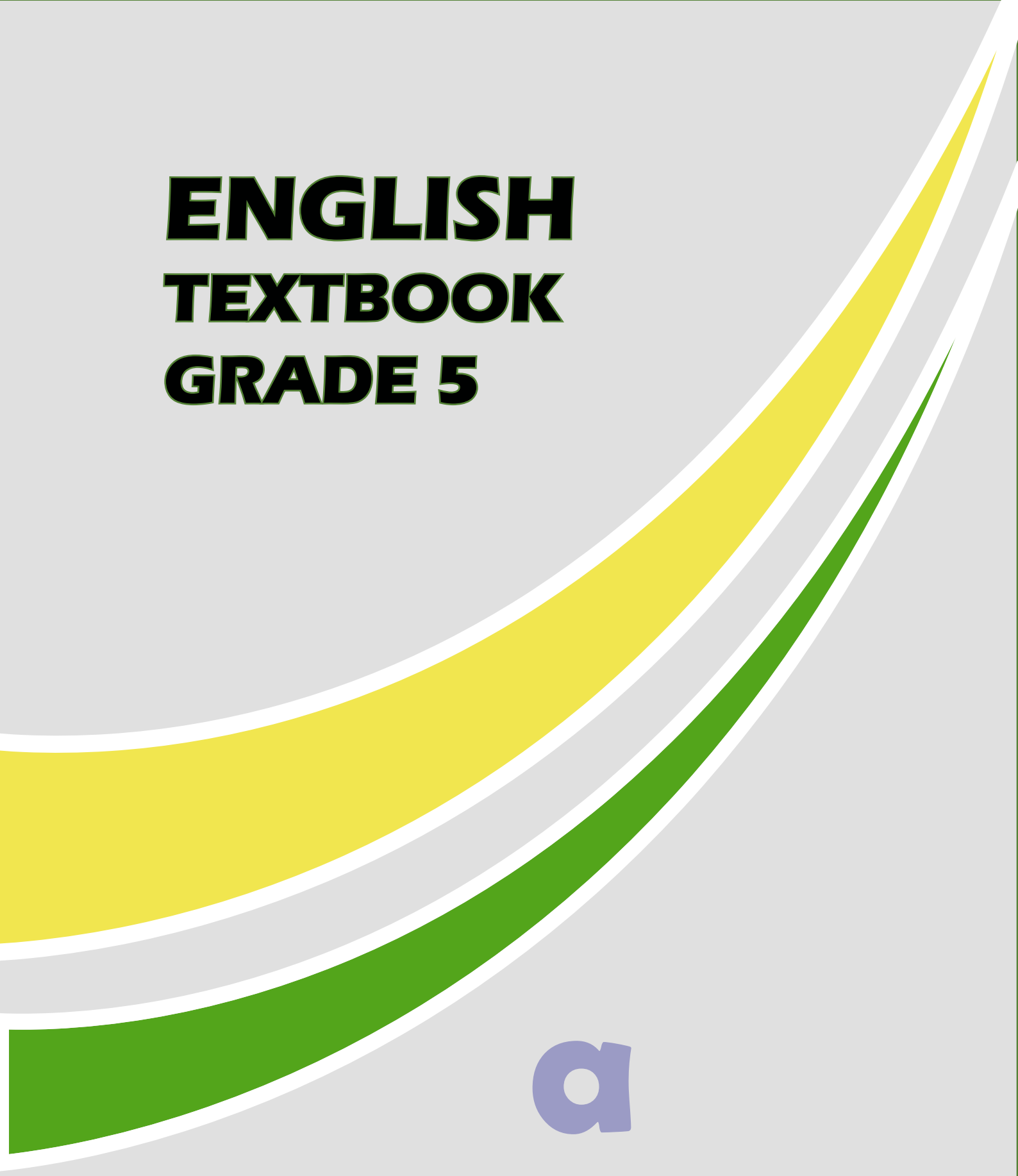
ENGLISH
TEXTBOOK
GRADE 5



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English for Grade 5

TextBook

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UNIT ONE

HOLIDAYS

(16 Hours)



Learning Outcomes

Up-on a successful completion of this Unit, students will be able to:

- introduce themselves in English;
- identify main idea/ specific details of a given listening text;
- comprehend details/ specific information of a written text;
- identify the gist/ main ideas of a reading passage;
- recognize holiday-related words and expressions;
- use holiday greeting expressions;
- use the Simple Present Tense to communicate their ideas;
- describe similarities/sameness with positive degree, "…as… as…" ;
- use the comparative and superlative forms of one-syllable adjectives to express differences;
- write a short paragraph with comprehensible simple present tense ; and
- argue for or against.

Section 1: Speaking

Week 1 Day 1

Lesson 1

Greeting and Introduction

Activity 1: In pairs, practice this conversation. Take turns to play the roles of A and B.

A: Hello, I'm …… What's your name?

B: Hi, my name is ……

A: Where are you from, ……?

B: I'm from Gulelie Sub-city.

A: Oh, I'm from ……...

Grammar focus

Repeat these after your teacher

I'm =I am …

What's= What is….

My name's= My name is …

Activity 2: Go around the class and greet three students. Don't forget to use the above expressions.

Activity 3: In pairs, practice the following expressions.



1. **Introducing oneself: Practice the following in pairs**

A: Hello, my name is ……..

B: Hello, I'm ……..

A: Nice to meet you.

B: Nice to meet you too.

Activity 4: Introducing others: Practice the following in groups of three.

Badeg: Huriya, this is Kemal. Kemal, this is Huriya.
Huriya: Nice to meet you, Kemal.
Kemal: Nice to meet you too.

Move around the class; find a new partner; introduce yourself to him/her and also learn about him/her. Then introduce your new partner to your friends.

Grammar Focus

Kuwe: Gadisa, <u>this is</u> Wubit. Wubit, <u>this is</u> Gadisa.

Gadisa: Nice to meet you, Wubit.

Wubit: Nice to meet you too.

Section 2: Listening

Week 1 Day 2

Lesson 2

Activity 1: With a partner, look at the pictures below and answers the questions.

1. What are these pictures about?
2. What do you think they represent?
3. Can you guess what you are going to listen about?



Picture A



Picture B



Picture C



Picture D

Activity 2: These words are used in the text you are going to listen. Can you say them correctly? With a friend guess their meanings.

holiday	celebration	commemorate
public	religious	invading
Christmas	epiphany	

Activity 3: Listen to the text and choose the most appropriate statement that contains the major idea of the listening text.

1. The history of Ethiopian holidays.
2. Ethiopia has different public, religious and cultural holidays.
3. Nations and nationalities have similar religions/ holidays.

Week 1 Day 3

Lesson 3

Activity 1: Listen to the text again and put a tick (□) against your choice

No	Statement	Correct	Incorrect
1	In Ethiopia, all holidays are national holidays.		
2	All religious holidays are celebrated on the same day		
3	Religious holidays are Christian holidays.		
4	Ethiopia celebrates three Islamic holidays		
5	Nations and nationalities celebrate their own holidays.		

Compare your answers with your partner and correct the incorrect ones and rewrite them as correct sentences

Activity 2: In groups of, select a religious or a cultural holiday celebrated in your area. Discuss about the holiday you choose using the following guide. Then report it to your class.

- The name of the holiday or ritual (Ivangadi, Buhe,)
- When it is celebrated (date, month, season)
- Why it is celebrated (child birth, pray for rain)
- How the people celebrate it (food, clothes, materials, ritual tools)

Section 3: Reading

Week 1 Day 4

Lesson 4

Activity 1: Look at the picture below and answer the questions that follow. Then compare and discuss your answers in groups of four. Share your common ideas to your classmates.



1. What have you seen in the picture?
2. What comes to your mind when you see this picture?
3. Do you like the New Year holiday? Why?
4. When is it celebrated?

Now read the passage below and do the activities that follow.

The History of the Ethiopian New Year

The Ethiopian New Year, known as "Enkutatash" in Amharic, is a national **holiday**. **It** is celebrated on September 11th, and on September 12th in the **leap year** when Pagume (the 13th month of Ethiopia) **counts** six.

The word "Enkutatash" is heavy with symbolism as **it** not only means 'the gift of jewels' but also represents the end of the rainy season- the time of the year when the Ethiopian mountains and fields are covered with bright yellow flowers called 'Adey Ababa'.

The Ethiopian New Year's **celebration** is said to date back to the time when the Queen Sheba returned home from **her** visit to King Solomon in Jerusalem in 980 BC (before the Birth of Christ). The Queen was welcomed back in her country with **plenty** of jewels made of diamond, also known as 'enku' in Amharic. **The holiday** has got its name from the word 'enku' and it means 'you deserve plenty of 'enku'. Since 980 BC, the holiday has been celebrated and **it** involves both religious and cultural **elements**.

(Adapted from ethiopiaonlinevisa.com, accessed on 11/20/2021)

Activity 2: Choose the correct answer according to the information in the passage

1. Which one is the name of the Ethiopian New Year?
   a. Pagume b. enku c. Enkutatash d. Adey Abeba
2. When is the Ethiopian New Year celebrated?
   a. 12th of October b. 11th of September
   c. 14th of September d. 11th of January
3. According to the passage, when did Ethiopia begin to celebrate the New Year?
   a. before the birth of Christ b. after the birth of Christ
   c. When Queen Sheba visited King Solomon d. not known

Activity 3: Read the passage again and say the following statements True or False. Compare your answers in pairs.

1. The Ethiopian New Year is celebrated only by Christians.
2. The word Enkutatash symbolises the coming of a new season of sunshine.
3. Adey Abeba blooms only in September.
4. Queen Sheba was welcomed with plenty of yellow flowers.
5. The Ethiopian New Year has no any religious connection.

Week 2 Day 1

Lesson 5

Activity 1: Look at the words in bold in the passage. What do they refer to? The first has been done for you as an example.

1. **It** paragraph 1, line 2)
2. **…it** …. (paragraph 2, line 1)
3. **…her**… (paragraph 4 line 2)
4. **… it…** (paragraph 4, line 7)

Activity 2: Answer the following questions using the information from the passage. Write the answers in your exercise book.

1. What is a 'leap year?
2. When was Queen Shaba welcomed with plenty of jewels?
3. Do you think celebrating the New Year is important? Why?

Activity 3: Think of a New Year celebration of an Ethiopian community. First, complete the following note individually. Then, in groups of three, compare your answers and a representative reports to the whole class.

1. The name of the community
2. The name of the new year by the society
3. How the year is calculated
4. What is the year this year

Week 2 Day 2

Lesson 6

Activity 1: You are going to read another passage on holidays. Before you read the passage, answer the following questions.

1. Which holiday celebration you like more? Why?
2. What activities of the New Year celebrations are interesting to you?
3. How do you support your parents during holiday celebrations?

Activity 2: Now read the passage quickly and choose the main identify the correct statement from the following

a. Expenses for the Ethiopian Mew Year
b. Ethiopian New Year festivities
c. Foods for the New Year Celebration

The Celebration of the Ethiopian New Year

Ethiopia is a country that maintains its traditions because it has never been colonised. Therefore, most of the popular festivals in Ethiopia have ceremonial connotations, for example, the Ethiopian New Year, which is celebrated **nationwide** involves various **festivities**.

The New Year festivities include family gatherings to enjoy the traditional Enkutatash meals and celebrate together by giving gifts, especially for children. So, the preparation begins long before the holiday. Each household has to save money to buy animals like ox, sheep, goat or chicken to **slaughter** on the day. Parents are also expected to buy clothes for the entire family members and, if possible, to renew and furnish **their** homes with new furniture and goods. Moreover, mothers need money to buy different **ingredients** and kitchen utensils to prepare typical Ethiopian dishes such as ‘doro wat’, ‘dulet’, ‘key wat’, ‘kitfo’, ‘genfo’, etc. or the holiday. **They** also prepare local drinks such as ‘teji’ and ‘tella’.



Celebrations start on the **Eve** of the Enkutatash. On **this day**, mostly Orthodox Christians light wooden torches- 'chibo' in Amharic that symbolises the coming of the new season of sunshine and the end of the rainy season. They also attend church services and offer prayers **ushering** in the New Year.

As in several holiday celebrations around the world, food has a significant place in the celebration of Enkutatash. Therefore, the following morning, fathers slaughter the animals they have bought for the holiday. Mothers, with other family members, prepare and serve the meals and the drinks.

Singing and dancing, especially among young girls, are also common ways to celebrate the New Year. Young girls sing 'Abebayehosh' and collect gift from every **household**. Young boys also give a **bunch** of freshly picked yellow flowers-'Adey Abeba' or paintings of flowers that symbolises the arrival of spring. Nowadays, **these traditional gifts** are gradually replaced by greeting cards.

The Ethiopian New Year celebration may last for a week and revolve around family gatherings. It is the time of **fun** and joy for people.

(Adapted from ethiopiaonlinevisa.com, accessed on 11/20/2021)

Activity 3: Based on the information in the passage, choose the correct answers.

1. a. All Ethiopians celebrate the New Year by lighting 'chibo'.
   b. All Christians celebrate the New Year by lighting 'chibo'.
   c. Ethiopian Muslims celebrate the New Year by lighting 'chibo'.
   d. Orthodox Christians celebrate the New Year by lighting 'chibo'.
2. Which statement is true according to the passage?
   a. The poor cannot celebrate the New Year.
   b. No New Year is celebrated without sacrificing animals.
   c. The New Year celebration is a one day event.

Activity 4: Read the passage and write true or false according to the information given in the passage. Compare your answers with a partner.

1. Children enjoy and make fun of the New Year celebration because every child is blessed every year.
2. Very special dishes are served for the New Year.
3. The New Year celebration is expensive and it is a problem for families.
4. Beautifying a home with new furniture every year is a must for every family.
5. All Ethiopians light 'chibo' on the evening of the eve of the New Year.

Week 2 Day 3

Lesson 7

Activity 1: Write what the words in bold refer to in the passage

1. **…their** …. (paragraph 2, line 6)
2. **They** …. (paragraph 2, line 9)
3. … **on this day** …. (paragraph 3, line 1)
4. **… these traditional gifts…"**(paragraph 4, line 5)

Activity 2: Answer the following questions using the information from the passage. Compare your answers with a partner.

1. What can you say about the New Year's expense?
2. What makes the New Year celebration fun and joyful?
3. What do you think Ethiopia has its own New Year?

Activity 3: Based on the information in the passages above write down your opinions about the following questions. Discuss the answers in groups of three.

1. Should we celebrate holidays? Why? Why not?
2. What are the advantages and disadvantages of celebrating of the celebration?
3. How should we celebrate holidays?

Section 4: Vocabulary

Week 2 Day 4

Lesson 8

Word meanings in a context

Activity 1: The words in Column A are taken from the first passage. Match them with their contextual meanings given under Column B.

No	Column A	No	Column B
1	leap	A	sufficiently
2	counts	B	jump
3	holiday	C	calculates
4	celebration	D	features
5	plenty	E	festivity
6	elements	F	fun
		G	celebration

Activity 2: Use the words in column A above to fill in the blank spaces

1. I really enjoy celebrating any _____.
2. There are _____ of flowers in our school garden.
3. She_____ the answers from the title of the text.
4. In a holiday _____, the cultural _____ demonstrate diversity of the given community.
5. During the _____ year, the Ethiopian New Tear is celebrated on 12th September.

Activity 3: The words under Column A are taken from Passage II. Match them with their contextual meanings given under Column B.

'A'

1. nationwide
2. slaughter
3. ingredients
4. ushering
5. households
6. bunch

Activity 4: Use the right words under Column A above to complete the sentences below.

1. Abel presents a _____ of flowers to his teacher.
2. Some cultural holidays are celebrated _____ while some are celebrated by particular community.
3. My father often _____ a sheep for holidays.
4. You can read the _____ of the medicine in the prescription.

Section 5: Grammar in Context

Week 3 Day 1

Lesson 9

Simple present tense

i. **Affirmative forms**

Activity 1: The following sentences are taken from the two reading passages. Read the sentences by paying attention to the words in bold. Try to answer the questions under each statement for yourself. Then sit in pairs. Discuss the questions.

- *The Ethiopian New Year **is** one of the public holidays.*
  What is the Ethiopian New Year?
- *Now the Julian calendars **are** out of use in most of the countries….*
  When is the Julian calendar out of use?
- *The leap year **comes** after every four years…..*
  When does the leap year come?

- *Once every four years, the six hours **add up** to 24 hours and become the sixth day in the leap year.*
  When does the six hours add up to 24 hours?
- *The celebration **starts** on the **eve** of the New Year.*
  What does every household do together on the eve new year?
- *Households dine on delicious foods.*
  When do the households dine on delicious food?
- *Children **collect** flowers or draw pictures of Angeles*
  When do children collect flowers or draw pictures of Angels?

Activity 2: Read the following text and answer the questions that follow in complete sentences. Write your answers in your exercise book.



Dear friend,

*I am writing to inform you how I help my parents on holidays. Well, I usually **support** my father on bringing home purchased goods and animals home in the morning. Then I **wash** my clothes for the holiday after lunch. You know… in our culture a holiday **is** very important and mothers also need our help during holidays. I often **go** to the market place and **support** my mom in carrying the purchased goods. We usually **go** home late in the evening. Therefore, the eve of a holiday is tiresome and I **feel** tired. So, I always **go** to sleep bed early.*

*For me the day of the holiday **is** my breathing day. In the morning, we have our breakfast and go to church. After church service, we usually **go** home and **enjoy** together with our neighbourhoods. Since the next day **is** most probably a school day, in the evening I **study** and **work** on my home works. These **are** my routine activities on holidays.*

1. What does the speaker do on the eve of holidays in the mornings?
2. What does he do during the lunch?
3. What does he do in the afternoon?
4. Why does he go to the market with his father?
5. At what time does he go to bed to sleep?
6. What do the family do on the holiday before they go to church?
7. When does he do his home works?

Now, sit in pairs and ask each other and give answers. Practice it orally.

What tense is used? How did you know?

Week 3 Day 2

Lesson 10

Activity 1: Now change the pronoun "I" to "he/she". . Read the paragraph to your partner. The first sentence is done for you as an example.

*Well … **he** usually **supports** his father by bringing home bought goods and animals home in the morning. After that I **wash** my clothes for the holiday after lunch. You know… in our culture a holiday **is a** very important day and mothers also need our help during holidays. I often **go** to the market place and **support** my mom on carrying bags. We usually **go** home late in the evening. The eve of a holiday is tiring and I **feel** tired. So, I always **go** to bed early. For me the day of the holiday **is** my breathing day. In the morning, we have our breakfast together and go to church. After church service, we usually **go** home and enjoy together with my family. Anyway, since the next day is a school day, in the evening I **study** and **work** on my home works. These **are** my routine activities on holidays.*

Again, change the pronoun "we" into "they".

What change did you make to the following?

1. *I usually* ***support…. He supports…***
2. *I* ***wash…..***
3. *I often* ***go…***
4. *I* ***fill*** *tiered….*
5. *I always* ***go ….***
6. *I* ***study*** *and* ***work….***
7. *We usually* ***go….***

Activity 2: Use the above letter as a model and complete the letter below with the correct forms of the words given in the brackets. The letter is about how a family celebrates the New Year holiday.

The villagers _____ (come) and _____ (prepare) campfire at the center of the village once every year. In the evening everyone _____ (come) with lighted chibo. The eldest of the villagers' first _____ (light) the campfire. He also _____ (pray) for the wellbeing of the community. Then others _____ (make) circle around the campfire and _____ (throw) their chibo into the campfire. The youngsters _____ (sing) new year songs. Women _____ (bring) foods and drinks and _____ (serve) all the attendants. A girl _____ (boil) coffee. She _____ (serve) with the coffee. When the fire _____ (burn) down, all the villagers _____ (go) home happily and _____ (prepare) themselves for the best new year.

Now exchange your paragraphs and edit them together. Then read your paragraph to your classmates.

Activity 3: Do this individually. Circle the correct form of the verb to complete each sentence.

1. Doctor Gome **love** / **loves** his job.
2. Chala **study** / **studies** ants.
3. A salesperson **sell**/ **sells** products for a company.
4. Liban and I **work** / **works** on weekends.
5. Volunteers **help** / **helps** people.
6. We **write** / **writes** social science textbooks.
7. Our office **close**/ **closes** at 7:00 p.m.
8. Hawi **take** / **takes** classes at the business school.
9. You **walk** / **walks** to work every day.
10. Banks and clincs **start** / **starts** work at 8:00 a.m. every morning.

Compare your answers with that of your partner.

Activity 4: Write sentences about what your parents do during the following times.

Every morning:

Every evening:

On Friday afternoons:

On Sundays:

Grammar summary

Simple present tense:

I/we/you/they + infinitives

or

he/she/it+ infinitives with “s” or “es”

add [s] to the verbs:

close = closes

cover =cover

ask =asks

add [es] to verbs ending in [-sh], [-ch], [s] and [x]

wash =washes

teach= teaches

accuse= accuses

relax= relaxes

change [y] to [i] and add [es] to verbs ending in constant [y]

carry= carries

copy = copies

study = studies

We often use present simple present tense to describe habits.

Week 3 Day 3

Lesson 11

Present Simple- Interrogative forms

Activity 1: Barite and Kelil are grade 5 students living in a neighbourhood. They have the following program study together. Look at the program and answer the questions. Pay attention to the words in bold.

GROUPS OF STUDENTS ON A TUTORAL CLASS					
	Study program				
	Monday	Tuesday	Wednesday	Thursday	Friday
Pair Study time	English		Mathematics	Social Science	Environmental Science
Barite	Mathematics		Environmental Science		Social Science
Kelil	Environmental science			Mathematics	Social Science

Do the students **study** in pairs on Monday?

1. **Do** they **work** together on Tuesday?
2. **Does** Kelil **study** on Monday individually?
3. **Do** they **study** mathematics together?
4. **Does** Kelil **do** on Friday?
5. **Are** both students **free** from study?
6. **Do** they **study** Social Science?
7. **Is** Barite **free** from individual study?
8. **Does** Barite **study** Social Sciences?
9. **Do** they **study** the Environmental Science?
10. **Is** Kelil **free** from individual study?

Activity 2: Now sit in pairs and practice the questions and answers above.

Grammar summary

To change the affirmative sentence to questions, we use **do, does, am, is or are**

He works. *Does he work?*

- *She works.* *Does she work?*
- *It works.* *Does it work?*
- *You work.* *Do you work?*
- *We work.* *Do we work?*
- *They work.* *Do they work?*
- *I am correct.* *Am I correct?*
- *It is hot today* *Is it hot today?*
- *They are children* *are they children?*

Week 3 Day 4

Lesson 12

Present Simple - Negative forms

Activity 1: The following Table shows the study plan of Ali and Hanna. Look at the Table and answer the questions that follow. No. 1 and 2 are done for you as examples.

A MALE AND A FEMALE ON A STUDY					
	Study program				
	Monday	Tuesday	Wednesday	Thursday	Friday
Pair Study time	English		Mathematics	Social Science	Environmental Science
Hanna	Mathematics		Environmental Science		Social Science
Ali	Environmental Science			Mathematics	Social Science

1. **Does** Hanna **study** English on Tuesday?
   Ans: No, she **doesn't study** English on Tuesday.
2. **Do** Hanna and Ali **study** Mathematics at the same time?
   Ans: No, **they don't study** mathematics at the same time.

3. Does Hanna study the local language during the first period?
4. **Does** Ali **study** environmental science at first?
5. **Do** Hanna and Ali **study** social sciences at the same time?
6. **Do** Hanna and Ali **study** environmental sciences at the same time?

Activity2: List down activities you don't do. Share what you have done with your partner. He /she will ask you questions using your notes. Try to answer them correctly. See the examples below.

Student 1:

- I **don't eat** raw meat.
- I **don't drink** alcohol

Student 2 using the above notes.

S2: Do you eat raw meat?

S1: No, I **don't eat** raw meat.

S2Do you drink alcohol?

S1: No, I **don't drink** alcohol

Now ask what your friend does not do and report that to your class.

Report the activities that both of you don't do to your class.

Grammar summary

For changing an affirmative sentence into negative, we add auxiliary verbs **do/ does not, am/is/are +not** before the basic form of the verb.

Look at the following examples:

- *He doesn't work.* *Doesn't he work?*
- *She doesn't work.* *Doesn't she work?*
- *It doesn't work.* *Doesn't it work?*
- *You don't work.* *Don't you work?*
- *We don't work.* *Don't we work?*
- *They don't work.* *Don't they work?*
- *I don't work* *Don't I work?*
- *I am correct.* *Am I not correct?*
- *It is hot today* *Isn't it hot today?*
- *They are children* *Aren't they children?*

Week 4 Day 1

Lesson 13

Comparison

A. Comparisons of equality: …..*as*…..*as* ….

Activity 1: Compare the students in the picture and answer the questions



a. Amenu is as tall as Beka.
b. Tut is _____ Amanu.
c. Beka is _____ Tut.
d. Tut is _____ Amenu.
e. Amenu is _____ Beka and Tut.

Activity 2: First, complete the following sentences with "as… as" and then with "as not …as"

1. The blue car is_____ the black car (fast).
2. Chala is _____ Goshime (tall).
3. This copy is_____ the other one. (bad)
4. Today it's _____ yesterday (windy)
5. The tomato soup was_____ the mushroom soup. (delicious)
6. Grapefruit juice is_____ lemonade (sweet).
7. Silver is _____ gold. (heavy)

Grammar summary

The positive degree of comparison are constructed:

Subject/ noun + 'be' + as + adjective + as…

subject/noun + 'be' +not + as + adjective + as +…..

Examples: Helen is as clever as her elder sister.

Babi is not as tall as Mamush.

B. Comparatives and superlatives of one syllable adjectives

Activity 1: Look at the picture below. Write the differences you see.



1. Who is fatter?
2. Who is taller?
3. Who is thinner?
   Who is shorter?

Compare your answers with your partner. Report your answers to your classmates.

Activity 2: Using the pictures answer the following questions.

1. Are Goshu and Jifare equal in height?

   Ans: No, they aren't. Jafare is taller than Goshu

2. Are Goshu and Jafare the same in size?

   Ans: _____

Activity 3: Complete each sentence with the correct comparative form of the adjectives given in brackets. Add *than* when necessary. The first one has been done for you as an example.

1. This bag is *nicer than* (nice) that one.
2. Very old laptops are a lot_____ (big) the new ones.
3. I prefer _____(hot) temperatures. That's why I love summer.
4. My new table is _____ (small) the old one.
5. The distance of my new school is _____ (short) my previous school.
6. Her house is _____ (large) mine.
7. That box is _____ (small) the one I lost last year.
8. Our dog runs _____ (fast) our cat.
9. This suck is _____ (light) that suck.
10. The price of sugar yesterday is _____ (cheap) today.

Week 4 Day 2

Lesson 14

C. Superlative adjectives

Activity 1: Look at the pictures below and answer the questions that follow. Compare your answers with a partner.



1. Who is taller? Bethy or Endenge?
2. Who is fatter? Endenge or Bethy?
3. Who is shorter? Foziya or Bethy?
4. Whose hair is longer? Bethy's or Endenge's?
5. Who is the tallest?
6. Who is the shortest?
7. Who is the fattest?
8. Whose hair is the longest?
9. Whose hair is the shortest?

Activity 2: Look at the bio-data of five students in the Table below and answer the questions that follow.

Points of differences	Tufa	Petros	Belete	Halima	Hadaro
Age	18	19	21	17	19
Height	1.75	1.25	1.45	1.60	1.70
Weight	57kg	65kg	60kg	55kg	70kg
Size	32	38	35	27	40

1. Show your agreement to the statements in the Table based on the bio-data listed above.

No	Statement	Correct	Incorrect
1	All of the three students are below 20		
2	They are all equally young		
3	Tufa is the tallest of all		
4	Belete is the eldest		
5	Petros is the fattest		
6	Hadero is the thinnest		
7	Halima is the shortest		
8	Halima is the youngest		

2. Now look at the bio-data again and write five similar correct sentences.

Compare your sentences with your partner.

Activity 3: Use the data in the Table and answer the questions that follow. The first has been done for you as an example.

1. Who is the tallest?
   Tufa is the **tallest**.
2. Who is the shortest ?
3. Who is the fattest?
4. Who is the youngest?
5. Who is the eldest?
6. Who is the thinnest?

Activity 4: Practice the language used in the questions and answers with your partner.

Activity 5: In pairs, answer these questions in complete sentences.

1. Who is the shortest student in your class?
2. Who is the fattest student in your class?
3. Who is the tallest of all students?
4. Who is the thinnest?

Week 4 Day 3

Lesson 15

Activity 1: Choose the correct answer to complete each sentence. Compare your answers with a partner. The first one has been done for you as an example.

1. _____is the highest mountain (high / mountain) on Earth.

   a. Mount Kilimanjaro b. Mount Everest c. K2

2. _____is _____(fast / animal) in the world.

   a. The camel b. The zebra c. The cheetah

3. _____is _____(long / river) in the world.

   a. The Nile River b. The Amazon River c. The Yangtze River

4. _____ is _____ (wide / ocean) on Earth.

   a. The Pacific Ocean b. The Atlantic Ocean c. The Indian Ocean

5. _____ is _____(small / continent).

   a. Africa b. Antarctica c. Australia

6. _____is _____(large / animal) on Earth.

   a. An elephant b. The blue whale c. The giraffe

7. _____is _____(cold / place) on Earth.

   a. Antarctica b. Alaska c. Canada

8. . _____is _____(close / planet) to the sun.

   a. Mars b. Venus c. Mercury

Grammar Summary

Forming regular comparatives and superlatives is easy. The form depends on the number of syllables in the original adjective. In this section we have learnt the one syllable adjectives. One syllable adjectives are formed as follows:

1. There are three forms of adjectives used to show varying degrees of comparison: **the positive, the comparative, and the superlative**.

- **Positive adjective**: describes the noun as it is.
  - Tilahun is tall.
- **Comparative adjective**: describes a noun by comparing it to another noun.
  - Firaol is short**er** than Ali.
- **Superlative adjectives**: describe a noun by comparing it to two or more nouns to the highest or lowest degree
  - Obang is the tall**est** of all students in our class.

2. Add **-er** for the comparative and **-est** for the superlative adjectives.
   - Firaol is short**er** than Ali.
   - Obang is the tall**est** of all students in our class.
3. If the adjective has a consonant + single vowel + consonant spelling, the final consonant must be doubled before adding the ending. For example take the adjective *big*:
   - *European potatoes are bigger than Ethiopian potatoes*
   - *The commercial Bank building is the biggest building in Ethiopia.*
4. If an adjective **ends in *–e***, we add *–r* or *–st*:
   - *Daniel is my close friend.*
   - *Daniel clos**er** to me than Tadu.*
   - *Daniel is my clos**est** friend than anybody else.*

Section 6: Writing

Week 4 Day 4

Lesson 16

Writing a short paragraph

Activity 1: The following sentences describe how Gali wears his uniform when he goes to school. The sentences are not in the correct order. Rearrange them into a proper order.

1. I put on my over wear.
2. I wear my underwear.
3. I wear my shirt.
4. I wear my trousers.
5. I wear my socks.
6. I put on my shoes.
7. I put off my night wears.

Writing a paragraph that explains a process

Activity 2: Read the following paragraph. An old woman tells you how her villagers pray for rain. Ask your parents about a similar activity in your community and write a similar paragraph of not less than seven sentences. Show your paragraph to your teacher.

Draught happens when there is no rain for a long time. Cattle don't have any grass to graze. During such an occasion, we pray to God as follows. First, all women in our village prepare coffee, salt, butter, pepper, flour and a big pan for roasting meat and an empty milk jar. Empty milk jar symbolises lack of milk. Men bring a sheep for sacrifice. We all go to the top of a mountain singing prayers songs for rain. On a mountain, first we light fire and roast coffee. The aroma of the coffee is a part sacrifice. While we boil coffee, men kill the animal. Then we fry and toast the meat very much. This is to make the smell of the toasted meat reach the Almighty God. We drink the coffee and eat the food. Then we come together and pray to God loudly. God listens to us. Sometimes it rains while we are on the prayer. After that, we go back home with great pleasure. We praise God for giving His attention to us.

UNIT TWO

DRY SEASON

(16 Periods)



Learning Outcomes

Upon successful completion of the unit, learners will be able to:

- **identify specific and main ideas from a listening text;**
- **talk about seasons and the weather;**
- **identify specific and major ideas of a reading passage;**
- **answer reference and inference questions on a reading passage;**
- **use appropriate season and weather-related expressions;**
- **use present simple to describe habitual actions;**
- **use future simple to indicate events of the future time;**
- **use correct comparative and superlative forms of long adjectives;**
- **write a short paragraph comparing dry season and rainy season.**



Section 1: Listening

Week 5: Day 1

Lesson 1

Activity 1: You are going to listen to a text on the topic *Dry Season*. Before you listen to the text, answer the following questions with a partner.

1. What do you know about seasons?
2. What is the difference between dry season and rainy season?

Activity 2: These words and phrases are taken from the listening text. Your teacher will help you learn their pronunciation and meanings.

• climate • temperature • precipitation • weather	• bushfires • hemisphere • tropics • tropical rain belt

Activity 3: Now your teacher is going to read you the listening text. As you listen, complete the sentences below with the right word.

a. Dry season is a yearly period of the _____.
b. The rain belt lies in the northern hemisphere from _____ to _____.
c. During the dry season, _____ are common.

Activity 4: Listen to the text again and write whether the following statements are *True or False on the dashes*.

a. Dry season is characterized by low rainfall and low humidity._____
b. The tropical rain belt always lies in the southern hemisphere._____
c. Water holes and rivers dry up in the dry season. _____
d. During the dry season, days are typically cloudy. _____

Activity 5: With a partner, discuss the following questions and report your answers to the class.

a. Write three things you like about the dry season.
   Three things I like about the dry season are _____, _____ and _____.
b. Write three things you do not like about the dry season.
   Three things I do not like about the dry season are _____, _____ and _____.

Week 5 Day 2
Lesson 2

Activity 1: You are going to listen to another short text entitled *Dry Season in Ethiopia*. Before you listen to the text, answer the following questions in pairs.

a. What main climate seasons does Ethiopia have?
b. What type of season do the pictures below indicate?
c. Are they in urban or rural areas? How do you know?

Picture 1 (Source: https://journeysbydesign.com)



Picture 2 (Source: https://journeysbydesign.com)



Activity 2: Now listen to the text attentively and complete the statements with the right information. Then compare your answers in groups of three.

a. The main climate seasons Ethiopia experiences are _____ and _____

b. The dry season in Ethiopia is from _____ to _____

c. The temperatures rise again during _____

Activity 3: Listen to the text again and match the phrases under 'A' with the right expressions under 'B'.

'A'	'B'
__1.Ethiopia's rainy season __2.Ethiopia's winter season __3.lowland areas __4.highland regions	a. December to February b. cooler weather conditions c. June to August d. hotter temperatures

Activity 4: Reflection from Listening

You have listened about Dry Season in Ethiopia. Now, in groups of three, discuss what people can do during the dry season. Write down your ideas and report to the class.

a. rural children
b. rural women
c. farmers
d. children in town and cities

Section 2: Reading

Week 5 Day 3

Lesson 3

Activity 1: The following words are taken from the passage you are going to read. Can you say them correctly? In pairs, guess their meanings.

a. irrigation
b. utilize
c. reliance
d. cultivate
e. consume
f. investment

Activity 2: In pairs, look at the pictures and read the passage quickly to answer these questions.

1. What do the pictures show?
2. What are the differences among the three pictures?
3. Which of these methods are practiced in your area?
4. What is the main idea of the passage?

Dry Season Farming in Ethiopia





- [Source:
- https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.hidropolitikakademi.org%2Fen%2Farticle%2F28260%2Fsafe-use-of-wastewater-in-agriculture-good-practice-examples&psig=AOvVaw1skrRQVq0oena3kNs2s-W_v&ust=1636532663829000&source=images&cd=vfe&ved=0CAwQjhxqFwoTCIjqy8ztivQCFQAAAAAdAAAAABAD

- https://farmersreviewafrica.com/us-350000-granted-for-water-saving-drip-irrigation-in-nigeria/
- https://www.amarujala.com/photo-gallery/bizarre-news/mad-hya-pradesh-chhatarpur-police-entered-in-house-like-thieves-to-catch-coronavirus-infected-patient

Visit Date: 11/09/2021

Dry season farming is often described as crop production with **irrigation** or water dripping during a dry season. **It** is practiced usually in regions that receive at least 20 inches (50 cm) of annual rainfall, and **utilizes** the moisture stored in the soil from the rainy season.

Ethiopia has a long history of dry season farming. Dry season farming has been used for years to **cultivate** crops like cotton, maize, sesame, sugar-cane, vegetables and fruits around the Afar Region, along the Awash Basin.

Dry season farming improves food availability and ensures better pricing all year long. **It** also helps to reduce the **country's reliance** on imports as a way of ensuring food security. Dry season farmers can contribute significantly to the country's economic development through exporting food. For example, wheat is a crop that is cultivated in Ethiopia, and yet a major portion of the wheat **consumed** in the country is imported mainly from America and Canada. However, the production of wheat can be increased by several millions of tones through dry season farming. In recent times, the Ethiopian government has increased **its** participation in dry season farming. **It** especially has increased its **investment** in the production of 'yekola sinde'.

Activity 3: Decide if the following s are *True* or *False* and write your answers on the dashes.

_____ a. Dry season farming is practiced in places that receive much rainfall.
_____b. Farmers can produce all types of crops during dry season.
_____c. Dry season farming is a new practice in Ethiopia.
_____d. Dry season farming can help to improve food supply.
_____e. We can decrease food imports by expanding dry season farming.

Activity 4: With a partner, read the passage again and find out what the words in bold stand for / refer to.

A. The word **It** in Paragraph 1, line 2 _____
B. The word **country's** in Paragraph 3. line 2 _____
C. The word **its** in Paragraph 3, line 9 _____
D. The word **It** in Paragraph 3 , line 10_____

Activity 5: Answer the following questions first individually. Then compare your answer with a partner.

1. What do you understand when the writer says, "Ethiopia has a long history of dry season farming."?
2. What are the advantages of dry season?
3. Why do we import the major portion of the wheat we consume**?**

Week 5 Day 4

Lesson 4

More about seasons in Ethiopia

Activity 1: Ethiopia has four seasons: Spring, Summer, Autumn/Fall and Winter. Write the names of these seasons in your local language?

Activity 2: In pairs, look at the picture *Ethiopian Seasons* below. Which months of the year are the seasons?

Can you list some major farming activities that are done during these seasons in Ethiopia? Report your answers to your class.



Activity 3: **Seasons in Ethiopia are also connected with holidays and special festivals, or with unique plants and crops to grow. In groups of four, list down such unique features of each season and report to your class.**

For example in **Spring,**

- Ethiopian New Year's Day - September 11 (during leap year: September 12)
- Meskel (Finding of the True Cross) Holyday - September 27 (leap year: September 28)
- 'Adey Ababa' blooms and covers the mountains.
- Most of the land covers with crops and appears green.

Section 3: Vocabulary

Week 6 Day 1

Lesson 5

Activity 1: **You have studied the meanings of these words in Lesson 3, Activity 1 above. Now use them to complete the sentences below.**

irrigation	cultivate	utilize	reliance
	consume	investment	

a. _____ on food aids is an obstacle for development.

b. Farmers use _____ to cultivate dry season crops.

c. Increasing _____ on dry season farming can help to maintain food security.

d. If we _____ our water resources well, we can produce more.

Let's learn more words related to dry season

Activity 2: **First, practice to pronounce the words under Column 'A'. Then, use a dictionary to match them with their meanings in Column 'B'. Your teacher will help you.**

'A'	'B'
1. arid	a. hot and dry
2. semiarid	a. dried
3. scorching	b. very dry
4. parched	c. partly dry
5. desiccated	d. continuous dry climate
6. drought	e. an area with little or no rain
7. desert	f. very hot

Activity 3: **Use the correct words or expressions from the above table to complete the text below. Compare your answers with your partner.**



Deserts and steppes comprise the regions that are characterized by dry climates. These are _____ (1) and _____(2)areas that have three main characteristics: very low precipitation, high evaporation rates that typically exceed precipitation and wide temperature swings both daily and seasonally. The lowest rainfall occurs in arid or _____ (3) areas where precipitation averages less than 35 cm (14 inches) per year. Some deserts have years with no rainfall at all. The _____ (4) climate makes the earth _____ (5) by the sun. Semiarid or steppe regions receive slightly more rainfall than deserts. They can receive up to 70 cm (28 inches) per year. These regions usually have _____ (6) climate and experience _____ (7).

Activity 4: Word Building

Adjectives from nouns – In pairs, look at the words in the box and answer the questions below.

Noun	Adjective
rain	rainy
sun	sunny
cloud	cloudy

1. Have you seen any difference in the example adjectives?
2. What are their differences?
3. Can you add more similar adjectives?

When we talk about the seasons, we use words such as *rain*, *rainy*, *sun* and *sunny*. The words *rain* and *sun* are nouns while *rainy* and *sunny* are adjectives. We add 'y' to the nouns to make them adjectives.

Activity 5: Complete each of the following sentences with the correct form of a word from the box.

cloud	**wind**	**smog**	**snow**
mud	**smoke**	**fog**	

1. The Blue Nile Fall is also known as the _____ water.
2. The weather is very _____. It may rain soon.
3. It is so _____ that it blows the fallen leaves.
4. I should wear my boots. It rains heavily and the road becomes _____.
5. I like watching _____ mountains during the rainy season.

Activity 6: Compound nouns – In pairs, look at the words in the box and answer the question below.

Base Noun	Compound Noun
rain	rainfall
sun	sunshine

1. How are the compound nouns formed?
2. List as many compound nouns with 'rain' and 'sun' as you can. You may use a dictionary.

Week 6 Day 2

Lesson 6

Activity 1: Antonyms and synonyms

1. **The following words are used in the listening and reading texts. With a partner, find their antonyms from those given in the circle.**

Example:

*The **dry** season is a yearly period of **low** rainfall in the tropics.*

In this sentence, the antonym of the word 'dry' is 'wet'; and the antonym of the word 'low' is 'high'.

a. sunny b. clear c. light d. hot e. warm	heavy cool cold dark cloudy

2. **Write the synonyms for the words listed a-e above.**

Activity 2: Work in groups of three. Take a word from the circle above and another word from the box below and make as many weather related expressions as you can.

sky	weather	rainfall	temperature
	rain	season	

Example: clear sky heavy rain

Activity 3: **Write five sentences using the compound words you have formed in Activity 2. Then compare your sentences in groups of three.**

1. _____
2. _____
3. _____
4. _____
5. _____

Activity 4: **Word Grouping**

All of the following words are about the weather. In groups of four, group them under the five topic words in the table below. You can use a dictionary.

drizzle	gloomy	gale	blustery
warm	cloudy	sleet	hail
breeze	cool	cold	freezing
hurricane	blizzard	snowflake	showers
clear	overcast	flood	downpour

Rain	Clouds	Cold	Wind	Temperature

Section 4: Grammar in Context

Week 6 Day 3

Lesson 7

Simple present to talk about habitual actions

In Unit One, you learnt about affirmative, negative and interrogative forms of the simple present tense. In this unit, you will study about the function of simple present tense.

Activity 1: Read the following short texts. What is the tense of the verbs written in bold?



Ethiopian farmers usually **grow** vegetables, maize and cotton with irrigation.

My father is a farmer. He **prepares** his farm land during the dry season and he **saws** during the rainy season.

Have you noticed that the verbs *grow*, *prepares*, and *saws* are all present; and the verbs *prepares* and *saws* are in the third person singular?

Activity 2: With a partner, read the following text. What does the text talk about?

*I'**m** Halima Teyib. I'm a doctor. I **work** in a hospital. My husband, Kemal, **is** a teacher. He **teaches** Music at a college. We **get up** at seven o'clock **every morning**. Kemal **sets** the table, and we **have** breakfast. He **likes** bread and tea, but I don't. I **eat** scrambled eggs and I **drink** milk at breakfast. Then, we **leave** home at a quarter past eight.*

Have you noticed that the texts in both Activity 1 and Activity 2 express habitual actions?

Activity 3: Fill in the correct present form of the verb as in the examples. Then compare your answers with a friend.

1. Ujilu and Obang play tom twice a week. (play)
2. Keriyat doesn't do the family accounts. (not do) Her husband does them. (do)
3. Does Girma usually _____ clients so late at night? (meet)
4. Every year his family _____ to Dessie for two weeks. (go)
5. Tariku and Jeilan _____ an English class on Wednesday mornings.(take)
6. _____ Ethiopian Airline _____ to Paris? (fly)
7. The semester _____ until the end of June. (not finish)
8. Rahel usually _____ to call her mother in the mornings. (try)
9. The shops _____ until 21:00. (not close)
10. Abubeker _____ the ball and _____ it into the net. (receive/kick)

Activity 4: In pairs, read the following text that Hassen writes about himself. Then, re-write it in the third persons –He, She It, They.

*Hello! My name is Hassen. I'm 12 years old. This is what I normally **do**. I **love** to walk to the mountain. During the week, I **wake up** early and **go** for a s my cousin. We **like** to get some fresh air before we **start** our day. We **live** in the country mall walk on the mountain. I usually **go** there with my elder brother or with far away from the city. We think that our country life is wonderful because we **are** away from the noise and pollution of the city. We often **walk** for about an hour and then return to our home. After having my breakfast, I always **ride** my bicycle and **arrive** at school at 9:00a.m. This is what I **do** every morning.*

Begin like this:

His name is Hassen. He's 12 years old. This is what he usually does….

Grammar Summary

As we can see in the above examples, we use the simple present tense **to talk about things that happen continually**, like every day, every week, every month, or every year. We also use the simple present tense for anything that happens often.

Note:

In the present simple 3rd person singular (he, she, it), add -s, -es, or -ies to the base form of the verb.

- To regular verbs just add an –s, Examples: travel - travel**s**, give - give**s**, play-play**s**
- To verbs that end in s, ss, sh, ch, x, and o, add an –es; Examples: wash-wash-**es**, mix-mix**es**, go-go**es**
- To verbs end in 'y' after a consonant (any letter that isn't a vowel), change the 'y' to 'I' and add -es. Examples: study-stud**ies**, fly-fl**ies**

Week 6 Day 4

Lesson 8

Frequency adverbs and time expressions in the present simple



Activity 1: In groups of four, discuss the difference among the words in bold..

1. I **always** study hard for exams.
2. Do you **usually** speak to him like that?
3. Ben goes to football practice **every Tuesday**.
4. **In general**, I believe that all people can live in peace.
5. You go to the supermarket **every week**?

Grammar Summary

Note that the expressions in bold are time expressions. Examples of commonly used time expressions in the present simple are: usually, always, sometimes, never, on Wednesdays, every Wednesday, twice a week, once a month, in general, and every other day.

Time expressions such as *often usually always never seldom/rarely sometimes* are also known as adverbs of frequency.

Activity 2: Put the following adverbs of frequency in the correct order from the most often to the least often (1-6)

Often usually always never seldom rarely sometimes

Activity 3: Look at the example and the tick marks in the boxes below. they show how often you do things happen. then answer the questions.





A. I never ride my bike.

B. **I sometimes ride my bike.**

C. I often ride my bike.

D. I always ride my bike.

1. We _____ walk the dog.

2. I _____ drink tea.

3. She _____ wears hats.

4. You _____ make your bed.

5. My sister _____ plays tennis.

Activity 4: Complete the following sentences with the adverb and the correct form of the verbs in brackets.

1. Our teacher, Mr. Yohannes_____(be/ never) late for lessons.
2. I _____ (often / clean) my bedroom at the weekend.
3. My brother _____ (hardly ever / help) me with my homework.

4. I _____ (be/ sometimes) bored in the Maths lessons.
5. You _____ (be/usually) at the sports center on Sundays.
6. Sorenie _____ (always / arrive) the school at half past eight.

Week 7 Day 1

Lesson 9

Positions of frequency and time expressions in the simple present tense

Activity 1: In groups three, study the following sentences. Pay attention to the places where the time expressions are put.

A: She **sometimes** seats in the front desk.

Mohammed **usually** walks to school on foot.

Always, the children take a taxi to their school.

B: I am **sometimes** absent from school.

They are **never** happy with their housemaid.

Usually, we arrive on time at our work place.

C: We clean our rooms **every other week**.

The family goes to church **every Sunday**.

Once in a week, they visit their grandparents.

They cook dinner **every night**.

Dan plays soccer **twice a week**.

They cook dinner **every night** at 7:00.

They cook dinner at 7:00 **every night**.

On weekends, they stay at home.

- **What are the three positions the time expressions are places in the above sentences?**

Note:

- Time expressions made up of **one** word are placed between the subject and the verb, or between the auxiliary verb and the main verb.
- Time expressions made up of **two or more** words are commonly placed at the end of a sentence and usually at the end of questions.
- All time expressions except 'never' can be placed at the beginning for **emphasis.**

Activity 2: Position of frequency adverbs in sentences: underline the correct one from those in brackets.

1. He (rides sometimes/sometimes rides a horse.
2. They (usually are/are usually) late for school.
3. She (is always/always is) punctual.
4. You (never listen, listen never) to me.
5. We (make often/often make) mistakes.

Activity 3: Use the frequency and time expressions below to write at least 5 true statements about your habits or routines in the simple present tense.

Example: once a week _____

You say: I go to the movies once a week.

1. always _____
2. every weekend _____
3. never _____
4. once a year _____
5. at 7:30 in the morning _____
6. in September _____
7. often _____

Week 7 Day 2

Lesson 10

Simple Future Tense

Activity 1: In groups of four, study the following sentences.

a. Farah ***will complete*** *her homework.*

b. Farah **will not complete** *her homework.*

c. Will *Farah* **complete** *her homework?*

Note that sentence a is affirmative/positive, sentence b is negative and sentence c is interrogative/question forms of simple future tens.

Activity 2: Make similar simple future sentences using the given words.

1. they / call / us

- Affirmative: They will call us.
- Negative: They will not/ won't call us.
- Question: Will they call us?

2. she / remember / us

- Affirmative: _____
- Negative: _____
- Question: _____

3. you / be / in Adama

- Affirmative: _____
- Negative: _____
- Question: _____

4. I / buy / bread

- Affirmative: _____
- Negative: _____
- Question: _____

Grammar Summary

The simple future tense

Structure

Affirmative/positive sentences

Subject + will/shall + main verb + (object)

e.g., My uncle will come tomorrow.

Negative sentences

Subject + will/shall + NOT – main verb + (object)

e.g., My uncle will not/won't come tomorrow.

Interrogative sentences

Helping verb + subject + main verb + object

e.g., Will my uncle come tomorrow.

How to Use 'will' and 'shall'

"Will" and the negative form "will not" or "won't" is a modal auxiliary verb. It is followed by the infinitive without 'to'.

Note: "will" is often abbreviated to *'ll* in spoken English:

"**I'll leave** later."
"**He'll leave** later."

Simple future tense is used to indicate events of the future time:

- To express future as a fact – **will be/shall be**
- To talk about things which we think or believe will happen in the future – **will be**

Note that we can use **'shall'** instead of **'will'** for first person singular 'I' when we:

- describe future very formally

Activity 3: More about Future Simple

Complete the sentences with the future simple form of the verbs in brackets. Then compare your answer with a partner.

1. The football match _____ after an hour. (begin)
2. I _____ you an email tomorrow. (send)
3. Terfassa _____ the English Language Course next month. (join)
4. Saron _____ around the world next week. (travel)
5. I _____ you to complete the assignment. (help)
6. She _____ for London tomorrow. (leave)

Activity 4: Complete the paragraph using shall/will/won't to talk about uses in brackets.

_____you have lunch with us tomorrow?(request) "No, I'm afraid, I _____ be able to.(doubt), "I _____ have to meet my doctor in the morning.(expectation) But I_____ definitely call you after I meet the doctor."(promise) "You _____ forget, I hope."(refusal)

Week 7 Day 3

Lesson 11

Comparatives and Superlatives: Two or more syllable adjectives

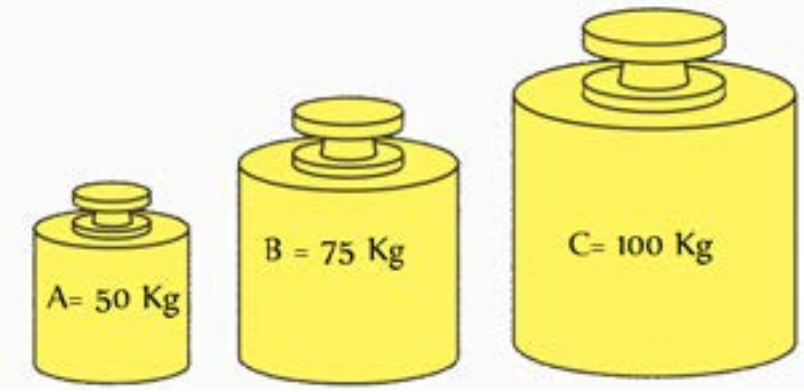
Remember:

In the previous unit, you studied about comparison such as:

- *Positive degree of comparison or similarities:* ***as + adjective + as***
- *The comparatives and superlatives of* ***all regular one syllable adjectives*** *are formed by adding* ***'-er'*** *and* ***'-est'****.*

In this unit, you are going to learn about comparatives and superlatives of two and more syllable regular adjectives.

Activity 1: Look at the pictures and sentences below in pairs.



1. Jar A is **heavy**.
2. Jar B is **heavier** than Jar A.
3. Jar C is the **heaviest** of all.

Note:

- **Comparative adjectives** with two syllables can be formed by making the '**er**' ending **or** by adding the words '**more**' or '**less**' before the adjective.
- For **superlative adjectives**, you make the '**est**' ending but use the word '**most**' or '**least**' instead of 'more' or 'less'.
- In many cases, either form of the comparative or superlative can be used, but there is generally a 'most common' usage.
- Notice again how the **comparative adjectives** are followed by '**than**', and **superlative adjectives** follow the word '**the**'.

Look at the following examples.

Adjective	Comparative	Superlative
happy	Happier	happiest
simple	Simpler	simplest
humid	more/less humid	most/least humid
busy	Busier	busiest
titled	more/less titled	most/least titled

Activity 2: Complete the following sentences with the comparative forms of the adjectives given in brackets.

1. New cars are much (quiet) old cars.
2. Spring is (windy) winter.
3. Last week, the weather was wonderful, but this week's weather is (wonderful).
4. Ras Dejen is (cloudy) than Mountain Batu.
5. In Ethiopia, August is (rainy) than July.
6. Awash is (utilized) than Baro River for dry season farming in Ethiopia.
7. 'Adey ababa' provides (wonderful) scenery to Ethiopian plateaus than other flowers.

Activity 3: Complete the following sentences with the superlative forms of the adjectives given in brackets.

1. 'Kiremt' is _____ (busy) season of Ethiopian farmers.
2. This is _____ (quick) method of delivery.
3. That was (easy) mountain I've ever climbed.
4. Climbing Mount Everest in a snowstorm is one of _____ (stupid) thing you can do. It's extremely dangerous!
5. This street is one of _____ (pretty) in this city.
6. Yared wants to have _____ (modern) cell phone.

Week 7 Day 4

Lesson 12

Comparative and Superlative Forms of Three or More Syllable Adjectives

Activity 1: In groups of four, look at the pictures and the sentences below.





A. 8.5 million birr B. 9.5 million birr C. 7.5 million birr

House C is expensive, but House A is more expensive than C.

House B is the most expensive of all.

In these cases, we always add '**more**' or '**less**' before a **comparative adjective** and '**most**' or '**least**' before a **superlative adjective**. The table below shows the **comparative** and **superlative** forms of adjectives that are three or more syllables long.

Adjective	Comparative	Superlative
Beautiful	more/less beautiful	most/least beautiful
Complicated	more/less complicated	most/least complicated
Wonderful	more/less wonderful	most/least wonderful

Activity 2: Use 'more' and form the comparative forms of the adjectives given in brackets to complete the following sentences.

1. This hotel is_____ **(expensive)** than the last hotel we stayed at.
2. Reading is_____ **(interesting)** than watching television.
3. The sea here is_____ **(beautiful)** than the sea in my country.
4. Do you think money is_____ (important) good health?
5. Gas is so expensive! I want a _____ (efficient) car.

Activity 3: Use 'less' and form the comparative forms of the adjectives given in brackets to complete the following sentences.

1. Walking is _____(tiring) than running.
2. Australia is _____ (populated) than China.
3. Hamburgers are _____ (healthy) than vegetables.
4. I am _____ (worried) about this exam than the last one.
5. This map is _____ (confusing) than my Maths homework.

Activity 4: Use 'most or least' and the superlative forms of the adjectives given in brackets to complete the following sentences.

1. He's _____ (active) person I know. He's very lazy.
2. That was _____ (funny) film I've watched in a long time!
3. I think, Lemen is _____ (hardworking) student in our class. He stood last.
4. This is _____ (expensive) jacket I can afford to buy.
5. Health _____ (important) thing in life.

Week 8 Day 1

Lesson 13

Superlative Adjectives:

Activity 1:In pairs, read and discuss the following sentences. What do you understand from the expressions in bold?

- Spring is **the most wonderful season** of the year for most Ethiopians.
- Those were **the least comfortable** couches I have ever sat on.
- Paris is **the most beautiful** city I've ever seen.

Activity 2: Work with a partner. Use the superlative forms of the words in brackets to complete the sentences.

1. She's _____ (determined) candidate we've seen today.
2. It's _____ (difficult) part of our assignment.
3. My brother is _____ (annoying) person when looking for peace and quiet.
4. We hope to go to _____ (beautiful) Tropical Island.
5. Reading a good book is _____ (leisurely) way to relax.

Activity 3: Work in pairs. Use 'the least' and form superlative forms of the words in brackets to complete the sentences.

1. Cleaning the floor is my_____ (favourite) type of housework.
2. The present simple is _____ (difficult) tense in English.
3. Multitasking is _____ (efficient) method of productivity.
4. This watch is _____ (attractive) one in the shop.
5. Ted was _____(experienced) climber in the team.

Activity 4: Read the article about the problem on Mount Everest. Then fill in the blan

spaces with the superlative forms of the adjectives in the brackets. Compare your answers in pair

Mount Everest: *The Highest Garbage Dump in the World?*



Most people know that Mount Everest is the highest mountain in the world. However, there is another fact that many people don't know: it has become one of the (1)_____ (dirty) mountains in the world.

Mount Everest is one of the (2)_____ (tough) and (3)_____ (exciting) mountains to climb on Earth. It is not the coldest or (4)_____ (windy) place on Earth, but it comes close! These challenges make it one of the (5)_____ (attractive) mountains for serious climbers. Since 1952, over 3500 climbers have reached the top. Unfortunately, most of them have left equipment and trash on the mountain.

In fact, trash is now one of the biggest threats to the environment on Mount Everest. Local organizations have brought tons of trash down from the mountain. One of the (6)_____(interesting) projects handed over more than a ton of tin cans, glass bottles, and old climbing tools to artists in Nepal. The artists used the trash to create works of art. Then, they sold the art to raise money for local charities. The (7) _____ (expensive) work of art cost $17, and the most expensive one cost $2400.

(Source:NGL.Cengage.com/ELT)

Section 5: Speaking

Week 8 Day 2

Lesson 14

Let's Practice Some Sounds.

Activity 1: These words are common when we talk and write about seasons and weather. In pairs, take turns to say them loudly. Add as many similar words as you can.

sunny	dry	cloudy
rainy	snowy	smoky
foggy	smoggy	

Have you noticed that 'y' at the end of the above words is pronounced as a vowel?

Again, practice pronouncing the following words with a partner. Add as many words that start with 'y' as you can.

yes	yesterday	year
you	young	yellow
your	youth	yield

Note that at the beginning of these words, 'y' functions as a consonant sound.

Talking about the Weather

Activity 2: In groups of four, discuss the following expressions. Your teacher will help you.

Grammar Summary

We usually use ***it is*** when we talk about the weather.
This is normally: **It is + adjective** OR **It is + verb-ing**

It is + adjective = A description of the weather

- **It's** sunny today.
- **It's** hot and humid today.

We can also say:
It is a + adjective + day (or morning/afternoon/night)

- **It's** a fine day.
- **It's** a windy afternoon.

It is + verb-ing = This type of weather is happening now.

- It's drizzling outside.
- It's snowing.
- Take an umbrella; it's raining.

Role Playing



Activity 3: With a partner, practice the following conversation.

Student A: What is your favourite weather?

Student B: I enjoy sunny weather.

Student A: Why do you like this kind of weather?

Student B: When it is sunny, the sun is shining and I feel excited. I can ride a bike/a horse or go for a walk in such weather. What is your favourite weather?

Student A: I prefer drizzly weather.

Student B: Why do you like this kind of weather?

Student A: When it is drizzling and the sky is overcast, I feel relaxed and forget about my everyday problems. I can listen to music or watch my favourite film in such weather.

Asking about the weather

We can ask about the weather by saying:

- What's it like out (side)?
- How's the weather today?
- What's the temperature?
- What's the weather forecast?
- What's the forecast for tomorrow?

Activity 4: Practice the following dialogue with a friend. Then try to write a similar question and answer dialogue.

Student A: What is the weather like today?

Student B: It's very hot and sunny. It's 32^0 C. It's like the world is boiling.

Student A: It's a lovely day! We can enjoy some fair weather!

Student B: What about going to the river? /Let's go to the river.

Student A: That's a good idea! / That sounds great!

Week 8 Day 3

Lesson 15

Talking about the weather in the past (Simple Past)

Activity 1: In groups of three discuss the notes below. You may compare the expressions with those in Lesson 14.

We use ***it was*** when we talk about the weather in the past.
This is normally: **It was + adjective** OR **It was + verb-ing**

It was + adjective = A description of the weather in the past

- **It was** sunny yesterday.
- **It was** hot and humid last week.
- **It was** cold yesterday.

We can also say:
It was a + adjective + day (or morning/afternoon/night)

- **It was** a fine day.
- **It was** a windy afternoon.
- **It was** a nice day last Sunday.

It was + verb-ing = That type of weather was happening for a period of time.

- It was drizzling outside.
- It was snowing the whole week.

Asking about the weather in the past

- What was the weather like yesterday?
- Was the weather fine last week?
- Was it snowing the whole week?

Activity 2: Look at the short text about what the weather liked and what Daniel did yesterday.

Yesterday, the weather was sunny. I went out of home at 8:30. I walked in the park. Then I swam in the lake. I studied and played football with my friends

Now with a partner, take turns to talk about:

What was the weather like last week? What did you do?

Predicting the weather in the future

Activity 3: In groups of three discuss the expressions below.

When we talk about the weather in the future, we use ***it will or will be***.
This is normally: It + will + weather verb + future time OR It + will + be + weather adjective + future time

It will rain in the afternoon. It will snow tomorrow.	Future with weather verb
It will be rainy tomorrow. It will be snowy tomorrow.	Future with weather adjective

Activity 4: In pairs, try to predict tomorrow's weather by considering today's weather,.

Debating

Activity 5: Group the class into Group A and Group B to debate on the following topics. Assign 5 representatives to debate on your behalf. Have a short discussion to identify important points. Then your representatives can use the ideas while debating.

Group A: Sunny weather is better than rainy weather.

Group B: Rainy weather is better than sunny weather.

Section 6: Writing

Week 8 Day 4

Lesson 16

Activity 1: Fill in the blank spaces with the right words from the box to write correct sentences about the weather in the past and complete Simon's Diary. Then compare your answers with a partner.

rainy, play, run, walk, lake, sunny, mountains, cloudy, windy, cinema, to do and where to go, changeable, stormy, at home, park.

M__nd__y



M_____ was a _____ day.

I couldn't _____ outside.

Tu__sd_y



T _____ was a _____ day.

I went to the _____ .

We__ne_day



W _____ was a _____ day.
I went to the _____.

T__ursd_y



T _____ was a _____ day.
I stayed at _____.

Fr__ d __ y



F _____ was _____.

I stayed at _____

S__t__rday



S _____ was _____ .

I didn't know what _____.

S__ nd __ y



S _____ was wonderful. At last, I went out _____ with my friends

Activity 2: **With a partner, compare the two pictures. Then individually, write a short paragraph of 4-6 sentences. You may begin with the following sentence. You can also use ideas from the reading passage in Section 3.**





During the dry season there is much more sunlight. In the rainy season there is much rainfall.…

UNIT THREE

ACCIDENTS

(16 hours)



Learning Outcomes

Upon a successful completion of this unit, learners will be able to:

- listen to and identify information from talks;
- reflect on their experiences with comprehensible English;
- comprehend details of a given reading text;
- comprehend major ideas of a given reading text;
- use strategies to guess meanings of new words;
- analyse the messages of given dialogues;
- use the Simple Past to describe past incidents;
- use accident-related words in writing and in talks; and
- write a contrast paragraph on the trends of car accidents.

Section 1: Listening

Week 9 Day 1

Lesson 1

Activity 1: **Sit in groups of four and look at the pictures below. Then describe what you see in the pictures.**



A.



B.

C .



D.





E.



F.

Activity 2: Discuss the following questions in pairs.

1. What is an accident?
2. Have you ever had accidents?
3. Have you ever tried to stop an accident from happening?
4. Guess the meanings of the following words. They are used in the listening text you are going to listen to.

Harmful	chocking	poisoning
joint dislocation	fractures	slips

Activity 3: Listen to a talk once again and answer the following questions.

What could be an appropriate title for the talk?

a. Accidents
b. Accidents in the home on children
c. Accidents in the home and prevention methods
d. Accidents in the rural areas

Week 9 Day 2

Lesson 2

Activity 1: Listen to the text again and identify whether the following statements are correct or incorrect.

No	Statement	Correct	Incorrect
1	Accidents could happen unintentionally		
2	All accidents may not cause injuries		
3	Accidents can take place only at home		
4	Poisoning is a planned accident		
5	All accidents cannot be prevented		

Now correct the incorrect statements according to the information given in the talk and compare your answers with a partner.

Activity 2: **Listen to the text one more time and match protection methods with the causes of accidents.**

No			Causes of accidents
1		A	broken bottles
2		B	hot water
3	Put	C	loose plugs
4		D	sharpened blades
F		E	drowning
		falling objects	

Activity 3: **What should children do to avoid accidents? Use the information from the listening text and the pictures below to answer this question.**



Section 2: Reading

Week 9 Day 3

Lesson 3

Activity 1: Look at the picture and tell your friend what you feel about the situations.



1. What do you think happened to the cars?
2. Do accidents happen in your area?
3. Tell your classmates about car accidents you have seen or heard about.
4. What do you think are the causes of car accidents in your area?

Activity 2: The following words are used in the passage you are going to read. In pairs, guess their meanings.

accident	traffic accident	pedestrian
vehicle	congestion	traffic jam

Activity 3: Read the text below once and choose an appropriate title to the text

a. Poor roads in Ethiopia
b. Lack of knowledge about traffic rules
c. Traffic accidents in Ethiopia.
d. Traffic accidents in the USA.

Although road traffic accidents are the major global public problems, most of them occur in poor countries including Ethiopia. **Pedestrians** and passengers of commercial vehicles are the most vulnerable in Ethiopia. In contrast, in the developed countries crashes involve primarily privately owned vehicles. In this case, the private drivers are the main car occupants who get **injured** or killed. repeated, In the United States of America, for instance, car drivers' account for 60% of the deaths while in Ethiopia, they account for only 5%. This implies that in one **crash** the number of people who get killed or injured in Ethiopia is about 30 times higher than it is in the US.

The major causes of road traffic accidents are five. One is poor road network. The roads are not many in number and are not adequately **interlinked**. Secondly, people lack knowledge about road traffic safety. delete pedestrians who walk on traffic roads do not use zebra crossing, and do not follow pedestrian rules. On the other hand, omit drivers drive with maximum speed. Although most drivers drive at very high speed, the roads are not wide to serve two or more cars at once. As a result, two cars that come from opposite sides are prone to **head-to-head collision**. Some drivers are so poor in using hind mirrors that when driving backwards, they could face **back-to-back collision**. The seats of some cars are not made to seat travellers back-to-back. Hence, they may encounter back-to-back collision. Thirdly, Ethiopia uses a mixed traffic flow system. This means that people, animals and cars use the same roads. Finally, the poor condition of most of the **vehicles** is another problem. Most of the cars are old. They move slowly and also break anywhere on the roads. This creates traffic jams. Traffic jams in turn lead to car accidents.

Therefore, in order to solve these problems, Ethiopia has to construct more roads. It should develop a strong traffic safety law and strictly enforce it.

Week 9 Day 4

Lesson 4

Activity 1: Read the passage again quickly and identify the paragraph which talks about the following points

1. The causes of traffic accidents _____
2. The need for more roads in Ethiopia _____
3. The vulnerability of pedestrians to car accidents: _____

Activity 2: Read the passage silently and identify the incorrect statements according to the information given in the passage.

1. The passage is about car accidents in America.
2. In Ethiopia, most deaths happen to private car drivers.
3. There are fewer car accidents in the USA than there are in Ethiopia.
4. Ethiopia has a poor road network.
5. Pedestrians use zebra crossings in Ethiopia.
6. Old cars are often used in Ethiopia.

Correct the incorrect statements and write them in your exercise book.

Activity 3: In groups of four, discuss the following questions and report your answers to the class.

1. What are the other types of accidents that are common in your locality?
2. What problems do these accidents have ?
3. How can accidents omit be prevented?

Section 3: Vocabulary

Week 10 Day 1

Lesson 5

Activity 1: Choose the most appropriate meaning for each word according to the information given in the passage.

1. pedestrians
   a. runners b. walkers c. jumpers d. toddlers
2. injured
   a. bandaged b. fleshed c. wounded d. killed
3. interlinked
   a. connected b. detached c. woven d. Over passed
4. head-to-head collision
   a. overhead crash b. face to face crash c. up-side down crash d. all
5. back-to back collision
   a. hitting from back b. hind attack c. back move d. none
6. vehicles
   a. motors b. carts c. bicycles d. cars, buses or trucks

Activity 2: Now use the words to complete the following sentences.

vehicles	back-to-back	collision	interlinked
head-to-head	injured	pedestrians	

1. The two ships were in a _____ . The big one directly hit the small one.
2. She was slightly _____in a road accident.
3. The truck and the bus had a _____ as the truck driver was not able to control the truck moving back.
4. Many rivers are _____with the canal system.
5. Two _____were injured when the car skidded.
6. This road is allowed only for motor _____.

Section 4: Grammar in Context

Week 10 Day 2

Lesson 6

a. **Simple Present Tense: Revision**

Activity 1: Complete the following sentences with the appropriate forms of the verbs in brackets.

1. I ———————— at a bank. (work).
2. She ———————— with her parents. (live)
3. Cows ———————— on grass. (feed)
4. He ————————- a handsome salary. (earn)
5. Amina ————————- to be a singer. (want)
6. Jitu ———————— delicious cookies. (make)
7. Gete and her husband ————————- in Singapore. (live)
8. Rashid and Ahmed ————————- to play card games. (like)
9. Sophia _____ two languages very well. (speak)
10. Tame and Haile _____ for a walk every evening. (go)

Activity 2: Practice the following dialogue in pairs. Pay attention to the expressions in bold.



A: What happened omit in our village today?

B: You **don't** know what happened?

A: I **don't**. What happened?

B: There **was** a car accident.

A: Oh, really?

B: I went out early I didn't **know**.

A: Was it serious delete?

B: Well, both cars **collided** but it was not serious.

A: Very good. I am happy.

B: The news **didn't** report any death.

A: Again I'm glad that everyone **was** okay.

B: Me too.

Activity 3: Look at the verbs in bold. Which ones are present and which ones are past? Write your answers in the Table below.

Simple Present Tense	Simple Past Tense

Compare your answers with your partner. Tell the differences.

Activity 4: Think of an accident you have heard about or seen in the past and tell your partners about it using the following note:

a. When and where it happened.
b. What damage it caused.
c. What harm did it bring to the people?

Week 10 Day 3

Lesson 7

b. **Present Continuous Tense**

Activity 1: Practice the following dialogue in pairs.

- **Ujulu:** Hi, so Guatlack, you are not coming today?
- **Guatlack:** Well, I am not coming; you know I am going to have my final exams from Monday onwards.
- **Ujulu:**It's a pity your exams are scheduled for next week.
- **Guatlack:Is** the eve good?
- **Ujulu:** Yes, very good. Let me tell you what we are doing **now**.
- **Guatlack:** Please, tell me.
- **Ujulu:** Dad **is cleaning** our compound. He **is also waiting** for his customer to bring him a fat sheep for us. I see from his face that he **is enjoying** the eve of the holiday. You know it **is not raining** today.
- **Guatlack:** How about Mom?
- **Ujulu:** I think Mom **is now preparing** spices. She **is also** checking if we **are doing** the chores.
- **Guatlack:** How about Keriat?
- **Ujulu:** My sister Keriat **is washing** all the clothes. She **is working** hard.
- **Guatlack:** What about you? You must be doing something.
- **Ujulu:** Yes, ofcourse**,** I **am cleaning** the living room; I **am using** different cotton wipers to clean the tables and the chairs. I **am trying** hard to finish my part of the work to go out to watch the football game today. We all **are enjoying** the Holiday.Oh! What's that? Oh, no! Car accident!
- **Guatlack:**What?! …….

Activity 2: Answer the following questions in complete sentences based on the dialogue. The first one is done for you as an example.

1. Q: Who is cleaning the compound?
   Ans: Dad is cleaning the compound
2. Q: Who is waiting for his/her client?
   Ans: _____
3. Q: How is the father feeling?
   Ans: _____
4. Q: Is it raining?
   Ans: No,_____
5. Q: Who is preparing spices?
   Ans: _____
6. Q: Who is working hard to finish her/his work early?
   Ans: _____
7. Q: Who is cleaning the living room?
   Ans: _____

Now, think of any holiday eve. With a partner, discuss what you do or any member of your family do. Omit

Week 10 Day 4

Lesson 8

Activity 1: Compare the sentences in the first column with those in the second column.

Expressing what often happens	Expressing what is happening now
I **always read** my notes before I go to bed.	I **am reading** my notes **now.**
My sister **often goes** shopping for sugar.	She is buying soap now.
Michael **usually finishes** his class work last.	But **today** he **is doing** his class work fast to be the first to finish.
My friends **occasionally visit** museums.	They are visiting the National Museum now.
Children **seldom ask** for help.	Listen! The children **are crying**. What is wrong with them?
Muslims **never wear** shoes inside the Mosque.	Look there! They **are taking** their shoes off outside.

Activity 2: In pairs, complete the following note. Compare your answers.

1. ***We use*** _____ ***to describe activities/ things that are always true; or situations that exist now and may continue to exist in the future.***
2. ***We use*** _____ ***to talk about activities or events that are taking place/going on at the time of speaking.***

Activity 3: Using the information in the above dialogue under Activity 1 above, answer the following questions. Compare your answers with a partner. The first one has been done for you.

1. Q: Is Dad cleaning the room?
   Ans: No, he is n't . He is cleaning the compound.
2. Q: Is Dad waiting for a shopkeeper?
   Ans: _____
3. Q: Is Dad feeling sad on the eve of the Holiday?
   Ans: _____
4. Q: Is it raining?
   Ans: _____

5. Q: Is Ujulu's mother baking Injera?
   Ans: _____
6. Q: Is Ujulu's sister cleaning the house?
   Ans: _____
7. Q: Is Ujulu cleaning the whole house?
   Ans: _____
8. Q: Is Ujulu using a brush to clean the chairs and the tables?
   Ans: _____
9. Q: Are Ujulu and his sister sitting idle?
   Ans: _____
10. Q: Are all the family members feeling sad?
    Ans: _____

Activity 4: **In pairs, practice the questions and answers above. Ask your teacher if you are not sure about the answers.**

Week11 Day 1

Lesson 9

Activity 1: Look at the pictures below. Write three sentences about each picture. Read your sentences to your classmates.









Activity 2: Write five sentences about what you hear or see in your classroom. Read your sentences to your partner. Your teacher will give you the words you may need to write the sentences.

Again write three sentences about what is not happening in your class at the moment.

Week11 Day 2

Lesson 10

Activity 1: Look around the classroom and write five sentences about what your classmates are doing and three sentences about what they are not doing at the moment. Tell your class about your observation.

Grammar Summary

The Present Continuous Tense

1. The affirmative form

The **present continuous** tense expresses an action or condition that is happening *right now*.

The affirmative is formed: **subject +am/is/are +verb+ing**

Look at these examples:

I am wearing my clothes.

Mom is packing my lunch.

Dad is preparing his documents.

We are planning to leave early.

Week 11 Day 3

Lesson 11

Modal verbs: can and could

Activity 1: In pairs, practise the dialogue below.

A: My grandmother is eighty-five years old, but she **can do** a lot of things.

B:Can she still **read** without eye glasses?

A: Yes, she **can**.

B:Can she **write** without eye glasses, too?

A: Yes, she **can write** without glasses.

B:Can she **walk** outside without support?

A: Yes, she **can go** shopping by herself.

B: Can she **drive** her car?

A: No, she **cannot drive** her car.

B: Can she **eat** popcorn?

A: Oh, yes. She **can eat** popcorn.

B: what a strong grandma!

A: I am glad, she is still strong!

Now, can you tell your partner what any member of your family can do? Take turn.

Activity 2: Compare the following sentences with the sentences in the above dialogue. What difference have you observed?

1. My grandma **could** speak three languages before she was sick.
2. She **could** dance very well when she was young.
3. Before two years, she **could** walk much.
4. She **could** read without eyeglasses.

NB. In the above dialogue, 'can' expresses ability in the present while 'could' in expresses abilities in the past.

Now tell your partner what you grandparents could do in the past, but cannot do now.

Activity 3: Answer the following questions about yourself. Then, ask your partner.

A: Can you play football?

B: Can you play volleyball?

C: Could you ride a bicycle when you were a baby?

D: Can you climb a tree?

E: Could you talk when you we two years old?

F. In Grade 2, could you talk in English?

Week 11 Day 4

Lesson 12

Can/could/may- asking permission

Activity 1: In pairs, practice to ask and respond. Pay attention to the verbs in bold.

1. A: **Can/Could** I take another biscuit?
   B: Yes, you can/could.
2. A: **Can/Could** we sit here, please?
   B: Sorry, you can't/couldn't. It's reserved for guests.
3. A: **May** I come in, please teacher?
   B: Of course. Come in please.
4. A: **May** I wear your jacket, Ali? It's so cold.
   B: Yes, please.
5. A: **Can't/Couldn't** we stay here for few minutes, please?
   B: Yes you **can/could**, please
   C: No you **can't/couldn't**. We have to leave right now.

Have you noticed that *can/could*, and *may* are uses to ask for permission?

Activity 2: With a partner, take turns to ask and answer these questions. What do the words in bold show?

A: May I use you pen?

B: Could you lend me your pen?

C: I can't read this. **Could** I come to the front?

D: May I see your answer?

E: Could I use this cart? I can't carry this bag.

F: May I take off your hat?

G: **Can't/Couldn't** I submit the assignment tomorrow?

Activity 3: Ask permission in these situations. Use Can/Could I…? Can't/Couldn't I….? or May I…?

Example: I want another drink.

Can I have another drink?

You want to…

1. …call your brother from my phone
2. …talk to me about your homework
3. …have some apples
4. …come with us to the cinema
5. …play football outside

Grammar Summary

When we say that someone or something has or doesn't have the ability to do something, we use **can** or **can't (cannot)** for the present, **could** or couldn't (could not) for the past.

Examples.

- I can drive safely.
- Getie can't write with his both hands.
- She could climb big trees when she was young.
- They couldn't play the game really well.

To ask permission to do something, we use **can**, **could** or **may**.

Note that 'could' and 'may' show more politeness.

Examples:

- Can/Could I help you with your bags?
- May I copy the questions from your exercise book?
- May I borrow your umbrella only for today?

Activity 5: **Make three sentences with 'can' 'could', and 'may'. Compare your sentences with your partner.**

Section 5: Speaking: Telling about Accidents

Week 12 Day 1

Lesson 13

Activity 1: **First, individually complete the notes below about an accident. Then, prepare yourself to narrate it to your group. Your teacher will guide your as to how you should tell your story.**

- The type of accident _____
- Person/s affected by the accident _____
- The cause of the accident _____
- The effects of the accident _____

Week 12 Day 2

Lesson 14

Activity 1: **Select a chairperson and a secretary and discuss about a serious accident in your school or in your area. Suggest possible ways of preventing the accident. Then post what should be done on your class notice board or your school notice board.**



OR

Work in groups of five. In your group, identify the idea you support from the topics below. List the reasons why you support it. Then conduct a debate on the idea.

1. Pedestrian death is due to drivers' carelessness.
2. Old cars are the major cause of car accidents.

Section 6: Writing

Week 12 Day 3

Lesson 15

In groups of four, make a survey in your class.

a. Prepare a list of questions about the causes of car, fire, flood or any other accidents you are going to ask your classmates.
b. Ask at least five students in your class and gather sufficient information.
c. Prepare a short report in which you have identified the problem and its major causes. Use the following as a guide. Present the report to the class in writing.

Type of accident:_____

The major cause/s: _____

Disaster it has brought:_____

Week 12 Day 4

Lesson 16

Now form new groups of five and conduct another survey on how to control or avoid car accidents around schools. Follow the following guideline:

a. Prepare a list of questions on how to prevent car accidents around schools to ask people in your school.
b. Each group member asks at least three people and gathers important information.
c. Organize your notes together.
   - Prepare a short paragraph in which you suggest some possible measures that should be taken to control accidents around schools.
   - Collect information from the following sources:

1. school principals_____
2. teachers _____
3. students _____
4. school traffic police officers_____
5. school clubs_____

6. Any other possible source _____

UNIT FOUR

MINERALS

(16 Periods)



Learning Outcomes

Upon successful completion of this unit, students will be able to:

- extract specific and main information from listening texts;
- identify major sections of a reading passage;
- point out major ideas and details of a reading passage;
- read maps and pictures to write summaries;
- use context clues to learn meanings of new words;
- make correct active and passive voice sentences in the Present Simple and Continuous tenses;
- use irregular comparatives and superlatives appropriately;
- analyse messages of dialogues and talk about minerals;
- use correct punctuation marks; and
- write short paragraphs on the use of minerals.

Section 1: Listening

Week 13 Day 1

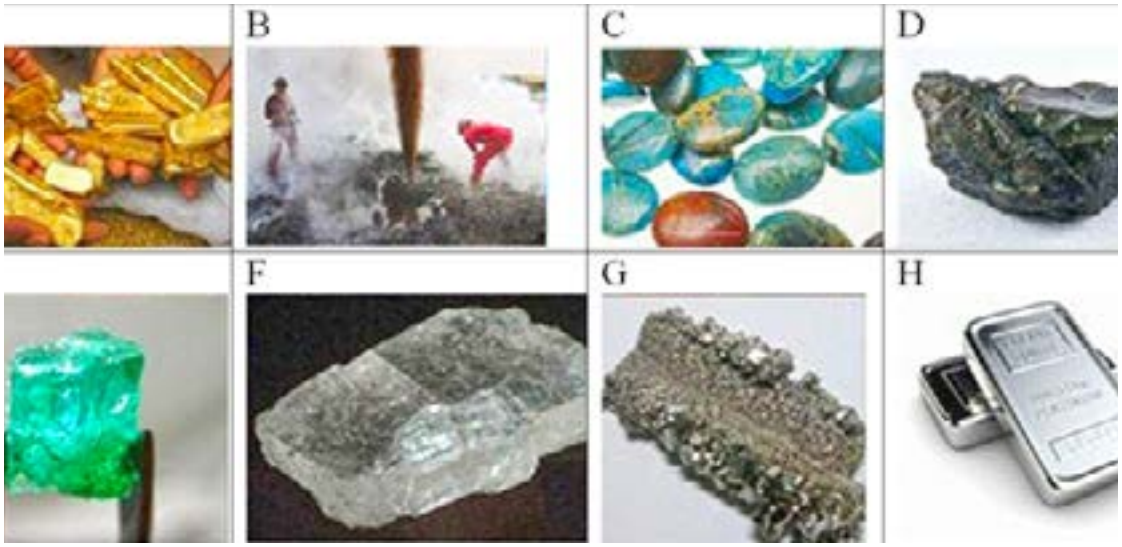
Lesson 1

Activity 1: You are going to listen to a text about *Mineral Resources of Ethiopia*. Before you listen to the text, discuss these questions in groups of three.

a. Have you ever heard or read about minerals? What are minerals?
b. List down the names of minerals you know.
c. Can you match the names of the minerals with the pictures A-H below?

copper tantalum natural gas platinum

gold coal opal emerald



Activity 2: The following words are used in the text you are going to listen to. Do you know their meanings? What is the difference between the words in each pair?

a. renewable - non-renewable
b. organic - inorganic
c. metallic - non-metallic
d. ferrous - non-ferrous

Activity 3: Now, listen to the first part of the text attentively and complete the following sentences with the right information. Then compare your answers with a friend.

a. Minerals are mostly _____and _____in nature.
b. Examples of a few organic minerals are gold, _____ and _____.
c. The two major types of minerals are _____ and _____.

d. Metallic minerals are divided into _____ and _____ metallic minerals.

e. Examples of non-metallic minerals are limestone, _____, and _____.

Activity 4: Listen to the text again and put a tick only against the sentences you hear in the text.

a. Minerals are renewable natural resources. _____
b. There are many organic minerals. _____
c. Metallic minerals are potential sources of metal. _____
d. Non-ferrous metallic minerals do not contain iron. _____
e. Limestone, gypsum and mica are examples of non-metallic minerals. _____

Week 13 Day 2

Lesson 2

Activity 1: Listen to the second part of the text. While you listen, answer the questions below. Then, compare your answers in groups of three.

a.

b. Write the names of the minerals mentioned in the text.
Write down where the minerals are found in Ethiopia.

Activity 2: **Listen to the text again and match the minerals under Column 'A' with their areas of deposit in Column 'B'. Then compare your answers with your list for Question 1b above.**

Minerals	Areas of Deposit
___ 1. emerald ___ 2. platinum ___ 3. opals ___ 4. gold ___ 5. natural gas ___ 6. copper ___ 7. tantalum	A. Ogaden basin, Somali Region B. Adola, Oromia Region C. Wollo, Amhara Region D. Sidama Region, Southern Ethiopia E. Benishangul Gumuz, Ormia and Tigray regions F. Kafa, Sourther Ethiopia G. Yubdo and Sirba Abay, Oromia Region H. Shakiso, Oromia Region I. Jimma, Oromiya

Activity 3: **This map shows some of the mining areas in Ethiopia. In groups of four, read the map carefully. Then, name the region where each mining area is found.**



(Source: Mappr.com 2021)

Activity 4: Discuss the uses of the minerals you know and report your ideas to the class. You may ask your Environmental Science or Social Science teacher.

Example:

Gold is a precious metal. It is used for making jewelleries.

Section 2: Reading

Week 13 Day 3

Lesson 3

Activity 1: With a partner, answer the following questions.

1. What do you think economic minerals are?
2. Are minerals necessary for our health?
3. Should we mine all minerals at once?

Activity 2: Read the passage quickly, at a glance. Then, match the types of economic minerals in the box with the pictures and compare your answers with a friend.

construction minerals	energy minerals
industrial minerals	metals

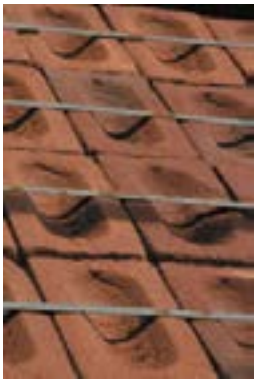
Picture A



Picture B



Picture C



Picture D



Uses of Mineral Resources

Ethiopia produces a wide range of economic minerals including metals, minerals, rocks and solid and liquid hydrocarbons. Economic minerals are **extracted** from the earth by **mining, quarrying** and **pumping**.

Economic minerals **are classified** based on their uses into energy minerals, metals, construction minerals and industrial minerals. **Energy minerals are used** to produce electricity, fuel for transportation, heating for homes and offices and in the **manufacture** of plastics. Energy minerals include coal, oil, natural gas and uranium. **Metals** have a wide variety of uses. For example, iron (as steel) **is used** in cars or for frames of buildings; copper is used in electrical wiring; and aluminium is used in aircraft and to make drink cans. Precious metals such as gold, silver, and platinum are used in jewellery and mobile phones. **Construction minerals** include limestone; marble; sandstone; sand and gravel; brick clay; and **crushed** rock **aggregates**. They **are used** in the manufacture of concrete, bricks and pipes and in building houses and roads. **Industrial minerals** are non-metallic minerals used in a range of industrial applications including the manufacture of chemicals, glass, fertilizers and fillers in **pharmaceuticals**, plastics and paper. Industrial minerals include salt; clays; limestone; silica sand; phosphate rock; talc; and mica.

In addition, minerals are common in **vitamin products**. They are an important part of human nutrition. Iron, manganese, selenium, and calcium all provide day-to-day nutrients that our body needs in order to function. Foods that are full of micronutrients (or vitamins and minerals) can help strengthen cells, fight against harmful viruses, and boost the immune system.

In general, minerals serve as the **backbone** for economic and **infrastructural** development of the country. They are also very decisive for our health.

(Adapted from "Mining sector in Ethiopia" in 2014/15 EITI Report)

Activity 3: Read the passage again quickly and answer the following questions.

1. What are the three ways of extracting minerals?
2. List the major classifications of economic minerals.
3. What are the precious metals that are used for making jewelleries?
4. Mention some examples of **energy minerals** and explain their uses.
5. For what purposes do we use **industrial minerals**?

Activity 4: Now read the passage silently and decide if the following statements *are True* or *False*. Write your answers and compare them with a partner.

1. All minerals are economic minerals. _____
2. Economic minerals are classified based on their uses. _____
3. Industrial minerals are metallic minerals._____
4. Vitamins and minerals can only help our body to develop the immune system. _____
5. The main use of minerals is for the economic development of a country. _____

Week 13 Day 4

Lesson 4

Activity 1: In pairs, read the passage quickly and match the main ideas with the numbers of the paragraphs.

Paragraphs	Main Ideas
Paragraph 1	a. Nutritious values of minerals
Paragraph 2	b. Emphasizing socio-economic uses of minerals
Paragraph 3	c. Introducing economic minerals
Paragraph 4	d. Types and uses of economic minerals

Activity 2: Reread the passage and list the five major uses/functions of the mineral resources.

Function 1: _____

Function 2: _____

Function 3: _____

Function 4: _____

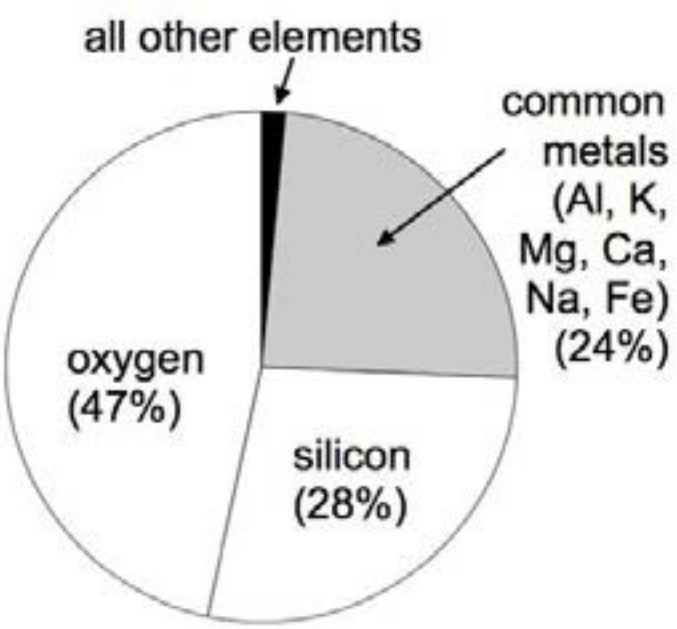
Function 5: _____

Week 14 Day 1

Lesson 5

Reading a Diagram

Activity 1: **In groups of four, read the following note and the diagram carefully. Report to your class what you understand from the diagram.**



Note: Symbols of minerals

O = Oxygen	Mg = Magnesium
C = carbon	Ca = Calcium
Si = Silicon	Na =Sodium
Al= Aluminium	Fe = Iron
K = Potassium	Cl = Chlorine

Activity 2: Complete the text with the right information from the diagram. Then compare your answers with a partner.

Minerals are composed of elements. Eight elements make up the majority of the Earth's crust and mantle. As you can see in the diagram, _____(1) is the most common mineral; _____ (2) is the second, and _____ (3), _____ (4), _____ (5), _____ (6), _____ (7), and _____ (8) make up the other six. These elements can combine in a variety of ways to make different minerals.

Activity 3: In groups of three, list possible answers for the question below:

Why do we care about minerals?

Section 3: Vocabulary

Week 14 Day 2

Lesson 6

Activity 1: Learning word meanings in context

The words on the left are used in the passage and they are written in bold. In pairs, match them with their meanings on the right.

Words from the passage	Their meanings
1. extracting 2. mining 3. quarrying 4. pumping 5. manufacture 6. precious 7. nutrition 8. backbone 9. infrastructure	a. major support b. very expensive c. to make water, gas, air, etc. move in a specified direction d. digging into the ground for minerals e. basic structures and facilities f. process of providing and receiving food g. producing goods in a large scale h. to take or get something out i. extracting stones such as granite, clay stone, etc. from the earth

Activity 2: Using words in sentences

The words in the box are taken from the listening and reading texts. Use them to complete the sentences below.

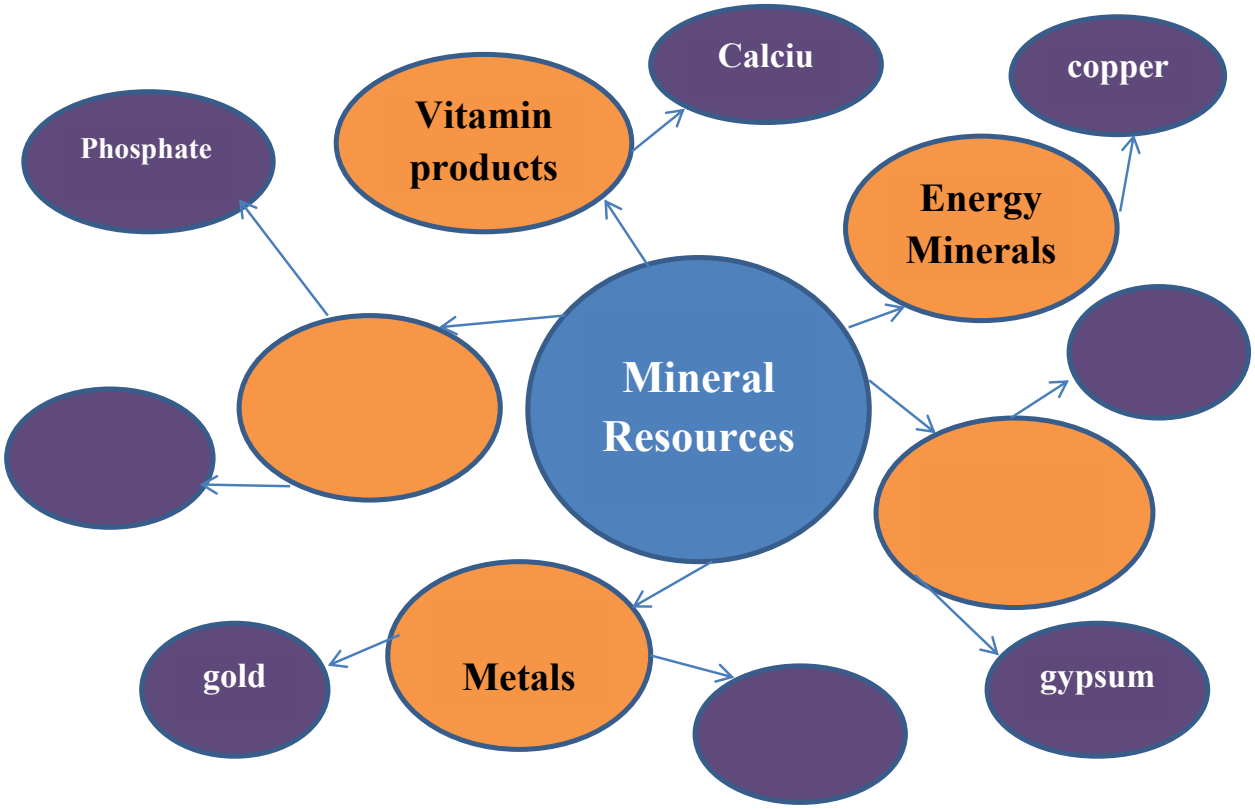
mining	extracted	quarrying
manufacture	pumping	precious

1. Gold is a _____ metal that is used for making jewellery.
2. The mineral deposits in Ethiopia give wide opportunities for _____ companies.
3. The people are _____ the hillsides to extract granite.
4. Mineral resources such as gas oil, crude oil and water are extracted through _____.

5. Factories _____ goods such as shoes, cars, mobile phones, etc.
6. Vitamin products are usually _____from different minerals.

Activity 3: Word spider

A word spider shows topic-related words. Fill in the empty ovals with the right words from the passage. You can also add as many ovals as you can.



Activity 4: Make as many sentences as you can from the word spider. Compare your sentences in groups of three.

Examples:

- Gypsum and limestone are construction minerals.
- Calcium can be found in vitamin products.

Week 14 Day 3

Lesson 7

Using the dictionary

Activity 1: How fast can you use a dictionary? Test yourself by putting the words in each group alphabetically. This will help you find words in a dictionary quickly and easily.

a. gold, diamond, silver, platinum, iron, inorganic
b. minerals, manganese, mica, mining, metals, manufacture
c. organic, opal, precious, ferrous, tantalum, selenium

Activity 2: Put a circle round the word which is NOT in alphabetical order.

a. aluminium, deposits, calcium, energy, emerald, gypsum
b. limestone, phosphorus, nutrition, uranium, vitamin
c. pumping, renewable, resources, quarrying, rocks

Activity 3: Compound nouns such as: *mineral resources, energy minerals, construction minerals* and *industrial minerals* are frequently used in the listening and reading texts.

Have you noticed that these nouns are formed by combining two nouns?

1. Now, write as many similar compound nouns as you can that can go with *mineral* and *resources*. You can use a dictionary.

Examples:
- mineral acid
- mineral salts
- classroom resources
- material resources

2. In pairs, make your own sentences using some of the words from your list for Question No.1.

Example: Classroom resources include teaching-learning materials in a classroom.

Section 4: Grammar in Context

Week 14 Day 4

Lesson 8

Present Simple – Active and Passive Voice

Activity 1: In pairs, read the sentences 1-3. Then, compare them with the sentences a-c.

1. Minerals **are extracted** from the earth.
2. Economic minerals **are classified** based on their uses.
3. Iron **is used** in cars or for frames of buildings
   a. Mining companies **extract** minerals from the earth.
   b. We **classify** economic minerals based on their uses.
   c. Factories **use** iron (as steel) in cars, or for frames of buildings.

Have you noticed that the verbs in the first group of sentences are in the Simple Present Passive Voice? Also, have you seen that the sentences in the second group of are in the Active

Grammar Summary

Present Simple Passive Voice

The Present Simple Passive Voice is formed by using the **present verb 'to be' (am, is, are) followed by the past participle of the verb**.

Only verbs which take an object (transitive verbs) can have passive forms.

When we change active voice into passive voice, the object of the active sentence becomes the subject of the passive.

Here are some more examples:

A. Our teacher **tells** Tadesse to be punctual. (active voice)
   Tadesse **is told** to be punctual by our teacher.
B. We **use** different cars for transportation.
   Different cars **are used** for transportation.
C. Farmers **grow** 'teff' in many parts of Ethiopia.
   'Teff' is grown in many parts of Ethiopia.

Note that, sometimes, mentioning the actor may not be essential or it can be unknown.

Activity 2: Complete the following sentences with the Simple Present Passive forms of the verbs in brackets. For irregular past and past participles of verbs, you can refer to Appendix 1 at the back of your text book.

1. Precious metals such as diamond and gold <u>are used</u> (use) for making jewelleries.
2. I _____ (give) some medicine by the doctor as I am not feeling well.
3. These days, different books _____ (write) for children.
4. The film _____ (produce) by two young girls.
5. The house _____ (make) of concrete.
6. They _____ (invite) by the Prime Minister to visit the Palace.
7. Dawit _____ (elect) to be our monitor.
8. The room _____ (clean) very well.

Activity 3: Rewrite the following sentences in active voice using the passive voice. No. 1 is done for you as an example. Then, compare your answers in groups of three.

1. We use this room for our guests.
   - *This room is used for our guests.*
2. They don't feed the lions in the zoo every day.
   - The lions in the zoo are not fed every day.
3. You can open the bottle with this opener.
4. Too many emails stress people.
5. My parents don't give me any pocket money.
6. Poachers kill hundreds of tigers every year.
7. Most African governments protect rhinos.
8. He doesn't expect us to offer him the job.
9. Students taking this course do a lot of homework.
10. They don't make these cars in Japan.

Week 15 Day 1

Lesson 9

Present Continuous Tense – Passive Voice

Activity 1: In groups of four, read the sentences in the present continuous passive (1-4). Then, compare them with their active forms (a-d) given below. Pay attention to the verbs.

1. Opals **are** now **being mined** in Ethiopia.
2. Trees **are being planted** in many parts of Ethiopia.
3. English **is being taught** in Ethiopian schools**.**
4. I **am being told** to study hard.

a. In Ethiopia, people **are mining** opals.

b. We **are planting** trees in many parts of Ethiopia.

c. Teachers **are teaching** English in Ethiopian schools.

d. My mom **is telling** me to study hard.

Grammar Summary

The Present Continuous Passive

The Present Continuous Passive is formed by using **the present verb 'to be' (am, is, are + being)** followed by **the past participle** of the verb.

Here are more examples:

Active: Belay **is cleaning** the room.
Passive: The room **is being cleaned**.
Active: The teacher **is advising** the students.
Passive: The students **are being advised**.
Active: My friend **is helping** me.
Passive: I **am being helped** by my friend.

Activity 2: Complete these sentences with the verbs in brackets. Use the Present Continuous Passive.

1. Look at that! A new shopping center _____in this street. (build)
2. Your car will be ready soon. It _____. (wash)
3. You can't see the horses; they _____ now. (feed)
4. What's the problem? The film _____ today. (not/show)
5. Wait a minute, please. Dinner _____ for you. (prepare)
6. Because of the fire, the children _____ at their classrooms. (not/teach)
7. I can't use my computer. A new operating system_____ on it. (install)
8. The pool is now full of hair because swimming caps _____ in it. (not/use)
9. Christmas is coming and many more goods _____ in shops. (display)
10. I'm sorry, it's 10 o'clock. Customers _____ any more. (not//serve)

Activity 3: Change the following sentences in the Active Voice into the Passive Voice. No. 1 is done for you as an example. Compare your answers with a partner.

1. She is writing the letter.
   - *The letter is being written.*
2. The boys are watering the flowers.

3. Writers are selling books.
4. They are repairing the road.
5. People are celebrating the holiday.
6. The company is producing modern cars.

Week 15 Day 2

Lesson 10

More on the Present Continuous Passive

Activity 1: In groups of three, use the following words to make sentences in the Present Continuous Passive.

1. make | at the moment | your coffee
   - Your coffee is being made at the moment.
2. by cars | nowadays | big cities | block
   - Now a days, big cities are being blocked by cars.
3. grow | in the garden | flowers | now
4. right now | in prison | keep | the man
5. much pollute | by smoke | air | at this time of the year
6. cut down | just now | on this planet | millions of trees
7. use | for this shot | a different camera
8. in the cinema | today | show | two films
9. the economy | by consumer spending | this year | drive
10. do | about it | these days | nothing

Activity 2: The Present Simple Passive vs. the Present Continuous Passive

In groups of three, complete these sentences with the verbs in brackets. Use passive forms of the Present Simple or Continuous.

1. Afan Oromo_____ in Ethiopia and Kenya. (speak)
2. In most countries, cigarettes _____ to anyone under 18. (not/sell)
3. Two films _____ at Cinema Ethiopia at the moment. (show)
4. Don't switch off the computer. New updates _____. (install)
5. It _____ to take photos inside the palace. (forbid)
6. Your room will be available at 10 o'clock. It _____now. (clean)
7. Look at the car in front of us! It _____ by the police. (stop)

Week 15 Day 3

Lesson 11

Comparison - Irregular Comparatives and Superlatives

Activity 1: In groups of three, discuss the following notes and examples.

In Units One and Two, you studied about regular comparatives and superlatives.

Remember:

- We use 'as + adjective/adverb +as' to talk about similarities.
- Comparatives are used to compare two things or two people.
- Superlatives are used to compare more than two things or two people.
- To form regular comparatives and superlatives, you need to know the number of the *syllables* in the adjectives or adverbs. *Syllables* are like «sound beats».
- The spelling of some adjectives or adverbs changes.

Look at these examples of regular comparative and superlative forms.

as tall as	not as clever as	
soft	softer than	the softest
nice	nicer than	the nicest
big	bigger than	the biggest
happy	happier than	the happiest
famous	more/less famous than	the most/least famous
expensive	more/less expensive than	the most/least expensive

Also, look at these example sentences:

- Iron is **as hard as** diamond.
- Zinc is **softer** than copper.
- Diamond is **the hardest** of all the minerals.
- Rhodium is **the most expensive** metal in the world.

However, all comparatives and superlatives do not have regular forms. Look at the following students with their results of an English exa



Student A had a **good** score, but Student B scored **better** than Student A.

Student C scored **the best**.

Grammar Summary

With **irregular adjectives** and **adverbs**, the **comparative** and **superlative** forms are not created in the same way as the regular ones, so they should be learned by heart.

The most commonly used irregular adjectives are:

Adjectives	Comparatives	Superlatives
bad/badly	worse	worst
far (distance)	farther	farthest
far (extent)	further	furthest
good/well	better	best
little	less	least
many	more	most
much	more	most
old	elder/older	eldest/oldest

Note: 'badly' and 'well' are adverbs.

Week 15 Day 4

Lesson 12

Irregular Comparatives and Superlatives

Activity 1: In groups of three, discuss the comparison in the following sentences, and report to the class.

1. The clinic is **as far as** the school, but the market is **not as far as** the clinic and the school.
2. Netsanet is a **good** swimmer, but Chombe is **better**.
   - Sosina is **the best** swimmer I know.
3. Do you think volleyball is **better than** tennis?
   - Your football team is **the best team** in the country.
4. My Amharic is **worse** *than my English.*
   - My **worst** subject is physical education. I hate it.

Activity 2: Circle the letter of the right form to complete the sentences correctly. Compare your answer with a friend.

1. The weather is _____ than last week. It's so windy!
   a. the worst b. worse c. bad
2. My house is _____ from school than yours.
   a. far b. farther c. further
3. Milka earns _____ than Shelemo.
   a. much money b. more money c. the more
4. This book is _____ than the last one I read.
   a. the best b. better c. good
5. Blen scored _____ than Solomon in the test.
   a. few b. least c. less
6. That's the _____ chocolate cake I've ever eaten!
   a. better b. good c. best
7. Seada won the _____ prizes in the competition.
   a. much b. more c. most
8. Of all the sisters, she has the _____ patience.
   a. less b. least c. lose
9. You are the _____ driver I know!
   a. bad b. worst c. worse
10. Tute ran the _____ of all the children.
    a. farthest b. far c. most far

Activity 3: Complete the sentences with the most appropriate comparative or superlative form of the adjective/adverb given in brackets.

1. I'm (good) _____ now than yesterday.
2. She's got (little) _____ money than you, but she doesn't care.
3. St. George played (bad) _____ than Ethiopian Coffee yesterday.
4. Two days ago, the weather was (bad) _____.

5. Who got (little) _____ score in the previous test in the class?
6. Let me introduce you to my (old) _____ brother.
7. Who is (old) _____ of the players in your school team?

Week 16 Day 1

Lesson 13

More on Irregular Comparatives and Superlatives

Activity 1: Rewriting comparatives

For each question, complete the second sentence so that it means the same as the first. Use no more than three words. No. 1 is done as an example.

1. His latest book isn›t as good as his first one.
   His first book <u>is better than</u> his latest one.
2. Her old school was closer than the new one.
   Her new school _____ the old one.
3. I've never played better than I did yesterday.
   Yesterday, _____ I have ever played.
4. He has never made such a bad decision.
   It _____ decision he has ever made.
5. The bank is at the very far end of the street.
   The bank is _____the shop along the street.
6. I didn't think my results would be this much bad.
   My results _____I had thought.

Activity 2: Mixed Comparison

Read the text below. List out the positive, comparative and superlative forms in the table below. Then compare your answers with a partner.

The *Best* Sleeping Bag



I needed to buy a new sleeping bag for a winter camping trip, so I went to a camping store and compared three different brands of sleeping bags: Ultra Comfort, Snowy Down, and Northern Trek. I wanted to look at each sleeping bag very carefully. For winter camping, the Snowy Down had **the highest** rating. But in some ways, the other two sleeping bags were **better**. Of the three sleeping bags, the Snowy Down was **the warmest**, but it was also **the most expensive**. The Northern Trek cost **less than** the Snowy Down, but it was just **as expensive as** the Ultra Comfort. The Ultra Comfort was **warmer than** the Northern Trek, but the Northern Trek was **lighter than** the Snow Down, so it was **easier** to carry. Finally, I decided not to get the Northern Trek for camping outside. It wasn't **as warm as** the other sleeping bags. We were having a mild winter, so I didn't need **the warmest** kind of sleeping bag, so I looked more closely at **the lightest** sleeping bag, the Ultra Comfort. That's the one I chose.

Positive	Comparatives	Superlatives

Activity 3: **Work with a partner and complete the table with the right information from the text.**

Product Details	Ultra Comfort	Snowy Down	Northern Trek
Cost	costs as much as the Northern Trek		
Warmth		the warmest	
Weight			

Section 5: Speaking

Week 16 Day 2

Lesson 14

Understanding a Conversation



Activity 1: **In groups of three, take the roles and practice the following conversation. Then answer the questions that follow.**

A: Ruth, **yesterday** we discussed the uses of mineral resources, didn't we?

B: Yes, Miss. We studied about the types and uses of minerals.

A: That's great. Could **you** please mention some of the house objects that are made from minerals?

B: Certainly, Miss. For example, cooking pans, cups, stoves and window glasses are made from minerals.

A: What else, Jebessa?

C: Electronics such as mobile phones, computers and television sets are also made from various minerals.

A: Do you think minerals are important to our **body**?

C: Of course, Miss. Our body needs vitamin products to function **properly**.

A: Thank you, Ruth and Jebessa. You've revised the important points.

B: My pleasure, Miss.

Now answer these questions.

a. What is the dialogue about?
b. How many people are participating in the dialogue?
c. Who are participating in the dialogue?
d. Where are they?
e. Why do you think the teacher is asking the students?
f. Do you think the students have good knowledge of minerals?

Making a speech

Activity 2: Make groups of five. Assign a facilitator and a note-taker. Then, prepare a three-minute talk for your classmates on *Non-renewable Minerals in Ethiopia*. Your facilitator or note-taker will make the speech to your classmates.

When you make the talk, remember the following:

a. Stand properly and look at the audience.
b. Be sure that your voice is audible.
c. Start your talk by greeting your classmates.
   Good morning my classmates.
   Good afternoon class.
   Hello/Hi, my classmates
d. Use introductory phrases, such as:

Today, on behalf of my group, I'm going to talk about …

Now, representing my group, I'm going to tell you about…

In my talk, I'm going to tell you about…

e. When you finish your speech, don't forget to thank your classmates for listening.

Thank you for listening!

That's what we have. Thank you for listening to my speech.

Section 6: Writing

Week 16 Day 3

Lesson 15

Punctuation marks

In Unit Two, you studied sentence ending punctuation marks: full stop (.), question mark (?), and exclamation mark (!). Now, you are going to learn about punctuation marks that are used in and between sentences.

Activity 1: Match the punctuations in Column 'A' with the right marks under Column 'B'.

'A'	'B'
a. apostrophe	;
b. colon	:
c. comma	'
d. semicolon	"…"
e. inverted commas	,

Note that **commas** are used in various purposes, such as:

1. to separate items in a list;
2. to separate the name of the person being spoken to from the rest of the sentence;
3. before `yes' and `no' in the beginning of a sentence;
4. when additional information is inserted into a sentence.

Activity 2: Match the examples below with the uses of a comma listed above.

a. Yes, Kebede Michael wrote many books about Ethiopian proverbs.
b. Birds, bees, squirrels, fish and butterflies can fly.
c. No, I can't fly without wings.
d. The bat, a mammal, flies in an expert fashion.
e. Aynalem, did you know that squirrels can fly?

Activity 3: Put the right punctuation mark in the following short text.

What are minerals
Minerals are vital resources for construction manufacturing and energy industries The sustainability of minerals should be maintained without causing environmental damage Mineral sustainability issues affect everyone who uses mineral products This includes anyone who lives in a house constructed from stone bricks or concrete drives a car or rides a bicycle uses a road or railway or consumes electricity

Week 16 Day 4

Lesson 16

Writing a paragraph

Write a paragraph of 4 - 6 sentences on how minerals such as water, salt, and gas oil are important in our homes. Follow the following steps.

- First make notes with a partner.
- Then, write your paragraphs individually.
- Finally, compare your paragraphs.
- Check that you have used the right punctuation marks.

Example Notes:

Water

- For drinking
- Sanitation - washing our body, clothes, cleaning our house, washing utensils…
- Growing vegetables

Begin your paragraph like this.

*In our homes, we use water for different purposes…*_____

_____

_____

UNIT FIVE

BEEKEEPING

(16 hours)



(Source: beeculture.com, accessed on 11/20/2021)

Learning Outcomes

Upon a successful completion of this unit, you will be able to:

- talk about your experiences about beekeeping in English;
- listen to and identify general themes;
- listen to and identify specific details;
- write a comprehensible summary of a given listening text in English;
- talk about the economic values of beekeeping activities in English;
- read and comprehend the gist of a written text;
- read and identify specific details;
- use beekeeping vocabulary items in context;
- apply expressions of comparison and contrast to describe the three types of bees;
- use the Simple Past Tense to describe past events; and
- write a comprehensible comparison and contrast paragraph.

Section 1: Listening

Week 17 Day 1

Lesson 1

Activity 1: In pairs, look at these pictures and answer the questions that follow.





1. What do you know about bees?
2. Do you think all types of bees have the same roles?
3. Have you ever collected honey from a beehive?
4. Have you ever stung by bees?
5. Can you guess what you are going to listen about?

Activity 2: **The following words are used in the text you are going to listen to. With a friend, guess the meanings.**

queen	beehive	drones	
teamwork	colonies	castes	mates

Activity 3: **Now listen to the text about *Honeybees* and check if your answers to the above questions are correct.**

Activity 4: **Listen to the text again. Then put a tick (□) in the box to show your agreement, or (X) to show your disagreement.**

No	Statements	Correct	Undecided	Incorrect
1	All honeybees play the same role in producing honey.			
2	Worker bees and drones are similar in size.			
3	Worker bees and drones work in the same team.			
4	All groups of bees do not cross their set job boundaries.			
5	Drones are all males.			
6	All bees take part in defending the bee compound.			

Week 17 Day 2

Lesson 2

Activity 1: Listen to the text for the third time attentively and match the types of bees in Column A with their major activities in Column B. Then, compare your answers with a partner.

Column A	Column B
1. queen bees	a. fertilize unfertilized eggs.
2. worker bees	b. produce fertilized eggs in the colony.
3. drone bees	c. mate the queen bees.
	d. perform every task in the colony.
	e. do not have any task to do.

Activity 2: The following sentences are taken from the listening text. But they are not in the correct sequence as they appear in the speech. Listen to the text again and rearrange them in the order they come in the talk.

a. The queen bee mates with drones to reproduce bees. ___
b. Honeybees are effective team workers. _____
c. Drones defend the area of the bee colony by stinging the enemy. _____
d. Worker bees do all of the necessary activities within a colony._____

Activity 3: **Now, using the above sentences, write the summary of the text.**

_____

_____

_____

_____

Section 2: Speaking

Week 17 Day 3

Lesson 3

Activity 1: **Sit in groups of five and choose a group facilitator. Then discuss about the "teamwork" of bees and what you learn. Then let your facilitator make notes and report your ideas to the class.**

Activity 2: **In bee colonies, each team focuses on specific duties. What do you learn from their practices? Discuss how you can practice the experience in your classroom with a friend. Then share your ideas with your class.**

Section 3: Reading

Week 17 Day 4

Lesson 4

Activity 1: **In pairs, discuss what these pictures are and how they differ from the picture at the beginning of the Unit. Then, answer the following questions.**





1. What do you know about beekeeping?
2. What do you know about the behaviour of bees?
3. Tell your partners about your experience with bees and their honey.

Now read the passage once and check your answers for the above questions.

Beekeeping

Beekeeping is a practice of car**ing** for colonies of honeybees. Beekeepers, also known as apiarists, raise and care for honeybees for agricultural and commercial purposes. Honeybees are mainly kept for their honey. **They** are also kept for other products such as wax. On top of **all these,** they are needed for their service as pollinators.

Bees live on flowers of plants. They need plants to produce their food and honey. While searching for food, they take pollen grains from plant to plant. Through **this** process, plants are able to produce seeds. Therefore, there is a natural biological interdependence between bees and plants. That means one cannot exist without the other. This does not mean that bees are the only pollinators. Pollination can take place by wind and other animals and insects. However, it means human beings need both plants and bees. Therefore, if we want to have more honey products, we need to preserve our natural vegetation. If **we** want to preserve our natural forest, we have to work hard on beekeeping.

Beekeeping is classified under farming activities. **It** involves selecting appropriate sites, choosing the right hives, populating the hives, and harvesting honey. Therefore, beekeepers construct and clean hives, induct wild swarms, split colonies, collect honey, and ensure the overall health of the hive.

Firstly, beehives should be placed near a source of water like a river, stream, lake, dam or natural or man-made ponds. The area should have adequate vegetation, such as coffee, sunflower, mangoes, oranges, bananas and other wild flowering plants. The site should be fenced to protect bees from people and animals.

Bees can be kept in traditional as well as in modern hives. The traditional hives are ineffective in protecting the hives from danger. They are also less productive. However, the modern hives are safe and good for producing neat and large amounts of honey.

To **populate** bees, you may capture a newly-settled swarm around a branch of a tree, but make sure you wear protective clothing or gloves. You may use smoker but be careful not to damage both the bees as well as the hives. Collect the honey on a wide pan and gently brush the bees back into hive.

(Source: Technical Centre for Agricultural and Rural Cooperation (CTA) and Samuel Emmett McGregor https://www.britannica.com/topic/beekeeping)

Activity 2: Read the passage again and decide whether the following sentences are True or False according to the passage.

1. Bees are generally divided into three colonies (True/False)
2. Beekeeping is an agricultural activity (True/False)
3. The passage suggests that bees are the only pollinators of plants (True/False)
4. The worker bees are very small in number. (True/False)
5. Worker bees are capable of producing fertilized eggs. (True/False)
6. Drones are smaller than workers.(True/False)
7. Bees cannot organised to produce honey without the queen (True/False)

Compare your answers with your partner.

Week 18 Day 1

Lesson 1

Activity 1: Read the indicated paragraphs and identify what the words in bold stand for in the passage.

1. "…**They** are also kept for …. (Paragraph 1, line 2) _____
2. "On top of **all these,** they are needed for … (Paragraph 1, line 3) _____
3. "… **this** process … (Paragraph 2, line 2)_____
4. "If **we** want to preserve …. (Paragraph 2, line 8) _____
5. "…**It** involves …. (Paragraph 4, line1) _____

Now compare your answers with your partner.

Activity 2: The following sentences, if put in the right order, summarise the passage but they are not in the correct order. Rearrange them to write a paragraph that summarises the passage.

a. Bees need flowers to produce their food and honey.
b. Honeybees are mainly kept for their honey.
c. Beekeeping activities involve selecting appropriate sites, choosing the right hives, populating the hives, and harvesting honey.
d. Bees pollinate plants and plants are able to produce seeds.

Week 18 Day 2

Lesson 2

Discussion and reflection

Form groups of five. Elect a facilitator and a reporter to discuss and report on the following questions.

1. In your listening and reading lessons you learnt about things related to beekeeping. In your opinion, which form of honey farming is common in your area - traditional or modern? Why?
2. Do you think beekeeping is a major activity in your community? Why/Why not?

Section 4: Vocabulary

Week 18 Day 3

Lesson 4

Activity 1: Find the words that have similar meanings with the following words and phrases. The paragraph numbers are given for easy reference.

1. handling with great attention (Paragraph 1): _____
2. cross-fertilizers (Paragraph 1): _____
3. kernels or grains or fruits (Paragraph 2): _____
4. inter-reliance (Paragraph 2): _____
5. bee homes or spots (Paragraph 3): _____
6. flora (Paragraph 4): _____
7. hazards (Paragraph 5): _____
8. inhabit (Paragraph 6): _____

Now compare your answers with your partner.

Activity 2: Sit in pairs and read each description and write the types of the bees described.

a. I am the mother of the colony. My abdomen is very long. I lay more than 1,200 eggs every day. Who am I? _____

b. I do all the work in the hive. I clean, feed, build, fan, guard, and forage. Who am I? _____

c. I have extra-large eyes and a stout abdomen. I do not have a stinger or pollen baskets and I cannot gather flower nectar using my tongue. I am a male bee. Who am I? _____

Section 5: Grammar in Context

Week 19 Day 1

Lesson 1

A. Comparison and contrast

Activity 1: Combine the following sentences using the words in parentheses.

a. Similarities

1. Honey is sweet. Sugar is sweet. (both)
2. Honey can be used with tea. Sugar can be used with tea. (similarly)
3. Honey can be used to make local mead. Sugar is mixed to make strong mead. (in the same way)
4. Honey is used to make cakes. Sugar powder is used to make cakes. (not only … but also)

b. Differences

1. Honey is made from flowers. Sugar is made from sugarcane. (although)
2. Honey is made by honey bees. Sugar is produced in factories.(in contrast)
3. Honey is in a liquid form. Sugar is usually in solid form. (however)

Activity 2: Develop the above sentences into two separate paragraphs. The beginning sentences have been written for you. Use words such as *to begin with, in addition, furthermore, moreover… or firstly, secondly … finally* to connect your ideas in both paragraphs.

Paragraph 1

Honey and sugar have some similarities. Both honey and sugar are sweet.

_____

_____

_____

_____

_____

_____

Paragraph 2

Honey and sugar have some differences, too. Honey is made from pollen grains of flowers while sugar is made from sugar cane.

_____

_____

_____

Week 19 Day 1

Lesson 2

Activity 1: Use the words in the box to write the similarities of all bees stated in the notes below. The first sentence has been written for you as an example.

all	**similarly**	**to begin with**
in addition		**moreover**

- Bee colonies have some common features.
- Bees are social insects with marked divisions of labour.
- Bees are endowed with specified roles in the production of honey.
- They work in teams on specific tasks but the outcome is honey.

Now write a paragraph describing similarities using the above notes. You can start as follows:

All bees in a colony have some features in common.

_____

_____

_____

_____

Differences

Activity 2: Join the following paired sentences using the words given in the brackets. In this task, pay attention to the relationship between the two sentences. The first sentence has been written for you as an example.

1. The queen bee is big and visible. The worker bees are small in size. (whereas)
2. The queen bee can produce a bee colony. Worker bees cannot produce bees. (but)
3. Drones are male bees that have no stingers. Workers are females and the only group with a stinger. (however)

Honey bees have some differences.

_____

_____

_____

Week 19 Day 3

Lesson 3

Comparison and contrast

Activity 1: Compare and contrast bees and wasps. Use the following notes to write the comparison and contrast paragraph.

Similarities:

They both:

- are insects
- can make honey
- sting

Differences:

- bee colonies are larger in number than wasps;
- bees sting once only but wasps can sting multiple times;
- honey bees can attack when provoked; wasps are naturally aggressive.

You can start as follows:

Honey bees and wasps have some similarities and differences.

_____

_____

Grammar Summary

Comparing is showing similarities whereas contrasting is showing differences between two things that are related in a certain way. For example, honey and sugar have some similarities as well as differences.

When writing a comparison and contrast paragraph, we start with similarities and we proceed to the contrast.

Some of the words and phrases that contrast are:

- as opposed to
- but
- contrary to
- differ
- different from
- however
- on the other hand
- unlike
- while

Week 19 Day 4

Lesson 4

The Simple Past Tense

Activity 1: Read the following dialogue in pairs. One of you reads the questions and the other reads the answers.



A: Did you attend the tutorial last week?

B: Yes, I **attended** it from the very beginning.

A: What did the tutor talk about?

B: She **talked** about how to study.

A: Did she talk to everyone in the program?

B: Yes, she **talked** to each of us.

A: Did you ask her any questions?

B: Yes, I **asked** her to explain the multiplication rules of decimals.

A: Did you like the program?

B: Yes, I **liked** it very much.

A: Thank you. I will attend it next time.

B: You're welcome.

Now, change roles and read the conversation again.

Activity 2: Use the above dialogue as your model and answer the following questions between you and your father. Your father is asking you questions on what you did last a day before.

Father: Hi, Doni. How are you?

Doni: Hi, Dad. I'm fine. And you?

Father: I'm fine. Did you do your homework yesterday?

Doni: Yes, Dad. I did it yesterday morning.

Father: That is very good. Did you complete the worksheet?

Doni: Yes, I (complete)_____

Father: Did you also wash your shoes for Monday?

Doni: Yes, I (wash)_____

Father: How about your clothes?

Doni: Yes, I (wash) _____ all of them in the evening.

Father: Did you collect the money I sent you through the bank?

Doni: Yes, I (collect)_____ this morning. Thank you very much, Dad.

Father: So, you visited the museum, right?

Doni: Yes, I (visit)_____ yesterday afternoon.

Father: Good boy! I will call you again next week.

Doni: Thank you, Dad.

Now, sit in pairs and practise the dialogue.

Week 19 Day 4

Lesson 12

Activity 1: Answer the following questions in complete sentences.

1. Did you watch the news last night?

   Ans: No, _____.

2. Did you visit the market this morning?

   Ans: No, _____.

3. Did you call your mother?

   Ans: No, _____.

4. Did you play football last night?

   Ans: No, _____.

5. Did you perform the drama well?

   Ans: No, _____.

Grammar summary:

1. **Regular Simple Past Tense affirmative form**

The Simple Past is used to describe an action that occurred and was completed in the past. The regular Simple Past is formed by adding ***"ed"*** to the base form of the verb or the infinitive without **to**.

Example:

Base form	Base form +ed (Simple Past)
walk	walked
ask	asked
push	pushed
pull	pulled
help	helped
cover	covered
enjoy	enjoyed

2. **Regular Simple Past Tense in the interrogative form**

Interrogative sentences in the Simple Past Tense should begin with an auxiliary verb 'Did' irrespective of whether the Subject is – he, she, it, we, they, I or a plural or singular noun. The auxiliary verb is followed by the Subject and the verb's first form, which is followed by the Object in the end.

Example:

- Did she complete the task?
- Did he attend the meeting?

Week 20 Day 1

Lesson 13

'Used to' to express past habitual actions

Activity 1: Read the following text and answer the questions below it.

My parents **used to** have beehives around our home but they stopped when they gave birth to us. They **used to** harvest honey twice a year. They used to feed on natural and unprocessed honey but now they only get the processed one. They **used to** make candles from the wax.

1. Do the parents have beehives now?
2. Does the student feed on natural (unprocessed) honey now?
3. Do the parents make candles from wax now?

Activity 2: Now, look at your answers above and join your partner to discuss how 'used to' is used in the story. Then, based on the story, write about things you used to do when you were a child but no longer do now. You may use the following notes to write your story:

- Mom breast-fed me.
- I fed on milk and milk products a lot.
- I ate fine potatoes.
- I wore diapers.
- I enjoyed playing with mud.

Grammar Summary

The "used to" form is used to talk about a past situation that is no longer true. It tells us that there was a repeated action or state in the past which has now changed. In other words, "used to" is used to talk about a past habit which is no more a habit now.

Example:

- I used to play football when my feet were normal.
- He/She used to swim.
- We used to ride a bicycle

Week 20 Day 2

Lesson 14

Modal Verbs: 'should' and 'ought to'

Activity 1: In groups of three, study the following sentences. Pay attention to the verbs in bold.

1. When you collect honey from the hives, you **should be** careful not to be stung by bees.
2. You **shouldn't (should not)** disturb in the class.
3. I should visit my parents more often.
4. We shouldn't (should not) spend our time unnecessarily.
5. You **ought to** come early; otherwise you can miss the test.
6. If I were you, I **should** leave early tomorrow.

NB. In these sentences, 'should' and 'ought to', express slight obligation or advice.

Activity 2: Write what you should do in the following situations. Use phrases from the list below. No. 1 is done for you.

1. When climbing trees
2. When you cross a road
3. When using knives
4. When there are broken bottles on walk ways or play grounds
5. When taking medicines

- I should climb trees carefully.

a. climb trees carefully.
b. keep medicines out of the reach of children.
c. hold it carefully.
d. look left and right before you cross the road.
e. play away from the road or the play grounds.
f. play away from wells and ponds/rivers/lakes

Activity 3: Read the following text which describes the community rules of Dokose villagers where Ebsa is assigned as a new teacher. Then complete it with 'should' or 'ought to' to advise Ebsa to live in peace in the village. Number 2 has been done as an example for you.

The villagers of Dokose have their own community rules. Anybody who breaks the rules is not welcomed. In that community insulting one another is not allowed. Speaking to one another in bad words is considered offensive. Fighting each other is totally forbidden. If one is not happy about somebody else he/she should appeal to community elders. Drinking alcohol and getting intoxicated is prohibited. Cutting trees without the permission of elders is void. Beating any kind of animals seriously is not allowed. Personal hygiene and community sanitation is a rule. Females braid their hairs and males should cut their hair short.

1. About breaking rules.
   Ebsa _____ respect community rules.
2. About using offensive words
   Ebsa *ought to* use respectful words.
3. About fighting with a community member
   Ebsa _____ not fight with anyone.
4. About drinking alcohol
   Ebsa _____ stop drinking alcohol.
5. About cutting tress
   Ebsa _____ not cut trees.
6. About hair style
   Ebsa _____ cut his hair short.

Compare your answers with your partner. Explain your answers. Let your partner also do the same.

Grammar Summary

In the above activities, 'should' and 'ought to' are used to express slight obligation or advice.

e.g. If you go outside, you **should/ought to take** a hat.

People **should be** honest.

However, we can also use 'should' and 'ought to' to say something is probable. And, 'shall' is common with first person I and We while we use 'had better in spoken English.

- Have you got any food? There should be/ ought to be some in the kitchen.
- You **should/ought to** finish your homework by now.

Section 6: Writing

Week 20 Day 3

Lesson 15

Activity 1: Read the following story individually. Pay attention to the words and phrases in bold.

Aesop's Fable of the Worker Bee, the Drone, and the Wasp

One day, some worker bees **made** a honeycomb in the hollow trunk of an oak. They **settled** nearby to rest. Then, the drones from their hive **flew** by. The drones **said**, "We made that honeycomb. It belongs to us."

"You did not make that honeycomb," **replied** the worker bees. "You know very well that you did not. We made it."

The drones **insisted**, "That honeycomb belongs to us and we are going to have it."

So the worker bees said, "Let us go together and see what the wasp has to say about whose honeycomb it is."

The worker bees and the drones **flew** in a big swarm to the wasp's nest. When the wasp **came** outside to see what the buzz was all about, the bees all talked at once about their dispute.

"You worker bees and drones," said the wasp, "**are** so much alike in shape, color, and sound that I cannot easily tell you apart. Surely, I cannot tell which of you I have seen building the honeycomb in the oak tree. But I think the matter **can be justly decided**. Each group of you, the workers and the drones, must go to a hive in which there is no honey, and build up a new honeycomb. The group that makes a honeycomb and honey like that found in the oak tree is the owner of the tree comb."

"All right," said the worker bees, "we **will do** it! Let's go!"

But the drones said, "We **will have** nothing to do with such a plan."

So the wasp said, "I see the worker bees **are** ready to make another honeycomb. But the drones don't want to do it. That must be because the drones do not know how! Surely, they did not make the honeycomb in the oak tree. It belongs to the worker bees."

The drones buzzed away very angry. For they knew the wasp was right. They didn't know how to make a honeycomb at all. And the worker bees happily flew back to the oak tree.

(Source: https://www.uua.org/re/tapestry/children/home/session3/aesop)

Activity 2: Now, sit in groups of three and tell a similar story or an incident related to bees to your group members. After that, select the best one you would like to write as a story. In your group, write the story. Ask your teacher to support you with appropriate words if necessary. Then, put that on your class notice-board so that all students can read it for you.

Week 20 Day 4

Lesson 16

Activity 1: Your teacher will give you the rules of your school. Take notes and write a message to new students who would like to join the school. Use the modal verbs above. You will put up the message on the noticeboard. Start as follows:

All students should abide by the following rules of our school.

First,_____

Second,_____

Third,_____

Fourth,_____

Therefore,_____

UNIT SIX

WATER POLLUTION

(16 Periods)



(Source: **https://www.earthreminder.com/water-pollution-essay-for-kids/** 11/09/21)

Learning Outcomes

After completing this unit successfully, students will be able to:

- share their experiences about causes and effects of water pollution;
- listen to and extract specific and detailed information from listening texts;
- use various strategies to respond to pre-, while- and post-reading questions;
- provide and use antonyms and synonyms of given words;
- use irregular past verbs correctly;
- express continuous actions in the past with the right past continuous forms;
- apply the Simple Past and Past Continuous tenses to express past actions taking place simultaneously;
- offer advice on controlling water pollution;
- use water-related proverbs and sayings in their writing and speech; and
- write a short paragraph about a polluted water resource in their area.

Section 1: Listening

Week 21 Day 1

Lesson 1

Activity 1: You are going to listen to a text. Before you listen to the text, answer the following questions with a partner.

1. How important is water for humans? Compare your answer with the following text.

> **Water** is the most essential component for us to survive. We need water to perform various daily activities like drinking, bathing, washing, and cooking. Without water, we will not be able to survive on Earth. Unfortunately, the sad fact is that most of the water present on the Earth's surface has been polluted.

2. Look at these pictures and guess what the text you are going to listen to is about.





(***Source:*** *Pollution at Little Akaki River, Addis Ababa; Yohannes H, Elias E., 2017*)

3. Answer the following question. Then, check your answer against the text below.

- What is water pollution?

> **Water pollution** occurs when different contaminants get dissolved in different water bodies like lakes, rivers, and oceans. These contaminants lower the quality of water by changing the biological, physical or chemical properties of water.

4. These words are taken from the listening text. Your teacher will tell you their meanings.

- ecosystem
- contaminate
- toxic
- pollutant
- poisonous

Activity 2: **Now, listen to the text about the *Causes of Water Pollution* attentively. As you listen, write the causes of water pollution that match with the pictures from the list below.**

sewage	**oil spill**	**rubbish/ trash**	**solid waste**
plastics	**ships**	**industrial waste**	

<table>
<tr>
<td>
1._____.</td>
<td>
2. _____</td>
<td>
3._____</td>
</tr>
<tr>
<td>
4 ._____.</td>
<td>
5. _____</td>
<td>
6._____</td>
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<td>
7._____</td>
<td></td>
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</tr>
</table>

Source: Guizab art, Nov, 10, 2019

Activity 3: **Listen to the text again and underline the right information to complete the sentences. Compare your answers with a partner.**

a. Water is an essential (human-made/natural) element for humans to survive on earth.
b. Water pollution is the presence of (purities/impurities) in the water.
c. Most of the water pollution is caused by (nature/human) activities.
d. (Silt from construction/ Silt from floods) is a natural cause of water pollution.
e. Water pollution has become a serious (political/environmental) issue around the world.

Week 21 Day 2

Lesson 2

Activity 1: In groups of three, match the causes of water pollution with their descriptions. Write the letter of the description against the cause of water pollution.

Causes	Description
1.livestock excrement 2. toxic chemicals 3. insecticides 4. dumping 5. household garbage 6. contaminants	a. the act of throwing dangerous substances b. a chemical used for killing insects c. farm animals' solid waste matter d. poisonous chemicals e. a substance that contaminates air and water f. waste food, paper, etc. … that we throw away

Activity 2: Make groups of five. Assign a facilitator and a reporter. Then, discuss the following questions and report your answers to the class.

1. Is water pollution a problem in your area?
2. What are the major causes of water pollution in your area?
3. How does water pollution affect your lives?

Section 2: Reading

Week 21 Day 3

Lesson 3

Activity 1: Before you read the passage about *Effects of Water Pollution* below, try to answer the following questions. Then, compare your answers with a partner.

- What will happen if people drink polluted water?
- Does water pollution affect animals in water bodies?
- Can plants be affected by water pollution?

Activity 2: The following words are used in the reading passage. Can you say them correctly? Do you know their meanings?

typhoid	hepatitis	cholera	giardia	dysentery	algae

Activity 3: Now read the passage quickly and do the following:

i. While reading, list out words that are new to you.
ii. Try to guess the meanings of those new words with a friend. If necessary, ask your teacher to help you.

Effects of Water Pollution

Water ***pollution*** has a lot of harmful effects on human health and the environment.

First, **w**hen we drink polluted water, **it** causes various health problems such as **typhoid, hepatitis, cholera, giardia, and dysentery**. Sometimes, these health problems may become **disastrous** if the level of **pollutants** is very high in the water.

Second, our **ecosystem** requires proper balance for a healthy environment to live peacefully. The ecosystem gets affected even if a small change occurs. Water pollution affects the environment. **It** is a very big environmental problem. It affects the entire balance of the ecosystem. Due to water pollution, the level of pollutants increases significantly in the water bodies and the **aquatic** animals like fishes die, unfortunately.

Third, there are various chemicals that pollute water bodies like rivers, ponds, and lakes. When these chemicals get dissolved with the water, a huge amount of **algae** grows in the water. This algae growth covers the upper surface of the water bodies. Due to extreme algal bloom, the level of oxygen decreases in the water, which affects the ecosystem under the water.

Fourth, the food chain gets highly affected by water pollution. Water animals like fishes and shellfishes **consume** the pollutants present in the water. When **these animals** are eaten by other big water animals, then the pollutants get transferred. This process continues and eventually affects humans also when they consume these polluted fishes. In this way, water pollution spoils the entire food chain.

(Source:**https://www.earthreminder.com/water-pollution-essay-for-kids/**11/09/21)

Activity 4: Reading for main ideas

In pairs, read the passage again quickly and match the sub-headings with the number of the paragraphs. You may mention a paragraph more than once.

Sub-headings	Paragraphs
1. Illnesses from polluted water	Paragraph 1
2. Effects of chemicals polluting water bodies	paragraph 2
3. Effects on human health	paragraph 3
4. Effects on the food chain	paragraph 4
5. Effects on the environment	
6. The relationship between ecosystem and healthy environment	

Week 21 Day 4

Lesson 4

Activity 1: Now read the passage again individually and say if the statements below are *True* or *False*.

1. Water pollution affects only human beings. _____
2. The entire ecosystem can be negatively affected by water pollution. _____
3. According to the passage, a healthy ecosystem depends upon clean environment. _____
4. The level of oxygen increases in the water when a lot of algae blooms. _____
5. The complete food chain can be spoiled by water pollution. _____

Activity 2: In groups of four, discuss the following questions and report your answers to the class.

1. Did you enjoy reading the passage? Why?
2. What lesson(s) have you learned from reading the passage?
3. What can you tell your family and neighbours about water pollution?

Week 22 Day 1

Lesson 5

Activity 1: Answer the following questions in groups of three.

1. How can we control water pollution?
2. What can children like you do to prevent water pollution?

Activity 2: Now read the passage individually and answer the questions below. Then, compare your answers with a friend.

1. List out the measures children can take to control water pollution.
2. Who are future environmentalists?
3. What does "FUTURE OF EARTH IN THE HANDS OF OUR KIDS" mean?
4. What do you learn from the picture in the passage?

Measures to Control Water Pollution

We can reduce the harmful effects of water pollution by following some **preventive** measures. These are some of water pollution solutions for children.



Your first step should be to save water. You can start saving water by doing a few small changes in our daily life. For example, turn off the taps while brushing your teeth; try to take a small shower; etc. You can tell your parents to avoid using weed killers or herbicides.

Ask them to pull it off from the yard to treat weeds. The other important thing is sewage treatment. We should treat waste products properly before we dispose them of into the water body to reduce water pollution effects. Using eco-friendly products is also a very good practice to control water pollution. You can use eco-friendly households to minimize water pollution. Do not forget to collect your trash whenever you go to visit any beach. If you leave the trash at the beach, it will ultimately go into the seawater.



Finally, you should tell your parents to minimize the use of pesticides or fertilizers for agricultural purposes to control water pollution. The chemical from these pesticides and fertilizers ultimately goes into water bodies and causes water pollution.

(Source:**https://www.earthreminder.com/water-pollution-essay-for-kids/**11/09/21)

Section 3: Vocabulary

Week 22 Day 2

Lesson 6

Activity 1: Learning word meanings from contexts

The words in Column 'A' are taken from the reading passages. Match them with their meanings in Column 'B'. You may refer back to the passages.

'A'	'B'
1. pollutants	a. used water and waste substances
2. sewage	b. spread or carried by water
3. dispose of sth.	c. release; send out
4. aquatic	d. contaminants
5. consume	e. eat/use
6. disastrous	f. water/sea
7. discharge	g. to avoid; to get rid of

Activity 2: Studying antonyms

Write the opposite meanings of these words taken from the reading passage.

1. polluted _____
2. decrease_____
3. health _____
4. harmful_____
5. unsafe _____

1. **Use the most appropriate word from the above list to complete each sentence. Then, compare your answers with a partner.**
   1. When the level of oxygen in the ocean _____, the ecosystem under the water will be affected.
   2. _____ water can affect humans, plants and animals in water bodies.
   3. When the level of pollutants increases, water bodies become _____ the aquatic animals like fishes.

4. Drinking polluted water can cause _____ problems such as cholera, typhoid and dysentery.
5. Water pollution can have a number of _____ effects on human health and the environment.

Activity 3: The word 'water pollution' is a compound word formed from two words - 'water' and 'pollution'. Write other compound nouns with 'pollution'.

Example: noise pollution

Section 4: Grammar in Context

Week 22 Day 3

Lesson 7

The Simple Past with Irregular Verbs

Activity 1: With a partner, compare the following pairs of sentences. Pay attention to the verbs written in bold.

- A: He **talks** to his friend every day.
  B: He **talked** to his friend every day.
- A: I **use** a pencil in my exercise book.
  B: I **used** a pencil in my exercise book.

Have you noticed that the verbs in turn A are in the Present Simple Tense while the verbs in turn B are in the Past Simple Tense?

Remember:

In Unit Five, you learned that the Past Simple form of regular verbs is formed by adding **-ed** or **-d** to the end of a verb in the Present Tense.

However, we can't just add **-ed** or **–d** for irregular verbs; instead, the whole verb changes or has the same form of the infinitive. Look at these examples:

- I **see** my friends at school.
- I **saw** my friends at school.
- She usually **sleeps** for hours.
- She **slept** for hours.
- He **cuts** the trees.
- He **cut** the trees yesterday.

Activity 2: With a partner, read the story below carefully and write out the verbs in bold into *Regular Past* and *Irregular Past verbs*. If you find it difficult, refer to Appendix 1 at the back of your textbook.

The Bees and the Tortoise (a fable from Mali)



The bees had made a new drum, and as bees love dancing, they **danced** and **hummed** for hours in celebration on that day. All the animals **heard** the noise coming from the hive and they **came** along, hoping to be invited to join in, but the bees **kept** their celebration all to themselves. The lion, the elephant, the leopard, the hartebeest, the buffalo, the antelope, the hog and even the tortoise **were** there.

After listening for a while, the animals **grew** so fond of the sound of the new drum that they **decided** to steal it. First, the lion **tried** but he was stung by a hundred bees and **had** to run away. All the animals tried to steal the drum but none of them **succeeded**.

Then, at last, the tortoise **offered** to try. All the animals **laughed** heartily at this, but the tortoise **went** into the hive and **told** the bees that he **was** a master drummer. He **played** beautifully after the bees had given him permission to drum for a little while. Suddenly, the drum **disappeared**! The clever tortoise had hidden it underneath his shell. He **excused** himself and **walked** away quietly. The bees were so angry that they tried to sting him, but to no avail - he **was** too well protected by his shell. That is why he had the confidence to try when everyone else had failed.

(Stories taken from Fables from Africa, collected by Jan Knappert)

- **What have you learnt from the story?**

Week 22 Day 4
Lesson 8

More on Irregular Past Verbs:

Do the activities first individually, and then compare your answers in groups of four.

Activity 1: Choose the correct verb form for each sentence.

a. I _____ (find/found) your lost dog this morning.
b. She_____ (speak/spoke) too softly. I couldn't hear her.
c. But we heard everything she _____ (say/said).
d. We went shopping and I _____ (buy/bought) a new pair of jeans.
e. Did you _____ (sleep/slept) well last night?
f. I used to _____ (make/made) a lot of money, but I don't make much now.
g. We were really surprised when we _____ (win/won) the game.
h. We thought we would _____ (lose/lost) for sure.
i. _____ (Do/Did) you meet the movie star?
j. Mom (teaches/taught) our sisters how to cook, but she didn't teach us.

Activity 2: Put the verbs in brackets in the Past Simple form. Compare your answers in pairs.

1. I (blow) out the candles.
2. She (make) her bed.
3. I (draw) a picture.
4. My teacher (tell) me to sit down.
5. He (teach) me a lesson.
6. The baby (hold) his toy.
7. I guess I (catch) a cold.
8. After the bell (ring), we (go) home.
9. My mom (buy) me a new bike.

Week 23 Day 1

Lesson 9
The Past Continuous Tense

Activity 1: Compare the verbs in the following pairs of sentence and tell their difference to the class

1. A: I **read** this newspaper yesterday.
   B: I **was reading** in the library.
2. A: She **cleaned** the house last week.
   B: She **was cleaning** the house.
3. A: We **ate** our lunch in the restaurant.
   B: We **were eating** lunch.
4. A: They **did** their homework.
   B: They **were doing** their homework.
5. A: You **watched** a nice movie.
   B: You **were watching** a movie.

Note that all the first sentences in the pairs are in the Simple Past Tense. But the second sentences in the pairs are in the Past Continuous Tense.

Grammar Summary

The Past Continuous Tense

The Past Continuous Tense is formed as follows:

Affirmative

I He/She/It	was	present participle (V-ing)
We/They/You	were	

Negative

I He/She/It	was not wasn't	present participle (V-ing)
We/They/You	were not weren't	

Interrogative

Was Wasn't	I he/she/it	present participle (V-ing)
Were Weren't	we/they/you	

We use the Past Continuous tense to describe an action that was going on in the past.

Week 23 Day 2

Lesson 10

More on the Past Continuous Tense

Activity 1: With a partner, complete the sentences with the correct verb.

Example:

- Sultan was swimming in the river. (lake)

  a. He **was not/ wasn't swimming** in the river.

b. He **was swimming** in the lake.

1. The girls were dancing. (singing)
2. Chaltu was reading a newspaper. (a book)
3. The teacher was drawing a cat. (a tiger)
4. The boys were playing football. (volleyball)
5. The dog was eating meat. (bone)

Activity 2: Write the question forms of the following sentences.

Example:

Was she reading a book? (book)

Yes, she was.

She was reading a book.

1. _____ (school)
   No, they weren't.
   They were running to the shop.
2. _____ (paper)
   Yes, he was.
   He was cutting paper.
3. _____ (a film)
   Yes, I was.
   I was watching a film.
4. _____ (grapes)
   No, they weren't.
   They were eating bananas.

Week 23 Day 3

Lesson 11

The Past Continuous and the Past Simple

Activity 1: In pairs, discuss the following sentences. Pay attention to the verbs written in bold.

- My father **was watching** TV when I **went out**.
- It **was raining** when she **looked out** of the window.
- When the policeman **arrived**, the husband and the wife **were arguing**.
- The children **were playing** with mud when their parents **saw** them.

Activity 2: Complete the sentences with the Past Continuous form of the verb in brackets.

a. When I saw Daniel in the kitchen, _____ (wash dish)

b. I _____ (walk with my friend) when I met my teacher.

c. When someone knocked at the door, the kids _____ (study) in their bedroom.

d. It_____(snow) when we went out for a walk.

e. You _____ (paint) when the guests arrived.

Note that the Simple Past is used to talk about a completed past action while the Past Continuous describes a situation that existed at the time in the past.

Look at the structures carefully.

- Someone was doing something when someone did something.
  Tadesse was working on his farm when I met him.
- When something happened, something was happening.

When the bomb exploded, the machineries were working.

Activity 3: Now, with a partner, follow the above structure and make similar sentences. No. 1 is done for you as an example.

1. The bus/coming/I crossed the street.
   The bus **was coming** when I **crossed** the street.
2. She/writing a letter/I called her.
3. The janitor/sweeping the floor/I saw her.

4. Their mother/working in the kitchen/the children came from school.
5. The teacher/writing on the blackboard/two students arrived.
6. It/raining/the guests arrived.

Week23 Day 4

Lesson 12

More on the Past Continuous and the Past Simple

Activity 1: Make groups of four and write questions for the following responses as in the example.

Example:

What **were you doing** when I called you yesterday? (you)

I was going home when you called me yesterday.

1. _____ (the children)
   They were singing when I got home.
2. _____ (Lemesa)
   He was hiding under the table when his father was searching for him.
3. _____ (maid)
   The maid was cleaning the house when Mom came home.
4. _____(the farmers)
   The farmers were ploughing when it began to rain.

The Simple Past and the Past Continuous in Story Writing

Activity 2: In pairs, read the following story and sort out the verbs into the Simple Past and the Past Continuous tenses.

The Grasshopper and the Ant (Aesop's Fables)



In a field, one summer's day, a Grasshopper **was hopping** about, chirping and singing to its heart's content. An Ant **passed by**, bearing along with great effort an ear of corn; he **was taking** it to the nest. "Why not come and chat with me instead of toiling and moiling away," said the Grasshopper. "I am helping to lay up food for the winter and I recommend that you do the same," **said** the Ant. "Why bother about winter?" said the Grasshopper; "we have got plenty of food at present."

But the Ant **went** on its way and **continued** its toil. When the winter **came**, the Grasshopper **found** itself dying of hunger, while it **saw** the ants **were distributing** everyday corn and grain from the stores they had collected in the summer. Then, the Grasshopper **knew**…

(https://www.umass.edu/aesop/content.php?n=0&i=1-11/09/21)

Week 24 Day 1

Lesson 13

Infinitives with 'to' and without 'to'

Activity 1: In pairs, read these sentences. Pay attention to the verbs written in bold.

- He **refused to accept** a cheque.
- I **want to play** the piano.

- We **considered** her **to be** the best person for the job.

- The police **warned** everyone **to stay** inside.

Have you noticed that all the verbs are followed with the infinitives with 'to'?

Verbs + Infinitives with 'to'

In English grammar, some verbs are followed by 'infinitive with 'to". The following are examples of such verbs.

agree, aim, ask, decline, demand, fail, hesitate, hope, hurry, manage, offer, plan, prepare, refuse, want, wish

For more, see Appendix 2 at the back of your textbook.

Verbs + Infinitives without 'to'

We use the Infinitive without 'to' after the following:

1. After auxiliaries/modals: can, could, may, might, must, mustn't, needn't, shall, should, will, would

- He can/ could run very fast.
- I **may/ might** fly to Africa this summer.
- I must/ mustn't go now.
- You need/**needn't** pay the bill.
- We **shall/should** sing a song.
- She **will/would** cook a meal for his birthday.

2. *After the auxiliary do*

- I **don't** know.
- She doesn't **work**

3. After some structures such as: had better, would rather, would sooner, why not, why should we, why should we not

- You had better clean up your room.
- Susan would rather study for her exam tomorrow.
- I would sooner read a book than watch this film.
- Why not ask your neighbour for help?
- Why should we go by car?
- Why should we not go by car?

4. After verbs of perception + object (action has finished): feel, hear, notice, see, watch

- She felt the rain fall on her face.
- I heard Peter sing a song.
- Mandy noticed the boy climb the tree.
- They saw him climb up the roof.
- He watched the thieves steal a car.

5. After 'let': let + object, let's

- Sifen let her child go out alone.
- The mother let her daughter decide on her own.
- Let's go for a walk through the park.

6. After 'make + object: make

- She made Solomon and Martha clean the room.

Activity 2: Choose the correct form (infinitive *with* or *without* 'to') for each sentence. Compare your answers with a friend.

1. I can (speak/to speak) English.
2. We have (do/to do) our homework.
3. You must (stay/to stay) at home.

4. I will (help/to help) you.

5. He cannot (see/to see) us.

6. My little sister is learning (speak/to speak).

7. They want (go/to go) to the cinema.

8. You should (ask/to ask) your parents.

9. I'd like (have/to have) a dog.

10. May we (come/to come) in?

Section 5: Speaking

Week 24 Day 2

Lesson 14

Water proverbs and expressions for exchanging ideas or giving advice

Proverbs are short well-known sentences or phrases that state a general truth about life or giving advice.

There are a number of *water proverbs* and *expressions* in English which we can use when we exchange ideas or give advice.

Activity 1: Discuss the meanings of the following example water proverbs in groups of three. Can you list similar water proverbs in your local language?

- A fish out of water = *Not feeling at home where you are.*
- Blood is thicker than water = Family is more important than anyone or anything else.

a. Hold water
a. Like a duck to water
b. Keep one's head above water
c. Be in hot water.
d. Pour cold water on…

Find similar water proverbs or expressions in your local language and explain their meaning to your classmates.

Activity 2: Exchanging ideas

1. What could you say to these people about the causes of water pollution in your area?
   - your family
   - your friends
   - your neighbours
2. Gather information from three of your classmates to answer the following and other related questions. Then, share your ideas with the class.
   - What water sources are there in your area?
   - How clean are those water sources?
   - Is water pollution a problem in your area? Why?
   - Who pollutes the water resources and how?

Week 24 Day 3

Lesson 15

Giving Advice

So far, you have learnt about the causes, effects and solutions of water pollution. Now you need to advise others on how to control water pollution.

When we want to advise someone, we can use *should*, *ought to* or *had better*.

- You **should** dispose of house wastes properly.
- We **ought to** treat the water with chemicals.
- Factories **should not** release toxic acids to rivers.

Activity 1: Play the role of 'B' to offer advice to 'A'. Use the words in brackets.

A: The water is not clean to drink. What shall we do?

B: _____ (boil)

A: In my village, some people dispose of their house wastes to the nearby river.

B: _____(use waste bins)

A: I am suffering from stomach ache. It might be the water I drank this morning.

B: _____ (go to clinic)

A: Plastics we carelessly throw are polluting our water resources.

B: _____ (collect and recycle)

Section 6: Writing

Week 24 Day 4

Lesson 16

Activity 1: The following sentences are all about effects of water pollution. Rearrange them to make a paragraph.

a. Finally, chemicals and heavy metals from industrial and municipal wastewater pollute waterways.
b. Secondly, waterborne diseases caused by pollution are major causes of illness.
c. Water pollution has a lot of effects on human health and the environment.
d. To begin with, any harm to healthy ecosystems can affect the relationship among organisms.
e. In this paragraph only three of them have been discussed.

Activity 2: Write a short descriptive paragraph. You may do this activity individually or with a partner. Use the following steps.

- Select a polluted water resource in your area.
- Ask questions to be answered in your paragraph (such as: what it is; where it is; how polluted it is; what effects it has on the neighbourhood, and what should be done).
- Write all the information on a piece of paper.
- Revise and proofread it.
- Write your final draft. You can refer to the sample paragraph below.
- Read it to your classmates.

Sample paragraph

I am living in a small town known as Tewa. Near our village there is a big river called Bulbula. We swim and wash clothes there. People also use Bulbula for irrigation. We also take our cattle to Bulbula River. However, Bulbula is now polluted with chemicals disposed of from a leather factory opened at the side of the river. The water has become dirty and smells bad. We do not go to the river for washing any more; the cattle do not drink the water, either. Now, we are discussing the problem with our teachers. We are going to talk to the factory owner not to dispose of the waste to the river.

UNIT SEVEN

GOOD CITIZENS

(16 periods)



Learning Outcomes

Upon successful completion of this unit, students will be able to:

- **comprehend listening texts for varied purposes;**
- **use expressions related to citizenship in their oral and written communication;**
- **synthesise the messages of a reading text for various purposes;**
- **comprehend meanings of vocabulary items and use them in writing and speaking;**
- **identify antonyms and synonyms of words related to the theme of the unit;**
- **use active and passive voice in the Simple Past Tense in proper contexts;**
- **use active and passive voices with 'by/with' forms;**
- **communicate in writing using English appropriate to the level; and**
- **speak in English about topics related to responsible citizenship.**

Section 1: Listening

Week 25 Day 1

Lesson 1

Activity 1: With a partner, look at the pictures and answer the following questions.

1. What are the children doing?
2. Do you think they are good citizens? Why?
3. Which of these activities do you do?
4. From these pictures, can you guess the topic of the listening text?



Activity 2: These words are used in the listening text you are going to listen to. Can you say them correctly? In pairs, guess their meanings in your local language.

- citizen
- integrity
- trustworthiness
- citizenship

- honesty
- responsibility
- care
- empathy
- respect
- fairness
- freedom

Activity 3: First, read the notes below, and then listen to the talk about "Good Citizenship". While listening, fill in the missing information to complete the outline.

1. Know their rights, and

a. the right to life, the right to privacy,
b. _____,
c. the right to organise yourself,
d. _____, and
e. the right to express yourself.

1. **Know their responsibilities:**
   a. be helpful to others
   b. _____, and
   c. have integrity
2. **Have a good relationship with others:**
   a. _____
   b. _____, and
   c. give whatever you have to support others

Activity 4: **Listen to the text again and check if you have completed the outline correctly. Then, compare and improve your notes with a partner.**

Week 25 Day 2

Lesson 2

Activity 1: **You have listened to the following "good citizenship" values in the text. Have you understood their meanings well? Put a tick against the values you practice. Compare your answers with a friend.**

No	Good Citizenship Values	I practice
1	caring and empathy	
2	fairness	
3	honesty and trustworthiness	
4	understanding others	
5	appreciating diversity	
6	integrity	
7	reciprocal respect	
8	taking responsibilities	
9	respect for human dignity	

Activity 2: **In groups of four, list out the values and qualities of a good citizen. Then, prepare a poster; write the names of the group members at the bottom, and post it on your class noticeboard. You can use ideas from your notes in Lesson 1.**

Section 2: Reading

Week25 Day 3

Lesson 3

Activity 1: **Puzzle**

Read the puzzle below and guess who the story is about.

People would call her the Ethiopian Mother Teresa; some would even call her Mother Teresa of Africa, while all her children call her 'Emaye". She brought up thousands of orphans. Now her children are serving Ethiopia in various professions.

She dedicated her life for orphaned kids and charitable works. For her incredible lifesaving contributions, she was given an Honorary Doctorate from Jimma University. She died of COVID-19 in July, 2021 at the age 86. But she remains in the hearts and minds of Ethiopians.

Who is she?

Activity 2: In pairs, look at the picture below and answer the questions.



1. Do you know the woman with eye glasses?
2. Describe the picture in your own English.

Activity 3: The following words are used in the passage you are going to read. Do you know their meanings? With a partner, guess their meanings.

pilgrimage	drought	famine	infant	alms	fabric

Activity 4: Now read the following passage. Check your answers to the questions in Activity 3.

Abebech Gobena: Life and Career

Abebech Gobena Heye was born on Oct. 20, 1935, in a small rural village called Shebel, in the former Showa Province, currently Oromia National Regional State. Her father was killed during the Second Ethio-Italian War, from 1936 to 1941. Therefore, **she** was **raised** by her grandparents until the age of nine. At the age of 10, she was married without her **consent**, but she ran away to Addis Ababa, the capital of Ethiopia. **There**, she managed to get basic education and later worked as a quality controller at a coffee and grain company. She started living a better urban life and got married again, this time voluntarily.

However, her new way of life emerged when she was returning from a **pilgrimage** to the holy site of Gishen Mariam in South Wello, about 300 miles north of Addis Ababa in 1973. **At that time**, the area was severely struck by drought, and people were dying of famine. Abebech's heart was broken and she was profoundly affected by the situation she saw there.

A woman appeared asleep and **her infant** daughter was trying to suckle at her breast. Abebech **handed out** the little she had, a loaf of bread and a few litters of water. But Abebech realized that the mother was dead. Without thinking further, Abebech picked the baby girl up, wrapped her in a piece of cloth and took **her** home to Addis Ababa.

Nevertheless, Abebech was not satisfied with that. She returned to the area the next day with more food and water and brought home 20 more orphans with her. However, her husband was not happy with her deeds and gave her a **challenge -** to choose either their marriage or the children. Abebech chose the children. She sold her jewellery to have money to feed **them** and made clothes for them using fabrics from her dresses. For a period of time, she was forced to live with the children in what she described as 'a chicken shed'.

In spite of all the challenges she encountered, with hard work, innovative **fundraising**, and aid from different organizations, she built an orphanage that served thousands of children, providing shelter, sustenance and schooling. She also built a number of schools and dug water wells for different communities, a hospital for women and children, and vocational training centers for youngsters.



Her **charity** works enabled her to earn the title, "Mother Teresa of Africa". She became a renowned humanitarian across the world. She won many international awards and got an honorary doctorate degree from Jimma University. Regrettably, she passed away due to complications from COVID-19 on July 4, 2021, at the age of 86.

(Source: Adapted from Wikipedia, the free encyclopaedia and The New York Times, Aug.04, 2021)

Week 25 Day 4

Lesson 4

Activity 1: Read the passage again and decide if the statements below are True or False. Compare your answers with a friend.

1. Abebech was probably from a farming family.
2. Her father was killed during the first Ethio-Italian War.
3. Abebech experienced forced marriage in Addis Ababa.

4. Abebech's grandparents were not kind to her; they forced her to get married at the age of 10.
5. Abebech went to Gishen Mariam to attend a religious service.
6. Abebech started an orphanage because she wanted to get money from donors.
7. Abebech was heartbroken to see a mother breast-feeding her child.
8. Abebech brought a total of 21 orphans from the famine-struck area.
9. Her second husband divorced Abebech because he didn't love her.
10. Abebech died of old age.

Activity 2: Write what the words in bold refer to in the passage.

1. "…**she …"** (Paragraph 1, line 4)_____
2. "**There**, …" (Paragraph 1 line 6) _____
3. "**At that time**,… (Paragraph 2, line 3) _____
4. "…**here**… (Paragraph 2, line 9) _____
5. "… **them…** (Paragraph 3, line 5)_____

Activity 3: Reading for main ideas

Identify the paragraphs that discuss each of the following ideas and compare your answers in pairs.

1. Abebech's success in life: _____
2. Abebech's childhood life: _____
3. How Abebech began her humanitarian mission: _____
4. Abebech's marriage and her duties at the orphanages: _____
5. The charity works of Abebech: _____

Section 3: Vocabulary

Week 26 Day 1

Lesson 5

Activity 1: Match the words in Column A with their antonyms given in Column B.

No	Column A	No	Column B
1	**raised** (Paragraph 1)	A	gave, offered
2	**consent** (Paragraph 1)	B	brought up
3	**handed out** (Paragraph 2)	C	question; request
4	**infant** (Paragraph 2)	D	collecting financial support
5	**challenge** (Paragraph 3)	E	at personal will, agreement
6	**fundraising** (Paragraph 4)	G	new-born, baby, kid

Activity 2: Match the words in Column A with their antonyms given in Column B

No	Column A	No	Column B
1	**consent** (paragraph 1)	A	agreement, support
2	**hand out** (paragraph 2)	B	uncover
3	**challenge** (paragraph 3)	c	profitable business
4	**wrap** (paragraph 3)	d	against one's will
5	**charity** (paragraph 5)	e	take
		f	financial support
		g	requirement

Section 4: Grammar in Context

Week 26 Day 2

Lesson 6

Simple Present Active and Passive: Revision

In Unit Four, we learnt how to form and use the Present Simple Active and Passive. Now, let us revise important points.

Activity 1: First, read the following text carefully. Then, complete it with the Present Simple Active forms of the verbs given in brackets. Compare your answers in pairs.

Dr Gemmechu and Sister Hanna _____ (have) a busy lifestyle. Medicine is not an easy profession. Dr Gemmechu is a doctor at a hospital. He works at night, so he _____ (go) to work at 7:00 p.m. and comes home at 7:00 a.m. His wife Hanna works at a private clinic. She _____ (go) to work at 8:00 a.m. and comes back home at 6:00 p.m. They don't see each other a lot during the week.

Gemmechu and Hanna _____ (have) three children. Every morning, they all _____ (have) breakfast together at 7:30. That is the only time they get together in a day. Then, the children _____ (go) to school, and Hanna_____ (go) to work. Dr Gemmechu _____(do) the dishes, and then_____ (go) to bed. They really are a lovely family. They are indebted to each other and enjoy their hectic life.

Activity 2: In pairs, read the text below carefully. Then, put the verbs in brackets into the Present Simple Passive form.

In Ethiopia, drinking coffee is a tradition. Any guest _____ (serve) with coffee. It is not a norm to say no to coffee. The Ethiopian coffee _____(make) with fresh coffee beans. First, the amount of coffee required for the service _____ (measure). Then, the coffee _____(wash). When it _____ (wash), the skin of the beans_____ (scrub) off. The beans _____(roast) on a flat pan.

Then, they _____ (grind) into powder with a pestle and mortar. Water _____ (boil) in a Jebena. The coffee powder _____ (add) to the Jebena. After a while, the Jebena _____ (put) to settle. Finally, the dark brown coffee _____(pour) into cups and _____ (serve).

Week 26 Day 3

Lesson 7

Activity 1: Do the following activities first individually. Then, compare your answers with your partner. Your teacher will guide you on how to do the activities.

A. First, read the following paragraph, paying special attention to the words in bold. Then, rewrite the paragraph by changing the verbs into the Passive Voice.

Example:

All students are given lots of treatment by our school nurse. ....

Our school nurse **gives** lots of treatments to all students. She **checks up** the pulse rate of patients. She also **prescribes** anti-pain medicines to students with headache. She **gives** health counselling services to young students. She **treats** the teachers, too. All members of the school community **love** the nurse.

B. Compare your answers with your partners.

Activity 2: First, read the following paragraph, paying special attention to the underlined words. Then, rewrite the paragraph changing the verbs into the Active Voice.

Example:

In our school, we celebrate Teachers' Day as follows.

In our school, the Teachers' Day is celebrated as follows. It is called Second Pa day. It is celebrated in the month of September. It is seen as a way of coming together of the school community. On this day, any residual issues of the last year are resolved by the community. It is taken as the day of forgiveness and unity. Gifts can be given during the occasion.

Now compare your answers with your partners.

Week 26 Day 4

Lesson 8

Activity 1: Sit in pairs and talk about the construction of Active and Passive sentences and develop a rule for them. Then, compare the rules you developed with the following description of the two voices.

Grammar summary:

Both active and passive sentences are made of a subject, transitive verbs and objects.

Sentences in the Simple Present Active comprise a subject and an object in their structure.

Subject + infinite verb + complements

The Present Simple Passive is constructed as follows:

Object + am/is/are + the past participle + Subject (by/with)

The Past Simple Passive Voice

Activity 5: Complete the following paragraph with the appropriate forms of the verbs in parentheses.

Two women_____ (see) breaking into a house in my village around Shola last night. A man shouted "Thief! Thief! Thief!" The police _____ (call) and they arrived very quickly. One of the women _____(catch) immediately. She _____ (trap) by a barbed wire. The other escaped, but she _____ later (find) in the backyard under a shed. Both women _____ (take) to the police station where they _____(question) separately by a police officer. Although they denied committing the crime, they _____(charge) with burglary.

Week 27 Day 1

Lesson 9

Activity 2:

1. **First, match the words under Column A with their meanings under Column B to help you understand the conversation better.**

No	'A'	No	'B'
1	Madam	A	bizarre
2	scatter	B	shut back
3	strange	C	miss
4	slump	D	thrown here and there

2. **Now, practice the interrogation by a police officer and the responses of a witness about an incident.**



Police officer: Come on in. Please, sit down.

Witness: Thank you, sir.

Police officer: I believe you found our compound a little strange.

Witness: Well, not that much. It's very attractive.

Police officer: Thank you for your appreciation. Let's talk about the incident that happened in your compound. OK?

Witness: Alright.

Police officer: Could you tell me your name, madam?

Witness: My name is Aberash Tadesse.

Police officer (*while writing*): Aberash Tadesse. Ms. Aberash, tell me what you saw at the time.

Witness: While I was working in the kitchen, I heard a door open next door.

Police officer: The door next to yours **was opened**. Then, what happened?

Witness: I knew nobody was in the compound so I went to check who opened the door. When I went out, the door **was closed** back. I saw someone carrying different things and running out through the gate. He wore snickers with a white Nike symbol on the back of his shoes. He went out through the gate and the gate **was opened**.

Police officer: The gate **was opened** and the person ran away. Then what did you do?

Witness: I ran after him and cried for help. The man **was caught** with the help of people in the area. He **was brought** to the police station by these three youngsters.

Police officer: Is that all?

Witness: You know, clothes and other materials **were scattered** here and there by the man when he was running. I had to collect them and put them back. The man **was caught** red-handed carrying my husband's laptop.

Police officer: The other materials **were collected** by you. Thank you so much!

Witness: You're welcome.

Now change roles and practice the conversation.

Week 27 Day 2

Lesson 10

Activity 1: Based on the dialogue, answer the following questions in complete sentences.

1. Who opened the door?
2. Who closed the door back?
3. Who opened the gate?
4. Who caught the man?
5. Who brought the man to the police station?
6. Who collected the scattered clothes and other materials?
7.

Activity 2: Rewrite the following paragraph in the Passive Voice. The verbs are underlined for your easy reference.

Ahmed wrote a letter to the police. He blamed Henok for not returning the money he borrowed. The court summoned Henok to verify the case. Henok submitted his answers to the court. The court examined the case. It asked Ahmed to call his witnesses.

The court asked the witnesses to give witness on the matter. They witnessed that Henok took the money. The court ordered Henok to give the money back to Ahmed within ten days.

_____

_____

_____

Grammar summary

The Passive Voice can be used in different tenses:

Tense	Passive form
Present tense	*am / is / are* **invited**
Past tense	*was / were* **invited**
Future tense	*will be invited*
Present perfect tense	*have / has been* **invited**

We use the Simple Past Passive:

- *when the doer of the action is less important or is not known;*
- *when emphasis is given to the action rather than the doer of the action.*

Week 27 Day 3

Lesson 11

Activity 1: In groups of three, play the following game.

A. Two of the group members close their textbooks. The third student says the following sentences in the Active Voice orally. The two students compete to change the sentences into the Passive. The winner is the one who says the Simple Past Passive forms correctly.

1. Active: He wrote a book about citizenship.

   Passive: A book was written by him on citizenship.

2. Active: The artist painted the cover page green.

   Passive: The cover page was painted green by the artist.

3. Active: They knew it.

   Passive: It was known to them.

4. Active: They sang a citizen development song.

   Passive: A citizen development song was sung by them.

5. Active: He showed it on the cover page.

   Passive: It was shown on the cover page.

6. Active: He loved the writer of the book very much.

   Passive: The writer of book was loved very much by him.

B. Now the second student takes over the reading role and this time he/she reads the Passive forms. The other two compete to say the sentences in the Active forms. The winner is the one who says the most sentences correctly.

C. It is the third student's turn to read the sentences in the active (negative) forms. Then, the two students compete to say the Simple Past Passive (negative) forms. Again, the winner is the one who correctly says the Passive (negative) forms correctly.

D. The first student says the sentences in the Active (affirmative) form. The second student says the sentences in the Simple Past Passive interrogative form. The third student says the sentences in the Simple Past Passive negative forms.

27 Day 4

Lesson 12

Activity 1: Complete the following text with the appropriate tense and voice of the words given in brackets.

Yesterday, there was a family get-together at our home. All members of our family _____ (order) to arrive at home before 6:00pm. In our home, time _____ (respect). My father _____ (always come) on time. So, we _____ (learn) to be punctual from him. When we _____ (arrive) at home, everything was ready. Mom and Dad _____ (pray) for our togetherness and blessed the food and drinks. On such an occasion, we _____ (pray) together. After we _____ (enjoy) the food, coffee _____ (serve).

Then I _____ (assign) to wash the used utensils. I _____ (wash) them and _____ (put) them in their proper place. At our home, house chores _____ (do) in turns. Next time, it will to be done by my younger sibling.

Grammar summary

The general rule for sentences in the Simple Past Passive:

Affirmative sentences = Object +was/were + past participle of the main verb (V3)

Interrogative sentences = was/were + object + past participle of the main verb (V3) + (with/by [optional])

Negative sentences = object + was/were + not + past participle of the main verb (V3) + (with/by [optional])

Week 28 Day 1

Lesson 13

Passive Voice with '*by*' and '*with*'

Activity 1: Change the sentences in the Active Voice into the Passive Voice with an agent.

1. The teacher _____ (open) the door every day.

2. Most American movies_____(make) in Hollywood.

3. Let's get some cake. It's fresh. It _____ (bake) right now.

4. Children _____(not allow) to see some movies during study time.

5. Getie _____ (cook) dinner.

6. The mechanic _____(repair) the car.

7. Tourists _____ (visit) Arba Minch every year.

8. My father _____ (slice) bread with a knife.

9. Millions of people _____ (watch) the film every week.

10. My mom _____ (study) leadership.

Now, sit in pairs and identify sentences that could be written without an agent, with an agent, and with an instrument.

Activity2: Add agents where necessary.

1. **My** car **was stolen** _____. (someone)
2. A decision **has been made** _____. (the judge)

3. Coffee **is grown** in most parts of Ethiopia _____. (farmers)
4. A new president **has been elected**_____ . (voters)
5. Both Anyuak and Nuyer languages **are spoken** in Gambella _____. (people)
6. The Mona Lisa **was painted** _____. (Leonardo da Vinci)
7. The Americas **were discovered** _____**.** (Christopher Columbus*)*
8. The first computer **was built**._____ . (Charles Babbage)
9. All the trees **were cut**_____ . (axe)
10. The rat **was caught** _____. (metal trap)

Grammar summary

Passive voice without agent or with agents and instruments

The passive voice without agent is used when we do not know the agent or it is not necessary or when it is obvious to mention the agent, or when we prefer not to mention the agent

Example: The visitors are expected tomorrow.

The agent is a person or a thing that performs the action and is the subject of the active sentence. Most of the time the agent is not mentioned but if it is mentioned, it is usually preceded by the preposition 'by:'

Example: The students were ordered to go to class by the vice principal. (The principal ordered students to go to class)

The instrument is an object that is not the doer of the action but something that the doer uses in performing the action. If it is mentioned in the passive sentence, it is preceded by the preposition with:

Example: The students were dispersed with the whistle of the principal. (The vice principal used a whistle to disperse students)

Section 5: Speaking

Week 28 Day 2

Lesson 14

Activity 1: Story telling / Talking about someone's biography

1. Prepare notes to talk about the life history of Abebech Gobena. Revisit the listening and the reading sections for more information. Compare and improve your notes with a partner.
2. Now, using your notes, tell your classmates about Abebech Gobena.

You may begin like this:

Today, I'm going to tell you about Abebech Gobena. Abebech Gobena, also called the Ethiopian Mother Teresa, was born in 1938, in a small rural village called Shebel. ……

Remember: When you tell a story about a person who passed away, you should narrate it in the past tense.

Week 28 Day 3

Lesson 15

Activity 1: Stories can also be imaginary.

1. **Read the following story with a partner and answer the questions.**

The Wise Father

Once, an old man in Axum had a large family. He had seven sons. His sons always quarrelled with one another. Each one wanted to inherit his father's money and land.

One day, the old man became very ill. He knew he was going to die soon, so he sent for his sons. All his sons came. Each one wanted to know what he would inherit. But the old man gave them nothing. He sent them all into the forest. He told each son to bring back two sticks, and they went out. Each son returned from the forest with two sticks. Then the father put the sons in a raw, the oldest son first and the youngest son last.

The old man said to the oldest son, 'Put one of your sticks across your knees and try to break it.' The boy did that and the stick was broken. Then the old man told the second son to do the same thing, and the second son broke one of his sticks. The old man continued down the line and repeated his instructions until each son had broken one of his sticks.

Then the old man said to the oldest son, 'Now tie seven sticks together to make a bundle.' The son made a bundle of all the remaining seven sticks, and the old man said, 'Put the bundle across your knees and try to break it.'

The son tried for a long time, but he couldn't break the bundle of sticks. Then the second son tried, but he couldn't break the bundle, either. Then each of the other sons tried, but none of them could break the bundle of sticks.

Then the old man said, 'I will give my land and my money to all of you. If you stay together, you will be strong. But if you do not stay together, you will be weak. Your enemies will defeat you!'
(Source: Ethiopian Folk-tales, 1972)

a. Do you like the story? Why?
b. What have you learnt from the story?
c. Was the old man a responsible father? How?
d. What values of good citizenship does the story show?

2. Now it's your turn to tell your classmate a similar story.

- You may ask your parents.
- You may find one from story books. OR
- You may create your own.

Section 6: Writing

Week 28 Day 4

Lesson 16

Activity 1: Sit in groups of four and select a classmate who shows qualities of good citizenship. Without mentioning her/his name, write a puzzle describing her or him. Read out your puzzle to your classmates and ask them to identify her/him. If you can describe her or him clearly, your classmates can identify her/him easily.

Activity 2: Ask students at your school and find out the best teacher in your school. Write notes why he is the best teacher. Then write a short puzzle to be posted on your class notice board. Then your classmates can read it and find out who the best teacher is at your school.

UNIT EIGHT

HEALTHCARE FACILITIES

16 Periods)



Source: (Shuttersock.com)

Learning Outcomes

Upon successful completion of this unit, students will be able to:

- extract essential information from listening texts;
- give advice on health-related problems;
- employ varying reading strategies depending on their reading purposes;
- answer reading comprehension questions;
- identify and use synonyms/antonyms of the given words;
- apply context clues to learn meanings of words in texts;
- form and use health-related compound words;
- use health-related expressions and idioms to talk and write about healthcare facilities;

- construct the active and passive forms of the Simple Past and the Past Continuous tenses;
- identify and use different types nouns correctly; and
- write an argumentative paragraph comparing health with wealth.

Section 1: Listening

Week 29 Day 1

Lesson 1

Activity 1: You are going to listen to a text about *Healthcare Facilities*. Before listening, answer the following questions. Then, share your ideas with a partner.

- What is health?
- Should we care about our health? Why?
- Have you ever been ill? If yes, what did you do?
- In your area, when people are sick, where do they usually go? Why?

Activity 2: In groups of four, list out the healthcare facilities you see in the picture. What healthcare services do the facilities provide?



(Source: Rasmussen.edu/degrees/health-sciences/blog-11/09/2021)

Activity 3: Now listen to the text and fill in the blank spaces with the right information.

1. Any place where healthcare services are provided is called _____.
2. _____ provide more comfortable birth environment to mothers.
3. _____ store and sort blood into components.
4. A healthcare facility for diagnosis and treatment of outpatients is called _____.
5. _____ provide all types of healthcare services.
6. _____ deal with emergencies, most serious illnesses, and injuries.

Activity 4: Listen to the text again and decide whether the following statements are *True* or *False. Write your answers in your exercise book.*

1. Any healthcare facility can provide all healthcare services.
2. Birth centers provide a cost-effective, family-inclusive birth.
3. Blood banks manufacture and supply blood to patients.
4. People with serious illnesses and injuries can be treated at clinics.
5. Hospitals are the highest level of healthcare facilities.
6. The healthcare services hospitals provide can vary greatly depending on their size and location.

Activity 5: In groups of three, answer the questions below and report your answers to the class.

1. List the healthcare facilities in your area.
2. Explain the services they are providing. You can ask health professionals there if necessary.
3. Report your answers to your classmates.

Section 2: Speaking

Week 29 Day 2

Lesson 2

Giving Advice

In Unit Six, we learnt that we can use *should*, *ought to,* or *had better* when we want to advise someone. Let's now have further practice in giving advice.

Activity 1: Role-play

1. **In groups of four, practice the conversation below. Take turns to play the roles of A, B, C and D.**



A: Ouch… I've cut my finger! It's bleeding. What shall I do?

B: You **should** wash it carefully with boiled water.

C: You **ought to** put a bandage on it.

D: I think you **had better** go to the clinic.

2: Now write a similar conversation, choosing an illness from the list below. You can also use your own ideas. Then, take the roles and practice your conversation.

headache	fever	toothache	back pain
broken leg	a bad cold	sore throat	sore eyes

Activity 2: Giving advice on an incident

With your partner, read the text below and answer the questions.

1. Why do you think Paulos had the accident?
2. If you were at the accident place, what would you do?
3. If you met Paulos, what would you advise him to do?

Paulos was a businessman. He spent most of his time in his shops. Sometimes, he stayed at work till 10:00p.m. in the evening. One day, while he was driving back home, he had an accident. As his car crashed against a lorry, he was badly injured. Many people gathered around the accident place. Some of them wanted to take him to hospital immediately. Others said a traffic police had to be called. After an hour of argument among the people, Paulos was taken to a hospital. But he was in a serious condition as he had bled too much. After a prolonged hospitalization, he recovered but he had a serious injury on his spine. So, he was wheel-chaired for the rest of his life.

Activity 3: Debating

Your teacher will now divide the class into two groups: Group A and Group B. Then, the groups debate on 'What should be done first when an accident happens?'

Group A: *First, we should save the lives of people in the accident.*

Group B: *First, we should call a traffic policeman/woman because evidence should be taken.*

Before, the debate, each group should choose 5 representatives to present the group's ideas. Have a short discussion and generate important ideas for the debate.
Remember to use the advice words, '*should*', '*ought to*' and '*had better*' in your talk.

Section 3: Reading

Week 29 Day 3

Lesson 3

Activity 1: In groups of three, try to answer these questions.

1. Have you ever heard or read about these healthcare facilities?
    - diabetes education centers
    - dialysis centers
    - imaging and radiology centers
    - orthopaedic centers
2. Are they available in your area?
3. What healthcare services do you think these facilities give?

Activity 2: Now, read the passage quickly and match the healthcare facilities with the services they provide.

Healthcare facilities	Services they provide
1. Diabetes education centers	a. To treat kidney diseases
2. Dialysis centers	b. To deal with bones and muscle health issues
3. Imaging and radiology centers	c. To manage diabetes and make lifestyle adjustment
4. Orthopaedic rehabilitation centers	d. To have diagnostic imaging services
	e. To services to communities affected by natural or human-made disasters

Types of Healthcare Facilities

Some people may not think about ***healthcare facilities*** unless they are ill. But healthcare is **essential** and it's important to know more about the facilities. So, in this Section **you** are going to learn about four more types of healthcare facilities.

Diabetes education centers are one of the most important healthcare facilities. Patients with diabetes need to manage the disease. **They** need to make lifestyle adjustments to keep the disease from becoming **life-threatening**. Since diabetes is so **widespread**, diabetes education centers help patients to manage their disease and to help people at risk of diabetes to avoid it, if possible. Diabetes education centers typically offer classes, education, and support to groups. **These facilities** also provide a variety of resources to help patients manage their diabetes and live as complication-free as possible.

Another important healthcare facility is ***dialysis centers***. Patients with kidney disease often need regular **treatments** of dialysis. Dialysis is a process that filters and cleans the blood **artificially** - the work functioning kidneys normally take on. When kidneys aren't able to filter the blood the way **they** are supposed to, patients might need dialysis as often as three times a week to avoid serious **complications**.

Imaging and radiology centers are also other key healthcare facilities. These facilities offer **diagnostic** imaging services to patients. Diagnostic imaging includes CT scans, ultrasounds, X-rays, MRIs (magnetic resonance images) and more. When hospitals and clinics have imaging centers, **outpatient** facilities help keep costs lower and allow more convenient scheduling for patients. Hospital facilities will likely handle imaging for urgent cases, such as an MRI for a brain injury. But any imaging that can be **scheduled** in advance, such as ultrasounds to **monitor** a pregnancy, could take place at any imaging center.

There are also **orthopaedic rehabilitation centers** for people dealing with bones and muscle health issues**.** For anyone with **chronic** back or joint pain, **these** are the types of healthcare facilities to visit. Apart from offering pain relief, physical therapists in orthopaedic centers diagnose and come up with an excellent treatment plan for every patient. **These facilities** deal with many things, including therapy for people recovering from injuries or with **disabilities**. You will find treatment, rehabilitation, and prevention of various bone, ligament, tendons, joints, and muscle-related problems.

(Adapted from Healthcare Business Today Team, 2019)

Week 29 Day 4

Lesson 4

Activity 1: Read the passage again silently. Then, decide whether the following sentences are *True* or *False*.

1. The incidence of Diabetes decreases as the number of diabetes education centers increases. _____
2. Dialysis is a natural process that filters and cleans the blood. _____
3. People with kidney diseases might need dialysis to avoid serious complications. _____
4. Hospital facilities offer only MRI for brain injury. _____
5. Anyone with chronic back or joint pain can visit an orthopaedic rehabilitation center. _____
6. Healthcare is so important that every person needs to know about the facilities. _____

Activity 2: Reading for inference

Read the passage again and choose the right answer to complete the sentences.

1. In the first paragraph, the writer gives _____.
   a. advice b. information c. warning
2. The purpose of Paragraphs 2 - 5 is _____.
   a. giving instructions b. informing c. entertaining

Activity 3: Reading for reference

What do the words and phrases in bold refer to in the passage?

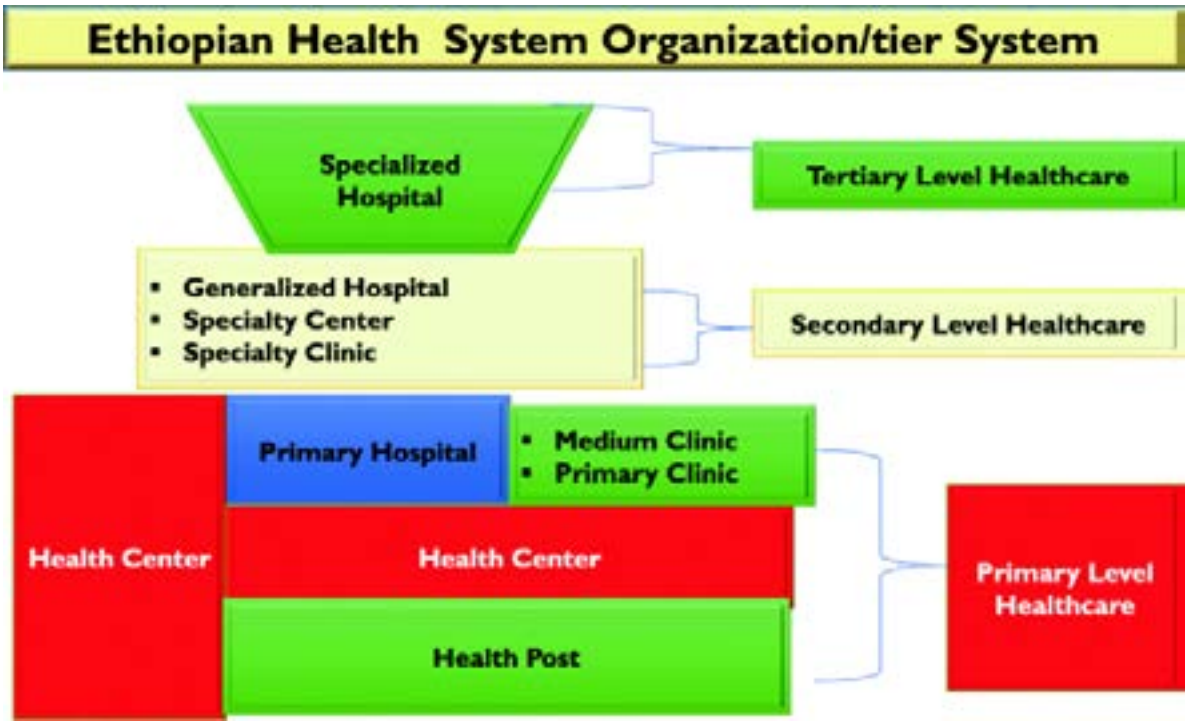
1. **'…you…'** (in Paragraph 1, Line 3)_____
2. **'They…'** (in Paragraph 2, Line 2) _____
3. **'These facilities…'** (in Paragraph 2, Line 7) _____
4. **'…they…'**(in Paragraph 3, Line 5) _____
5. **'…these…'** (in Paragraph 5, Line 3) _____
6. **These facilities** (in Paragraph 5, Line 6) _____

Week 30 Day 1

Lesson 5

Activity 3: Reading a diagram

Form groups of four. Read the diagram below carefully and answer the questions in writing.



(*Source: BMC Health Services Research, Volume* **19***: 127 (2019)*

1. How many levels does the Ethiopian health system have? What are they?
2. What healthcare facilities does each level include?
3. Where do you think health posts are found?

Section 4: Vocabulary

Week 30 Day 2

Lesson 6

Activity 1: The words on the left are taken from the reading passage. With a partner, match them with their meaning on the right. Refer to a dictionary if you find them difficult.

Words from the passage	Their meanings
1. essential ___	a. lasting for a long time
2. threatening _____	b. further development of an illness
3. widespread _____	c. identifying the nature of an illness
4. treatment ____	d. extremely important
5. complication ____	e. a person who goes to a healthcare but stays at home
6. diagnostic _____	f. likely to harm or destroy
7. outpatient _____	g. a thing done to relieve or cure an illness
8. chronic _____	h. distributed over a large area
	i. the condition of being in good health

Activity 2: Making compound words

The word healthcare is used in this Unit very frequently. Have you noticed that it is a compound word formed from 'health' and 'care'? Similarly, we combine the word 'child' and 'birth' to form 'childbirth', 'head' and 'ache' to form 'headache'.

1. **Make as many compound words with 'care' and 'birth' as you can. You can use a dictionary.**

More examples:

childcare/ carefree birthday

2. Make your own sentences using at least four of the compound words you have made.

Example: I am suffering from a severe **headache**.

Write at least 5 words that go with the word 'hospital'. You may refer to a dictionary.

Examples: a hospital doctor

Activity 3: Health-related expressions/idioms

Idiomatic expressions refer to word combinations that have a different figurative meaning from the literal meanings of the phrase or each word.

1. With a friend, study the following examples.

   a. ***Take (someone's) pulse*** = to measure the heart beats

   b. ***Sick in bed*** = remain in bed while being sick

   c. ***Take a sick day*** = being absent from work and still receive pay

   d. ***Take a turn for the better*** = to start to improve or get well

2. Use two of these expressions to make your own sentences.

Activity 4: Match the health-related expressions/idioms on the left with meanings on the right. Compare your answers in groups of three.

Health-related Expressions/Idioms	Their Meanings
1. alive and kicking	a. a. so ill that one may die
2. health farm	b. b. still living, in good health and active
3. die in one's bed	c. c. to stop breathing for a moment
4. at death's door	d. d. completely recovered from illness
5. on one's feet	e. e. feeling great disappointment, fear or
6. sick at heart	f. unhappiness
7. catch one's breath	g. f. to die of old age or illness
	h. g. a place where people go to improve their
	i. health by eating certain food, exercise, etc.

3. Make three sentences using any of these health-related sentences.

   Example: Your grandma is alive and kicking.

Section 5: Grammar in Context

Week 30 Day 3

Lesson 7

The Past Simple Passive: Revision

In Unit Seven, you studied about active and passive voice forms of the the Past Simple.

Look at the following sentences:

The boy broke the glass. (active)

A. The glass was broken.

B. The glass was broken by the boy.

In sentence 'A' the doer of the action is not identified. In sentence 'B' the doer of the action is identified. So we can call sentence 'A' an 'unidentified passive' and sentence 'B' is an 'identified passive'.

Activity 1: Use the Past Simple Passive forms to rewrite these sentences. Numbers 1 and 2 are done for you as examples.

1. We used this car for our trips during the summer.
   - This car **was used** for our trips during the summer.
2. They didn't clean the bird cages at all.
   - The bird cages **were not cleaned** at all.
3. The teacher didn't tell us to do the assignment.
4. Cars killed a lot of pedestrians in big cities.
5. The police did a lot, but it was not enough.
6. They didn't bring this laptop from Japan.
7. People couldn't save many houses after the flood last week.

Activity 2: Use these words to make sentences in the Past Simple Passive.

What happened after the birthday party?

Example: (two | break | glasses) = **Two glasses were broken**.

1. tidy up | the room | not
2. on | sandwiches | the table | leave | some
3. empty | not | waste bin
4. with | coke | stain | the sofa
5. plates and forks | everywhere | leave
6. under | empty bottles | the bed | put
7. damage | flowers | some
8. fill | the kitchen sink | dirty dishes | with
9. not | most lights | switch off
10. close | the front door | not

Week 30 Day 4

Lesson 8

Activity 3: Passive voice with 'by' and 'with'

'by' or 'with'?
The preposition 'by' is used when we want to mention the agent of an action; 'with' is used if something is done *with* a tool.

Look at these examples:

This picture was drawn **with** a pencil.

The picture was drawn **by** a famous Ethiopian artist.

The memo was written **with** a blue pen.

The memo was written **by** the manager.

Now, in pairs, complete the following sentences in the passive voice with 'by' or 'with'.

1. Sir, this room is cleaned _____ the students every morning.
2. These windows weren't cleaned _____ warm water and detergent.
3. Sneakers are worn _____ young people all over the world.

4. Is this letter written_____ a ballpoint pen?
5. A lot of wooden houses are destroyed _____fire.
6. The lion is killed _____ a gun.
7. Don't worry, I'll show you how to cut the paper_____ scissors.
8. She peels the potatoes _____ a knife.

Week 31 Day 1

Lesson 9

Let's Learn About Nouns

Activity 1: Form groups of five and answer the following questions.

1. What are nouns?
2. List some of the nouns in the reading passage: 'Types of Healthcare Facilities'.
3. What do you understand from the following groups of words?
   a. Lemesa, Tayitu, Tsehay, Zeleke, Bontu, Kedija
   b. hospital, clinic, health post, Ethiopia, Jigjiga, kitchen
   c. jacket, mirror, computer, rain, table, ball
   d. health, illness, pollution, joy, education, science

Grammar Summary

What are nouns?

Nouns are the names that we give to persons, places, things or ideas. We have **common nouns** which are the names of whole groups of persons, places, things or ideas. Examples of common nouns are **water, mineral, hospital, cat,** and **school**. We also have **proper nouns**, which are the names of particular persons, places, things or ideas. For example, persons: Abdela, Hirut…; places: Bale, Harrar, Assosa…; days of the week: Monday, Tuesday …; months of the year: August, September…; and so on. We always begin proper nouns with a capital letter.

Activity 2: In pairs, read the following paragraph. Then, list the nouns in the proper columns below.

Once there was a beautiful little girl called Silfen. Her mother was called Fatuma. She was also beautiful. Silfen and her mother were living in the countryside. One morning, Silfen and her mother went to the nearby river to fetch water. Fatuma carried a big jar. Silfen carried a small jar, but it was too big for her. As a result, the beautiful little girl slipped on the road and broke her leg and her jar. Her elder brother, Mohammed, who was living in the nearby town, heard the story. He took Silfen with him and she began schooling there. Now, Silfen is a teacher and she is helping many girls to pursue their learning.

Names of Persons	Names of Places	Names of Things and Ideas

Activity 3: In groups of three, put the nouns in each group into proper and common nouns in the table below.

a. human, female, Thomas, boy, Helen, girl, women

b. blood bank, health center, Black Lion Hospital, clinic, hospital

c. lake, Awash River, ocean, sea, Lake Tana, dam

d. school, market, Minilik II Preparatory School, Merkato

e. water, food, mineral, platinum, air, wind, hurricane

f. days, months, years, September, Monday, hours

g. country, nation, Ethiopia, region, town, Asmara

Proper Nouns	Common Nouns

Activity 4: Write six sentences of your own using three proper nouns and three common nouns from the list. Underline the nouns in your sentences.

Examples: 1. Females are the backbone of their family.

1. Water is an essential element for survival.

Collective Nouns



a bunch of bananas



a flock of sheep

Collective Nouns

Some common nouns have collective forms. Here are some of the common collective nouns.

a flock of sheep a range of hills a colony of ants a heap of stones a herd of cows/oxen/goats/buffaloes, elephants, etc. a pack of hounds a litter of puppies/kittens	a school/shoal of fish a pack/deck of cards a bunch of keys/ flowers/ grapes/ bananas a pack of wolves a clump of trees a nest of ants a swarm of bees

Here are some more collective nouns:

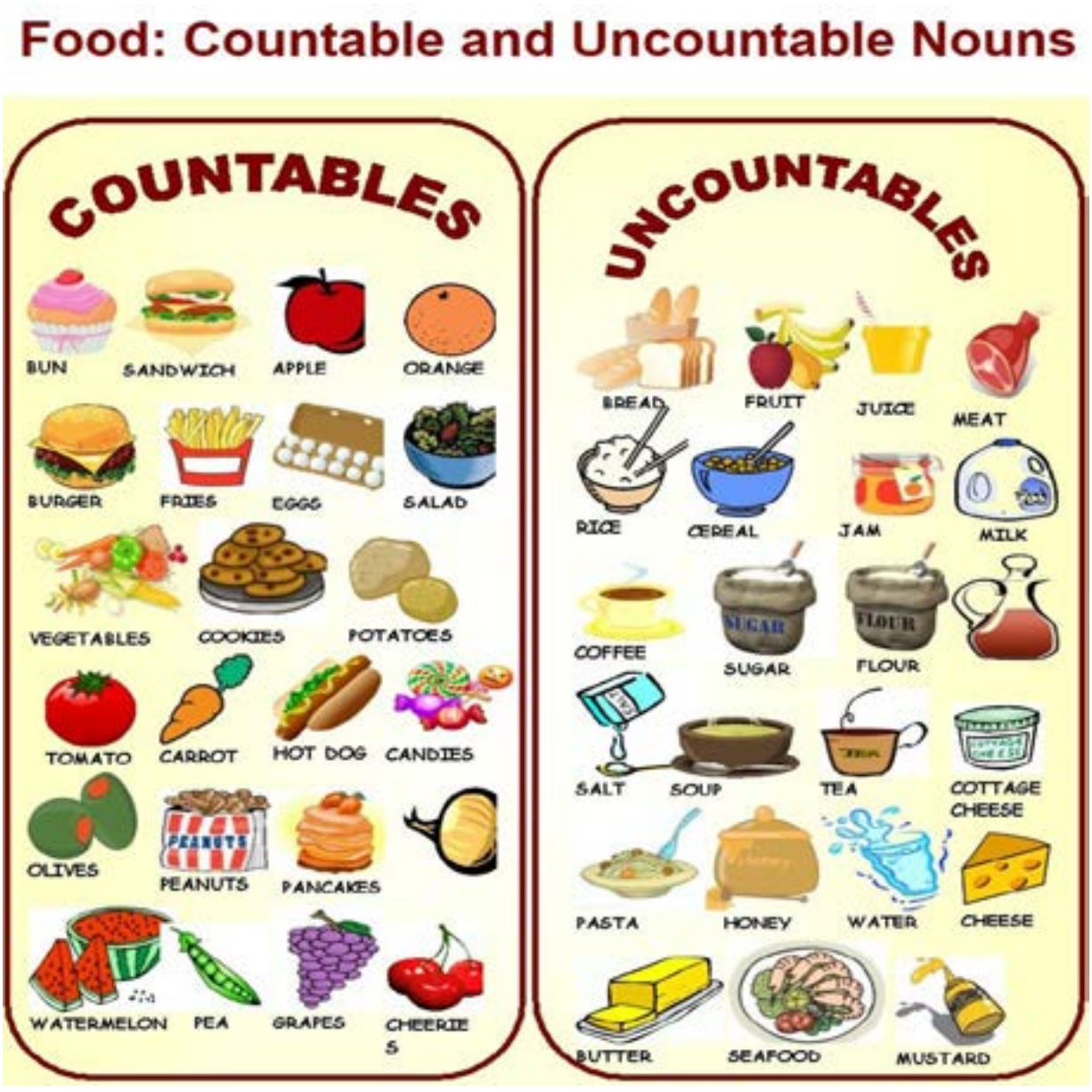
- a band of musicians
- a troop of monkeys
- a regiment of soldiers
- a gang of thieves
- a set of china
- a sheaf of corn
- a suite of furniture
- groups of islands

- a set of cutlery
- a bundle of newspapers
- a fleet of taxis
- a library of books
- a clump of trees
- a pride of lions

Week 31 Day 2

Lesson 10

Countable and Uncountable Nouns



Activity 1: In pairs, read the following sentences. List the'countable' or 'uncountable' nouns in the table below.

1. My mother uses butter to prepare cakes.
2. We need some glue to fix this vase.
3. The bread my mother bakes is delicious.
4. Drivers must be careful; the road is slippery.
5. I bought three bottles of mineral water for our picnic.
6. I'd like some juice, please!
7. Successful candidates will join the camp later this year.
8. A rise in oil prices is inevitable since there is more demand for energy.
9. The exercises on this website are interesting.

Countable Nouns	Uncountable Nouns

I met some nice people when I was walking along the beach.

Activity 2: Below are groups of uncountable nouns. Write the matching topic word against each group. Compare your answers with a partner.

climate school travel mass natural substance food

1. wind, snow, rain, weather, temperature _____
2. homework, research, information, knowledge, education _____

3. baggage, luggage, traffic, transport, tourist information _____

4. money, transportation, clothing, traffic _____

5. air, water, dirt, blood, silver, gas, tantalum _____

6. rice, coffee, water, meat, bread, *injera*, porridge _____

Countable and Uncountable Nouns

- We call a noun a **countable noun** if it can be counted. A countable noun refers to a single thing, person, or place that can be counted.

  e.g. teachers, cities, or pencils.

- We call a noun **uncountable** when it cannot be counted. An uncountable or **non-count noun** refers to general things that can't be counted or made plural. e.g. water, salt, peace, sand, or joy.

Activity 3: 'How much' or 'How many'

Underline the right word in brackets to complete each sentence correctly. Compare your answers with a partner.

a. How (much/many) cigarettes do you smoke a day?

b. How (much/many) wine do you drink a week?

c. How (much/many) red meat do you eat a week?

d. How (much/many) exercise do you get every week?

e. How (much/many) hours do you sleep every night?

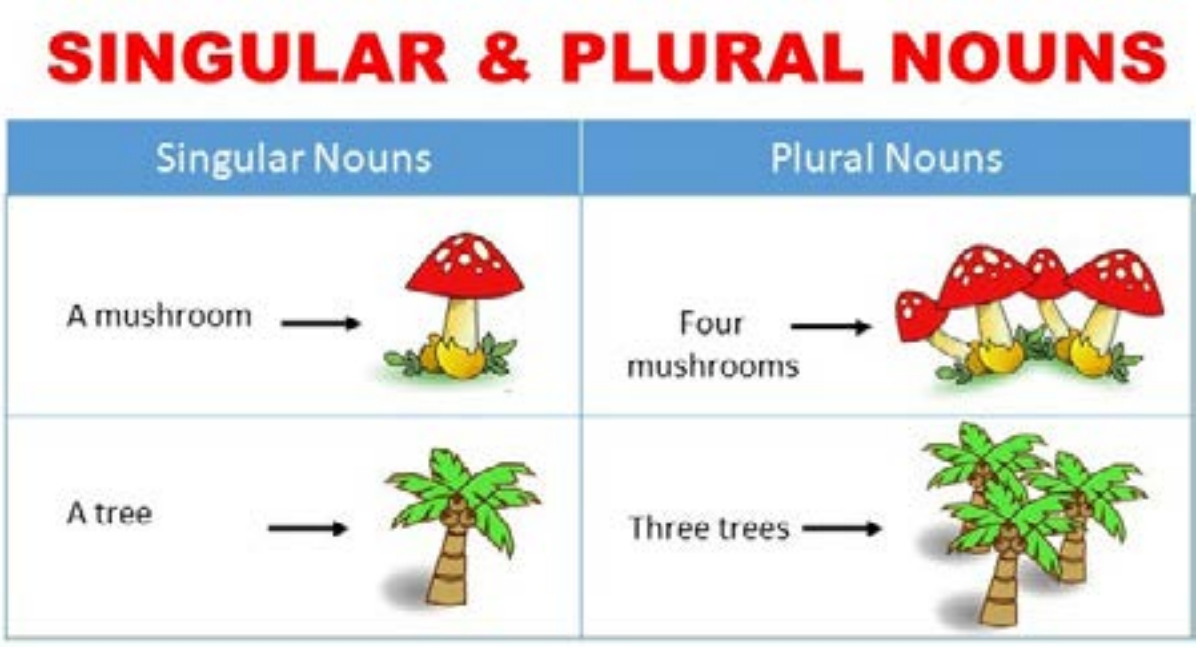
f. How (much/many) salt do you put on your food?

g. How (much/many) coffee do you drink a day?

Week 31 Day 3

Lesson 11

The Plurals of Nouns



Activity 1: In pairs, discuss the following plural nouns.

1. How are the plurals formed?
   a. dogs, prizes, dreams, circles, stations
   b. actresses, brushes, ditches, axes, buzzes
   c. solos, halos, studios, photos, pianos
   d. heroes, tomatoes, potatoes, echoes, cargoes
   e. armies, candies, babies
   f. boys, ways, jockeys
   g. roofs, chiefs, reefs, beliefs
   h. lives, calves, knives, thieves, shelves, loaves

2. Write the singular forms of two nouns in each group.

Grammar Summary

The Plurals of Nouns

A countable noun can be singular or plural. When a noun names one thing, it is singular. When a noun names more than one thing, it is plural.

- If a noun is **singular**, we say one dog, one man, one book.
- If a noun is **plural**, we say two (or three or six or nine) dogs.
- When a word is changed from singular (just one) to plural (more than one), the spelling has to be changed. Most words add 's'.

  Examples: toy/toys, book/books, table/tables.
- If the word has a consonant before the 'y', 'ies' is added.

  Example: berry - berries
- If the word has a vowel (a, e, i, o, u) before the 'y', 's' is added.

  Example: toy - toys

- The words below add *'es'* when they are plural. Say the words aloud and pronounce the endings.

Singular	**Plurals**
box	boxes
dish	dishes
kiss	kisses

Activity 2: Find the six errors in the following short passage. Use the examples above to help you, although not all the errors appear in the examples!

Everyone collected things for the picnic in the forest: knifes, loaves – and even some scarfs and gloves - in case it got cold! When they arrived, they found the ground covered in leafs. Everyone was enjoying themselfs, eating delicious food and feeding the young calfs that walked by. Suddenly, thiefs jumped down from the cliffs...

Week 31 Day 4

Lesson 12

Irregular Plurals

Activity 3: In groups of three, underline the correct plural form to complete each sentence.

a. Ato Belay and W/o Sorenie have two _____ (child) aged two and five.

b. I always brush my _____ (tooth) in the morning.

c. Cats like to chase _____ (mouse).

d. Two _____ (half) make a whole.

e. There are several _____ (ox) on the road.

f. Deer and _____ (moose) are still found in the state.

g. There are always more _____ (fish) in the sea than in the lake.

h. My brother is six _____ (foot) and three inches tall.

i. Eagles fly alone but _____ (sheep) flock together.

j. I can see _____ (person) working in the street.

Note that some nouns have the same form for both singular and plural. They must be memorized.

deer *sheep* *moose* *salmon* *trout*

Some nouns form their plurals in special ways, by changing their spelling. They must be memorized.

man - men	woman - women	goose - geese
foot - feet	tooth - teeth	mouse - mice
child - children	ox - oxen	louse - lice

- **Dictionaries show the plural of a noun if it is formed in an unusual way.**

Week 32 Day 1

Lesson 13

How are Nouns Used?

Activity 1: In groups of four, discuss what the functions of the underlined nouns are. Your teacher will help you.

a. Scientists can predict weather.

b. The magician amazed the audience.

c. The hospital bought the doctors new gowns.

d. Geremew is the pilot's assistant.

*Have you noticed that the noun **scientists** in 'a' is a subject; the noun audience in 'b' is a direct object; the noun **doctors** in 'c' is an **indirect object**; and the noun **assistant** in 'd' is a predicate?*

Activity 2: Say whether the underlined noun in each sentence is functioning as a subject, an object, a direct object or a predicate.

1. The factory damps wastes into the river.
2. The shilling is the British coin.
3. The Prime Minister addressed the Parliament.
4. The Olympic marathon covers 42 kilometers.
5. The palace was built in the 16th century.
6. The teacher gave the students a reading test.

Activity 3: Discuss these sentences with a partner. Pay attention to the function of the underlined noun in each sentence.

a. The water in the lake is clear and sparkling.

a. I water the garden every day.

Note that 'water' in the first sentence functions as a noun while the word 'water' in the second sentence is used as a verb.

Activity 4: State whether the underlined words are nouns or verbs.

1. a. The people could sense that the shark was near, but they could not see it.

   a. Some people have no sense.

2. a. A potter can shape clay into pots.

   b. The shape of a pot is not always the same.

2. a. The taste of mangoes is delicious.

   b. I tasted the lime juice and found it was sour.

3. 'Let's all go for a swim,' shouted Aamer.

   We like to swim in the sea.

5. a. Time should not be wasted.

   b. We can easily time how long it will take by using a stopwatch.

6. c. The flies settled on the piece of bread.

   d. He flies to many different countries each year.

7. a. She pays rent for her house.

   b. We rent a house.

Week 32 Day 2

Lesson 14

Activity 1: Basic Noun-Verb Agreement

In pairs, read the following sentences. Do they make sense? Why?

- **John and Mary is** a couple.
- **John are** an auto-mechanic **who earn** more than $67,000 per year.
- **Mary are** a farmer; **she have** a little lamb farm and **get** a good tax deduction.

Note that these sentences do not make sense because the nouns and their verbs do not agree in number. Sentences do make sense when their verbs agree with their nouns in number.

Compare the above sentences with the following.

- **John and Mary are** a couple.
- **John is** an auto-mechanic **who earns** more than $67,000 per year.

Grammar Summary

Here are the basic rules for noun-verb agreement:

1. The number of the noun (singular or plural) determines the form of the verb.

   Examples:

Plural: Some readers complain that **books have become** expensive, so **they tend** to read newspapers.

Singular: **Sofia borrows** books from the university library. **She reads** different books. Sometimes, **she stays** in the library, but most of the time **she studies** in her dorm.

2. There may be more than one noun-verb pair in a sentence; you need to make sure that each pair agrees in number.

   Example:

- The children are watching a movie, but their father is watering the flowers in the garden.

3. The way the verb agrees with the noun in the Present Simple depends on whether the verb is **regular or irregular.**

   Agreement - Regular Verbs

   To agree with a singular noun, a regular present-tense verb should end in's' or 'es', or have no special ending.

   o **Michael walks** every day, and every day a loose **dog turns** him into a marathon runner.

o The **dog catcher** regularly **catches** an average of 10 loose dogs per day, of which at least **five add** to the **odor** that **pervades** the back of the truck.
o "Hey, **I don't mind** that odor," **the dog catcher exclaims**. "To me, **it's** the sweet smell of success."
To agree with a plural noun, a regular, present-tense verb does not need any special ending.
o **Michael and Mahlet** leisurely **walk** the streets of Addis every morning, and every day the street-cleaning **trucks seem** to **direct** their spray toward them a bit more aggressively.
o **You could say** that **they** regularly **catch** a shower, **which adds** to their strength.
• "Hey, **we like** to walk, and **we** really **do not mind** the wetness," **they exclaim. "It makes others think** that **we've just completed** a long run."
• **Mary has** a little lamb farm and **gets** a good tax deduction from government, so her **family doesn't get fleeced** on taxes.

Activity 2: Select the verb in each question that is correct for the sentence.

1. We **(wants/want)** to go to the store with Mom because, on her own, she never (choose/ chooses) items we like.
2. Do you know that those people **(is/are)** our new neighbours?
3. Dogs **(like /likes)** their food. Cats (does/do), too, but they often are too arrogant to show it.
4. Each time I microwave a stuffed pepper for lunch, members of the office staff **(exclaim/ exclaims)** «Can we have some, too?"

Activity 3:

1. Man and woman (is/are) complementary to each other.
2. Plenty of mangoes and bananas (is/are) available in this season.
3. Cats and dogs (do/does) not get along.
4. The brothers, as well as their sister, (is/were) good at their studies.
5. A lot of houses (has/have) collapsed in the storm.
6. The children, as well as their mother, (is/are) missing.
7. A large sum of money (was/were) stolen.

Activity 4: Complete these sentences using *is* or *are* and the *plural form* of the noun.

1. There is one plane in the airport. There _____ two _____ .
2. There _____ a red apple in the basket. There _____red _____ .
3. There is a dish on the dining table. There _____ ten _____ on the dining table.
4. He is wearing a watch. They _____ wearing _____ on both their hands.
5. The lady _____ eating an ice cream. The ladies _____ eating _____ .

Week 32 Day 3

Lesson 15

The Possessives of Nouns

Activity 1: In pairs, read the following sentences. What do you understand by the underlined words?

1. My father's car is very modern.
2. The farmer's land is covered with different vegetables.
3. The lions' roars are very frightening.
4. The hunter catches the elephant's tail.

Have you noticed that nouns can show possession or ownership?

Forming Possessives of Nouns

There are three rules to form the possessives of nouns.

1. If a noun is singular, add an apostrophe (') and 's'.

   Bekele's arm Meles's desk the boy's mother

2. If a noun is plural and ends in 's', add just the apostrophe.

   artists' studio students' list Ethiopians' loyalty

3. If a noun is irregular and does not end in 's', add an apostrophe and 's'.

   women's discussion people's choice children's games

Activity 2: Write the possessive form for each of these singular nouns.

1. mayor
2. country
3. player
4. store
5. pilot
6. boss

Activity 3: Write the possessive form for each of these plural nouns.

1. guests	6. sheep
2. friends	7. fish
3. doctors	8. brothers
4. men	9. teachers
5. mice	10. geese

Activity 4: Rewrite each sentence with the possessive form of each underlined noun.

1. The bears line-up looks strong.
2. Jerry car needs maintenance.
3. The voters choice is Mr Daniel.
4. The doctor measured the astronauts pulses.
5. Louis favourite class is computer science.
6. The children zoo has baby animals.
7. Milky neighbourhood has a big playground.

Section 6: Writing

Week 32 Day 4

Lesson 16

An Argumentative Paragraph

Activity 1: With a friend, look at the picture below and read the sample paragraphs. Then, discuss the differences between the two paragraphs. What is position of each writer?





A Village vs. a City

Sample Paragraph 1

Villages may have local clinics or health centers, but cities often have multiple hospitals and doctors specializing in even rare conditions. In a city, ambulances and fire trucks may take only minutes to arrive at the scene. In villages, getting to a hospital in an emergency may take a lot of time. Therefore, cities are much better than villages to live. We can easily access healthcare facilities.

Sample Paragraph 2

I prefer to live in a village. Villages are relatively clean and not crowded. So the chance for epidemic diseases is less. There is less water and air pollution in villages; we can breathe fresh air. Also, as there are fewer cars in villages, there are fewer accidents. Nowadays, health centers at villages have ambulances to take people with serious illnesses to the nearby hospitals. For all these reasons, I believe that living in villages is better than living in cities.

Activity 2: Using the sample paragraphs in Activity 1, write a short paragraph on one of the following topics.

'Health is better than wealth.'

OR

'Wealth is better than health.'

UNIT NINE
LIVING WITH DIFFERENCES

(16 periods)



(Source: Different Faces of Ethiopia, Local Guides in Ethiopia, Accessed on 11/16/2021)

Learning Outcomes

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

- explore similarities and differences of people in a positive way;
- identify, listen, and respond to spoken information;
- grasp contents of spoken information for varied purposes;
- read and comprehend written texts for various purposes;
- identify synonyms and antonyms for given words;
- use learned words to describe processes of social nature;
- use unity and/or difference-related expressions in their oral and written interaction;

- use the Present Perfect Simple Tense for communication;
- describe and explain differences between the Simple Present Perfect and the Past Simple tenses; and
- undertake a debate on different issues related to the theme of the Unit.

Section 1: Listening

Week 33 Day 1

Lesson 1

Activity 1: Before you listen to a text about 'Living with Differences', choose the right answer for each question from the list below.

1. What makes people the same?

1. What makes people different?
2. What if we all were exactly alike? What if everyone spoke the same language, had the same religion, etc.?
3. What does 'living with differences' mean? It means:
    a. the world would be extremely dull and boring!
    b. physical differences in skin colour, languages, religions, traditions, clothes, foods and special cultural practices.
    c. accepting, respecting, and celebrating differences.
    d. we are all human beings with the same basic needs and feelings.

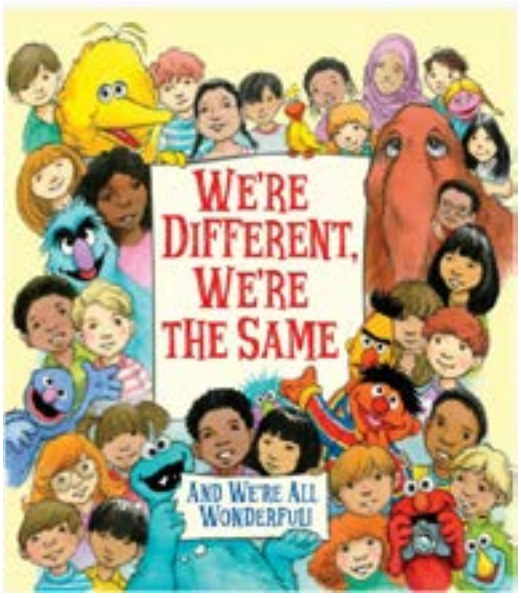
Activity2: The following words are used in the listening text. In pairs, practice saying them correctly. Also, guess their meanings.

- neighbourhood
- merchant
- garment
- aggressive
- innocent
- rituals

Activity 3: Now, listen to the text and put a tick mark (√) against the differences mentioned in Ahmed's family story. Then, compare your answers with a friend.

a. sex _____
b. religion_____
c. nationality _____
d. wealth _____
e. ethnicity_____
f. hobbies _____
g. abilities_____
h. education _____
i. work _____
j. physical

Activity 4: In groups of three, discuss what you can learn from these pictures. Then, one of you shares your ideas to the class.



(Source: Bobbi Kates and Joe Mathieu, 1992)



(Sharon Purtill and Sujata Saha, 2019)

Section 2: Reading

Week 33 Day 2

Lesson 2

Activity 1: With a partner, read the notes on 'Diversity'. Then, discuss the following questions.

> **Diversity** recognizes the differences among people. It includes factors such as age, sexual orientation, religion, beliefs, ethnicity, race, language, family structure, culture, gender identity, political orientation, social status, and economic status. Cultural diversity in the classroom involves celebrating those differences and creating a culture of inclusion and acceptance among students and the greater school community.

1. What factors does diversity recognize?
2. What types of cultural diversity are there in your classroom?
3. Have you ever heard about 'Unity in Diversity'? What does it mean to you?
4. What advantages does it have?

Activity 2: In groups of three, discuss the similarities and differences in the following pictures. Then, answer the questions that follow.





(Source: Elizabeth Cole and Julia Kamenshikova, 2021)

Based on the messages in these pictures, do you agree or disagree with the following statements? Why?

a. Diversity is beautiful.
b. Diversity makes life interesting.
c. Diversity gives us strength.
d. Diversity inspires unity.

Activity 3: Now, read the passage carefully and answer the following questions. Then, compare your answers with your partner.

1. What are the major advantages of 'Unity in Diversity'?
2. How can Unity in Diversity help to solve various social problems?
3. What is the most important result of Unity in Diversity?

Unity in Diversity

Unity in Diversity is a concept which **signifies** unity among individuals who have certain differences among them. These differences can be on the basis of culture, language, ideology, religion, group, class, ethnicity, etc. People have consistently shown **this praiseworthy behaviour** almost everywhere on Earth. **The concept** has certainly resulted in the ethical and moral **evolution** of humanity.



Unity in Diversity has a number of advantages. First of all, following Unity in Diversity implies an interaction between many types of individuals. These individuals will probably have certain differences among **them**. This would occur also in workplaces, schools, public places, etc. Most **noteworthy**, working with diverse people **provides an opportunity for exposure** to varied experiences. Furthermore, this interaction would build up **tolerance** in people. Hence, people would respect the opinions of others.

Unity in Diversity certainly **enhances** the quality of teamwork. This is because people would develop trust and social **bond** for mutual success. As such, the coordination and cooperation becomes very efficient. Consequently, the rate of completion of projects significantly increases.

In the world of business, a new principle is being followed. This principle is to think globally and act locally. The reason for using **this principle** by companies is to bring people together from different social and cultural traditions. This principle is certainly a **victory** for promoting the concept of Unity in Diversity.

As a result, nowadays, more and more companies are doing business in different regions of the world.

The concept of Unity in Diversity has now become an effective tool in solving various social problems. This is possible as diverse people tend to know one another. Consequently, they come to understand differences are normal, and **this** increases mutual respect among the people.

Unity in Diversity is very useful for a culturally diverse country. Above all, **the concept** allows people of different religions, cultures, castes, etc. to live together peacefully. The belief of Unity in Diversity certainly reduces the chances of **riots** and **disturbances**.

Week 33 Day 3

Lesson 3

Activity 1: Read the passage again and decide whether the following statements are *True* or *False*. Compare your answers in pairs.

1. Unity in Diversity emphasises certain similarities among people.
2. There are no differences among individuals within a family.
3. Unity in Diversity makes coordination and cooperation among people very efficient.
4. Unity in Diversity is useful for diverse people, not for diverse countries.
5. Unity in Diversity is a global experience.

Activity 2: In pairs, reread the passage and find out what the words in bold refer to.

1. **'…these praiseworthy behaviours…'** (Paragraph 1, line 4)
2. **'…them…'** (Paragraph 2, line 3)
3. **'…this principle…'** (Paragraph 4, line 1)
4. '…**this**… (Paragraph 5, line 2)
5. '…**the concept**…' (Paragraph 6, line 1)

Activity 3: In groups of four, discuss how the concept of 'Unity in Diversity' works:

a. in your family,
b. in your school, and
c. in Ethiopia.

Section 3: Vocabulary

Week 33 Day 4

Lesson 4

Activity 1: The words in Column A are used in the reading passage. With a partner, match them with their meanings in Column B.

'A'	'B'
1. signifies	A. development, growth, advancement
2. praiseworthy	B. unrests, conflicts
3. evolution	C. remarkable, important, significant
4. noteworthy	D. shows, indicates
5. tolerance	E. success, triumph
6. victory	F. exemplary, admirable, worth
7. riots	G. conflicts, instabilities, disorders
8. disturbances	H. acceptance, patience

Activity 2: The words under column A are taken from the passage. Find their antonyms (opposites) from the list given under column B.

'A'	'B'
1. diverse	a. violent
2. human	b. harmful
3. advantage	c. alike
4. useful	d. animal
5. mutual	e. individual, personal
6. peaceful	f. dissimilar
	g. disadvantage

Section 4: Grammar in Context

Week 34 Day 1

Lesson 5

The Present Perfect Simple Tense: Affirmative Form

Activity 1: With a partner, look at the following sentences taken from the listening and reading texts. Pay attention to the verbs written in bold.

- We **have given** Oromo names to our children.
- People **have** consistently **shown** this praiseworthy behaviour almost everywhere on Earth.
- The concept **has** certainly **resulted** in the ethical and moral evolution of humanity.

Here are some more examples:

- Martha **has bought** a new dress.
- We **have finished** our assignment.
- He **has sent** the letter to the manager.
- I think you **have lived** here for ten years.

Have you noticed that all the verbs in the above sentences are in the Present Perfect Simple Tense? Have you also seen that all the sentences are in the affirmative (positive) form and for the third person singular ('it' and 'he') we use 'has'?

Activity 2: Now, complete the following sentences with the Present Perfect Simple form of the verbs in brackets.

1. We can go home now. We _____ (finish) our assignments.
2. She _____ (write) a very good essay. Look!
3. You _____ (eat) much of the food!
4. Alemu _____ (bring) us apples; we can have some during lunch.
5. I _____ (make) many new friends. Now I'm happy.
6. My father _____(go) to Assosa for a few days.
7. They _____ (clean) the room very well. It smells good.

Activity 3: Now, make your own sentences in the Present Perfect Simple Tense using the given subjects and verbs in brackets.

1. Our teacher (tell) _____
2. The children (play)_____
3. Taye is rich. He (buy)_____
4. It (rain) _____
5. You (cut)_____. It's bleeding.

Week 34 Day 2

Lesson 6

Present Perfect Simple Tense: Negative Form

Activity 1: Form groups of four and compare the following sentences. What changes have you seen in the second sentence of each pair?

1. We **have given** Oromo names to our children.
   - We **haven't** given Oromo names to our children.
2. People **have** consistently **shown** this praiseworthy behaviour almost everywhere on Earth.
   - People **haven't** consistently **shown** this praiseworthy behaviour almost everywhere on Earth.
3. The concept **has** certainly **resulted** in the ethical and moral evolution of humanity.
   - The concept **hasn't** certainly **resulted** in the ethical and moral evolution of humanity.
4. Martha **has bought** a new dress.
   - Martha **hasn't bought** a new dress.
5. We **have finished** our assignment.
   - We **haven't finished** our assignment.
6. He **has sent** the letter to the manager.
   - He **hasn't sent** the letter to the manager.
7. I think you **have lived** here for ten years.
   - I don't think you **have lived** here for ten years.

Note that 'hasn't' is the short form of 'has not' and 'haven't' is the short form of 'haven't'.

Activity 2: Rewrite the following sentences in the negative form. Then, compare your answers with a partner.

1. Sara has played the piano.
2. The guests have enjoyed their stay at our home.
3. The maid has broken the glasses.
4. You have taken the exam.
5. We have watered the flowers.

Activity 3: The following sentences are about an exam. But the words are not written in the correct form. Rearrange them to make negative Present Perfect Simple sentences. The first one has been done for you.

1. The/ started/ exam/ not/ has/ on time.
   The exam has not started on time.
2. Their/ not /teacher /has /come /on time.
3. have /students /got /about /clear /not /instruction
4. Most of the students/ not/ have/ exam/ the/ finished.
5. Especially /has /Kelil /done/ not /the /second/ part.
6. Jitu/ happy/ has/ not/ about/ the/ disorganised/ been/ lesson.

Week 34 Day 3

Lesson 7

Present Perfect Simple Tense: Interrogative Forms

Activity 1: Compare the sentences in each pairs. How does the second sentence differ from the first sentence in each pair?

1. Martha **has bought** a new dress.
   - **Has** Martha **bought** a new dress?
2. We **have finished** our assignment.
   - **Have** we **finished** our assignment?
3. He **has sent** the letter to the manager.
   - **Has** he **sent** the letter to the manager?
4. I think you **have lived** here for ten years.
   - **Have** you **lived** here for ten years?

NB: All the second sentences in each pair are in the Present Perfect Simple interrogative forms.

Activity 2: Choose the correct question forms of the following sentences.

1. Our team has won the game.
   A. Have team our won the game?
   B. Has our team won the game?
   C. Have team our won the game?
2. You have given us the necessary support.
   A. Given you have us the necessary
   B. Did you give us the necessary support?
   C. Have you given us the necessary support?
3. They have been to Dire Dawa.
   A. Do they have been to Dire Dawa?
   B. Have they been to Dire Dawa?
   C. Has they been to Dire Dawa?
4. Alemitu has visited the museum.
   A. Did Alemitu visit the museum?
   B. Have Alemitu visited the museum?
   C. Has Alemitu visited the museum?
5. It has been a wonderful diversity celebration week.
   A. Was it diversity celebration a wonderful week?
   B. Have it been a diversity celebration day wonderful?
   C. Has it been a wonderful diversity celebration day?
6. They have gone to the USA.
   A. Have they gone to the USA?
   B. Did they go to the USA?
   C. Have they went to the USA?
7. You have read “War and Peace”.
   A. Did you read “War and Peace”?
   B. Do you have read “War and Peace”?
   C. Have you read “War and Peace”?

Activity 2: Rewrite the following statements into interrogative forms.

1. You **have painted** the kitchen door.
2. Your brother **has done** the shopping.
3. Gelana **has touched** a spider.
4. My father **has** ridden on a horse.
5. Oppai **has asked** his parents to pay for his education.
6. You **have written** the letter.
7. Selam h**as turned off** the TV.
8. You **have flown** in a helicopter.
9. She **has broken** the window.
10. You **have cooked** for your friends

Week 34 Day 4

Lesson 8

Activity 1: Rewrite the following affirmative questions into negative questions as in the example.

Example:

- Have you had breakfast?
  - ✓ **Haven't** you **had** breakfast?
  - ✓ **Have** you **not had** breakfast**?**

1. Has Tigist come back from Canada?
2. Have we cleaned the room? (The desk is dirty).
3. Have they understood the instruction? (They look confused.)
4. Have I told you about my sister?
5. Has the exam paper been marked?
6. Has the teacher missed classes so far?

Activity 2: In pairs, read the following conversation. In your practice, pay attention to the use of the Present Perfect Simple Tense.

A: **Have** you **eaten** breakfast?

B: yes, I **have**. Why do you ask me?

B: Well,…..emm… I **haven't**.

A: Why not? Is your Mom not at home?

B: No. She **has gone** to Merkato.

A: Didn't she leave you something to eat?

B: She **hasn't prepared** anything that I could eat.

A: I am sorry. Let's go out. I **have got** some money reserved for lunch. We can buy biscuits.

B: Oh! Sorry for bothering you.

A: Not at all. I do have some extra money. Don't worry. OK?

B: That's very kind of you.

Now take turns to practice asking and answering the question.

Week 35 Day 1

Lesson 9

Activity 1: Rewrite these negative questions in the positive question form. No. 1 is done for you as an example.

1. Haven't you had breakfast?
   - Have you had breakfast?
2. Hasn't Tigist come back from Canada?
3. Haven't we cleaned the room? (The desk is dirty).
4. Haven't they understood the instruction? (They look confused.)
5. Haven't I told you about my sister?
6. Hasn't the exam paper been marked?
7. Hasn't the teacher missed classes so far?

Now, in pairs compare your answers. Then, take turns to ask and answer the above the questions. Fist, give a positive answer, and then a negative answer.

Grammar Summary

The Present Perfect Simple Tense

A. Affirmative/Positive Form

We use **'I/We/ The have + past participle'**

He/She/It has + past participle

Example: We **have played** football four times this month.

The Present Perfect Simple affirmative form is often used to express things that began in the past, but which normally continue into the present, or refer to a present reality. We use the present perfect tense because the past action still has effects on the present. (For example, if he has, we can go out for a walk now). It can also express something that has happened several times up to the present.

B. The negative form

It is formed as:

'I/We/ The have not+ past participle'

'He/She/It has not + past participle'

Short forms of the negative form are: I haven't – you haven't – she hasn't…

C. The interrogative form

The **present perfect**, in its **interrogative** form, is formed as follows:
Have/Has + subject + past participle + …(object) – (positive question)

Haven't/Hasn't + subject + past participle + …(object) – (negative question)

For example:

Has Abebe done his homework?

Hasn't Abebe done his homework?

The Present Perfect Simple interrogative form is used to ask about completed actions which occurred in the past and are connected to the present and still have effects on the present.

Week 35 Day 2

Lesson 10

Present Perfect Simple Tense (*I have done*) vs. Past Simple Tense (*I did*)

Activity 1: In groups of three, compare the following pairs of sentences. Pay attention to the underlined verb forms.

1. A. An Ethiopian athlete **has broken** the record for the 10,000 meter.
   A. An Ethiopian athlete **broke** the record for the 10,000 meter before a week.
2. A. **I've washed** my hands so that I can help you with the cooking.

   B. I **washed** my hands to help you with cooking.

3. A. She **has just arrived** at the airport.

   B. She **arrived** at the airport before an hour.

NB. The first sentence in each pair is in the Present Perfect Simple, but the second sentence in each pair is in the Simple Past.

Activity 2: Read the text and sort out the verbs in bold into the Present Perfect Simple and the Past Simple in the table below. Then, compare your verb list with a friend.

Have you ever **given** somebody a present and they **destroyed** it right in front of your eyes? Well, believe it or not, this **happened** to me three days ago. My husband **tore** his New Year's Day gift and my heart **hasn't stopped** beating wildly since then.

It's the first time I **have seen** such a reaction from him. I **have known** Cherinet since primary school. For some reason, we only **became** a couple when we **met** here again eleven years ago. We **have been** married for almost 10 years now. During that entire period, he **has never done** anything as annoying as what he **did** on the 11th of September.

NB. For the form of the irregular verbs, you can refer to Appendix 1 at the back of your Textbook.

Present Perfect Simple	Simple Past

Grammar Summary

We use the **Present Perfect Simple** tense to:

- talk about something that happened in the near past;
- suggest some kind of connection between the past and the present;
- express something that has happened several times up to the present; and
- talk about how long an existing situation has lasted.

e.g. They have grown maize since 2019.

We use the **Past Simple** tense:

- to indicate that something happened at a specific time in the past;
- for situations that existed in the past but not in the present.

e.g. 1. Jemal just **left** a few minutes ago.

2. When I was younger, I **played** football for my local team.

Week 35 Day 3

Lesson 11

Activity 1: In pairs, use either the Present Perfect Simple or the Past Simple form of the verbs in parentheses to complete the sentences.

1. She _____ (do) her homework, so she can go to bed.
2. It _____ (rain) all day; that's why the land is very muddy.
3. We _____(live) in Addis Ababa since my childhood.
4. He _____ (eat) all the apples! There's nothing left for me.
5. They _____ (study) English when I was in London.
6. I _____ (buy) this jacket from a shop yesterday.
7. Dule _____ (sleep) all morning.

Activity 2: In pairs, identify three incorrect sentences from the list below. Then, rewrite them correctly.

1. Sarah has agreed to lend us her car.
2. Do you know how many people have walked on the moon?
3. Call an ambulance! Kidist broke her leg.
4. My brother came home this morning.
5. The earth has been formed about 4,500 million years ago.
6. I have eaten my breakfast.
7. We spent the last weekend with our grandparents.

Week 35 Day 4

Lesson 12

Time prepositions

Activity 1: Do you record your diary in your notebooks? The following table is the summary of the diary of Teacher Wariyo. Use the information in the table and answer the questions about Wariyo in pairs. Nos. 1 and 2 are examples for you.

Activity	Time	Day	Month	Year
First day at school	9:00 AM	Monday	September	1999
Completed primary school	3:30 PM	Friday	June	2007
Completed high school		Wednesday	July	2012
Got a Bachelor's degree	12:00 Noon	Saturday	June 18	2016
Got a job	8: 00 AM	Tuesday	May	2017
Got married	4:00 PM	Sunday	January 12	2021

1. When did he get his BA degree?
   He got his degree in 2016.
2. In which month did he go to school?
   He went to school in September.
3. On what day did he go to school?
4. In which year did he go to school?
5. On which day did he complete primary school?
6. At what time did he graduate from college?

Now, crosscheck your answers with your partner.

Activity 2: Use the information in the table; write five new questions. Then, ask your partner to answer the questions using the right time prepositions. Take turns to answer the questions.

Activity 3: Again use the table above about Wariyo to ask and answer the following question in pairs. No. 1 is done for you as an example.

1. When did Wariyo go to his first school?
   He went to school in 1999 in September, on Monday at 9:00 AM.
2. When did he complete primary school?
3. When did he get married?
4. In which year did he get a job?
5. When did he complete high school?

Activity 4: Complete the following table about yourself by asking your parents. You may add more information to the table.

Event	Time	Day	Month	Year
Birth				
First day at school				
Other				

Week 36 Day 1

Lesson 13

Activity1: Using the information in the table, write a short paragraph about yourself and read it to your class. Pay attention to the right time preposition. You may start as follows:

I was born on Friday, July 21st in 1998 at 5:00 pm. I went to school on Monday September 13th in 2005. I attended preschool at ….

Activity 2: Complete each sentence with the correct preposition(s). The first one been done for you as an example.

1. They work <u>at</u> night.
2. Our meeting is _____Monday _____ the afternoon.
3. The meeting starts _____ 3:00 pm.

4. We go to bed _____ 9:30 _____ the morning _____Saturdays.
5. Class starts_____ 8:30 _____ the morning.
6. We study _____ night.
7. The library is open _____eleven o'clock _____ night.
8. I have lunch ____12:00 and coffee _____ 1:00 every day.
9. She goes to bed _____1:00 a.m. _____Fridays and Saturdays.
10. We have a break _____ 10:30 and go back to class _____10:45 _____the morning.

Activity 3: Complete the following dialogue first individually. Then, sit in pairs and read the dialogue out loud.

Gedamu: Hi. Balli.

Balli: Hey, Gedamu! How about meeting up for coffee sometime this week? I'm free _____the morning _____ Thursday.

Gedamu: I have class _____the morning. How about _____ 2:00?

Balli: Sorry. I'm not free then. I'm going to watch football. It starts _____ the same time.

Gedamu: How about _____ Saturday?

Balli: I'm very sorry. I'm very busy _____ Saturdays.

Gedamu: Why not _____ Sunday _____ the afternoon?

Balli: Sure. That sounds great. _____ 2:00?

Gedamu: Great. See you then.

Balli: Take care!

Activity 4: Put the words in the correct order to make sentences. The first one is done for you.

1. holidays / to / work / They / need / on
   - They need to work on holidays.
2. He / have / lunch / wants / at / 1:00 / to
3. tonight / to / need / work / until / 7:00 / You
4. want / watch / to / the game / We/at/ night
5. prefer / I / do /in/ my homework / to/ the evening

Grammar summary

Prepositions of Time - at, in, on

- We use "at" with specific times and in the phrase "at night"
  - Example: at 3 o'clock, at 10:20am, at night
- We use "in" with 'morning', 'afternoon', 'evening' and months, seasons and years
  - Example: in the evening, in February, in the summer, in 2020, etc.
- We use "on" with days of the week and specific dates
  - Example: On Tuesday, on Mondays, and on March 8, 2021

Section 5: Speaking: Celebrating Diversity in the Classroom

Week 36 Day 2

Lesson 14

Activity 1: Celebrating our diversity: sharing our identities and telling our stories

Form groups of four and learn each other's names. Take turns to share with your friends:

- what your name is;
- who gave you your name and why;
- how your name is linked to your local language and culture or religion; and
- how your name is connected to your identity.

Activity 2: Choose the best story of your group and tell it to your class.

Week 36 Day 3

Lesson 15

Events to celebrate diversity in the classroom

Activity 1: In groups of four, discuss what you learn from the pictures below. Are such events useful to celebrate diversity in the classroom? One of you reports your ideas to the class.



Ethiopian Culture Day at School

(Source:https://pcwoolner.wordpress.com/2014/12/09/ethiopian-culture-day-at-school/ **11/16/2021)**



UN International Day for the Elimination of Racial Discrimination



Activity 2: Form groups of five and explore your own stories and cultural traditions. Choose one area of your culture to focus on and share it with other students.

You can speak with your families about common sayings or traditions in their cultures, such as holiday traditions, special stories, cultural foods, clothes, music and dances, household objects, weapons, etc. For example, try to discover what your classmates call their grandparents, parents, aunts and uncles. These all are great areas of celebrating diversity.

Now prepare a mini exhibition and share what you have discovered with the class!

Section 6: Writing

Week 36 Day 4

Lesson 16

Activity 1: In groups of four, choose one area of your culture or heritage to focus on and talk to your family members or elders in your village about it. Sit together and discuss to identify important points for your paragraph writing or to prepare a poster.

Then, individually, write a paragraph of 5 - 7 sentences and combine all of your work into a group portfolio that celebrates diversity! Or prepare a picture that can be part of your group poster.

You may add more information and use the guideline below.

The topic/issue: _____

Who celebrates it_____

When it is celebrated_____

Where it is celebrated_____

How it is celebrated in the community: _____

How important it is: _____

UNIT TEN

ASSISTIVE TECHNOLOGY

(16 Periods)



Learning Outcomes

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

- employ various strategies to comprehend a listening text for different purposes;
- describe different symbols of assisting technologies;
- talk about advantages and disadvantages of some assistive devices;
- use different strategies to answer reading comprehension questions;
- work out meanings of given words using context clues;
- identify antonyms and synonyms of words related to assistive technology;
- use the Simple Future Tense to predict future plans;
- use the Present Continuous and Past Continuous Passive Voice;
- use personal pronouns correctly; and
- write a well-organized descriptive paragraph about an assistive device.

Section 1: Listening

Week 37 Day 1

Lesson 1

Activity 1: Key words in the listening text

These words are used in the listening text. Your teacher will help you learn their meanings.

Activity 2: You are going to listen to a text about *Assistive Technology*. Before you listen to the text, answer the following questions with a partner.

1. What do you think is **assistive technology**?
2. Is there any student with disability in your class?
3. Does she/he use a supportive device? What kind?

Activity 3: Now, listen to the text attentively. Then, write the letter of the statement you have heard in the text. Compare your answers with a partner.

a. Assistive technology is anything that enhances the functional capabilities of children with disabilities.
b. All assistive devices are expensive.
c. There are both **hardware** and **software** technologies that assist people with disabilities in accessing computers.
d. Schools should produce assistive devices.
e. Able-bodied students do not need to worry about assistive technology.
f. Assistive technology supports both teachers and students.

Week 37 Day 2

Lesson 2

Activity 1: In pairs, study the following table. Then, listen to the text again and match the learning disabilities on the left with the assistive devices on the right. You may have more than one answer.

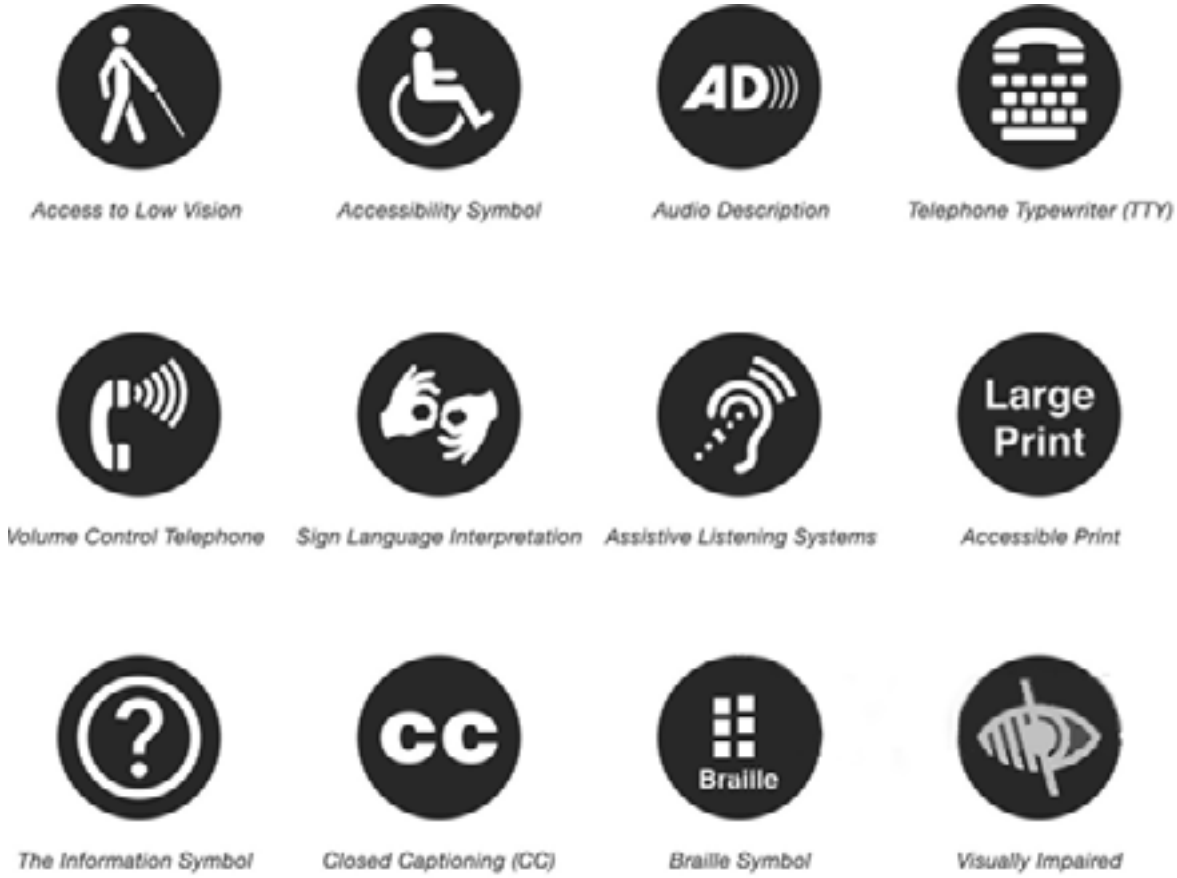
Learning disabilities	Assistive technology devices
1. mobility difficulties ___	a. text-to-speech software
2. disabilities in accessing information technology ___	b. text telephone
3. limited hand function ____	c. wheelchairs and walkers
4. blindness _____	d. keyboard with large keys
5. low vision _____	e. software that enlarges screen content
6. deafness _____	f. computer-generated voice software
7. speech impairment _____	g. a device that speaks out loud
	h. speech-to-text software
	i. hardware, software and peripherals

Activity 2: Reading symbols

1. **In groups of three, look at the following symbols of assistive technology and answer the questions below.**
   a. Have you ever seen these kinds of symbols before? Where?
   b. What do the symbols mean?
   c. What kinds of disabilities can be supported with such devices?

2. **List out the names of the symbols under the headings in the table below.**

Hearing impairments	Visual impairments	Physical disability	Limited hand function



[Source: https://www.open.edu%2Fopenlearn%2Feducation-development%2Fassistive-technologies-and-online-learning]

Section 2: Speaking

Week 37 Day 3

Lesson 3

Activity 1: Dialogue:

Advantages and disadvantages of a mobile phone

Form groups three and read the following dialogue carefully. Then, take a role to practice the dialogue.

Selam: Hi, Zekarias. Does a mobile have any advantages?

Zekaias: Yes, it does.

Selam: Can you tell me one advantage**?**

Zekaias: We can use it to do our homework.

Tullu: Does it have any other advantage?

Zekarias: Yes, we can play games with it.

Selam: That's very interesting.

Tullu: We can also use it to text one another.

Zekarias: A mobile phone has also disadvantages.

Selam: Can you tell us some of the disadvantages?

Tullu: Some children spend a lot of time on mobile phones; so they can be addicted.

Zekarias: That means they don't have time to do their homework; they don't study and they don't read.

Selam: That is very bad.

Tullu: Yes. We should use mobile phones wisely**.**

Activity 2: Role-play: What do/can mobile phones do?

In pairs, take turns to ask and answer questions quickly about mobile phones. Use words from the list below. You may add your own ideas.

- make calls
- feel ill
- send voiced messages
- think
- send text messages
- laugh
- receive voiced messages
- receive text messages
- take photos
- record voice
- dance
- record videos
- play films/music
- make calculations

Examples:

Student A: Can mobile phones make calls?

Student B: Yes, they can.

Section 3: Reading

Week 37 Day 4

Lesson 4

Activity 1: Before you read the text about *Assistive Technology for Children*, discuss the following pictures in groups of four.

1. What is the message of each picture?
2. What can you do to help children with disabilities?
3. What can your teacher do to support children with disabilities?

Children Using Assistive Devices



An Inclussive Classroom



Happy children run to school together!



[Source: https://www.depositphotos.com%2F303837968%2Fstock-illustration-disabled-people-kids-vector-illustration.

Activity 2: These words are used in the reading passage. Can you pronounce them correctly? Do you know their meanings? Practice with a partner. Your teacher will help you.

- recreational
- achievement
- institutionalization
- impairments
- premature
- disparities

Activity 3: Now, read the following passage quickly and list out the three major benefits of assistive technology. Compare your answers with a partner.

a._____

b. _____

c. _____

Assistive Technology for Children



When assistive technology is appropriate to **the user** and the user's environment, it is a powerful tool to increase **independence** and improve participation. **It** helps individual children become **mobile**, communicate more effectively, see and hear well. It **provides** the means of access to fully participate in educational, social and recreational opportunities. Assistive technology **empowers** greater physical and mental function. It, therefore, **impacts** on self-image, self-esteem, and a sense of self-worth by facilitating the participation and **inclusion** of children with disabilities in all aspects of life. By improving access to education and increasing achievement in school, assistive technology can have positive social and economic effects on the lives of children with disabilities.

Assistive technology also **reduces** costs for educational services and individual support. It reduces costs when it supports early childhood development and educational achievement, and avoids repetition of learning missed due to educational **barriers**. Assistive technology further reduces costs by supporting independent functioning and access to healthcare, instead of personal support services, and independent community living, instead of **institutionalization**. Assistive technology may reduce the need for formal support services. It also reduces the time and physical burden for caregivers. It prevents falls, injuries, further impairments and **premature** death.

Moreover, assistive technology supports children to access and enjoy their **rights** and do things they value. It bridges **disparities** between children with and without disabilities. Generally, benefits in areas such as health, mobility, education and participation have been **linked** to the use of assistive technology.

(Adapted from Assistive Technology for Children with Disabilities: A discussion paper, UNICEF & WHO, 2021)

Week 38 Day 1

Lesson 5

Activity 1: Read the passage silently and fill in the blanks with the right information. Check your answers with your teacher.

1. Assistive technology enhances independence and participation when it fits to _____ and _____.
2. By facilitating the participation and inclusion of children with disabilities, assistive technology helps to build up their _____, _____, and_____.
3. Assistive technology also reduces costs for _____ and _____.
4. Assistive technology narrows the difference between _____ and _____.
5. Assistive technology allows children with disabilities to access and enjoy _____ like any other humans.

Activity 2: In pairs, answer the following questions based on the information given in the table.

A. Circle the different device in each category.

a. dressing stick, toilet seat, talking book player, feeding robot

b. headphone, task lists, adaptive toys, smartphones with audio recorder

c. communication board, automatic reminder, timer, picture calendar

d. screen reader, Braille chess, white cane, walking frame

e. leg or hand splint, tricycle, magnifier, corner chair

f. sound emitting balls, audio recorder, amplified telephone, eye glasses

B. Explain why the device is different from the others.

Assistive technology for children	
Category	**Example products**
Mobility	• walking stick, crutch, walking frame, manual and powered wheelchair, tricycle • artificial leg or hand, leg or hand splint, clubfoot brace • corner chair, supportive seat, standing frame • adapted cutlery and cooking utensils, dressing stick, shower seat, toilet seat, toilet frame, feeding robot
Vision	• eyeglasses, magnifier, magnifying software for computers • white cane, GPS-based navigation device • Braille systems for reading and writing, screen reader for computer, talking book player, audio recorder and player • Braille chess, balls that emit sound
Hearing	• headphone, hearing aid • amplified telephone, hearing loop
Communication	• communication cards with texts, communication board with letters, symbols or pictures • electronic communication device with recorded or synthetic speech
Cognition	• task lists, picture schedule and calendar, picture-based instructions • timer, manual or automatic reminder, smartphone with adapted task lists, schedules, calendars and audio recorders • adapted toys and games

(Adapted from Assistive Technology for Children with Disabilities: A discussion paper, UNICEF & WHO, 2021)

Section 4: Vocabulary

Week 38 Day 2

Lesson 6

Working with words

Activity 1: The following words are used in the reading passage and they are written in bold. With a partner, write their synonyms.

1. independence (Paragraph 1, line 2)_____
2. mobile (Paragraph 1, line 3)_____
3. reduces (Paragraph 2, line 1) _____
4. barriers (Paragraph 2, line 4) _____
5. linked (Paragraph 3, line 4) _____

Activity 2: Now, write the antonyms of the above words. The first one is done for you as an example.

1. Independence - *dependence*

Activity 3: Use the correct word from those listed in Activity 1 to complete the sentences below. You may need to change the word form.

1. Children's educational achievements are _____ with the kind of support they are provided.
2. Most young people want _____ from their parents.
3. This classroom is especially designed for children who are less _____.
4. Children with physical disabilities use wheelchairs to _____ the _____ that prevent them from walking.

Activity 4: These words are also used in the reading passage. Make your own sentences using them.

provide *empower* *inclusion* *right*

Week 38 Day 3

Lesson 7

Let's learn more about compound nouns

In the previous units, you learnt about compound words such as the following:

Written as one word	Written as two words
rainfall	health service
sunlight	health center
headache	health post
healthcare	health facilities
	hospital doctor

Activity 1: In pairs, list as many similar compound nouns as you can in the box below. You may use a dictionary.

Written as one word	Written as two words

In this Unit, you have come across hyphenated compound nouns.

Examples:

- self-image
- self-esteem
- self-worth

Activity 2: **Make a list of as many similar hyphenated compound nouns with 'self' as you can. You can use a dictionary.**

Examples:

- self-respect
- self-confidence
- self-evident

Activity 3: **Make sentences using at least five of your hyphenated compound nouns. Be sure to use the right capitalization and punctuation marks. Compare your sentences in groups of three.**

Example:

- A self-respecting doctor never refuses to treat a sick person.

1._____

2. _____

3._____

4. _____

5. _____

Section Five: Grammar in Context

Week 38 Day 4

Lesson 8

The Future Simple Tense: Revision

Activity 1: Predicting the future: Put the verbs into the correct form (Future Simple). Use 'will' and the verbs in brackets. Compare your answers in pairs.

Junedin asked a fortune teller about his future. Here is what she told him:

1. You _____ (earn) a lot of money.
2. You _____ (travel) around the world.
3. You _____ (meet) lots of interesting people.
4. Everybody _____ (adore) you.
5. You _____ (not / have) any problems.
6. Many people _____ (serve) you.
7. They _____ (anticipate) your wishes.
8. There _____ (not / be) anything left to wish for.
9. Everything _____ (be) perfect.
10. But all these things _____ (happen / only) if you marry me.

Activity 2: Read the questions below and answer them using the Future Tense. Then, compare your answers in groups of three.

1. What will you do tomorrow?
2. What will you eat for dinner this evening?
3. What will you do this weekend?
4. What will you wear tomorrow?
5. What will you do when you get home?
6. Who will you meet this weekend?
7. Where will you go on your next vacation?
8. What will you do this evening?

Activity 3: Plan your future: Write five sentences about what you plan to do next year. You may start like this:

- I will pursue my studies.

Week 39 Day 1

Lesson 9

Using 'be going to'



Activity 1: In pairs, read the one-turn exchanges between Musema and Ayantu. Pay attention to the underlined future verbs.

A. Musema: Are you free tomorrow, Ayantu?

Ayantu: Sorry, **I'm going to** study for the exam.

B. Musema: Oh! I haven't got enough money to pay.

Ayantu: Don't worry. **I'll** lend you some.

C. Musema: What does the teacher want the keys for?

Ayantu: **He's going to** lock the door.

What do you think is the difference between 'will' and 'be going to' in these short exchanges? Below are some more examples for you.

Examples:

- I'm going to sell my bike.
- She is going to have the best vacation this year.
- We are going to live in Jimma for the coming two years.

Note that we use 'be going to' instead of 'will' when we talk about our plans and make up our mind to do something in the future.

e.g. Belete and Maria **are going to get** married.

We also use 'be going to' to talk about planned personal arrangement.

e.g. My father **is going to leave** for London tomorrow morning.

Time expressions such as *tomorrow, next Monday/week/month/year, coming month, tonight, this afternoon, the day after tomorrow*, etc. are used with the Simple Future tense.

These time expressions are usually put at the end of sentences. But we can also put them at the beginning of sentences.

Activity 2: In pairs, complete the following sentences with 'will' or 'be going to', whichever is more appropriate.

1. A: Look! The sky is covered with very dark clouds.

   B: It _____(rain).

2. A: I'm moving house tomorrow.

   B: I _____ (come) and help you.

3. A: Have you got any plans for tomorrow?
   B: Yes, I_____ (visit) my grandparents.

4. A: Why is she learning Spanish?

   B: She _____ travel to Spain.

5. A: We are thirsty.
   B: Wait here. I _____ get some water.

6. A: Meat or fish?
   B: I _____have some fish, please.

2. A: What do you want the keys for?

   B: I _____ lock the door.

3. A: If you don't take a taxi, you _____ arrive on time.

4. A: Why do you want so many oranges?

   B: I _____ make an orange juice.

5. A: We need one more player.

   B: _____you play with us tomorrow?

6. A: Why are you switching the TV on?

   B: I _____ watch a football match.

Week 39 Day 2

Lesson 10

The Simple Future Passive

Activity 1: Work in groups of three and compare the following active and passive forms of the Simple Future.

1. Active: We **will know** the results in a few days.

   Passive: The results **will be known** in a few days.

2. Active: The teacher will give us the exam at the end of the month.

   B: We **will be given** the exam at the end of the month.

   C: The exam **will be given** by the end of the month.

3. Rami **will buy** a car next month.

   B: A car **will be bought** next month.

4. A: India **will win** the match.

   B: The match **will be won** by India.

Note that the active form of the Simple Future is formed by using *will + infinitive without 'to'*. But the passive is formed by using *will +be +past participle*. Also remember that when we change active to passive, the object of the active sentence becomes the subject of the passive form.

Examples:

Active: I **will tell** Mom that you are leaving.

Passive: Mom **will be told** that you are leaving.

Activity 2: In pairs, rewrite the sentences in the Simple Future Active into their Passive forms.

6. The committee **will consider** the issue in its next meeting.
7. They **will present** the trophy after the speeches.
8. The police **will not announce** the information until next week.
9. The company **will produce** a new car for the coming New Year.
10. Somebody **will tell** you when you should come to school.

Activity 3: Rearrange the following words to write sentences in the Simple Future Passive. Then, compare your answers in groups of three.

1. blamed/ be/ for /will/the/I/problem
2. will /children/ the/ demonstrated/ be/game /for the
3. will/ procedure /explained /to /me /the /be
4. by/ The/ building/ will /company/ demolished /be /construction/ the
5. The/ will /clothes /Friday /washed/ next/ be

Week 39 Day 3

Lesson 11

The Present Continuous Passive: Revision

In the previous units, you studied the Active and Passive forms of different tenses. Now, let's revise the Present Continuous Passive.

Activity 1: With a partner, study the following sentences. Discuss the changes from Active to Passive voice.

Active: **Tadesse** is using **a wheelchair.**
Passive: **A wheelchair** is being used **by Tadesse.**
Active: **Hana** is mending **the crutch.**
Passive: **The crutch** is being mended **by Hana.**
Active: Are **the children** opening **their gifts?**
Passive: Are **the gifts** being opened**? (now)**

Remember:

Present Continuous Passive **- *Something is being done (by someone) at the moment.***

Affirmative	Subject + am / is / are + being + past participle
Negative	Subject + am / is / are +not + being + past participle
Question	Am / Is / Are + subject + being + past participle…?
Negative question	Isn't/Aren't + subject + being + past participle…? Or Am/Is/Are + subject + not + being + past participle… ?

Activity 2: Write the verbs in the Present Continuous Passive.

Example: Someone is cleaning the room.

The room *is being cleaned.*

1. Someone is photocopying the document.

   The document _____

2. They are repairing the car.

   The car _____

3. Someone is taking photographs.

   Photographs _____

4. He is washing the dishes.

   The dishes _____

5. No one is correcting the tests.

   The tests _____ by anyone.

6. He is not cooking rice at the moment.

   Rice _____ at the moment.

7. He is not painting the walls properly.

   The wall _____ properly.

8. He is not doing the dishes right now.

   The dishes _____ right now.

9. Are the authorities looking into the matter?

   _____ the matter _____ (by the authorities).

10. Are the police investigating the incident?

    _____ the incident _____ (by the police)?

Activity 3: Rewrite the sentences in the Passive Voice form.

1. Sheila is cleaning the bedrooms.
2. My father is washing the car.
3. Farmer Joe is milking the cows.
4. She is taking a picture of him.
5. I am writing a poem.
6. We are not playing football.
7. He is not wearing a tie.
8. Is she preparing the party?
9. Are they talking about the meeting?
10. Is she watering the flowers?

Week 39 Day 4

Lesson 12

Activity 1: Form groups of three and rewrite the following sentences in the Past Continuous Passive. No. 1 is done for you as an example.

1. We were talking about him.
   He was being talked about by us.
2. He was playing the guitar.
3. She was watching a film.
4. I was repairing their wheelchair.
5. They were eating dinner.
6. We were painting the gate.
7. She was reading a poem.
8. They were carrying bags.

Have you noticed the difference between the Present Continuous Passive and the Past Continuous Passive forms?

Remember:

Past Continuous Passive - Something was being done over a period of time in the past.

Affirmative	Subject + was / were + being + past participle
Negative	Subject + was + were +not + being + past participle
Question	Was/ Were + subject + being + past participle…?
Negative	Wasn't/Weren't + subject + being + past participle…? Or
Question	Was/Were + subject + not + being + past participle…?

Active and Passive voice: All Tenses

Activity 2: Change the Active Voice to Passive Voice and compare your answers in groups of four.

A. Active: People find information on the Internet.

Passive: *Information is found on the Internet.*

B. **Active:** They closed the shop at 5 o'clock.
Passive: *The shop was closed at 5 o'clock.*

1. I think they are making these cars in Japan.
   These cars _____.
2. Someone smashed our window last night.
   Our window _____.
3. Don't enter the room. They are decorating the walls.
   Don't enter the room. The walls _____.
4. People are spending less money on cars this year.
   _____on cars this year.
5. Someone was building the wall when I was there.
   _____when I was there.
6. No problem. They sell this food in every shop.
   No problem. _____ in every shop.

7. My parents give me pocket money every Saturday.

   I _____every Saturday.

   Pocket money _____every Saturday.

8. The teacher is showing pictures to students in the class.

   Students _____ in the classroom.

   Pictures _____to the students in the classroom.

Personal Pronouns

Week 40 Day 1

Lesson 13

In Unit 8, you studied about nouns. Now, let's see personal pronouns that can be used in place of nouns.

Activity 1: With a partner, compare the two texts. Pay attention to the words written in bold.

Text A:

*When **assistive technology** is appropriate to the user and the user's environment, **assistive technology** is a powerful tool to increase independence and improve participation. **Assistive technology** helps individual children become mobile, communicate more effectively, see and hear well. **Assistive technology** also provides the means of access to fully participate in educational, social and recreational opportunities.*

Text B:

*When **assistive technology** is appropriate to the user and the user's environment, **it** is a powerful tool to increase independence and improve participation. **It** helps individual children become mobile, communicate more effectively, see and hear well. **It** also provides the means of access to fully participate in educational, social and recreational opportunities.*

Have you noticed that in Text A the noun 'assistive technology' is used repeatedly? However, in Text B the repetition of the noun 'assistive technology' is avoided by replacing it with pronouns.

Personal Pronouns	Subject	Object	Possessive
Singular	I you he, she, it	me you him, her, it	my, mine your, yours his, her/hers, its
Plural	we you they	us you them	our, ours your, yours their, theirs

Grammar Summary

A **pronoun** is a word used in place of a noun. Pronouns help us avoid unnecessary repetitions of nouns.

Pronouns that refer to persons are called **personal pronouns**. These pronouns can perform all the functions that nouns can do. They can be used in a **subject form**, **object form** and **possessive form**.

Look at the example pronouns in the sentences below.

1. Hanna lost one of **her** contact lenses. **She** has been looking for **it** for days.
2. Hanna will find **her** contact lens. Oh, I've found one and certainly it is **hers**.

Activity 2: In pairs, choose the right pronoun from the brackets to complete each sentence.

1. They took their car with _____. (him, her, them)
2. You and _____ will go to the market. (I, me, mine)
3. She has completed _____assignment. (her, she, hers)
4. Tomas has taken his documents with _____. (him, his, he)
5. Can you come to the meeting with _____? (we, they, us)
6. We were waiting for _____ reply. (you, your, yours)
7. Tute gifted _____ a watch on her birthday. (she, her, hers)
8. _____ was their uncle who took the children to the zoo. (It, its, he)
9. Do _____ know what happened to them? (your, you, yours)
10. That's Abebe; _____ is my brother. (he, him, his)

Activity 3: Complete these sentences with the appropriate pronouns. Compare your answers in groups of three.

1. Some people hide _____ feelings.
2. I have decided on _____ future career.
3. Tolossa took off _____ hat and put _____ on the table.
4. Seada didn't see the car behind _____.
5. Don't wear those boots if _____ hurt you.
6. Brook left the computer on so Jemal can use _____.
7. Could you hand on the book to me? It's _____.
8. The students talked to _____ teacher about the test.

Week 40 Day 2

Lesson 14

Compound personal pronouns

Activity 1: With a partner, read the following sentences. Pay attention to the underlined personal pronouns. How do these personal pronouns differ from those in the above table?

- Yusuf himself opened the workshop.
- The workers called the police themselves.
- I myself arranged the dining table.
- My elder sister bought herself a beautiful dress

Note that a pronoun with '–self' or '-selves' is called a compound personal pronoun. When a compound personal pronoun is used for emphasis, it is being used *intensively*. Look at the list below.

myself	ourselves
yourself	yourselves
himself, herself, itself	themselves

Activity 2: Write the correct compound personal pronouns for each of the following sentences.

Example: The actress thinks of herself as a star.

1. Dana and I wrote the letter _____.
2. The workers _____choose their working hours.
3. I cooked this meal by _____.
4. Are you going to Adama by _____, Bekele?
5. We watched _____ on TV.
6. Sifen and Tsehay found _____ in a serious problem.
7. The doctor _____ became very sick during the corona virus pandemic.

Activity 3: With a friend, complete the text below with the correct personal pronoun.

Sarah has difficulty walking and was left indoors with little chance to attend school, to play with other children, and to accompany ___ (1) family outside home. When _____(2) got her wheelchair, she began moving around by _____(3), interacting with others, attending school and participating in family activities. _____(4) physical and mental health improved as a result of better posture, physical activity and new opportunities. This reduced _____(5) family members' stress and worries related to her current and future situation. _____ (6) no longer had to carry her - a task that had become more difficult as _____(7) grew. This freed up time for _____ (8) to work, rest and otherwise improve the family's living conditions and quality of life.

Week 40 Day 3

Lesson 15

Possessive pronouns and contractions (short forms)

Activity 1: Which of these sentences are correct? Why?

1. A: The plant lost it's leaves.

   B: The plant lost its leaves.

2. A: Is this you're radio?

   B: Is this your radio?

3. A: The seal balanced on it's flippers.

   B: The seal balanced on its flippers.

Certain possessive pronouns are sometimes confused with contractions that sound the same. For example, *it's* and *its* are often confused in a sentence such as the above ones, in Activity 1. In those sentences the possessive pronouns *its, your* and *its* are correct.

Contractions (short forms) are formed by joining two words and omitting one or more letters. An apostrophe shows where letters are left out.

it's = it +is or it + has they're = they + are

you're = you + are he's = he + is, or he + has

These contractions are sometimes confused with the possessive pronouns *its, your, their*, and *whose*. The words sound alike but are spelled differently.

Remember that the possessive pronouns do not use an apostrophe.

Activity 2: Choose and underline the right word from the two in brackets.

1. The movers parked (their, they're) van in front of the building.
2. (Your, You're) expecting a call, aren't you?
3. Is that (her, hers) camera?
4. (Their, They're) trapped in the collapsed mine.
5. When (it's, its) mid-day, people are eating (they're, their) lunch.
6. (Your, You're) friends are waiting at the station.
7. This is Biniyam. (He's, His) our classmate.

Activity 3: If a sentence is incorrect, rewrite it correctly. If a sentence doesn't contain any error, write 'Correct'.

1. They're going swimming in Lake Tana.
2. Ask them if its late to buy a bus ticket.
3. He's always late for the class.
4. The sign indicates that it's dangerous to travel at night.

5. Take you're time on the Paragraph Writing section of the test.
6. The soldiers grew concerned as their water supply decreased.
7. The bear scratched it's back on a tree.
8. Let me introduce you to my uncle, Gizachew. His is a driver.
9. Some of the food has lost its flavour.
10. Are these they're books or ours?

Section 6: Writing

Week 40 Day 4

Lesson 16

Writing a descriptive paragraph

Activity 1: Read the following sample paragraph describing an assistive device called 'Walker'.

A Walker



A walker or walking frame is a tool for people with physical disabilities. It helps them to maintain balance or stability while walking. *A walker consists of a frame that is about waist high, approximately twelve inches deep and slightly wider than the user. Walkers are also available in other sizes, such as for children or for heavy people. Modern walkers are height-adjustable. The front two legs of the walker may or may not have wheels. The wheels are attached depending on the strength and abilities of the person using it. It is also common to see caster wheels or glides on the back legs of a walker with wheels on the front.*

Activity 2: Now, write a similar descriptive paragraph consisting of 6 to 8 sentences.

- You can take any assistive device that people with disabilities use commonly in your area.
- Take any assistive device you know very well. Or
- Choose one of the following assistive devices:

a. Brail

b. White cane

c. Computer

d. Hearing aid

e. Wheelchairs

f. Screen reader

Appendix 1: List of Irregular Verbs

List of Irregular Verbs (Source: English-hilfen.de)

No	Base Form	Past Simple (V2)	Past Participle (V3)
	abide	abode	abode/abided
	arise	arose	arisen
	awake	awoke	awoken
	be	was/were	been
	bear	bore	born(e)
	beat	beat	beaten
	become	became	become
	begin	began	begun
	bend	bent	bent
	bet	bet	bet
	bind	bound	bound
	bite	bit	bitten
	bleed	bled	bled
	blow	blew	blown
	break	broke	broken
	breed	bred	bred
	bring	brought	brought
	broadcast	broadcast	broadcast
	build	built	built
	burn	burnt/burned	burnt/burned
	burst	burst	burst
	buy	bought	bought
	can	could	… (been able)
	catch	caught	caught
	choose	chose	chosen
	cling	clung	clung
	come	came	come
	cost	cost	cost
	creep	crept	crept
	cut	cut	cut
	deal	dealt	dealt
	dig	dug	dug
	do	did	done
	draw	drew	drawn
	dream	dreamt/dreamed	dreamt/dreamed
	drink	drank	drunk
	drive	drove	driven
	eat	ate	eaten
	fall	fell	fallen

	feed	fed	fed
	feel	felt	felt
	fight	fought	fought
	find	found	found
	fly	flew	flown
	forbid	forbade	forbidden
	forget	forgot	forgotten
	forgive	forgave	forgiven
	freeze	froze	frozen
	get	got	got
	give	gave	given
	go	went	gone
	grind	ground	ground
	grow	grew	grown
	hang	hung	hung
	have	had	had
	hear	heard	heard
	hide	hid	hidden
	hit	hit	hit
	hold	held	held
	hurt	hurt	hurt
	keep	kept	kept
	kneel	knelt	knelt
	know	knew	known
	lay	laid	laid
	lead	led	led
	lean	leant/leaned	leant/leaned
	learn	learnt/learned	learnt/learned
	leave	left	left
	lend	lent	lent
	lie (in bed)	lay	lain
	lie (to not tell the truth)	lied	lied
	light	lit/lighted	lit/lighted
	lose	lost	lost
	make	made	made
	may	might	…
	mean	meant	meant
	meet	met	met
	mow	mowed	mown/mowed
	must	had to	…
	overtake	overtook	overtaken
	pay	paid	paid

	put	put	put
	read	read	read
	ride	rode	ridden
	ring	rang	rung
	rise	rose	risen
	run	ran	run
	saw	sawed	sawn/sawed
	say	said	said
	see	saw	seen
	sell	sold	sold
	send	sent	sent
	set	set	set
	sew	sewed	sewn/sewed
	shake	shook	shaken
	shall	should	…
	shed	shed	shed
	shine	shone	shone
	shoot	shot	shot
	show	showed	shown
	shrink	shrank	shrunk
	shut	shut	shut
	sing	sang	sung
	sink	sank	sunk
	sit	sat	sat
	sleep	slept	slept
	slide	slid	slid
	smell	smelt	smelt
	sow	sowed	sown/sowed
	speak	spoke	spoken
	spell	spelt/spelled	spelt/spelled
	spend	spent	spent
	spill	spilt/spilled	spilt/spilled
	spit	spat	spat
	spread	spread	spread
	stand	stood	stood
	steal	stole	stolen
	stick	stuck	stuck
	sting	stung	stung
	stink	stank	stunk
	strike	struck	struck
	swear	swore	sworn
	sweep	swept	swept
	swell	swelled	swollen/swelled

	swim	swam	swum
	swing	swung	swung
	take	took	taken
	teach	taught	taught
	tear	tore	torn
	tell	told	told
	think	thought	thought
	throw	threw	thrown
	understand	understood	understood
	wake	woke	woken
	wear	wore	worn
	weep	wept	wept
	will	would	…
	win	won	won
	wind	wound	wound
	write	wrote	written

Appendix 2: Infinitives with 'to'

English verbs that are used before the infinitive with 'to'	
English verb	**Example combination**
afford	afford to buy
agree	agree to talk
aim	aim to succeed
appear	appear to be difficult
arrange	arrange to meet
attempt	attempt to do
beg	beg to tell the truth
care	care to have some tea
choose	choose to move
claim	claim to be the owner
condescend	condescend to write
consent	consent to use
dare	dare to ask / dare ask Can also be used without *'to'*.
decide	decide to sell
demand	demand to know
deserve	deserve to be treated well
determine	determined to continue This verb is mostly used in the passive voice.
endeavour	endeavour to carry on
expect	expect to receive
fail	fail to complete
forget	forget to tell
guarantee	guarantee to accept
happen	happen to know
have	have to work
help	help to finish / help finish Can also be used without *'to'*.
hesitate	hesitate to make a decision
hope	hope to see
learn	learn to fly
long	long to be
manage	manage to organise
mean	mean to hurt
need	need to drink
neglect	neglect to have done
offer	offer to help
plan	plan to travel
prepare	prepare to compromise
pretend	pretend to be
proceed	proceed to change
promise	promise to come
refuse	refuse to provide money
resolve	resolve to review

English verbs that are used before the infinitive with 'to'	
English verb	**Example combination**
seem	seem to work out
stop	stop to talk
swear	swear to stay at home
tend	tend to eat too much
threaten	threaten to fire someone
trouble	trouble to help
undertake	undertake to meet the cost
volunteer	volunteer to assist
vow	vow to protect
want	want to say
wish	wish to study

(Source: english-hilfen.de)

ENGLISH
TEXTBOOK
GRADE 5



FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

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