: Will is Used to

1. express rapid decisions, or a future action that you have decided on at the moment of speaking.

Examples:

I'm thirsty! I think I **will** buy a drink.

Okay, **I'll** come to your birth day party!

2. make an offer.

Examples:

I **will** help with you your luggage, they look heavy!

You can't go there alone, **I'll** go with you.

I'll get the mop for you.

3. make a promise.

Example: I **will** keep your secret.

Remember: The shortened form of I will is **I'll** and will not is **won't**. These are very much commonly used in conversational English.

Lesson 11

Activity 5.21: Use either "will" or "be going to" to complete the conversation and practice the dialogue with your partner.

1. **Getachew**: Have you got any plans for tomorrow?

   Mekonnen: Yes, I_____ visit my grandparents.

2. **Getachew**: Why is she learning French?

   Mekonnen: She_____ migrate to France.

3. **Getachew**: I am thirsty.

   Mekonnen: Wait here. I _____ get some water.

4. **Getachew**: Meat or fish?

   Mekonnen: I_____ have some fish, please.

5. **Getachew**: What do you want the keys for?

   Mekonnen: I _____close the door.

6. **Getachew**: If you don't take a taxi, you _____arrive on time.

   Mekonnen: Thank you.

7. **Getachew**: Why do you want so many oranges?

   Mekonnen: I _____ make an orange juice.

8. **Getachew**: Oh! I haven't got enough money to pay!

   Mekonnen: Don't worry. I _____lend you some. How much do you need

9. **Getachew**: We need one more player._____you play with us tomorrow?

   Mekonnen: Yes, I _____.

10. **Getachew**: Why are you switching on the TV?

    Mekonnen: I_____watch a football match.

Activity 5.22: Fill the gaps with the correct forms of "will" or "going to". Use the verbs in brackets to complete the conversations.

1. A: Why are you holding a piece of paper?

   B: I_____(write) a letter to my friends back home in Gondar.

2. A: I can't hear the television.

   B: I _____(turn) it up so you can hear it better.

3. A: Tilahun _____(come) to the party.

   B: That's great! We _____(come) too.

4. A: Excuse me; I have a complaint about our hotel room. The bedding has spots.

   B: I'm really sorry. The man at the service counter _____(help) you.

5. A: As soon as the sun is shining, we _____(swim) in the pool.

   B: Okay.

SECTION SIX: WRITING

Lesson 12

Writing an outline

Outline

An outline is the first or an initial stage in writing a paragraph. It refers to an **ordered list of the main points** or ideas that you will use later to write complete sentences/ paragraphs.

It helps to|:

1. construct and organize ideas in a sequential manner
2. organize your main thoughts into single segments and establish the order in which infor mation will be written.
3. show where you're going and how to get there or to set goals for completing each sect ion of your paper in paragraph writing.
4. arrange major topics, subtopics, and supporting details about a topic into a logical order

How to write an outline?

- Identify your topic or topic sentence
- Decide what points you would like to discuss during your paper.
- Put your points in logical order so that each point connects back to your main point.
- Write possible transitions/conjunctions between paragraphs.

In general, an outline is used as a guide to follow that helps you focused throughout the writing process and helps ensure proper coherence (flow of ideas) in your final paper.

Sample Paragraph Outline

Topic: Mr.Temesgen is a careless teacher.
Reason 1: knows little about the subject/math
Details for reason 1:
1. Doesn't answer questions students ask
2. Students correct his mistakes

Reason 2: likes smart students
Details for reason 2:
1. Excuse them for restroom
2. Friendly with them

Reason 3: Often absent or late
Details for reason 3:
1. Usually half an hour late
2. Many substitutes in his class

Conclusion: Mr. Temesgen was fired at the end of the year.

Lesson 13

Activity 5.23: Try the following activity first individually and then in small groups.

1. Read the sample outline given above and write your own similar outline about: "the best teacher you admire". Add reasons why you say so.

Lesson 14

Activity 5.24: Try the following activity first individually and then in small groups.

Then, exchange your papers with other groups and give comments.

1. My mother
2. The importance of drinking milk
3. Why should I learn English?

Activity 5.25: Select any topic you like to write on and prepare an outline.

Lesson 15

Exclamation Mark!

Activity 5.26: Read the short text below and circle the exclamation mark used. Discuss with your partner what these exclamation marks are used for.

> I can't believe he drank my milk without asking me first! Does anybody tell me why this happened? I just went out only for a few minutes. How on earth you could drink it once! It was mine. Oh! My goodness! Thank you, mom! You bring another glass of milk for me.

Activity 5.27: Talk to your partner about the use of exclamation mark and write some examples.

Uses of Exclamation mark

This punctuation mark is used at the end of a sentence like full stop to express **strong feelings or emotions like:**

1. joy or surprise

- Bravo! You have done a great job!
- What a wonderful country Ethiopia is!
- Oh my God! What a fantastic birthday gift!

2. anger, sorrow/disappointment, shock

- What is wrong with you! Stop writing on the walls!
- Oh no!
- Alas!
- There's been a terrible accident!

3. It is used at the end of a **strong command.**

- Shut up!
- Stop!

Activity 5.28: Rewrite following sentences. Add exclamation mark where needed.

For example, I'm so excited to see you

I'm so excited to see you!

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.

Lesson 16

Activity 5.29: Read the paragraphs carefully. You should copy into your exercise books and add either a question mark or an exclamation mark in the appropriate places.

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 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 a loud 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"

Activity 5.30: Look at the pictures. What do you think the people are saying? Write their sentences in the speech bubbles using an exclamation mark based on the example given.



For example, Fikadu heard bad news, What terrible news!

1. Almaz is shocked.
2. Hermela is angry.
3. Lemma is surprised.
4. Girma is shouting at his boy.
5. Bontu warns the passenger.

Activity 5.31: The following are situations in which an exclamation mark could be used. Think about a suitable expression and add exclamation for each situation.

For example: Lost- “Help! I think I’m lost!”

1. Watching football match.
2. Surprise party.
3. A mouse under your chair.
4. Winning a competition.
5. Seeing a ghost.