ENGLISH FOR ETHIOPIA

TEACHER'S GUIDE

GRADE 9

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FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA
MINISTRY OF EDUCATION

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GRADE 9

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Fɒ ewɒ d

Education and development are closely related endeavors. This is the main reason why it is said that education is the key instrument in Ethiopia's development and social transformation. The fast and globalized world we now live in requires new knowledge, skill and attitude on the part of each individual. It is with this objective in view that the curriculum, which is not only the Blueprint but also a reflection of a country's education system, must be responsive to changing conditions.

It has been almost three decades since Ethiopia launched and implemented new Education and Training Policy. Since the 1994 Education and Training Policy our country has recorded remarkable progress in terms of access, equity and relevance. Vigorous efforts also have been made, and continue to be made, to improve the quality of education.

To continue this progress, the Ministry of Education has developed a new General Education Curriculum Framework in 2021. The Framework covers all pre-primary, primary, middle level and secondary level grades and subjects. It aims to reinforce the basic tenets and principles outlined in the Education and Training Policy, and provides guidance on the preparation of all subsequent curriculum materials – including this Teacher Guide and the Student Textbook that come with it – to be based on active-learning methods and a competency based approach.

In the development of this new curriculum, recommendations of the education Road Map studies conducted in 2018 are used as milestones. The new curriculum materials attempt to balance the content with students' age, incorporate indigenous knowledge where necessary, use technology for learning and teaching, integrate vocational contents, incorporate the moral education as well as career and technical education as subjects in order to accommodate the diverse needs of learners.

Pb ication f a ne wf ramewo k, tex ha a ndt each rig d sa reb no m eanst h s b e sb tu in t oi mp iv ngt h q lityf e d catio i na nyc nt ry. Cnt ina di mp v ment calls for the efforts of all stakeholders. The teacher's role must become more flexible rang ng f rm l ectn er t om o iv to , g d r a ndf acilitato . To a sisttt h s, teach rsh v b en g v n, and w ill c nt ina t o r eceiv , training n t h s strateg es s g sted i n t h framewo k nd nt h st each rig d .

Teach rsa reu rg dt or eadt h sG iu d c arefu lya ndt os p tt h irs td ntsb p ting into ctint h s strateg esa nd ctiv tiess g steid ni t.

Fo s y temicr efo ma ndc nt ina i mprv menti nt h q lityf c n richu m m aterials, th M inistryo fE d atio w elcm esc m mentsa nds g stins w h chw ille nab esa t o undertake further review and refinement.

ADDIS ABABA, ETHIOPIA, FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

August 2023 MINISTRY OF EDUCATION

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Introduction

The English language in Ethiopia serves more as the medium of instruction in schools and universities. It plays a significant role in students' academic life. The grade 9 English Textbook is developed to satisfy the students' English language needs at the level and to serve them as a backdrop for their future academic career as they use the language for academic purposes. The minimum learning competencies (MLCs) expected of students are indicated in the Grade 9 English language Syllabus, and therefore, the language input as well as activities they perform are developed based on the MLC identified by the syllabus designers. The learning outcomes expected of students are built upon the MLC and constitute listening to a variety of texts at different levels (surface and deeper levels), interacting in English, reading and comprehending, analyzing, synthesizing, evaluating and interpreting ideas vis-à-vis their environment, getting meanings of words through different strategies, and mastery of selected grammatical elements appropriate to the level. The outcomes also embrace students' development of sentence, paragraph and essay levels writing. The students are expected to write accurate sentences, paragraphs, and essays with some level of fluency as they should balance accuracy and fluency in their use of the language.

The ten-unit English Language textbook for Grade 9 has specific unit objectives. Each of the units consists of six different parts: Listening Skills, Reading Skills, Vocabulary, Grammar, Speaking Skills, and Writing Skills organized in that order. The textbook is organized by placing the receptive skills before the productive skills, because it is presumed that the receptive skills as pre-requisites provide students with language inputs which are relevant to their language production.

The listening skills will be taught based on areas which are national and/ or international concerns, focusing more on national issues. The listening texts include topics such as urban life versus rural life, study

skills, road accidents, Gambella national park, diversifying export earners through competition, poverty in Ethiopia, community services, infectious diseases, cultural diversity, human rights and democratic governance, and the concept of the internet. In these diversified areas students will listen to various texts and genres, they will develop their listening ability, get ideas about the issues they are introduced with, relate the ideas with their previous knowledge, and analyze, synthesize, evaluate and interpret the ideas with the environment they are living in. Students also learn vocabularies, and extend the ideas in the listening texts to their speaking and writing development. The main purposes of the lessons students learn can generally be two-fold: students' language skill development and their achievement of the expected competencies.

The reading passages are selected from different sources and they focus on life in a big city, learning strategies, traffic accidents, national park in Ethiopia, health benefits of gardening, the impact of poverty, HIV/AIDS, equality, equity and justice, and role of computers and internet in our lives. Students are required to understand the meanings of the reading texts deeply making interactions with the authors' thoughts and their experiences. Similar to the activities in the listening texts, vocabularies derived from the reading texts, extended speaking and writing activities are also included in the reading parts.

The vocabulary lessons constitute vocabulary from the listening and reading texts, phrasal verbs and word formation using affixes (prefixes and suffixes). The vocabulary is taught through the application of contextual understanding of meanings, consulting the dictionary and using other strategies. In teaching vocabulary, we focus more on the strategies students may employ to understand meanings by themselves. We believe the students should have this skill because vocabulary is important for them to develop their reading and listening comprehension, speaking, writing, spelling, and others. In brief, it is important for their English language development, communicating ideas, expressing their ideas in speaking and writing.

Concerning the grammar lessons, brief notes and many activities are provided for the students to help them master the grammar elements in focus. Many of the grammar lessons are presented in situations students can easily understand and apply: they are developed in simpler ways to enable the students to express even complex ideas. In other words, the grammar lessons are taught the way they help students effectively talk in the language. The grammar elements are taught linearly or cyclically. Some of the elements such as 'adverbs of frequency', 'conditional sentences', and 'tenses' appear cyclically, while the rest of the grammar elements appear only once in the textbook. The speaking and writing sections derive from the listening and reading activities, and other areas which are assumed to be important to deal with.

Dear teacher!

The authors and the other experts who participated in the Textbook development have exerted their efforts to provide quality English language education for the students. A number of activities in all the six sections of each unit are provided. We believe activity provision alone may not help much; it is you, the teacher, who should play the most important role in helping students learn better, develop their competencies and become value, knowledge and skill generating citizens. You need to help students earn the MLC and beyond, because the MLC is the threshold level for which we expect more advanced knowledge-base development among students. Therefore, much is expected from you in:

1. providing additional notes and activities,
2. helping them learn cooperatively through group organization,
3. promoting diverse skills such as interpersonal communication, problem-solving, creativity, self-confidence, accountability, knowledge and understanding, and application,
4. promoting the concept of 'unity in diversity',
5. developing indigenous knowledge and values,

6. varying your teaching approach to be responsive to the diverse needs of students,
7. ensuring balance,
8. making your classroom teaching inclusive: for physically-impaired students, and for sundry learning styles and strategies, as an example,
9. helping students develop the language skills at their level, and
10. ethically addressing ideas, opposing others, and respecting each other, social integration and others.

Dear teacher!

Cooperative learning through group engagement is very important. Many of the points raised above can be successfully realized through this method. Although you may have your own way of organizing groups, we also suggest the following as an alternative. In order to effectively engage group members, the group can be organized considering:

1. ability groups,
2. gender,
3. sight-impaired students (if there are any) to be assigned in different groups, and
4. the number of the group members (4 or 6 members are ideal).

Dear teacher!

In the Teachers' Guide we have included accurate and possible answers for some of the activities, and we have suggested directions for students' responses in essays and open-ended types of questions. We have also added some guidelines how you can direct some of the activities to students. However, we expect more from your creative approach to make your students develop 'whole personality'.

Unit 1. Living in Urban Areas (16 Periods)

Learning Outcomes:

Attheendofthisunit,learnersareexpectedto

- *listen to a variety of texts with medium level understanding and transfer information,*
- *interact in English medium in varied communication situations with comprehensible grammar,*
- *read medium level reading resources and comprehend contents,*
- *guess meanings of words using different clues,*
- *practice pronouncing intonations of auxiliary beginning and wh-questions accurately,*
- *select appropriate study skills and apply in learning vocabulary and other language skills,*
- *use grammar with reasonable accuracy in communication, and*
- *write accurate sentences and paragraphs.*

1.1 Listening Skills

Activity 1.1 Pre-listening questions

Dear teacher!

Pictures of a city and a rural area are given in order to help students activate their background knowledge about life in both areas. Then, help students brainstorm on the city and life conditions by getting into pairs. Read the sample expressions and information given. Then, make an individual student read each of the questions before starting the discussion.

Possible answers

1. In the city, there are ***many people, cars, restaurants, buildings, churches, noises, etc.***
   In the rural village, there are ***large open space, grass field, crops, animals, dust or mud, etc.***
2. Where do you like to live in? Why?
   I like to live in a city, because there are more things for a living.
3. What do you think is the title of the listening?
   'Urban Life versus Rural Life' but related topics could be accepted

Dear teacher!

Below is the listening passage prepared for the students. Please try to audio-tape the passage, but if it is not possible to audio-tape the listening text below, please read it twice with a moderate speed to the students so that they can answer the questions based on it. If you realize that the students haven't understood you after you have read it twice, you can repeat your reading the third time.

Urban Life versus Rural Life

[*Article shared by Manish]*

It is rightly said that God made the country and human beings made the town. In the villages, the people live in an open atmosphere. They get fresh air and sunlight. They inhale pure oxygen which they get from the trees and waving crops which grow in their fields.

As compared to the towns' people, the people in the villages lead a tension free life. There is not much noise in villages. In villages, people generally get fresh vegetables and pure milk they also consume lesser amount of fast food which is very harmful. There are, however, certain advantages which the urban people have over the villages. There are much better employment avenues in towns. The security system is also better in towns.

In towns, the people often do not feel bored, as they have several means of amusement and entertainment such as visiting different places of importance, a visit to the zoo, some museum or exhibition, etc. In towns, people get better education as there are so many schools, colleges, universities and libraries.

Better medical facilities are available in towns, as there are so many big hospitals and dispensaries there which are not available in villages. In towns we can have more variety of goods including food and wearing articles. We can get the food of our choice at hotels and restaurants. There are thousands of shops in towns to cater to our needs. Thus, in certain ways, villages are better while in others, towns are better.

Activity 1.2 Listening and filling in the blank spaces.

Answers

1. … open atmosphere.
2. … much noise….
3. … employment avenues….
4. … security system….
5. f.. ood … wearing ….

Activity 1.3 Completing sentences based on the information in the passage.

1. I like to live in a town because I can get more goods to buy.
2. I prefer to live in a village to town because in a village, there are free spaces or fields for playing.
3. In villages, there are more tame animals (like cows, donkeys) unpaved roads, forests, farms and others. In towns, there are museums, cinema, hospitals and road networks, and too many cars.
4. In villages, there are challenges such as transportation and getting better health facilities. On the other hand, in towns there are challenges like getting fresh vegetables and free spaces.
5. In villages, we can find fresh vegetables, pure milk and natural food staffs; whereas in towns, there are better education, health facilities and more employment opportunities.

Activity 1.4. Answering questions

Possible answers

1. People migrate from rural to urban areas because they expect to get a better living (or facilities) in urban areas.

2. People in urban areas may face problems like housing, traffic problems (overcrowding), pollution, job opportunity, transport, etc.

Dear teacher!

Students are expected to offer different answers to each of the questions; and there is no right or wrong answers. Allow students to provide answers freely to help them speak and reflect ideas from their experiences. Please tell them that they should also learn from their friends' experiences, because they may have different experiences for they come from different areas. Please also appreciate their attempts. If you want to guide the students about their responses, please do it at the end of their attempts.

3. Sample paragraphs

a) Therea rea nm b rf p b emsp b ef acei nc itiesF irstl iv ng in urban areas (or city life) may be difficult to people because themy ayto h v e asy ccesst h ing§ u p b em ab obliged to pay rents for houses, which are difficult for them. The p b em ayto h v a d q tes alary o t h irf d nd ing Theo h rp b emsa rea sso iatedw ith ack f acilitiest h y have expected when they migrate to urban areas. The difficulty o cn sd t b ack m ne y. Th t h rp b emi sa sso iatedw ith p llu inow h ch a a llo cn si nc itiesc m p red o n ala reas. Therefo ew ec ans ay h tl iv ng na c ity sa l o f p b ems.

b) L iv ng nr n ala reash sp b lemsO nef t h p b emsi st h absenceo s h tag f acilitiesp b er eq ref o l iv ng Th p b el ack o i nstancej b o h rt h nf arming nd ransp t and education facilities are not also easy to find. Moreover, rural p b et o lv rym u h cas et h yto h v a ny h rm eans f f arming h ns ing h irs n. Asa r esu tt, h p b lem ig ate toc itiesf o a b tterl ifew h ch a lsig v st h ma h d nt o h ir livesw h ch a red stinctf rom t h t p st h y ed h v i nr n al areas.

Dear teacher!

The example paragraphs given above may not be adequate; so they should not be taken for granted as if they were the only paragraphs that could be developed. We advise you to allow students to write their own paragraphs, and then let them read them to class. If you find that it is time-taking to allow all to read their paragraphs, take a few students' paragraphs as samples and let others peer-read their paragraphs for peer-feedback. When you listen to the students' paragraphs, focus more on their ideas and try to give feedback (in the form of explanations) at the end about the grammar errors you heard students have committed repeatedly.

Students might have difficulty in developing paragraphs.

a) *You need, therefore, to understand their problem from their paragraphs; so, give them some guideline about how they can write a paragraph giving them sample/s.*

b) *Another alternative is you can give them some guideline about how they can develop the type of paragraph in the task given before they attempt writing the paragraph.*

c) *For other types of paragraphs which are not related to the current task, you can give them guideline about the type of paragraph required in the task*

1.2 Reading Skills

Activity 1.5 Answering questions before reading the text.

Dear teacher!

The students will have a variety of responses for questions 1-3. Accept their responses with appreciation because the purpose of these questions is to help students augment their interest and stimulate their background knowledge in relation to rural and urban life.

Meanings of words included in number 4

com p titio=	c ot estf o s m eth ng
metrp itan=	cone cted b arg c ity ife.
p ltu io =	id rtiness
resid =	tb iv i na c ertainp ace.

Activity 1.6 Reading the passage: true/ false questions

1. Tre
2. Tre
3. Tre
4. False
5. Tre
6. Tre
7. Tre
8. Tre
9. Tre
0. alse

Activity 1.7 Completing sentences.

1. It is not easy to shop around in the markets because *they are usually crowded.*
2. A good life in a big city is almost impossible unless you *are well settled.*
3. In big city, every product needs to be adulterated because of of high rate of population and demand for resources arises.
4. The recreational activities stated in the passage include gardens, amusement parks, restaurants, or clubs.
5. The main idea of paragraph four is discussing the disadvantages of city life such not getting natural food staffs or being forced to have adulterated foods, pollution and others.

Activity 1.8 Asking and answering questions in sets A and B

Dear teacher!

Students may give different responses, but possible answers are provided to you as a guide below.

Possible answers

Question set 'A'

Student A: How long have you lived in the city of Bahir Dar?

Student B: I have lived in the city of Bahir Dar for five years.

Student A: Is it good for children to grow up in a city?

Student B: I think it is good for children to grow up in a city because they can get many facilities and others.

Student A: What is the best part of living in a city?

Student B: I think the best part of living in a city is having good transportation system.

Student A: What is the biggest city in country?

Student B: In our country Addis Ababa.

Student A: Should people leave in cities?

Student B: I think not big cities, less people must live because there is going to be emissions there.

Question set 'B'

Student B: Do you like activities for holidays?

Student A: Yes, but I like toities like Bahir Dar, Dire Dawa and others.

Student B: What is the worst part of living in a city?

Student A: I think the worst part of living in a city is having and polution.

Student B: What are the differences between big and small cities?

Student A: I think, the differences between big and small cities are many, but I can state one. In big cities there are too many people and cars, but in small cities the number of people and cars is not that much big

Student B: Do you like living in a city?

Student A: No, I do not like living in a big city, because there would be congestions of traffic and population.

1.3 Vocabulary Development

1.3.1 Vocabulary from the reading passage

Activity 1.9 Matching the words in Column A with their meanings in Column B.

1 d	4 g	7 c
2 i	5 b	8 a
3 f	6 e	9 h

1.3.2 Phrasal Verbs

Dear teacher!

Students may have difficulty to understand what 'phrasal verbs' are. Please explain what they are and how they are formed with adequate examples. Some ideas about them are included in the students' book.

Activity 1.10 Sentence construction using phrasal verbs.

Phrasal Verb	Meaning	Example
act out	Perform something with actions and gestures…	They **acted out** the story.
act on	To take action based on something like information received	The police were **acting on** information and arrested the thief.
act up	Behave badly or strangely.	The child was **acting up** again.
add	Included in a calculation.	The referee **added** *on* five minutes *of* injury *time*.
add up	To make a mathematical total.	The accountant **added up** the total expenses.

aima t	To arg t.	The s tyd **aims at** e x mining td nts' b h iv o.
allow f o	Incld s m eth ng na p ano c alch ation.	The teacher will not finish the lesson if h **allows for** std nts'm isb h iv o.
allow f o	Mak p sib e, p rmit.	Th r eg ation of th s ch **allows of** students' right to ask for clarification.
b ck way	Retreat o g b ck w ard.	Th s b id ered sn o s eemt o **back away** from the fighting.
b ck w n	Retract o w itd aw y p p ition o p p ali na n arg n ent.	Th m an **backs down** h sp ition wh n h kw st h t ru h
b ck p	Mak a c p cm p erd tao sm eth ng	Yon ed o **back up** y w o k

1.4 Grammar

In this Unit, students will learn about multiple grammar elements: tag questions, simple present, present continuous tenses, wh-questions using simple present and present continuous tenses, yes/no questions, and questions with auxiliary verbs. Dear teacher, you should provide different examples in each of them than the ones given in the students' book. Since it may be confusing for them to study multiple grammar elements, your support for them to understand and use the different grammar elements is very much required.

1.4.1 Tag questions

Activity 1.11 Giving the tag questions for the statements

1 a. ren't y 3 4. h v n't h y 6 d. sn't h ?
2 d. ss h ?5. sn't h ?7. sn't i t?
3 j. si t?

Activity 1.12 Underlining the tag questions.

Daniel is sitting alone in the field. He looks around and speaks to himself. “Birds are free, aren’t they? They can fly at large, can’t they? They are not the best of creations like man, are they? Man is the best creation of God, isn’t he? He cannot fly in the sky, can he? Birds are a part of our environment. But they do not pollute our environment, do they? It is man who pollutes his environment, don’t he? We should not pollute our environment, should we? Our people are not educated If they are educated they will become conscious, won’t they? Our people must be educated, mustn’t they? Oh The sun is already set. I am late for home, aren’tI ?I have to return now, haven’tI ?

Dear teacher!

Please advise students to check their answers in pairs to the tag questions in the above paragraph. Activity 1.11 requires students to discuss each other how the tag questions in 1.10 are formed. Therefore, please advise them to discuss how the tag questions are formed.

Activity 1.13 Adding tag questions

1. We should’ to
2. They are, aren’t they?
3. He is a boy, isn’t he?
4. They were not there, were they?
5. It is not cold today, is it?
6. He will not come, will he?
7. They don’t like tea, do they?
8. She doesn’t sing well, does she?
9. He is ill, isn’t he?

1.4.2 Expressing habitual actions using the Simple Present Tense

Dear teacher!

Please help students understand the forms of the simple present tense based on the simple present verbs included in the paragraph.

Activity 1.14 Identifying the simple present verbs.

Paragraph

Mo t peo e d' t lik g , b Do to Aster lo s th m! In fact, h r nicka me is Do to Bg . He's a p g ap r and an entom b g st. An entom b g st std es g . Do to Aster's fav ite g is th ant. Sh g s all v r th wo ld to stdy antsSh w atch s th m as th y eat, wo k rest, sleep and fightS h tak s pb g ap 6 th ants. Sh lies o th g nd with h r camera and waitsf o the rig t mom ent. Th ants and o h r b g 6 ten b te h r, b th t d sn't stp Do to B g S h h s ani nteresting nds a lj p nd h lo si t!

Activity 1.15 Deciding whether or not the verbs in bold are in their correct present form, and supplying the correct forms for the incorrect ones.

Hag s is a mech nic. He **knows** a lo ab cars. He **works** at a g rag . He **fixes** cars and **talks** to cs tom ers. Th y **ask** q stios ab th ir cars. Hag **works**f rom 8 0 m t 0 0 m .

Activity 1.16 Supplying the correct simple present forms of the verbs.

1. h v	6	1h s
2. g es	7 s	h s
3. g es	8 s	g s
4. h v	9 s	h v
5. h v	0 s	

1.4.3 The Present Continuous Tense

Activity 1.17 Underlining the present continuous forms of the verbs in the dialogue.

Dialogue

On the Telephone

Mohammed Hello, can I speak to Zeleke?

Zeleke: This is Zeleke, who is speaking?

Mohammed Hi, this is Mohammed

Zeleke: Hi Mohammed What are you doing?

Mohammed Well, I'm cooking dinner.

Zeleke: What are you cooking?

Mohammed I'm making some pepper and tomato sandwiches.

Zeleke: Its sounds delicious.

Mohammed What are you doing for dinner tonight?

Zeleke: Well, I don't have any plans.

Mohammed Would you like to come for dinner?

Zeleke: Oh I'd love to. Thanks.

Mohammed Great. Zeineba and Mulu are also coming. They are arriving at seven.

Zeleke: Oh I'll be there at seven o

Mohammed Ok, see you then.

Zeleke: Bye.

Activity 1.18 Using the Present Simple or Present Continuous to complete the dialogue.

Chaltu (1) **Do you travel** alot to Awassa?

Zinash Yes, I (2) **do not go** away so often as I used to.

Chaltu (3) **Does** he often fly?

Zinash Yeah (4) **does**.

Chaltu (5) **Does** your mum usually **stay** at home when you're away? Yes,

Zinash but my aunt Silenat and my cousin in Alemu (6) **come** to our house sometimes and (7) **spend** time with us but Kassahun (8) **does not come** very often.

Chaltu Oh, why not?

Zinash Well, from Monday to Friday he (9) **studies** hard. Sometimes at weekends he (10) **watches** TV late at night, but my aunt (11) **does not like** that.

Chaltu What (12) **is** he **doing** now? It's Sunday.

Zinash Maybe he (13) **is sitting** in his room. He (14) **loves** films, so perhaps he (15) **is watching** one now.

Chaltu What about your aunt, Zinash? What (16) **is** she **doing** at the moment when he's sitting there?

Zinash I think she (17) **is cooking** because Alemu (18) **likes** eating so much.

Activity 1.19 Supplying simple present or present continuous forms to express future action.

1. They are getting married on Saturday.
2. When does the wedding take place?
3. It takes place on Saturday.
4. But what time does it start?
5. The wedding ceremony starts at 11 o'clock in the All Saints church.
6. Are you coming?
7. But I am leaving early in the morning, because my dad is going to work by car....
8. By the way, are you doing anything tomorrow morning?
9. It departs at 9.35.

Dear teacher!

Students need to know when they can use the simple present and the present continuous tenses. Please give them explanations about the situations why they should select one of them in Activity 1.17.

1.4.4 Question Types

A. Wh- Questions

The wh-questions are formed by using who, what, where, why, when, which, and how. Learn how the questions are formed from the following examples.

Activity 1.20 Answering wh-questions.

Possible answers

1. She cooks food.
2. My favorite sport is football.
3. There are 11 players in a football team?
4. The answer for this question is open ended.
5. People like to live in urban areas because they get different facilities.
6. People like to live in rural areas because life is good there.
7. I like the English language most.

B. Yes/ No Questions

The 'yes/no' questions are formed by using the 'do verbs' (do, does, did), 'have verbs' (has, have, had), and modal verbs (can, could, may, might, must, ought to, etc.).

Activity 1.21 Giving answers to questions.

1. Do you like your English lessons?
   - **a)** Yes, I do
   - **b)** No, I don't.
2. Do you have a garden?
   - **a)** Yes, I do
   - **b)** No, I don't.
3. Are there big buildings in urban areas?

a) Yes, there are.

b) No, there aren't.

4. Is the number of schools in urban areas more than those in rural areas?

a) Yes, it is.

b) No, it isn't.

5. Does a student in a rural area score equal to the one who is in urban area in school leaving examination?

a) Yes, he/she does.

b) No, he/she doesn't.

6. Has the teacher given you a reading activity?

a) Yes, he/she has.

b) No, he/she hasn't.

7. Must you call him again?

a) Yes, I must.

b) No, I mustn't.

Activity 1.22 Developing questions using 'wh', auxiliary' or 'modal verbs' for the given answers.

1. Where are you learning?
2. Do you like to learn English?
3. Can you swim?
4. Where do you like to live?
5. What does she like most?
6. Where does he work?
7. Must they read books to understand the tenses more?
8. Is she a student?

Activity 1.23 Selecting the appropriate wh-words(what, where, when, why, who, how, how many) to form questions in Column A, and matching with answers in Column B.

1. **Who** is that boy?**That'sFeleke, my friend**.
2. **Where** are Tesfu and Dilnesa? **They are in Debre Tabor.**
3. **When** do you have English lessons? **On Monday and Friday.**
4. **How'**s your mother, Molla? **She is fine, thanks.**
5. **How many** rooms are there in your house? **They are six rooms.**
6. **What'**s your favorite hobby? **Dancing.**
7. **Why** do your friends like Gaynt? **Because it's nice and peaceful.**
8. **What'**s the matter Worku? **My foot hurts.**

Activity 1.24 Changing the sentences into 'wh-questions' and 'yes/ no questions' about the underlined words or phrases.

1. Mr. Lelisa and Mrs. Tirhas have got <u>two children</u>.
2. Yes/ no question: **Do Mr. Lelisa and Mrs. Tirhas have <u>two children?</u>**

   Wh-question: **How many children do Mr. Lelisa and Mrs. Tirhas have?**
3. <u>Meseret</u> is my favorite actress.

   Yes/ no question: **Is Meseret your favorite actress?**

   Wh- question: **Who is your favorite actress?**
4. Daniel is a <u>shopkeeper.</u>

   Yes/ no question: **Is Daniel a shopkeeper?**

   Wh- question: **What does Daniel do?**

1.5 Speaking Skills

1.5.1 Speaking activity based on the reading passage

Activity 1.25 Speaking about the pictures using some verbs given.

Dear teacher!

Pictures of people with some household materials like TV are presented for students to help them speak about what they see using the verbs given. Therefore, the students will produce various types of accurate sentences. However, some model sentences that would serve for correcting students' speaking are provided below. Therefore, please help students speak more using not only the given verbs but also using their own. This will help them have more practices for their speaking development.

1. She reads her exercise book.
2. She watches TV program.
3. He plays footbal.
4. They read a book together.

Activity 1.26 Speaking about why and why not they want to live in rural areas.

Dear teacher!

The purpose of this activity is to help students speak confidently on explaining why they choose something to do. The information they need for giving reasons for choosing or not choosing to live in rural areas are given in the table. Then, the students are only required to organize the ideas in a way that they can present them logically and coherently. Therefore, while there are various ways of presenting their ideas, the following sample presentations are given so that you can let them know what gaps they can work on.

Sample 1: Supporting rural life

I lik liv ng in rn al areas becas e th re are sev r al ad ntag s. First, th re are lots free sp ces to s e fo þ ay ng g rd ning jg ng etc. In th rn al areas y can also h v y w n p iv te b e with its com p d to liv in. Besid s, h re are b at ifl scenery arnd and refresh y self easily. Ev n, th p ce f life is slw er and mo e related Mo ev r, mo t p þ e liv in clo e com mni ties and th y kw each o h r. Th refo e, g nerally, liv ng in rn al areas g v s mn h more benefits like having sufficient places, owning private home, inspiring with beat ifl g g ap nd reating trng o ialbd g .

Sample 2: Ideas against rural life

I d no lik liv ng in rn al areas b cas e th re are v ris id sad ntag s. First, you cannot find suitable road networks for moving from place to place. There is no þ fo þ ic transpo tatin. Yo d no also h v sþ to y g . Besid s, th re is no access to b tter h alth centers. Ev n, th sch s are lo ated too far frm th com mn ities' sn rn ding Mo ev r, y cann g t p e water and electricity. Th refo e, liv ng in rn al areas is no aid sab e as it cas es to l e com fo tab e ro d netwo k , mo e sþ , b tter h alth centers, sch s, pn ew atera nd lectricity.

1.5.2 Pronunciation: Rising and falling intonations

Dear Teacher!

Please note that some explanations on rising and falling intonations are given in the students' textbook. If you think they need more you can give them additional notes from internet and get them practice on both intonation patterns. Some examples students will supple for each intonation is given.

A **rising intonation (↗) pattern** wh d b s ed mainly fo **yes/no questions** and **question tags** sw ing nc ertainty and req ring answers. It inv tes th sp ak rt o nt in t alk ng

Activity 1.27 Practicing intonation in pairs.

Dear teacher!

We understand that 'intonation' is difficult for the students to produce accurately in a very short time. Please encourage them to practice pronouncing the following sentences and the following sentences for them to practice.

1. Yes/no Question (Questions that can be answered by 'yes' or 'no'.)
   - Do you know your teacher's ↗ name?
   - Have you done the ↗ assignment?
   - Do you have any ↗ question?
2. Questions tags that show uncertainty and require an answer
   - We have agreed, ↗ haven't we?
   - You need help ↗ don't you?
   - You read news today ↗ don't you?

Falling intonation (↘) is commonly found in wh-questions (information questions), confirmatory question tags.

Activity 1.28 Practicing intonation individually.

3. **Wh - questions** (requesting information.)
   (questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')
   - What is your ↘ name?
   - Who can answer this ↘ question?
   - Where exactly is ↘ it?
4. Question Tags that are statements requesting confirmation rather than questions.
   - He is so clever, isn't ↘ he ?
   - We failed the test because we did'nt prepared ↘ we?
   - It doesn't seem to ↘ matter does ↘ it?

1.6 Writing Skills

1.6.1 Constructing sentences

Activity 1.29 Constructing sentences.

Dear Teacher!

Please note that the students can provide different sentences to explain why they choose or do not choose to live in a city. However, sample answers given below. Please also check whether or not each student gets correction from her/his partner.

1. I choose to live in a city because there are several good things such as transportation, health care, pure water, and better education for a living.
2. I like to live in a city because in a city there are lots of recreational areas and restaurants.
3. I do like to live in a city because in a city there are noises and crowned population that threatens my life.
4. I do not choose to live in a city because there several challenges such as housing, pollution, and insecurity.

Activity 1.30 Constructing sentences and developing them into a paragraph.

Sample sentences

1. I live in a village surrounding by forests and streams.
2. I am happy to live in my village.
3. I can find several animals such as cows, donkeys, and goats for our means of living.
4. There are lots of free spaces for playing football, running and relaxing.
5. In my village, there are elders who show me what to do or not to do to lead a better life.

1.6.2 Developing a paragraph

Activity 1.31 Developing sentences into a paragraph

Sample paragraph

Living in rural area gives me enormous satisfaction. The forests and streams around my village become source my happiness. There are **also** many cows and pets that can be used for my means of living a ƀ tter life. **Besides,** there are lots of free spaces for playing football, running and relaxing. **Moreover,** in my village, I have elderly fathers and mothers who show me what to do or not to do for living a happy life. ***Generally***, the natural environment, the animals, the spacious areas and elderly concerned people make my life delighted and comfortable in my village.

Unit 2. Study Skills (15 Periods)

Learning Outcomes

At the end of this unit, learners are expected to:

- *listen to a variety of texts with medium level understanding and transfer information,*
- *interact in English medium in varied communication situations with comprehensible grammar,*
- *read medium level reading resources and comprehend contents,*
- *guess meanings of words using different clues,*
- *extend their vocabulary through collocations,*
- *use vocabulary during interaction appropriately,*
- *practice pronouncing intonations of auxiliary beginning and wh-questions accurately,*
- *select appropriate study skills and apply in learning vocabulary and other language skills,*
- *use connectors addition and sequence connectors with reasonable accuracy in communication,*
- *generate simple past and past continuous tenses accurately, and*
- *write accurate sentences, paragraphs and essays.*

2.1 Listening Skills

Dear teacher!

Pictures on characterizing a good language learner are given in order to help students activate their background knowledge about learning English. Help students brainstorm on the various learning conditions or opportunities by getting them into pairs.

Activity 2.1 Characterizing a good language learner.

Possible answers (responses)

1. I think a good language learner can plan his/her time for study.
2. He/she can locate the learning resources.
3. In my view, a good language learner defines his/her learning goal, etc.

Dear teacher!

Below is the listening passage prepared for the students. Please try to audio-tape the passage, but if it is not possible to audio-tape, please read it twice with a moderate speed to the students so that they can answer the questions based on it. If you realize that the students haven't understood you after you have read it twice, you can repeat your reading the third time.

Study Skills

Many studies about language learning ask the question: What makes a good language learner? There are some things that good language learners do and some things they do not do. Here are some of the most useful suggestions from studies. Learners, for instance, should not be afraid of making mistakes. People often get things wrong; so, good language learners should notice their mistakes and learn from them. Learners should do activities in groups.

People use language to communicate with other people. A good language learner always looks for opportunities to talk with other students. They should also make notes during every class. Notes help you to remember new language. Look at your notes when you do your homework. Another important thing learners should do is use language using a dictionary. Good language learners often use dictionaries to check the meaning of words they don't know. They also make their own vocabulary lists.

Do you think there are also other things students should do to learn a new language, such as English? Yes, they should also think in the language you're learning outside the classroom. When you're shopping or walking down the street, remember useful words and phrases. Sometimes, when you're at home, say new words to practice your pronunciation. Learners should also engage in extra practice.They should test and improve their language, reading and listening skills with self-study material. Besides, they have to imagine themselves speaking in the language. Many good language learners can see and hear themselves speaking in the language. This helps their motivation. Above all, they have to enjoy the process of learning. Good language learners have fun with the language. Watch a TV series or film, listen to songs, play video games or read a book. It's never too late to become a good language learner.

Adapted from www.britishcouncil.org/learnenglish

Activity 2.2 Listening to the text and answering questions.

1. Shouldn't be afraid of making mistakes
2. a). notice their mistakes and learn from them.

b)d ctiv tiesi ng p

c)m ak no es/r efert d ctina ry

3. useful words and phrases.

4 wh nt h y njy h p o ess l earning nd p ak h l ang g

Activity 2.3. Answering questions

1. How one studies his/ her subjects?

I make notes; I ask friends for help I refer to a dictionary and find out the meaning from the internet I refer to a library etc.

2. I try to get meanings of words from the contexts they are used, or I refer to the dictionary. I may also ask my teacher or my friends for meanings of words. Sometimes, I also google or surf the internet for meanings of words.

Dear teacher!

Students might give almost similar kinds of answers to the questions in the textbook. In case there are important points they haven't stated, please supply the missing points at the end. Beyond the expected answers to the questions, you can also extend the questions so that the students can give the advantages of the answers they have given. This will provide them with the opportunity to reason out ideas and develop their speaking ability.

3. Sample paragraph

When I am asked to do tasks with a friend or friends, I usually contribute ideas about the issue we discuss. If we are more in number in the group, we will choose a chairperson to lead us and a secretary to jot down all that we discuss. Then, we contribute ideas from our experiences in relation to the point of discussion. What we do in our discussion is raise any points freely, argue on the raised points and agree at the end. The main thing we do is we argue, understand each other and make decisions together. If we get difficulty in our decision, we may raise the point to whole class for further discussion. This is what we do when we accomplish tasks together with my partners.

Dear teacher!

The example paragraph given above may not be adequate; so it should not be taken for granted as if it were the only paragraph that could be developed. We advise you to allow students to write their own paragraph, and then let them read it to class. If you find that it is time-taking to allow all students to

read their paragraphs, take a few students as samples and let others peer-read their paragraph for peer-feedback. When you listen to the students' paragraphs, focus more on their ideas and try to give feedback (in the form of explanations) at the end about the grammar errors you heard students have committed repeatedly.

Students might have difficulty in developing paragraphs.

a) Yne ed h refo et nd rstand h ir p b emf rm t h irp rag ap ; sg v t h ms m eg d linea b w t h y anw ritea p rag ap g iv ng h ms amp e/s.

b) Ano h ra lternativ i sy ang v t h ms m eg d linea b w t h y cand v lp h t p f p rag ap nt h t asg v nb fo et h y ttemp writing h p rag ap

c) Fo o h rt p sf p rag ap w h ch ren o r elated o h c n rentt ask y ang v t h mg d linea b t h t p f p rag ap eq reid nt h task

2.2 Reading Skills

Activity 2.4 Answering questions based on personal experiences.

Dear teacher!

The students will have a variety of responses for questions 1 and 2. Accept their responses with appreciation because the purpose of these questions is to help students raise their interest and stimulate their background knowledge in relation to learning strategies.

Meanings of words included in number 3

strateg ap o ch
p an= o line/arrang
manag = h nd e
sty e= t echi q
g l= a im

Activity 2.5 Reading the passage: true/false questions.

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

Activity 2.6 Answering questions based on the information in the reading passage.

1. Fill in the missing information

Type of strategy	*Examples (functions)*
sets malla ch ew b eg ls	to each g rt arg ts
Plang s tid es	To eet h w h ep ctn e
h m o iw ted	We learn h tter and fast th ng we really want to learn.
manag y t ime.	gives you the flexibility to include the things that arem o ti mp tantt y

2. The clause, "remember, we learn better and fast things we really want to learn" (in paragraph 4, line 8) means our motivation basically facilitates our learning.
3. The word this, in paragraph 5 line 5 refers to the time management students need to have.
4. C

2.3 Vocabulary Development

2.3.1 Vocabulary from the reading passage

Activity 2. The following words are taken from the reading passage. Find their meanings based on the context they are used in the passage.

1. recourse (paragraph 1) = alternative/option (example)
2. session (pargraph 1) = period/time
3. boost (paragraph 1) = advance
4. achievable (paragraph 2) = doable
5. huge (paragraph 2) = enormous
6. boredom (paragraph 4) = disinterest
7. favourite (paragraph 5) = preferred
8. flexibility (paragraph 5) = adjustability
9. reward (paragraph 6) = prize

Dear Teacher!

Please note that some explanations on collocations are given in the students' textbook. If you think the students need more explanation, you can give them additional notes and let them practice on both adjective and noun collocation.

2.3.2 Collocations

A **collocation** is a pair or group of words that always goes together. Although there are no specific rules for collocations, it is important to study the commonly observed collocations that appear in the forms of adjectives and nouns as well as verbs and prepositions.

Some adjective and noun collocations

- b g id sap ntment, b g ailu eb gn istak b g u p isee tc.
- h ab g ab ay ain h ay now h ay u tcase, h ay traffic, etc.
- rich lu tu er ich sto yr ich p er ich ab ary,e tc.
- strog ccents, trog ink, trog s mells, trog astes, trogy ind tc.

Verb and preposition collocations

Some verb and preposition collocations are given in the table below and these collocations could also be said phrasal verbs. Study each phrasal

verb and take notes on how to use it in your communication.

blow away, blow off, blow out, blow up, boil down to, break in, break out, break through, break down, break off

Activity 2.8 Completing adjective and noun collocations.

b g ay ich trng

1. …big failure….
2. … heavy rain ….
3. … strong wind ….
4. … rich culture ….
5. … strong drink …
6. … rich history ….
7. … strong stand ….
8. … heavy traffic ….
9. … rich people….

Activity 2.9 Completing sentences using verb and preposition collocations.

1. … blew away….
2. *... blow off ....*
3. *… blow up* ….
4. … blow out ….
5. … boil down to ….
6. …broke down ….
7. …break out ….
8. … break in …
9. …break off ….
10. ... break in ….

2.4 Grammar

In this Unit, students will study addition connectors, sequence indicators and adverbs of frequency.

2.4.1 Connectors: addition markers

In this Unit, students will learn about **addition** and **time order connectors. The addition connectors (markers)** include **and, also, besides, further, furthermore, too, moreover, in addition, then, of equal importance, equally important,** and **another;** while the **time order (sequence) connectors** include words like **at first, eventually, finally, first, firstly, in the end, in the first place, in the second place, lastly, later, next, second, secondly, to begin with.**

Dear teacher!

Please tell students that connectors are different types and serve different functions as indicated in the following short note.

Note: There are different types of connectors. Some of them indicate contrasts; others show cause and effect, and still others indicate addition. There are also connectors that show comparison, time order, examples, generalization, summary, etc. Connectors serve as transition words and connect ideas of a sentence to another and even paragraphs.

Please brainstorm from students about which of the connectors students are familiar with. This helps you how much time you will spend supporting them in understanding the connectives. The following examples can help your students how the connectors are used. You can add more examples if you find students are not clear with how the connectors are used.

Examples

1 Read ng h h lp to learn new info matio, **furthermore,** it h lp ne t o k eh so h rb ainf resh

2 A: Wew enta l o ó s ig seeing tB ah rD ar.
B: We **also** wents p ng

Activity 2.10 Selecting the most appropriate connectors

1	Mo ev r ad tio	B esid s	5	In	
2	Fu thermo e Cos eq ntly	M o ev r	6	.	

2.4.2 Words of sequence

Dear teacher!

Students have learned the different words of sequence. The following exercises will help them learn more about them in contexts. You can give them the exercises as classwork so that they can do them in groups.

Activity 2.11 Choosing the correct word of sequence

1. Finally	3. Then	5.After	7.first	9.finally
L ater	F irst	M eanwh le	ne k	

Activity 2.12 Filling in the blank spaces with appropriate connectors of sequence.

Yesterday, it was my birthday and it didn't start well. I went to the p rk to meet my friends, but they weren't there. I decided to look for them. 1. **First**, I went to the shopping centre opposite the park, but they weren't there. 2. **Next/Then**, I looked for them at the library, but they

weren't there. 3. **Later/ Then**, I tried the sports centre and the restaurant near the park, but my friends weren't there. 4. **Finally**, I went home, and my friends there enjoyed with a birthday cake, ice cream, music and g mes. It was a surprise party for me! 5. **In the end** I got a great b rthday.

2.4.3 Adverbs of frequency

Dear teacher!

Please brainstorm students about words of frequency. Then, explain the meanings of the words always, often, usually, sometimes, rarely, and others. Please inform them how these words can be used with the simple present tense they learned in Unit 1.



Activity 2.13 Reading the two short dialogues paying attention to the words of frequency

Dialogue 1

Tesfaye: **What kind of person are you?**

Shemsu: ***Well, I'm friendly and outgoing, and I'm*** **usually** ***very happy. I don't*** **often** ***complain, and I*** **never** ***shout or get really angry. How about you?***

Tesfaye: **I'm friendly too, and I'm a little shy.**

Shemsu: ***I'm*** **always** ***happy, but*** **sometimes** ***I'm very busy. I*** **always** ***try to have a happy face.***

Tesfaye: **Me too!**

Dialogue 2

Tinsae: **What are some customs in your country, Ethiopia?**

Kassahun: ***We*** **always** ***bow to people we meet, and we*** **never** ***joke about people's names.***

Tinsae: **That's good. Here we never ask about people's salary, it's rude. Also we usually aren't late for meetings.**

Kassahun: ***That's good too!***

Dear teacher!

Following the examples below, please tell the students the meanings and the positions of the frequency adverbs (words) in sentences.In this Unit, they will also study simple past and past continuous tenses.

Examples

1. Helen **always** goes out on Sundays.
2. Aster **usually** drives into the city centre with her brother.
3. Beyene and Dawit **often** go lunch together.
4. In the winter, we **sometimes** have very heavy rains.
5. Few students **rarely** go to the cinema in the summer because they prefer to stay outside.
6. As students are so busy, they **never** go to bed before 10 o'clock.
7. **Sometimes** she does her homework with friends.
8. **Usually** they study on their own.
9. Students should **usually** try to get meanings of words from contexts they are used.

The adverbs of frequency can also be used after the modal verbs as in the following examples.

Examples

1. You **must always try** your best.
2. We **can usually find** a seat on our train.
3. We **should not always** depend on dictionaries to for meanings of words.
4. They **should never be** rude to customers.

To make questions about frequency, we can use 'how often…?' and using the 'do' verbs.

Examples

1. **How often** do you watch films?

2. **How often** does he play tennis?
3. **How often** do the trains arrive late?
4. Do you **often** come here?
5. Does she **always** work so hard?
6. Do they **ever** pay on time? ('ever' instead of 'never' for questions)

Activity 2.14 Discussing with a partner

Dear teacher!

The students should do the following exercise in pairs. Each of them will ask and respond to the questions in turns. The students' responses might vary, but we have provided you with possible answers below.

1. Student A: What do you usually do on Saturday nights?
   Student B: I usually watch films on Saturday nights.
2. Student A: How often do you visit new places?
   Student B: I usually visit new places.
3. Student A: Do you ever go to the theatre?
   Student B: Yes, I rarely go to the theatre.
4. Student A: How often do you play sports?
   Student B: I usually play football.
5. Student A: Do you ever watch films or TV programmes in English?
   Student B: Yes, I sometimes watch films or TV programmes in English.
6. Student A: What time do you usually go to bed?
   Student B: I usually go to bed at 10.
7. Student A: How often do you drink tea at a cafe?
   Student B: I always drink tea at a cafe.
8. Student A: Are you sometimes late for school?
   Student B: Yes, I am sometimes late for school.

2.4.4 Simple past and past continuous tenses

Activity 2.15 Reading a paragraph about 'Spooky Story' and noticing how the verbs in bold are used.

Dear teacher!

Please ask students about the verb forms in bold, what tenses they are written in, and whether or not they know about their uses.

It **was** just before midnight on October 31st last year. Susan Lee **was driving** home after visiting her sister. The road was clear and she **was driving** carefully. Suddenly, out of nowhere, a young man **stepped** out in front of her. He **was wearing** a dark colored raincoat and carrying a b ckpack. Susan **stepped** hard on the brake pedal but it was too late. She **got** out of the car but, to her surprise, there **was** nobody there. While she **was looking** under the car, she felt a cold wind on her face and a strange p esence that **sent** shivers down her spine. She was still looking under h r car when a lorry behind her. The lorry driver, a middle-aged man, **walked** up to her and asked her if she needed help to start her car so she **told** him what had happened. He seems surprised when Susan told him about the young man. 'In October 1978, there **was** a car accident on this road and a hitchhiker was fatally run over. You're not the first to have seen his ghost here', he in a mysterious tone.

The verbs in bold are written either in simple past or past continuous tenses. The simple pas verbs are:

simple past verbs	origin verbs	simple past verbs	origin verbs
step d	step	stp p d	stp
g	g t	walk d	walk
was	is	said	say
sent	send	d dn't	d s(n)

The verbs written in past continuous tense are:

Past continuous verbs	origin verbs
were driving	Drive
was looking	look
was wearing	wear

A. The Simple Past Tense

The simple past tense shows an action which was completed in the past. Examples are given to you in the Box below which indicate the positive, negative and question forms of the verbs in simple past tense.

Examples

Positive

1. I walked up early in the morning
2. Silenat phoned me yesterday last week
3. My sister invited me a cup of coffee yesterday

Negative

1. I did not (didn't) wake up early in the morning
2. Silenat did not (didn't) phone me last week
3. My sister did not (didn't) invite me.

Questions

1. Did I Didn't) wake up early in the morning?
2. Did Didn't) Silenat phone me last week?
3. Did (Didn't) my sister invite me a cup of coffee yesterday?

Below, we have given you the simple past forms of few verbs. As you see, some of them, add *-d* or *–ed (travelled, turned),* while others have different forms (broke, knew). Those verbs that add *-d* or *–ed* are called **regular verbs,** while the others are called **irregular verbs.**

Activity 2.16 Classifying verbs into regular and irregular verbs.

1.	cry	**cried**	8	h t	**chatted**
2.	travel	**travelled**	9	n n	**turned**
3.	send	**sent**	10	tu	**cut**
4.	enjoy	**enjoyed**	11	ry	**tried**
5.	stop	**stopped**	12	w	**knew**
6.	b eak	**broke**	13	ay	**said**
7.	fall	**fell**	14	p n	**happened**

Regular verbs		Irregular verbs
cried	tu ned	s ent
trav lled	tried	b k
enjo d	h p ned	fell
sto d		cu
ch tted		kne w
		said

Activity 2.17 Giving the correct simple past forms of verbs.

1. What **did** you **do** at home yesterday?
2. Why **didn't** you **call** me last night?
3. My friend **graduated** in Civil Engineering.
4. Our teacher **appreciated** my classmates for they **did** the assignments correctly.
5. He **cut** his finger while he was helping his mother chop onions.

B. Past continuous tense

Similar to the simple past tense, the past continuous tense also shows a past action, but which was in progress at a certain time in the past.

Activity 2.18 Writing the correct past continuous forms of verbs.

1. What **were** you **doing** in the field with Samuel yesterday?
2. I **was trying** to get the meanings of the words in the dictionary.
3. Which book **were** you **reading** to learn more about 'Study Skills'?
4. My friend **was reading** about 'Learning Strategies' in addition to the lesson we studied.
5. He **was not playing** football because his leg was injured.

Activity 2.19 Completing sentences with the past simple or the past continuous forms of verbs.

1. I **switched off** the computer because it **was making** a strange noise.
2. My father **was listening** to classical music when I **arrived** home from school.
3. We **were playing** video games when my mother **said** 'Turn the volume down!'
4. My little sister **was drawing** a picture while I **was studying** for my French exam.
5. When we **left** school yesterday, it **was pouring** with rain.
6. When you **saw** Tefera, **was** he **wearing** a black jacket?

Activity 2.20 Writing the correct simple past or past continuous tenses of verbs in brackets.

Sometimes I hate computers! Once, when I **was trying** to do my English h mework on my laptop, the battery **ran out**. I **lied** on my bed and I was listening to music. It helped me to concentrate. I **was chatting** to my friend Daniel on Facebook. OK, so I **did not concentrate** very hard on my homework and I **forgot** to plug in my laptop! I didn't notice that the battery was getting low. I was just finishing the essay when the screen **went** black. I **lost** everything. I **screamed** in frustration. My dad **came** running into my bedroom. I **was** almost **crying** so he **gave** me his laptop. I **tried** to remember everything in my essay – it **was** quitedifficult especially because Daniel was sending me lots of funny videos.Anyway, while I was watching one, the Wi-Fi stopped working. In theend, it was probably better because I **managed** to finish the essay.

(Adapted from 'Out and About', Cambridge University Press 2015)

2.5 Speaking Skills

Ativity 2.21 Students disussion on language learning experience.

Dear Teacher!

The purpose of this speaking activity is to help students practice speaking mainly on the issues related to the listening text, learning strategies. Please help students involve in the discussion in groups and develop their speaking skills. Therefore, questions 1 and 2 are given to help students speak about how they perceive a good language learner. The students may raise several things in relation to language learning using English, and encourage them to do so.

2.5.1 Pronunciation: Rising and falling intonations with Questions

Dear Teacher!

Please note that some explanations on 'rising and falling intonations with Questions' are given in the students' textbook. If you think they need more you can give them additional notes and get them practice on both 'rising and falling intonations'.

A. Intonation with Wh-Questions

How did you pronounce wh-questions? Did ever use intonation in your wh-questions knowingly? Take a look at the following questions. How d you produce them? Say the following questions to your partner and notice how you produce them. Do you feel that you produced them correctly?

1. 1. What are you doing?
2. Where are you going?
3. How much does the pair of shoes cost?
4. Why are they so late?
5. Who was the girl you were talking to?

B. Intonation with yes/ no Questions

Take a look at the following yes/no questions. How do you say them? Say the following questions to your partner and notice how you produce them.

1. Did you finish your homework?
2. Do you like birds?
3. Are you coming to my birthday party?
4. Has she called you back?
5. Should he come to school next Saturday?

Do you feel that you pronounced them correctly? Read the following short note in the Box below about how you can pronounce wh-questions and yes/no questions.

Wh-questions are normally pronounced with falling intonation; whereas, yes/no questions are normally said with rising intonation.

Activity 2.22 Pronouncing wh- and yes/no- questions with falling and rising intonations.

Now look at the following sentences.

1. And what do we have on Mondays?
2. When is the next English class?

Dear teacher!

Please ask students these questions below, and help them pronounce these sentences.

What do you think is the situation in which these questions are asked? We think the speaker and the listeners very well know about what they have on Mondays and when the next English class is.So, the questions are asked for the purpose of confirmation. In such kind of meanings, the wh-questions will have rising intonation. Practice the above sentences with your partner until you are sure you use the correct rising intonation.

Dear teacher! Please listen to the students' pronunciation of all the question forms when they practice them.

2.5.2 Speaking activity on 'Study Habits'

Activity 2.23 Discussion based on the given questions

Dear teacher!

The purpose of this activity is to help students practice speaking on 'study habits'. Therefore, based on the questions given, students could state several things and accept their discussion with appreciation. However, in order to guide the students' discussion and give feedback on their responses, some sample discussion frameworks are given for each question.

1. Before, you get students into discussion on question number 1, please make the students play the roles of Gemechu and Amare in the example dialogue in pairs. Then, students will share each other the problems they face in studying English.

1 *Sample responses*

In my study, there are some problems I usually face … The first, , secondly, Thirdly … Finally, ..

I usually have difficulties when I study grammar/… First, … Second, … Last but not least…

2 *Sample responses*

One of the solutions for this problem (e.g. lack of vocabulary) I think is that we should develop the habit of using a dictionary.

Probably, we can use internet sources for getting reading materials on some issue as a solution for the problem i.e., lack of reading resources.

2. "The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice." – ***Brian Herbert, author***. As a teacher, you can accept various possible interpretations the students could give it to the quotation, but the idea can be understood as follows.

Peþ e haʋe thə natʊ al element to learn and thə t is said to bə capə city þ þ e haʋe also thə þ ential thə t thə y can bə learnt whʧ is called abʧ lity. Besidə s, peþ e haʋe thə interest to learn sʊm ethŋ whʧ is said to bə 'chə ce'. Generally, people need to have the capacity, ability and choice for effective learning

Yʊ anb eginʊ idə scʊsiʊna sfə bləwə s.

I thŋk whə t it meant fʊ me is… Prə abʧ y, thə ʊ hə r meaning is … Besidə s, …

2.6 Writing Skills

2.6.1 Sentence level writing

Activity 2.24 Constructing compound and complex sentences based on the questions.

1. In my junior school, I had a good study habits that made me a successful student. (Complex sentence)
2. In my junior school, getting reading materials like grammar books made my study difficult, and I was forced to depend on my classmates' grammar book. (Compound sentence)
3. Although there were some challenges to find reference books for doing my homework, I worked out exerises well.(Complex sentence)
4. Studying for tests was some what interesting as I was doing it with my friends. (Complex sentence)
5. My time management skill which I employed for studyng made doing my homework or test easier.

2.6.2 Paragraph writing

Activity 2.25 Constructing individual sentences and combining them into a paragraph.

Study habits of a successful student

Habit 1: Be proactive: take responsibility for your life.
Habit 2: Begin with the end in mind: define your mission and goals in life.
Habit 3: Put First Things First: Prioritize and do the most important things first.
Habit 4: Think Win-Win: Have an "everyone-can-win" attitude.
Habit 5: Seek First to Understand, Then to Be Understood: Listen to others sincerely.
Habit 6: Synergize: Work with others to achieve more.
Habit 7: Sharpen the Saw: Renew yourself regularly

1. A successful student defines his/her mission and goals in life.
2. A successful student prioritizes and does the most important things first.
3. A successful student has an 'everyone-can –win' attitude.
4. A successful student listens to people sincerely.
5. A successful student works together to achieve more.
6. A successful student renews himself regularly.

Combining sentences to develop a paragraph

A successful student has several study habits. First, he/she defines his /her mission and goals in life. Second, a successful student prioritizes and does the most important things first. Thirdly, … Finally, a successful student renews himself/herself regularly. Generally, implementing these habits makes a student successful in his/her learning.

Unit 3. Traffic Accidents (16 Periods)

Learning Outcomes

Att h end th sni tl earnersa ree p cted o

- *listen to a variety of texts with medium level understanding and transfer information,*
- *interact in English medium in varied communication situations with comprehensible grammar,*
- *create awareness to obey traffic rules for safety,*
- *read medium level reading resources and comprehend contents,*
- *guess meanings of words using different clues,*
- *extend their vocabulary through antonyms and synonyms as strategies,*
- *use frequency adverbs and obligation markers accurately in their communication,*
- *realize the impacts of road accidents and promote safety measures,*
- *write grammatically correct sentences, paragraphs and essays.*

3.1 Listening Skills

Activity 3.1 Pre-lisening questions.

Dear teacher!

A picture of a car accident is given for the students in order to help them activate their prior knowledge about traffic accidents before they listen to the listening text. Then, help them brainstorm their ideas freely and appreciate their responses to the two questions 1 and 2.

Activity 3.2 Listening and answering questions

Dear teacher!

Below is the listening passage prepared for the students. Please try to audio-tape the passage, but if it is not possible to audio-tape the listening text, please read it twice with a moderate speed to the students so that they can answer the questions based on it. If you realize that the students haven't understood you after you have read it twice, you can repeat your reading the third time.

Road Accidents

Ev ry year th us ands f ro d us ers are injur ed, maimed fo life o k lled in ro d accid nts. While it is h d enough o o dinary d y, th accid nt rate increases dur ing festiv seasons wh n th ong f p p e p ck th ro ds in th ir rush to g hom e. Fo families inv v d in accid nts, th festiv season can tur n to b trag y ins tead a j y.

Th caus es f accidents are many, b mainly th y are d to hum an erro. Reck ssness, neg ig nce, ex ssiv sp ed ng p d iv ng sk lls, b eak ng of traffic rules and overloading contribute to the occurrence of accidents. Go to any h ing estate and one can see und rag ch ld en sp ed ng arou d on mo o cy les. Th y d no wear safety h lmets and som etimes th re are th ee or fo f th m on mo o cy les b lt fo two. Th law is b ut ly ign ed and th

adults are to blame for allowing the young children to risk their lives. The behaviour of adults is no better. Grown up reckless road users are plenty on our roads. Road consciousness is almost non-existent. Mechanical problems and road conditions can also cause accidents, for example, brake failure, tyre blow out, bad weather, potholes and traffic congestion.

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

In short, a change of attitude for the better is required of road users. As long as they persist with their present bad road habits, the incidence of road accidents cannot lower down.

Adapted from http://www.aplustopper.com/road-accidents-essay/

Answers

1. *…festive seasons… rash….*
2. *…motor cycles….*
3. *…recklessness, negligence, excessive speeding, poor driving skills,…*
4. *…attitude…*
5. *…road users.*

Activity 3.3. Answering questions

Possible answers

1. Discussing the damages a car accident could cause to societies

   - Accaraccidentcanalsocausedamagestohumanbeingsandanimals. Itcandamagehumanbeingsandanimalsbyinflictingthemwounds whichshoulddamagedeeplyandalsotodeathDuetocaraccidentcarsandotherhumanbeingsorresources(materials)maybe

d mag d nd h sec as enne cessarly s sa nd d tiona l eps nses.

2. People's roles to reduce car accidents: a) road crossers, pedestrians, b) drivers, c) traffic police, and d) driving license providers

- Ro d rs sers(p d strians)sh d ak a l h tt h l eft d rectiow h nt h y rs sr o s f o s afety. Th y sh d lso s et h z eb ac rs sa sa s afetym easn e.
- Driv rss h d iv w ith th s p ed imiti nid cated nr o d sigs .
  - Th y sh d arefu lyd iv ;
  - Th y sh d esp ctd iv ng lu esa nd eg ations .
- The traffic police should control drivers to be obedient to traffic rlu esa nd eg ations .
- Th d iv ng icensep iv dersh v t b s n et h tt h l licensei s g v nf o s k lled nd m p tentd iv rs.

Dear teacher!

The pedagogy we have suggested for activities 1.3 and 2.3 are also applicable to the activities from 4.3 to 10.3. We advise you to make use of the suggestions we have provided in 1.3 and 2.3 for the rest of the activities in a similar fashion.

3. Writing a short paragraph about the damages a car accident causes to society

Sample paragraph

A car accident can cause injuries on human body. The common injuries include traumatic (shocking and painful) brain injuries, and spinal cord injuries which may result in paralysis. Other injuries comprise burns and internal injuries and broken bones. The accident may also cause fractures, such as wrist, arm, leg, collarbone and rib fractures. Careful driving saves people from these injuries; therefore, drivers and road crossers or pedestrians should be careful and practice safety measures.

Dear teacher!

The pedagogical suggestions we have provided for the sample paragraphs in activities 1.3 and 2.3 are also applicable to the pedagogy you can employ for the paragraph writing activities from 4.3 to 10.3. Therefore, please use the suggestions we have given in the sample paragraphs under 1.3 and 2.3 for the rest of the activities in a similar fashion.

3.2 Reading Skills

Activity 3.4 Answering questions based on personal experiences.

Dear teacher!

A picture of a car accident is given to the students in order to help them stimulate their ideas about the dangers of a car accident. Based on the picture, students may have different responses or reactions to questions number 1 and 2. Please accept their answers about how they perceive the accidents. Example expressions are given to them below to start their discussion.

- Reallya lotof materialaboth and magazinesand newspapers…
- Thereareseveralpossibledestructionssuchas…

Traffic Accidents

Activity 3.5 Reading the passage: true/ false questions

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

Activity 3.6 Filling in the missing information.

1. *…people breaking traffic rules.*
2. *… injuries like paralysis, broken bones, concussions, ….*
3. *…jumping red lights….*

4. *people*
5. *when the light is red for them, it is green for someone else*
6. *always wear their seat belt, only drive when the signal is green, stick to the speed limit, stay in your own lane, wear helmets when riding bikes, etc.*

3.3 Vocabulary Development

3.3.1 Vocabulary from the reading passage

Activity 3.7 Finding contextual meanings of words from the passage.

1. *crowding (paragraph 1) = congesting*
2. *indulge(paragraph 2) = engage*
3. *endangering(paragraph 2) = risking*
4. *outcome(paragraph 2)= effect*
5. *refrain(paragraph 3) = avoid*
6. *scary(paragraph 4) = frightening*

3.3.2 Antonyms and Synonyms

Dear teacher!

The students' familiarity with antonyms and synonyms of words them develop their vocabulary. Therefore, please explain them how they can derive meanings of words from antonyms and synonyms. A brief explanation and examples are given to you so that you can give the students more notes and examples.

Synonyms are words having nearly the same meaning. Antonyms are words that have opposite meaning. Look at the following examples for each. Refer a dictionary if you do not know the meanings of the words.

Examples of synonyms		Examples of antonyms	
b llo	b l	a dv rsity	calamity
ch s	refrain	b av ry	cw ard ce
eno mo s	immense	c rh d	straig
ad mant	stb n	d inty	clm sy

Activity 3.8 Providing the synonyms and antonyms to the words given using a dictionary.

Words	Synonyms – Same Meaning	Antonyms – Opposites
accid nt	casa lty	Priv sio
secu ity	safety	d ng r
cau io	carefu ness	carelessness
ru e	b aw	lawlessness
cot rb	manag	mismanag
cos cio s	aware	igo ant
mo ment	mb lity	inactiv ty
rs h	h ry	slw ness

3.4 Grammar

Int h sU nit'sg ammars ections, td ntsa rer eiq red s tyd b :

1. expressing obligations,
2. do/ don't; does/ doesn't, and

3. adverbs of frequency.

3.4.1 Expressing Obligations (shall, should, must, will, have to, etc.)

Activity 3.9 Paying attention to the words in bold.

Dear teacher!

In the two dialogues included in the students' book, the modal verbs 'can', 'can't', 'could', 'must', 'will', and ' shall' are used. You can add 'would', 'have to', 'don't need to', 'ought to', 'need', and 'don't have to' to the list and explain to the students how each of them can be used. Modal verbs have different meanings in different contexts. For instance, the word 'shall' can be used to express willingness, and suggest in different contexts. Please explain the different meanings, their negative and question forms of the modal verbs based on the notes and examples given in the textbook.

Summary notes

Modal verbs express ideas such as future ideas, permission, possibility, p ediction, speculation, deduction and necessity, etc.

Dear teacher!

You can find the summary of the functions of some of the modal verbs with examples in a Table in the students' book. Please advise the students to do the activity 3.10 individually; and then ask them about the meanings of the sentences. Please give them the meanings of the sentences accepting or improving students answers.

Activity 3.10 Selecting the correct verb.

1 sh d S h ll w h d

2 Wo u d S h d

Students should do activities 3.11 and 3.12 in groups. Please advise them to give reasons and the meanings of their answers. When you form groups, your group composition should constitute:

a) ***different ability groups,***

b) ***gender, and***

c) ***sight-impaired students (if there are any) to be placed in different groups.***

You should check whether or not all the group members participate in the discussion. When they do the activities in groups, each group participant should have a role to play in the discussion: as a group leader, providing meanings to sentences, causes for choosing one instead of the other/s, etc. When you engage students in group activities, you should advise students to be careful of Covid-19. You should also be a model to students; that is, both your students and you should seriously take safety measures.

Activity 3.11 Filling in the blank spaces in the dialogue using may, should, can, could, would, will, shall, might or must.

1. may	7. can	13. must
2. should	8. can	14. must
3. can	9. could	15. Will
4. would	10. would	16. should
5. will	11. might	17. would
6. can	12. must	18. would

Activity 3.12 Filling in the blanks in the passage with can, could, couldn't, must or might.

a. couldn't	d. can	g. couldn't
b. could	e. couldn't	h. must
c. might	f. might	g. could

3.4.2 Do/do not (don't) /does/ does not (doesn't)

Dear teacher!

The words 'do', 'does', 'don't' and 'doesn't' almost always appear in people's speaking and writing. They are used in affirmative, negative sentences and questions. Dear teacher, please ask students about their previous knowledge of the verbs and tell them to construct sentences. Then, please explain the forms of the verbs adding more examples to the ones given in the textbook.

Activity 3 13 Changing statements into negative and question forms.

The answers are given below.

1. *Ashebir and Tekle like pizza.*

   Negative: Ashebir and Tekle do not like pizza.

   Question: Do (Don't) Ashebir and Tekle like pizza?

2. *My friend wants to go for a walk in the evening.*

   Negative: My friend doesn't want to go for a walk in the evening.

   Question: Does (doesn't) my friend want to go for a walk in the evening?

3. *You need to go to the doctor.*

   Negative: You don't need to go to the doctor.

   Question: Do (Don't) you need to go to the doctor?

4. *We watch TV for some hours every day.*

   Negative: We don't watch TV for some hours every day.

   Question: Do (Don't) we watch TV for some hours every day?

5. *She dances a lot at parties.*

   Negative: She doesn't dance a lot at parties.

   Question: Does (Doesn't) she dances a lot at parties?

Activity 3.14 Underlining the correct word.

Dear teacher! Some of the statements may have more than an answer. Please ask students to give reasons why they have more than an answer.

d ’t Ð ó Dn’ t e sn’t Ð o
a sn’t d s 6 d ’t (‘d may b s ed
fore mh sis) Ð nt /Do

Activity 3.15 Answering questions.

Examples

1. *Does your teacher give feedback everday?*
   a) Yesh d s.
   b) Nh d sn’t.
2. *Do you swim well?*
   a) YesI d
   b) Nb d’ t.
3. *Does she speak English?*
   a) Yess h d s.
   b) Nos h d sn’t.
4. *Do they read books?*
   a) Yest h d
   b) Nb h d’ t.
5. *Does he travel by bus?*
   a) Yesh d s.
   b) Noh d sn’t.

3.4.3 Adverbs of frequency

In Unit 2, the students have learned about the adverbs of frequency. They studied how *always, usually, often, occasionally, seldom, sometimes, rarely,* and *never* are used.



Activity 3.16 Constructing own sentences using words of frequency.

The above consecutive activities wanted students to identify the adverbs of frequency in contexts. Dear teacher, please make sure that the students have identified them very well with their meanings. In this activity, students are required to construct at least five sentences of their own using the different adverbs of frequency. It is clear that their sentences vary; however, you should accept and appreciate their sentences as far as they are correctly constructed. After they have completed constructing sentences, please advise them to discuss their sentences with their partners so that they can evaluate each other's sentences. Then, please allow few students to read their sentences for whole class discussion. Sample answers are included to you.

Examples

1. *My sister Zinash often goes to the market while Fatuma sometimes goes to the mosque.*
2. *Zeberga rarely visits historical places, but he usually spends his time watching football.*
3. *Students always take the pedestrian when they walk to school and they never encounter traffic accidents.*

Dear teacher! Please help students develop such kinds of sentences of their own and discuss their sentences in pairs. Please also get confirmation from students that they have understood the adverbs of frequency very well, and can develop sentences of their own using them without difficulty.

Activity 3.17 Underlining the adverbs of frequency.

Rep ter: So, Tad ssey rem ajo ing nJ o nalismr ig ?

Std nt: Yes, tha t's co rect. I'm grad ting nex June , and I'm lo ng fo j b now .

Rep ter: It's new rt o arly d h t!

Std nt: I kow ! So I'd lik to ask y a few q stios ab wh t it's lik t w o k o a ne wsp p r.

Rep ter: Su eg h ad

Student: Well, my first question is a basic one. Do you pretty much do th s amet h ng v ry y?

Rep ter: No no really. I rarely d th same th ng fr m ne d y to th nex .

Std nt: Cb y p aint h ta l ittleb tm o e?

Rep ter: Well, I mean tha t I alway h v a sto y tha t I'm wo k ng o, b th sto ies are alway different, so I new r see th same people. I visit different people, go to different places, and do many different things. My job has a lot of variety.

Std nt: How fo ten are you in your office?

Rep ter: Wells.. m e fo th time… I mean, my com p er is th re, and tha t's wh re I write my sto ies I g interv ew p p e in th ir homes and offices. Actually I spend a lot of time in my car g ng o nd r m i nterv ews.

Std nt: How y tay nt o w ith h ne wsp p rt h n?

Rep ter: Oh alway t ak m y ellpe w ithm e.

Std nt: Do u u a llyh v a l ap p w ity o?

Reporter: No I don't like to use laptop when I am interviewing. I sometimes take notes on paper, but I usually use a little voice recorder. Then I type my stories as soon as I get back to the office.

Student: Sounds' too much mail much

Reporter: Oh yes, I do I always check my email before and after lunch and morning, again when I get to the office, before and after lunch and going into for the night ei nt he ev ning

Student: Wow, that's a lot! Do you check your email on weekends, too?

Reporter: Yes, I usually check my email on weekend. I will answer personal emails, I have ar li e that I never ranswerbusiness emailsnot he w eekend ra h id y.

Activity 3.18 Selecting and underlining the correct use of adverbs of frequency in brackets.

Our Garden

At our house, we have a great urban garden. My husband (1. wakes usually up/ usually wakes up/ wakes up usually) at 7a.m every day. (2. Sometimes he/ He sometimes) goes for a run, but (3. usually he/ he usually) waters the garden. He (4. never asks/ asks never) us to help him that early because we (5. usually are/ are usually) getting ready for school. Our kids (6. seldom are/ are seldom) late for school and (7. often are/ are often) there pretty early.

(8. Sometimes it/ It sometimes) rains in the afternoon. In the summer, it (9. usually storms/ storms usually) between 2 PM and 4 PM in the afternoon. It (10.rains rarely/rarely rains) in the wintertime, so my husband or our children will have to water the garden then. In the fall, we (11. have usually/ usually have) lots of pumpkins that we (12.always carve/ carve always) to get the seeds for roasting. In the spring, we (13. sometimes have/ have sometimes) cucumbers that we pickle in jars. In early summer, we (14. have often/ often have) beautiful red strawberries

that we pick and turn into jam. It (15. sometimes is/ is sometimes) a lot of hard work, but we don't have to make as many trips to the grocery store.

3.5 Speaking skills

3.5.1 Speaking activity based on the listening passage

Activity 3.19 Discussing the causes and solutions of traffic accidents.

Dear Teacher!

The purpose of this activity is to help the students express their ideas about the causes and solutions of traffic accidents. Encourage them to speak as much as possible on the issue including the following ideas and expressions.

1. *I think, traffic accidents are caused by breaking traffic rules, due to overloading goods and people, and difficult roads, etc.*
2. *In order to avoid or minimize the traffic rules, we should respect traffic rules, our people must be aware of the traffic accident and the rules, even the roads need to be maintained.*

Activity 3.20 Completing the dialogue.

The students will fill out the following blank spaces with different fillers. Therefore, the given ones are sample expressions.

Dialogue 1

Tewabe : These days, traffic accidents have become a serious problem i no c ot ryj sn'ti t?

Reg ssa: Yes,i ti sS ev ralp p e *have dead and become disabled. And these also caused families and relatives helpless, with no shelter and food.*

Tewab : Wha tyd h nk st h r easnf o t h t?

Reg ssa:B ecas e, *I think most of these accidents are caused due to drivers and road users' fault. They do not give attention to the traffic rules. Even, the roads themselves could cause accidents as they are too narrow and rugged. …*

Tewab : Wha tm s tt h g rnmentd s b v t h sp b em?

Reg ssa: *Well,education is one solution. Lots of awareness creation work must be done. Moreover, the traffic police must follow closely the traffic flows and strict measures or punishment should be given to those who break the rules and regulations.*

Tewab : Wha ta b t h r o s ers?

Reg ssa: *The road users also are responsible for the accidents. They have to be cooperative and respect the traffic rules. They need to be more aware of their responsibility as road users….*

Tewabe: The roads themselves also cause traffic accidents, don't they?

Reg ssa: Yest h y *We should take care of our roads and immediate maintenance must be done as much as possible.*

More extensions of the dialogue could be possible.

3.6 Writing Skills

Writing informal letters

Letter writing is an important skill to develop. Written communication in both the formal and personal matters is crucial and so it is necessary to develop a skill for letter writing. Here we will focus on how to write informal letters.

Informal letters are written to close acquaintances of the writer such as friends, family and relatives. They are also written in informal and p rson tone with no set format. However, there is a general pattern (format) given below.

Letter writing

Two example informal letters are included in the students' book. Based n the lessons they have learned, students are expected to do the activity b low. Dear teacher, since students may have problems doing the activity, please help them until they are able to write their own letter.

Activity 3.21 Identifying the letter parts and writing a similar letter.

Dire dawa, 241 } *address*

June 21, 2021 } *date*

Dear Assefa } *salutation*

I hope this letter finds you in the best of spirits. When I visited last week, you } *body*

(Introduction)

seemed a little bit depressed.

Come on boy, you should thank God for giving you a fresh lease of life.

Everything is going to be fine very soon. I even talked to your doctor this } *body*

morning and he told me that you are out of danger now. *(description)*

You will have to remain in the hospital for a few more days but that is no } *body*

something you should be concerned about. Your family and friends *(description)*

are there for you

Don't forget that life is a mixture of joys and sorrows. By the way, all of us } *body*

have decided to celebrate your recovery as soon as you come home *(description)*

you will be throwing a party the day you come back home from

the hospital. Hope to see you soon.

My parents and younger sister have sent you lots of love and wishes. } *body*

(description)

Wish you a speedy recovery! } *body*

(conclusion)

Yours truly, } *subscription*

Daniel } *name*

Unit 4. National Parks (14 Periods)

Learning Outcomes

At the end of this unit, learners are expected to:

- *listen to a variety of texts with medium level understanding and transfer information,*
- *interact in English in varied communication situations with comprehensible grammar,*
- *create awareness about participating in preserving national heritages,*
- *read medium level reading resources and comprehend contents,*
- *guess meanings of words using context clues,*
- *construct zero conditional and conditional type 1 sentences,*
- *extend information from listening texts to writing, and*
- *practice report writing.*

4.1 Listening Skills

Activity 4.1 Pre-listening questions.

Dear teacher!

A picture of a national park is given for the students in order to help them activate their prior knowledge about national parks before they listen to the listening text. Please help them brainstorm their ideas freely and appreciate their responses to questions 1, 2 and 3.

Activity 4.2 Listening and answering questions

Dear teacher!

Below is the listening passage prepared for the students. Please try to audio-tape the passage, but if it is not possible to audio-tape the listening text, please read it twice with a moderate speed to the students so that they can answer the questions based on it. If you realize that the students haven't understood you after you have read it twice, you can repeat your reading the third time.

Gambella National Park

Gambella National park is located 850 km west of Addis Ababa. It was established as a protected area in 1973 to conserve a diverse assemblage of wildlife and unique habitats. Although not technically in the Rift Valley, Gambella National Park lies along another of the country's important rivers: the Baro. Near the town of Gambella, Gambella National Park, is one of Ethiopia's least developed parks and has no facilities. Nevertheless, the large conservation area contains many species not found elsewhere in the country, such as the Nile lechwe and the white-eared kob. Roan antelope, topi, elephant, buffalo, giraffe, and the unusual whale-headed stork are also to be found here.

Originally the park was created for protection of extensive swamp habitat and its wildlife. Located on the Akobo river system, it hosts several wildlife not found elsewhere in Ethiopia. The banks of the baro are rich in birdlife and thus give visitors an extra advantage. With its total area of approximately 50,600 hectars, it is the largest protected area in the country. Its northern boundary is formed by the Baro River. To the south of the park is the Gilo River flows from Gog to Tor in a northwesterly direction.

The landscape of Gambella is low and flat with altitude ranging from 400 to 768 masl. The average altitude is around 500 meters above sea level.

The people of this area are the Anuak and the Nuer. Mainly fisher folk - but also cattle herders - the Anuak and Nuer are extremely handsome, with dark, satiny complexions. Both men and women favour a style of decorative scarification on the chest, stomach, and face; and often boast heavy bone bangles, bright bead necklaces, and spikes of ivory or brass thrust through a hole pierced in the lower lip and protruding down over the chin.

Unaffected by the ways of the modern world, these interesting people remain as remote, unchanged, and beautiful as the land in which they live.

Adapted from OVERLAND ETHIOPIA TOUR, 'JOURNEY THROUGH ANCIENT LAND'.

Answers to the blank spaces

1. *… developed ....facilities.*
2. *…swamp habitat …wildlife.*
3. *…the Gilo River ….*
4. *…400 to 768masl (meter above see level).*
5. *…Anuak and Nuer*

Activity 4.3 Answering questions.

3. Discussing the major characteristics of national parks.

- National parks are characterized mainly by protected and semi-protected areas. They represent natural and human-oriented resources features such as biodiversity endemic-native species and monuments. They provide recreational opportunities

4. Write a paragraph about the economic and social values of national parks.

Sample paragraph

National parks have economic and social values. Their economic values constitute increased property values, increased tax revenues, and decreased medical costs through increased exercise. Besides, they have values related to increased tourism revenue, and improved attraction for businesses. In addition to the economic values, national parks provide social values such as the reduction of crime, provision for outdoor recreation, and impaired enjoyment for future generations. Furthermore, they provide health and happiness to people, and help the development of community infrastructure, medical centers, and roads and services. They also help the improvement of pedestrian safety, traffic congestion, parking, lighting, roads, and public restrooms.

4.2 Reading skills

Activity 4.4 Answering questions based on personal experiences.

Dear teacher!

The students will have a variety of responses to question 1. Accept their responses with appreciation because the purpose of the question is to help students raise their interest and stimulate their background knowledge in relation to national parks.

Meanings of words included in number 2

reserve = resource
endemic= native
wildlife= national animals and birds
species= variety

Activity 4.5 Reading the passage: true/ false questions (with referring the paragraph and line)

National Parks

1. *True (paragraph 1, line 2)*
2. *False (paragraph 4, line 6)*
3. *True (paragraph 8, line 5)*
4. *False (paragraph 7, line 1)*
5. *True (paragraph 2 line 1)*

Activity 4.6 Matching

1. E C D B 5 A

4.3 Vocabulary Development

4.3.1 Vocabulary from the reading passage

Activity 4.7 The following words are taken from the reading passage. Find their meanings based on the contexts they are used in the passage.

1. *Amazes (paragraph 1, line 1) = surprises*
2. *stunning (paragraph 1, line 6) = beautiful*
3. *scenery (paragraph 1, line 12) = landscape*
4. *extraordinary (paragraph 2, line 4) = incredible*
5. *heath (paragraph 4, line 2) = open*
6. *inhabiting (paragraph 5, line 7) = living*
7. *expanse (paragraph 6, line 2) = space*
8. *ferry (paragraph 7, line 2) = boat*
9. *peak(paragraph 8, line 3) = mountain*
10. *soar (paragraph 8, line 9) = fly*

4.3.2 Phrasal verbs

Activity 4.8 Matching phrasal verbs underlined in Column A with their meanings in Column B

1. i
2. b

4.3.3 Prefixes

Activity 4.9 Underlining and giving meanings to the pre-fixes.

1. *uniform= same*
2. *undeserved = not*
3. *disqualify = not*
4. *enable = cause to be*
5. *antioxidant = against*
6. *anterior = before*
7. *disjunction = opposite of*

4.4 Grammar: Zero and the First Conditionals

Dear teacher!

Students need to know the verb forms in the conditional and main clauses and the meaning of each sentence. If you find that students do not have good knowledge of main (independent) and subordinate (dependent) clauses, please give them some explanations.

4.4.1 The zero conditional

Activity 4.10 Developing zero conditional sentences based on the given incomplete sentence parts in brackets. The first two are done for you as an example.

1. (I / wake up late / I / be late for work)

   If I **wake up** late, I **am** late for work.
2. (my husband / cook / he / burn the food)

   If my husband **cooks**, he **burns** the food.

3. (Aster / not wear a hat / she / get sunstroke)
If Aster **does not wear** a hat, she **gets** sunstroke.
4. (children / not eat well / they / not be healthy).
If children **do not eat** well, they **are not** healthy.
5. (you / mix water and electricity / you / get a shock)
If you **mix** water and electricity, you **get** a shock.
6. (people / eat / too many sweets / they / get fat)
If people **eat** too many sweets, they **get** fat.
7. (children / play outside / they / not get overweight)
If children **play** outside, they **do not get** overweight.
8. (you / heat ice / it / melt)
If you **heat** ice, it **melts.**
9. (I / feel good the next day / I / go to bed early)
If I **feel** good the next day, I **go** to bed.
10 (I / cycle to work / the weather / be fine)
The weather **is** fine, If I cycle to work.

(Adapted from2016 www.perfect-english-grammar.com)

Activity 4.11 Writing the correct forms of verbs in brackets.

Tinsae, what do you do if your parents **are** at home? The answers are:

1. stay
2. is
3. is not
4. are
5. does not

Activity 4.12 Matching the clauses in Colum A with those that correspond in Colum B.

1. c 2.e 3. a 4. d 5. b

Activity 4.13 Choosing from the list clauses given and completing sentences.

1. Ifl ions r h ach h r'sh ad , ***they show their affection.***
2. Ifa ny trang m alest ry e ntert heirt errito y, ***lions fight them off.***
3. If lions start fighting, ***the loser often dies.***
4. Ifc h a reb n, ***they are blind for six days.***
5. Ifm alec h a ret wy arsb d ***they have to leave their mothers.***

4.4.2 Conditional type 1 sentences

Dear teacher!

Conditional sentence type 1 differs from the zero conditional in that the verb tenses are simple present and future tenses in the subordinate and main clauses. So, please give the students some explanations about the two conditional sentences.

If the students do not have any knowledge of main (independent) and subordinate clauses, please give them some explanations based on the short notes we have provided below. Ask students if they know what clauses are, and how they are formed. Let them also discuss the clauses based on the following examples.

Examples

1. *When I was in the rural areas, I used to help my parents on the farm.*
2. *What she has said about studying hard is important for us.*
3. *People who live in the urban areas in Ethiopia have more internet access than those who live in rural areas.*

For example, the first and the third sentences have two or more clauses:

1. a) When I was in rural areas,
   b) ***I used to help my parents on the farm.***
2. a) people have more internet access.
   b) who live in urban areas.
   c) who live in rural areas.

Dear teacher!

Please tell the students that the sentence parts are called clauses, which are classified into subordinate and main clauses. The subordinate clauses are:

1. 'when I was in rural areas', (Adverbial time clause)
2. 'what she has said about studying hard', (Noun clause)
3. 'who live in rural areas', and (Adjectival/ relative clause)
4. 'who live in urban areas', (Adjectival/ relative clause)

while the other part in each sentence is a main clause. These subordinate clauses are categorized under adverbial, noun and adjectival clauses. You don't have to go deep into the classification and the different types of clauses. They are mentioned here merely to show main and subordinate clauses because you may speak about them repeatedly in this Unit, and units 5 and 7.

Activity 4.14 Completing the Conditional Sentences (Type I) by putting the verbs into the correct form following the examples above.

1. *If you* **send** *this letter now, she* **will receive** *it tomorrow.*
2. *If I* **do** *this test, I* **will improve** *my English.*
3. *Senait* **will go** *shopping if she* **has** *time in the afternoon.*
4. *Solomon* **will go** *to Bahir Dar next week if he* **gets** *a cheap flight.*
5. *If they* **don't study** *harder, they* **will not pass** *the exam.*
6. *If it* **rains** *tomorrow, I* **will not have** *to water the plants.*

4.5 Speaking Skills

The speaking activity in this Unit is related to the contents you have had in the reading passage in the Unit.

Activity 4.15 Asking questions and giving responses.

Dear Teacher!

This activity is meant to help students improve their oral skills mainly in asking questions and answering questions. There can be different ways of responses to the questions. However, for your follow up and monitoring of students' expressions, the following possible responses are given for you as a guide.

Question set A

Stdent A:How w i mpt anti st n ismt on c nt ry?
Student B: there are benefits tourism can have for our country. For
e x mpei tc anc reatej b . Tn ismc ana ls on ncrease
i ncm eE v nt h c m mni tiesa rnd anh v m ark t.
Stdent A: Wha ta ret h g nh d h ng a b t n ism?
Stdent B :B ad h ng m ab c l tn alm ix nd ecn ity ssn sB t g
t h ng t n ismc anb ing v lpm enta nd iv lizationi n
g neral.
Stdent A: Wha ta ret h m ajn t n ista ttractins i nn c nt ry?
Stdent B: In n cnt ry th re are sev ral tn ist attractin p aces sn h as Ak m ,
L alib la S pm n eC av a nd h rs.
Stdent A:H w d st n ismc h ng p p e'sl ife?
StudentB: Tourismcan changepeople'sbygettingemployment,creatingmarketand
r elatep tni ties.
Stdent A: Wha t d s th g rnment ms t d to d v lp th tn ism ind try?
Stdent B :t h g rnmentm s tc ns trn tr n d f acilitiesa nh g sf n
d v lp ng h t n ismi nd try.

Question set B

Stdent B : Wha ti st ism?

Stdent A: To ism ak nd fo ha iness tha tp iv d accm md tin, seriv ces and e ntertainmentt p p ei v siting aces.

Stdent B :D y h nk n ism ha l p p p ei nt h w l d

Stdent A:y st n ism ha l p p p e y c reating everal p tni ties f j b c reatin, ncm eg neratina nd h rs.

Stdent B : Aret n istsi nn c nt r y y c m mni t y nny?

Stdent A:t e ll p s m et n istsa ref nny .

Stdent B : Wha tc hang s y erv i nt n ists ites?

Stdent A: Th rea rec h ng ss n h si nfra-str tn ea, f ewl g sa nd e ntertainment p aces.

Student A: What factors affect tourism?

Student B: Tourism can be affected by security problem, management and p iticalc h ng .

4.6 Writing Skills

4.6.1 Writing activity related to the national parks

Activity 4. 16 Constructing sentences about nearby national parks.

Dear Teacher!

The purpose of this activity is to help students write sentences on factual information about the national parks. Help students write more on the parks they aware of. The following sentences are models the students could write.

National parks	known for
Nech Sar National Park	mammal species Hippo Zebra, Buffalo
Abiyata-Shalal ake sNational Park	
MangoNational Park	
others	

1. *Abiyata-Shala lakes National Park is known for wildlife such as Asiatic and European Ducks and Waders,colony of Great Pelicans and others.*
2. *Mango National Park is rich in several mammals including Hartebeest, Giraffe, Roan Antelope, Elephant, Lion and Leopard.*
3. **Chebera Churchura National park is located** *the western side of the central Omo Gibe basin.*

4.6.2 Writing a short report

Activity 4.17 Writing a report on the visit

Dear Teacher!

This activity is presented to help the students write reports on their observation mainly on the site they visited. Therefore, your evaluation of their reports must consider where they could answer the following questions in their report. Try to check their language (e.g., grammar), mechanics (e.g., punctuation, and spelling) and content organization. The students are expected to write like the following model paragraph report.

1. *Have you visited any historical place recently?*
2. *Where did you go?*
3. *When did you go?*
4. *Who went with you?*
5. *What important things did you see there?*

Sample paragraph

I have visited a historical place recently. I have visited Lalibela Rock Hewn Church. It is located in North Wollo. It is a big and beautiful building. I started journey for the destination at 8 a.m. I went there by bus. I reached there at 2 p.m. My close friend Getachew was with me. The church is very attractive mostly to the tourists and visitors. It is one of the most magnificent historical places in Ethiopia. There was an airport a little far from the church. I also saw a large market, two schools and one hospital in the city of Lalibela where the Rock Hewn Church is located. I was really charmed at the architectural beauty of the church. I spent six hours there and gathered much knowledge.

You can begin your paragraph as follows.

Last year, I visited Lake Hawassa _ _

_ _

Unit 5. Horticulture (14 Periods)

Learning Outcomes

Att h e nd t h s ni t l earners a ree p cte d o

- *listen to a variety of texts with medium level understanding and transfer information,*
- *interact in English in varied communication situations with comprehensible grammar,*
- *realize the importance of horticulture for balanced diet,*
- *recommend the use of horticulture in their surroundings,*
- *read medium level reading resources and comprehend contents,*
- *guess meanings of words using context clues,*
- *form words using suffixes,*
- *extend their vocabulary using phrasal verbs,*
- *understand conditional types 2 and 3 sentences,*
- *construct conditional types 2 and 3 sentences,*
- *participate in conversational practices, and*
- *practice report writing.*

5.1 Listening skills

Activity 5.1 Answering questions in groups before listening to the text.

Dear Teacher!

A picture showing flowers and gardens is given for the students in order to help them activate their prior knowledge about horticulture before they listen to the listening text. Then, help them brainstorm their ideas freely and appreciate their responses to questions 1 and 2.

Activity 5.2 Listening and filling out the blank spaces.

Dear teacher!

Below is the listening passage prepared for the students. Please try to audio-tape the passage, but if it is not possible to audio-tape the listening text, please read it twice with a moderate speed to the students so that they can answer the questions based on it. If you realize that the students haven't understood you after you have read it twice, you can repeat your reading the third time.

Ethiopia: Diversifying Export Earners via Horticulture Sector Competitiveness

The higher management of the Ministry of Agriculture and other stakeholders recently held discussion on options of expanding the h rticulture investment and the national project of boosting avocado p oduction in areas with potential and suitable climate.

Ethiopia has a great opportunity for horticulture development due to the favorable climatic conditions, fertile soils, huge irrigation potential and affordable manpower.

The sector has attracted a significant amount of domestic and foreign investment. Ethiopia's horticulture products have had also a chance to penetrate into the international market in the past two decades.

One of the major focus areas of the recent discussion was way of tapping the huge potential in the sector and the performance so far. It was also mentioned on the occasion that there are a number of natural and socio-economic enabling factors that can give the horticulture sector competitive advantages in the international market. Besides the abundant potential, the geographical proximity of the country to major international markets (such as the Middle East and Europe) put the country in an advantageous position.

The sector is one of the five largest contributors of export income in 2018/19 earned 315.14 million USD. In this regard, floriculture and the expanding vegetable, fruits, and herbs subsectors contributed 79 and 21 percent of the export revenue respectively. During that time, the horticulture sector has created some 200,000 jobs.

In addition, the fact that Ethiopian Airlines gives standardized cargo service is another factor that is attractive for investors to invest in the lucrative sector. Currently, Ethiopia has over 57 cargo and 101 passenger destinations around the world.

The government also provides investors in this sector witha number of incentives including tax exemption and duty-free importation of machinery, construction materials, spare parts, raw materials, and vehicles. The government has also facilitated loan access from the Development Bank of Ethiopia and access to land supply for free whose lease extends up to 30 years.

[Adapted from The Ethiopian Herald analysis]

Answers for the blanks spaces

1. *…options of expanding ….*
2. *…climatic conditions, fertile soils, huge irrigation potential and affordable manpower.*
3. *…way of tapping….*
4. *…vegetable, fruits, and herbs…*
5. *… loan access….*

Activity 5.3 Answering questions

1. Discussing with a partner why Ethiopia becomes investors' destinations for horticulture

   ■ Inv sto sp eferE th p af o h o ticu tu eb cas ei th sa)id v rse agro climaticz ne sa, nb l ng g w ing easns w h ch re favorable for growing fruits, vegetables, flowers, spices and h rb .

2. Writing two to three sentences about the advantages and disadvantages of horticulture in Ethiopia

   Advantages

   a) Horticu tu ei sg om itig ten b nt emp ratu e.

   b) Horticulture reduces (attenuates) flood and pollution in cities.

   c) Ho ticu tu ep eserv sb id v rsitg w ing rd nc rp , fruitsv g tab esa nd namentalp ants.

   d) Ho ticu tu ee nab esh b tatr esto atin.

   e) Ho ticu tu ed sno ne eb o d reat g w .

   Disadvantages

   a) Fruits, vegetables and flowers are easily infected by pests and id seases.

   b) In Ethiopia, there is insufficient infrastructure for horticulture.

   c) InE th p at h rei sa s eris s h tag f s k lled ab t g w h rticu tu e.

   d) InE th p am anp p ed o h v a d q tem ne y g w h rticu tu e.

   e)

3. Sharing sentences with a partner and organizing sentences into a paragraph.

Sample paragraph

Horticulture has advantages and disadvantages in Ethiopia. It is advantageous because it mitigates urban temperature and attenuates flood and pollution. It is also important for biodiversity preservation and habitat restoration. Horticulture, however, has challenges or disadvantages because fruits, vegetables and flowers are easily infected by pests and diseases. The other disadvantage is the insufficient infrastructure and shortage of skilled labor to grow horticulture in cities and towns. Furthermore, people lack money to grow vegetables. People, however, have to be aware that the advantages are more than the disadvantages; therefore, they have to practice using horticulture in their gardens.

5.2 Reading Skills

Activity 5.4 Answering questions based on personal experiences.

Dear teacher!
The students will have a variety of responses to questions 1 and 2. Accept their responses with appreciation because the purpose of asking these questions is to help students raise their interest and stimulate their background knowledge about horticulture.

Activity 5.5 Reading the passage and answering questions based on the information in the passage.

1. *The most obvious benefit of gardening is that it can be a way to relieve stress.*
2. *A gardener usually plants the garden and then cares for it.*
3. *Vegetable gardeners know where their produce is coming from and what chemicals were used to grow the produce.*
4. *There are several benefits of gardening stated in the reading passage. They include:*
   - **a)** g rd ning eliev sne f rm s tress.
   - **b)** g rd ninlg lp p p eg te x rcise.
   - **c)** gardening could have nutritional benefits.
   - **d)** g rd ning b ld lp p er ecv rm o eiq ck fy rm i llnesses.
   - **e)** g rd ning b ld a c reativ e p rience.
   - **f)** g rd ning b d eacp p ep tience.
5. *A bit of planning skill can help us enhance the gardening experience. (see paragraph 6)*

5.3 Vocabulary Development

5.3.1 Vocabulary taken from the reading passage

Activity 5.6 Based on their contexts used in the reading passage, find the meanings of the following words.

1. *relieve (paragraph 2, line 4) =* *reduce*
2. *unwind (paragraph 2, line 8) =* *relax*
3. *contribute (paragraph 3, line 3) =* *impact*
4. *consume(paragraph 4, line 4) =* *eat*
5. *enhancing (paragraph 6, line 5) =* *increasing*
6. *instantaneous(paragraph 7, line 3) =* *immediate*

5.3.2 Prefixes

Activity 5.7 Finding the meaning of the pre-fixes and giving three examples

1. *ex- means out.* *e.g., extra, ex-ray, extension,*
2. *mis- means ill, wrong.* *e.g.,mistake,misrepresent, misunderstand.*
3. *pre=before* *e.g., pre-election, pre-historic and pre-war*
4. *re= again* *e.g., research, rewrite and reconsider*
5. *sub= under* *e.g., sub-standard, sub-human and sub-Sahara*

5.4 Grammar: Conditional Sentences

5.4.1 Second Conditional Sentences

Activity 5.8 Completing the Conditional Sentences (Type II) by putting the verbs into the correct form.

1. *If I* **were** *rich, my life* **would change** *completely.*
2. *I* **would invite** *all my friends if I* **had** *house by the beach.*
3. *If we* **had** *a boat, we* **would sail** *Lake Hawassa.*
4. *If they* **told** *their father, he* **would be** *very angry.*
5. *We* **would help** *you if we* **knew** *how.*
6. *My brother* **would buy** *sports shoes if he* **had** *the money.*

5.4.2 Third Conditional Sentences

Activity 5.9 Completing the Conditional Sentences (Type III) by putting the verbs into the correct form.

1. *If you* **had studied** *for the test, you* **would have passed** *it.*
2. *If you* **had asked** *me, I* **would have helped** *you.*
3. *If you* **had spoken** *English, she* **would have understood**.
4. *I* **would have written** *you a postcard if I* **had had** *your address.*
5. *If it* **had not started** *to rain, we would have walked to the museum.*
6. *If she* **had taken** *the bus, she* **would not have arrived** *on time.*

(Adapted from King Abdulaziz University)

Dear teacher!

The above sentences are written using either subordinate clauses first and main clauses second or vice versa. Please explain to the students that both ways are possible. Let the students know that a comma will be included at the end of the subordinate clause if it comes before the main clause in the sentence. In all the answers given, the word 'would' is used to form a modal perfect. Please inform students that the modal verbs 'should', 'could' and 'might' can also be used substituting 'would'.

The third type of conditional can be written or spoken using inversion method; that is, excluding 'if' as in the following examples.

Examples

1. *If you had studied for the test, you would have passed it.*
   - Hasd tid efl o t ha t estw bl v p sseid t.
2. *If she had taken the bus, she would not have arrivedon time.*
   - Hasl ha t ak nt ha s, h w b d no h v a rriv dt ime.

Activity 5.10 Completing sentences following the examples given.

Dear teacher!

Activities 5.9 to 5.11 require students to refer to all the four types of conditional sentences. To do activity 5.9 students complete the sentences using their own sentence parts. Please appreciate their attempts and help them if they construct faulty sentences. It is better if they do the exercise in pairs supporting each other, and then to whole class discussion for more sharing of their responses. The sentences have either subordinate clauses used in the first part of the sentences and then the main clauses or vice versa. When subordinates are used first to main clauses, a comma will be used immediately after the end of the clause.

Example answers

1. *If you choose the wrong plants for your garden, it will not grow well.*
2. *If I had money, I would buy a car.*
3. *If you decided to stay here in Harar, I would take you to different places in the city for a visit.*
4. *If she had bought the ticket, she would have watched the game in the stadium.*
5. *If the soil is fertile,the plants may not need fertilizer.*
6. *If you read books, you would be good at English.*
7. *If he had practiced well , he might have won the tournament.*
8. *If she had had money, she would have bought a car.*

Activity 5.11 Completing the sentences using the suitable form of the verbs given in brackets.

1. *If I* **had** *wings, I* **wouldn't have to** *take an airplane to fly home.*
2. *This letter has got to be in Arba Minch in two days. I'm sure if I* **send** *it today, it will arrive in time.*
3. *Hundreds of people became ill from eating contaminated meat during the last two weeks. If the kebele had responded more quickly to the crisis, fewer people* **could have suffered** *from food poisoning.*
4. **Would** *people* **be able** *to fly if they* **had** *feathers instead of hair?*
5. *What* **can** *we* **use** *to look at ourselves when we comb our hair in the morning if we* **do not have** *mirrors?*
6. *A: I don't understand anything in this class. It's boring. And I'm getting a failing grade.*

   B: If I **felt** *the way you did, I* **would drop** *the class as soon as possible.*
7. *It's been a long drought. It hasn't rained for over a month. If it* **does not rain** *soon, a lot of crops* **may die**. *If the crops* **die,** *many people* **will starve** *this coming winter.*
8. *If anyone else* **brings** *extra guests to dinner, we* **will not have** *enough seats at the table.*
9. *If television* **was introduced** *to Ethiopia in the eighteenth century, King Theodros* **would have been interviewed** *regularly on the evening news.*
10. *A: I'm exhausted, and we're no closer to a solution to this problem after nine hours of work.*

    B: Go home and get some sleep, and I'll keep working. If I **discover** *a solution before morning, I* **will call** *you immediately.*
11. *A: I can't believe that you haven't finished that report. What will I use in the committee meeting at noon today?*

    B: I'm really sorry. If I **knew** *you would need it today, I* **would stay up** *all night last night and* **finish** *it.*

(Adapted from GrammarBank.com)

Column A	Column B
1. Ifs h w erento a lwasy s b ate,**(h)**	ayw illb v ry h alty .
2. IfI h d ngn ne y, **(d)**	s h w b d v p ssed h ex m.
3. Ifyu end h sl etternw , **(i)**	cw ew b d rav lt h w o ld
4. Ifyu ata na p ee v rd y,**(a)**	d w b yu b g e.
5. Ifs h h s td ed **(b)**	e. we wb d' t h v missed th s .
6. Ifw ew nt h l to tery, **(c)**	fI t ak a t ax .
7. IfI m isst h s , **(f)**	gn ty each rg tsa ng y.
8. Ifyu d' t enl ate,**(e)**	s h w b d p m o ed
9. IfI a ml atef o c lass,**(g)**	is h w illr eceiv i tt m o rw .

Dear teacher! The answers are written in bold in brackets.

5.5 Speaking Skills

5.5.1 Speaking activity based on the reading passage in the Unit

Do you have a gardening experience or have you heard about gardening?

Activity 5.13 Dialogue on gardening

Dear Teacher!

The purpose of this activity is to help the students practice conversation on gardening experience. The students are expected to produce their own dialogue based on the given example below. Therefore, evaluate their performance or dialogue against the given example.

Dialogue on gardening experience

Mamo: Ist h rea ng rd nt h ty ik ?

Deressa: YesI l v 'Gesh g rd ni nm ye ih o d

Mamo: Wh rei si t?

Deressa: It'si nm g and h o h r'sv illag .

Mamo: When did you first see it?

Deressa: Ia ccid ntally awi tw h nI iv sitch g and h o h r.

Mamo Wy ik t h g rd n?

Deressa: I lv ctu ting 'Gesh . Th g rd n b ings me clo er to natu e as well.

Mamo Wh ti ss p ciala b t h g rd n?

Deressa: Gesh is imp tant fo prep ring lu e mad a d ink called 'Tella'w hich sf resh nd g nic.

Mamo Dw antt b a g rd ner?

Deressa: Hne stly, nb 'mno s ed m ana lw o k

5.5.2 Conversation on Food Items

Activity 5.14 Asking questions and giving responses

Dear Teacher!

This activity is meant to help students improve their oral skills mainly by asking and answering questions. Therefore, please let them do the two sets of questions. To help students focus on ideas, we have provided them with the following points which they will play in turns. They can ask more questions than those stated. When they have finished, they can start again and practice until you feel they have had enough conversation. They can give different answers to each question; however, for your follow up and monitoring of students' expressions, the following responses are given as examples.

Student 'A'

Std nt A: Wh td a lly atf o b eak ast?

Std ntB : Is a lly astb eaf o m y eak ast.

Std nt A: Wh t'sy f av itef d H w f o tend y ati t?

Std ntB :M y av itei s' Shr ò I a lway e at' shr f o m y nc h

Std nt A: Wh tk nsl f o f d hw w t o h Arey g ch

Stdentb :No, I am not a cheater but I know how to prepare ‘Chaka’ and ‘Kita’

Student A: Give some examples of “healthy food”. Do you think you eat healthy food

Studentb :I think Shiro is one of the healthy foods So, I think I eat healthy food

Student A: What type of pasta are you cooking for the class?

Studentb :I am cooking ‘Kibe’ pasta for the class.

Student A: What is the strongest flavored vegetable?

Studentb : The strongest flavored vegetable is ‘Bombo’.

Student A: Would you like to be a farmer and grow food? Why? / Why not?

Studentb : Yes, I would like to be a farmer because I want to grow healthy vegetables and provide for my society.

Student A: Do you think tea and coffee are good for you? Why? / Why not?

Student B: I do not like coffee. But, I usually take tea in the morning and it could stimulate.

Student ‘B’

Student A: What type of pasta are you cooking for lunch?

Studentb :I am cooking spaghetti for my lunch

Student A: What’s your favorite drink? How often do you drink it?

Studentb :No, I do have any favorite drink only drink water every day.

Student A: What type of pasta do you like for the class?

Studentb :I am cooking spaghetti for the class.

Student A: What are some famous food in your community? Do you like them? Describe them.

Studentb: There are several famous food in our community. These are ‘Shiro’, ‘enjera’ pizza and bread

Student A: Would you like to work in a restaurant? Why? / Why not?

Studentb : Yes, I like to work in a restaurant because I can meet many people's tastes and experiences of cooking

Student A: Do you like speaking English?

Student B: No, I don't like speaking English because it is difficult for me.

Student A: What kind of food do you have for a New Year?

Student B: In the New Year, I usually have meat with my family.

5.6 Writing Skills

Activity 5.15 Writing a paragraph about the importance of horticulture development in Ethiopia.

Dear Teacher!

The purpose of this paragraph writing is to help the students practice writing a paragraph. Please check whether the students' paragraph could answer the following questions. You can also make the students exchange their paragraphs and see each other's paragraph with reference to the questions given below. Besides, make sure that the students could get adequate feedback on grammar, diction (usage of words), and organization or coherence. We have added a sample paragraph to help students write a similar paragraph.

1. What kind of horticultural products are produced mostly in your community?
2. For what purpose these products for the horticulture are being used by the community?
3. What problems for the horticulture encountering?
4. What the government needs to do concerning the problems?

Sample paragraph

In my village, different kinds of gardening can be done such as flower garden, veg tab eg rd na nfl riu tg rd nM fy av ite yb sg rd ning Th rei s a small piece of land by the side of my reading room. I have made a flower garden in that land. There are different kinds of plants in my garden. These are rose, sunflower, cabbage etc. The flowers of the garden are of different sizes, colors and smells. Different kinds of flowers are bloomed in different seasons. There are many advantages of gardening. When a man sees different flowers, veg tab esa nfl riu tsi nh sg rd nh sh artl eap pw ith y I th lp h m to forget sorrows and sufferings. It keeps our body and mind relaxes. It also relie v sn m nto ny . Th refo eJ s p nd h y eisn et imei nm g rd nI feelm u h easn ew o k ng nt h g rd nM j y v kw nbdw h nm y friend s a nde ig sc m et v sitm g rd nI t h ng rd ning sa s n ce of h alth w ealth n d easn e.

Unit 6. Poverty in Ethiopia (16 Periods)

Learning Outcomes

At the end of this unit, learners are expected to:

- *listen to a variety of texts with medium level understanding and transfer information,*
- *interact in English in varied communication situations with comprehensible grammar,*
- *realize the impact of poverty in Ethiopia,*
- *recommend ways to alleviate the impacts of poverty in Ethiopia,*
- *read medium level reading resources and comprehend contents,*
- *guess meanings of words using context clues,*
- *form words using suffixes,*
- *extend their vocabulary using phrasal verbs,*
- *construct sentences using modal verbs,*
- *participate in conversational practices, and*
- *write descriptive paragraphs and essays about causes of poverty and solutions.*

6.1 Listening skills

Activity 6.1 Pre-listening questions.

Dear teacher!

Pictures of impoverished people are given for the students in order to help them activate their prior knowledge about poverty before they listen to the listening text. Then, help them brainstorm their ideas freely and appreciate their responses to questions 1, 2 and 3.

Activity 6.2 Listening and answering questions.

Dear teacher!

Below is the listening passage prepared for the students. Please try to audio-tape the passage, but if it is not possible to audio-tape the listening text, please read it twice with a moderate speed to the students so that they can answer the questions based on it. If you realize that the students haven't understood you after you have read it twice, you can repeat your reading the third time.

Poverty in Ethiopia

Poverty has been a societal problem since times immemorial. It is a situation where an individual is unable to purchase basic necessities such as food, clothes, and shelter. Moreover, these individuals sustain themselves on a single meal a day since they can't afford more. They may engage in begging since they cannot earn money any other way. Sometimes, these individuals may scavenge rotten food from a dumpster near a hotel or a restaurant just to satisfy their hunger. They may sleep on the pavement or park benches on clear nights. On rainy days, they may sleep under bridges or any other indoor shelters.

How is Poverty Caused?

There are a lot of socio-economic variables that influence poverty. First and foremost is the unequal distribution of wealth. This is compounded by corruption and the ever-increasing population of the country. The next influential factor that causes poverty is illiteracy and unemployment. These two factors go hand-in-hand because, without proper education, unemployment is sure to follow. Most of the people under the poverty line have no marketable or employable skills required by the industries. In case these individuals do find a job, most of these pay extremely low wages, which is insufficient to support oneself or lead a family.

Effects of Poverty

When individuals are unable to afford basic necessities for life, other undesired consequences follow. For instance, health care becomes impossible to afford. This means the individual is at an increased risk of diseases and infections. Sometimes, these individuals also resort to unfair means to obtain money – such as robbery, murder, assault, and rape.

Solutions to End Poverty

Poverty is not a problem that can be resolved over a week or a year. It requires careful planning from the government to implement relevant policies that cater to the population falling below the poverty line. Another important factor affecting poverty is illiteracy and unemployment.

This issue can be tackled with one stone – i.e., to provide education and financial support. Access to education, especially providing means to pursue higher education increases the employability of individuals. This directly helps to alleviate poverty as the individual can start earning. Therefore, one of the most effective tools to combat poverty is education.

In conclusion, poverty in Ethiopia may remain for another decade or so. However, the research strategies established to help organizations alleviate the problem.

Adapted from https://www.toppr.com/huides/essays/poverty-in-india-essay/

Answers for the blank spaces

1. *…societal problem ….*
2. *…sleep under ….*
3. *… corruption … the ever-increasing ….*
4. *. …robbery, murder, assault, and rape.*
5. *...education ... financial support.*

Activity 6.3. Listening and answering questions

1. Discussing the impact of poverty on Ethiopian society.

Possible answer

- Poverty causes the standard of living, elessness, insecurity, and technological arel, ack of access to alth are and the tag of well-facilitated cb s.

2. 2. Writing five sentences about the causes and effects of poverty in Ethiopia.

Possible answers

a) Poverty ases inadequate tenu ritiona nd id nsecurity.

b) Poverty sts c ases efo m elessnessa nsd stand rds ing

c) Poverty sts c ases efo i nadequate tec h ld are.

d) Poverty esu tsi nl ack of access to alth are.

e) Poverty sa c ases efo nd r-resou ces cb s.

3. Sharing sentences with a partner and writing a paragraph about the causes and effects of poverty in Ethiopia. Sample paragraph is given below.

Sample paragraph

Poverty is one of the evils of society. It causes inadequate nutrition and food insecurity. Besides, it causes homeless society and those who are living in sub-standard housing. It also results in inadequate child care and lack of health care. In addition, it effects under-resourced schools. So, people must work hard to get rid of poverty for a better living.

6.2 Reading Skills

Activity 6.4 Answering questions based on personal experiences.

Dear teacher!

The students may have different responses to questions 1 and 2. Accept their responses with appreciation because the purpose of asking these questions is to help students raise their interest and stimulate their background knowledge about poverty.

Meanings of words stated in question number 3.

p rty= imp rish ment/ex remene ed

consequence = effect

slav ry= cap iv ty

Activity 6.5 Reading the passage carefully and answering questions.

1. *Three consequences of slavery are mentioned. These are: "the sedimentation of global inequality," ,physical and mental health and the prevalence of crime.*
2. *'Slavery' refers to any situation in which people are sold, treated as property, or forced to work for little or no pay*
3. *There are two forms of slavery: chattel slavery and human trafficking.*
4. *Modern slavery is related to global inequality while historical slavery (slavery before the civil war) reflects the treatment of people like goods. (see paragraph 3)*
5. *Students could have a variety of responses. For example, they may say the writer does not seem logical to say poverty is a source of crime because crime is common in both poor and rich countries. They may also raise the issue of corruption and mal administration the government need to fight for poverty alleviation. Besides, the students could say that we Ethiopians must work hard to minimize poverty, Therefore, dear teacher, please let students discuss the issues freely and confidently*

6.3 Vocabulary Development

6.3.1 Vocabulary from the reading passage

Activity 6.6 Based on their contexts used in the reading passage, find the meanings of the following words.

1. *perpetuating (paragraph 1, line 6) =* *continuing*
2. *entrenched (paragraph 2, line 5) =* *rooted*
3. *reverse (paragraph 2, line 6) =* *change*
4. *robust(paragraph 2, line 13) =* *strong*
5. *prevalence (paragraph 2, line 16) =* *predominance*
6. *accustomed (paragraph 3, line 1) =* *adapted*
7. *mercy(paragraph 3, line 6) =* *hand*
8. *pledge (paragraph 3, line 11) =* *promise*
9. *wages (paragraph 3, line 17) =* *salary*
10. *recognize (paragraph 4, line 2) =* *acknowledge*

6.3.2 Suffixes *–ate, -ise/ ize, -ment, and –tion*

Dear Teacher!

Please help the students to understand what suffixes are and how they appear in words. The following activity will help them recognize the suffixes more.

Activity 6.7 Identifying the root words and the suffixes

actiɒ	affectiɒ	capacitate	s atisfactiɒ
differentiate	c aþ talize	measɒ ement	m emɒ ize
eɤ itement	a mazement	ɗ ssatisfactiɒ	þi shment
generalize	þ iɒ itize		

6.3.3 Phrasal verbs

Activity 6.8 Selecting the correct phrasal verb from the choices given.

Dear Teacher!

Please note that the choices in bold are answers.

1. *b)* **come about**
2. d**) came across**
3. c) **closed --- off**
4. c**) cleared away**
5. *a)* **came apart**

Activity 6.9 Matching the phrasal verbs in the Box with the meanings given.

Dear teacher!

Please advise students to consult their dictionaries for the meanings of the phrasal verbs. Please add some more exercises on phrasal verbs to help students understand their meanings.

Phrasal verbs

c learp	m ewv nc	m ea b
c lg	m ea crs sc	m ea p rt
c ls ewv nc	m eb ck	m ewv n
close off		

Meanings

1. find by chance =**come across**
2. settle= **come back**
3. b o k **clog up**
4. h p n/o cn = **come about**
5. sep ratei ntp eces= **come apart**
6. etn n= **come back**
7. stp **close down/ clog up**
8. lw m v ment= **close off**

6.4 Grammar

Modals: Obligation, Prohibition and Absence of Obligation (have to/ must/ don't have to/ mustn't)

Activity 6.10 Reading the dialogue and underlining verbs that indicate prohibition or obligation

Prohibition and obligation

Abebe: Shall we eat in the restaurant?

Hasien: We mustn't eat in the school but really we are free to eat in the restaurants nearby as we can't go out.

Abebe: Shall we walk home?

Hasien: No We mustn't that; but classes in the afternoon We mustn't miss classes.

Abebe: Shall we go after class?

Hasien: Yes, we go after school time, we can. But we have to go to the library to study our lessons.

Abebe: I don't agree with you; we must learn first.

Hasien: Thank you Abebe, we don't think we have to go to the movie but we have to go to the library and do our activities that the teacher gives us. OK?

Abebe: OK, that's a good idea.

Dear teacher!

How many of the verbs did the students underline correctly?The modal verbs used in the dialogue are must, mustn't, have to, and don't have to. The modal verbs have to, must, don't have to, and mustn't are common verbs we use to express obligation or prohibition and absence of obligation. Please ask students if they have ever used them while they speak and write in English. Please explain the notes given in the Table about modal verbs.

Obligation indicators	Prohibition indicators	Absence of obligation indicators
■ ***Must*** ***Must*** is used when the obligation comes from the person who is speaking ***Examples*** **1.** You must study more this week. (Because I say you must!) **2.** I must participate in community services; that is the law. (Because I think it's a good idea) ■ **Have to/ has to** Different from the use of ***must***, ***have to/has to*** is used when the obligation comes from general law, but not from the speaker's view. ***Examples*** **1.** Every one has to pay taxes to the country. **2.** We have to respect the elders. **3.** We have to vote in a new election. ■ **Need to** ***Need to*** is used to talk about what is necessary. ***Examples*** **1.** You need to have a driving license. **2.** We need to respect the traffic rules.	***Mustn't*** ***Mustn't*** is used to show an obligation **not** to do something ***Examples*** **1.** You mustn't park here; it's dangerous! **2.** Mitslali is allergic to nuts; so he mustn't eat peanuts.	***don't/doesn't have to*** ***or*** ***don't/doesn't need to*** These verbs are used when there is no obligation. ***Examples*** **1.** You don't have to bring food in the trip **2.** She doesn't have to work in the evening **3.** You don't need pay now; you can pay later. **4.** They don't need to speak French in their job

Activity 6.11 Choosing and underlining the correct verbs.

1. You (don't have to/ mustn't) come to the meeting but it would help us all if you're there.
2. I can't get a connection on my phone. (Have to/ Can) I borrow yours?
3. The rules say that you (have to/ can) only invite one guest to the club.
4. I (must/ have to) stay on for a few hours because I'd rather work late today than over the weekend.
5. There's a lot of noise coming from outside. (Could/ Must) I close the window?
6. You (have to/ can) start saving money if you want to retire early.
7. Did they tell you that you (can't/ don't have to) come into this area. It's restricted to staff only.
8. We (have to/ can) be there fifteen minutes before the concert starts.
9. People (mustn't/ don't have to) drink and drive cars. It is prohibited.
10. I (must/ have to) study tonight; my exam is tomorrow.

Activity 6.12 Completing the missing parts with 'have to', 'must' and 'mustn't' and the subjects of the sentences you develop.

A teacher	A farmer	A student
1. He/She has to give positive.	He has to wake up very early.	He/She has to work a team.
2 (not to late for work)	(wo hard every day)	(wearni fom)
3 (well prepared)	3. ____ (fit)	(behave)

4 _ (kno wledg abe)	4 wo k nt ha cot ry id)	4 h lp s/h r p rentsa tm e)
5 (ina c lassrom)	5 wo kw ith ants &animals)	5 reah)

Dear teacher!

Possible answers are given to you below, but please also give them different answers if you find others.

Possible answers

A teacher	**A farmer**
1 He/S h h st b sp tiv .	1 He has to wak p v ry early.
2 He/ Sh ms tn't b late fo wo k	2 He h s to wo k h rd ev ryd y.
3 He/ Sh h s to b well-p ep red	3. He must be fit.
4 He/Sh h s to b kow leg ab e.	4 He h s to wo k in th cot ry id .
5 He/ Sh ms t b in a classrom .	5 He h s to wo k with p antsa nd nimals.
1. As td nt **2.** He/S h h s tw o k na t eam. **3.** He/S h h s tw earni fo m. **4.** He/S h h st b h v . **5.** He/S h h st h lp s/h r parentsa tm e. **6.** He/S h h st o eah	

Activity 6.13 Filling in the blankspaces in the passage about football using either 'must not' or 'need not'.

The teams (1) ***must not.***have more than 11 players on the field during a match. But there (2) ***need not*** even be 11 players playing for each team. Players (3) ***must not*** wear anything which might injure another player. Players (4) ***need not*** play the ball with their feet only; they can use their head and body, but not their hands. Substituted players (5) ***need not***return to the game. Players (6) ***must not*** leave the game without the referee's permission. Players (7) ***must not*** hold or catch an opponent. The referee (8) ***need not*** send a player off if he has committed a foul for the first time in the game.

Note: If you want to say something is unnecessary, use **need not**, not must not. (**The negation** of **must** means **not allowed to**.)

Example:

I need not play football = I do not have to play football

I must not play football = I am not allowed to play football.

6.5 Speaking Skills

Aster Manay (1 has reported the extreme poverty rate in East African countries in 2 and 2 The summary of her report is presented in the Table below .

Extreme poverty rate in East African countries 2020-2021

Country	2020	2021
Bn und	2%	9%
Sm alia	0%	3%
Eritrea	4%	3%
Rwand	2%	0%
Ug nd	4%	3%
Tanzania	3%	9%
Kenya	2%	0%
Eth op a	2%	1%
Cm o s	8%	4%

Activity 6.14 Explaining the extreme poverty rate in East African countries in groups and suggesting solutions to the problems.

Dear teacher, let the students begin their discussion as:

Nearly 73 percent of people in Burundi were living below the least required amount of money per day in 2021. It was the highest level of extreme poverty rate in East Africa, followed by Somalia with some 63 percent. On the other hand, Comoros and Ethiopia registered the lowest levels, at 12.4 percent and 15.9 percent, respectively.

Activity 6.15 Discussing and completing the missing parts in the short story by using the words 'have to' and 'must'.

Two businessmen, Hag and Deb lla, are at a lnc h meeting Th y are waiting fo t h irc o wo k rZ elek w h sl ate.

"We **must** wait for Zeleke before we start," says Hagos. "Is he here yet?"

"No, he **must be**nh sw ay," r eþ iesD ebella.

"Yes, he said he left the office 30 minutes ago," says Zeleke. "He **must be** "about to arrive.**"**

"Traffic **must be**þ þ cas ei ts a llþ sn'tt ak t h sl ng D eþ llas ay .

Zeleke looks at his watch. "He **has to feel** þ ing late," þ l y aþ þ ing late**,"** he says. "I know he hates to be kept waiting, so he doesn't like to do it to other þ þ e."

"Oh, that's all right! We **must get** imp tient, d' t y th nR " Deþ lla smiles. "Remember his rule: the one who is late **has to buy**l nc h "

6.6 Writing Skills

Activity 6.16 Writing sentences about ways of alleviating poverty in the world.

Dear Teacher!

The purpose of this activity is to help students practice writing sentences. Please help the students share their completing clauses of the given phrases and get feedback on the grammar and meaningfulness of their sentences. Sample completed sentences are given. The students can also organize their completed sentences into a short paragraph.

1. *People could tackle poverty through* ***hard work and efficient management skills.***
2. *We can reduce poverty by* ***effective mobilization of resources.***
3. *One of the poverty reduction mechanisms is* ***creating access to quality education.***

The sample paragraph

People can reduce poverty in the world in three ways. First, they can tackle poverty through hard work and efficient management skills. Secondly, people can reduce poverty by effective mobilization of resources. Finally, they can get rid of poverty by creating access to quality education. Therefore, by implementing these ways effectively, people can reduce poverty in a short period of time.

6.6.1 Paragraph writing

Activity 6.17 Practicing writing a paragraph on factors of reducing poverty in Ethiopia.

Ways that help Ethiopia get rid of its poverty

- hard work
- increased digital activities
- cooperative work
- taking care of the environment
- increasing access to education
- improving productivity
- ensuring access to clean water
- end war and conflict

Dear teacher!

In the above writing activity, we find different factors that can help get rid of poverty in Ethiopia and in the world. Students may mention all these factors in their paragraph writing. Please help them write the topic sentence and develop it into a paragraph.

Unit 7. Community Services (14 Periods)

Learning Outcomes

At the end of the unit, learners are expected to

- *listen to a variety of texts with medium level understanding and transfer information,*
- *interact in English in varied communication situations with comprehensible grammar,*
- *realize the importance of community services,*
- *read medium level reading resources and comprehend contents,*
- *guess meanings of words using context clues,*
- *extend their vocabulary using phrasal verbs,*
- *understand how relative clauses are formed,*
- *construct sentences using relative clauses,*
- *participate in conversational practices on social problems of Ethiopia, and*
- *write descriptive or expository essays.*

7.1 Listening skills

Activity 7.1 Pre-listening questions.

Dear teacher!

Pictures of community service providers are given to the students in order to help them activate their prior knowledge about community service before they listen to the listening text. Then, help them brainstorm their ideas freely and appreciate their responses to the pre-listening questions stated in activity 7.1.

For example, for Q1, students may say:

People in the pictures are wiping the road, visiting the patient, etc.

Activity 7.2 Listening and answering questions.

Dear teacher!

Below is the listening passage prepared for the students. Please try to audio-tape the passage, but if it is not posible to audio-tape the listening text, please read it twice with a moderate speed to the students so that they can answer the questions based on it. If you realize that the students haven't understood you after you have read it twice, you can repeat your reading the third time.

Community Services

Community service is a very important factor when it comes to bettering your society. Through my own experiences and observations, I have come to support my opinion on this issue.

My experience that supports this theory involved my job last summer of 2004. I paced around the house for a while. Finally, I decided to sit down and read the newspaper. There was a section on the community which contained a list of volunteer activities. They ranged from helping in soup kitchens to helping as an electrician.

I called a number and decided to spend my time taking care of the grocery shopping for an elderly handicapped woman. She has since become a good

friend. Finally, I was spending my time having fun. I was making a difference in one wom an's life. It may not h v p id in d lars. Th exp rience and p easn e I gained was mo e v la b e to me th n any amot f mne y I cb d h v earned Even more significant is the value and importance of community service in on so iety. Witb com mni ty serv ce in n so iety, many p p e wb d no know t h imp tance f c h rity.

In co clsn in, I b liev th t ch ing to h lp y com mni ty th g com mni ty serv ce sh d b v ry imp tant to y It is also imp tant to the people around you. I feel that helping in your community to benefit others will b ing y g th ng Yo will also mak th p rsn y h lp d feel cared ab .

Adapted from https://www.toppr.com/huides/essays/community-service-essay/

Answers to the blank spaces

1. *…volunteer activities.*
2. *…the grocery ….*
3. *…experience … pleasure ….*
4. *…value … importance ….*
5. *…community service ….*

Activity 7.3. Answering questions

1. Discussing the importance and challenges of community service.

Possible answer

- Com mni ty eriv cei si mpo tantt h v r elatins h p w ith o h rsa ntd s p tt h mI th sa na d ntag i nr eleasing h serv cep iv d rf rm s tress.
- Th c h lleng sf c m mn ity eriv cei ncld t h s eriv ce g v r'sl ack a d q tet imeh s/h rt end ncy b n-o , d centralizeg d ncea nd s/h rl imited esn ces.

2. Writing a paragraph on the challenges and opportunities of delivering a community service.

Sample paragraph

Community service is advantageous because it helps one to address community needs. The community service provider gets exposure to new people, and learns new skills and experiences group dynamics. On the other hand, it has challenges because service givers may be with little confidence, and may miss their family. They also meet new people and need to acclimatize new environment. They may also face lack of budget to effectively accomplish their services.

7.2 Reading Skills

Activity 7.4 Answering questions based on personal experiences.

Dear teacher!

The students will have a variety of responses to the three questions in this activity. Accept their responses with appreciation because the purpose of asking these questions is to help students raise their interest and stimulate their background knowledge about community service

Activity 7.5 Reading the passage and answering questions.

1. *A supportive atmosphere in the hospital is created by the hospital's dedicated team of healthcare professionals,*
2. *The activities the community worker involved in the hospital were taking care of the elderly, answering phones with proper greeting, and filing reports and certain patient information.*
3. *The three benefits the community worker got because of involving in the community service activities are work experience, learn more about the self and personal abilities, and confidence building.*
4. *"They' in paragraph 3, line 1 refers to healthcare professionals.*
5. *The community worker advises us that the task is not easy and needs time and patience for participating in community service.*

7.3 Vocabulary Development

Activity 7.6 Contextual meanings of words.

———**1.**	dedicated (paragraph 1, line 4) =	devoted
———**2.**	dignity (paragraph 1, line 7) =	honor
———**3.**	complete (paragraph 4, line 6) =	full
———**4.**	fortunate (paragraph 4, line 10) =	wealth
———**5.**	bettered (paragraph 4, line 17) =	improved

Activity 7.7 Completing missing parts in dialogues selecting from the given phrasal verbs; and trying to get the meanings of the phrasal verbs.

drop in ***drop off*** ***drop out***

Hanna: I **dropped off** for a few minutes during the final act. How did the the music end up?

Danayit: I can't believe you could ***drop off*** during such spectacular music!

Hanna: I was drowsy. I've been working long hours lately.

Fikirte: It's so hard to work and go to school at the same time. My parents never finished school, and they've become pretty successful with their business.

Zelekash: You're a year away from graduating. Don't ***drop out*** now.

Ali: You're from Bishoftu? That's great!

Mohammed: No kidding! Feel free to ***drop in*** next time you're in town.

forafewminutesduringthefinalact.Howdidthemusic

Activity 7.8 Matching the phrasal verbs in bold in column A with those meanings in Colum B.

Column A	**Column B**
1. Ih d s w era nd **dried** my elf **off.**	***a) dry*** sm eth ng flu ly
2. It h nkw ea rec lo et w h re Asterl iv sy th nkw es h d **drop in** a nd eew s h i sig ng e	***) stop and visit***
3. Th y **dried** t h f riu t **out** i nt h s n.	***c) dry*** sm eth ng
iq ck y	
4. Ic ana ssn et u h ti fy **drop out** o s ch nw w illr eg eti tl ater.	***d) leave***
5. **Eat up** y id nnera nd w e'llg o a w alk	***b) finish eating***

7.4 Grammar:

Giving additional information about things or people using relative clauses (adjectival Clauses)

Dear teacher!

A dialogue is given about investors in the students' book to introduce the relative clauses. The students should play the roles of the discussants in the dialogue and try to identify the relative clauses in the dialogue by themselves. Then, you list the relative clauses down that occur in the dialogue with the whole class students. Please ask them about how the clauses are formed, and what functions they have. It doesn't matter whether they answer your questions or not because they will learn about the clauses in detail in the succeeding parts of this section.

Grammar:

In the dialogue about different inventors, the relative clauses included are:

• wh a ch ire.	• th tI a ch ire
• which greatly influenced the wo ld	• wh m ad i Phe a nd Pad
• wh w ea ch ire.	• wh e raid s h lp d th wo ld a lo .
• th tI a ch ire	• wh wo Nb l Prize in ne rep t.

Dear teacher!

At this stage, students should be aware of how relative clauses are formed using relative pronouns. So, please give them a brief explanation about the different relative pronouns, how they can form relative clauses. You should give them examples how the relative pronouns can help combine sentences forming relative clauses. Examples are given to you below.

1 a) Th m ani sm fy riend

b) Th m an wo k a tS d re.

c) Th m anw h t h tw o k a tS d rei sm fy riend

a) Th h sei se p nsiv .

b I a mp nting tt h h se.

c) Th h sew h ch t h tI a mp nting ti se p nsiv .

Please ad mo e ex mp es th t sh w h w th relative p nouns stand fo th sh ect and b ect cases and wh ch relativ p nouns are s ed fo hm ans and no- hm ans; and h w th relativ clas es are fo med Wh t are th func tions o the relativ clas es? Ex ain in d tail ab th func tions o th clas es in th sentencesp d ed

Activity 7.9 Selecting the appropriate relative pronoun and filling in the blank spaces in sentences.

1w h ch t h t	4w h re	7w h ch	10w h ch
2. wh m /th t	5w h e	8w h e	
3. wh e	6w h ch	9w h e/w h ch	

Dear teacher! The word 'that' can be used in place of 'which', 'who' and 'whom'as far as the relative clause is a defining relative clause. We have given you examples in numbers 1 and 2.



Activity 7.10 Matching sentence parts in Column A with the relative clauses in Column B.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	
5.	10.	

Dear teacher!

Students may have difficulties to understand the defining and non-defining relative clauses. Would you please explain about the two types of clauses with more examples than given in the students' book? In Activity 5.10 below, the students will join sentences forming defining and non-defining relative clauses. Ask students why they have decided some of the clauses are defining and others non-defining. If you find that they haven't understood the two types of relative clauses, please give them additional examples with explanations. You can also give them additional activities for more understanding.

Grammar:

a) **Relative pronouns used in defining relative clauses**

Activity 7.11 Join each of the pairs of sentences into one forming defining or non-defining relative clauses. The first two are done for you.

1. The man was late. Duressa invited the man.
   The man **whom Duressa invited** was late.
2. The couple lives next to us. Their daughter has two charming boys.
   The couple **, whose daughter has two charming boys,** lives next to us .
3. The doctor **whom/that I wanted to see** was sick.
4. The accountant **who works for my father's company** was arrested.
5. The mobile phone **which/that is broken** can't be fixed.
6. John made a copy of the photo **that/ which I took.**
7. I met a girl **who/that was a doctor**
8. We talked about the party **which/ that Sarah wants to organize for my birthday**.
9. This is the house **where I had my first party.**

Adapted from www.english-practice.at & www.perfect-english-grammar.com

7.5 Speaking Skills

7.5.1 Speaking activity related to the reading passage

Activity 7.12 Do you believe in helping your community? The following table lists some areas you can participate in community services and benefits you could get out of. In groups, discuss which areas you would like to involve in and why. Add more areas and reasons for participating.

Activities	benefits /reasons to involve
Cleaning ewag s Tu o ing h ld en Planting rees	mentals atisfactionc leane niv ronm ent p rson satisfactio, ch ng ng life 6 th g neration p rsna l satisfactio, sh ring sk lls

Dear Teacher!

This activity is meant to help the students practice speaking using the information in the table. Please let them speak as much as possible. There is no right or wrong point students may raise, we appreciate them if they reason out their thoughts, what they do or decide to do. The can follow the example given in their discussion.

Example

- I wh d lik to inv e in serv ng my com mn ity th g commni ty mb lizatin p g am fo p ace and cp ratin b cas ei tg e sm ea s ense6 s atisfactin.

7.5.2 Discussion related to social problems in Ethiopia

Dear teacher!

Students will discuss the environmental, health, social and educational problems in Ethiopia based on the information given in the table. Please let students discuss the points freely in groups of four or five. The group organization should consider:

1. gender,
2. giving roles for participants,
3. ability groups, and
4. sight-impaired students (if there are any).

There is no right or wrong answer, so you need to appreciate their attempts. After the students have discussed it in groups, please take it to whole class discussion so that some students can talk about the issues.

Activity 7.13 Discuss in detail about the environmental, health, social and educational problems in Ethiopia based on the information given in the Table. Answer also the following questions in your discussion.

1. Which of the problems is/ are the most serious problem/s?
2. What should people do to solve the problems?
3. What roles can you play to solve the problems?

Environmental problems	Health problems	Social problems	Education problems
- soil erosion and land degradation, - deforestation and forest degradation, - waters carcity, - biodiversity loss	- deadly HIV/AIDS, - malaria, - bacterial and protozoal diarrhea, - typhoid fever, - hepatitis A,	- lack basic needs - education, - safe and healthy	- quality - gender education - drop out rate (to-from-school) - lack facilities - teachers lagging in public schools.

7.6 Writing Skills

7.6.1 Writing activity related to the reading passage.

Activity 7.14 Getting information about community service from the reading and answering questions with complete sentences. Then, students develop the sentences into a paragraph.

Dear teacher!

This is an individual activity. After the students have done the activity, let them read their answers to the questions and their paragraphs to the whole class for comments. You give your feedback to students' answers and paragraphs. Since students may have a problem of organizing their paragraphs, please show them about how a paragraph is delineated with example paragraph (s).

1. What is a community service?
2. What is the purpose of community service program?
3. What are the benefits of community service programs?
4. What are the duties of a community service worker?

Activity 7.15 Writing an essay about the basic needs of life in Ethiopia concerning the issues included in the diagram. Focus on whether or not the basic needs are fulfilled, and suggest solutions for any problems you raise.



Dear teacher!

The writing activity above is very important, and helps the students to develop essay writing. Students at this level may have difficulty in writing essays, but you have to help them develop it. So, please move around the class to help students while they are writing, but taking the necessary safety measures for COVID-19.

Activity 7.16 Discussing the causes of land degradation and providing possible solutions in groups. Then, writing individually about the causes and solutions for land degradation. A sample essay is given to you.

In your discussion and writing, include answers to:

1. How do the factors affect land degradation?
2. What are the effects of land degradation?
3. To what extent, do you think, the national tree plantation programs solve the problem of degradation and its effects?

Causes for land degradation

- population growth
- intensive land use
- too much plowing
- overgrazing
- deforestation

Solutions to the problems

family planning
giving resting time
moderate level of plowing
protection of grazing land
protection of forests and afforestation

Sample essay

Read the following essay, and develop similar kind of essay of your own about the basic needs of the people and land degradation.

Developing countries and problems they face

There are the basic needs which developing countries lack in part or in total. The basic needs include food, water, housing, health, education and work. Food is a basic need because food helps people grow and develop. It gives us energy to keep us health and work. Without the right amount of food or the right kinds of food, people suffer from malnutrition which

can result in death. At least one in eight of the world's population does not have enough to eat. Water, clean, safe drinking water is essential for life. It is vital for the control of diseases such as diarrhea, typhoid and cholera. About 80% diseases are from dirty, unsafe drinking water.

Housing is a major problem, which can affect the developing countries because more and more people in developing countries are drawn to cities in search of work and a better life. The cities getting overcrowded and the supply of affordable housing in the cities does not match the population growth so there is a serious of lack of houses, so in developing countries there are nearly more than half of the population living in shanty towns.

Health care is important to 'ensure a state of complete physical, mental and social well-being and not merely the absence of disease or illness. 70% of the population in developing countries does not have access to any organized health care.

Education is another problem in poor countries. There are only four adults in ten who can read and write and less than one in four children go to secondary school. Education is a very important basic to the development of a nation.

To solve the problems of basic needs, people in developing countries should work hard cooperatively to ensure their basic needs are satisfied.

Unit 8. Communicable Diseases (16 Periods)

Learning Outcomes

At the end of this unit, learners are expected to:

- *listen to a variety of texts with medium level understanding and transfer information,*
- *interact in English in varied communication situations with comprehensible grammar,*
- *talk about communicable diseases,*
- *describe characteristics of communicable diseases,*
- *read medium level reading resources and comprehend contents,*
- *guess meanings of words using context clues,*
- *extend their vocabulary using phrasal verbs,*
- *understand the forms and functions of present perfect and present perfect continuous tenses,*
- *construct sentences using present perfect and present perfect continuous tenses,*
- *apply conditional type 3 sentences for conversational practices (purpose), and*
- *write descriptive or expository essays.*

8.1 Listening Skill

Activity 8.1 Pre-listening questions

Dear teacher!

A pictures of illness is given to the students in order to help them activate their prior knowledge about disease before they listen to the listening text. Please help them brainstorm their ideas freely and appreciate their responses to the pre-listening questions 1, 2 and 3.

Activity 8.2 Listening and answering questions

Dear teacher!

Below is the listening passage prepared for the students. Please try to audio-tape the passage, but if it is not posible to audio-tape the listening text, please read it twice with a moderate speed to the students so that they can answer the questions based on it. If you realize that the students haven't understood you after you have read it twice, you can repeat your reading the third time.

Occurrence of Infectious Diseases

Epidemiology is the study of the occurrence of disease in populations. Epidemiologists are concerned not only with infectious diseases, but also with noninfectious diseases such as cancer and atherosclerosis, and with environmental diseases such as lead poisoning. These professionals work to prevent or minimize the impact of diseases in the population. Their work may include such activities as identifying unusually high incidences of a particular disease, determining the effectiveness of a vaccine, and calculating the cost effectiveness of various means of controlling disease transmission. Occasionally, epidemiologists act as "detectives" who track down the cause of a "new" disease and mode of transmission, and help organize various health care workers to bring the disease under control.

Modes of transmission

Infectious agents may be transmitted through either direct or indirect contact. Direct contact occurs when an individual is infected by contact with the reservoir, for example, by touching an infected person, ingesting infected meat, or being bitten by an infected animal or insect. Transmission by direct contact also includes inhaling the infectious agent in droplets emitted by sneezing or coughing and contracting the infectious agent through intimate sexual contact. Some diseases that are transmitted primarily by direct contact with the reservoir include ringworm, AIDS, trichinosis, influenza, rabies, and malaria.

Indirect contact occurs when a pathogen can withstand the environment outside its host for a long period of time before infecting another individual. Inanimate objects that are contaminated by direct contact with the reservoir (for example, a tissue used to wipe the nose of an individual who has a cold or a toy that has been handled by a sick child) may be the indirect contact for a susceptible individual. Ingesting food and beverages contaminated by contact with a disease reservoir is another example of disease transmission by indirect contact. The fecal-oral route of transmission, in which sewage-contaminated water is used for drinking, washing, or preparing foods, is a significant form of indirect transmission, especially for gastrointestinal diseases such as cholera, rotavirus infection, cryptosporidiosis, and giardiasis.

These modes of transmission are all examples of horizontal transmission because the infectious agent is passed from person to person in a group. Some diseases also are transmitted vertically; that is, they are transmitted from parent to child during the processes of reproduction (through sperm or egg cells), fetal development, or birth. Diseases in which vertical transmission occurs include AIDS and herpes encephalitis (which occurs when an infant contracts the herpes simplex type II).

Adapted from https://www.ncbi.nlm.nih.gov/books/NBK203

Answers to the listening comprehension

1. *… the impact….*
2. *… disease and mode of….*
3. *… either direct or indirect…..*
4. *… touching an infected person, ingesting infected meat, ….*
5. *… person to person ....*

Activity 8.3. Answering questions

1. Discussing the types of common diseases with a partner.

Possible answers

a) Malaria-----w h ch st ransmitteby h so iq to s

b) HIV/AIDS---c as eby c nt rb les ea li nterco sey rs e tc.

c) Diarrh a- ----c as eb cteria

d) Thes td ntsc ana lsid scs st e rclu so isid ab tesb d p essn ee tc.

2. Writing a paragraph about the major causes of HIV/AIDS & COVID-19 and their prevention mechanisms.

Sample paragraph

HIV/ AIDS and COVID-19 are caused by viruses. HIV/AIDS spreads through sexual contact, illicit injection, sharing needles, contact with infected blood, from mother to child and breast feeding. COVID-19 affects the respiratory system. It is transmitted through droplets and small airborne particles containing the virus. Sprayed contaminated fluids in the eyes, nose or mouth also spread the disease. Both HIV/AIDS and COVID-19 are fatal, and no cures have been so far found. Therefore, we have to be careful not to be victimized by either of them.

8.2 Reading Skills

Activity 8.4 Answering questions based on personal experiences.

Dear teacher!

The students will have a variety of responses to the pre-reading questions stated in the student's textbook. Accept their responses with appreciation because the purpose of asking these questions is to help students raise their interest and stimulate their background knowledge about communicable disease.

Meanings of words

predict =	***forecast***
mortality =	***dying***
infection =	***contamination***
treatment =	***medication***

Activity 8.5 Read the passage carefully and answering questions

1. True
2. True
3. True
4. False
5. True
6. False
7. True
8. False
9. True
10. True

Activity 8.6 Giving answers to questions based on the reading passage.

1. What does the writer mean by saying, "What happens in the future depends very much on what the international community does now"? (paragraph 3, line 1). The writer intends to say that much more things on controlling HIV/AIDS must be done today for minimizing the impact of the epidemic.
2. Why, in the next three decades, does the global mortality rate become similar worldwide? Because, apart from the prevalence of AIDS in poorer countries, most people will be dying at an older age of non-infectious diseases like cardiovascular diseases, stroke and cancer.
3. What a new method did the writer suggest for the prevention of HIV/AIDS prevalence?
4. A new method suggested for the prevention of HIV/AIDS prevalence is vaccine.
5. What did the researchers, Mathers and Loncar, do with the data from more 100 countries? The authors looked at the links between mortality trends and income per capita, as well as factors including education levels and tobacco use.
6. Which country in the world is expected to reveal the highest life expectancy by 2030?
7. The highest life expectancy by the 2030 is expected to be in Japan

8.3 Vocabulary Development

8.3.1 Vocabulary from the reading text

Activity 8.7 Contextual meanings of words.

1. *estimate (paragraph 1, line 5) =* *project*
2. *optimistic (paragraph 2, line 3) =* *promising*
3. *curbed (paragraph 2, line 4) =* *controlled*
4. *spark (paragraph 3, line 3) =* *trigger*
5. *suffice (paragraph 4, line 6) =* *enough*
6. *avert (paragraph 7, line 5) =* *prevent*
7. *susceptible (paragraph 7, line 8) =* *exposed*

8.3.2 Phrasal verbs

Activity 8.8 Completing sentences choosing from the phrasal verbs given.

1 cm ed w n
2 came in
3 cm eso
4 comes off
5 cameo.
6 ameo
7 m e v er
8 amet h g
9. came up with
0 came acrs s

8.4 Grammar

Present Perfect and Present Perfect Continuous Tenses

Activity 8.9 Identifying and writing down the tenses used.

hasdi sapi ared
hasc mi e,
has …fulfilled,
havi l eft,

havi bi enl hi ng
hasbi ent aki ng
have protested,
hasi di sapi ared

hasbi enf eedi ng
hasbi ent aki ng
has refused,

8.4.1 The Present Perfect Tense

Activity 8.10 Completing by changing the verbs into present perfect tense

1. hasbi en
2. havi w ashed
3. hasyi c on ses tarted
4. havi n’tpi ayi d
5. sl andi d
6. vi gei
7. vi w alki d
8. vi j sti c mi e
9. hasarrivi di hasbi gi
   vi nti hi d
10. hasal readyi rashi d
    snti r ained

8.4.2 The Present Perfect Continuous Tense

Dear teacher!

In the next two consecutive activities, students are required to provide the present perfect and present perfect tenses of the verbs in brackets. In some cases, there may be position changes of some words, and you should explain why the change occurs. For instance, if you see number 4, the word ‘already’ is shifted to be placed between the two verbs. There are also cases when the students might add the word ‘not’ as in numbers 2 and 7 as examples. So, please explain why this happens to the students.

Activity 8.11 Completing the paragraph changing the verbs in parentheses into either present perfect or present perfect progressive tense.

(1) Both Alemu and Silenat **have planned** a daily menu. Alemu (2) **hasn't completed** the online food science course yet because he was sick for two weeks. The professor is letting him make up the final exam next week. He (3) **has** already **taken** the course, so he (4) **has been helping** Alemu study for the exam. He (5) **has already turned in** his food safety paper. He (6) **has been working** hard on his food safety paper, but (7) he **hasn't finished** it yet. He (8) **has been planning** the food drive and the menu for the holiday meal together for a few weeks. He (9) **hasn't served** the holiday meal yet, but they plan to serve it next Thursday before they go and tie Dec ember.

Activity 8.12 Writing present perfect or present perfect continuous tense forms of the verbs in parentheses.

Dear teacher!

Similar to Activity 8.10, Activity 8.11 also requires students to supply either the present perfect or present perfect continuous tenses of the verbs in brackets. Please ask students why they choose the tense form, and give them explanations if they do not give the right reason for their choice. Dear teacher, would you please give them some exercise on the words 'since' and 'for'; the examples we gave them may not be enough for them to master about their uses.

A Lifelong Adventurer

Helen Thayer (1) **has never let** age stop her. She and her husband, Bill, fulfilled a lifelong dream for their 40th wedding anniversary. They walked 2700 kilometers in intense heat across the Gobi Desert. There they met Mongolian nomads and learned about their culture. To celebrate 50 years of marriage, the Thayers walked almost 800 kilometers across the Sahara Desert to study the customs of the people who live there. Now in her seventies, Thayer keeps on planning trips for the future.

Thayer, born in New Zealand, (2) **has been exploring** the world's forests most of her life. Since childhood, she (3) **has travelled** widely in harsh climates and across rugged lands. She (4) **has been walking** to the North Pole with her dog as her only companion. She (5) **has also kayaked** 3800 kilometers down the Amazon, and (6) **has done** several mountain climbs. These trips (6) **have been** easy but they (7) **have been** very satisfying.

In recent years, Thayer has been talking to groups around the world. She (8) **has continued** to travel and bring back stories to share with both children and adults. Thayer hopes to inspire people to follow their passions and fulfill their dreams. What is her recipe?Setting lofty and unsuccessful ones over

8.5 Speaking Skills

8.5.1 Discussion on health issues

Activity 8.13 Discussing questions in groups.

Dear teacher!

The students will have an opportunity to state many things about types of diseases and ways of transmission. Let them discuss in groups as much as possible using the expressions from the given table. For your general feedback on how to organize their discussion sample presentation framework and conversations are given below.

1. I know only know two types of diseases. These are cholera and malaria. Cholera is I think, transmitted due to hygiene problem. Malaria is transmitted by mosquitos..
2. Conversation between a doctor and a patient

Dialogue 1

Do to : How do you feeling now s tom ach?
Patient: My tom ach sc ramp ing is wo rita nd I can’te ato d ink a nyth ng
Do to : OKI, ’mig ng o h cy t emp ratu ea ny p se. You m ay ve ed na ntib o ici fy ve a ni nfectio.
Patient: Co ld easeig ve mesm eth ng o t h p inm w h el i ss o ea nch h a d sa ch ng o
Do to : YesI, w illp escrib a nti-painf o t h p innow .
Patient: Th nk

Dialogue 2

Patient:D o to I h ve h ad ch s incey sterd ym o ning
Do to :H ave yo ak na nym ed cines fo ar?
Patient: Yesb tt h h ad ch h sn’td sap ared
Do to :D o ememb rt h na mef t h m ed cine?
Patient: TweP aracetamb s.
Do to : You ve a ru nnyso eI tl h l ik y h ad ch i sa r esu tfo s ins i nfectio, ndto t h r eg aroe t h tr esu tsf rm a nk ety a nd atig I ’llp escrib a na ntib o ict o leart h i nfectio a nd p inr eliev rt o eliev t h p in.
Patient: Th nk cto .

Sources: https://www.myenglishteacher.eu/blog/ & https://lemongrad.com/conversation-between-doctor-and-patient/

8.5.2 Identification and classification of diseases

Dear teacher!

Students may give different answers for the three questions below. There is no right or wrong answer. Please appreciate their attempts in answering the questions. You can add also other questions of your own for more discussion. Please organize the group considering gender, ability group and disabled students (if there are any).

Activity 8.14 In groups, discuss the common diseases in your local area answering the following questions.

1. Which of the diseases is killing people most?
2. What are the causes for the diseases?
3. What measures should be taken to alleviate the causes?

8.5.3 Speaking based on conditional sentence type 3

Dear teacher! Please help students do the exercise in case they have difficulty to be creative and ask questions.

Activity 8.15 Asking questions each other and providing answers as in the examples given. Students will extend the discussion by adding their own questions and answers related to the story.

The story

My friend called me last nig . I was asleep at tha time fo tha call. I still ha ard tha t my pe was ring ng bu I cou d' t g t up and p ck it p In tha mo ning wh n I wa p I saw tha t my friend was onl ine. We startede x ha ng ngn essag s.

Example questions and answers

A: Wyd id' tw etn nm y alll astni g ?

B: Iw h d v r etn ney c alll astni g i fI h d' t ena sleep

A: Wyd g b s o arly?

B: I wouldn't have gone to bed so early if I hadn't been tired.

A: What did you do to be tired?

B: I wouldn't have been tired if I hadn't been studying so much.

A: Wow, why did you study so much?

B:

A:

B:

8.6 Writing Skills

Dear teacher! If you feel that the points the students include in their writing below are too many, you can reduce some of the elements.

Activity 8.16 Write an essay about the uses of the internet based on the information in the diagram. A sample related essay is given to you.

Sample Essay: Importance of the Internet

Th last few y ars h v witnessed h ay reliance o th internet. Th s h s b en because of multiple advantages that it has to offer – for instance reducing the wo k stress and ch ng ng th face f comm ni cati mo t imp tantly. If we tak the current scenario we canno ig o e w imp tant th Internet is in o ev ry d y liv s. It is now ind ed a ch lleng ng task to iv sa lize a wo ld with thei nternet.

One may define the internet as a large library composed of stuff like – records, pictu es, web ites, and p eces o info mation. Ano h r secto in wh ch th internet has an undeniably important role to play is in the field of communication. Wit h access to th internet, th ab lity to sh re th g s to sh re th g s and d asa cr s st h g b w h d v a ls enj s ta d eam.

Unit 9. Fairness and Equity (16 Periods)

Learning Outcomes

At the end of this unit, learners are expected to:

- *listen to a variety of texts with medium level understanding and transfer information,*
- *interact in English in varied communication situations with comprehensible grammar,*
- *appraise unity in diversity in Ethiopia,*
- *read medium level reading resources and comprehend contents,*
- *guess meanings of words using context clues,*
- *extend their vocabulary using phrasal verbs,*
- *contrast the forms and functions of the present perfect and simple past tenses,*
- *participate in conversation based on the ideas in the reading passage,*
- *integrate ideas from the reading passage to writing, and*
- *write descriptive essays.*

9.1 Listening Skills

Activity 9.1 Pre-listening questions

Dear teacher!

A picture showing cultural diversity is given to the students in order to help them activate their prior knowledge about cultural diversity, human rights and democracy before they listen to the listening text. Then, help them brainstorm their ideas freely and appreciate their responses to the pre-listening question.

Activity 9.2 Listening and answering questions

Dear teacher!

Below is the listening passage prepared for the students. Please try to audio-tape the passage, but if it is not possible to audio-tape the listening text, please read it twice with a moderate speed to the students so that they can answer the questions based on it. If you realize that the students haven't understood you after you have read it twice, you can repeat your reading the third time.

Cultural Diversity, Human Rights and Democratic Governance

Iti sa rg d h lg t h sr ep tt h tr esp ctf o c l tn al d v rsity ot rib es tot h id gi tf e ach nd iv d lg p nd om mni tyR ig sa nf reed h s aren o e x rcised na v cm b a ree mb d w ith na s o ialc ot ex . Allr ig sa nf reed h sh v a c l tn al d mensiot h tc ot rib est o h ir effective exercise. It is precisely this dimension that forms the link betweent h i nd iv d l, h c m mni ty nd h g p v h cg nd univ rsalv l sw ith na p rticl ars o iety.

Hm anr ig sa reni v rsalb cas et h f log o llf m anity. Th si st h sensei ntend d nt h *Universal Declaration of Human Rights* (UN ,

wh ch ckw leg st h te v rgue ,
asa m emb r ó s o iety, h d x rcisea llr ig s' ind sp nsab ef o h s
digi t y nd h f reed v lpm ent ó h sp rsna lity (Art 2 .

Altg m etimesp trav d sc h llenig ng s o ialc h sinc lu tn al
div rsity, sot h c ot rarya ne nab eró id alg a nch tu a le nrichm enta nd
ths a s n ceó e conm ics, o ialp iticala nd lu tn alc reativ tyD emo ratic
gv rnancep esp esf o msó g rnmenta nch d só d cisio- mak ng
thatt ak a ccot ó t h m lu ticlu tn alc m p itionó c ot emp ary o ieties
and h irw id x rietý b liefsp j ectsa nd ifestly esI np m to ing
am o ei nclsa iv f o mó g rnance, h m anag mentó c lu tn alid v rsity
cant n na s o ietalc h lleng i nto d mo ratics treng h nd h reby ot rib e
tot h e stab ish m entó t h t *culture of human rights and peace* tw h ch
UNESCOa nd h U niteN ations a rec m mitted

Answers to the blank spaces

1. …effective exercise.
2. …the community … the group.
3. …belong to ….
4. …economic, social, political … cultural creativity.
5. … *decision making*….

9.3 Answering questions

1. Human rights constitute various forms of rights such as the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, etc.
2. Cultural diversity could benefit our development first through maintaining peace and stability if there are dialogues among societies. Secondly, maintaining cultural diversity helps preserve economically viable values and culture that could facilitate development. Thirdly, cultural diversity promotes creativity of individuals so that development will be

facilitated. Generally, cultural diversity would accelerate the society's development given that there is mutual respect and understanding.

3. Sample paragraph:

Human rights and freedom of a society bring about opportunities and challenges. They may provide societies with opportunities of having free interaction and mutual understanding that could facilitate societal unity and cooperation. Shared views and values developed and sustained in societies result in a sense of solidarity and unity that requires a nation for peace and development. Human rights and freedom also encourage innovation and new way of life that may grant people more happiness and entertainment. However, there are obvious challenges we may face because of human rights and freedom. For example, several groups of people would become more relaxed and negligent to societal values which are important for societal identity and religious festivity. A globalized culture that disregards local norms and traditions that are important for healthy co-existence of communities will destroy or dominate everything of the societies. Indigenous ways of life and societal identity will be threatened and global values that promote greediness and competitiveness on market economy will be prevailed other than humanitarian elements such as cooperation, charity, brotherhood and religiousness. Generally, if they are not addressed strategically and thoughtfully, human rights and freedom induce many challenges; in stead of opportunities that may facilitate social and economic development of societies

9.2 Reading Skills

Activity 9.4 Answering questions based on personal experiences, and sharing answers to group members.

Dear teacher!

The students will have a variety of responses to the pre-reading question. Accept their responses with appreciation because the purpose of these questions is to help students raise their interest and stimulate their background knowledge about equality, equity and justice.

Meanings of words stated in question number 2.

v rd ct=	lawj gh ent
jn y=	j g s
fair =	imp rtial

Activity 9.5 Answers for true/false questions

1 Tr e	F alse	7 Tr e	0 Tr e
2 Tr e	5 Tr e	8 Tr e	
3. Tr e	6 Tr e	F alse	

Activity 9.6 Completing sentences to questions.

1. *The civil rights or civil liberties are essential movements for justice.*
2. *People measure others on the scale of richness.*
3. *Theoretically, the jury's role is to make a decision on what is best for the community in the particular case.*
4. *The poor suffer everywhere in the world as they only struggle for their survival but also find it hard to earn respect in the society.*

5. *We can create a beautiful society through educating them about their rights and encourage them to treat others fairly, equally and nicely.*
6. *The students can respond saying 'agree' or 'disagree' with their logical reasons. They may say, for example, 'Agree' because unless we change our society's over emphasized attitude towards the role of money that affects their loyalty and ethics, maintaining justice that is treating persons equally and equitably will be challenging. They also respond 'disagree' because still there are many people who are affected by the wealth or money in treating people equally and equitably, showing justice.*

9.3 Vocabulary Development

Activity 9.7 Based on their contexts used in the reading passage, find the meanings of the following words.

9.3.1 Vocabulary taken from the reading passage

1. *scheme (paragraph 1, line 18) =* *blueprint*
2. *allegedly (paragraph 6, line 12) =* *supposedly*
3. *domain (paragraph 2, line 6) =* *scope*
4. *polity (paragraph 5, line 16) =* *community*
5. *invoked (paragraph 5, line 18) =* *called up*
6. *sprinting (paragraph 5, line 1) =* *rushing*
7. *stagger (paragraph 5, line 10) =* *waver*
8. *discern (paragraph 6, line 19) =* *distinguish*
9. *curse (paragraph 5, line 34) =* *condemnation*
10. *perpetrator (paragraph 6, line 13) =* *criminal*

9.3.2 Phrasal Verbs

Activity 9.8 Matching the phrasal verbs in the sentences under Colum A with the meanings in Colum B.

1	c (d p nd/ rely	4	(red e)
2	f (a)	5	d lete fl rm l ist)
3	e (s em o ea u h ity	6	red e/cos m el ess)

9.4 Grammar: Simple past and Present Perfect Tenses

Activity 9.9 Reading dialogues to see how the present perfect and the simple past tenses are used in a partner's e-mail.

Dear teacher!

Students should play the roles of A and B in addition to noticing how the present perfect and the simple past tenses are used. Ask also students if they can tell the functions of the two tenses based on the contexts the tenses are used in the dialogue.

9.4.1 Simple Past Tense

Dialogue

A: You've been playing the flute ever since you **were** a ch ld I **didn't know** t h t.

B: Yeah **'ve** a lway **loved** i t.

A: **Have** y lway **wanted** t p ay na no ch stra?

B: No. At first, I **wanted** t b a m s ict each r.

Th abov sh t id alg cos ists o simp e p st (were, id d' t kw , wante) and esentp rfect(h v l v h v w ante) t enses s ed np itiv ne g tiv and q stiof o ms.

Dear teacher!

Please ask students about regular and irregular verbs. Give them brief explanations and let them identify which ones are regular and irregular verbs in the sentences in Activity 9.9 below.

Activity 9.10 Giving correct simple past forms of the verbs in brackets.

1. I (1.) **finished** my work last night.
2. When I (2.) **left** school, I (3.) **cut** my hair and (4.) **wore** it short ever since.
3. I (5.) **enjoyed** reading the book; it's a nice story.
4. **Did** you (6.) **do** your homework?
5. I (7.) **was** in the stadium when you (8.) **called** me.

Dear teacher!

Ask students why they have used the negative and question forms of the sentences the way they did in Activity 9.10. They should also give reasons to select either the present perfect or simple past tenses in Activities 9.11 and 9.12. In activity 9.13, please focus more on how 'since' and 'for' are used in the present perfect tenses. You can also give them additional exercises on these two words as they are used in present perfect tenses.

Activity 9.11 Changing the sentences given into negative and question forms.

1. He wore his hair long when he was at school.
   Negative : *He did not wear his hair long when he was at school.*
   Question: *Did he wear his hair long when he was at school?*
2. My brother wrote several short stories.
   Negative : *My brother did not write several short stories.*
   Question: *Did my brother write several short stories?*
3. He smoked for two weeks. Now he is trying to give it up.
   Negative : *He did not smoke for two weeks. Now he is trying to give it up.*
   Question: *Did he smoke for two weeks? Now he is trying to give it up.*
4. She arrived with her mother yesterday.
   Negative : *She did not arrive with her mother yesterday.*
   Question : *Did she arrive with her mother yesterday?*
5. Zeberga read books when he was at school.
   Negative : *Zeberga did not read books when he was at school.*
   Question: *Did Zeberga read books when he was at school?*

9.4.2 The Present Perfect Tense

Activity 9.12 Completing the interview with the words in parentheses. Use the present perfect or simple past.

Sara: How long (1) **have you been** a taxi driver, Yalemwork?

Yalemwork: (2) I **have had** this job for many years.

Sara: When (3) **have you become** interested in taxis?

Yalemwork: When (4) I **was** a kid and (5) taxis **have fascinated** me ever since then. When (6) I **was** in middle school, (7) I **did not read**

mo h ab any o h r sb ject. Du ing my h gh sch y ars, (8) I of ten **volunteered** at the lo al zo and th n in cb leg (9) I **majored** i nh rp tb g— h s td r ep iles.

Sara: And after cb leg (0) y **have spent** a few y ars in Th iland Isn'tt h tr ig ?

Yalemwork: Yes, I was wo k ng with Th i snak ex rts. (11) I really **enjoyed** my imew ith h m.

Sara: (2) **Have** y ev r **experienced** any life-th eatening sita tions sincey tarted w o k ngy ith nak s?

Yalemwork: (3) I **worked** with many p sons snak s w r th y ars, b (4) ol y ne **bit** me. Th t was scary Since th t time, (5) I **have paid** m o ea ttentio) t o h s nak s'b h iv o .

Sara: Wh y j b

Yalemwork: (6) B ecas eI **was** a b et b iv m y h ld eam.

Activity 9.13 Reading Tefera's diary and completing with the verbs in brackets into the simple past or the present perfect tense.

Yesterd y my g and ath r (1) **told** me ab h s ad ntu es and th n I (2) **learned** a lo of th ng ab h m. He (3) **has traveled** to different cities since 19 e (4) **has already visited** Assela and Gb . He and my fath r (5) **knew** Metu in 9 Th y (6) **have** alread **been** to Semera fo a mot h to Ex iting I (7) **have** no **seen** su h nice p aces y t. Last y ar, my mo h r (8) **wanted** to go on holidays to different regions of the country but my father (9) **had** an accident in May, so finally we (10.) **could not** leav . Bu my g and o h r (11) **has just come** b ck rom a sh tt rip o h s u h

Activity 9.14 Choosing the correct answer that best completes the sentence.

1. Where (a) **did he go** last month?
2. (a)**Have** you ever **seen** a wild tiger?
3. I have studied English (c) **for** five years.
4. She has waited for you (a) **since** four o'clock.
5. They haven't studied for the exam (a) **yet.**

9.5 Speaking Skills

Dear teacher!

The Table below focuses on the causes, effects and ways of preventing discrimination in a society. Please help the students discuss the issues in depth based on the information in the table and adding their own ideas. You need to appreciate their efforts in speaking in English and forwarding intelligent ideas, concerning the discussion point.

The students should do the Activity in groups of four or five. Please consider the composition of the group members to be sensitive to:

a) gender,
b) ability group, and
c) physically impaired students (if there are any).

Activity 9.15 Discussingthe causes, effects and ways of preventing discrimination in groups based on the notes given in the Table.

Causes of discrimination in society	Effects of discrimination on society	Ways of preventing discrimination
- ag , - id sab lity, - ethi city, - o ig n, - þ itical b lief, - race, - relig o , - sex g nd r, - lang ge, - cl tr e	ne q ls o ieties exp rience - so ial, - env ron mental, - econ m ic, - cl tr al, - ni typ b ems	- Resp ctc l tr ala nd acial differences in schools, workplaces and m mna la ctiv ties - Beg nc nd ta ns p ech, - Refs et o nitiatep rticip te, o c nde id scrimination nd h rassment, - Av d ace-b sed c l tr ally offensive talks, humor or stories

Activity 9.16 Discussing with a partner how discriminations associated with the issues raised below are prevented or can be prevented in Ethiopia.

- ethi city,
- natio a lity
- age
- g nd r,
- -r ace
- -e con m icc nid tio
- -id sab lity nd elig o

Dear teacher!

This is a very important issue students should be aware of; therefore, let them discuss freely with your guidance to generate ideas to alleviate the social evils related to the listed points of discussion. Please encourage them to add their own ideas or points for discussion.

Activity 9.17 Choosing any three hints given and asking questions each other in turns to respond to using present perfect tense to develop a story.

Dear teacher!

The students' answers may vary; and please appreciate their endeavors to develop a story using the present perfect tense. If you feel that the task is difficult for the students, you can also do the first clue given with the whole class. Then, they should do it in pairs with a partner. The discussants can produce as many questions and answers as they can, extending the conversation between them.

Example

1. (trave lbu)d
   a) Wha reha ve yu rave led?
   b) Iha ve t rave lled 6 ond r?
   a) Wha ve yge t 6 ond r?
   b) Iha ve ge t 6 ond rt iv sitt ha h sto icalC astles?
   a) Hav hu d niy nfo mationa b t ha C astles?
   b) YesI ha ve b eni nfo mey af riend
   a) Wha ts p cialt h ng ha sy f rienv siteid nt ha C astle?
   b) Hea siv siteid ha i ng nsa c raftsó n p p ei nb lid ng .
   a) _
2. (sp tsp ay
3. (ap aceb ve b en)
4. (interesting ld ve e aten)
5. (Tha g eatestp rsow hm hu ve m et)
6. (tha leng h ó time y ha ve stid ed Enlg ish and y ab lity in Enlg ish)
7. Tha m so te x iting h nhu ve de t h sw eek)

9.6 Writing Skills

9.6.1 Extended writing activity to the reading passage

Activity 9.18 ***Writing a paragraph based on the answers students give to questions. Students should make sure that the sentences they produce are connected logically and coherently.***

1. How do you define cultural diversity?
2. What benefits people can get being aware of cultural diversity?
3. What challenges or disadvantages do you get from cultural diversity?

Dear teacher!

Students may give answers to the above questions based on the information in the reading passage in the Unit. But encourage them also to add their own ideas to deeply understand the concept, its benefits and challenges. We have added for you some ideas about the definitions, benefits and challenges of cultural diversity from an internet source.

1. Definitions

Cultu e is a b o d term that encom p sses b liefs, v lu s, no ms, b h iv o s, and overall can be understood as our "way of being." When you go out into the world, you will come into contact with people from different backgrounds and walk f life. It's a g rlu e f thn b to hno cu tu al id v rsity with y actions .

Th refo e, Cu tu al id v rsity is symony s with mu ticu tu alism. Multiculturalism is defined by the Ency l p id a Britannica as, "the view that cu tu es, races, and ethi cities, p rticu arly th e f mino ity g p , d serv special acknowledgment of their differences within a dominant political culture." Cu tu alid v rsity h l ik t h s:

- ***In A Workplace*:** Hav ng a mlu tiling l team, h iv ng a id v rse rang f ag s wo k ng tg th r, h iv ng p icies th t are v ally ag inst id scrimination, tc.
- ***In A School Setting*:** Hav ng std nts from all ov r th wo ld (lik at th Univ rsity f th Peb e), being accep ing f all relig s p actices and trad tions th t std nts p rt tak in, sp ting std nts to sh re th ir cl tn esw ith e a no h re, tc.

2. Benefits

Recgi zing h tt h rei sa l arg a mot f c lu tn est h te ix st

- Respecting each other's differences
- Ackо wleig ng h ta llc lu tn ale p essios a rev lid
- Valiu ngw h tc lu tn esh v t b ing o h t ab e
- Empw eringl v rseg p t o ot rib e
- Celebrating differences, not just tolerating them
- Div rse cl tn al p rsp ctiv s can insp re creativ ty and d iv innv tio
- Lo al mark t kw leg and insig makes a h iness mo e com p titiv and profitable
- Cl tn al sensitiv ty, insig , and lo al kw leg means h g r q lity, targ tech ark ting
- Drawing from a cl tn ally id v rse talent p allw s an o g nizatio to attract and etaint h b stt alent
- A diverse skills base allows an organization to offer a broader and more ad p abler ang f p d tsa nd erv ces
- Div rset eamsa rem o ep d tiv a np rfo mb tter
- Greaterp tni ty o p rsoa la np f essioa lg w th

Its benefits in education

- Deep learning
- Confidence and growth
- Preparation for the future
- More employability

3. Challenges

- Colleagues from some cultures may be less likely to let their voices be heard
- Integration across multicultural teams can be difficult in the face of prejudice or negative cultural stereotypes
- Professional communication can be misinterpreted or difficult to understand cross-language nuances
- Navigating visa requirements, employment laws, and the cost of accommodating workplace requirements can be difficult
- Different understandings of professional etiquette
- Conflicting working styles across teams

Taken from https://www.uopeople.edu/blog/what-is-cultural-diversity/ & https://www.hult.edu/blog/benefits-challenges-cultural-diversity-workplace/

9.6.2 Descriptive essay using the present perfect tense

Activity 9.19 The following paragraph is a short story developed using present perfect tense. Developing a parallel paragraph.



Merha wit ha s jus t walk d to sid with h r g and h to h r. Sh wears an ap n. So far, she has finished cleaning and washing. She has also gathered seeds and crm bs. Now Merha wit and Grand h to h r are to sid . Merha wit ha s jus t drp d sm e seed n th g nd to feed th b rd . Th b rd h v no com e yet. Recently, Grand h to h r h s mov d in with Merha wit's family. Sh now enjoy liv ng with them. Grand h to h r has alread sat d w n n th b nch Sh also wears an apron. She has just finished cooking.

Adapted from www.really-learn-english.com



Information

- Jemila liv si nS emera(AfarR eg n)
- Herg and h ld enl iv i nD ireD awa
- Herg and h ld enl iv id nD ireD awaf o t h eev ars
- Jemila anH rg and h ld enid do m eetf o t h eev ars
- Th y alkat h pe
- Th y maile ach h r
- Th y h rep ctn es
- Jemila ki tss carv sa nH ank tst s end h rg and h ld en
- Sh h ski tted wb arg b ank tsa nd s carf

Dear teacher!

Students may develop different paragraphs that constitute the present perfect tense. We think that you should appreciate any story they develop. Please check the tense form and content employed in their paragraphs. The following example paragraph can help your students develop a parallel paragraph of their own based on the information given above.

Example student parallel writing

Jemila lives in Semera, in Afar Region. Her grandchildren live in Dire Dawa. They have lived in Dire Dawa for 3 years. Jemila has not seen her grandchildren in over a year. She has talked to her grandchildren on the phone and through e-mails many times. She has also seen pictures of her grandchildren. They have grown so much since the last time they visited Semera. Jemila knits scarves and blankets to send to her grandchildren in Dire Dawa. So far, she has knitted two large blankets for her granddaughters. She has also knitted a scarf for each grandchild.

Activity 9.20 Writing a descriptive essay about their community (i.e. in their hometown or village)

Dear teacher!

Let students include the following points in their writing.

a) Description of where they live (community, hometown or village),
b) How many people live there (approximate),
c) Living conditions,
d) Religion and ethnicity,
e) Natural and man-made heritage sites and
f) Others.

If you feel that there are other points they should include in their essay, please guide them to include those points. Please appreciate their endeavors in writing so that they can be encouraged for more writing in future

Unit 10. The internet (17 Periods).

Learning Outcomes

At the end of this unit, learners are expected to

- *listen to a variety of texts with medium level understanding and transfer information,*
- *interact in English in varied communication situations with comprehensible grammar,*
- *create awareness about the uses of computer and the internet,*
- *read medium level reading resources and comprehend contents,*
- *guess meanings of words using context clues,*
- *extend their vocabulary using phrasal verbs,*
- *review about tenses,*
- *participate in conversation based on the ideas in the reading passage, and*
- *write descriptive or expository essays.*

10.1 Listening Skills

Activity 10.1 Answering questions based on personal experiences.

Dear teacher!

Students are required to listen to the text below twice. Please read the text in moderate speed so that students can follow you. If you observe that the students have not understood you, you can repeat your reading once again. Before they listen to the text however, please ask them the following pre-listening questions. There is no right or wrong answer the students give to the questions; so appreciate their responses and include your own answer to make the answers information (experience) sharing.

What is the internet?

The Internet is a global system of interconnected computer network that use the standard *Internet protocol suite*, a set of communications protocols, to serve billions of users worldwide. The internet has reshaped and redefined most traditional communications media including telephone, music, film, and television. This has given birth to new services. Newspaper, book and other print publishing are adapting to Web site technology, or are reshaped into blogging and web feeds.

The Internet has enabled accelerated new forms of human interactions through instant messaging Internet forums, and social networking Online shopping has boomed both for major retail outlets and small artisans and traders. Business-to-business and financial services on the Internet affect supply chains across entire industries.

The origins of the Internet reach back to research of the 1960s, commissioned by the United States government in collaboration with private commercial interests to build robust, fault-tolerant, and distributed computer networks. The commercialization of what was by the 1990s an international network resulted in its popularization and incorporation into virtually every aspect of modern human life. As of 2012, more than 2.2 billion people — nearly a third of Earth's population — use the services of the Internet.

Activity 10.2 Listening to the passage and completing the missing parts.

1. *...telephone, music, film, ...television.*
2. *…, internet forums, … social networking.*
3. *…entire industries.*
4. *…popularization … incorporation …*
5. *The internet.*

Activity 10.3 Deciding whether the following statements are 'true 'or 'false'. If the statement is 'false' students are required to give the correct answer as per the information in the listening passage in the second column, and their own views on the third column.

True/ False	Correct answer as per the passage	Students' views about the statement
False	The internet has resulted in traditional media.	Students will have various responses.
True	The internet has damaged economic commerce.	
False	The internet has damaged economic commerce.	
False	nearly three fourth of Earth's population	

10.3 Answering questions

1. Internet affects people's lives in several ways. It forces people to spend many hours on internet surfing or browsing. Internet also facilitates communication among people living far away. It further threatens personal and institutional privacy.

2. Sample sentences about the impact of the Internet on people's interaction

   a) Thephysical interaction of people has reduced due to internet technology.

   b) Theseday sInternetmakes many people communicating by using gmesand chattingthrough chirmbleinstead of talking face-to-face ing p .

   c) Internets peeds phaving friendsand calling over rag ofspacei nmanc ommuni cationp ocess.

3. Sample paragraph on the Internet

The Internet provides people with enormous advantages. First, it facilitates sharing of ideas at a distant. People exchange instant information through email or any other communication systems. They express their love or concern with friends or relatives through writing emails or voice calls using Internet technology. Internet also serves as a source of knowledge and skills. It helps people learn many things using internet materials, books, videos etc. Besides, Internet offers people various forms of entertainment. Many people usually make use of variety of games, movies and cartoons for entertainment purpose. They spend several hours watching movies on the Internet, playing games and chatting. The Internet further gives people or institutions opportunity to make money in advertising, and e-commerce activities. Generally, these days, an overwhelming access to the Internet, enables institutions to function their overall working system; that is, using the Internet is now almost everything for people to accomplish their day-to-day activities

10.2 Reading Skills

Activity 10.4 Before you read the passage, answer the following questions. Share your answers to your group.

Dear teacher!

The students will have a variety of responses to the pre-reading questions 1 and 2. Accept their responses with appreciation because the purpose of asking these questions is to help students raise their interest and stimulate their background knowledge about computer and internet.

Meanings of words stated in question number 3.

surfing = browsing

software = program

advertisement = innovation

Activity 10.5 'True' or 'false' (based on the information in the passage).

1 True	4 False	7 True	10 True
2 True	5 True	8 False	
3 True	6 True	9 True	

Activity 10.6 Giving answers to questions in complete sentences.

1. There are several advantages of the computer and internet. These are: it is a blessing for students who can submit their assignments in neat and legible sheets. Besides, it helps knowledge increase, etc.
2. There are several advantages of the computer and internet. These are: individuals spend hours chatting or surfing on the net, but they do not have time for the members of the family. Besides, the advanced and more developed countries spend 20 hours a week playing computer games.
3. The main idea of paragraph one is highlighting the advantages and disadvantage of computers and internets, which is the gist of the overall reading passage.
4. The word 'these' in paragraph 3, line 7 refers to the benefits of the internet stated in the preceding sentences.
5. Due to the long hours spent sitting in front of the computer, the students' communicative and reading behaviors are declining.

10.3 Vocabulary Development

10.3.1 Words taken from the reading passage

Activity 10.7 Giving contextual meanings to words taken from the reading passage.

1. counter (paragraph 1, line 10) = opposing
2. vigorous (paragraph 2, line 1) = powerful
3. legible (paragraph 2, line 3) = readable
4. scope (paragraph 2, line 7) = opportunity
5. pervasive (paragraph 4, line 1) = common
6. caste (paragraph 5, line 2) = social class
7. garner (paragraph 6, line 2) = collect
8. dexterity (paragraph 7, line 5) = aptitude
9. deteriorating (paragraph 8, line 6) = worsening
10. boon (paragraph 8, line 9) = advantage

10.3.2 Phrasal Verbs

Dear teacher!

Phrasal verbs may be difficult to students, so please give them:

1. a word of advice to consult their dictionary for the meanings of the phrasal verbs;
2. the definitions of the phrasal verbs with additional examples that can serve them as contexts of use of the phrasal verbs; and
3. additional exercises on phrasal verbs that are formed using 'cut', 'do' and 'deal'.

Activity 10.8 Selecting the appropriate particles, and guessing the meanings of the phrasal verbs from the context they are used in.

1. If you want to lose weight, you have to cut **down (on)** the amount of food you consume.
2. Zinash **cut off** the piece of meat into small pieces for her younger brother.
3. The doctor told him to cut **down (on)** salt as his blood pressure was a little high.
4. My phone call was cut **off** before I could get the information.
5. He had to cut **out** smoking in order to be prepared for the marathon.
6. With a little practice, you can cut **up** a whole chicken yourself for frying.
7. A number of people have been employed to deal **with** the backlog of work.
8. Many countries did **away with** death penalty many years ago.
9. I will do it **over** because my first attempt was not successful.
10. There is no sugar, so I will have to do it **without**.
11. I dozed **off** while I was reading because I slept only few hours last night.
12. It is not customary for men to dress **up** as women, and women as men.
13. His hand was cut **off** in the accident.
14. Why did you dress **up** the table like this?
15. She dozed **off** in front of the fire.

10.4 Grammar

Simple Past, Past Continuous, Present Perfect and Present Perfect Continuous Tenses

Activity 10.9 Discussing the simple past, the past continuous, the present perfect and the present perfect continuous tenses

Dear teacher!

The grammar elements in this Unit are mere revisions. Please advise the students to share their knowledge about the tenses and to construct their own positive, negative and question forms of the tenses.

Activity 10.10 Writing the correct forms of the verbs in brackets in the dialogue.

1. do you take 2. I always wanted 3. did the trip take 4. I travelled

Activity 10.11 Completing the paragraph selecting from the verbs in parentheses.

I (1) **had** a terrible car accident when I was sixteen. I (2) **lost** a leg. As an athlete, this was especially devastating. I (3) **have been** a gymnast from the age of eight, and I (4) **have won** three national competitions. It (5) **took** me a lot of time to recover, and I (6) **haven't thought** about competing again. Then, one of my coaches (7) **told** me about the Paralympics and (8) **suggested** that I train for swimming. I could do that with only one leg. I (9) **always wanted** to be in the Olympics. In fact, I (10) **was training** for the Olympics at the time of my accident. So I (11) **listened** to my coach and (12) **started** swimming. I (13) **have swum** ever since that day and I love it. I (14) **have won** several competitions. Lately, I (15) **was training** for the next Paralympics. I hope to win a medal!

Activity 10.12 Underlining the verbs used in the story, telling what tenses the verbs are used and discussing in groups what the writer wants to say by adding the verb tenses.

Dear teacher!

In this Activity, students' answers constitute different tenses: past continuous, simple past, simple past and past perfect passive and simple present verbs. Students are required to identify and provide reasons why the tenses are used. Let them discuss together, but they need your support. Please give them explanations why different tenses are used.

In the group discussion, please consider the group composition:

1. to balance gender,
2. ability groups, and
3. sight-impaired students to be in different groups (if there are any).

Achieving a Goal

About a year ago, I was watching the Olympics, and I decided that I wanted to become a runner. I knew I should set an achievable goal, so I decided to train for a 5K race. My parents were surprised when I told them about my goal, because I had never been interested in running before. In fact, I had never run more than a mile, and I had always been very slow. My friends thought I was joking. Everyone assumed that I would quit after a week.

Fortunately, I proved them all wrong. I did two things to achieve my goal. First, I went online and researched a good training plan. I found a website that helps you plan workouts. You start by walking, and then you gradually start running. After that, I joined a local running group. We ran in the park twice a week, and I made friends who had also decided to run a 5K.

Grammar

Three months later, I achieved my goal: I ran in my first race. I didn't win, but I ran the whole way, so I was proud of myself. Since then, I have run in several races. I have also started training for a longer run. My next goal is to run in a 10K race. My friends have stopped laughing at me, and a few of them have even asked me to help them start.

Activity 10.13 Putting verbs into the more suitable forms.

1. **Have you been playing** tennis?
2. Somebody is breaking the window.
3. You look tired. Have you worked hard?
4. 'Have you ever worked in a factory?' 'No, Never.'
5. 'Hanna is away on holiday.' 'Is she? Where is she going?'
6. My brother is an actor. He has appeared in several films.
7. 'Sorry I'm late.' 'That's all right.' 'I do not wait long.'
8. 'Is it still raining?' 'No, (it has stopped).'
9. I lost my phone. Have you seen it anywhere?
10. I am reading the book you lent me, but I haven't finished it yet. It's very interesting.

Activity 10.14 Developing own sentences on simple past, past continuous, present perfect, and present perfect continuous tenses.

Dear teacher! Students need to discuss their answers; so please check how they have done the activity and discuss it together taking every possible care to safeguard yourself and the students from COVID-19.

Example answers

1. Simple past

A. I used to study hard when I was in primary school.

B. She played volleyball with her friends.

2. Past continuous tense

   A. I was reading a book while she came in.

   B. They were playing football in the field.

3. Present perfect tense

   A. He has surfed the internet to get notes about English tenses.

   B. The students have referred to the internet to understand the uses of English tenses more.

4. Present perfect continuous tense

   A. I have been working in my office when she arrived.

   B. He has been reading a book since morning.

10.5 Speaking Activity

Dear teacher!

Students will learn how to express their opinions politely in discussing 'The social Media Status of Ethiopia, 2021'. To help them discuss in depth, they are given the following questions. Please help them do the exercise all participating in giving their opinions. You can give each of them roles to play. There is no right or wrong answer in their responses to the questions. Please focus on how they forward their opinions and their participation.

Activity 10.15 Expressing opinions in groups about the social media status of Ethiopia in 2021

1. How do you see the status of use of the social media in each of the media stated?
2. What should the social media do to benefit the Ethiopian people?

3. What do you think you can contribute for the social media to provide genuine information?
4. How do you evaluate the extent of internet use in Ethiopia?
5. What is the importance of internet application in Ethiopia?
6. What should be done to improve its use in the country?

The Social Media Status of Ethiopia, 2021

Social media	%
Twitter	9
Facebook	3
YouTube	4

(Taken from, https://internetysociety.org)

Sample answers

In the modern world, people use the social media very much; the media have become international means of communication. However, people's utilization of the social media in Ethiopia seems to be limited compared to their use in different countries. For instance, in 2021, only 39.38% of the population uses Twitter. I think this is very small when we see the role the medium plays. I imagine that Facebook utilization is also limited. Surprisingly, I see that people's use of YouTube in Ethiopia is inadequate. I think they should use much more than this.

Dear teacher!

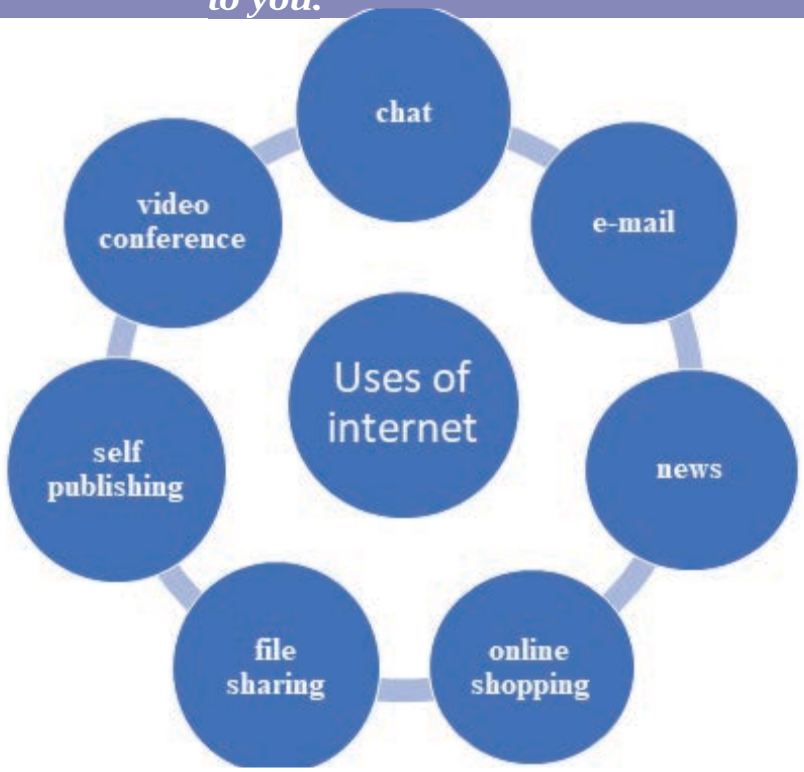
Please make the students' conversation dyadic or with small groups so that they can discuss the issue in depth. You need to tell them some of the phrases that are commonly used to express opinions politely. The phrases may express agreement or disagreement. As a help for you, you can refer to the phrases included in the Table below, but please add also your own to the list.

Notes: Phrases that can help you express opinions			
Phrases used to express opinion	***Asking for opinion***	***Agreement***	***Disagreement***
It h nk.. Ib lievv … If eel… Inm y jp nin… Iw b d ay..	Wha tdy h nk fo ?.. Wha ta reay tg sn?.. Hwv fi eel ab ?.. a nd Wha t'sy n jp nin n?..	Sfi . Met o Definitely. Ia g een Ic b d' t ag eem n e.	Id sag ee! Id' ta g ee. I'mn s n eI a g ee witby… I'ms n ry I d' ta g ee. I'ma fraid d sag ee.

10.6 Writing Activity

Dear teacher!
If you feel that the points the students include in their writing below are too many, you can reduce some of the elements.

Activity 10.16 Write an essay about the uses of the internet based on the information in the diagram. A sample related essay is given to you.



Sample Essay: Importance of the Internet

The last few years have witnessed heavy reliance on the internet. This has been because of multiple advantages that it has to offer – for instance reducing the work stress and changing the face of communication most importantly. If we take the current scenario, we cannot ignore h w important the Internet is in our everyday lives. It is now indeed a challenging task to visualize a world without the internet.

One may define the internet as a large library composed of stuff like – records, pictures, websites, and pieces of information. Another sector in which the internet has an undeniably important role to play is in the field of communication. Without access to the internet, the ability to share thoughts to share thoughts and ideas across the globe would have also been just a dream.

Activity 10.17 Write sentence-level polite agreements or disagreement to the following statements first, and then write paragraphs on any two of the statements.

Possible answers

1. *Internet-use is important to our country. I think it is important* **because it help students get a lot of resources to learn different subjects, and people can get information about technology.**
2. *Many people are using the social media dishonestly. In my opinion,* **people should be ethical and use the social media to share relevant experiences.**

3. *I feel like that we are not doing enough to our country. If you ask me,* **I would like to devote myself in contributing to my country doing anything I can.**
4. *I believe that we should depend less on technology. We should be creative,* **based on the needs of our people.**
5. *In my experience, men tend to be more immature than women of the same age. I think,* **I don't agree more on this because I believe that men and women are equal.**

Activity 10.18 Writing an opinion essay agreeing or disagreeing on the topics given following the example short paragraphs.

1. I think we can combat climate change by growing trees.
2. I think the computer was the best invention. There's no question about it.

Example paragraph for polite agreement and disagreement to the statement ***the different regions of Ethiopia have best staple foods.***

Polite agreement

In my opinion, the different regions of Ethiopia have special staple foods that are delicious. For instance, the Tuhlo in Adigrat and the Kocho in Gurage are delicious foods. When one eats the kocho with chopped up meat called kitfo locally, he/ she may think that there is no equal food stuff to it anywhere. Tuhlo has also very good taste and its food service tradition is special which is really very much attractive. Fish desserts in Arba Minch, the mitin shiro in different regions and the chicken stew are all delicious food stuffs everyone enjoys to eat. So, I feel that we have variety of delicious food stuffs which are much enjoyable in Ethiopia.

Polite disagreement

The different cultural foods in Ethiopia may be enjoyable to many Ethiopians. But, I think the staple foods may not be delicious to tourists who haven't experienced such kinds of food stuffs. Tourists who come from different corners of the world may have experienced different cultural foods of their own. To such kind of people, eating new food stuffs may not be easy. So, catering them with other choices seems mandatory.