5 Grade

English for Ethiopia

Teacher's Guide

Ministry of Education
Federal Democratic Republic of Ethiopia

English for Ethiopia
Grade 5
Teacher's Guide

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Unit One



Holidays

Learning outcomes

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

- introduce yourself and others in English;
- identify main idea/ specific details of a given listening text;
- identify and comprehend specific information in a written text;
- identify main ideas of a reading passage;
- use holiday-related words and expressions;
- use holiday greeting expressions;
- use the Simple Present Tense to talk about holidays;
- describe equality, similarities/sameness with positive degree;
- use comparative and superlative forms of one-syllable adjectives correctly; and
- write sentences and a short paragraph describing a process.

Section 1: Speaking

Dear Teacher,

The activities in this section are mainly designed to facilitate your day-to-day interaction with your students. You may use the activities as energizer to start your class as well as the academic year. As the section presents social expressions that are helpful both in and out of the classroom, please help and encourage students to learn them by heart.

Week 1 Day 1

Lesson 1

Greetings and Introduction

Dear teacher, as it is your first school day and class, you are supposed to introduce yourself to your students.

- First greet your students. You can use the following example expressions.
  - ✓ *Good morning, students/class/pupils/boys and girls.*
  - ✓ *Good afternoon, students/class/pupils/boys and girls.*
  - ✓ *Hello, students/class/pupils/boys and girls.*
  - ✓ *Hi, students/class/pupils/boys and girls.*
  - ✓ *How are you, students/class/pupils/boys and girls?*
- Pay attention to the students' responses. They should respond to you as follows.
  - ✓ *Good morning, teacher/Miss/Sir/Mister.*
  - ✓ *Good afternoon, teacher/Miss/Sir/Mister.*
  - ✓ *Hello, teacher/Miss/Sir/Mister.*
  - ✓ *Hi, teacher/Miss/Sir/Mister.*
  - ✓ *We are fine. Thank you, teacher. And you?*
- Now, introduce yourself; you can use the example expressions given below.
  - ✓ Let me introduce myself. My name is….
  - ✓ I'm …….I'm your English teacher for this year.
  - ✓ Allow me to introduce myself. My name is….. I'm happy to be you teacher.
  - ✓ I'm pleased to have you as my students.
  - ✓ It's nice to teach you.

Activities 1 and 2:

- Help students to be more familiar with the expressions of greetings and introduction.
- Demonstrate the self-introduction expressions to them with a student as a model:

  You: Let me introduce myself. My name's ……..
  Student: Nice to meet you. My name's ….
  You: Nice to meet you too. Please sit down.
  Student: Thank you teacher.
- You can also write the expressions such as the following on the board.

  May I introduce myself? My name's ……
  Hello, my name's …..
  Hi, I'm ……
  Morning, I'm ……. (your name)
- Now, organize your students into pairs and make them practise the dialogue in their textbook.
- Remind them to use their names in the blank spaces.
- Let them change roles and repeat the practice.
- Appreciate their attempts using praising words. (e.g. Well done! Very nice! Keep on practicing!)
- Then, help them to pronounce the contracted forms in the language focus.

Activity 3:

- Help students internalize the expressions greetings and self-introduction.
- Allow them to move around the class and greet and introduce themselves at least to three of their classmates.
- Follow up their practices carefully and give them support when necessary (e.g. correcting serious pronunciation errors).
- Encourage and appreciate students (e.g. Excellent, very good, well done, good attempt, try again …).

Activity 4:

NB. If you run short of time, you can tell students to practise this activity out of class with their peers.

- First organize students into groups of six.
- Then, allow them to practise the language of introducing others. You may use the following as a starter:

  You: Argaw, let me introduce you to my student, Ayantu. Ayantu, this is Aragaw.

  Argaw: Nice to meet you, Ayantu.

  Ayantu: Nice to meet you too.
- Let students practise the conversation and inform them to change roles and repeat the practice.
- Help them to say the contracted forms correctly.
- Help them to master the language of introducing others.

Activity 5:

- Allow them to read the short text about Koketi.
- Call their attention to the words in bold and tell them that all the verbs are in Present Simple Tense.
- Students like to know about their teachers; tell them about you.
- Randomly, ask some students to talk about themselves.
- Support them if they lack the expressions.
- Appreciate their practice.

Section 2: Listening

Week 1 Day 2

Lesson 2

NB. Before you move to the day's lesson, ask some students randomly to talk about themselves. This would help you to assess whether they have internalised the language of greetings and introducing people.

Pre-listening Activities

Dear teacher, remind students that in Ethiopia, people celebrate various holidays. These are few examples.

Activity 1:

- This activity is meant to create a context for the while listening activities.
- Put students into groups of three.
- Let them discuss the questions.
- Ask students to express their views about the pictures. If there are visually impaired students, ask other students to describe the pictures to them.
- Allow some of the students to report their answers to the class.
- Appreciate the students' efforts.
- Give corrections, if necessary.

Possible answers

1. The pictures show holidays.
2. They represent religious, cultural and historical public holidays. Picture A: New Year, B: Yekatit 12 Martyrs monument, C: Irrecha , D: Eid holiday
3. It is going to be about holidays.

Activity 2:

- Before you go to the while-listening activities, let students pronounce the words with you.

- holiday /ˈhɒlədeɪ/ = a marked day festival
- celebration /selibreit/ = marking an important day by doing something special
- commemorate / kəˈmeməreɪt / = honour
- public / ˈpʌblɪk / = communal/national
- religious / rɪˈlɪdʒəs / = spiritual
- invade / ɪnˈveɪd / = occupy
- epiphany / ɪˈpɪfəni / = baptism
- Christmas /ˈkrɪsməs/ = the birth of Jesus Christ

- If students do not know the meanings, explain them using their mother tongue.
- Please, don't over emphasize mother tongue.
- Allow students to write the words and their meanings in their vocabulary notes.
- Use the phonetic transcriptions and the meanings given to demonstrate the

words.

While-listening Activities

Activity 3:

- If you could find any, use native like English speakers' record for the lesson.
- You may use your mobile phone. It could be good for this.
- If you don't find a native like English speaker, you should rehearse the listening text as many times till you can read aloud it well.
- Before students listen to the text, help them understand the questions.

Answer:

b. *Ethiopia has public, religious and cultural holidays.*

Week 1 Day 3

Lesson 3

Activity 1:

- Let students read the questions first.
- Check if they are clear about the instruction.
- Tell them how they should answer the questions.
- Then, read them the text slowly in average speed.
- Take pauses in the middle to ease for them take notes.
- If they do not get the idea, repeat them once.
- Allow students to compare their answers.
- Help them to correct the incorrect ones.

Possible answers

No	Correct	Incorrect
1		X
2		X
3		X
4	✓	
5	✓	

Post-listening Activity

Activity 2:

- Allow students to select a religious or a ritual celebration in their area.
- Organize them into groups of four.
- Guide them to collect information from their families on how a holyday or a ritual is celebrated in their areas.
- Provide them with language supports, (*e.g. Today, I'm going to tell you about…; Let me tell you how my family celebrate….; In my village, people celebrate…; Thank you for listening me.)*
- Encourage them to report to their classmates.

Section 3: Reading

Week 1 Day 4

Lesson 4

Part I

Pre-reading Activity

Activity 1

- Let students sit in groups of four.
- Allow them to look at the picture.
- Read them the New Year Poem in the picture. Then, encourage them to tell similar poems in their languages.
- Give them chance to express their feelings about the New Year holiday.
- Be aware that there is neither right nor wrong ideas to the questions.
- Help them to talk in English.

Possible answers

1. A field covered with flowers in September (Adey abeba)
2. Most likely the environment of the celebration of New Year, the songs, gifts, foods, etc.
3. The interest may vary. Some may not celebrate the Ethiopian New Year.
4. Students may report the New Year in their culture. This is also equally valuable for you. So move them to the text.

5. Those who celebrate the holiday may react to this in different way.
6. Accept different answers and lead them to the reading activity.

While-reading Activities

The reading process

1. Tell them that reading comprehension is individual.
2. Inform them that they should read once silently.
3. Let them practise to use sight sense only.
4. Control the lip movements and use of figures for reading.

Activity 2:

- Let student first answer the questions individually.
- If you think more similar questions could be asked, you may add yours.
- Allow them to negotiate on their choices.
- Accept their answers and confirm them with correct answers.

Answers

1. *c. Enqutatash*
2. *b, 11th of September*
3. *a, before the birth of Christ*

Activity 3:

- Let students read the questions before they go for the second reading.
- Then allow them to read passage again answer the question saying true or false.
- You may ask them to justify some of their answers.
- Let them compare their answers in pairs before they report to the class.

Answers:

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

Week 2 Day 1

Lesson 5

Activity 1:

- This activity is meant to help students practice scanning in reading texts.
- Guide them to read only around the indicated paragraph and line to get the answer.
- Encourage them to do it individually first.
- Allow them to compare their answers in pairs.

The answers:

1. the Ethiopian new year
2. Enkutatash
3. Queen Sheba
4. The Ethiopian New Year

Activity 2:

- This activity is to generate discussion from the text.
- Let first they try to answer the questions individually.
- Then organize them into a group of four or five as conditions permit.
- Then give each Section One minute each to report their answers to the group.
- Lead the group to negotiate on their answers.
- Finally allow a group member to report the agreed up on answers.

Possible answers

1. *The leap year is the year which comes after every four years when Pagume is counted six*
2. When she returned from her visit to King Solomon
3. *Let students explain the values of a holiday, especially new year and relate it to hoping and planning better*

Post reading Activities

Activity 3:

- First organize the students into a group of five for the activity.
- Let them select their group leader and a secretory.
  - The leader coordinates the team.
  - The secretory takes notes for the team for rewriting the report.
- Tell them to select their topics based on the following situations.
- Be aware that this activity requires the availability of different cultural groups in an area.
- Therefore, if this may not be possible in your context,
  - Let them choose , for example, use the Islamic calendar, or
  - Let them choose another ritual or a holiday time in the area.
- Then let them collect information and present their organized information to the next class.
- The presentation could be by a group representative not necessarily the group leader or the secretory.

Week 2 Day 2

Lesson 6

Part II

Pre-reading Activity

Activity 1:

- This activity is to brainstorm students to raise their interest to read the text.
- Therefore, don't take much time on it.
- Organize students into a small group of three or four.
- Let them discuss on the questions.
- Then ask Section One of the three to respond to the first question.
- Then the remaining members follow that pattern to answer the two questions.
- Accept varied answers **as** much as possible.

Possible answers

1. They may vary, e.g. the New Year vs. Meskel
2. They may give different answers, for example, *getting together, new clothes,*

the songs, gifts, foods, etc.

3. As they are children, they may say cleaning the house, washing clothes and dishes, fetching water and firewood, etc.

While-reading Activities

Activity 2:

- Inform them that reading is naturally silent.
- Encourage them to read the passage quickly, without paying attention to the details..
- Let them select the correct answer and allow them to compare their answers.

Answer:

b. Ethiopian New Year festivities

Activity 3:

- Let students do the activity individually.
- Allow them to compare their answers in pairs.
- Let some to report their answers for the class.
- Here give more chance for slow learners.

Answers:

1. (d)Orthodox Christians celebrate the new year by lighting torches
2. (b) A New Year is usually celebrated by sacrificing animals.

Activity 4:

- First, advise students to work the answers individually.
- Let them check each other in pairs.
- Allow them to justify their answers by taking information from the passage.

Answers:

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

Week 2 Day 3

Lesson 7

Activity 1:

- This activity is to train students scanning reading strategies. They are also expected to recognize how ideas are interconnected
- Encourage them to read the sentences around the bold words and phrases.
- Monitor them work the activity first individually.
- Then organize them into pairs to compare their answers.
- Accept the correct answers for confirmation.
- Give more chance for medium learners.

Answers

1. parents
2. mothers
3. Eve of the New Year
4. Flowers and paintings

Post-reading Activities

Activity 2:

- Organize students into small group of four.
- Let them share their views.
- While they are discussing on the answers in hidden select a medium performing student to present answers for the group.
- Ask the selected Section Ones to report the answer.
- Give them the suggested answer for consolidation.

Possible answers

1. It is the most spending time.
2. Time to dine on delicious foods, gifts, etc.
3. Because Ethiopia has never been colonized.

Activity 3:

- These are opinion questions n questions.
- Organize student into a group of five to discuss on the issues.
- Tip them with points mentioned under the possible answers.
- Encourage students to generate different opinions related to each question.

Possible answers:

1. Yes: it is an identity indicator, cultural, a means of togetherness, etc.
2. Social values, respect among celebrants, social bond, etc.
3. Advantages
    - *Uniqueness*
    - *Identity, etc.*

   Disadvantages

    - *Confusion attributed to using both the local and international.*
    - *Misunderstandings on appointments, etc.*

Activity 4: Let's sing the New Year song!

1. Encourage students to share their New Year songs with their classmates.
2. Let them express their ides. Also, tell them if you have any experience about English songs.
3. Create your own tune to the song and rehearse it well;
4. Arrange the class in rows and encourage them first to read the poem, then to practice the tune and sing the song.
5. Ask some students to sing for the class.
6. Appreciate the rows and the students who attempt better.

Section 4: Vocabulary

Week 2 Day 4

Lesson 8

Word meanings in context

Activity 1:

- Allow students to do the matching individually.
- Let them compare their answers in pairs.
- Accept answers possibly from slow learners.
- Give confirmation answers as a whole class.

Answers:

1. leap = B
2. counted = C
3. holiday = G
4. celebration = E
5. plenty = A
6. elements = D

Activity 2:

- Let students work out this individually.
- After that let them compare their answers.
- Accept answers from some students and give them the correct answer.

Answers:

1. holiday
2. plenty
3. counts
4. celebration; elements
5. leap

Activity 3

- Allow students to do the matching individually.
- Let them compare their answers in pairs.
- Accept answers possibly from slow learners.
- Give confirmation answers as a whole class.

Answers:

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

Activity 4:

- Let students work out this individually.
- After that let them compare their answers.
- Accept answers from some students and give them the correct answer.

Answers:

1. bunch
2. nationwide
3. slaughters
4. ingredients

Section 5: Grammar

Week 3 Day 1

Lesson 9

i. Simple Present Tense

Affirmative forms

Activity 1:

- Introduce the lesson topic. (e.g. In this section, we are going to learn how to construct affirmative/positive Present Simple sentences.)
- Allow students to read the example sentences in pairs.
- Call their attention to the verbs in bold by writing them on the board.
- Ask students to explain what they have learnt from the examples.
- Explain briefly that all the verbs in the example sentences are in the Simple Present Tense.
- Provide them with more similar examples; focus on the verb changes for third person singulars.
- In your input, focus on the meaning of the sentences not on the structure at the moment.
- Allow students to make similar sentences of their own.

Activity 2: **After students answer the questions, allow them to change the subject of the sentences and the verbs accordingly.**

- This activity is to stabilize the learned Present Simple Tense.
- Encourage them to do them individually.
- Encourage them to test themselves.
- You may make it a game where the first finisher with better correct answers could be the winner.

Give the slow learners priority in accepting the answers.

1. **Answers:**
2. Doctor Gome **love** / **loves** his job.
3. Chala **study** / **studies** ants.
4. A sales person **sells** / **sell** products for a company.
5. Liban and I **work** / **works** on weekends.
6. Volunteers **help** / **helps** people.
7. We **write** / **writes** social science textbooks.

8. Our office **close** / **closes** at 7:00 p.m.
9. Hawi **take** / **takes** classes at the business school.
10. I see, you **walk** / **walks** to work every day.
11. Banks and clinks **start** / **starts** work at 8:00 a.m. every morning.

Activity 3:

- This letter is to contextualise the Simple Present Tense; so inform students to read it paying attention to the verbs.
- First, give students time to the questions, and then the letter.
- Ask them to write their answers in their exercise books.
- Let some students to read out their answers.
- Provide them with corrective feedback (Appreciating and corrections, if any?)
- Ask them what they have noticed in the examples. (You may use questions such as, *What is the tense used? How did you know? What is the difference between the verbs in the letter and the verbs in the answers?)*
- Give them clues (i.e. the verb changes for the third person singulars) to generate the grammar rule they are learning.
- Inform them tread the Grammar Summary later.

Answers

1. The writer is Samy. Sami writes the letter to Brook.
2. He helps his father bring items and animals from the market.
3. He washes his clothes.
4. She buys the goods from the market.
5. He studies and does his homework.

Week 3 Day 2

Lesson 10

Activities 1: This activity is to help students further internalize the changes in the verb forms due to changes in the subjects.

- This activity is to help students recognize the change in the subject of a sentence brings a change in the verb forms.
- The task may be challenging for some students, so let students work the activity in pairs.
- Help them see how meaning is expressed using present tense.
- Make sure that they change the noun "I" to "he/she" and "my" to "his/her"

and change the verbs in bold accordingly.

- Let the pairs join another pair and form a group.
- Allow them to read the paragraph of each other.
- Let them edit each other.
- In the activity help students to recognize how the present tense in the affirmative form.

Add more examples from the paragraph and demonstrate the structure changes using model sentences.

Answers:

Samy *usually* ***helps his*** *father bring home the items and the animals bought in the morning. Then,* ***he washes his*** *clothes for the holiday in the afternoon. In* ***their*** *culture a holiday* ***is*** *very important and mothers also* ***need their*** *help during holidays.* ***He*** *often* ***goes*** *to the market place and* ***supports his*** *mom in carrying the goods she* ***buys****.* ***They*** *usually* ***go*** *home late in the evening. Therefore, the eve of a holiday* ***is*** *tiresome and* ***he feels*** *tired at the end of the day. So,* ***he*** *always* ***goes*** *to bed early.*

For ***him****, the actual day* ***is his*** *resting day. In the morning,* ***they have their*** *breakfast and* ***go*** *to church. After the church service,* ***they*** *usually* ***go*** *home and* ***enjoy*** *the holiday together with their neighbours. Since the next day* ***is*** *most probably a school day, in the evening* ***he studies*** *and* ***does*** *my homework. These* ***are Samy's/his*** *routine activities on holidays.*

Activity 2:

- This activity is similar to the previous activity.
- Use this activity to enhance students' understanding of the present tense.
- This time let them work the activity first individually.
- Then let check their answers in pairs.
- Let them read their paragraph to the class.
- Give them the correct answers for confirmation.
- You can also read the paragraph to the class.

Answers: The purpose of this activity is to help students understand and use simple present verb forms for communication. Please give appropriate explanations on the changes in the verb forms in comparison with change in the subject of each sentence.

The villagers **come** and **prepare** campfire at the centre of the village once every year. In the evening everyone **come**s with lighted torches. The eldest of the villagers first **lights** the campfire. He also **prays** for the wellbeing of the community. Then others **make** circle around the campfire and **throw** their torches into the campfire. The youngsters **sing** new year songs. Women **bring** foods and drinks and **serve** all the attendants. A girl **makes** and **serves** coffee. When the fire **burns** down, all the villagers **go** home happily and **prepare** themselves for the best New Year possible.

Week 3 Day 3

Lesson 11

ii. Negative forms

Activity 1:

- Inform students that negative form is an extension of the previous lessons.
- Arrange students in pairs and check that students try to have different partners.
- Allow them to discuss the examples and answer the questions.
- Give chance for some pairs to present their ideas.
- Give them feedback and refer them to the Grammar Summary.

Possible answers:

1. All the sentences are negative with **doesn't**, **don't**, **isn't**, **aren't** and **am not**. When we use **don't** and **doesn't**, the verb is infinitive.
2. All are YES/NO questions, but the last two sentences are with **Verb-to-Bes**.

Activity2:

- This is an individual activity, but allow students to peer-correct their answers.
- Let them study the examples carefully.
- Go round and supervise students' work.
- Give correction.

Answers

1. Ali and Hanna **are not/aren't** absent from class.
2. Many people **do not/don't like** to buy new clothes for new year.
3. The woman **does not/doesn't sell** eggs in her new shop.
4. Ato Taye **is not/isn't** the principal of our school.
5. We **do not/don't learn** English five periods in a week.

6. I **am not** responsible to look after my siblings.

Activity 3:

This activity would make students think about the 'Dos' and DON'Ts' of their family. At the same time, it would help students to internalize the changes in negative Simple Present Tense.

NB. If you think students need more time and information, you can set it as a home work.

- Brief students about the task.
- Arrange students into groups of for peer correction.
- Go round and check if students write their sentences correctly using the right capitalization and punctuation.
- Allow some students to write (each a sentence) on the board.
- Let the class read those sentences and give their friends correction.

Week 3 Day 4

Lesson 12

iii. Interrogative forms

Activity 1:

NB. In this activity, you should emphasize the use and position of *Do* and *Does,* and the changes in the main verbs to make questions in the Simple Present Tense. You should also call students' attention to the positions of *Is, Am* and *Are* in the YES/NO questions. Remember, questions end with question marks.

- Organise students into pairs; better to have new partners every time.
- Give them time to discuss the given examples
- If necessary, give them more examples.
- Explain them the changes briefly; it is advisable if they could draw the grammar rules by themselves.
- Go round and help them to do the activity.
- Let some students read out their answers to the class.
- Give them corrections.

Answers:

1. **Does** our English teacher **give** us homework on Fridays?

2. **Is** the sky clean and bright?
3. **Does** Sarah **like** reading English stories?
4. **Are** there plenty of flowers in the garden?
5. **Do** people **buy** and sell things in the market?
6. **Am** I your classmate in Section A?
7. **Do** we **prepare** the land to grow vegetables?

Activity 2: As a brainstorming activity, you may ask students the following questions and allow them to respond.

1. Do you have a study programme?
2. Do you study English?
3. Does your friend study with you?
4. Do your parents advise you to study with your friends?

- Arrange students in pairs and allow them to practice the question and answer.
- Tell them to change their roles.
- Go around and help them when necessary.
- Give chance for some pairs to present their conversation for the class.

Example questions and answers:

1. A: Do Barite and Kelil study together on Tuesdays?
   B: No, they don't. / No they don't study together on Tuesdays.
2. A: **Does** Kelil **study** on Fridays?
   B: Yes,he does./ Yes, he studies Social Science on Fridays.
3. **A: Is** Barite free on Tuesdays and Thursdays?
   B: Yes, she **is**. / Yes, she is free on Tuesdays and Thursdays.
4. A: **Do** they **study** Environmental Sciences together?
   B: **No**, they **don't**. / No, they don't study Environmental Science together.

Activity 3: Negative questions in the Simple Present Tense

Dear teacher, this activity is the continuation of the previous lesson.

- Let students do this activity first individual; then, compare their answers with their partner's.
- Give them time to examine the examples and recognize the changes.
- Go round and help them whenever necessary.
- Encourage them to ask questions if they have difficulties.

- Tell them to peer-correct their sentences.
- Allow some students to read out their answers to the class.

Answers:

No. 1

Students' sentences vary.

No. 2

1.
2.
3.
4. No, he doesn't. /No, he doesn't study alone. /He studies with Hanna.
5. Yes, they do. / Yes, they study together.
6. Yes, they are. /Yes, they are free on Wednesdays.
7. Yes, they do. / Yes, they study all the four subjects together.
8. Yes, she does. / Yes, she studies English only once in a week.

Activity 4:

- This is a pair work activity.
- Let them list down things they don't do.
- Then let them give their note to their partners.
- Instruct them to take turns to ask and answer questions about what they don't do.
- Use the following examples.
- Reward pairs who perform better. (e.g. Asking the class to applaud for them)

Student A:

- I **don't sleep** during the day time.
- I **don't smoke** cigarette.

Student B: Don't you **sleep** during the day time?

Student A: No, I **don't sleep** during the day time.

Student B: Do you **smoke** cigarette?

Student A: No, I **don't smoke** cigarette.

Week 4 Day 1

Lesson 13

Comparison

i. **Positive degree**
   a. ***... as + adjective/adverb + as…*** to describe two people, things or places that are equal, not the same or not similar.
   b. ***…not as + adjective/adverb + as…***to describe two people, things or places that are not equal, not the same or not similar.

Dear teacher, prepare some teaching aids that would illustrate the use of "as + adjective/adverb + as…" form.

e.g.: two things which are equal in size or weight; pictures of two students who are equal in height, etc.

Activity 1:

This activity aims to introduce the positive degree and make students ready.

- Let students recognize that the three students in the picture are equal in height and size.
- Brief them that we use the positive degree when two persons or things are said to be equal in respect of some quality.

Activity 2:

- Brief students that the positive degree can also be expresses by using 'as + adjective + as'
- Let them complete the sentences with 'as + adjective + as' structure.
- If they have difficulty to understand the concept, demonstrate them by using the first sentence.
- Let them compare their answers.
- Accept their answers and write them on the blackboard.
- Underline the 'as + adjective + as' structure to show them similarities.
- Let students practise their sentences orally.

Answers:

1. Beka is as fat as Amenu.
2. Almaz is as beautiful as Blen.
3. Nahom is as clever as Yeron.
4. This Jaguar is as fast as that Chevrolet.
5. This house is as wide as that one.

Activity 3:

- Inform students that 'so + adjective + as' is the other form of the positive degree.
- Let them rewrite the sentences individually.
- Allow them to check their answers in pairs.

Answers:

1. He is so happy as Rami.
2. Hawasa is so hot as Bahir Dar.
3. Abdul is so strong as his brother.
4. This stone is so big as that stone.
5. The house is so old as the village.

Activity 4:

- Brief them that '**…not as/so + adjective/adverb + as…' is** also the positive degree, but the negative form shows difference.
- Let them rewrite the sentences with '**…not as + adjective/adverb + as…'** structures.
- Explain them the difference between the '…as/so + adjective/adverb + as …' and '…not as +adjective/ adverb + as …" by using more examples.
- Let them compare their answers.
- Accept their answers and write the negative form on the blackboard.
- Refer them to the **Grammar Summary**.

Answers:

1. The blue car is *not as fast as* the black car.

   The blue car is <u>not so fast as</u> the black car.

2. Chala is *not as tall as* Bereket.

   Chala is *not so tall as* Bereket.

3. This copy is *not as bad as* the other one.

   This copy is *not so bad as* the other one.

4. Today it's *not as windy* as yesterday.

   Today it's *not so windy* as yesterday.

5. The tomato soup was *not as delicious as* the mushroom soup.

   The tomato soup was *not so delicious as* the mushroom soup.

6. Grapefruit juice is *not as sweet as* lemonade.

   Grapefruit juice is *not so sweet as* lemonade.

7. Silver is *not as heavy as* gold.

   Silver is *not so heavy as* gold.

A. Degrees of Comparison

Activity 1:

Dear teacher, to connect the previous lesson with this one, use two students who are equal in height or size to similarity as a revision in the use of "as….as". Then, use two students who differ in height and size to show difference and use comparative degrees.

- Let students sit in pairs and study the table.
- Ask them to explain the changes they have seen.
- Explain them briefly the changes and that the comparatives are used to describe two persons, things or places that are different.
- As they should draw the rules by themselves, refer them to the Grammar Summary.

Activity 2:

- Allow students to generate as many comparative sentences as possible from the picture.
- They may miss 'than'. It doesn't matter they will recognize it later.
- Write the answers of some students on the board.
- Allow the class to comment on the sentences written on the board.
- Give them corrections.

Possible answers:

1. Abenezer is fatter than Jifare.
2. Jifare is taller than Abenezer.
3. Jifare is thinner than Abenezer.
4. Abenezer is shorter than Jifare.
5. Jifare is older than Abenezer.
6. Abenezer is heavier than Jifare
7. Abenezer is younger than Jifare.

Activity 3:

- This activity is to help students use comparative adjectives correctly
- Expect not only grammar correctness but also meaning correctness.
- Let them do the activity first individually
- Then organize them into pairs to compare their answers
- You can also make the activity competitive, like the first finisher with correct answers the most will be the winner

Answers:

1. This bag is *nicer than* that one.
2. Very old laptops are a lot *bigger than* the new ones.
3. Summer is *hotter than* winter.
4. My new table is *closer than* the old one.
5. My new school is *shorter than* my previous school.
6. Her house is *larger than* mine.
7. That box is *smaller than* the one I lost last year.
8. Our dog runs *faster than* our cat.
9. This sack is *lighter than* that suck.
10. The price of sugar yesterday was cheaper than it is today.

Week 4 Day 2

Lesson 14

a. Superlative forms of short regular adjectives (one syllable adjectives)

Note: you may use exceptionally different students in the class like the shortest, the tallest, the fattest, the thinnest, etc. student in the class. Help all students sense the forms and how it expresses meanings.

Activity 1:

- Let students sit in pairs and discuss the changes in the superlative forms.
- Let them reflect their ideas.
- Tell them that superlatives are used to choose one out three or more people, things or places.
- Explain them briefly the changes; pay attention to spelling changes.
- Refer them to the Grammar Summary.

Answers:

1. Who is the tallest?
   Ans: Endenge is the tallest of all the three girls.
2. Who is the fattest?
3. Fozia is the shortest.
4. Endenge has the longest hair.
5. Foziya's hair is the shortest.
6. Bethy wears the shortest dress.
7. Endenge is the heaviest?

Activity 2:

- In this activity you are exposing students to a wider use of superlative adjectives.
- As a brainstorming allow students to answer the correct/incorrect questions given in the table.
- It is only to show them see kinds of differences.
- Give them feedback and move to Activity 3.

Possible answers

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 students are below 20		X
2	They all are equally young		X
3	Tufa is the tallest of all	X	
4	Belete is the eldest	X	
7	Halima is the shortest		X
8	Halima is the youngest		X

Activity 3:

- First let them answer the questions prepared based on the table individually.
- Let them compare their answers in pairs.
- Accept their answers and give them corrections where necessary.
- Let them repeat the question and answer in pairs by taking turns.
- Give chance for three pairs likely active, medium and slow learners to present their practices to class.

Answers

1. Tufa is the **tallest** student.
2. Petros is the shortest.
3. Hadero is the fattest.
4. Halima is the youngest.
5. Belete is the eldest.
6. Halima is the thinnest.

Activity 4:

- In this activity ask students if they are voluntary to take part in the activity because may be offended of their thinness/fatness/shortness/tallness, etc.
- Orient them that the activity is only to help them practice the language. For example you may ask them "who is the eldest person in this class?" The answer is you, the teacher. Thus the practice becomes more of a fun.
- Any student who may have exceptional concern can be exempted.
- Ask students to answer the questions by comparing a student from the rest students.

Possible answers

1. X is the shortest student in our class.
2. Y is the fattest student in our class.
3. Z is the biggest of all students.
4. A is the thinnest.

Week 4 Day 3

Lesson 15

Activity 1:

- Let the students attempt to work in pairs.
- The aim of the practice is to stabilize the grammar (superlative adjectives) and is not to test their knowledge of the concepts. For example, if you think they don't know any of the answers, you can give them the answers beforehand but let them use the grammar and read the sentences to the class.
- Through the practice students may come to know the concepts. Having knowledge of the concepts could be encouraging for them.
- Give them some minutes to work in pairs.
- Then give them corrections where necessary.
- After they adequately practice on the activity, ask them to write the grammar rules they have been practicing.
- Then demonstrate them on the construction of comparative and superlative adjectives using the grammar summary.

Answers:

1. the highest mountain b. Mount Everest
2. fastest animal c. the cheetah
3. (longest river) a. The Nile River
4. (widest ocean. a. The Pacific
5. smallest continent). c. Australia
6. largest animal) b. the blue whale
7. coldest place) a. Antarctica
8. closest planet) c. Mercury

Note: This is the last class for the grammar section. Please, use the remaining time to revise major changes in the use of the positive degree, and comparative and superlative forms of short adjectives.

Section 6: Writing

Week 4 Day 4

Lesson 16

Activity 1: Rearranging jumbled sentences.

- Allow students to read the jumbled sentences.
- Let them put the sentences in the correct order.
- Guide them to rewrite the sentences into a process paragraph using sequencing words.
- Let the students exchange their paragraphs and peer correct each other's writing.
- Let three students (slow, medium and active learners) read their paragraphs to the class.
- Give them further corrections and feedback if necessary.

1. Correct order

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

2. Possible paragraph

First, I take off my night wears. Second, I wear my underwear. Third, I wear my trousers. Then, I wear my shirt. After that I wear my socks. Then, I put on my shoes. Finally, I put on my over wear.

Activity 2

- Remind them what a process writing is.
- Help them to choose a topic suitable for them from the given list.
- Ask them to write sentences orderly.
- Then, help them to rewrite their sentences in a paragraph form using the right sequencing words.
- Guide them to do peer-correction (e.g. order of activities, capitalization, spelling, punctuation, etc.)
- Randomly select some students and ask them to present to the class.
- Praise groups show better performance.

N.B: If you think students need more time, you can set this activity as homework.

Unit Two



Dry Season

Learning outcomes

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

- predict topics of listening texts;
- identify specific and main ideas from listening texts;
- talk about dry season farming activities in their areas;
- identify specific and major ideas of a reading passage;
- answer reference and inference questions on a reading passage;
- analyse the message of a poem about the winter season;
- use appropriate season- and weather-related expressions;
- use the Simple Present Tense to describe habitual actions and what happens in the dry season;
- employ comparative and superlative forms of adjectives to describe the weather and seasons;
- pronounce weather related adjectives correctly;
- talk about the present weather; and
- write short descriptive paragraphs about weather and seasons.

Section 1: Listening

Note!
Dear teacher, teaching listening skills demands extra efforts. Before you begin to teach listening, you have to refer to a dictionary for pronunciation and meanings of words in the listening text. Besides, you have to rehearse reading aloud the text in order to be sure on your audibility, speed and pace.

Week 5: Day 1

Lesson 1

Part 1

Pre- listening Activities

Activity 1

- Tell students to answer the questions with their partners.
- Motivate them to take part in the discussion.
- Go around and see if they are really doing the discussion in English language.
- Keep this stage brief because students will have broader discussions in the while and post reading activities.

Possible Answers

1. Open answers
2. dry season = little rain; rainy season = having or bringing a lot of rain

Activity 2

- Tell the students that these words are taken from the listening text.
- Check if they are familiar with the words.
- Help them to pronounce the words.
- Ask the students to guess their meanings.
- Tell the students the contextual meanings of the words.

Answers

Phonetic Transcription for pronunciation of the words

- climate /ˈklaɪmət /
- temperature /ˈtemprətʃə(r) /
- precipitation /prɪˈsɪpɪtəs /
- weather /ˈweðə(r) /

- bushfire /bʊʃ ˈfaɪə(r) /
- hemisphere /ˈhemɪsfɪə(r) /
- tropical /ˈtrɒpɪkl/

Meanings of words

1. **climate:-** weather condition of a particular place
2. **temperature:-** the measurement in degrees how hot or cold a place is
3. **precipitation:-** snow, rain etc. that falls
4. **weather:-** the condition of the atmosphere at a particular place and time such as the temperature
5. **bushfire:-** a fire in a large area of rough open ground
6. **hemisphere:-** Section One half of the earth below or above the equator
7. **tropics:-** the area between the two tropics which are the hottest part of the world
8. **tropical rain belt:-** a belt which moves from the northern to the southern tropics

While-Listening Activities

Activity 3

- Tell students that you are going to read them the text.
- Instruct them to pay attention and listen to the text.
- Take care about your reading pace.
- Read them the text once.
- Motivate them to complete each sentence with an appropriate word.

Answers

a. tropics
b. April to September
c. bushfires

Activity 4

- Read the Text again slowly.
- Tell the students to take note if possible while listening.
- Instruct them to write True or False against each sentence.
- Read the Text Section One more time so that the students can check their

answers.

Answers

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

Post-listening Activity

NB. If you run short of time, you can give this activity as homework.

Activity 5

- First, advise the students to read the questions carefully.
- Tell them to discuss in pairs the answers to the questions in English.
- Go around the class and help them if they have any difficulty.
- Encourage them to report what they have discussed in Section One.
- Entertain possible answers.
- If you run short of time, you can ask few students at random.

Possible Answers

a. May be no flood; may be suitable to do outdoor activities;
b. There is no farming; there could be a starvation; people may migrate.

Week 5 Day 2

Lesson 2

Part 2

Pre-listening Activity

Activity 1

- Ask students to sit in pairs.
- Get them to look at the pictures.
- Check if they know the places.
- Ask them to describe the places.
- Encourage them to guess what the listening text is going to be about this time.
- Ask them what helped them to say what they might have said.
- Push them to answer the pre-listening questions.
- Explain the difference between ‘urban’ and ‘rural’.

Answers

a. dry and rainy seasons
b. dry season
c. rural areas …. There are cattle, big rivers, and farmers harvesting crops

While-listening Activities

Activity 2

- Tell the class to read all the while-listening questions before they start to listen to the Text.
- Tell them to listen to the Text attentively.
- If you find any unfamiliar words in the text, teach them before you read the text to the students.
- As usual, tell them to take a note as much as possible.
- Don't worry about the accuracy but the attempt.
- Read the Text loudly and slowly.
- Tell them to complete the sentences with the correct information as they listen.
- Give them short time to revise their answers.
- Again, read the Text loudly and at this time a bit faster for the second time.
- Allow the students to compare their answers in a group of three.
- Go round and monitor what they are doing.
- Let the students report their answers (few randomly selected ones).

Answers

a. dry season and rainy season
b. October to May
c. March to May

Activity 3

- Tell students to get ready to listen to the Text again.
- Advise them to match the phrases under column A with the expressions under column B.
- Ask them to compare the answers with their partners.
- If need be, you may read them for the second time so that they will be able to check their answers.
- Ask them if they have ever heard about the phrases and expressions to check their prior knowledge.

Answers

1. c 2. A 3. D 4. B

Post-listening Activity

Activity 4: Listening to Reflection

- Divide the students into a group of three.
- Tell them to discuss what people do during the dry in Ethiopia.
- Check if each student participates.
- Instruct them to write down their answers and report to the class.
- Section One student in a group may do the reporting.

Possible Answers

a. rural school children: look after cattle
b. rural women: fetch water
c. farmers: plough land
d. children in town and cities: help parents

Section 2: Reading

Week 5 Day 3

Lesson 3

Pre-reading activities

Activity 1

- Introduce the lesson.
- Ask students if they are familiar with the key words taken from the reading passage.
- Encourage them to read the words first on their own, then to a partner.
- Help them with the pronunciation in case they mispronounce the words.
- Remember that you have to check the acceptable pronunciation to a dictionary before demonstrating them in the class.
- Encourage them to guess their contextual meanings.
- Provide the students with the correct contextual meanings.

Possible Answers

a. irrigation – a way of supplying land or crops with water by especially constructed channels or pipes
b. utilize – use something for practical purpose
c. reliance – confidence or trust
d. cultivate –to prepare and use land, soil, etc. for growing crops
e. consume - use
f. investment – using in Section One to develop business

While-reading Activities

Activity 2: Skimming

- Get the students to sit in pairs.
- Make sure if they have the reading material with them.
- Tell them to look at the pictures first.
- Ask them to reflect on the pictures.
- Tell them to read the passage quickly and answer the questions.
- Encourage them to share answers with their partners.
- Insist some of them to read out their answers to the class.
- Give them feedback.

Possible Answers

Students may not give accurate answers as they have different exposure to irrigation systems in Ethiopia. So, any opinion has to be entertained. However, the teacher has to further explain what each picture is about if possible by providing examples from real life practices.

1. The pictures show three different irrigation systems.
2. May be all of them
3. Dry season farming in Ethiopia

Activity 3: Reading Comprehension

- Encourage the students to read the passage carefully.
- Tell them to say **True** or **False** against each statement.
- Advise them to compare answers with their partners.
- Give them the correct answers by providing supporting evidences from the Reading Passage.

Answers

a. False b. True c. False d. True e. True

Week 5 Day 4

Lesson 4

Activity 1: Reading for Reference

- Ask the students to read the passage individually again.
- Tell them to write the answers.
- Advise them to compare their answers with their partners.
- Let some students read their answers loudly to the class.
- Give them the correct answers.

Answers

A. Dry season farming
B. Ethiopia's
C. The Ethiopian Government
D. The Ethiopian Government

Activity 2: Reading for Inference

- Tell the students to read the passage again individually.
- Tell them to write answers to the questions.
- Encourage them to compare answers.
- Give them the correction.

Possible Answers

1. Ethiopia has been using dry season farming for a long time. It is not new.
2. Improves food availability
    - Ensures better pricing
    - Reduces the country's reliance on imports
    - Ensures food security
3. Because there is less production of wheat

Activity 3:

Dear teacher, have you ever read a poem in English? Reading a poem is not the same as reading a passage. It needs knowing the words well and rehearsing more and more.

No. 1

- Encourage students to answer the questions in pairs.
- Tell them not to worry if they couldn't answer the questions.

- Allow some students to share their ideas.
- Allow students to read the poem loudly.

Possible Answers

a. Students would explain their own experiences.
b. A passage is written in a paragraph or paragraphs form, while a poem is written in stanzas.
c. a poet

No. 2

a. snuggled =/ˈsnʌg(ə)l/ - settled or moved into a warm comfortable position
b. quilt = /kwɪlt/ - a garment or bed cover made of multi-layered cloth
c. crackle = /ˈkrak(ə)l/ - a sound made of a rapid succession of short sharp noises
d. clutched =/klʌtʃd/ - gasped (something) tightly
e. hibernate= /ˈhʌɪbəneɪt/ - to pass the winter in a resting state

No. 3

a. harshly
b. his/her nose
c. a warm quilt
d. hibernate

Post-reading activities

More about seasons in Ethiopia

Dear teacher, activities 4 and 5 may require more time. You can ask students to do these activities as homework.

Activity 4

- Ask students what kind of local language they can speak.
- Tell them to call the seasons in their local language.
- Motivate them to tell which months of the year they are.
- Appreciate their use of local language.
- Encourage them to learn more local languages.
- Encourage the students to list down the farming activities that they are familiar with individually during each season.
- Motivate them to report to the class.

Answers may vary

Activity 5

- Let the students get into groups of four.

- Tell them to write down which season(s) is connected to:
  - ✓ Particular agricultural activities
  - ✓ Unique plants grow in those seasons
  - ✓ Unique crops people grow in those seasons
- Allow them to read out their answers to the class. Few students may do the reporting if you run short of time.
- Encourage the students to reflect on the connection.
- Appreciate the participation of the students.

Possible Answers

1. During Summer –harvesting ; dry season farming with irrigation; growing vegetables and ‘
2. In Autumn – preparing the land for the rainy season; in some areas, farmers grow Autumn crops such as barley
3. In Winter – much rain; farmers plough and sow crops; children support their families in the farming activities.

Section 3: Vocabulary

Week 6 Day 1

Lesson 5

Activity 1: Using Words in Sentences

- Tell the students to look at the list of words.
- Remind them that they have studied them in Lesson 3.
- Tell them to refer back to Lesson 3.
- Ask them if they could remember their meanings.
- Ask them to match the words in the box with their meanings. Encourage them also to use dictionary.
- Instruct them to use them in the sentences given.

Answers

a. Reliance b. irrigation c. investment d. utilize

Activity 2: Words Related to Dry Season

- Direct the students to take a look at the list of words.

- Encourage them to pronounce the words.
- Help them with the acceptable pronunciation.
- Tell them to match them with their meanings under B.
- Push them to use a dictionary (this can be d Section One at home or the students may go to a library or use their smart phone if they have Section One).
- Give them the correct answers.

Answers

a. c **b.** d **c.** f **d.** a **e.** b **f.** e **g.** g

Activity 3: Words in Text

- Tell students first to read the words.
- Check if they remember their meanings.
- Let them read the text and complete it with the right words.
- Allow them to compare their answers with partners.
- Give them feedback.

Answers

(1)1 (2) 2 (3) 7 (4) 3 (5)4 (6) c (7)6

Week 6 Day 2

Lesson 6

Activity 1: Antonyms and synonyms

- Refer students to the lesson.
- Find out if they know the meanings of 'synonym' and 'antonym'.
- Remind them that the words are taken from their listening text.
- Tell them to write the synonyms of the words in the list in pairs.
- Check what they have done.
- Give a feedback by way of correction.

Possible Answers

1. **Antonyms**

a. sunny—cloudy b. clear—foggy c. light—heavy d. hot—cold	e. warm—cool f. dry — rainy g. low — high

2. **Synonyms**

1. hot / warm 2. cold / cool 3. foggy / misty	4. gusty / windy 5. thunder / lightning

NB: - Other alternatives could be possible but they have to be related to *Dry Season*

Activity 2: Forming weather related compound Words

- Ask students if they know what is meant by 'compound nouns'.
- Elicit as many answers as possible.
- Tell them to look at the examples.
- Ask them to write similar compound words with their partners.
- Advise them to use a dictionary.
- See what they have done.

NB. If you run short of time, you can consider this task as homework.

Possible Answers

Base noun	**Compound noun**
Water	waterfall
Wind	windfall
Ice	icecaps
Sun	sunrise

Activity 3: Weather Related Expressions

- Let the students get into a group of three.
- Make the instruction clear to them.
- See if they have made the expressions.

Possible Answers

Cloudy weather

Heavy rainfall

Cold season

Cool temperature

Activity 4: Weather Related Expressions in Sentences

- Tell students to make their own sentences.
- Encourage them to compare their sentences and if possible give comments.
- Motivate some of them to read out their sentences.
- At this stage, refrain from giving any comment rather appreciate their attempts.

Sample Answers

1. I can see a **clear sky**.
2. A **heavy rainfall** is expected today.
3. Some animals don't like **cold season**.
4. It was a **cloudy weather** yesterday.
5. We have a **cool temperature** in the room.

Section 4: Grammar

Reminder!
For each grammar element a Grammar Summary is presented. However, the given summaries might not be sufficient for the students to master the lessons very well. So you are expected to refer further and add important explanations and examples.

Week 6 Day 3

Lesson 7

Simple present to talk about habitual actions

Activities 1 and 2

- Direct students to look at the example sentences and the text.
- Tell them to pay attention to the verbs in bold.
- Ask them what they have sensed.
- Explain the use of the Present Simple Tense to talk about habitual actions.

- Refer them to the Grammar Summary.
- Remind them to notice the changes for third person singulars and negative forms, and spelling rules.

Activity 3: Rewriting a Text in Third Person Singular

- Allow students to read the Text in pairs.
- Limit the time of reading.
- Tell them to re-write the Text in the 3rd person singular/he.
- Focus attention on all the changes in the Text.
- Call out some names at random to read their answers to the class.
- Give an immediate feedback.

Answers

1.

Hassen is 12 years old. This is what he normally **does**. He **loves** to walk to the mountain. During the week he **wakes up** early and **goes** for a small walk on the mountain. He usually **goes** there with his elder brother or with his cousin. They **like** to get some fresh air before they **start** their day. They **live** in the country far away from the city. They think that their country life is wonderful because they **are** away from the noise and pollution of the city. They often **walk** for about an hour and then return to their home. After having his breakfast, he always **rides** his bicycle and **arrives** at school at 9:00a.m. This is what he **does** every morning.

2.

- Make students write about their everyday activities.
- Remind them to use the Simple Present Tense.
- Check that they use capitalization and punctuation.
- Let them have peer correction.
- Select some students and let them read their stories to the class.
- Feed them feedback when necessary.
- Appreciate their attempts.

Week 6 Day 4

Lesson 8

Frequency adverbs and time expressions in the present simple

Activity 1

- Tell students to form a group of four.
- Order them to look at the examples given.
- Help them to pay attention to the words in bold.
- Refer them to the points stated in the Grammar Summary.

Activity 2

- Make sure if students have really understood the use of frequency adverbs and time expressions.
- Tell students to put them in the correct order.
- Ask them if they could think in terms of percentage.
- Give them feedback.

Answer

- always, usually, often, sometimes, seldom, rarely, and never

Tip

- always …. 100%
- usually…. 90%
- normally /generally… 80%
- often/frequently…. 70%
- sometimes …. 50%
- occasionally… 30%
- seldom … 10%
- hardly ever/rarely… 5%
- never… 0%

  Source: www.GRAMMAR.CL Accessed on 9/2/2021

Activity 3: How often do you do things?

- In pairs, let the students tell Section One another how often they do things.
- Go round and help them.
- Let some students tell the class.

- Encourage them to speak without any fear.
- Tell them to practice outside the class.

Answers

1. seldom 2. often 3. always 4. never 5. often

Activity 4: Sentence Completion

- Tell students to complete the sentences.
- See if they have really done Section One it.
- Give them a feedback.

Answers

1. is never **2.** often clean **3**. hardly ever helps

4. am sometimes **5**. are usually **6**. always arrives

Week 7 Day 1

Lesson 9

Positions of time expressions in the simple present tense

Activity 1

- Instruct the students to read the sentences carefully.
- Tell them to pay attention to the positions of the frequency adverbs in bold.
- Explain them the common positions of frequency adverbs using the Grammar Summary and your own notes.

Activity 2:

- Remind students about the possible positions of frequency adverbs.
- Instruct them to underline the correct position.
- Make them compare their answers with partners.
- Let them give reason(s) for their answers.

Answers

1. He sometimes rides a horse.
2. They are usually late for school.

3. She is always punctual.
4. You never listen to me.
5. We often make mistakes.

Activity 3

- Instruct students to write true statements about their habits and routines.
- Remind them to use the frequency and time expressions given.
- Help them if they haven't understood.
- Allow some of the students to read out their sentences.

Example Answers

1. once a week: **I go to the cinema once a week**.
2. Always: **I always eat my breakfast at 7:00 A.M.**
3. every weekend: **Every weekend, I visit my friends.**
4. every Sundays: **We go to church/mosque every Sundays**.
5. never: **She never smiles when we meet.**
6. once a year: **Once a year I renew my I.D.**
7. at 7:30 in the morning: **I listen to news on a TV at 7:30 in the morning**.
8. in September: **We celebrate new year in September.**
9. some times: **I sometimes ride a bicycle.**
10. often: **We often visit our grandparents.**

Week 7 Day 2

Lesson 10

Comparative and superlative degree of two and more syllable adjectives

Dear teacher, please remind students that in Unit One, they studied about comparison:

- *Positive degree of comparison or similarities with "as + adjective + as"*
- *Comparative and superlative forms of all regular one-syllable adjectives/adverbs formed by adding '-er' and '-est'.*

Now, in this unit, they are going to learn about comparative and superlative degree of two and more syllable regular adjectives/adverbs.

Comparative and superlative degree of two-syllable regular adjectives

Activity 1

- Guide students to look at the pictures and the sentences.
- Allow them to explain the pictures on their own before reading the note given.
- Ask them if there is any pattern they might have sensed.
- Enrich their explanation with more examples.

Activity 2

- Tell students to complete the sentences with the comparative forms of the adjectives given.
- Advise them to be careful about their spellings.
- Check their answers.

Answers

1. quieter than **2.** more windy than **3**. more wonderful **4**. more cloudy than

5. rainier than **6**. more utilized than **7**. more wonderful than

Activity 3

- Once again update students about comparison.
- Instruct them to complete the sentences with the superlative forms of the adjectives given.
- Give them a feedback.

Answers

1. the busiest 2. the quickest 3. the easiest 4. the stupidest

5. the prettiest 6. the most modern

Week 7 Day 3

Lesson 11

i. Comparative and superlative forms of long (three or more syllable) adjectives/adverbs

Activity 1

- Tell students to form groups of four.
- Check that group members vary from activity to activity.
- Tell them to look at the pictures and the sentences below the pictures.
- Ask them what they have seen.
- Tip them more ideas and examples, may be using real things in your class, e.g. students' bags, three students, etc.
- Let the read the note and the examples in the tables.

Activities 2

- Tell students to complete the sentences with the appropriate comparative or superlative forms.
- See what they have done.
- Remind them that the use of 'more' or 'less', or both is determined by the correct meanings of the sentences.
- Check the answers with the students.

Answers

1. more/ less expensive)	6. more/less worried
2. less populated	7. more/less beautiful
3. less tiring	8. more/less important
4. less healthy	9. more/less confusing
5. more/ less interesting	10. more efficient

Week 7 Day 4

Lesson 12

Superlative Adjectives

Activity 1:

- Remind students some key points of the superlative forms of long adjectives/ adverbs.
- Inform them to pay attention to the forms of comparison in bold.
- Let them reflect what they have seen.
- Lead them to the next activities.

Activities 2 and 3

- Tell students to work with their partners.
- They may have a different partner for each activity.
- Follow up their participation.
- Remind them about the use of 'the' before the superlative forms.
- Inform them that Activity 3 includes two and three syllable adjectives.
- Give them feedback.

Answers for Activity 2

1. the most/least attractive
2. most/least favourite)
3. the most/least determined
4. the least difficult
5. the most/least difficult
6. the most annoying
7. the most beautiful
8. the most/least leisurely
9. the most/least experienced

Answers for Activity 3

1. dirtiest **2.** toughest **3.** most exciting **4.** windiest

5. most attractive **6.** most interesting **7.** most expensive

Section 5: Speaking

Week 8 Day 1

Lesson 13

Talking about the weather

Dear teacher, this section is about the language we use to talk about the weather in English.

Talk about the weather is usually a way of *breaking the ice* (starting a conversation). Friends and family talk about the weather before they discuss what›s new. Co-workers talk about the weather before starting a hard day of work. Even strangers discuss the weather. Therefore, if students learn the proper vocabulary and expressions, and they will find it easy to start a conversation anytime and anywhere with anyone they meet!

Activity 1: Let's Practice Some Sounds.

Dear teacher, we commonly use these adjectives when we talk about the weather. Before you enter class, rehearse their pronunciation. Remember, that 'y' at the end of the above words is pronounced as a vowel.

- Encourage students to pronounce the adjectives in pairs and taking turns.
- Assist them in pronouncing the words.
- Motivate them to add some more similar words
- Appreciate their attempts.

○ sunny= /ˈsʌni/	○ smoggy =/ˈsmɒg.i/
○ rainy = /ˈreɪni/	○ cloudy =/ˈklaʊdi/
○ foggy =/ˈfɒgi/	○ smoky=/ˈsməʊki/
○ dry =/drʌɪ/	○ Windy=/ˈwɪn.di/
○ snowy =/ˈsnəʊi/	

Here are some more weather-related adjectives. Share with your students.

breezy	blustery
stormy	hazy
blowy	gusty
squally	

Activity 2: Common expressions to talk about the present weather

Dear teacher, we usually use ***It's*** when we talk about the weather in the present time. This is normally: **It's + adjective; It's + a +adjective + noun,** OR **It's + verb-ing**

- Tell them to get into pairs and discuss the three expressions.
- Allow them to reflect what they have understood.
- Explain them those commonly used structures.
- Guide them to read the grammar summary.

Activity 3: Describing the day's weather

- Ask students observe and try to sense your surrounding: the sun, the sky, the wind, the temperature, etc. in pairs,.
- Let them take turns to make each at least three sentences about the day's weather.
- Help them use the right expressions.
- Encourage them not to be afraid or feel shy.
- Allow some students to say their sentences to the class.
- Praise their attempts.

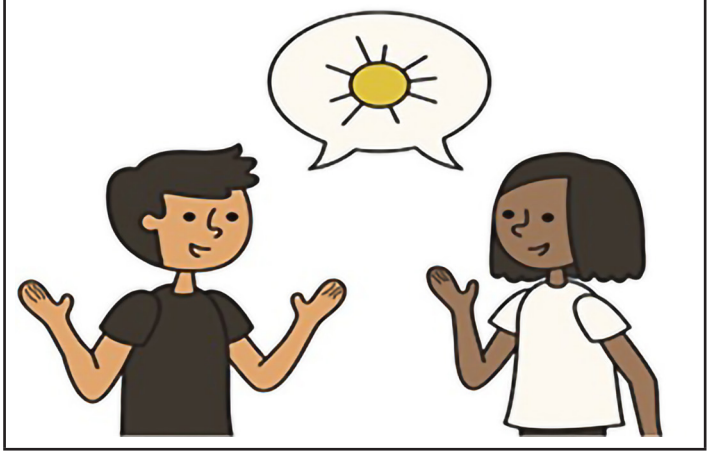
Week 8 Day 2

Lesson 14

Asking about the weather

Dear teacher, Activities 1 and 2 below are for Role Playing. Arrange students into pairs and encourage them to take turns to play the roles of A and B.

Let's Play!



Activity 1:

- Tell them to practise the conversation with a friend.
- Advise them to pay special attention to the weather expressions.
- Go around and check if they have performed the conversation well.
- Explain them the common errors.
- Invite their reflection.
- Encourage them to write and rehearse a similar conversation out of the class.

Activity 2:

- Tell them to have a new partner this time.
- Ask them first to read the conversation, then to complete B's part with possible responses.
- Inform that they can have many varied responses.
- Let them practise the conversation changing their roles as 'Student A' and 'Student B'.
- Allow some pairs to demonstrate the conversation to the class.

Possible Answers

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.

Activity 3: Let's sing the weather song!

Dear teacher, it's sometimes good to make students free.

- Let them form their own groups of three, read the song and create their own lyrics and tunes.
- Allow them to sing the Weather Song.
- Motivate them not to feel afraid about the lyrics and the tune.
- Tell them what's important here is practising the weather expressions.
- Listen to their song and choose at least two.
- Let them sing to the class.

Note that ending sounds some words, for example in the 1st, 4th and 8th lines, are missed because this is a song- a spoken text.

Week 8 Day 3

Lesson 15

Debating

Dear teacher, the purpose this activity is just making students speak in English. So, don't focus on accuracy, rather encouraging them to speak. Moreover, debating demands further efforts and time: arranging the groups and assigning roles for participants; participants should generate ideas and rehears together. So, take time to do all these activities ahead of the debating day, may be before two three days.

- Divide the class into two groups, A and B.
- Teach them some expressions they should use when debating. (e.g. Good morning class. In our group, we say Sunny weather is better than rainy weather because…. Thank you for listening.
- Encourage them to debate on the topics given.
- Motivate them to feel free when debating.
- Comment on the performance as a whole.
- Announce the winner.

- You can also reward the winner group, e.g. Winner of the Week! OR Applauding!

Section 6: Writing

Week 8 Day 4

Lesson 16

Dear teacher, throughout the unit, you and your students have got plenty of information about the weather and seasons. Now, they can produce descriptive sentences and paragraphs describing the 'Sunny Day' and the 'Rainy Season'.

However, as writing demands further support and time, please, take time to read and plan these activities. After orienting the students about the instructions, possibly, you can set Activity 2 as a homework over the weekend.

Activity 1: Writing sentences

- Make them read carefully the example sentences.
- Encourage them to write their own sentences.
- Tell them to exchange their work sentences with a friend for peer correction.
- Inform them to pay attention to the use of the correct tense, capitalization and punctuation marks.
- Allow some of the students to write their sentences on the board and the class comment. This would help students learn from each other.

Sample sentences

- *We're having such **clear** days this week, isn't it?*
- *It looks **cloudy**; you should bring an umbrella in case **it rains**.*
- *Bush fires are common around here when the weather is **dry**.*
- *The weather's so **humid;** you shouldn't go outside wearing such a heavy jacket.*
- *Be sure to turn on your headlights when driving through **foggy** areas.*
- *It's **misty** up in the mountains in the mornings.*

Activity 2: Writing a Paragraph

- Instruct students to read the two sample paragraphs.
- Give them ideas as to how a paragraph is written – a group of related sentences on a topic.
- Tell them that the sample paragraphs are written in the Simple Present Tense- describing facts and truth.
- As them to write a short descriptive paragraph on either A Sunny Day or 'The Dry Season'.
- Advise them to be very careful about their
    - ✓ Handwriting;
    - ✓ spelling ;
    - ✓ use of punctuation marks; and
    - ✓ use of Simple Present Tense.

Dear teacher, please, collect and correct student's paragraphs to give them written feedback which can motivate them to further practice writing.

Possible Paragraphs

The Sunny Day

Sunny days provide more space and opportunity to play outside the house. Children go for swimming classes to make themselves feel relaxed. Family members plan for picnic to places like monasteries, parks, beaches and wildlife sanctuary. During a sunny day, children love to eat ice-creams and juices. Children will have their vacation, so they meet their friends and play outdoor games such as football and ground tense. During a sunny day, children prefer to wear cotton-made light clothes.

Dry Season

During the dry/summer season, almost every day has so much high temperature. People don't want to come outside at this time. They want to stay outside, under big trees or in a room with air conditioner. It becomes so hard for kids to play outside. People use an umbrella when they need to walk in the street. There is a lack of water everywhere. The ponds and canals are waterless at this time. The sun shines with his full power at this time. Everyone wants to get rid of this heat.

Unit Three



Accidents

Learning outcomes

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

- listen to and identify information from talks;
- share your experiences of accidents in English;
- comprehend major ideas of a given reading text;
- read and identify details of a given reading text;
- guess meanings of new words;
- analyse the messages of given dialogues;
- identify and used irregular comparatives and superlatives appropriately;
- use accident-related words in writing and in speaking; and
- write a paragraph on the causes and effects of accidents.

Section 1: Listening

Week 9 Day 1

Lesson 1

Pre-listening Activities

Activity 1

This activity is meant to create a context for the topic of the listening text.

- Put students into small groups of three.
- Let students talk about the pictures.
- Ask students to express their views on the pictures.
- Let students give varied answers.
- Encourage students to list other types of accidents common to them.
- You can also add more examples of accidents common in your school area.

Possible answers on the pictures:

A: A child affected by fire

B: Insects as well as toxic insecticides are dangerous to children and adults.

C: An unprotected switch may lead to an accident.

D: Put medicine out of the reach of children!

E: A safe play on swinging materials

F: Playing with sharp materials could be dangerous to children.

Activity 2:

Dear teacher, you can mime yourself or ask students to mime in actions to show them the meanings of the words. Add more examples of accidents and encourage some students to mime and others to guess the meaning.

- These questions are brainstorming questions.
- There is no right or wrong answer in this activity.
- Accept different exposures as much as possible.
- Before you go to the listening activities, let them pronounce the words with you.
- Help students to have a clear understanding of the meanings of the words.
- If you find that some of them are difficult to understand, use actions to show the pains the words refer to.

Possible answers:

harmful = damaging

poisoning = damaging with toxics

chocking = blocking

joint dislocation = disrupted joint

fractures = cracks

slips = sliding accidentally

While-listening Activities

Activity 3:

- You may record yourself or someone with good pronunciation for the listening text.
- If your class is small, you can use your mobile phone to play the talk.
- Before students listen to the text, let them understand the question.

Answer:

C - Accidents, causes and prevention methods

Week 9 Day 2

Lesson 2

Activity 1

- Let students read the questions before they listen.
- Check if they are clear with the instruction.
- Tell them how they should answer the questions.
- Then, read/play them the text slowly.
- Take pauses in the middle to allow them to take notes.
- If they fail to get the idea, repeat it once again.
- Let students do the activity individually first.
- Allow students to compare their answers.
- Help them to correct the incorrect ones.

Answers:

No	Correct	Incorrect
1	X	
2	X	
3		X
4	X	
5		X
6		X

Activity 2:

- Let students read the questions before they listen to the text.
- Check if they are clear with the instruction.
- Tell them how they should answer the questions.
- Then, read/play them the text at a stretch.
- If they fail to get the idea, repeat it once again in the same manner.
- Let students do the activity individually first.
- Allow students to compare their answers.
- Help them to correct their errors, if any.

Answers:

No	Protection methods
1	Keep cooking pots away = C
2	Keep away from electrical wires =D
3	Put empty bottles in a safe place =A
4	Avoid stinging insects = E
5	Use knives with great care =F
6	Play away from long grass =B

Post-listening Activity

Activity 3:

- Organize them into small groups of four.
- Allow students to look at the "Safety Tips for Kids" and report their observations to their groups.
- Guide them to select safety tips they would use to avoid accidents.
- Encourage them to discuss in detail.
- Let them report their group answers.

Possible answers:

The safety tips listed in the listening text are possible answers.

Section 2: Reading

Week 9 Day 3

Lesson 3

Activity 1:

- Let students sit in groups of four.
- Allow them to look at the picture of the bus.
- Let them take personal notes on the picture.
- Allow each group to report their answers.
- Give a chance to one student from each group to report group answers.
- Be aware that there is neither right nor wrong answers to the questions.
- Accept different answers.
- Make sure they interact only in English.

Possible answers:

1. It might have crashed with another vehicle.
2. It depends on the environment of the students.
3. If students do not have such information, you can use your experience.
4. The answer could be high speed, poor mechanical condition of the vehicles, etc.

Pre-reading Activity

Pre-teaching vocabulary

Activity 2:

- Read the text before the lesson and identify more difficult words which you think could affect student reading.
- Give students some two minutes to guess the meanings of the words.
- Accept answers from medium-performing students.
- When you get some roughly appropriate meaning from them, give them the proper meanings given below.

- Then, direct them to the reading activity.

Possible answers:

accident = coincidence
traffic accident = car accident
pedestrian = walker
vehicle = car
congestion = car crowd
traffic jam = holdup

While-reading Activities

Activity 3:

- Again, tell them that reading is an individual activity.
- Inform them that they should read silently.
- Let them do the first reading without stopping and answer the question.

Possible answers:

c. Traffic Accidents in Ethiopia.

Week 9 Day 4

Lesson 4

Activity 1:

- Let students read the questions before they go for the second reading.
- Let them do the activity individually first.
- Then, allow them to read the passage again and write the correct order of the paragraphs.
- Let students compare their answers with partners.
- You may ask them for clues to justify some of the arrangements.
- Let them compare their answers in pairs before they report them to the class.

Answers:

1. Paragraph 2

2. Paragraph 3
3. Paragraph 1

Activity 2:

- Allow students to read the passage again and answer the questions saying Correct or Incorrect.
- Ask them to correct the incorrect ones.
- Let them compare their answers in pairs before they report them to the class.

Answers:

1. Correct
2. Incorrect (In Ethiopia most deaths happen to **pedestrians**, **private car users**/ **drivers**.
3. Correct
4. Correct
5. Incorrect (Pedestrians **don't** use zebra roads in Ethiopia.)
6. Correct.

Post-reading Activity

Activity 3:

- This activity aims to generate discussion from the text.
- Let students try to answer the questions individually first.
- Then, organize them into groups of four or five.
- Then, give each student one minute to report his/her answers to the group.
- Encourage the group to justify their answers.
- Finally, allow a group member to report the agreed-upon answers.

Possible answers:

1. The answer may vary based on the environment of the students.
2. Take as many responses as possible.
3. Let the students use the prevention mechanisms for answers.
   They can also tell the class what they learnt from the text for their future safety.

Section 3: Vocabulary

Week 10 Day 1

Lesson 5

Activity 1:

A.

- Allow students to do the multiple-choice questions individually.
- Let them compare their answers in pairs.
- Accept answers preferably from slow learners.
- Give confirmation answers to the whole class.

Answers:

1. b. walkers
2. c. wounded
3. a. connected
4. a, overhead
5. a. hitting from back
6. d. cars, buses or trucks

B.

- Ask students to write correct sentences using the words 1-6. Go around and support
- Give them feedback on punctuation and check their answers.
- Encourage some students to read out their sentences to the class.

Activity 2:

- Let students work out the sentence completion activity individually.
- Allow them to compare their answers with their partners.
- Accept answers from some students and give them the correct answers.

Answers:

1. a back-to-back collision. 2. collapsed 3. injured 4. in head-to-head collision	5. are interlinked 6. pedestrians 7. vehicles

Section 4: Grammar

Week 10 Day 2

Lesson 6

The Present Continuous Tense

i. The affirmative form

Activity 1: Present Continuous vs. the Present Simple

This activity is meant to help students distinguish between the Simple Present and the Present Continuous tenses.

- Remind students that in Units 1 and 2, they studied about the Simple Present Tense, and this the continuation of that.
- First, allow them to read the paired sentences in the two columns individually.
- After that, put students in pairs and let them practice the language: student A reads the sentence in Column A, and Student B reads the parallel sentence in Column B.
- Then, ask them to reflect their ideas on the uses of the sentences.
- Finally, explain the difference using the paired sentences.

Activity 2:

- Let students work in pairs to complete the rules.
- Allow them to report their answers to the class.

The proper definitions:

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

Activity 3: Practicing a Dialogue

- The purpose of this activity is to expose students to the Present Continuous Tense in context.
- Explain them that the present Continuous describes actions taking place at the moment, at the time of speaking
- Organize students into pairs and allow them to take turns to practice the dialogue.
- .Instruct and encourage them to practice the dialogue and relate it to the picture,
- Let them express their reaction to the picture.
- Allow them to change roles and practice the dialogue.
- During the practice, encourage them to pay attention to the structure given in bold.

Activity 4: Understanding a dialogue

- Organize the students into groups of four;
- Ask them to look at the picture and identify the people. For example:
    - G1: Ujulu
    - G2: Ujulu's father
    - G3: Ujulu's sister
    - G4:Ujulu's mother
- After they have practiced it for some time, give a brief explanation of the meaning of the Present Continuous Tense in the given context.

Possible answers:

1. Dad is cleaning our compound.
2. Dad is waiting for the client.
3. He is feeling happy/ He is enjoying himself.
4. No, it is not raining.
5. The mother is preparing spices.
6. Keriat is working hard to finish the work early.
7. Ujulu is cleaning the living room.

Have you noticed that the sentences in the dialogue and the answers for the questions in Activity 4 are all in the Present Continuous Affirmative form?

Week 10 Day 3

Lesson 7

ii. The negative form

Activity 1:

- Relatively, it's a simple practice, so let students do it individually.
- Give them corrections and let them move to the next activity quickly.

Answers

1. I **am not reading** my notes now.
2. She **is not buying** soap now.
3. **Today** he **is not doing** his classwork fast to be the first to finish.
4. They **are not visiting** the National Museum now.
5. Listen! The children **are not crying**. What is wrong with them?

Activity 2:

- Let students observe their classmates and write their own sentences about things that are not happening.
- After that, check their sentences randomly and give them feedback.
- Then, give them a chance to read out their sentences.

iii. The interrogative forms

Activity 3:

- Advise students that the answers should be given in complete sentences.
- Let students do this activity individually first.
- Then, allow the students to compare their answers.
- Allow students to give answers for the whole class.
- Write the answers on the black/whiteboard and underline the Present Continuous forms.
- Give them corrections where necessary.
- Let students repeat the question and answer conversation in pairs. Show them how the question forms are constructed.
- If you think that students are well aware of the grammar/the Present Continuous Tense, you may proceed to teaching them the interrogative form.

Answers:

1. No, he is not cleaning the room. He is cleaning the compound.
2. No, he is not waiting for a shopkeeper. He is waiting for the client to bring him a fat sheep.
3. No, he is not feeling sad. He is feeling happy.
4. No, it is not raining.
5. No, she is not baking Injera. She is preparing spices.
6. No, she is not cleaning the house. She is washing clothes.
7. No, he is not cleaning the whole house. He is cleaning the living room.
8. No, he is not using brushes. He is using cotton wipers.
9. No, they are not sitting. They are working hard.

Activity 4:

- Inform students that the lesson aims at connecting the interrogative with the negative form.
- Put students in pairs and allow them to practice the question and answer.
- Let them change their roles and repeat the dialogue.
- Give some pairs a chance to present the conversation for the class.
- Show students how the affirmative/question forms change to negative forms by using the words in bold in the questions and answers.

Week 11 Day 1

Lesson 9

Comparison - Irregular Comparatives and Superlatives

Activity 1:

- Make students form groups of three
- Let them brainstorm what they know about regular comparatives and superlatives.
- Lead them to the notes and examples given and revise important points.
- Take some time and facilitate their discussion on irregular comparison.
- Ask them what they might have sensed in the discussion.
- Remind them that the irregular comparatives and superlatives are few so they have to study them.
- Wrap up the discussion.

Week 11 Day 2

Lesson 10

Activity 1:

- Follow up the discussion.
- If need be you may come in.
- Comment on the report constructively.

Activity 2

- Closely supervise what students are doing.
- Check if they have really internalized the lesson.
- Give them feedback.

Answers

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

Week 11 Day 3

Lesson 11

More on Irregular Comparatives and Superlatives

Activity 1

- Closely supervise what students are doing.
- Check if they have really internalized the lesson.
- Give them feedback.

Answers

1. better 2. less 3. worse 4. the worst 5. the least 6. older 7. the oldest

Activity 2: Rewriting comparatives

- Clarify the instruction.
- Tell them to compare their answers.
- Give them feedback.

Answers

2. Her new school **is farther than** the old Section One.
3. Yesterday, I **played better than** I've ever played.
4. It **is the worst** decision he has ever made.
5. The bank **is farther than the** shop along the street.
6. My results **were the worst** I had thought.

Section 5: Speaking

Dear teacher, the purpose of this activity is to help students acquaint themselves with expressions they need to talk about causes and effects of accidents. At the same time, they would have the opportunities to further practise to use the Simple Present and Present Continuous Tenses to talk about things that happen frequently.

Week 11 Day 4

Lesson 12

Activity 1:

- First allow them to discuss on the pictures in pairs and identify what incidents they observe.
- Allow them to ask and answer questions about each picture.
- Be sure that they may come with different answers.
- Encourage them to discuss what accidents can happen in each picture. For example, you may ask them. "What serious risk can happen in Picture A?" Which cases can cause very serious risks?

Possible answers to the pair question and answers

a. They are strugglig to have the scooter.
b. They are wrestling against one another.
c. The child on the top is mockingly punching the laying one.
d. The girls are pushing one another.
e. The boy standing up is making fun of the boy who is tripped by his friend.
f. One is hitting the other

Possible answers for the discussion questions

1. They seem to be at school.
2. Except in Picture F, the rest look they are playing but accidents can happen to them unless they are careful.
3. Yes, in each picture, there is a probability of accident.
4. It is only in Picture D that is relatively safe. The others are likely to cause accidents.
5. They should take care for their partners whenever they play whatever games.

Activity 2:

This activity is prepared to help students use the right verbs when they talk about cause and effect relationships. Therefore, encourage them to do the activity first individually, and then share with the class. If you think they need additional support, you may give them more practical examples.

- Organize the students in pairs.
- Help them understand the words in the circle.
- Let them read the transcript (the speech) so that they would get ideas how causes and effects interrelate.
- Show them how the verbs are used in the sample speech.
- Let them talk to each other.
- Allow students to share their speech with the class.
- Give prior chance for medium achieving students.
- Appreciate their efforts.

Possible descriptions:

- Tobacco production results in availability of cigarettes everywhere. The availability of cigarettes brings about easy access to smoking. Smoking in turn leads to lung cancer. Lung cancer results in short life or leads to early death. Therefore, we should stop tobacco production to control cancer and early death.
- If we stop tobacco production, cigarettes cannot be easily available. Therefore, people may stop smoking cigarettes. Not smoking cigarettes leads to healthy life Healthy life leads to long life.